

EDUCATION

Indiana Commission for Higher Education

This section outlines the Indiana Commission for Higher Education's internal review of DEI positions, departments, activities, procedures, and programs as required by Executive Order 25-14.

DEI Department

The Commission did not have a department dedicated to DEI initiatives.

DEI Staff Positions

The Commission did not employ any staff dedicated to DEI initiatives.

Mission Statement or Value Statement

The Commission did not have a mission or value statement related to DEI.

Programs Administered to the Public

- The Graduate Medical Education Board is a separate board staffed by CHE, focused on funding physician residency programs across the state. The Board issued a statement in 2020 regarding efforts to “combat the scourge of racial and ethnic bias and its negatively associated social determinants of health.”ⁱ This statement has been removed from CHE’s website.
- The Padres Estrellas “star parents” program are several vendors on contract with CHE to connect with schools, neighborhoods, and community partners to help enroll students in the 21st Century Scholars program. The program focuses only on Hispanic and Latino communities.ⁱⁱ The program will end when these contracts conclude at the end of the fiscal year.

Grant Conditions

- The Career Coaching Grant provides services aligned to career exploration, engagement, and experience activities to students at participating partner schools. CHE selected 28 intermediaries for the first grant cycle that began March 1, 2024 and concludes December 31, 2025. One grant agreement “is tailored to support minority and low-income students.”ⁱⁱⁱ These grants will naturally conclude December 31, 2025. Additionally, jurisdiction for the next round of these grants will transfer to the Indiana

Department of Education (IDOE), who can work to ensure grants fund programs in a manner consistent with the Executive Order.

- The College Success Program was funded by the 2023 budget to “[s]ubject to budget committee review, . . . be used for college success programs including capital investments for minority and first-generation low-income students . . .”^{iv} Three grants issued through this program supported “first-generation students of color” (Indiana State), “black, Latino, and Hispanic students” (Purdue NW), and “first-generation college students and/or of an underrepresented background, namely students of color and those with financial need” (Valparaiso). Indiana State and Valparaiso repurposed their grant funding to support other scholarships; however, as of April 30, 2025, Purdue NW had continued its efforts. Funding was not allocated for this grant program to continue, and these grants will naturally conclude December 31, 2025.
- The STEM Teacher Recruitment Grant funds organizations and programs to increase the number of STEM teachers in school corporations encountering shortages and in schools located in underserved areas. A current grant recipient is using its grant funding to support a “Black Teacher Residency” program for recruiting and serving black educators.^v Funding was not allocated for this grant program to continue, and the current grant agreement expires August 1, 2025.

Training/Instruction Administered to the Employees

- Materials from past presentations and conferences, as well as pre-2025 programs and initiatives, were removed from CHE’s website,^{vi} and general policies for regular and consistent website retention for agencies reporting to the Office of Education are under consideration.

Job Applicant Requirements

- The Commission did not have any job applicant DEI requirements.

ⁱ See CHE DEI Appendix, p. 1.

ⁱⁱ See *id.*, p. 2.

ⁱⁱⁱ See *id.*, p. 3.

^{iv} See *id.*, pp. 4-5.

^v See *id.*, p. 6.

^{vi} See *id.*, pp. 7-9.

Indiana Graduate Medical Education Board

Statement on Improving Access to Quality Healthcare; Combating Racial & Ethnic Bias

The Indiana Graduate Medical Education Board is committed to improving access to quality healthcare for all Hoosiers by growing Indiana's physician pipeline. Increasing access to quality healthcare has been proven to increase positive health outcomes, especially in underserved and underrepresented populations.

Our backgrounds and roles give us a window into the lives of Hoosiers from all areas of our state. As healthcare professionals, we work with our patients, peers and staffs to maintain climates that foster diversity, mutual respect, and inclusiveness. These principles guide our work to expand graduate medical education throughout Indiana and to ensure the next generation of Hoosier doctors maintain similar principles following the oath of '*Primum non nocere*' (first, do no harm).

As a Board, we support and encourage efforts to train both current and future physicians to combat the scourge of racial and ethnic bias and its negatively associated social determinants of health. We will work with our healthcare partners to ensure that new and expanded graduate medical residency programs recruit, train, and retrain physicians with these principles.



Padres Estrellas

Home > Student Success Initiatives > Padres Estrellas



Padres Estrellas

Eight Padres Estrellas – translated from “Star Parents” – work with community organizations focused on empowering Hoosier Hispanic and Latino communities to provide college and career support to students and families across the state.

The Padres Estrellas connect with schools, neighborhoods, and community partners and focus on helping students and families enroll in the [21st Century Scholars](#) program and the [Workforce Ready Grant](#) with the goal of increasing student access and attainment to higher education.

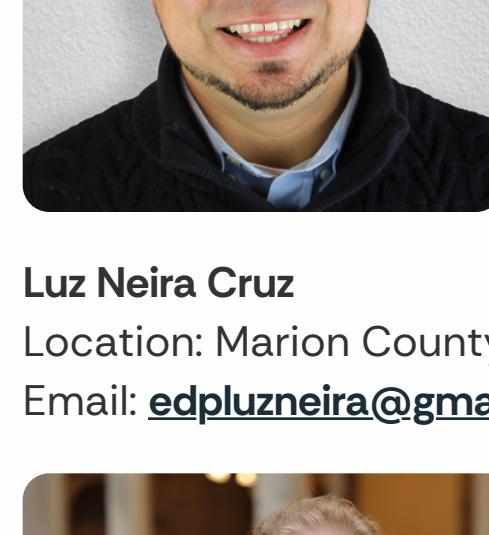
To enroll your student in the 21st Century Scholars program or to learn more about the Workforce Ready Grant, please contact the Padre Estrella below closest to your residence.

Para inscribir a su estudiante al programa de 21st Century Scholars o para aprender más sobre el Workforce Ready Grant, por favor póngase en contacto con el Padre Estrella de la lista abajo más cerca a su hogar.

José Juárez

Location: Marion County

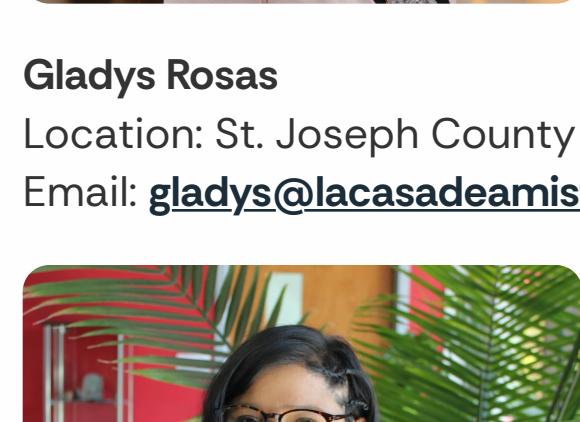
Email: juarezjw@myips.org



Luz Neira Cruz

Location: Marion County

Email: edpluzneira@gmail.com



Gladys Rosas

Location: St. Joseph County

Email: gladys@lacasadeamistad.org



Lauro Zúñiga

Location: Allen County

Email: lauroazuniga@gmail.com



Coral Regalado-Santos

Location: Clinton County

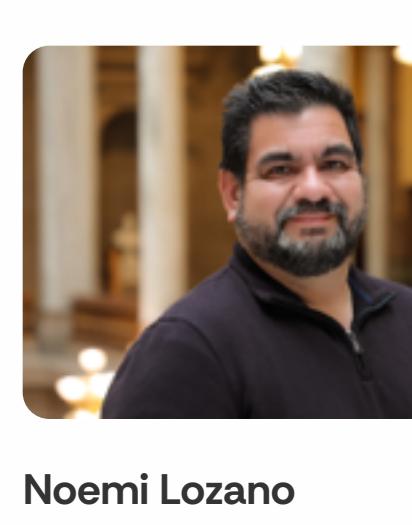
Email: coralregal2021@gmail.com



Mariana Petraglia

Location: Bartholomew County

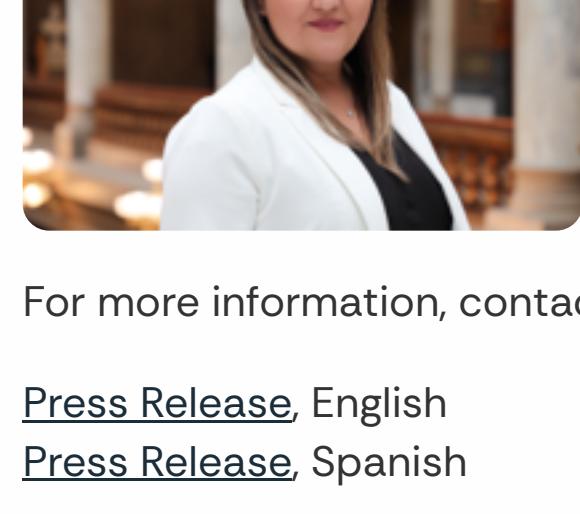
Email: petragliam@bcsc.k12.in.us



Luis Santiago

Location: Daviess County

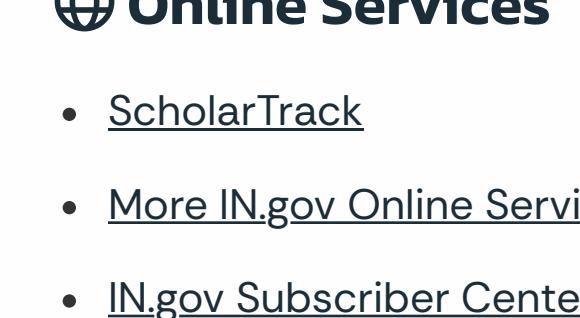
Email: santiagl@purdue.edu



Noemi Lozano

Location: Lake County

Email: nlozano@rfcsc.k12.in.us



For more information, contact program director José Medina at JMedina@che.in.gov.

[Press Release](#), English

[Press Release](#), Spanish



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- [More IN.gov Online Services](#)
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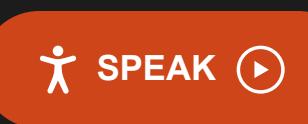
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Career Coaching Framework

 CHE > Policy and Legislation > Career Coaching Framework

Overview

House Enrolled Act 1002-2023 tasked the Commission with developing a Career Coaching Framework to provide comprehensive and relevant information about career pathways to Hoosier students.

The Commission worked with the Indiana Department of Education and other stakeholders to develop [Indiana's Career Coaching Framework](#) which centers on career exploration, engagement, and experience.

To implement the Career Coaching Framework, the Commission awarded \$25 million in [Career Coaching Grants](#) to 28 intermediaries. Grant funding has been primarily utilized to fund career coaches who provide supports and services aligned to the Career Coaching Framework to students at partner schools. Career coaches must hold a certification in individual personality and interest inventory interpretation that has been approved by the Indiana Department of Education. The following certifications have been approved:

- DeBruce Foundation Certified Agilities Coach
- Myers Briggs VitaNavis Career Coach Certification

Resources

- [Career Coaching Grant Flier](#)

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Indiana Commission for Higher Education

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MEDIA CONTACT:

Emily Price at 317-232-1016 or eprice@che.in.gov

FOR IMMEDIATE RELEASE:

Friday, November 3, 2023

Indiana Awards Over \$2.4 Million to 22 Higher Education Campuses to Support College Success Programs

This inaugural round of College Success Program grant recipients will fund 32 success coach positions

(INDIANAPOLIS)—The [Indiana Commission for Higher Education](#) today announced the 22 campus recipients of the 2023 College Success Program grant. The first grant cycle funding will be used to create 32 full-time positions at public or private four-year Indiana higher education institutions to support 21st Century Scholars, Frank O'Bannon Grant recipients, minority students and other low-income and first-generation students.

The College Success Program grant has awarded up to \$80,000 per college success coach position for each academic year of the grant period. The funding must be used to build and enhance new staffing capacity to support the five priority student populations. The coaches are tasked with increasing student enrollment, persistence, degree completion and connection to high-demand career opportunities.

“Last year, the Commission launched its strategic priorities to address college enrollment, completion and graduate retention,” said Indiana Commissioner for Higher Education Chris Lowery. “The College Success Program is one of our intentional strategic approaches to partnering with institutions to address the challenges in the education to workforce pipeline and amplify the impact of proven programs such as the 21st Century Scholarship and Frank O'Bannon Grant. This will remove barriers that especially affect first-generation and low-income students.”

Funding for the College Success Program grant is made possible under House Enrolled Act (HEA) 1001-2023. The initial program will run from Nov. 1, 2023, through Oct. 31, 2024, with opportunities to extend the grant pending review of the State Budget Committee.

2023-2024 College Success Program grant recipients:

- Anderson University
- Ball State University
- Franklin College
- Indiana State University
- Indiana University Bloomington
- Indiana University Columbus
- Indiana University East
- Indiana University Fort Wayne
- Indiana University Indianapolis
- Indiana University Kokomo
- Indiana University Northwest
- Indiana University South Bend
- Indiana University Southeast
- Indiana University Online
- Marian University - Indianapolis
- Purdue University Fort Wayne
- Purdue University Northwest
- Purdue University West Lafayette
- University of Indianapolis
- University of Southern Indiana
- Valparaiso University
- Vincennes University

For a list of program summaries the grants are supporting, click [here](#).

#

About the Indiana Commission for Higher Education

Created in 1971, the Indiana Commission for Higher Education plans, coordinates and defines Indiana's postsecondary education system to align higher learning with the needs of students and the state. The Commission also administers Indiana's financial aid programs, including the [21st Century Scholars](#) early college promise scholarship, which celebrates 30 years in 2020.



Teacher Recruitment Programs

[CHE](#) > [Academic Affairs](#) > [Funds for Teacher Recruitment](#)

STEM Teacher Recruitment Fund

The **STEM Teacher Recruitment Fund** was established by the Indiana General Assembly during the 2013 Legislative Session. The fund provides grants to high-performing organizations and programs working to increase the number of high-quality science, technology, engineering and mathematics teachers in Indiana school corporations encountering shortages of qualified teachers and in schools located in underserved areas.

Grant Recipients

- [2017 STEM Teacher Recruitment Fund Grant Recipients](#)
- [2019 STEM Teacher Recruitment Fund Grant Recipients](#)
- [2021 STEM Teacher Recruitment Fund Grant Recipients](#)
- [2023 STEM Teacher Recruitment Fund Grant Recipients](#)

Press Release

- [\\$9.6 million awarded to recruit teachers in high-need subjects and schools \(September 13, 2017\)](#)
- [\\$9.6 million awarded to recruit teachers in high-need subjects and schools \(August 20, 2019\)](#)
- [Higher Education Commission Awards Nearly \\$10 Million in STEM Teacher Grants \(September 23, 2021\)](#)
- [Over \\$10 Million in STEM Teacher Grants Awarded to Organizations and Colleges](#)

Teacher Residency Grant Pilot Program

The Teacher Residency Grant Pilot Program and Fund were established in [2019 House Enrolled Act \(HEA\) 1009](#) by the Indiana General Assembly to develop and fund one-year, post-graduate residencies for teachers to receive training for purposes of teaching kindergarten through 12th grade in schools in participating school corporations or charter schools. The 2019 HEA 1009 is contained in State of Indiana statute in Indiana Code 21-18-15.1.

PROGRAM REQUIREMENTS

Grants may be awarded to school corporations and charter schools that have, or that will establish:

- A current partnership with one (1) approved postsecondary educational institutional to establish and implement a teacher residency program
- A teacher residency plan where program participants receive teacher training under the residency program for a one-year period
- A process by which program participants and mentor teachers are provided with stipends during the active program period

HOW TO APPLY

To apply for grant consideration, please review the [Request for Proposals](#)

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Indiana's 2020 Reaching Higher in a State of Change strategic plan

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32 captures

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the Frank O'Bannon Grant, 21st Century Scholars program, the Indiana College Core, FAFSA completions, the Workforce Ready Grant, our low tuition and fees and our continuous focus on high quality;

2. Postsecondary attainment for veterans, individuals with disabilities, and the justice-involved;

3. Utilization of credit for prior learning to honor the work, training, and education already achieved by adult learners;

4. The rate at which Hoosiers successfully complete their chosen areas of study;

5. Retaining talent once someone has graduated from a postsecondary training or education program;

6. Measurable distinction in economic and social mobility and prosperity outcomes; and

7. As the recognized state for growing or starting a business, based upon the strength of human capital



Download the HOPE Agenda One-Pager. (Updated 01/09/25)

A Decade of Reaching Higher

2020

- Indiana's 2020 "Reaching Higher in a State of Change" strategic plan
- Indiana's 2020 "Reaching Higher in a State of Change" State of Higher Education address
- 2020 Implementation Plan
- 2020 Blueprint for a State of Change
- 2020 *Reaching Higher in a State of Change Report Card*

State Equity Report

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- [October 22, 2020: Hoosiers Can Get Help Securing Money for College During Virtual College Goal Sunday, October 25, Press Release](#)
- [October 20, 2020: State Higher Ed Commission Partners with University of Indianapolis, INvestEd to Help Indiana Dual Credit Teachers Get Credentials, Press Release](#)
- [October 7, 2020: Gallup-Indiana Survey shows graduates believe college is worth it; student engagement, career-relevant learning experiences matter, Press Release](#)
- [October 6, 2020: Indiana Commission for Higher Education Meets Virtually Thursday, Media Advisory](#)
- [October 1, 2020: FAFSA Opens Today For 2021-2022 School Year, Press Release](#)
- [September 24, 2020: New State Equity Report Highlights Educational Disparities Holding Indiana Back, Press Release, Full Report, Data-At-A-Glance](#)
- [September 16, 2020: Indiana Participates in National College Application Week, Sept. 21-25, Press Release](#)
- [September 8, 2020: Indiana Commission for Higher Education Meets Virtually Thursday, Media Advisory](#)
- [September 1, 2020: State Higher Ed Commission Now Accepting Applications for School and Community Partnership Grant, Press Release](#)
- [August 19, 2020: Indiana Commission for Higher Education Welcomes Two New Members, Press Release](#)
- [August 12, 2020: Indiana Commission for Higher Education Meets Virtually Thursday, Media Advisory](#)
- [August 6, 2020: Indiana's College Completion Trends Improve, but Achievement Gaps Continue to Grow, Press Release, Full Report, Data-At-A-Glance](#)
- [August 3, 2020: Higher Learning Commission Extends Deadline for Dual Credit Instructors, Press Release](#)
- [July 22, 2020: Celebrate Impact of Internships on Indiana Intern Day, July 30, Press Release](#)
- [July 20, 2020: State Accepting Applications for Teaching Scholarship, Stipends, Press Release](#)
- [July 13, 2020: 13th Annual Indiana University Education Conference July 14-16, Press Release](#)
- [June 25, 2020: State Awards Over \\$135,000 to Support Graduating High School Seniors, Press Release](#)

INTERNET ARCHIVE Wayback Machine https://www.in.gov/che/reports-and-analyses/ 22 captures 13 Nov 2024 - 17 Jun 2025 About this capture

State Financial Aid

Previous Reports

College Value Report
Regularly produced reports that provide a clearer picture of the returns a college degree yields after graduation, emphasizing that higher education offers benefits that extend far beyond a financial paycheck. These dividends include greater job satisfaction and security, enhanced social mobility, increased civic involvement, improved health and wellness, and higher quality of life.

College Costs and Financial Aid Report
Provides an analysis of the total cost of college at all Indiana public institutions and analyzes the average debt load for college graduates and the impact state and federal financial aid has on reducing the cost for Hoosier students and families.

Gallup-Indiana Survey
The Gallup-Indiana Survey results are an important part of the Indiana's College Value Report. The survey results first appears in Indiana's College Value index, a first-in-the nation, comprehensive measure of higher education value that brings together the Commission's existing data on college readiness, college completion, student debt, employment, average earnings and this qualitative data on graduate satisfaction. The College Value Index and Gallup-Indiana Survey are now incorporated into the College Value Report.

Equity Report
An annual companion piece to the Commission's annual College Readiness and College Completion reports, the College Equity report provides a closer look at Indiana's progress on closing the minority achievement gap by 2025.

Wheldon Conference Equity Session

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<https://www.in.gov/che/meetings-and-events/h-kent-weldon-conference-for-higher-education/>

143 captures
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2021 H. Kent Weldon Conference for Higher Education

Friday, April 9, 2021
Higher Education's Opportunity in a State of Change
Virtual on Attendify

[AGENDA \(printable\)](#)

9:00 a.m. | Pre-Conference: Reaching Higher in a State of Change Overview
An optional session that will provide an overview of Indiana's strategic plan for higher education. [Reaching Higher in a State of Change](#)

- [Reaching Higher in a State of Change Overview \(slide deck\)](#)
- [Pre-Conference Recording](#)

10:00 a.m. | Welcome

- Beverley Pitts, Chair, Commission for Higher Education

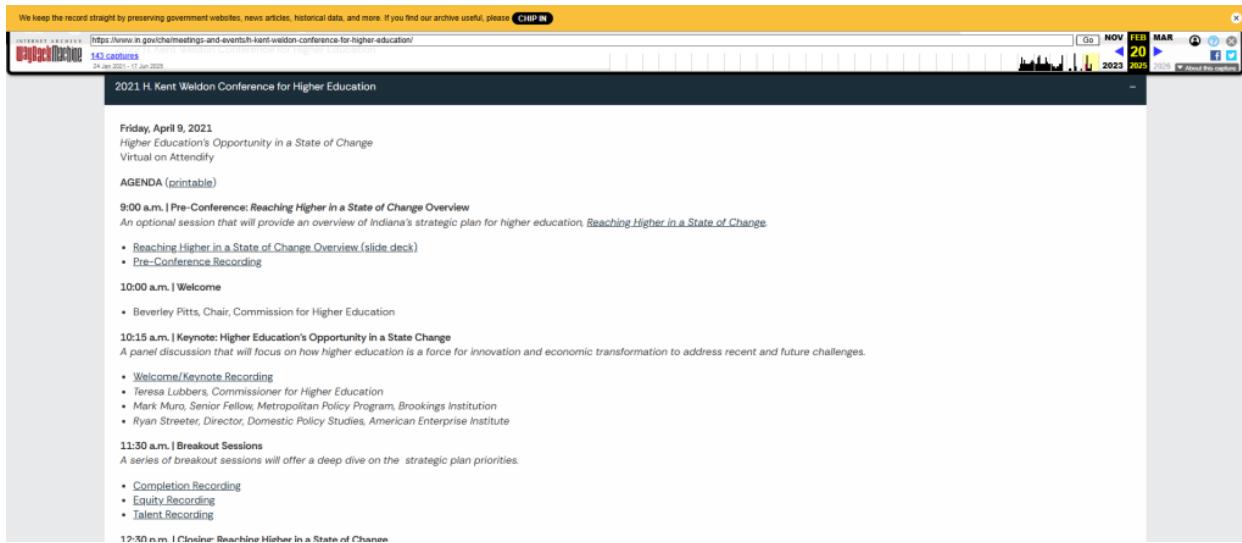
10:15 a.m. | Keynote: Higher Education's Opportunity in a State Change
A panel discussion that will focus on how higher education is a force for innovation and economic transformation to address recent and future challenges.

- [Welcome/Keynote Recording](#)
- Teresa Lubbers, Commissioner for Higher Education
- Mark Muro, Senior Fellow, Metropolitan Policy Program, Brookings Institution
- Ryan Streeter, Director, Domestic Policy Studies, American Enterprise Institute

11:30 a.m. | Breakout Sessions
A series of breakout sessions will offer a deep dive on the strategic plan priorities.

- [Completion Recording](#)
- [Equity Recording](#)
- [Talent Recording](#)

12:30 p.m. | Closinr Reaching Higher in a State of Change



Indiana Department of Education

This section outlines the Indiana Department of Education's internal review of DEI positions, departments, activities, procedures, and programs as required by Executive Order 25-14.

DEI Department

The Department did not have a department dedicated to DEI initiatives.

DEI Staff Positions

The Department did not employ any staff dedicated to DEI initiatives.

Mission Statement or Value Statement

The Department did not have a mission statement or value statement dedicated to DEI initiatives.

Programs Administered to the Public

The Department extensively reviewed programs, activities, academic standards, and website content for potential conflicts with the Executive Order's directives, highlighting academic standards [i.], course descriptions, learning labs, and numerous pages of website material to examine for conflicts. While the vast majority of material reviewed did not conflict with EO 25-14, the following materials were identified and actions were taken:

- The High Ability Program tool kit used by the Department's teaching and learning program area was identified as using references such as 'equity and access' and 'underrepresented populations'. This year's high ability tool kit was redrafted and those statements removed, in order to come into compliance with EO 25-14.
- The Department's vendor for some standardized assessments-Smarter Balanced-was identified as having DEI related content on their website. After the Department reached out to this vendor, they removed the DEI webpage.
- The Department is a member of the Consortium for School Networking, this organization is a leading national organization for technology leaders. After the Department identified

DEI related content in the Consortium's strategic plan document, the Department reached out to the Consortium regarding that content. Since the Department reached out, the Consortium has since reworked their strategic plan to remove DEI references.

- The Department is a member in each of the following organizations: the Association for Advancing Quality to Educator Preparation and the Council for the Accreditation of Educator Preparation. Both of those organizations have standards that they operate on which contain some DEI references such as 'inclusive environment/inclusive school'. IDOE is statutorily (IC 20-28-3-1) required to work with these organizations in order to accredit teacher preparation programs in order to ensure that those preparation programs are held to high quality standards.
- The Department does currently have contracts with vendors who maintain a DEI presence on their websites or who have a DEI chair or a DEI committee. The Department does not contract with these vendors for work related to DEI, thus state funds are not being used to procure any DEI work from these vendors. The Department has sent these vendors a letter informing them of the requirements of EO 25-14 and asking that they do not come into conflict with EO 25-14.
- The Department operates a federal grant program for charter schools. This program used the definitions as provided from the federal government in the application for this program. The application as previously written used terms such as 'diverse and equitable learning opportunities'. The Department will be updating this year's program application; that application will no longer use such terms or any other terms that would conflict with EO 25-14.
- The Department partners with Marian University to administer a School Based Mental Health grant. In prior years a certain measure was used in the data gathering regarding this grant. That measure involved systemic racism information. Since the signing of EO 25-14, the Department has made efforts to no longer have to collect or report on that measure. The Department has been successful and that measure is no longer an option for this grant and the Department will not be reporting on it in the future.
- The Department contains an online learning lab wherein thousands of educational videos are available for students and teachers to access. That online repository was reviewed by the Department and videos that contained content such as 'to support diverse learners in inclusive classrooms' and 'the essential role of equity and inclusion in the new science standards' were identified as coming into conflict with EO 25-14 and taken down. The Department's Digital Learning team conducted an audit in February 2025 resulting in content being removed. Other videos are in the process of being removed from the learning lab online repository.
- The Department sets academic standards in the state of Indiana, and all those academic standards were reviewed for compliance with EO 25-14. There were a number of

standards identified as conflicting with EO 25-14, some examples of which include those standards surrounding ethnic studies, some social studies standards, as well as standards supporting employability [i.]. Those standards are currently undergoing formal review. The Department is working to update other standards to ensure compliance with EO 25-14, consistent with the statutory requirements setting forth the standards revision process. Pursuant to IC 20-31-3, DOE revises the Indiana Academic Standards at least once every six years. The review process integrates educator committee feedback with a public comment period. DOE compiles all external stakeholder feedback and formalizes revised standards for consideration to the Indiana State Board of Education (SBOE). Upon formal adoption by the SBOE, the newly updated standards are published to DOE's website and available for implementation by Indiana schools. In fall 2024, DOE initiated the standards review process for the Workplace Spanish Standards (for the legislated Workplace Spanish Course) and Employability Skills Standards. As of February 2025, these standards review remained pending, in part to assure complete compliance with EO 25-14 and internal agency review. Once that process is complete, another set of standards will be moved through the review process.

- The Department conducted an extensive website review resulting in the removal of certain content, including documents, third-party content, grant and scholarship applications, policies, state guidelines, and outdated pre-2025 federal guidelines, which are summarized in the attached [ii.] Additional website content containing references potentially violative of EO 25-14 were flagged for removal [iii.]. Other general policies for regular and consistent website retention for agencies reporting to the Office of Education are under consideration.

Grant Conditions

The Department did not have grant conditions dedicated to DEI initiatives.

Training/Instruction Administered to the Employees

The Department did not have training or instruction administered to employees dedicated to DEI initiatives.

Job Applicant Requirements

The Department did not have job applicant requirements dedicated to DEI initiatives.

[i] See Appendix A

[ii] See Appendix B

[iii.] See Appendix C

Appendix A Academic Standards Review

Grade Level	Standard Number	Standard Language
HS	All standards	https://www.in.gov/doe/files/Ethnic-Studies-Standards-2020.pdf
HS	ES.1.2	Students identify and analyze their social, ethnic, racial, and cultural identities and examine societal perceptions and behaviors related to their own identities.
HS	ES.1.3	Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
HS	ES.2.3	Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
HS	ES.2.4	Students examine history and the present to make predictions about what role the dominant culture plays in the loss of racial/ethnic culture and cultural identity.
HS	ES.3.2	Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.
HS	ES.4.2	Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.

Grade Level	Standard Number	Standard Language
EL	Intro narrative: Page 3	Special populations
EL	Domain Narrative: Page 24	culturally diverse
EL	SS1.1: Demonstrate development of self	K.G.5 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.

Employability skills standards have been removed from the IDOE website. This is a revision year for those standards, but published revisions will be available in the future.			
Grade Level	Domain	Standard Number	Standard Language
11-12	Academic Mastery	11-12.LS.10	Analyze potential solutions with a set of criteria including: the goal, previous knowledge and experience, diverse perspectives, and data
	Communication and Collaboration	Skill: Connection	Demonstrate the ability to network with others through social awareness and cultural sensitivity.
9-10	Communication and Collaboration	9-10.SE.4	Begin to think critically about equity and social justice in a variety of environments and cultures.

Educator Preparation Programs (EPPs)

Teacher Diversity and Recruitment

In collaboration with several local organizations, the IDOE is committed to addressing the shortage of diverse candidates entering the teaching profession in Indiana.

- NAACP
- NCEBC
- Indiana Black Expo
- **Resources**
 - National Alliance of Black School Educators
 - Phi Delta Kappa International
 - Teachers of Color
 - CHE Financial Aid and Stipends for Teachers

Health & Science Innovations Proposals for 21st CCLC Programming at MSD of Lawrence Township Middle Schools, August 2020

2. Origin of Partnership:

This proposal is a result of many years of interaction and program development between Health and Science Innovation and the Metropolitan School District of Lawrence Township.

Since 2012, Health & Science Innovations (HSI) has been improving lives through education and innovation; unlocking the untapped potential of human capital; and empowering individuals to tackle the challenges of today and tomorrow. Our mission is to promote research and development of new technologies, and facilitate networking opportunities among health, science and engineering students, educators, and professionals. Our vision is to develop a new generation of innovators that can confidently meet the challenges of today and the future. Our mission and vision are guided by our values: Integrity; Equity; Diversity, Inclusion & Belonging; Curiosity & Innovation; Education; and Excellence.

Indiana Developmental and Content Standards for Educators, December 2010

Diversity	<p>The standards account for diversity in school populations, staffing patterns, home settings, geographic areas, and inclusion of students with special needs.</p> <p>Bias prevention and equity inclusion are essential components of Pearson procedures. Bias review involves excluding language and content that might disadvantage an individual on the basis of irrelevant background characteristics and including content that reflects the diversity of the Indiana population. Pearson reviewed the draft standards for fairness and sensitivity using the following Bias Review Criteria.</p>
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C16. Diversity			
Diversity	Yes	No	Unclear
• Description of how diversity will be integrated within this program was provided.			
Other comments:			

Curriculum Map: Doctor of Education (Ed.D.) in Organizational..., December 2020

NELP Standard 1.0: MISSION, VISION, AND IMPROVEMENT	
Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.	
	1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.

Perry Central Community School Corporation Application 2020 - Cohort 10, 12 Aug 2020

7. Staff Recruitment and Retention
We have established a staff recruitment and retention plan that will ensure equitable hiring practices are being followed so that program staff represent the youth

served in the program. The first step in our equitable hiring plan is to provide training to administrators and the Program Director on implicit bias and cultural competency. We value the many perspectives that arise from a variety of cultures, races, gender, religions, national origins, ages, physical and cognitive capabilities, sexual orientations, and other ways we identify ourselves, but we realize that we may carry implicit biases that prevent these positive intentions from resulting in equitable hiring practices. Second, we will evaluate the diversity of our existing 21st CCLC staff to find the strengths and challenges of the staff in terms of how it represents the community we serve. Next, we will recruit staff to the program that fill any gaps in representation. Specific **recruitment strategies** were identified through study of professional literature (Raley, 2005; Huang, 2010; _____ Indiana one) follow:

Once candidates are in place, we will also employ strategies to retain them as employees. Our **retention strategies** are outlined below:

- *Create and Sustain an Inclusive Culture* – We will continue to train all program staff on cultural competence, implicit bias, **equity** and social justice. We will engage staff in open dialogue around these issues.
- *Mentorship* – New staff will be paired with a mentor who will meet with them weekly for ongoing support.
- *Career Ladders* – We will develop Career Ladders that articulate levels of training and/or certification and corresponding wage increases. We will increase the number of FTE employees so that part-time staff do not leave their positions in favor of full-time jobs elsewhere.

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hrs of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Anti-Racism Training	Anti-Defamation League	Improve staff understanding of implicit bias, institutional racism, and action steps to be anti-racist.	Improved respect for cultural diversity; improved relationships and communication between staff and students.	Program Director – 1 Site Coordinator – 1 Front Line Staff – 3	3	\$2,600	50% from 21 st CCLC 50% from Title II	July 2021	Cultural and Human Diversity

	environment that is respectful and civil.						
Cultural Competence SEL Lesson – 3:30-4:30	Using lessons from the Anti-Defamation League and the Indiana SEL Competencies Toolkit, trained program staff will lead students through lessons designed to increase						X
	their cultural competence, build their empathic response, and provide them with skills to promote equity and social justice .						
Student Choice –WIN	Students will be able to choose among different options						

BGCSJC Muessel 21st CCLC Cohort 10 Application, August 2020

7. Staff Recruitment and Retention

BGCSJC's recruitment efforts will target individuals that culturally, linguistically, and racially represent youth in the program in three ways: 1) We will conduct community focused recruiting at South Bend public high schools and local colleges by posting on job boards and attend job fairs held by SBCSC, Saint Mary's College, University of Notre Dame, Ivy Tech Community College South Bend/Elkhart Campus and Indiana University - South Bend; 2) In an effort to engage bilingual staff and encourage cultural diversity to meet Muessel's Hispanic student population, applications, job descriptions, employee notices and surveys will be provided in Spanish; and 3) BGCSJC will implement an About Me Project. Each staff member will write their own biography to share hobbies, relevant experience, and fun facts about themselves to share with members to illuminate diversity and to better know our people.

We will implement the following strategies for equitable hiring practices for 21st CCLC staff:

- *Seek to understand* - Create organizational conversations about biases and steps we can take to minimize them.
- *Rework job descriptions* - Provide an accurate first impression for our workplace culture, removing subtle word choices that may impact the applicant pool.
- *Intentional resume review* - Focus will be on candidate's specific qualifications and talents, not surface demographics.
- *Pre-employment screenings/skill testing* - A skill test that mimics the kinds of tasks the candidate will be doing on the job forces employers to critique the quality of a candidate's work versus unconsciously judging them based on appearance, gender, age, and even personality.
- *Standardized interviews* - Provide structured interviews, with a set of defined questions and processes, minimizing bias by allowing us to focus on factors that have a direct impact on performance.

New EPP Application, January 2021



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

- (2) Comparable/benchmarked
- (3) Analyzed and shared
- (4) Used for improvement
- (5) Meet the criteria for quality

15. **Annual Reporting:** For each of the annual reporting measure listed below, describe a plan for annually collecting data:

- Graduation Rates
- Ability of completers to meet licensing (certification) and any additional state requirements; Title II
- Ability of completers to be hired in education positions for which they have prepared
- Student loan default rates and other consumer information

16. **Diversity:** How will diversity be integrated throughout all programs?

Cover Page, 2020

21st Century Community Learning Centers Program 21st CCLC Reviewer Scoring Report – Cohort 10



Applicant Name:	AYS
Proposal Ranking:	50
Average Score	93.75 / 125

Proposal Strengths:

- The application had a great focus on recruitment and taking care of the staff. This creates a healthy and positive culture, which trickles to better programming, and happier youth. Having a Tutoring Manager is an excellent idea to help organize and keep the school help on task. It can be challenging to help students in a real and impactful way, without getting overwhelmed. This position is a terrific idea!
- Through this application, it was apparent there is immense need for social emotional programming at Meredith Nicholson School IPS 96. It was encouraging to hear that this applicant has successfully been able to implement and operate five separate 21st CCLC sites. There were strong concepts included in this proposal, great emphasis and familiarity with strong evaluation methods and utilizing appropriate partners in the community. The partnership with Second Helpings is a powerful one to encourage youth to give back to their community as well. The priority area of SEL was appropriate for the geographic area/school chosen and was encouraging to hear the applicant would have support from IPS 96 during program implementation and daily operations. The applicant effectively utilized data well to describe and strengthen the need for their proposed program. They provided a strong professional development plan for all staff involved in programming to address and strengthen appropriate training needs. Great addition of marketing efforts for recruitment, providing an incentive program for bilingual candidates, further strengthening their representation of the student population their program would primarily be serving. All will be solidified by the Diversity and Inclusion Plan being created.
- The applicant developed a comprehensive needs assessment to describe the needs of the school and community. The evaluation plan was detailed and include multiple sources of data to be collected. Professional development plan was complete and connect to the activities to be implemented.

Principle #7	<i>✓ The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals in a culturally responsive manner.</i>
Not Demonstrated	
Developing	Acknowledges that diverse cultures impact the world throughout the curriculum. Demonstrates awareness of the diversity of students in the classroom.
Progressing	Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues throughout the curriculum. Acknowledges the influence of race, ethnicity, gender, religion, socioeconomic status, and culture on a student's development and attitude.

2. Origin of Partnership:

This proposal is a result of many years of interaction and program development between Health and Science Innovation and the Metropolitan School District of Lawrence Township.

Since 2012, Health & Science Innovations (HSI) has been improving lives through education and innovation; unlocking the untapped potential of human capital; and empowering individuals to tackle the challenges of today and tomorrow. Our mission is to promote research and development of new technologies, and facilitate networking opportunities among health, science and engineering students, educators, and professionals. Our vision is to develop a new generation of innovators that can confidently meet the challenges of today and the future. Our mission and vision are guided by our values: Integrity; Equity; Diversity, Inclusion & Belonging; Curiosity & Innovation; Education; and Excellence.

Supporting a Diverse Educator Workforce Across the Career Continuum



Research shows that diversity in schools, including representation of underrepresented minority groups among educators, can provide significant benefits to all students⁸⁹. In addition to benefits for all students, improving the diversity of the educator workforce may be particularly beneficial for minority students¹⁰ helping to close the achievement gap. When considering how to better support educators, SEAs and LEAs should consider supporting a diverse educator workforce as a critical component of all strategies across the career continuum (for example, as framed by this Part 2). Relevant resources include the Department's report: [The State of Racial Diversity in the Educator Workforce](#) and GTL's blog post: [States Can Lead on Teacher Recruitment Pipelines](#).

SEAs and LEAs may use Title II, Part A funds to improve the recruitment, placement, support, and retention of culturally competent and responsive educators, especially educators from underrepresented minority groups, to meet the needs of diverse student populations.

Recommended Strategies

Under ESEA sections 2101(c)(4)(B)(v) and 2103(b)(3)(B), these efforts may include, but are not limited to:

- Providing financial support to educator recruitment programs within the community to improve hiring and retention of a diverse workforce;
- Offering career advancement opportunities for current staff members, such as paraprofessionals, who have worked in the community for an extended period of time, to support their efforts to gain the requisite credentials to become classroom instructors;
- Partnering with preparation providers including local community colleges, Institutions of Higher Education (IHEs), Minority Serving Institutions, and alternative route providers, to build a pipeline of diverse candidates;
- Providing ongoing professional development aimed at cultural competency and responsiveness and equity coaching, designed to improve conditions for all educators and students, including educators and students from underrepresented minority groups, diverse national origins, English language competencies, and varying genders and sexual orientations;
- Providing time and space for differentiated support for all teachers, including affinity group support;
- Supporting leadership and advancement programs aimed to improve career and retention outcomes for all educators, including educators from underrepresented minority groups; and
- Developing and implementing other innovative strategies and systemic interventions designed to better attract, place, support, and retain culturally competent and culturally responsive effective educators, especially educators from underrepresented minority groups, such as having personnel or staff-time dedicated to recruiting diverse candidates of high-quality who can best teach to the diversity of the student population.
- Although efforts to recruit a diverse workforce may not be limited on the basis of race, differentiation of supports for educators from diverse backgrounds is permissible.

Foundation-for-youth-application, September 2020

Camp staff are Certified Youth Care Worker Professionals having submitted to both the professional credentialing test as well as the portfolio which collects their body of work against the standards of Professional which include:

- Professionalism
- Cultural & human diversity
- Applied human development
- Relationship & communication
- Developmental practice methods

As members of the CYCC-P each camp staff accepts the moral and ethical responsibility inherent in practice and promotes the well-being of children, youth and families in a context of respect and collaboration. We recognize and build into our outdoor program the values of care that are essential for emotional growth and social competence. Through the pairing of the professional certification standards with continued training in developmental assets CYC program also begins each activity with a full-value contract that celebrates the strengths generated from cultural and human diversity, that values individual uniqueness, and values family, and community as integral to the developmental process.

Microsoft Word - Final Draft 8-7-20, August 2020

Family & Children's Place: *Bridge to Success - Next Steps*

21CCLC Cohort 10

These are tied to staff and program needs, desired impacts, and CYC training areas such as Developmental Practice --Methods, Professionalism, Relationship & Communication, Applied Human Development, Cultural & Human Diversity. Over the past 2 years, summarized below, BTS-NS is grateful to the investment in staff capacity that 21CCLC and partners have contributed:

- 21CCLC Multi-State Conference, impact: measurable program quality output in accordance with IN-QPSA;
- Metro United Way Methods Trainings, impact: Increased Youth Engagement and implementation of youth development best practices;
- 21CCLC Regional Peer Trainings, impact: Increased Youth Engagement and implementation of youth development best practices, Leadership development;
- Indiana Youth Institute's Because Kids Count Conference, impact: Increased Youth Engagement and implementation of youth development best practices, Leadership development;
- Indiana Afterschool Network's OST Summit, impact: Positive and effective work environment, Strengthen employee performance
- 21CCLC CEYD Leadership Retreats, impact: Positive and effective work environment, Strengthen employee performance
- Peace Learning Center's Restorative Practices Workshop, impact Youth Program Quality, social/emotional skill building, conflict resolution, leadership development

Indiana-Department-of-Education-Announces-National-ESEA-Distinguished-School-Award-Recipients.pdf (pg 1)

Eligible schools were identified based on a review of the following criteria:

- Student achievement data and federal school letter grade of an A or B
- Student group performance and/or growth (e.g. students with disabilities)
- Poverty data of 35% or higher



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

- Diversity in student groups

Ethnic Studies - 1516 EVSC

Course Description:

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

• Recommended Grade Level: none • Recommended Prerequisites: none • Credits: 1 semester course, 1 credit • Counts as an Elective for all diplomas The teacher will provide online and personal instruction throughout the semester through the course Message Center, email, phone calls, or video conference.

21st CCLC John H Boner Community Center Application 2020 (pg 73)

Staff will leave feeling excited about the summer with confidence in their ability to work together and lead campers and one another.	Staff will leave with knowledge of youth development, including skills to build relationships, lead activities and foster growth.	Staff will develop leadership skills and confidence in their ability to lead activities with purpose. They will learn new skills and activities and feel prepared to lead the overnight camping trip.	Staff will begin preparing for the school year by developing knowledge and skills surrounding social emotional learning, diversity, and inclusion techniques	Staff will feel confident and prepared to work well and communicate in order to lead youth in the after school program.	Staff will feel confident and prepared to build strong relationships with youth while holding them to high expectations with understanding of individual differences and needs.	Staff will have necessary skills to integrate the power of play, group management techniques, and effective transition strategies	Staff know imple scho will g and ic prog
Applied Human Development and Relationships and Communication	All competencies will be addressed	All competencies will be addressed	Applied Human Development, Relationships and Communication, Cultural and Human Diversity	All competencies will be addressed	Applied Human Development, Relationships and Communication, Cultural and Human Diversity	Applied Human Development	All c be cc var

IDOE 21 st CCLC Program Professional Development Plan									
		youth programming. Staff have desire understand cooperative behavior strategies.	in alignment with EDGE behavior success plan.	Youth Workers - 9				sessions offered	
Discovering Implicit Biases & Educating for Equity	Peace Learning Center	Staff have a desire to implement equitable programming and increase awareness of personal challenges that inhibit equitable services.	Staff will increase education about systemic racism that impacts biases and equitable access to services. Staff will develop specific skills and strategies to address inequitable practices and biases.	Program Director – 1 IEAZ Talent Development & Compliance Coordinator - 1 Site Coordinator – 1 Youth Workers - 9	10	\$35 per staff	100% - 21CCLC	Sept 2020 – May 2021; multiple sessions offered	

Indiana School Counseling Competencies for Students, 2018 (pg 10,11)

III. Social/Emotional Development

Overview: Social/Emotional Learning (SEL) competencies involve the processes through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, establish and maintain positive relationships, and make responsible decisions (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

Competency 1: Students will acquire and further develop the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.¹

Student Indicators

K-5 The student:

1. identifies emotions within varying contexts;
2. describes an array of feelings;
3. describes empathy;
4. describes **diversity** in people in our world;
5. identifies differences in perspective;
6. identifies respectful behavior towards self and others;
7. describes ways in which students can support those who are bullied or experiencing personal challenges, including reporting mechanisms.

6-8 The student:

1. articulates socially appropriate emotional reactions of self and others in various settings;
2. identifies internal and external strengths and personal qualities;
3. explains the importance of respectful behavior towards self and others in relation to academic, career, and life goals;
4. demonstrates respect of **diversity**;
5. demonstrates support to those who are bullied, unaccepted, or experiencing stress, which may include making a report.

21st CCLC Program - B&G Elkhart-Application (pg 58)

IDOE 21 st CCLC Program Professional Development Plan									
Diversity and Inclusion	The Source	Increase knowledge of diversity and inclusion practices in program delivery	Improve communication between staff members and children of color, improve diversity of program offerings	Program Director- 1 Site Coordinator – 1 Front Line Staff – 15	2	\$0	BGC operating budget	ongoing	
Professional Development Plan Cost:									
Total Estimated Cost	\$9,135		% of Total Budget	5%					

21st CCLC Grant Proposal Youth Legacy Foundation, Aug 2020 (pg 52)

2. Collaborate with school staff and parents to provide a comprehensive plan for enrolled program participants.
3. Include recruiting strategies to ensure **diversity**, accommodate language barriers; reaching out to local organizations that serve various nationalities that reflect the school's population.
4. All program transportation will meet ADA requirements

21st CCLC Mother Theodore Application 2020 - Cohort 10, 12 Aug 2020 (pg 38)

Staff Plans

All staff, regardless of level, will receive training in the following areas:

- Social Emotional learning
- **Diversity** and inclusion/Implicit Bias Training
- Safe and healthy youth
- Literacy: as indicated in the Professional Development Plan, all staff will participate in training related to the LitArt LEARN curriculum
- Positive behavioral management

21st CCLC Vincennes University Application 2020 (pg 90)



The responsibility to provide ELL to students is shared by parents, teachers, support staff, and community members. According to the National Education Association,¹¹ English Language Learning is facilitated by partnering with families and communities. Effective strategies for addressing the needs of ELL students include utilization of a research-based process, strategic methods for making grade-appropriate materials, and research-based training on theory, culture, diversity, and social status. Training, technical assistance and funding, advocacy for increasing awareness of coalitions that support educators who work with ELLs, and resources that will help educators learn differentiated teaching strategies are all key elements to a successful program.¹² Meetings with community organizations such as Amani Family Services, NAACP, UNCF, and the Latinos Count in Fort Wayne have been helpful in designing and assessing the needs of students and their families.

Burmese American Community Institute Application

The approach of all BACI programs is based on the philosophy, principles, and values held by BACI. First, BACI approaches its work by appreciating, respecting, and embracing ethnic **diversity**. Therefore, BACI aims to provide services that are culturally

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21st Century Community Learning Center Grant – Cohort 9 Burmese American Community Institute (BACI)

and linguistically appropriate to the population it is serving. For example, we recruit English teachers, tutors, and volunteers from both the local community who know their local cultures and languages, and the Burmese refugee community members, who have better knowledge about the Burmese culture and various languages used by refugee ethnic groups from Burma. This value also is reflected in the BACI Board of Directors, as it is comprised of individuals from diverse backgrounds. We believe this approach helps our community as a whole to better recognize our commonalities and enables us to work together to address emerging needs in our own communities. Second, BACI

21st Century Community Learning Centers		
Professional Development Institute Selection Form		
Grantee Name:	Burmese American Community Institute	
Opportunities		Cost
Multi-State Conference	\$	500.00
IYI Kids Count Conference	\$	-
STEM enhancement and educator professional	\$	54.00
Literacy professional development and technical	\$	5,000.00
Hoosier Family of Readers	\$	-
Family Engagement	\$	2,200.00
Leadership Development	\$	7,000.00
Regional Peer Learning Group	\$	600.00
Specialty Webinars	\$	500.00
Online Professional Development System	\$	210.00
Onsite Program Quality Improvement	\$	4,500.00
Onsite Team Building Workshop	\$	3,000.00
Quarterly Regional Training	\$	-
College & Career Readiness professional	\$	-
Indiana Youth Development Credential	\$	1,000.00
Resource & Partnership Development Technical	\$	-
Organizational & Leadership Coaching	\$	-
Engage Me or Enrage Me: Saving Black and Brown	\$	-
Crossing the Border: Enhancing Relationships	\$	-
Culture-Centered Literacy for African American,	\$	-
Building Annual Sustainability	\$	-
Fundraising for Small Nonprofits	\$	-
The Eight Step Major Gifts Cycle	\$	-
Healing Invisible Wounds: A Trauma-Informed	\$	-
Creating an Equity Toolkit: Strategies for	\$	-
STEM 3E Afterschool Training Program	\$	-
Grand Total:	\$	24,564.00

21st CCLC Training Center Incorporated (pg 78)

7. Staff Recruitment and Retention – The Training Center looks to add additional highly qualified staff as a 21st CCLC. The rigor of the program dictates staff who are passionate about learning, social awareness, and **diversity**. In addition to the staff hired directly by the Center, the Training Center works with Indiana Wesleyan University who provides tutors eligible through Federal Work Study and provides volunteers who serve as tutors, interns, and practicum students. Volunteers from Indiana Wesleyan must complete an application and background check prior to working for the Center. Work study tutors and other volunteers complete an orientation and are partnered with experienced staff prior to leading students unsupervised.

Key staff will be under the direction of the Executive Director, who will remain a volunteer under the 21st CCLC, while also acting as CFO and receiving compensation

The Training Center, Inc. - 21st Century RFP Cohort 10

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21st CCLC Paramount Schools of Excellence, August 2020 (pg 26)



21ST CCLC

All program hiring will be done without discrimination for race, color, religion, national origin, or sex. Site leaders will utilize all online platforms available to them (LinkedIn, Indeed, IDOE, etc.) for job posting, as well as actively attending recruiting fairs at community centers, churches, local colleges and universities. All those recruiting new hires will take into account opportunities provided by alternative certification programs or similar work experience. More than anything, leaders in the Engage More 21st CCLC program will **unapologetically** hire for **diversity**. They should not feel guilty seeking highly qualified minority candidates in order to directly reflect our diverse student population. Most hires will be made by site principals, who must hire from an informed, culturally responsive orientation to ensure success for all students. PSOE principals must match their actions to the schools' mission statements and hire the staff needed to achieve increased levels of student success in the program.

Indiana 21st Century Community Learning Centers Statewide Evaluation Report: 2022-2023,(pg 115)

	No Staff	Up to 25% of Staff	26-50% of Staff	51-75% of Staff	76-100% of Staff
Participated in a program orientation when hired.	2%	2%	4%	11%	81%
Required to attend regular staff meetings.	3%	4%	6%	9%	78%
Received specific training related to providing academic support for youth participants.	4%	6%	8%	19%	63%
Received specific training related to classroom behavior management.	4%	2%	10%	17%	67%
Received specific training related to cultural competence, diversity , or related topics.	4%	5%	11%	21%	59%
Formally evaluated at least once per year.	1%	2%	4%	9%	84%
Receive paid time for planning.	8%	8%	5%	11%	68%
Receive compensation for participating in trainings or meetings.	5%	2%	1%	3%	90%

21st CCLC Euell A. Wilson Center Application Aug 2020 (pg 36)

EVIDENCE OF PREVIOUS SUCCESS (7.5 POINTS; 5 PAGES MAXIMUM)

Our organization has a longstanding reputation for being a beacon of light, and families choose to send their children to our center because they know that 1.) they can trust us to care for and protect their child; 2.) we intentionally create a welcoming environment, where their child will develop lasting relationships with supportive staff, volunteers, and peers; 3.) we offer a wide variety of fun, educational, and enriching activities that support academic success; and 4.) we value **diversity** and inclusion and respect the backgrounds and experiences of all participants.

High School College and Career Readiness Course Titles and Descriptions 2021-2022

1516 Ethnic Studies

(ETH STUDIES)

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic **diversity** in the United States.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as an elective for all diplomas
- Must be offered at least once per school year

21st CCLC Portage Township YMCA 8-12-2020, 12 Aug 2020

Orientation to Diversity, Inclusion & Global	YMCA- USA	Intro to key concepts related to how we define diversity, inclusion, and being globally- minded	Understand and appreciate that each child comes from a diverse background	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$27 25% Y training budget, 75% 21 st CCLC	Once within 1st 6 mos of hire	Cultural and Human Diversity
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2022-2023 High School College and Career Readiness CTD, March 2023

7174 Understanding Diversity

DIS SERV

Understanding Diversity encourages cultural awareness and appreciation of **diversity**. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Human Services
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

1516Ethnic Studies

(ETH STUDIES)

Ethnic Studies provides opportunities to broaden students 'perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific

ethnic or cultural groups. The course may also include analysis of the political impact of ethnic **diversity** in the United States.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none

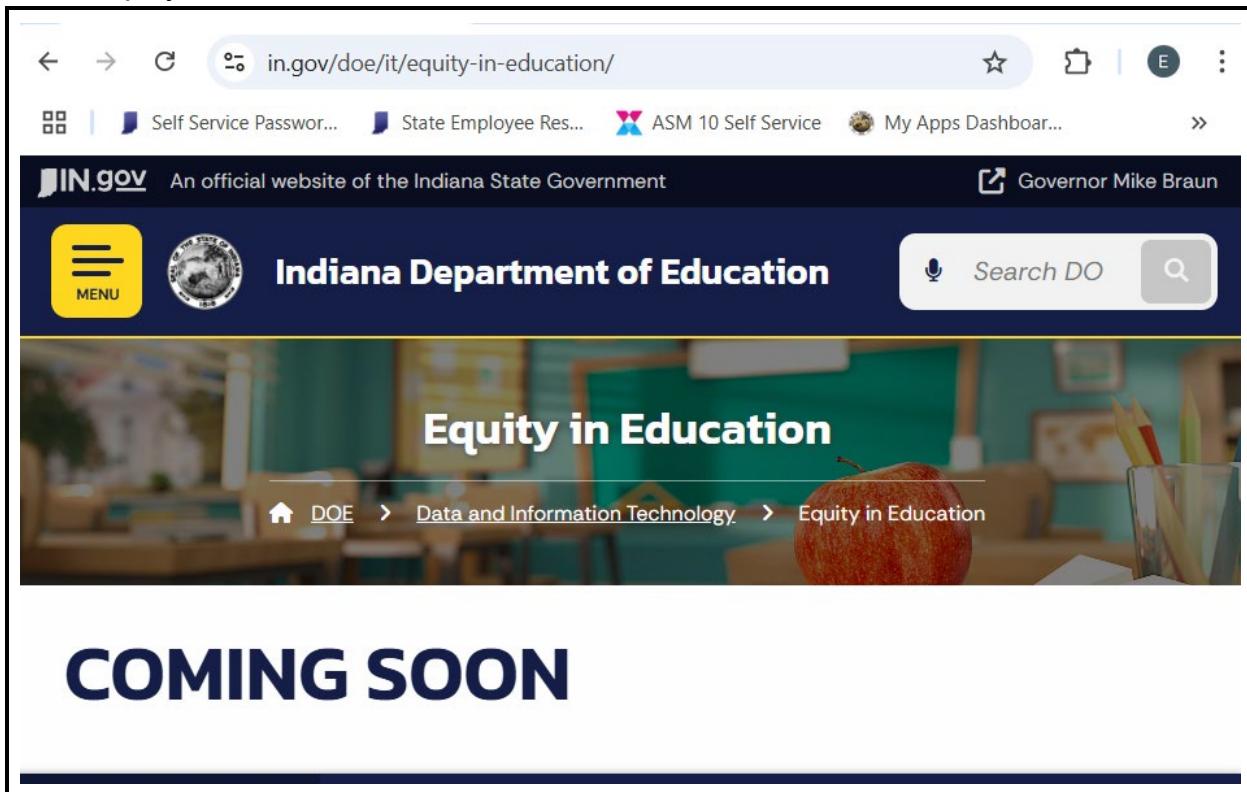
IC 20-20-45 NextLevel Computer Science Program Bi-Annual Report, 22 Feb 2021

Indiana University School of Informatics and Computing (See Appendix C)

Indiana University SOIC Computer Science Training Numbers (Projections through Summer 2020)		
Workshop	Description	Number Trained
Computing by Design Workshop	11-day program intended to help high school teachers implement the Computing by Design (CxD) curriculum of the Informatics Diversity -Enhanced Workforce (iDEW) program.	75
Total Educators Impacted		75

- Issued the highest number of teacher licenses in ten (10) years, resulting in an additional 2,000 licenses issued since 2017.
- Increased the number of licenses issued to military veterans by 50%.
- Redesigned license flexibility in 58 courses in order to expand student and educator opportunities as aligned to workforce and college demands.
- Modernized 34 CTE licensing area requirements in order to support Graduation Pathways and workforce readiness.
- Developed course standards for Ethnic Studies and Indiana Studies for the first time in the State's history, thus, showcasing Indiana's story and the importance of ethnic diversity.
- Cultivated a strong teacher-leadership program through *Teach to Lead* to attract and retain educator talent.
- Established the Cultural Competency Advisory Council to develop culturally responsive resources and teacher awareness to affirm current and future educational environments.

DOE: Equity in Education



Indiana Department of Education

Equity in Education

COMING SOON

Curriculum Map: Doctor of Education (Ed.D.) in Organizational..., December 2020

NELP Standard 1.0: MISSION, VISION, AND IMPROVEMENT	
	<p>Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</p> <p>1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.</p>

**AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES**

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators, students, and administrators.

CENTER FOR APPLIED LINGUISTICS

The Center for Applied Linguistics is a private, nonprofit organization promoting access, **equity** and mutual understanding for linguistically and culturally diverse people around the world.

2020-2021 Student Teaching Guide

GUIDING PRINCIPLE #6

(INTASC Standard #2, 9)

Equity - We seek to graduate teachers who sense a strong call to serve and to nurture students from a social justice perspective.

- a. Provides evidence of multicultural awareness and sensitivity.
- b. Provides a safe environment for all students regardless of race, gender, socio-economic status, sexual orientation or disability.
- c. Conveys concern about all aspects of students' well being (i.e., talks with and listens to students' needs and is sensitive and responsive to clues of distress).
- d. Reflects on personal biases and accesses resources to remediate such biases.
- e. Demonstrates respect and responsiveness to differing perspectives and cultural backgrounds.
- f. Displays a spirit of service to students & colleagues

Draft Teacher of the Year Cover Letter (draft posted before reviewed & finalized)



Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

March 14, 2025

Dear Superintendents and Principals:

Each year, the Indiana Department of Education (IDOE) conducts the Indiana Teacher of the Year program to recognize outstanding classroom teachers from across the state. From this talented group, one person is selected to represent Indiana teachers at the national level, in accordance with National Teacher of the Year guidelines.

A candidate for Indiana Teacher of the Year (INTOY) is a teacher in a state-approved or accredited school (*including private, charter, and virtual*), pre-kindergarten through grade 12, who is planning to continue in an active teaching status. The INTOY candidate has the respect and admiration of their colleagues and:

1. Is an expert in their field who advances growth for students of all backgrounds and abilities;
2. Builds collaborative relationships with colleagues, students, and families to create a school culture of equity and success;
3. Deliberately connects the classroom to community to impact student growth and learning;
4. As a lifelong learner and teacher leader, they utilize innovation to create learning experiences within and beyond the classroom;
5. Expresses themselves in an engaging and clear way, conveying the lived classroom experience to a variety of audiences.

Cover Page, 2020

population their program would primarily be serving. All will be solidified by the Diversity and Inclusion Plan being created.

- The applicant developed a comprehensive needs assessment to describe the needs of the school and community. The evaluation plan was detailed and include multiple sources of data to be collected. Professional development plan was complete and connect to the activities to be implemented.

WELLNESS INITIATIVE SERVICE PROVIDER Portage Township YMCA 21st CCLC Aug 2020(pg 52)

Orientation to Diversity, Inclusion & Global	YMCA-USA	Intro to key concepts related to how we define diversity, inclusion , and being globally-minded	Understand and appreciate that each child comes from a diverse background	PD – 1 PC – 2 SC – 4 FL – 12	0.5	\$27 25% Y training budget, 75% 21 st CCLC	Once within 1st 6 mos of hire	Cultural and Human Diversity
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Culturally-Responsive Family Engagement

- Establish a routine of sharing information and making decisions together. Position parents as experts on their child's team.
- Provide teacher training focused on racial and linguistic diversity to reduce inaccurate assumptions.
- Create a strategy to learn and understand culturally-based approaches the family uses that can be incorporated into the child's education program.
- Translate documents and use interpreters to translate communication. (Students should not act as interpreters.)
- Expand families' knowledge of the school culture and its expectations for family involvement.

30th Version DiD_VK edits Aug 11th AKA 21st CCLC

Recruitment Priority List 4:

- Students that have academic ability, but who have lost interest in school, and negative behavior activity is an emerging issue. Recommendation is that these students join the Dream Catchers Club. The Dream Catchers Club recruits' students in grades 4– 8 with Literacy being delivered through i-Ready Computerized online instruction for 40 minutes daily. Students are then engaged with learning the 5 stages of writing, using social justice issues including "Black Lives Matter," the historical contributions of Black and Latino communities to the world, cultural fieldtrips, and college to career readiness topics and discussion with professionals. Banks' multicultural education is particularly applicable to the Dream Catchers Club context.

Goshen College Student Teaching Guide 2020-2021

GUIDING PRINCIPLES FOR TEACHER EDUCATION AT GOSHEN COLLEGE

Our teacher education department faculty members seek to graduate teachers who interact with their students and the content they teach in order to construct meaning for living responsibly in a changing world. We therefore expect our teacher education students to...

1. Comprehend the content disciplines to be taught so as to draw relationships a) within disciplines, b) across disciplines, and c) to students' lives.
2. Communicate effectively in a variety of sign systems (e.g., oral, nonverbal, written, and media communication).
3. Build a learning community based on the diversity of students' backgrounds and their learning styles by a) starting from each individual's strengths and cultural resources, b) sharing responsibility for teaching and learning with all students, and c) advocating for all students.
4. Flexibly employ a wide variety of teaching and evaluation strategies that enable students to make meaning of content disciplines.
5. Manage a classroom effectively, incorporating principles of peacemaking and positive behavioral supports in a wide variety of settings.
6. Sense a strong call to serve and to nurture students from a **social justice** perspective.
7. Develop a sense of self as an educational facilitator and leader who continually reflects on their teaching in reference to Goshen College's guiding principles, state and national standards, and one's own emerging philosophy of education.
8. Establish working and collegial relationships with schools, families, and community agencies to strengthen the learning environment.

Note: These guiding principles are detailed with sub-skills on page 38.

*3. EVIDENCE OF CULTURAL COMPETENCE. Demonstrate your engagement with issues of race, class, religious diversity, gender, ability, and sexual orientation by participating in relevant events both on and off campus. Log at least three events prior to student teaching. (Some extended activities might count as two.) These might include but are not limited to the following:

- Participating in **anti-racism** training
- Participating in student clubs or events
- Attending on-campus presentations about race, culture, class, religion, gender, sexuality, etc.
- Watching relevant documentaries

Assessed at the end of junior-level methods class by methods professor. Those taking their methods classes out of sequence can choose to delay this assessment.

21st Century Community Learning Centers Program Cover Page Sep 17, 2020

- East Washington School Corporation provided a robust, thorough and impressive application. They were thoughtful in selecting community partners/MOU so that each could contribute their individual strengths to the proposed program. The proposal to provide focused Social Emotional Learning supports and **Social Justice** curriculum is timely, smart and a courageous undertaking. That is a unique component that many do not consider when creating afterschool curriculum, so I applaud them for recognizing an area of needed improvement and compiling it with improving social emotional competencies. They have strong partners and family counselors to facilitate family and student support which is another strength. Much like was echoed throughout their application, I see why they were awarded funds in Cohort 8 21st CCLC. It was evident

Request for Proposal FRP Template: 21st Century Community Learning Centers
Program Feb 2020

HIRING AND SCREENING

1. There are up-to-date, written policies and procedures based on best practices in Human Resources that include:
 - the organization's intent to be fair, consistent and nondiscriminatory, and to meet all legal requirements including fair employment, **affirmative action** and equal employment opportunities, as applicable.

21st Century Community Learning Centers Program Cover Page

Proposal Weaknesses:

- There were several areas that lacked specificity. For example, your schedule didn't provide enough information for the reviewer to know which students were participating in what activities and on which days. The more detail you can provide the better. Yes, schedules can change, but it helps the reviewer get the sense that your program is well thought out and planned. Unfortunately, your evaluation plan was extremely weak. I didn't take off for your performance measures, but they were not at all strong and weren't necessarily measuring what I think you wanted them to measure. I understand a desire to be able to devote more of your grant money towards programming and less towards professional services, but unfortunately, the evaluation plan resulted in a substantial number of missed points for your application. I understand wanting to include the greater historical and socio-political context of **oppression** and while they are completely germane to the reasons why students of color are disenfranchised, it might have been more effective to have devoted more space in the application to the specific methods and ways in which your program will be working on various literacy skills. I would have loved to have heard more about the dream catcher program and learned more about how that is aligned to the academic and afterschool standards. In general as much detail about the specific program you are seeking funding for, the better.
- This application does not always flow well and is hard to understand. This makes it difficult to clearly understand some of the goals and plans of the program. Details and required information were missed in several instances.

Indiana Content Standards for Educators Elementary STEM License June 2020

- 5.4** Cultivate positive identities and promote positive dispositions towards science, technology, engineering, computer science, and mathematics learning; demonstrate and encourage equitable and ethical treatment of students; expect that all students will achieve success.
- 5.5** Understand the roles of power, privilege, and **oppression** in the history of science, technology, engineering, computer science, and mathematics education and be equipped to question existing and proposed educational systems that produce inequitable learning experiences and outcomes for students.

2026 INTOY Building, District, and State Level Selection Processes

State Process

Early July 2025

The Indiana Teacher of the Year **Screening Committee** reviews all eligible applications. The Screening Committee will be made up of former INTOY recipients, IDOE staff, educational organization leaders, business and community leaders, as well as representatives from Higher Education.

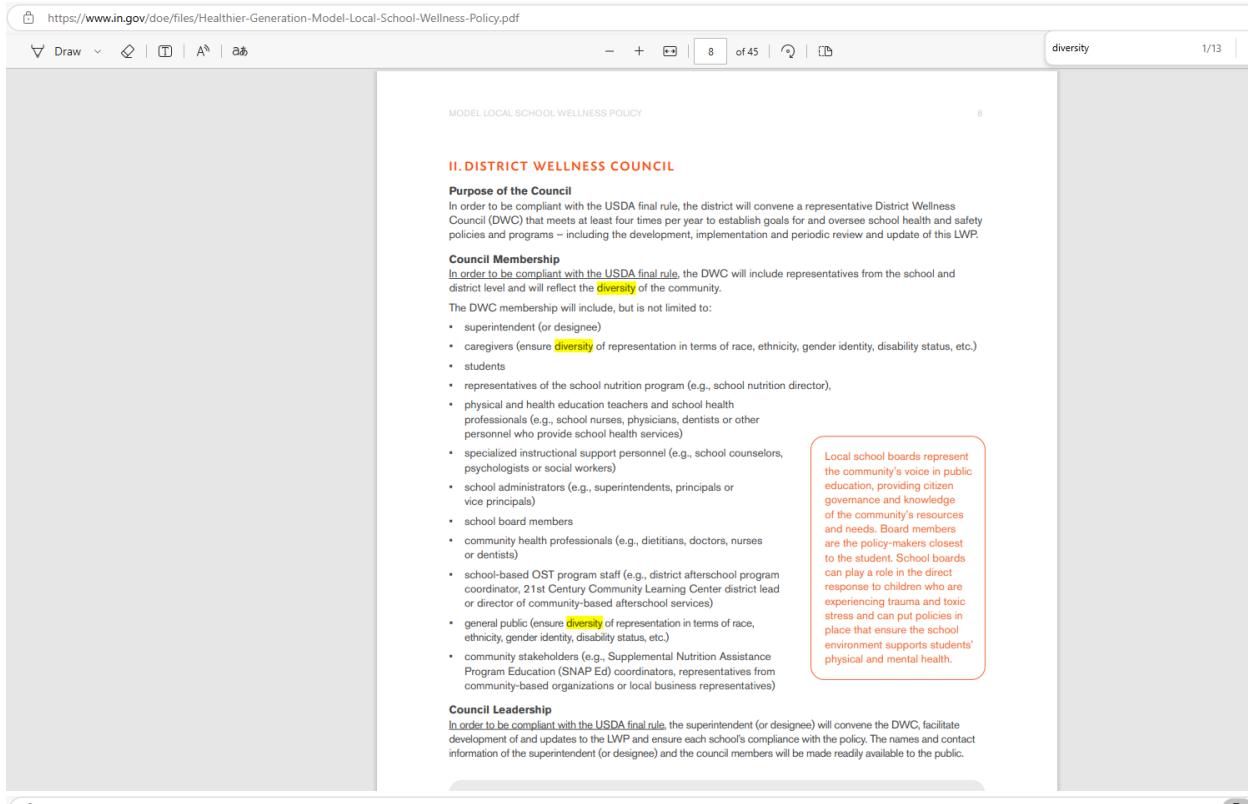
- All Screening Committee members will be given explicit direction on scoring by the State Coordinator. To avoid **implicit bias**, JPEG head shots and video submissions will not be shared during this phase of the screening. If the candidate includes images of themselves within the application, those images will not be altered.
- All applications are independently scored by two members of the Screening Committee.
- The 25 applications with the highest total score will move onto the Selection Committee.
- At the conclusion of the screening phase, the State Coordinator will inform all applicants of their application status.

REQUEST FOR PROPOSAL (RFP) TEMPLATE foundation-for-youth-application March 2020

Program Name	Foundation For Youth								
Program Director	Chuck Kime								
Dates of Implementation	June 1, 2020—June 30, 2021								
Training Name									
Training Name	Provider	Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours	Total Cost	Funds	Date	CYC Alignment
ACEs	FFY	Increase Understanding of Trauma Informed Care	Youth Development Practitioners as Resources for Youth	Program Director: 5 Site Director: 3 Front Line Staff: 10 Admin: 5	2	\$0.00 In House	-	6/2020	Professionalism
Implicit Bias	IUB YSB	Increase Understanding of Diversity and minority issue	Youth Development Practitioners as Partners with Communities	Program Director: 5 Site Director: 3 Front Line Staff: 10 Admin: 5	2	\$0.00 Partner Led	-	8/2020	Cultural and Human Diversity
Mental Health First Aid	Centerstone	Increase understanding of community resources	Youth Development Practitioners as Partners with Families	Program Director: 5 Site Director: 3 Front Line Staff: 10 Admin: 5	2	\$0.00 Partner Led	-	10/2020	Applied Human Development
Orientation: FFY Standards of Care	FFY	Increase Understanding of Staff Roles	Youth Development Practitioners as Partners with Youth/Fam/Comm	Program Director: 3 Site Director: 3 Front Line Staff: 10	4	\$0.00 In House	-	8/2020 5/2021	Professionalism Relationship and Communication Applied Human Development

Appendix C.

Healthier-Generation-Model-Local-School-Wellness-Policy.pdf



https://www.in.gov/doe/files/Healthier-Generation-Model-Local-School-Wellness-Policy.pdf

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MODEL LOCAL SCHOOL WELLNESS POLICY

II. DISTRICT WELLNESS COUNCIL

Purpose of the Council

In order to be compliant with the USDA final rule, the district will convene a representative District Wellness Council (DWC) that meets at least four times per year to establish goals for and oversee school health and safety policies and programs – including the development, implementation and periodic review and update of this LWP.

Council Membership

In order to be compliant with the USDA final rule, the DWC will include representatives from the school and district level and will reflect the diversity of the community.

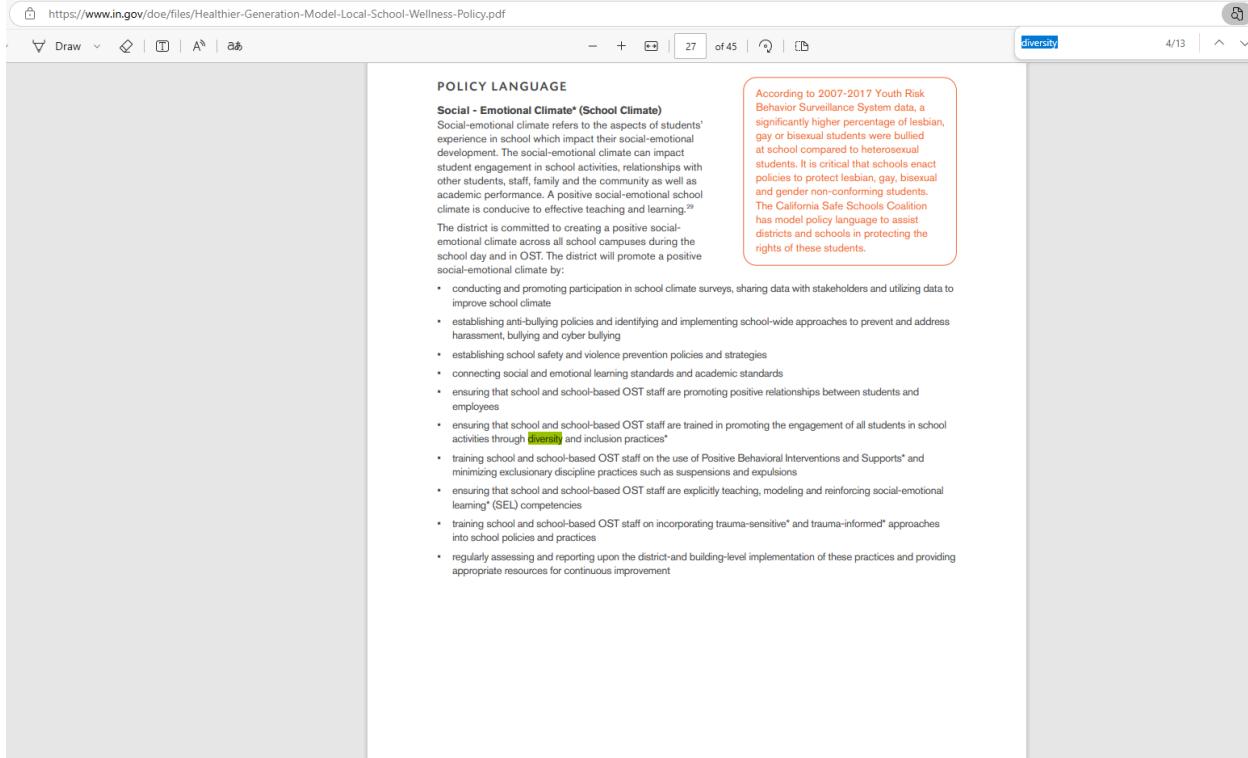
The DWC membership will include, but is not limited to:

- superintendent (or designee)
- caregivers (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- students
- representatives of the school nutrition program (e.g., school nutrition director),
- physical and health education teachers and school health professionals (e.g., school nurses, physicians, dentists or other personnel who provide school health services)
- specialized instructional support personnel (e.g., school counselors, psychologists or social workers)
- school administrators (e.g., superintendents, principals or vice principals)
- school board members
- community health professionals (e.g., dietitians, doctors, nurses or dentists)
- school-based OST program staff (e.g., district afterschool program coordinator, 21st Century Community Learning Center district lead or director of community-based afterschool services)
- general public (ensure diversity of representation in terms of race, ethnicity, gender identity, disability status, etc.)
- community stakeholders (e.g., Supplemental Nutrition Assistance Program Education (SNAP Ed) coordinators, representatives from community-based organizations or local business representatives)

Local school boards represent the community's voice in public education, providing citizen governance and knowledge of the community's resources and needs. Board members are the policy-makers closest to the student. School boards can play a role in the direct response to children who are experiencing trauma and toxic stress and can put policies in place that ensure the school environment supports students' physical and mental health.

Council Leadership

In order to be compliant with the USDA final rule, the superintendent (or designee) will convene the DWC, facilitate development of and updates to the LWP and ensure each school's compliance with the policy. The names and contact information of the superintendent (or designee) and the council members will be made readily available to the public.



https://www.in.gov/doe/files/Healthier-Generation-Model-Local-School-Wellness-Policy.pdf

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POLICY LANGUAGE

Social - Emotional Climate* (School Climate)

Social-emotional climate refers to the aspects of students' experience in school which impact their social-emotional development. The social-emotional climate can impact student engagement in school activities, relationships with other students, staff, family and the community as well as academic performance. A positive social-emotional school climate is conducive to effective teaching and learning.²⁹

The district is committed to creating a positive social-emotional climate across all school campuses during the school day and in OST. The district will promote a positive social-emotional climate by:

- conducting and promoting participation in school climate surveys, sharing data with stakeholders and utilizing data to improve school climate
- establishing anti-bullying policies and identifying and implementing school-wide approaches to prevent and address harassment, bullying and cyber bullying
- establishing school safety and violence prevention policies and strategies
- connecting social and emotional learning standards and academic standards
- ensuring that school and school-based OST staff are promoting positive relationships between students and employees
- ensuring that school and school-based OST staff are trained in promoting the engagement of all students in school activities through diversity and inclusion practices*
- training school and school-based OST staff on the use of Positive Behavioral Interventions and Supports* and minimizing exclusionary discipline practices such as suspensions and expulsions
- ensuring that school and school-based OST staff are explicitly teaching, modeling and reinforcing social-emotional learning* (SEL) competencies
- training school and school-based OST staff on incorporating trauma-sensitive* and trauma-informed* approaches into school policies and practices
- regularly assessing and reporting upon the district- and building-level implementation of these practices and providing appropriate resources for continuous improvement

According to 2007-2017 Youth Risk Behavior Surveillance System data, a significantly higher percentage of lesbian, gay or bisexual students were bullied at school compared to heterosexual students. It is critical that schools enact policies to protect lesbian, gay, bisexual and gender non-conforming students. The California Safe Schools Coalition has model policy language to assist districts and schools in protecting the rights of these students.

https://www.in.gov/doe/files/Healthier-Generation-Model-Local-School-Wellness-Policy.pdf

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MODEL LOCAL SCHOOL WELLNESS POLICY

Counseling, Psychological and Social Services

Counseling, psychological and social services support the social, emotional and/or behavioral (SEB) needs of students and promote success in the learning process. These services include individual assessments, direct interventions and referrals to school and community support services, as well as systems-level approaches including resource mapping, school-community-family collaboration and ongoing participation in safety and crisis response efforts.²⁹

The district is committed to ensuring that the SEB needs of all students are met. The district will support students' SEB needs by:

- ensuring that an evidenced-based process for identifying students with SEB needs is in place
- ensuring access by students to highly qualified, mental health professionals in the school setting (with appropriate student to professional ratios) and a referral pathway for connecting students to community-based providers as needed
- coordinating with school and community-based mental health providers to address students' SEB needs
- implementing evidence-based programs and practices which support a positive social-emotional climate (see Social-Emotional Climate section of this document)
- implementing evidence-based interventions for students in need of additional SEB support
- ensuring that suicide prevention policies and programs are in place in all buildings and that school and school-based OST staff are trained in identifying students at risk and referring them to appropriate services
- providing appropriate training to all school and school-based OST staff on meeting students SEB needs
- coordinating with caregivers and students to address students' SEB needs
- regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement.

Health Services

School health services address existing and potential health problems, including providing first aid, emergency care and assessment and planning for the management of chronic conditions (such as asthma and diabetes). In addition, wellness promotion, preventative services and staff, caregiver and student education help to ensure the optimal health of all students.³⁰

The district is committed to ensuring that the physical health needs of all students are met. The district will support students' physical health by:

- conducting assessments and planning for meeting the individual chronic disease management needs of students
- ensuring students have access to highly qualified nurses

Foundational knowledge in critical aspects of social-emotional and behavioral health is critical to ensuring staff have the knowledge and skills to respond to students in need. Important training topics include, but are not limited to: trauma-informed approaches, social-emotional learning, equity and diversity, staff well-being, student-centered discipline, and the importance of building relationships with students.

A critical issue facing schools is the increase in the use of e-cigarettes. Schools are being called upon to teach students about the health risks of e-cigarettes and offer tobacco prevention and cessation programming. In addition to presenting serious health risks, there has been an increase in suspensions as a result of e-cigarette use. Intervention for Nicotine Dependence: Education, Prevention, Tobacco and Health (INDEPTH) is a www.in.gov/odk/2015/05/20/intervention-for-nicotine-dependence-education-prevention-tobacco-and-health-indepth

https://www.in.gov/doe/files/Healthier-Generation-Model-Local-School-Wellness-Policy.pdf

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MODEL LOCAL SCHOOL WELLNESS POLICY

Employee Wellness

Schools are worksites as well as places of learning. Ensuring that school employees' physical, social-emotional and mental health needs are met is pivotal to their well-being and to students' before academic success. Schools should create work environments that support healthy eating, physical activity and healthy behaviors, such as not using tobacco, and that address the social-emotional health of staff through explicit focus on stress management, maintaining positive relationships, teacher self-efficacy and support for purpose-driven work. Employee wellness programs and healthy work environments can decrease employee health insurance premiums and reduce employee absenteeism and turnover.²⁹

The district is committed to supporting the physical and mental health and well-being of all district employees. The district will support employee health and well-being by:

- engaging educators as stakeholders in all school improvement and planning processes
- designating employee wellness (both physical and mental) as a priority in the district organizational structure
- disseminating physical and mental health information resources to school and school-based OST staff (e.g., pamphlets, flyers and posters)
- conducting free or low-cost physical and mental health risk screenings at least once per year
- conducting employee wellness/health (physical and mental) promotion activities at least once per year
- providing access (for free or at low-cost) to and encouraging participation in and use of physical and mental health programs/resources for:
 - healthy eating and weight management
 - physical activity
 - stress management
 - tobacco avoidance and cessation
 - social-emotional health
- considering the disabilities of staff and ensuring access by all staff to health and wellness programs and resources that are offered
- promoting a positive workplace climate with a focus on diversity and inclusion practices
- designating a consistent and systemic approach for employee conflict resolution
- addressing space and break time for lactation/breastfeeding
- including employees in regularly assessing and reporting on the district- and building- level implementation of these practices and providing appropriate resources and training for continuous improvement

Healthier Generation strongly recommends that districts establish healthy meeting policies to support employee health and ensure that staff are modeling healthy habits for children. Many districts require that all food served at staff meetings adhere to Smart Snacks requirements.



https://www.in.gov/doe/files/Healthier-Generation-Model-Local-School-Wellness-Policy.pdf

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MODEL LOCAL SCHOOL WELLNESS POLICY

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Caregiver (Family) Engagement

A strong relationship between caregivers and school staff reinforces student health and academic development. School staff should make caregivers feel welcome, engage them in meaningful ways and make efforts to sustain their engagement. Caregivers should be actively involved in their child's learning and development.²⁹

The district is committed to encouraging caregiver engagement in school-level decision making and activities. The district will support caregiver engagement by:

- ensuring that caregivers are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that caregivers participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- ensuring that schools and school-based OST providers are providing opportunities for ongoing, sustained family engagement throughout the school year
- ensuring that schools and school-based OST providers are providing opportunities for two-way communication with caregivers
- supporting schools in aligning caregiver engagement activities with the needs of the community and district wellness objectives
- ensuring that schools are using culturally responsive practices to engage caregivers
- disseminating health information resources to caregivers (e.g., pamphlets, flyers and posters)
- providing programs on physical activity, nutrition and other physical and mental health topics for caregivers and community members that are fully inclusive, culturally informed and address the need of the community
- providing school-based volunteer opportunities for caregivers

Studies show that the majority of students do not get a sufficient amount of sleep each night. This shortage can lead to health issues including obesity, diabetes and problems with attention and behavior. Developing quality sleep habits can help reduce these risks and improve kids' mental, physical and emotional well-being. Healthier Generation has partnered with Sleep Number to develop Sleep Smarter, Perform Better, a digital resource center featuring information and tools to help youth achieve better sleep and improve their health, well-being and academic performance. Schools can

https://www.in.gov/doe/files/Healthier-Generation-Model-Local-School-Wellness-Policy.pdf

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MODEL LOCAL SCHOOL WELLNESS POLICY

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Community Involvement

Community organizations (e.g., cultural and civic organizations, social service agencies, faith-based organizations, health clinics, colleges and universities and local businesses) can create partnerships with schools to offer resources, services and support to student learning and development as well as the physical and mental health of students and staff.²⁹

The district is committed to encouraging community involvement in school-level decision making and activities. The district will support community involvement by:

- ensuring that community members are actively recruited for inclusion on the DWC with attention to diversity of representation in terms of race, ethnicity, gender identity, disability status, etc. (see District Wellness Council section of this document)
- ensuring that community members participate in the development, implementation and periodic review and update of the LWP
- making the LWP available to the public
- developing relationships with community organizations to identify community-based opportunities for student service-learning
- developing joint or shared-use agreements for physical activity participation at all schools
- including community members in regularly assessing and reporting on the district- and building-level implementation of these practices and providing appropriate resources and training for continuous improvement



https://www.in.gov/doe/files/Healthier-Generation-Model-School-Wellness-Policy.pdf

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BOYS AND GIRLS CLUBS OF AMERICA (BGA) – Boys and Girls Clubs of America is a national, nonprofit organization that provides programs and services to promote and enhance the development of boys and girls by instilling a sense of competence, usefulness, belonging and influence. The mission of the organization is to enable all young people, especially those most in need, to reach their full potential as productive, caring, responsible citizens by providing a safe place to learn and grow, developing ongoing relationships with caring, adult professionals and participating in life-enhancing programs and character development experiences.

CHILD NUTRITION PROGRAMS – The Child Nutrition Programs are federally funded programs aimed at providing low-income children with nutritionally balanced, low-cost or free meals and snacks in schools, childcare centers and out-of-school time programs. These programs include the National School Lunch Program, the School Breakfast Program, the Special Milk Program, the Child and Adult Care Food Program and the Summer Foodservice Program.

COMPETITIVE FOODS AND BEVERAGES – Competitive foods and beverages are those sold outside of the federal school meals programs. They include those offered in vending machines, à la carte, school stores, snack bars, canteens, classroom parties, classroom snacks, school celebrations, fundraisers or school meetings. These foods and beverages are required to meet science-based nutrition standards (Smart Snacks), as published by the USDA and required by the Healthy Hunger-Free Kids Act of 2010 and are often referred to as “Smart Snacks.”

COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM (CSPAP) – A Comprehensive School Physical Activity Program is a multi-component approach by which schools and districts use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills and confidence to be physically active throughout their lives.

DISTRICT WELLNESS COUNCIL (DWC) – A District Wellness Council is sometimes referred to as the School Health Advisory Council (SHAC). It is comprised of district, school and community members who meet at least four times per year to establish district goals and to oversee school health and safety policies and programs, including development, implementation, evaluation and updates of the Local School Wellness Policy.

DIVERSITY AND INCLUSION PRACTICES – **Diversity** and inclusion practices are the methods undertaken by an organization to ensure that the value of differences is recognized and that all have the opportunity to participate and succeed regardless of gender, race/ethnicity, mental, emotional, psychological or physical disabilities, learning styles, geographic residence, languages used, cultural heritage, educational level and more. This includes not only how programming is presented, but also reaching out to people, engaging them in ways that address their needs and perspectives and encouraging all to become actively involved.

EVIDENCE-BASED – Evidence-based interventions have been rigorously studied and have been shown to improve student outcomes.

EXTENDED SCHOOL DAY – The extended school day is the time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

Title Grants Handbook 2022 update.docx

https://www.in.gov/doe/files/Title-Grants-Handbook-2022-update.pdf

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APR for previous school year due **October 29**.

Reimbursement Final day to submit reimbursement for two years' prior grant **December 15**.

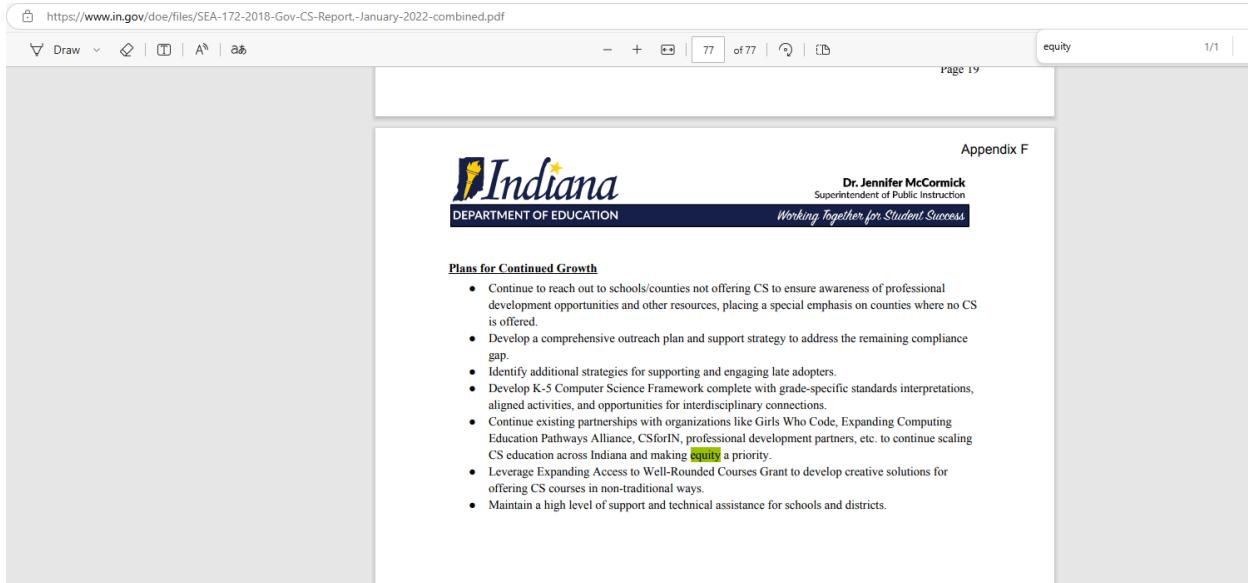
Final Expenditure Report Due FER for two years' prior grant due **December 30**.

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Title IV-A Non-Allowable Activities

Your Title IV programming should relate directly to your comprehensive needs assessment, which is a required component of Title IV. Title IV has a positive focus on key items such as educating the whole child; creating well-rounded educational opportunities for all students; body and drug education and awareness; **equity** and increasing access to traditionally underrepresented subgroups; and providing wrap around support services; funds should be used to implement supportive measures, no programming should be used for punitive purposes. Other generally not allowable requests include items such as food, drug-testing for students, medicines, weapons, and anything that could be disqualified with the supplement, not supplant regulation. Other non-allowable activities will be discussed on an individual basis with the applying LEA.

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https://www.in.gov/doe/files/SEA-172-2018-Gov-CS-Report.-January-2022-combined.pdf

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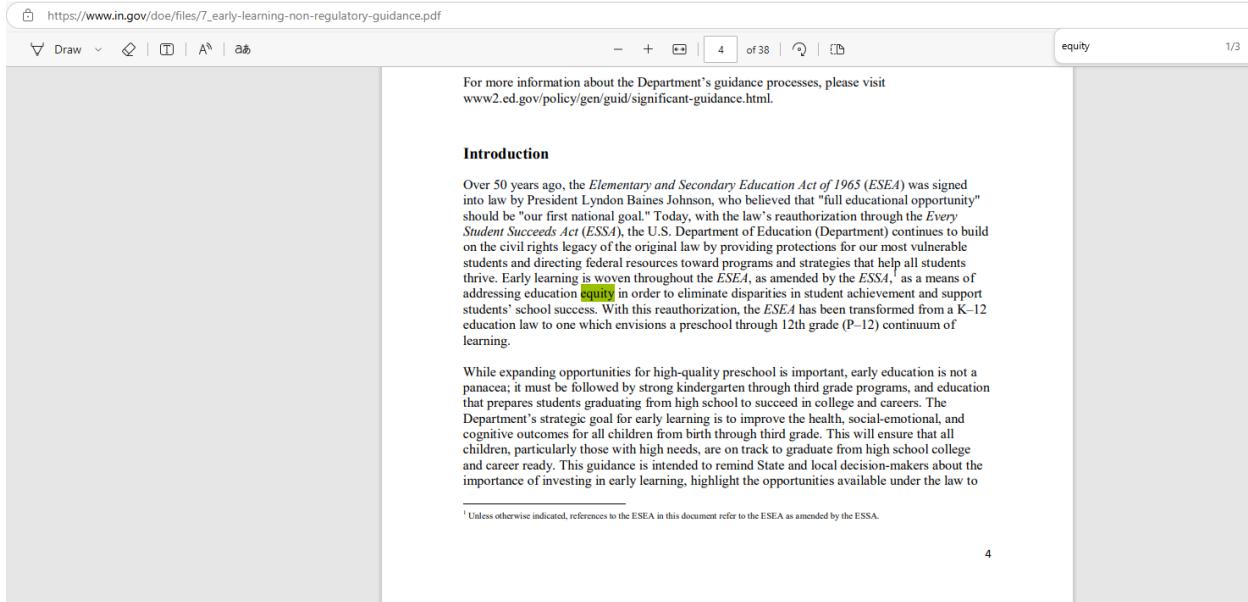
Appendix F

Indiana
DEPARTMENT OF EDUCATION
Dr. Jennifer McCormick
Superintendent of Public Instruction
Working together for Student Success

Plans for Continued Growth

- Continue to reach out to schools/counties not offering CS to ensure awareness of professional development opportunities and other resources, placing a special emphasis on counties where no CS is offered.
- Develop a comprehensive outreach plan and support strategy to address the remaining compliance gap.
- Identify additional strategies for supporting and engaging late adopters.
- Develop K-5 Computer Science Framework complete with grade-specific standards interpretations, aligned activities, and opportunities for interdisciplinary connections.
- Continue existing partnerships with organizations like Girls Who Code, Expanding Computing Education Pathways Alliance, CSforIN, professional development partners, etc. to continue scaling CS education across Indiana and making equity a priority.
- Leverage Expanding Access to Well-Rounded Courses Grant to develop creative solutions for offering CS courses in non-traditional ways.
- Maintain a high level of support and technical assistance for schools and districts.

Early Learning Guidance 1.17.2017 (PDF)



https://www.in.gov/doe/files/7_early-learning-non-regulatory-guidance.pdf

Draw | | | | | | | 4 of 38 | | | equity | 1/3 |

For more information about the Department's guidance processes, please visit www2.ed.gov/policy/gen/guid/significant-guidance.html.

Introduction

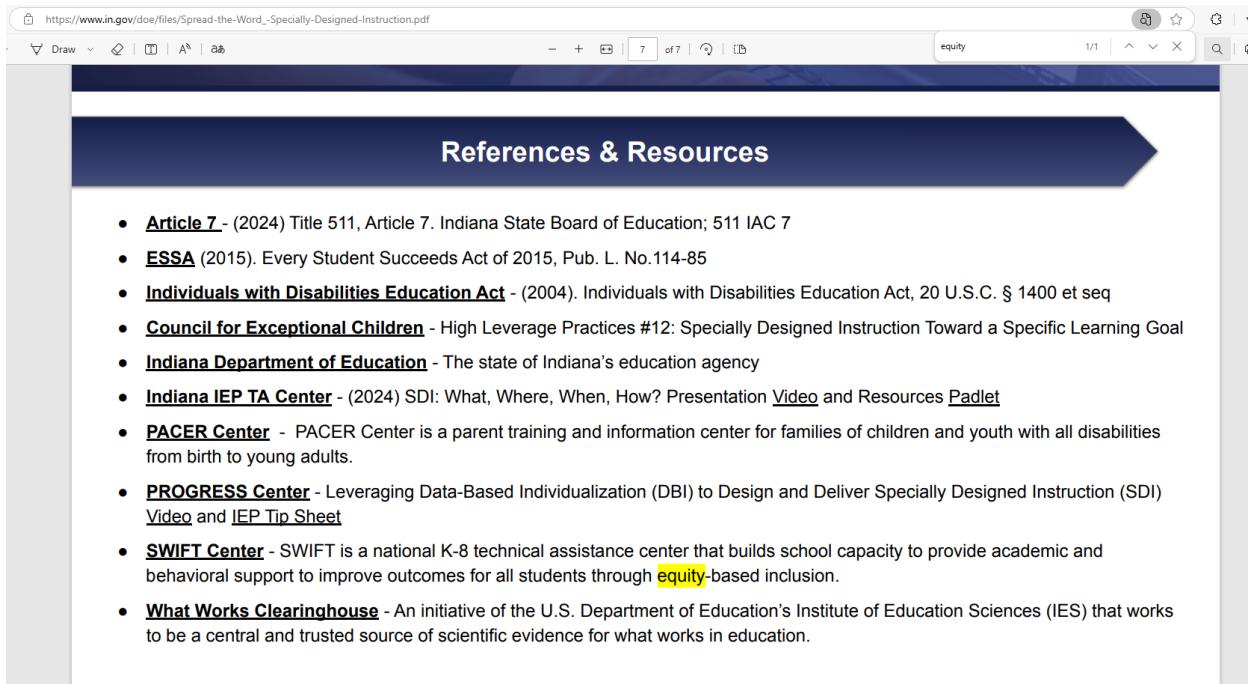
Over 50 years ago, the *Elementary and Secondary Education Act of 1965 (ESEA)* was signed into law by President Lyndon Baines Johnson, who believed that "full educational opportunity" should be "our first national goal." Today, with the law's reauthorization through the *Every Student Succeeds Act (ESSA)*, the U.S. Department of Education (Department) continues to build on the civil rights legacy of the original law by providing protections for our most vulnerable students and directing federal resources toward programs and strategies that help all students thrive. Early learning is woven throughout the *ESEA*, as amended by the *ESSA*,¹ as a means of addressing education equity in order to eliminate disparities in student achievement and support students' school success. With this reauthorization, the *ESEA* has been transformed from a K-12 education law to one which envisions a preschool through 12th grade (P-12) continuum of learning.

While expanding opportunities for high-quality preschool is important, early education is not a panacea; it must be followed by strong kindergarten through third grade programs, and education that prepares students graduating from high school to succeed in college and careers. The Department's strategic goal for early learning is to improve the health, social-emotional, and cognitive outcomes for all children from birth through third grade. This will ensure that all children, particularly those with high needs, are on track to graduate from high school college and career ready. This guidance is intended to remind State and local decision-makers about the importance of investing in early learning, highlight the opportunities available under the law to

¹ Unless otherwise indicated, references to the ESEA in this document refer to the ESEA as amended by the ESSA.

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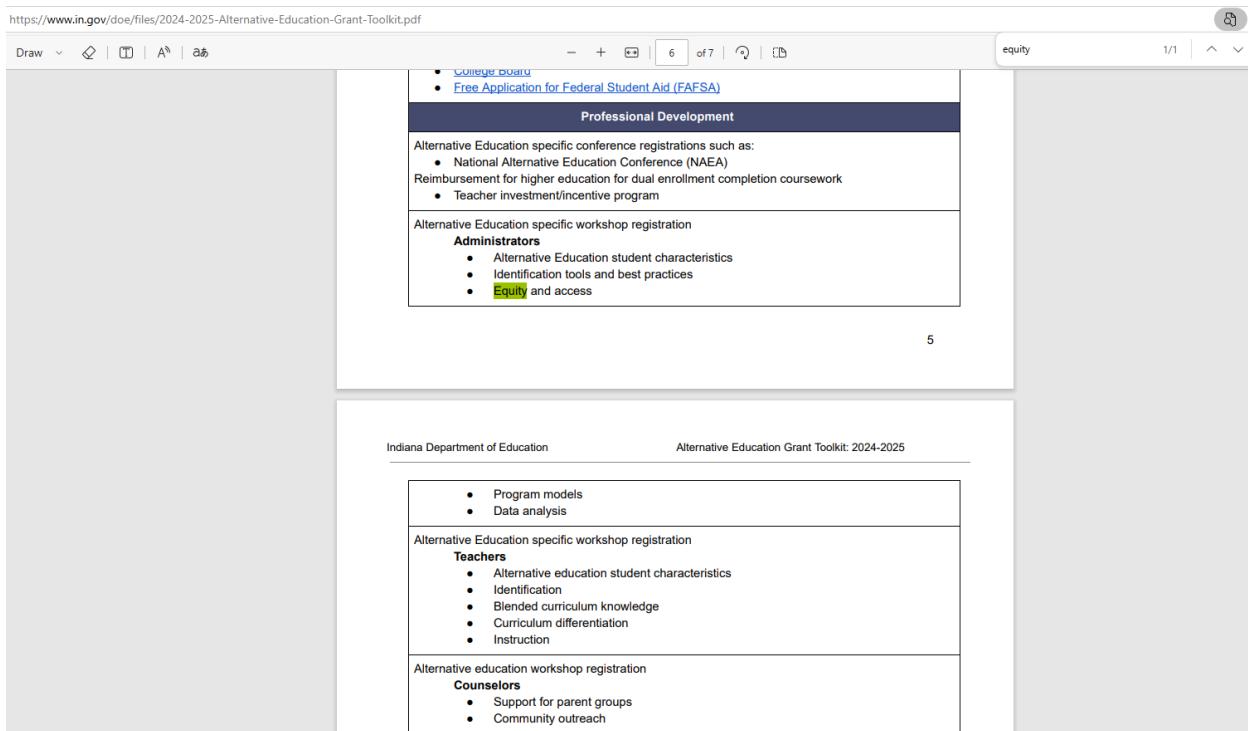
UPDATED Spread the Word: Specially Designed Instruction (SDI)



References & Resources

- [Article 7](#) - (2024) Title 511, Article 7. Indiana State Board of Education; 511 IAC 7
- [ESSA](#) (2015). Every Student Succeeds Act of 2015, Pub. L. No.114-85
- [Individuals with Disabilities Education Act](#) - (2004). Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq
- [Council for Exceptional Children](#) - High Leverage Practices #12: Specially Designed Instruction Toward a Specific Learning Goal
- [Indiana Department of Education](#) - The state of Indiana's education agency
- [Indiana IEP TA Center](#) - (2024) SDI: What, Where, When, How? Presentation [Video](#) and [Resources Padlet](#)
- [PACER Center](#) - PACER Center is a parent training and information center for families of children and youth with all disabilities from birth to young adults.
- [PROGRESS Center](#) - Leveraging Data-Based Individualization (DBI) to Design and Deliver Specially Designed Instruction (SDI) [Video](#) and [IEP Tip Sheet](#)
- [SWIFT Center](#) - SWIFT is a national K-8 technical assistance center that builds school capacity to provide academic and behavioral support to improve outcomes for all students through [equity-based inclusion](#).
- [What Works Clearinghouse](#) - An initiative of the U.S. Department of Education's Institute of Education Sciences (IES) that works to be a central and trusted source of scientific evidence for what works in education.

2024-2025 Alternative Education Grant Toolkit - Google Docs



• College board	• Free Application for Federal Student Aid (FAFSA)
Professional Development	
Alternative Education specific conference registrations such as:	
• National Alternative Education Conference (NAEA)	
Reimbursement for higher education for dual enrollment completion coursework	
• Teacher investment/incentive program	
Alternative Education specific workshop registration	
Administrators	
• Alternative Education student characteristics	
• Identification tools and best practices	
• Equity and access	
5	
Indiana Department of Education Alternative Education Grant Toolkit: 2024-2025	
• Program models	
• Data analysis	
Alternative Education specific workshop registration	
Teachers	
• Alternative education student characteristics	
• Identification	
• Blended curriculum knowledge	
• Curriculum differentiation	
• Instruction	
Alternative education workshop registration	
Counselors	
• Support for parent groups	
• Community outreach	

Indiana Charter School Board

This section outlines the Indiana Charter School Board's internal review of DEI positions, departments, activities, procedures, and programs as required by Executive Order 25-14.

DEI Department

The Board did not have a department dedicated to DEI initiatives.

DEI Staff Positions

The Board did not employ any staff dedicated to DEI initiatives.

Mission Statement or Value Statement

The Board did not have a mission statement or value statement dedicated to DEI initiatives.

Programs Administered to the Public

- Materials submitted by charter schools in their applications over the past 13 years remain on ICSB's website, some of which reference diversity and DEI initiatives.ⁱ These documents remain, but general policies for regular and consistent website retention for agencies reporting to the Office of Education are under consideration.
- Additionally, links are maintained on ICSB's website for various school operation resources that include documents from the National Charter School Resource Center (NCSRC) (referencing working with diverse groups of students and respecting diversity), and the US Department of Education (referencing providing culturally responsive teaching, promoting equity).ⁱⁱ These resources currently remain as they are not cited for DEI purposes and include insignificant references to DEI-related activities, but are larger documents aimed to provide resources for charter schools related to discipline.

Grant Conditions

The Board did not have grant conditions dedicated to DEI initiatives.

Training/Instruction Administered to the Employees

The Board did not have any training or instruction administered to employees dedicated to DEI initiatives.

Job Applicant Requirements

The Board did not have any job applicant requirements dedicated to DEI initiatives.

ⁱ See ICSB DEI Appendix.

ⁱⁱ See *id.*

Possible DEI Content	Location	Notes
F2012 Lawrence McFarrin School of the Arts Charter Application	ICSB 2012 Applications Webpage	The application (application withdrawn, no charter issued) included a mission statement with the words "embrace diversity".
F2012 Premier High School Charter Application	ICSB 2012 Applications Webpage	The application (approved) coursework scope and sequence included learning to appreciate diversity. An anthropology course included the diversity of a man.
S2012 Delaware Academy Charter Application	ICSB 2012 Applications Webpage	The application (declined, no charter issued) indicated that the Muncie area needs more diversity in educational offerings to students and parents. Dr. Douglas E. Ballinger attended a celebrating diversity conference in 1996.
S2012 The Performing Arts Conservatory Charter Application	ICSB 2012 Applications Webpage	The application (approved) included diversity professional experience for Kristy L. Jones.
S2012 Phalen Leadership Academies Charter Application	ICSB 2012 Applications Webpage	The application (approved) included a statement about the importance of ethnic and racial diversity on the school's board. Board Member, Fernando Reimers, has professional experience in diversity training.
S2012 York Academy of Discovery Charter Application	ICSB 2012 Applications Webpage	The charter application (declined, no charter issued) included helping students explore in an environment of diversity and acceptance, the governing board had diversity in experience, advisory bodies will include diversity of people, diversity woven into literacy programming, diversity training for Special Education staff, diversity encouraged, and hoping to learn from diversity of families.
F2012 The Excel Center (Kokomo, Lafayette, Muncie, Johnson County, Marion, Shelbyville) Charter Application	ICSB 2012 Applications Webpage	The charter school planned to recruit teachers at the Star Diversity Fair.
F2012 The Excel Center Richmond Charter Application	ICSB 2012 Applications Webpage	The application (withdrawn, no charter issued) included that Board President, Sabrina Pennington, has contributed her expertise to state and local groups working in areas of student diversity, affirmative action and student orientation. She also served as chair of a statewide diversity committee. Board Member, Sheila Armstead, has made professional presentations on diversity and she participated(d) in the Diversity Commission. The charter school planned to recruit teachers at the Star Diversity Fair. The school startup plan included diversity outreach monitoring.
F2012 Nexus Academy of Indianapolis Charter Application	ICSB 2012 Applications Webpage	The application (approved) included their target population as representing the community's full ethnic and demographic diversity.
F2013 Your Dreams Count School of the Arts Charter Application	ICSB 2013 Applications Webpage	The application (withdrawn, no charter issued) included a statement about appreciation of and respect for diversity.
S2013 Indianapolis Academy of Excellence Charter Application	ICSB 2013 Applications Webpage	In the application (withdrawn, no charter issued), the school planned to employ faculty that represented the neighborhood and the diversity of the school population. Board Member, Dr. Anthony M. Kline, indicated in his resume that he gave a presentation on "Introduction into Diversity".
F2013 Challenge Foundation Academy Charter Application	ICSB 2013 Applications Webpage	The application (approved) included a statement that the school will make every effort to employ faculty representative of the neighborhood and diversity of the school population. Board Member, Jennifer C. Batra, has diversity-related publications.
F2014 Eunoia Learning Academy Charter Application	ICSB 2014 Applications Webpage	The application (withdrawn, no charter issued) included a statement regarding their efforts to employ faculty that represent the neighborhood and the diversity of the school population.
F2014 York Academy of Discovery Charter Application	ICSB 2014 Applications Webpage	The application (application withdrawn, no charter issued) included statement about the parent advisory committee considering a diversity of people/ideas and diversity training for Special Education staff.
S2014 York Academy of Discovery Charter Application	ICSB 2014 Applications Webpage	The application (declined, no charter issued) included advisory bodies will include diversity of people, diversity woven into literacy programming, and diversity training for Special Education staff.
F2015 Northwest Indiana Science and Engineering Charter School (NiSE) Charter Application	ICSB 2015 Applications Webpage	The application (declined, no charter issued) included diversity professional experience by a member of the founding group, Dr. Elonda Ervin. The proposed staff professional development included multiculturalism and diversity. Making diversity a reality is in the school's vision statement.
S2015 Heritage Institute of Arts & Technology Charter Application	ICSB 2015 Applications Webpage	The charter application (application withdrawn, no charter issued) included a statement about offering students educational diversity. The leadership would include a diversity of membership for community representation. HIAT has achieved diversity in the board composition. The summer professional development would include diversity training. Founder and Board Member, Dr. Jill Karn, has professional experience in diversity training.
F2015 The Mind Program High Charter School Application	ICSB 2015 Applications Webpage	The application (approved) included a note about Board Member, Jay Brown, having diversity and gender equity professional experience.
S2016 Civic Collegiate Academy Charter Application	ICSB 2016 Applications Webpage	The application (approved) included a plan to attract a diversity of residents and teaching a diversity of students.
S2016 Thea Bowman Academy Charter Board Members Background Information Document	ICSB 2016 Applications Webpage	A letter of support from Ms. Eve Gomez included that she believes in diversity, Michael L. Suggs has a certificate in Diversity Management and is/was responsible for diversity efforts at his employer. The charter application was declined and no charter was issued.
S2016 Thea Bowman Academy Charter Additional Information Response	ICSB 2016 Applications Webpage	Board Member, Ms. Eve Gomez, is/was the Director of Hispanic/Latino Affairs Outreach Coordinator for Safety By Design Consultant Services. Ms. Gomez also is/was the Vice President of the Hispanic Organization Promoting Excellence. Michael L. Suggs has a certificate in Diversity Management and is/was responsible for diversity efforts at his employer. The charter application was declined and no charter was issued.

F2017 Athlos Academy of Indiana Charter Application	ICSB 2017 Applications Webpage	The application (withdrawn, no charter issued) included a note about Board Members, Elsie O. Owolo and Charles Schlegel, having diversity professional experience.
S2017 The Excel Center (Muncie, Marion, Columbus, and Bloomington) Charter Application	ICSB 2017 Applications Webpage	The application (approved) included diversity professional experience for Eliese Davis, Marianne Glick, and Jill Robinson Kramer.
F2017 Vanguard Collegiate Academy of Indianapolis Charter Application	ICSB 2017 Applications Webpage	The application (approved) included diversity and inclusion professional experience for Board Members Asia Bartee, Damon Martin, Juan Pablo Román-Lagunas, and Nakeisha Williams.
F2018 Him By Her Charter Application	ICSB 2018 Applications Webpage	The application (withdrawn, no charter issued) included a note about Board Member, Pat Payne, having Cultural Diversity expertise.
S2018 Him By Her Charter Application	ICSB 2018 Applications Webpage	The application (withdrawn, no charter issued) included a note about Board Member, Pat Payne, having Cultural Diversity expertise.
F2018 WAY Academy of Muncie Charter Application	ICSB 2018 Applications Webpage	The application (withdrawn, no charter issued) included a note about Board Member, Scott J. Henwood, having diversity professional experience.
S2018 Xavier School of Excellence Charter Application	ICSB 2018 Applications Webpage	The application (withdrawn, no charter issued) included a statement about the board recruiting prospective members for more diversity.
S2018 Christel House Academy DORS Charter Application	ICSB 2018 Applications Webpage	The application (approved) included a statement about assuring the school board's racial and ethnic diversity mirrors student populations.
S2018 Christel House Academy South Charter Application	ICSB 2018 Applications Webpage	The application (approved) included a statement about assuring the school board's racial and ethnic diversity mirrors student populations.
S2018 Christel House Academy West Charter Application	ICSB 2018 Applications Webpage	The application (approved) included a statement about assuring the school board's racial and ethnic diversity mirrors student populations.
F2019 Indy STEAM Academy Charter Application	ICSB 2019 Applications Webpage	The application (approved) included social studies curriculum that develops an awareness and appreciation for diversity.
F2019 Purdue Polytechnic High School South Bend Charter Application	ICSB 2019 Applications Webpage	The application (approved) included a statement that the STEM curricula would have an emphasis on diversity and inclusion. PPHS will promote a school culture where all students feel included by displaying diversity as a strength, treating each student as a unique individual, teaching about culture and modeling positive attitudes around diversity. PPHS seeks to understand cultural, religious, ethnic, gender, orientation and class differences as well as perspectives outside of their community. Board Member, Thomas Scott Reives, provided a resume indicating he led Diversity & Inclusion Team at his employer.
S2019 Emmerich Manual High School Change in Authorizer Application	ICSB 2019 Applications Webpage	The application (approved) included a note about Board Member, David R. Mikelson, having training on racial, gender, social, and economic diversity.
S2019 Thomas Carr Howe Community High School Change in Authorizer Application	ICSB 2019 Applications Webpage	The application (approved) included a note about Board Member, David R. Mikelson, having training on racial, gender, social, and economic diversity.
F2020 ACE Preparatory Academy Charter Application	ICSB 2020 Applications Webpage	The application (approved) included a statement about the difficulty recruiting talent that matches the school's diversity.
F2020 Open Door Academy Charter Application	ICSB 2020 Applications Webpage	The application (withdrawn, no charter issued) included Alan W. Yost's resume with diversity training
F2021 Edison School of the Arts II Charter Application	ICSB 2021 Applications Webpage	The application (approved) indicated the school conducted a survey regarding staff perceptions on culture, diversity, and equity. The applicant also prioritized staff diversity (diverse skill set). Proposed school leader, James Hill, developed and implemented student programs to highlight and celebrate the diversity and achievements in a previous role.
F2021 Edison School of the Arts Charter Application	ICSB 2021 Applications Webpage	The application (approved) included a statement about searching for new DEI consultants.
F2021 Genai Academy Charter Application	ICSB 2021 Applications Webpage	The charter application (approved) included a letter of support from former Attorney General, Curtis T. Hill. In the letter he indicates appreciation for the PLA team reflective of diversity of families served. PLA General Counsel, Nicole J. Scott, included Diversity, Equity, and Inclusion training in her resume.
F2021 James & Rosemary Phalen Middle School Renewal Application	ICSB 2021 Applications Webpage	The application (approved) indicated a desire to increase school board diversity.
S2021 The Excel Center Elkhart Charter Application	ICSB 2021 Applications Webpage	The application (approved) included a statement about how the Excel Center culture embraces racial, ethnic, linguistic, and cultural diversity.
S2022 Paramount School of Excellence Lafayette Charter Application	ICSB 2022 Applications Webpage	The application (approved) included network in-service and DEI training.
F2022 Christel House Academy DORS Renewal Application	ICSB 2022 Applications Webpage	School Board Member, Mr. Wilfred Mascarenhas, is passionate about Diversity, Equity, and Inclusion (DEI). Board Member, Dr. Sheryl Allen, serves as the Assistant Dean for Diversity Affairs and the Associate Dean for Student Affairs at the Indiana University School of Medicine. She is an avid supporter of diversity, women, and community service. Board Member, Ms. Anushree Bag graduated from the Diversity Leadership Academy of Greater Indianapolis. The governing board has a diversity, equity, and inclusion strategic planning committee. The network recruits teachers from underrepresented populations to ensure representation for our students and meet our Diversity, Equity, and Inclusion staffing commitments and Strategic Priorities. Christel House Indianapolis adopted Diversity, Equity, and Inclusion commitments and are in year two of a four-year partnership with the Indianapolis Equity Collaborative.

F2022 Christel House Academy South Renewal Application	ICSB 2022 Applications Webpage	School Board Member, Mr. Wilfred Mascarenhas, is passionate about Diversity, Equity, and Inclusion (DEI). Board Member, Dr. Sheryl Allen, serves as the Assistant Dean for Diversity Affairs and the Associate Dean for Student Affairs at the Indiana University School of Medicine. She is an avid supporter of diversity, women, and community service. Board Member, Ms. Anushree Bag graduated from the Diversity Leadership Academy of Greater Indianapolis. The governing board has a diversity, equity, and inclusion strategic planning committee. The network recruits teachers from underrepresented populations to ensure representation for our students and meet our Diversity, Equity, and Inclusion staffing commitments and Strategic Priorities. Christel House Indianapolis adopted Diversity, Equity, and Inclusion commitments and are in year two of a four-year partnership with the Indianapolis Equity Collaborative.
F2022 Christel House Academy West Renewal Application	ICSB 2022 Applications Webpage	School Board Member, Mr. Wilfred Mascarenhas, is passionate about Diversity, Equity, and Inclusion (DEI). Board Member, Dr. Sheryl Allen, serves as the Assistant Dean for Diversity Affairs and the Associate Dean for Student Affairs at the Indiana University School of Medicine. She is an avid supporter of diversity, women, and community service. Board Member, Ms. Anushree Bag graduated from the Diversity Leadership Academy of Greater Indianapolis. The governing board has a diversity, equity, and inclusion strategic planning committee. The network recruits teachers from underrepresented populations to ensure representation for our students and meet our Diversity, Equity, and Inclusion staffing commitments and Strategic Priorities. Christel House Indianapolis adopted Diversity, Equity, and Inclusion commitments and are in year two of a four-year partnership with the Indianapolis Equity Collaborative.
F2022 Gary Middle College Renewal Application	ICSB 2022 Applications Webpage	The application (approved) included a statement about GEO Foundation receiving the "Rev. Charles E Williams Excellence Award" from Indiana Black Expo for demonstrating dedication to diversity in the community.
F2022 George and Veronica Phalen Leadership Academy Renewal Application	ICSB 2022 Applications Webpage	The application (approved) indicated a desire to increase school board diversity.
F2022 Vanguard Collegiate of Indianapolis Renewal Application	ICSB 2022 Applications Webpage	The application (approved) indicated diversity of text/authors to help improve academic outcomes (Incidents of a Slave Girl, Narrative of the Life of Frederick Douglas, To Be Young, Gifted, and Black (Lorraine Hansberry), Diego Rivera's Autobiography, Red Scarf Girl: A Memoir of the Cultural Revolution. The school incorporates Black History Month, Women's History, and Hispanic Heritage Month into the curriculum.
S2022 21st Century Charter School at Gary Change in Authorizer Application	ICSB 2022 Applications Webpage	The application (approved) included the 21st Century Charter School at Gary Code of Ethics which included diversity and inclusion of clients, colleagues, vendors, staff, consultants, Board, and volunteers that represent the diversity of the community.
F2023 The Excel Center of Evansville Southeast Charter Application	ICSB 2023 Applications Webpage	The application (approved) included Juanita Rager, Vice President, Human Resources of Evansville Goodwill Industries, Inc. is the Executive Sponsor of the BE DEI (Belonging, Engagement, Diversity, Equity, and Inclusion) Committee.
F2023 The Excel Center of West Central Indiana Charter Application	ICSB 2023 Applications Webpage	The application (approved) included the resume of Lisa Walker is the Human Resources Director for Wabash Valley Goodwill Industries. She has DEI training on her resume.
F2023 PLA@93 Renewal Application	ICSB 2023 Applications Webpage	The application (approved) indicated a desire to increase school board diversity.
F2023 PLA@ Promise Prep Change in Authorizer Application	ICSB 2023 Applications Webpage	The application (approved) describes a positive school culture to include scholars demonstrating strong understanding of social justice, foreign languages/cultures, and racial identity/heritage. PLA@ Promise Prep recently celebrated Hispanic Heritage Month, Mexican Heritage, and celebrates Black History Month.
S2024 The Excel Center of Bartholomew County Charter Activation	ICSB 2024 Applications Webpage	The application (approved) included information about updated curriculum to include diversity, equity, and inclusion.
S2024 The Excel Center of Grant County Charter Activation	ICSB 2024 Applications Webpage	The application (approved) included information about updated curriculum to include diversity, equity, and inclusion.
F2024 James and Rosemary Phalen High School Renewal Application	ICSB 2024 Applications Webpage	The application (approved) describes student supports to include Haitian Caribbean Club and Hispanic Heritage Celebrations
2022.04.28 ICSB Board Meeting Minutes	ICSB Board Meetings Webpage	Mr. Tommy Reddicks, CEO of Paramount Schools of Excellence, mentioned the network hired a DEI coordinator.
2012.10.15 ICSB Board Meetings Minutes	ICSB Board Meetings Webpage	The Nexus Academy of Indianapolis selected Connections Education as their Education Service Provider (ESP) because of their experience and diversity of board members.
Alternatives to Suspensions and Expulsions: A Teacher and Administrator Guide to School Discipline	ICSB Resource Repository > Student Services Webpage	Pages 2 and 4 include tactics for the needs of diverse groups of students, assuring a representative school leadership (demographics and community), and respecting diversity
Indiana Compilation of School Discipline Laws and Regulations	ICSB Resource Repository > Student Services Webpage	Page 91 provides a resource for culturally responsive teaching and promoting equity.

Indiana School for the Blind and Visually Impaired

This section outlines the Indiana School for the Blind and Visually Impaired's internal review of DEI positions, departments, activities, procedures, and programs as required by Executive Order 25-14.

DEI Department

The School did not have a department dedicated to DEI initiatives.

DEI Staff Positions

The School did not employ any staff dedicated to DEI initiatives.

Mission Statement or Value Statement

The School did not have a mission statement or value statement dedicated to DEI initiatives.

Programs Administered to the Public

The School did not have any programs administered to the public dedicated to DEI initiatives.

Grant Conditions

The School did not have grant conditions dedicated to DEI initiatives.

Training/Instruction Administered to the Employees

- The Library Collection Development Policy of the School outlines the administrative procedures and mission of the school's media and collection center. The policy includes an appendix entitled "Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights," which references another resource, "Equity, Diversity, and Inclusion: An Interpretation of the Library Bill of Rights" adopted by the American Library Association.ⁱ This resource remains posted as it is not maintained for its minor reference about DEI, but to establish a policy concerning library materials and articulate the rights of library access for those with disabilities.

Job Applicant Requirements

The School did not have any job applicant requirements dedicated to DEI initiatives.

ⁱ See ISBVI DEI Appendix, pp. 1-3.

O-52 Library Collection Development Policy (pages 14, 15, and 17):

<https://www.in.gov/lsbvi/files/O-52.pdf>

chrome-extension://efaidnbmnnibpcajpcgclefindmkaj/https://www.in.gov/lsbvi/files/O-52.pdf

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Appendix C:
"Services to Persons with Disabilities: An Interpretation of the
Library Bill of Rights"

The American Library Association recognizes that people with disabilities are a large and vibrant part of society. Libraries should be fully inclusive of all members of their community and strive to break down barriers to access. The library can play a transformational role in helping facilitate more complete participation in society by providing fully accessible resources and services.

The Americans with Disabilities Act (ADA) defines a person with a disability as "a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such an impairment."¹³ As such, there is no all-encompassing list of disabilities. The category of a "person with a disability" includes a broad range of individuals with a diversity of abilities, identities, and appearances. This intersectional group shares a common experience of discrimination and encountering barriers to access.

Library staff should never presuppose a person's limits based on disability. Libraries are committed to providing equal access to collections, services, and facilities for all library users. When this is not possible, reasonable accommodations and timely remediation should be employed to provide an equivalent experience to people with disabilities. Libraries should comply with all applicable laws, including the standards and requirements of ADA and state or local disability accessibility guidelines. Libraries should consult legal counsel to determine their responsibilities under law. The *Library Bill of Rights* articles are explicated below to focus on services to people with disabilities.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

Libraries should contain a diverse collection that highlights the perspectives of marginalized groups, including people with disabilities. Historically, these groups have not been treated equitably and it is the responsibility of the library to act in a legal, ethical, and inclusive manner to meet the information needs of all patrons.

In addition to including diverse perspectives in the library collection, the collection itself should be accessible to all users. All library resources, including its website and online resources, should be available in formats accessible to people of all ages and abilities.

Library administrators should educate themselves about technical and legal standards for digital accessibility, and manage staffing and resources to provide equal access. Library administrators should support librarians and technical staff to meet these standards through a combination of

partisan or doctrinal disapproval.

Within their fiscal and physical limits, libraries should seek to add diverse voices on all topics to the collection, including the words and depictions of people with disabilities. People with disabilities are to be reflected in the collection not as a single group but as an intersectional part of the community, across age, race, gender, class, and orientation. In order to be inclusive, libraries must provide accurate, up-to-date, and representative materials in their collections to meet the information needs of their users. The collection should also preserve historic materials that reflect an accurate depiction of the progress toward inclusion and equality that has occurred within American society.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

Too often, acts of censorship silence the voices of those already marginalized. Libraries provide opportunities for all people to be heard, including those with perspectives that are voiced less often or less loudly. Library staff should not allow their personal and professional biases to dictate or inform services or resources. As stated in "Equity, **Diversity**, Inclusion: An Interpretation of the *Library Bill of Rights*," "Libraries should counter censorship with inclusion."²

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

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As part of a commitment to free access, library staff should proactively reach out to individuals with disabilities, as well as advocacy and support organizations, to create formal or informal partnerships with them. This same model of partnership and communication should be used when planning programming, adding to the collection, and making physical modifications to library spaces. Library staff should include as many diverse segments of the community it serves as possible in every step of planning and implementation processes.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

A person's right to use a library should not be denied or abridged because of a disability, whether actual or perceived. Library staff should consider whether policies and procedures are inclusive of people of all abilities.

Physical access to the library should also not be a barrier to library use. Buildings should be accessible and when this is not possible, reasonable accommodations should be offered.

Libraries should provide training opportunities for all staff and volunteers. Training should include effective techniques for providing services for users with disabilities, as well as for working with colleagues with disabilities. Libraries should adopt policies to ensure that people with disabilities have an opportunity to serve as members of the library staff, administrative units, and governing boards.

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programming when requested by users or attendees.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

If a library provides exhibit spaces and meeting rooms to its patrons, those spaces should be as physically accessible as all public areas are required to be. Examples of reasonable structural modifications include automatic doors, handrails, elevators, ramps, and clear travel paths. The library should also provide accessible tables, desks, restrooms, and parking. Information on the physical facility must be included on the library's website in an accessible format.

The *Library Bill of Rights* states, "All libraries are forums for information and ideas."³ By working to remove barriers to access, libraries promote the full inclusion of people with disabilities into society.

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"[A Guide to Disability Rights Laws](#)," U.S. Department of Justice, July 2009.

1. ["Equity, Diversity, Inclusion: An Interpretation of the Library Bill of Rights,"](#) adopted June 27, 2017, by the ALA Council.

2. ["Library Bill of Rights,"](#) adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Adopted January 28, 2009, by the ALA Council under the title "Services to Persons with Disabilities"; amended June 26, 2018.

Original found at:
<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/servicespeopledisabilities>

ISBVI Policy O-52
Approved: 5/16/11
Reviewed and Approved: 10/21/13, 10/22/18, 5/17/21

ISBVI Superintendent: _____ Date _____

ISBVI Board Chair: _____ Date _____

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Indiana School for the Deaf

This section outlines the Indiana School for the Deaf's internal review of DEI positions, departments, activities, procedures, and programs as required by Executive Order 25-14.

DEI Department

The School did not have a department dedicated to DEI initiatives.

DEI Staff Positions

The School did not employ any staff dedicated to DEI initiatives.

Mission Statement or Value Statement

- The School publishes its school policies and procedures each school year in student and family handbooks that detail the administrative procedures and mission of the school. Both ISD handbooks for early childhood and elementary education and for middle and high school education include an extensive DEI statement. The policy for both handbooks ensures that “diversity, equity, and inclusion are implemented schoolwide through awareness, dialogue, action, and transformation.”ⁱ Both handbooks are no longer publicly posted on ISD’s website, and the 2025-2026 handbooks will be written to reflect Executive Order 25-14.
- The School also maintains an employment handbook (last updated in 2021). The handbook includes an extensive DEI statement that ensures that “diversity, equity, and inclusion are implemented schoolwide through awareness, dialogue, action, and transformation.”ⁱⁱ The handbook is no longer posted on ISD’s staff-only website and is no longer in use; it will be amended and updated to reflect Executive Order 25-14 and the State Personnel Department’s general employee handbook will control until a new handbook is issued.

Programs Administered to the Public

- The School’s enrollment process is articulated on its website. In explaining the process, the page includes a quote from, and a link to, a resource that provides informative materials on, as its title says, “Optimizing Outcomes for Students who are Deaf or Hard of Hearing.” Within this publication, the National Association of State Directors of Special Education, Inc. discusses the importance of diversity in the classroom and adopting “Culturally and Linguistically Appropriate Services (CLAS)

Standards.”ⁱⁱⁱ This resource remains posted as it is not referenced for its statement on diversity, but to explain items to be considered at a case conference during the enrollment process.

- The School maintains its school board meeting minutes from 2015 to 2025 on its website and maintains several social media accounts. Several meeting minutes from 2021 to 2023 include topics relating to teachers implementing social emotional learning time and participating in DEI sessions.^{iv} While these policies are no longer implemented, the school board meeting minutes remain publicly posted. Additionally, social media posts from 2014 to 2024 highlight intersectionality and diversity.^v Though these materials remain, general policies for regular and consistent website retention for agencies reporting to the Office of Education are under consideration.

Grant Conditions

The School did not have grant conditions dedicated to DEI initiatives.

Training/Instruction Administered to the Employees

The School did not have any training or instruction administered to employees dedicated to DEI initiatives.

Job Applicant Requirements

The School did not have any job applicant requirements dedicated to DEI initiatives.

ⁱ See ISD DEI Appendix, pp. 1-3.

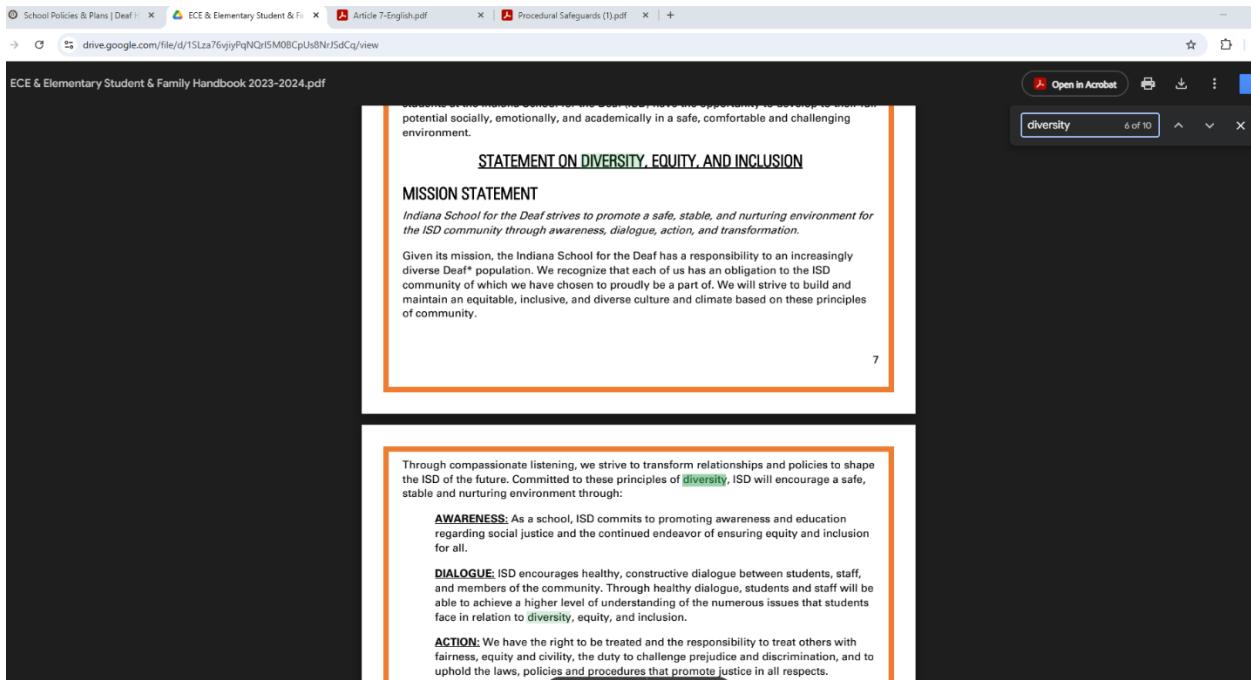
ⁱⁱ See *id.*, pp. 9-11.

ⁱⁱⁱ See *id.*, p. 3.

^{iv} See *id.*, pp. 4-6.

^v See *id.*, pp. 6-8.

ECE & Elementary Student & Family Handbook 2023-2024 (pages 7-9)



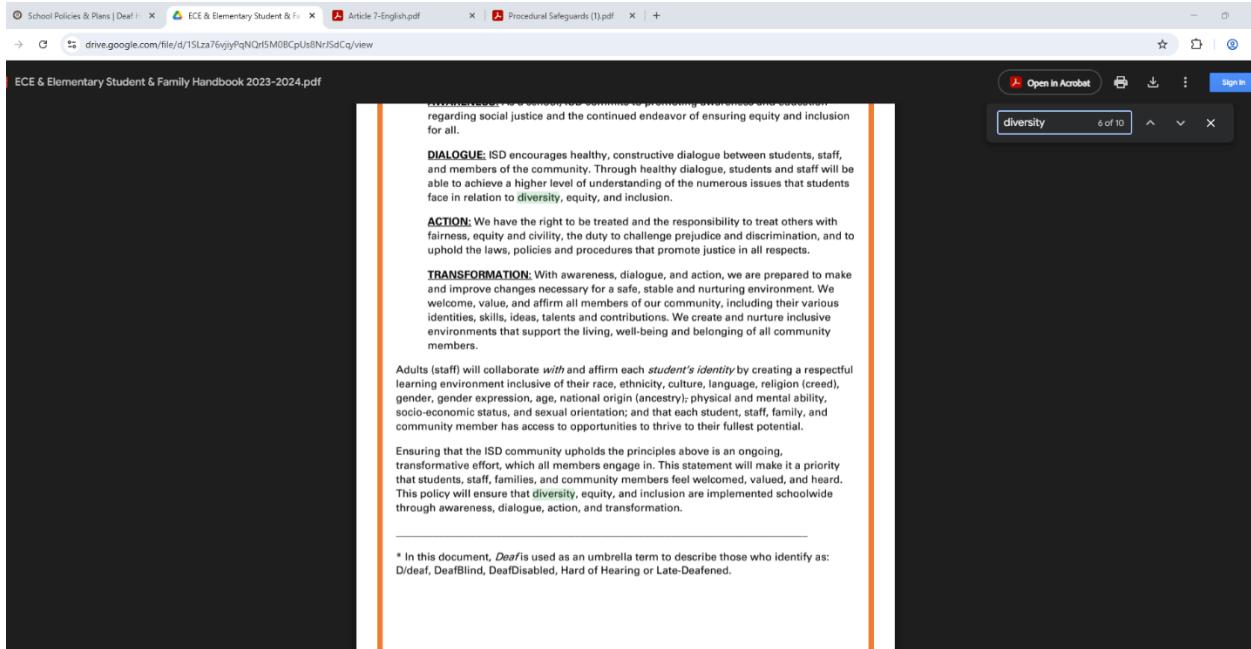
STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION

MISSION STATEMENT

Indiana School for the Deaf strives to promote a safe, stable, and nurturing environment for the ISD community through awareness, dialogue, action, and transformation.

Given its mission, the Indiana School for the Deaf has a responsibility to an increasingly diverse Deaf* population. We recognize that each of us has an obligation to the ISD community of which we have chosen to proudly be a part of. We will strive to build and maintain an equitable, inclusive, and diverse culture and climate based on these principles of community.

7



Through compassionate listening, we strive to transform relationships and policies to shape the ISD of the future. Committed to these principles of **diversity**, ISD will encourage a safe, stable and nurturing environment through:

AWARNESS: As a school, ISD commits to promoting awareness and education regarding social justice and the continued endeavor of ensuring equity and inclusion for all.

DIALOGUE: ISD encourages healthy, constructive dialogue between students, staff, and members of the community. Through healthy dialogue, students and staff will be able to achieve a higher level of understanding of the numerous issues that students face in relation to **diversity**, equity, and inclusion.

ACTION: We have the right to be treated and the responsibility to treat others with fairness, equity and civility, the duty to challenge prejudice and discrimination, and to uphold the laws, polices and procedures that promote justice in all respects.

TRANSFORMATION: With awareness, dialogue, and action, we are prepared to make and improve changes necessary for a safe, stable and nurturing environment. We welcome, value, and affirm all members of our community, including their various identities, skills, ideas, talents and contributions. We create and nurture inclusive environments that support the living, well-being and belonging of all community members.

Adults (staff) will collaborate *with* and affirm each *student's identity* by creating a respectful learning environment inclusive of their race, ethnicity, culture, language, religion (creed), gender, gender expression, age, national origin (ancestry); physical and mental ability, socio-economic status, and sexual orientation; and that each student, staff, family, and community member has access to opportunities to thrive to their fullest potential.

Ensuring that the ISD community upholds the principles above is an ongoing, transformative effort, which all members engage in. This statement will make it a priority that students, staff, families, and community members feel welcomed, valued, and heard. This policy will ensure that diversity, equity, and inclusion are implemented schoolwide through awareness, dialogue, action, and transformation.

* In this document, *Deaf* is used as an umbrella term to describe those who identify as: Deaf, DeafBlind, DeafDisabled, Hard of Hearing or Late-Deafened.

DEFINITIONS:

- **CULTURE:** Broadly described, culture can include economic systems, ways of life and social mores, educational institutions, social programs, the environment, technological systems, political ideologies and processes, recreational practices, customs and traditions, artistic and heritage activities, transportation and communication industries, and religious and spiritual activities.
- **DIVERSITY:** identifications that include race, ethnicity, culture, language, religion (creed), gender, gender expression, age, national origin (ancestry), disability, socio-economic status, and sexual orientation, etc.
- **EQUALITY:** Everyone has equal (the same) opportunities and access.
- **EQUITY:** Each person has the (individualized) opportunities and access they need.
- **INCLUSION:** A way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces **diversity** and learner differences and promotes equitable opportunities for all learners.

RESPONSIBILITIES OF MEMBERS OF THE SCHOOL COMMUNITY

The responsibility for educational success involves the school staff, families, and students. With the cooperation of all persons, it will be possible to maintain an environment that is safe, orderly, and fosters learning. Everyone in the community needs to understand their responsibilities to observe the regulations contained in the guidelines.

STUDENTS HAVE A RESPONSIBILITY TO:

1. Take pride and ownership in their learning journey.
2. Attend school regularly, and arrive on time to school and class, and be prepared to learn.
3. Conduct themselves properly in ISD buildings, on campus, on vehicles/buses, or at any ISD related activity.
4. Respect the rights and feelings of fellow students, families, staff, and visitors.
5. Respect the materials, equipment, and property of ISD.

FAMILIES HAVE A RESPONSIBILITY TO:

1. Provide affection for the child and allow each child to be an important member of the family.

Middle & High School Handbook 2024-2025 (pages 6-8)

STATEMENT ON DIVERSITY, EQUITY, AND INCLUSION

Mission Statement

Indiana School for the Deaf strives to promote a safe, stable, and nurturing environment for the ISD community through awareness, dialogue, action, and transformation.

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Through compassionate listening, we strive to transform relationships and policies to shape the ISD of the future. Committed to these principles of diversity, ISD will encourage a safe, stable, and nurturing environment through:

Awareness: As a school, ISD commits to promoting awareness and education regarding social justice and the continued endeavor of ensuring equity and inclusion for all.

Dialogue: ISD encourages healthy, constructive dialogue between students, staff, and members of the community. Through healthy dialogue, students and staff will be able to achieve a higher level of understanding of the numerous issues that students face in relation to diversity, equity, and inclusion.

Action: We have the right to be treated and the responsibility to treat others with fairness, equity and civility, the duty to challenge prejudice and discrimination, and to uphold the laws, policies and procedures that promote justice in all respects.

Transformation: With awareness, dialogue, and action, we are prepared to make and improve changes necessary for a safe, stable, and nurturing environment. We welcome, value, and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions. We create and nurture inclusive environments that support the living, well-being and belonging of all community members.

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expression, age, national origin (ancestry), physical and mental ability, socio-economic status, and sexual orientation; and that each student, staff, family, and community member has access to opportunities to thrive to their fullest potential.

Ensuring that the IGD community upholds the principles above is an ongoing, transformative effort, which all members engage in. This statement will make it a priority that students, staff, families, and community members feel welcomed, valued, and heard. This policy will ensure that diversity, equity, and inclusion are implemented schoolwide through awareness, dialogue, action, and transformation.

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DEFINITIONS:

- **Culture:** Broadly described, culture can include economic systems, ways of life and social mores, educational institutions, social programs, the environment, technological systems, political ideologies and processes, recreational practices, customs and traditions, artistic and heritage activities, transportation and communication industries, and religious and spiritual activities.
- **Diversity:** Identifications that include race, ethnicity, culture, language, religion (creed), gender, gender expression, age, national origin (ancestry), disability, socio-economic status, and sexual orientation, etc.
- **Equality:** Everyone has equal (the same) opportunities and access.
- **Equity:** Each person has the (individualized) opportunities and access they need.
- **Inclusion:** A way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces diversity and learner differences and promotes equitable opportunities for all learners.

Enrollment Process:

Optimizing Outcomes for Students who are Deaf of Hard of Hearing:

https://www.deafhoosiers.com/_files/ugd/ca2a15_8fc1a61e774b4ad88c0405764e3cc6cb.pdf

The SETT Framework is a tool for the Consideration of AT Needs.

S	Student
E	Environment
T	Tasks
T	Tools

minor adjustments, the framework has been successfully used in non-educational environments and service plans.

The SETT scaffolds are a series of forms that, like architectural scaffolds, can be adapted to meet the needs of the people who are using them as long as credits to the original source are maintained. Current scaffolds include:

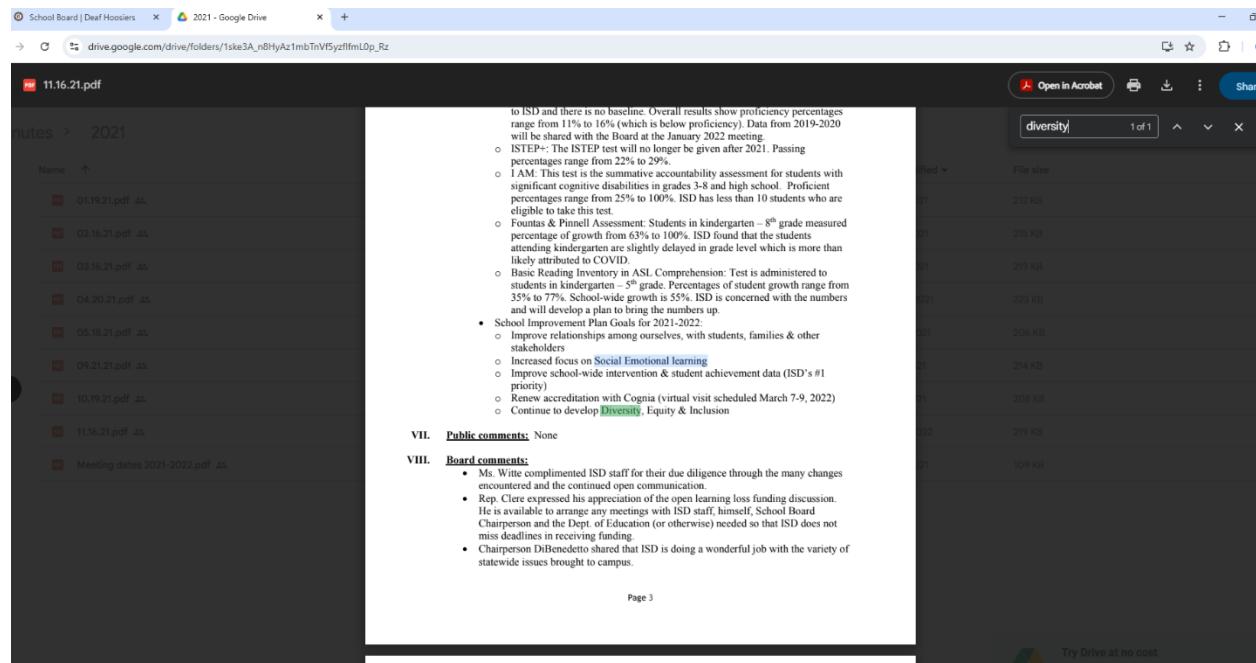
- SETT Scaffold for Consideration of AT Needs http://www.joyzabala.com/uploads/Zabala_SETT_Scaffold_Consideration.pdf
- SETT Scaffold for Data Gathering http://www.joyzabala.com/uploads/Zabala_SETT_Scaffold_Data_Gathering.pdf
- SETT Scaffold for Tool Selection http://www.joyzabala.com/uploads/Zabala_SETT_Scaffold_Tool_Selection.pdf

Cultural and Linguistic Diversity

Today's classrooms educate increasingly diverse students who participate in an interconnected and globalized world. This diversity includes students with disabilities, students for whom English is their second or perhaps third language, and students with a variety of cultural experiences. Thus, it is now more imperative than ever for educators to develop the capacity to understand diversity as an asset, to be sensitive to students' wide-ranging perspectives and experiences, and to leverage diversity for the benefit of all students. Therefore, to respond to current and projected demographic changes in our schools and to eliminate longstanding disparities in skill proficiency levels across different student demographics, schools are suggested to implement Culturally and Linguistically Appropriate Services (CLAS) Standards. The National CLAS Standards are a set of 15 action steps intended to advance health equity, improve quality and help eliminate health care disparities by providing a blueprint for individuals and health and health care organizations to implement culturally and linguistically appropriate services (<https://www.thinkculturalhealth.hhs.gov/clas>). Although these standards were developed for the health care system, much of their content

Website & Social Media:

11.16.21 Meeting Minutes



11.16.21.pdf

to ISD and there is no baseline. Overall results show proficiency percentages range from 11% to 16% (which is below proficiency). Data from 2019-2020 will be shared with the Board at the January 2022 meeting.

- o ISTEP+: The ISTEP test will no longer be given after 2021. Passing percentages range from 22% to 29%.
- o IAM: This test is the summative accountability assessment for students with disabilities in grades 3-8 and high school. Proficient percentages range from 25% to 100%. ISD has less than 10 students who are eligible to take this test.
- o Fountas & Pinnell Assessment: Students in kindergarten - 8th grade measured percentage of growth from 63% to 100%. ISD found that the students attending kindergarten are slightly delayed in grade level which is more than likely attributed to COVID.
- o Basic Reading Inventory in ASL Comprehension: Test is administered to students in kindergarten - 8th grade. Percentages of student growth range from 35% to 70%. School-wide growth is 55%. ISD is concerned with the numbers and will develop a plan to bring the numbers up.
- School Improvement Plan Goals for 2021-2022:
 - o Improve relationships among ourselves, with students, families & other stakeholders
 - o Increased focus on Social Emotional learning
 - o Improve school-wide intervention & student achievement data (ISD's #1 priority)
 - o Renew accreditation with Cognia (virtual visit scheduled March 7-9, 2022)
 - o Continue to develop Diversity, Equity & Inclusion

VII. Public comments: None

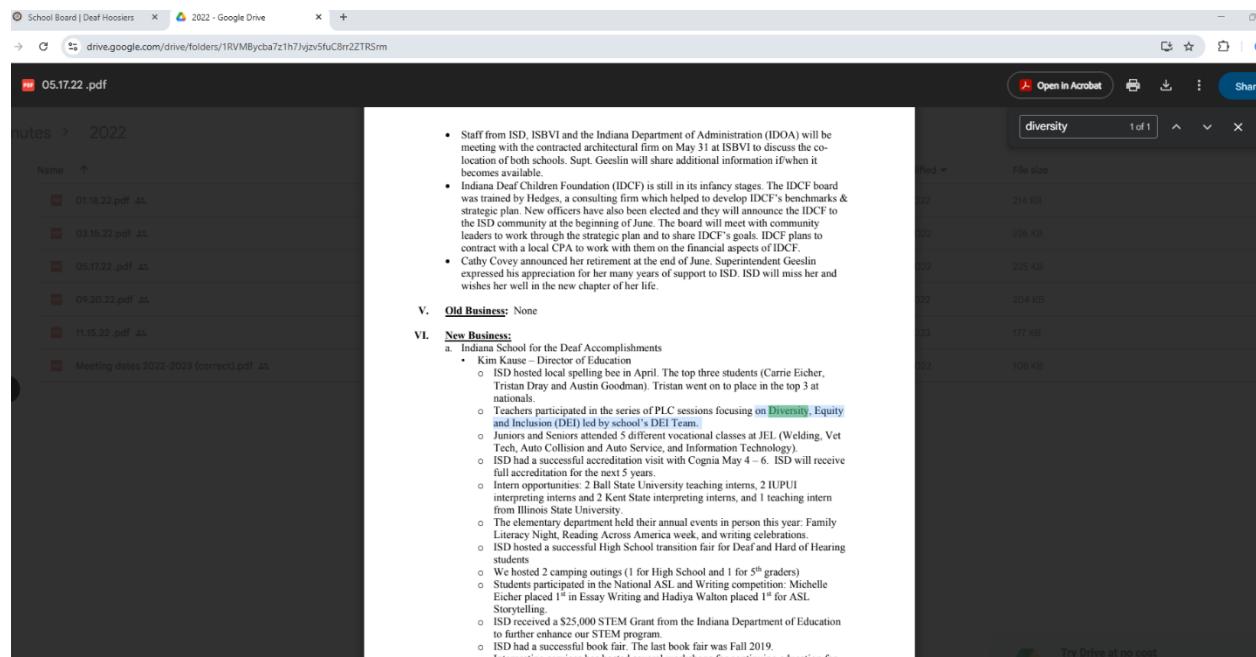
VIII. Board comments:

- Ms. Witte complimented ISD staff for their due diligence through the many changes encountered and the continued open communication.
- Rep. Cleere expressed his appreciation of the open learning loss funding discussion. He is available to arrange meetings with ISD staff, himself, School Board Chairperson and the Dept. of Education (or otherwise) needed so that ISD does not miss deadlines in receiving funding.
- Chairperson DiBenedetto shared that ISD is doing a wonderful job with the variety of statewide issues brought to campus.

Page 3

Try Drive at no cost

5.17.22 Meeting Minutes



05.17.22.pdf

• Staff from ISD, ISBVI and the Indiana Department of Administration (DOA) will be meeting with the contracted architectural firm on May 31 at ISBVI to discuss the co-location of both schools. Supt. Geeslin will share additional information if/when it becomes available.

• Indiana Deaf Children Foundation (IDCF) is still in its infancy stages. The IDCF board was trained by Hedges, a consulting firm which helped to develop IDCF's benchmarks & strategic plan. New officers have also been elected and they will announce the IDCF to the ISD community at the beginning of June. The board will meet with community leaders to work through the strategic plan and to share IDCF's goals. IDCF plans to contract with a local CPA to work with them on the financial aspects of IDCF.

• Cathy Covey announced her retirement at the end of June. Superintendent Geeslin expressed his appreciation for her many years of support to ISD. ISD will miss her and wishes her well in the new chapter of her life.

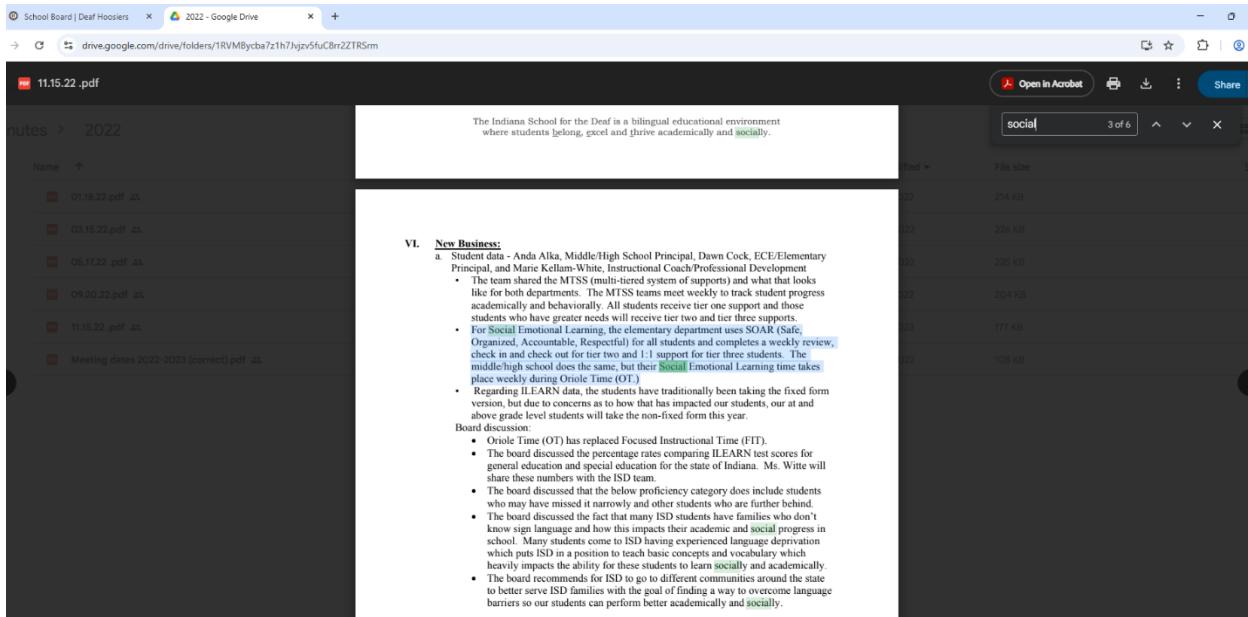
V. Old Business: None

VI. New Business:

- a. Indiana School for the Deaf Accomplishments
 - o Kim Eicher - Director of Education
 - o ISD hosted local spelling bee in April. The top three students (Carrie Eicher, Tristan Dray and Austin Goodman). Tristan went on to place in the top 3 at nationals.
 - o Teachers participated in the series of PLC sessions focusing on Diversity, Equity and Inclusion (DEI) led by school's DEI Team.
 - o Juniors and Seniors attended 5 different vocational classes at JEL (Welding, Vet Tech, Auto Collision and Auto Service, and Information Technology).
 - o ISD had a successful Cognia accreditation visit with Cognia May 4 - 6. ISD will receive full accreditation for the next 5 years.
 - o Intern opportunities: 2 Ball State University teaching interns, 2 IUPUI interpreting interns and 2 Kent State interpreting interns, and 1 teaching intern from Illinois State University.
 - o The elementary department held their annual events in person this year: Family Literacy Night, Reading Across America week, and writing celebrations.
 - o ISD hosted a successful High School transition fair for Deaf and Hard of Hearing students.
 - o ISD had 2 camping outings (1 for High School and 1 for 5th graders).
 - o Students participated in the National ASL and Writing competition: Michelle Eicher placed 1st in Essay Writing and Hadya Walton placed 1st for ASL Storytelling.
 - o ISD received a \$25,000 STEM Grant from the Indiana Department of Education to further enhance our STEM program.
 - o ISD had a successful book fair. The last book fair was Fall 2019.
 - o Interpreting services has hosted several workshops for continuing education for

Try Drive at no cost

11.15.22 Meeting Minutes



The Indiana School for the Deaf is a bilingual educational environment where students belong, excel and thrive academically and socially.

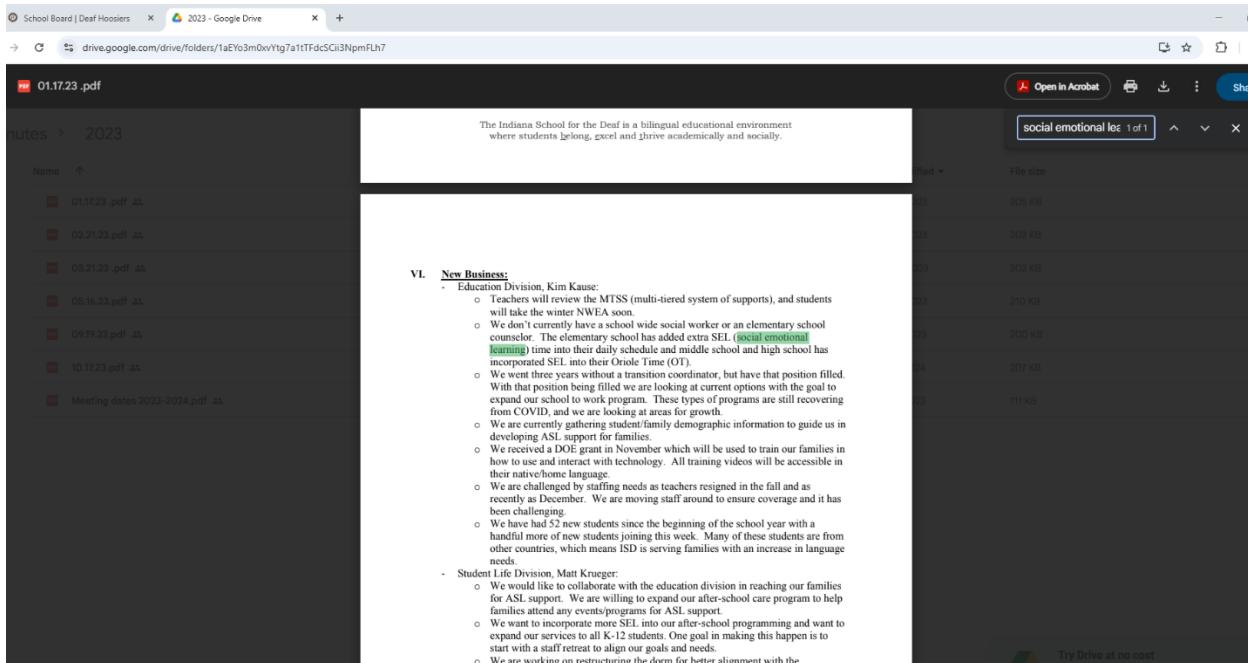
VI. New Business:

- a. Student data - Anda Alka, Middle/High School Principal, Dawn Cock, ECE/Elementary Principal, and Marie Kellam-White, Instructional Coach/Professional Development
 - The team shared the MTSS (multi-tiered system of supports) and what that looks like for both departments. The MTSS teams meet weekly to track student progress academically and behaviorally. All students receive tier one support and those students who have greater needs will receive tier two and tier three supports.
 - For the elementary school, the elementary department uses SOAR (Safe, Organized, Accountable, Respectful) for all students and completes a weekly review, check in and check out for tier two and 1:1 support for tier three students. The middle/high school does the same, but their Social Emotional Learning time takes place weekly during Ortole Time (OT).
 - Regarding ILEARN data, the students have traditionally been taking the fixed form version, but due to concerns as to how that has impacted our students, our at and above grade level students will take the non-fixed form this year.

Board discussion:

- Ortole Time (OT) has replaced Focused Instructional Time (FIT).
- The board discussed the percentage rates comparing ILEARN test scores for general education and special education for the state of Indiana. Ms. Witte will share these numbers with the ISD team.
- The board discussed the fact that many ISD students have families who don't know sign language and how this impacts their academic and social progress in school. The board also discussed the fact that many ISD students have families which puts ISD in a position to teach basic concepts and vocabulary which heavily impacts the ability for these students to learn socially and academically.
- The board recommends for ISD to go to different communities around the state to better serve ISD families with the goal of finding a way to overcome language barriers so our students can perform better academically and socially.

1.17.23 Meeting Minutes

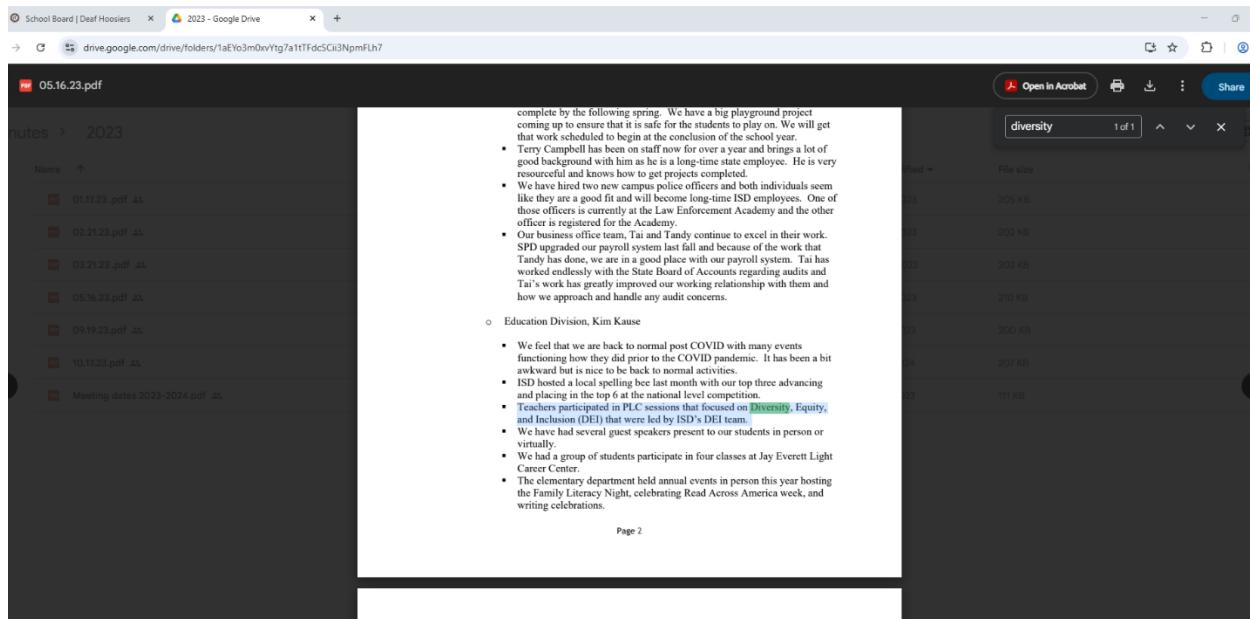


The Indiana School for the Deaf is a bilingual educational environment where students belong, excel and thrive academically and socially.

VI. New Business:

- a. Education Division, Kim Kause:
 - Teachers will review the MTSS (multi-tiered system of supports), and students will take the winter NWEA soon.
 - We don't currently have a school wide social worker or an elementary school counselor. The elementary school has added extra SEL (social emotional) support to their schedule and middle school and high school has incorporated SEL into their Grade Level OT.
 - We went three years without a transition coordinator, but have that position filled. With that position being filled we are looking at current options with the goal to expand our school to work program. These types of programs are still recovering from COVID, and we are looking at areas for growth.
 - We are currently gathering student/family demographic information to guide us in developing ASL support for families.
 - We received a DOE grant in November which will be used to train our families in sign language and with technology. All training videos will be accessible in their native/home language.
 - We are challenged by staffing needs as teachers resigned in the fall and as recently as December. We are moving staff around to ensure coverage and it has been challenging.
 - We have had 52 new students since the beginning of the school year with a handful more of new students joining this week. Many of these students are from other countries, which means ISD is serving families with an increase in language diversity.
- Student Life Division, Matt Krueger:
 - We would like to collaborate with the education division in reaching our families for ASL support. We are willing to expand our after-school care program to help families attend any events/programs for ASL support.
 - We want to incorporate more SEL into our after-school programming and want to expand our services to all K-12 students. One goal in making this happen is to start with a staff retreat to align our goals and needs.
 - We are working on restructuring the dorm for better alignment with the

5.16.23 Meeting Minutes



The screenshot shows a Google Drive interface with a document titled "05.16.23.pdf". The document content is as follows:

complete by the following spring. We have a big playground project coming up to ensure that it is safe for the students to play on. We will get that work scheduled to begin at the conclusion of the school year.

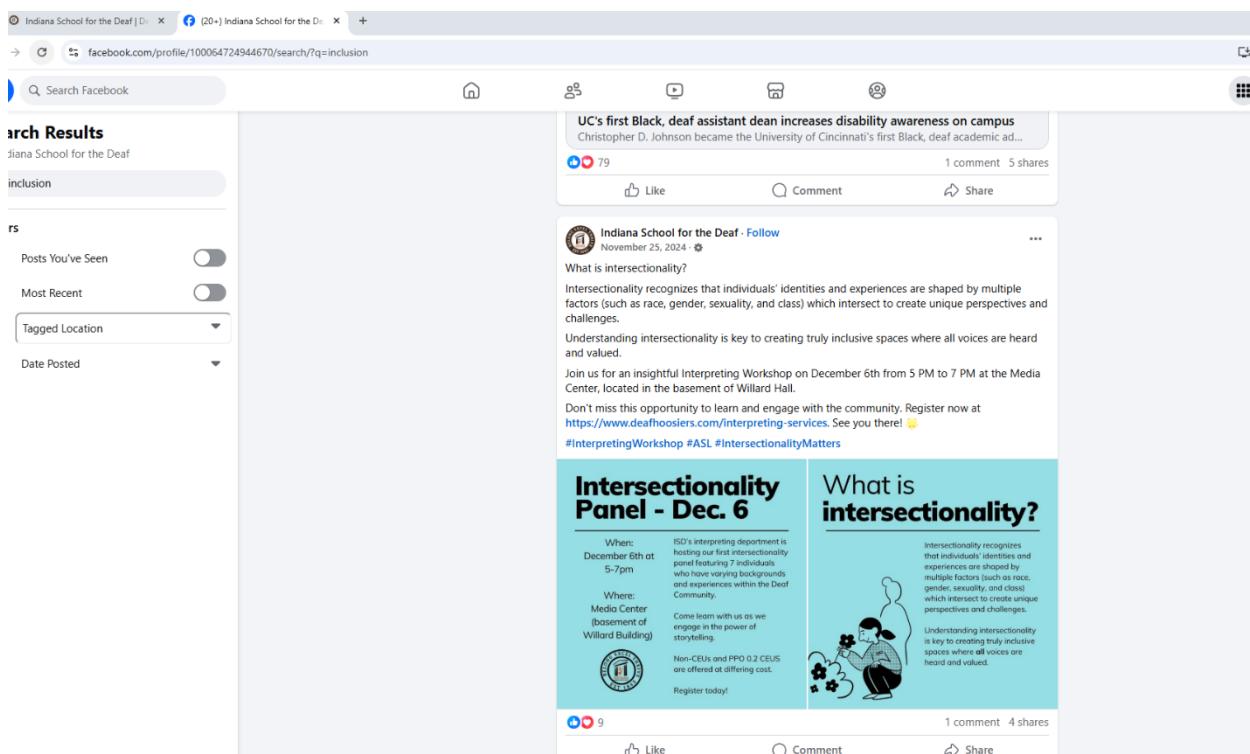
- Terrell has been working for us for over a year and brings a lot of good background with him as he is a long-time state employee. He is very resourceful and knows how to get projects completed.
- We have hired two new campus police officers and both individuals seem like they are a good fit and will become long-time ISD employees. One of those officers is currently at the Law Enforcement Academy and the other officer is registered for the Academy.
- Our business office team, Tai and Tai, continue to excel in their work. SPL programming has been great this fall and because of the work that Tai and Tai have done, we are in a good place with our payroll system. Tai has worked endlessly with the State Board of Accounts regarding audits and Tai's work has greatly improved our working relationship with them and how we approach and handle any audit concerns.

o Education Division, Kim Kauw

- We feel that we are back to normal post COVID with many events functioning how they did prior to the COVID pandemic. It has been a bit awkward but is nice to be back to normal activities.
- ISD hosted a local spelling bee last month with our top three advancing and placing in the top 6 at the national level competition.
- Teachers participated in PLC sessions that focused on **Diversity, Equity, and Inclusion (DEI)** that were led by ISD's DEI team.
- We have had several guest speakers present to our students in person or virtually.
- We had a group of students participate in four classes at Jay Everett Light Career Center.
- The elementary department held annual events in person this year hosting the Family Literacy Night, celebrating Read Across America week, and writing celebrations.

Page 2

Facebook:



The screenshot shows a Facebook search results page for the query "inclusion". The results include:

- UC's first Black, deaf assistant dean increases disability awareness on campus**
Christopher D. Johnson became the University of Cincinnati's first Black, deaf academic ad...
79 likes, 1 comment, 5 shares
- Indiana School for the Deaf - Follow**
November 25, 2024
What is intersectionality?
Intersectionality recognizes that individuals' identities and experiences are shaped by multiple factors (such as race, gender, sexuality, and class) which intersect to create unique perspectives and challenges.
Understanding intersectionality is key to creating truly inclusive spaces where all voices are heard and valued.
Join us for an insightful Interpreting Workshop on December 6th from 5 PM to 7 PM at the Media Center, located in the basement of Willard Hall.
Don't miss this opportunity to learn and engage with the community. Register now at <https://www.deafhoosiers.com/interpreting-services>. See you there! ☀️
#InterpretingWorkshop #ASL #IntersectionalityMatters
- Intersectionality Panel - Dec. 6**
When: December 6th at 5-7pm
Where: Media Center (basement of Willard Building)
Come learn with us as we engage in the power of storytelling.
Non-CEUs and PPO 0.2 CEUs are offered at a cost.
- What is intersectionality?**
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<https://www.facebook.com/profile/100064724944670/search/?q=inclusion>

Search Results: 'freedom club' | ISD Orioles (@isdo Orioles) | Indiana School for the Deaf | (20+) ISDO Orioles | Indiana School for the Deaf

facebook.com/profile/100064724944670/search?q=diversity

Search Facebook

arch Results

Indiana School for the Deaf

diversity

Filters

Posts You've Seen

Most Recent

Tagged Location

Date Posted

Indiana School for the Deaf · Follow

October 31, 2014 ·

We are proud to announce our Freedom Club has been revitalized! The club promotes the cultural diversity of our students.




25 2 comments 1 share

Like Comment Share

<https://www.facebook.com/profile/100064724944670/search?q=diversity>

Search Results: 'freedom club' | ISD Orioles (@isdo Orioles) | Indiana School for the Deaf | (20+) ISDO Orioles | Indiana School for the Deaf

facebook.com/profile/100064724944670/search?q=diversity

Search Facebook

arch Results

Indiana School for the Deaf

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Posts You've Seen

Most Recent

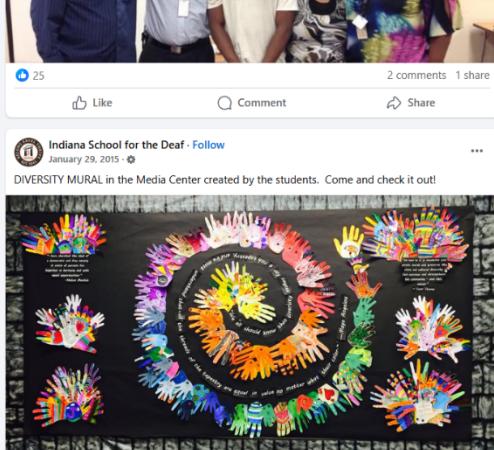
Tagged Location

Date Posted

Indiana School for the Deaf · Follow

January 29, 2015 ·

DIVERSITY MURAL in the Media Center created by the students. Come and check it out!



25 2 comments 1 share

Like Comment Share

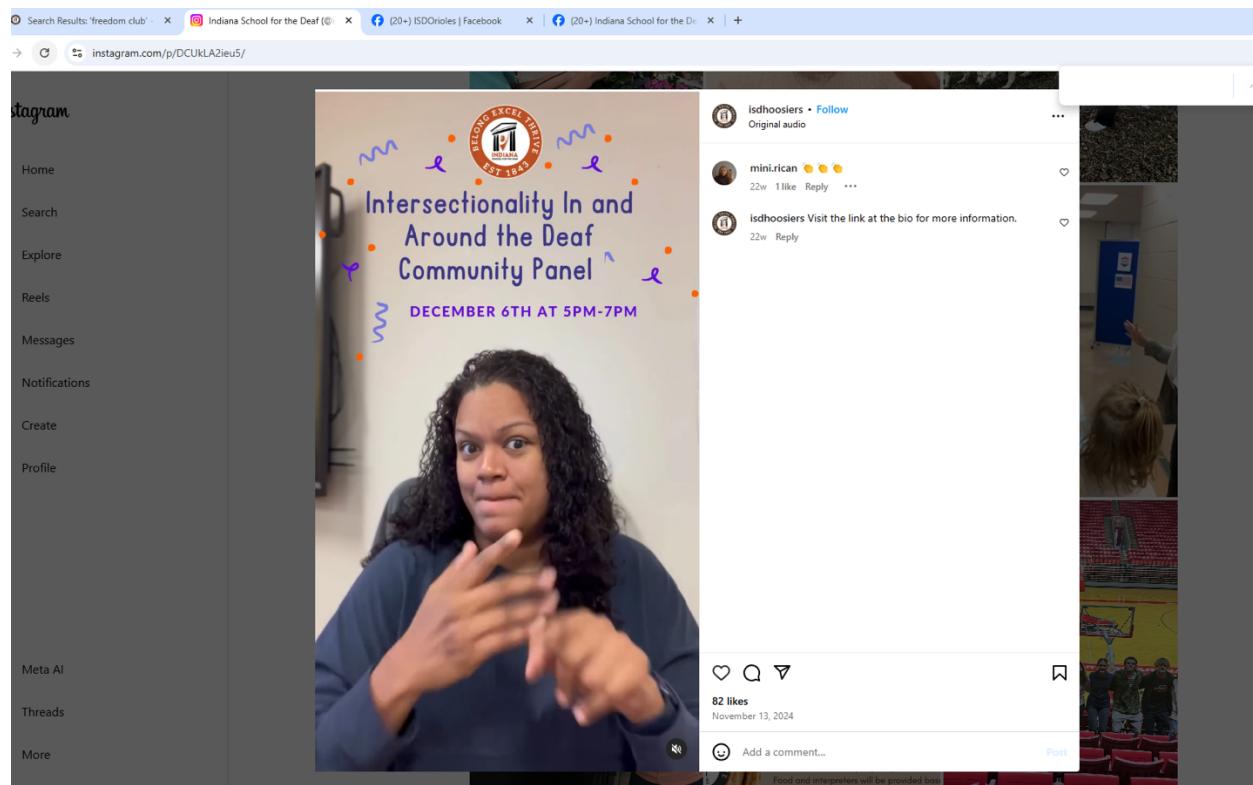
Indiana School for the Deaf · Follow

March 10, 2020 ·

7

<https://www.facebook.com/profile/100064724944670/search?q=diversity>

Instagram:



<https://www.instagram.com/p/DCUkLA2ieu5/>

Employee Handbook (pages 3, 8-9):

MISSION STATEMENT

The Indiana School for the Deaf is committed to providing meaningful learning opportunities for students that foster academic and social excellence where languages and diversity are valued.

VISION STATEMENT

The Indiana School for the Deaf is the American Sign Language and English bilingual educational environment where students belong, excel and thrive academically and socially.



Diversity, Equity, and Inclusion

Mission Statement

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Indiana State Library

This section outlines the Indiana State Library's internal review of DEI position, departments, activities, procedures, and programs as required by Executive Order 25 -14.

DEI Department

The State Library did not have a department dedicated to DEI initiatives.

DEI Staff Positions

The State Library did not employ any staff dedicated to DEI initiatives.

Mission Statement or Value Statement

The State Library does not have a mission or value statement involving DEI.

Programs Administered to the Public

- The State Library previously had a DEI-related list serve which has been discontinued.ⁱ
- The State Library has newsletters where library related news is shared, includes links to articles written by others about Indiana libraries. Newsletters where something DEI related is mentioned consist of a tiny fraction of what was reported on overall.ⁱⁱ
- On the State Library's webpage, there is a section titled Equity Data with links to federal resources. The data includes categories specifically for various DEI groups.ⁱⁱⁱ

Grant Conditions

Chapter 15 of the 2024 New Director Manual, speaks on grants and lists grants related to diversity, equity, access, and inclusion.^{iv}

Training/Instruction Administered to the Employees

- In the March 29th, 2022 LSTA Evaluation, there is discussion about the 2021 Difference is You conference which had a variety of topics including diversity and inclusion.^v
- 2008 List of state documents has "Indiana's Best Practices Celebrating Diversity: Many Communities. One Indiana: A Resource Manual of Diversity Programs and Activities." from the Civil Rights commission listed.^{vi}
- There is a reference in a copy of the New Director Manual about a rotating series of PLA surveys, one of which touches on diversity.^{vii}
- In the 2021 version of the In The Public Trust, celebrating diversity and cultural awareness was listed with many other things in a list of things to consider when "strategic planning for results."^{viii}
- The annual report from 2006 asked libraries racial identification information under several questions in a "Diversity Initiative" section of the report. The report

appeared to be seeking data on degree and certificate level to be cross referenced by race.^{ix}

- The Economic Impact of Libraries in Indiana report shows diversity in the towns studied.^x
- Warsaw Community Public Library 2016-2020 WCPL Strategic Plan Setting Direction discusses Celebrate Diversity: Cultural Awareness as part of its plan and diverse programs.^{xi}

Job Applicant Requirements

The State Library does not have job applicant requirements involving DEI.

ⁱ See item 1.

ⁱⁱ See item 2.

ⁱⁱⁱ Link: <https://www.in.gov/library/collections-and-services/isdc/statistics-by-topic/>.

^{iv} See item 3.

^v See item 4.

^{vi} See item 5.

^{vii} See item 6.

^{viii} See item 7.

^{ix} See item 8.

^x See item 9.

^{xi} See item 10.

Indiana State Library DEI Report Item 1

Item 1

**Indiana Equity, Diversity, and Inclusion
Discussion Group**

IN.EDI@lists.library.IN.gov
[Subscribe](#) | [Manage Account](#) | [Archives](#)

The Equity, Diversity, and Inclusion Discussion Group listserv is for all types of Indiana Libraries. This list is a forum for exchanging ideas and dealing with issues that relate to EDI in libraries.

State Library DEI Report Item 2

Sample excerpts from newsletters that touch on the topic of diversity.

June 2024:

<p>Is your library making news?</p> <p>Email news links for inclusion in the Wednesday Word's "In the news" section.</p> <p>To be featured in the Wednesday Word, please email a press release and a photo.</p>	<p>Click here to read more about the escape room kits.</p>	<p>Lois Lenski Covey Foundation bookmobile grant program now accepting applications</p>  <p>The Lois Lenski Covey Foundation is now accepting applications for its bookmobile grant program. The grants range from \$500 to \$3,000.</p>
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<https://content.govdelivery.com/accounts/INLIBRARY/bulletins/3a0b9cd>

4/6

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Wednesday Word | June 19, 2024

	<p>with Alzheimer's or other related dementias. According to the Alzheimer's Association, nearly 7 million Americans are living with Alzheimer's. By 2050, this number is projected to rise to nearly 13 million. This means that librarians are likely already serving this population in their libraries, and are specifically for book purchases, meaning they can't be used for administrative or operational uses.</p> <p>The LLCF no longer provides grants to schools, public libraries or other libraries for the purchase of children's books, with the exception of bookmobiles.</p> <p>The bookmobile grant program provides grants for purchasing children's fiction or nonfiction books. The books are to be available for checkout by young people for pleasure reading or, perhaps, as a source of information for a school assignment. The library grant program does not provide funds for book distribution programs, atlases, dictionaries, basal readers or similar texts, workbooks or similar instructional tools, magazine subscriptions, or for textbooks or encyclopedias.</p> <p>The LLCF bookmobile grant program provides grants for the purchase of books for children preschool through grade eight. Only organizations within the United States, its territories or commonwealths are eligible.</p> <p>Grant awardees will be asked to return a brief questionnaire and to provide documentation of grant spending.</p> <p>The last grant within a given year will be awarded by Oct. 30. To be considered by that date, applications must be postmarked by Sept. 1. Applications postmarked after Sept. 1 will be evaluated early the following year during the next cycle. Click here to apply.</p>
<p>State Library blog</p>  <p>Follow the Indiana State Library's blog for weekly posts covering all aspects of the State Library.</p> <p>Indiana library employees who would like to contribute a guest blog, please send an email with an idea.</p>	<p>LSDA is currently conducting a survey of libraries nationwide in an effort to build a database of programming resources that can be shared with all libraries to help better serve this growing segment of communities.</p> <p>Those currently offering any programs or services, specifically for patrons with dementia or their care partners, are invited to complete this short 10-question survey.</p> <p>LSDA thanks participants for their consideration.</p> <p>Please feel free to reach out to Christine M. Johnson, co-chair of the Library Services for Dementia and Alzheimer's Interest Group, with any questions about the survey.</p>
<p>Free training for librarians and library employees on LinkedIn Learning</p>  <p>Take advantage of LinkedIn Learning's free training for librarians and library employees. This training covers a wide range of topics, including library management, reference services, and digital literacy. The training is available online and can be accessed at any time.</p>	

December 11th, 2024

section.
To be featured in the Wednesday Word, please [email](#) a press release and a photo.



about the Rotary Club of Avon visit [here](#).

University of Wisconsin-Madison iSchool announces new conference; seeks proposals

The Information School
School of Library, Information & Technology

The University of Wisconsin-Madison iSchool is excited to

Mock Caldecott workshops scheduled for January



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12/13/24, 3:15 PM



State Library blog



Follow the Indiana State Library's [blog](#) for weekly posts covering all aspects of the State Library.

Indiana library employees who would like to contribute a guest blog, please send an [email](#) with an idea.

Miss an issue of the Wednesday Word?

Back issues of the Wednesday Word are available [here](#).

Free training for librarians and library employees on LinkedIn Learning



announce Upgrade, a new conference dedicated to exploring the intersection of technology and library services. This two-day event in Madison, Wisconsin will take place on Oct. 6-7, 2025 at the Pyle Center and will bring together library staff to discuss innovative practices in library technology.

This conference, themed "Enhancing Library Services with Technology," will focus on cutting-edge topics, including artificial intelligence applications in libraries, effective use of social media for community engagement and the crucial importance of cybersecurity in protecting digital resources. Brandy McNeil and Alex Hanna will be featured as the keynote speakers for the conference.

The conference committee is looking for presenters to offer insights, strategies and tools that will transform how they serve their communities through technology. Proposals must be submitted [here](#) by March 2, 2025 for full consideration.

Topics may include but are not limited to: artificial intelligence, virtual reality, cybersecurity and data privacy, media labs and makerspaces, social media, media literacy, podcasts, digital collections, equity, accessible and inclusive technology and OER. Click [here](#) to read the presentation.

Two mock Caldecott workshops are scheduled for 2025. The first workshop is scheduled for Friday, Jan. 17, 2025 at the Carmel Clay Public Library in Carmel. The second workshop is scheduled for Friday, Jan. 24, 2025 at the Wells County Public Library in Bluffton.

The workshops will give attendees the chance to examine some of the best-reviewed picture books of the year. Participants will learn about aspects of illustration and trivia from a 25-plus year veteran of hosting Mock Caldecott workshops, Susan Dailey of the Wells County Public Library. The workshops will also offer an opportunity for attendees to critically discuss the effectiveness of picture book illustration in a relaxed atmosphere and to network with other children's librarians and those who appreciate picture books.

Click [here](#) to read more about the workshops and to register. Registration cost is \$30 per person and includes a continental breakfast. Participants will attend lunch on their own. To register for the workshops, participants should download the appropriate registration form and mail a check - along with the form - to the address on the form.

The workshop is eligible for five LEUs for Indiana library staff. Those interested in a half-day workshop on Saturday, Jan. 18, 2025 in Central Indiana should email [Susan Dailey](#).

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Wednesday Word | December 11, 2024

proposal requirements and the proposal evaluation guidelines.

The University of Wisconsin-Madison iSchool is an [approved LEU provider](#) by the Indiana State Library.

May 8th, 2024



State Library blog



Follow the [Indiana State Library's](#) blog for weekly posts covering all aspects of the State Library.

Indiana library employees who would like to contribute a guest blog, please send an [email](#) with an idea.

Miss an issue of the Wednesday Word?

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Free training for librarians and library employees on LinkedIn Learning



Text and Learn for Kindergarten program information



The Warsaw Community Public Library is one of 50 U.S. libraries newly-selected to host "Americans and the Holocaust," a traveling exhibition from the U.S. Holocaust Memorial Museum and the American Library Association that examines the motives, pressures and fears that shaped Americans' responses to Nazism, war and genocide in Europe during the 1930s and 1940s. The 1,100-square-foot exhibition examines various aspects of American society: the government, the military, refugee aid organizations, the media and the general public.

Following a highly successful tour to 50 libraries from 2021 to 2023, the touring library exhibition - based on the special exhibition of the same name at the Museum in Washington, D.C. - will travel to an additional 50 U.S. libraries from 2024 to 2026. "Americans and the Holocaust" will be on display at Warsaw Community Public Library, along with a series of related special events, in the summer of 2026. In addition to the traveling exhibition on loan, Warsaw Community Public Library received a \$3,000 cash grant to support public programs. The grant also covered one library staff member's attendance at an orientation workshop at the Museum.

For more information about Americans and the Holocaust and related programming at the Warsaw Community Public Library, please visit the library's [website](#).

Registration open for Indiana School Health Network Conference



On June 4-5, the Indiana School Health Network and Covering Kids & Families of Indiana will present the 16th annual [Indiana School Health Network Conference](#). The theme for 2024 is "Seeds of Hope: Growing a Strong Future for Hoosier Kids." The free conference will take place in Plainfield and will highlight the importance of providing Indiana's children with the support, opportunities and resources needed to flourish, be healthy and succeed.

In addition to four keynote speakers and a keynote panel, there will be 23 breakout sessions organized by five learning tracks, including administration; physical and mental health; outreach and enrollment; policy and advocacy; and Whole School, Whole Community, Whole Child. Sessions include "Social Media, Gaming and Mental Health," "Diabetes: Connecting the Physical and MESH Dots," "Promoting Equity and Inclusion Through School-Based Vaccine Clinics" and more.

Click [here](#) to see the session abstracts and click [here](#) to see the conference schedule.

Indiana library staff can earn up to 14 LEUs for attending sessions at the conference. Click [here](#) to register for the main conference on June 4-5 and to register for the pre-conference on June 3.

The conference will take place at the Embassy Suites by Hilton Plainfield Indianapolis Airport, located at 6089 Clarks Creek Road in Plainfield.

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3/4

January 31st, 2024



[ACPL partners with AARP to provide free tax assistance](#)

Allen County Public Library

[IU Columbus presents Excellence in Diversity Awards](#)

Bartholomew County Public Library and Indiana University Columbus Library

[Library board meets](#)

Eckhart Public Library

[Library director loves her exciting job filled with books, DVDs and activities for patrons](#)

Fulton County Public Library

[Goshen Public Library and Goshen Health, mental health programing](#)
Goshen Public Library

[Local artists put their skills to the test in the 11th annual 'Comic Book](#)

"Grand Opening Celebration" and a full schedule of activities, click [here](#).

North Webster Community Public Library offering monthly genealogy club



The North Webster Community Public Library asks, "Have you ever wondered about your ancestry but were unsure where to start when creating a family tree?" The library's genealogy club, Roots & Branches, helps patrons discover their family history. The library offers access to a wealth of historical records, including Ancestry® and Heritage Quest online, plus an extensive database of local history and genealogy resources from North Webster and the surrounding areas.

Roots & Branches genealogy club



The Indiana Department of Revenue has announced that Indiana's Individual income tax filing opens Jan. 29. DOR starts accepting filings on Monday, Jan. 29, along with the Internal Revenue Service. The DOR encourages customers to use electronic filing, [online payment](#) and direct deposit to significantly improve the accuracy and speed of the return and refund processes. Hoosiers should wait to file their tax returns until they receive all their [official tax documents and statements](#).

Employers have until Jan. 31 to deliver Form W-2s to employees. Attempting to file without all required information can postpone a customer's refund if one is due.

Learn about tax-related updates to Indiana Code in the full [press release](#). More credits and exemptions, and answers to most questions for Indiana Individual tax returns, can be found on [DOR's website](#). Customers who wish to contact DOR directly can [use INTIME's secure messaging](#) for the most efficient service.

April 10th, 2024

The Morgan
Vigo County Public Library
New Seal Library in Westfield
Northeast Indiana (Vanderburgh and Lake Counties)
Westfield Washington Public Library
Westfield Washington Public Library moving to a new location
Westfield Washington Public Library

Is your library making news?
Email news links for inclusion in the Wednesday Word's "In the news" section.
To be featured in the Wednesday Word, please [email](#) a press release and a photo.


State Library blog

the patrons to sign up for an account at the other library for free. This covenant became effective on Tuesday, April 2. As a public library in the state of Indiana, both libraries receive funding through property taxes paid within the city limits. Those who live or own property inside the taxing district pay for a library card whether they ever register for one or not. However, with non-resident cards, the choice to purchase a library card is in the patron's hands.

Patrons interested in becoming reciprocal borrowers only need to bring their home library card to the other library along with a valid ID or proof of address. The only restrictions for reciprocal patrons are that reciprocal patrons cannot borrow inter-library loan titles or check out laptops. The North Manchester Public Library also has the same agreement with Roan Public Library, Wabash Carnegie Public Library and South Whitley Community Public Library.

"With this new agreement, non-resident patrons can now access free libraries for the price of one," said Joanna Hahn, North Manchester Public Library Adult Department manager. "Non-resident patrons in good standing can enjoy almost full access to services from either of these libraries for the rest of just one library card."

to host Human Library this weekend


The Plainfield-Guilford Township Public Library is partnering with the Human Library Project, the Hendricks County Community Foundation and Hendricks County Pride for the second year in a row to host the Human Library event this Saturday, April 13, from 12-2 p.m. Participants can drop in for a 20-minute conversation with a human "book," who will share their story as a person with a disability, as a minority or another unique life experience. Thanks to the Hendricks County Community Foundation's financial support, the library will be able to continue fostering understanding within the community through this impactful initiative.

The 2022 Community Needs Assessment from the Hendricks County Community Foundation illustrated that 23.2% of residents noted that diversity, equity and inclusion are areas of concern. The Plainfield-Guilford Township Public Library is helping to address this concern by providing opportunities for deeper conversations in the community, that may have never

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3/4

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Wednesday Word | April 10, 2024


Follow the Indiana State Library's blog for weekly posts covering all aspects of the State Library.

Indiana library employees who would like to contribute a guest blog, please send an [email](#) with an idea.

Miss an issue of the Wednesday Word?
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Free training for librarians and library employees on LinkedIn Learning

Text and Learn for Kindergarten program information


Resident patrons will have access to the same five libraries, in addition to the non-resident ones on the State Reciprocal Borrowing Library covenant offered through the Indiana State Library.

"The Northeast Indiana area has some of the least access to library services in Indiana," says Andrea Zittel, North Manchester Public Library director. "This reciprocal agreement makes more resources available which can help the underserved areas in Wabash and Kosciusko Counties. I invite you to discover the wide variety of offerings at both libraries!"

"We are thrilled to be part of this initiative that expands access to library resources for our communities," said Keith Kurk, North Webster Community Public Library director. "The North Webster Community Public Library and its counterparts are proud to offer an array of enriching materials and services, and we are excited to share them with even more people through this reciprocal borrowing covenant. Join us in exploring the wealth of knowledge and opportunities available at our libraries!"

"We are thrilled to continue fostering empathy and understanding through our Human Library project in Hendricks County," said Montie Manning, director of the Plainfield-Guilford Township Public Library. "By engaging in meaningful conversations and sharing diverse perspectives, we aim to cultivate a stronger, more connected community."

The Plainfield-Guilford Township Public Library is the heart of culture, information and lifelong learning in Plainfield and Guilford Township. The library's staff is completely dedicated to serving the community and its library patrons. The Plainfield-Guilford Township Public Library aims to spark imagination, provide opportunities to create and keep the community connected to the world through books, music, knowledge and technology.

For more information on the Human Library event, please visit the library's [website](#) or call 317-839-6600.

September 18th, 2024

In the news



[Fireside Fall Concert Series at Bedford Public Library begins the season with harp music](#)
Bedford Public Library

[Allen County Public Library chugging along in Dolly Parton's Imagination Library campaign](#)
Dolly Parton's Imagination Library of Indiana

[Franklin College adds books on DEI to library with grant](#)
Franklin College

[Goshen Public Library celebrates Hispanic Heritage Month with events for everyone](#)
Goshen Public Library

[Hamilton East Public Library considers building a new branch](#)
Hamilton East Public Library

[Hamilton East Public Library offers cultural and civic programming for 'Welcoming Week'](#)
Hamilton East Public Library

[Noblesville library celebrates successful 'Party in the Plaza' event](#)
Hamilton East Public Library

[Hancock County Public Library offers free visits to historical sites](#)
Hancock County Public Library

[Expect growth at Huntingburg Public Library](#)
Huntingburg Public Library

make a pit stop to try and resolve the problem with the help of their chief crew master until the next race began. If the car jumped the track and got in the way of their opponent, the jump tracker car went to the loser's bracket. Each pit area was identified by a different potato variety: sweet potato, Yukon gold, red potato, Russian Blue, Russet and purple potato.

Participant medals and category winner plaques were provided by Read's Racing. Justice Bogle took home top honors by winning six heats.

"As kids were leaving, they were asking us, 'Can we do this next year?' So, I'm adding it to the calendar and, yes, we do look forward to doing this again next year," Canada said.

Call for entries for Indiana Statehood Day Essay Contest



The Indiana Center for the Book is hosting an essay competition to commemorate Indiana's 208th Statehood Day. This year's theme is "Learning IN Indiana." The Statehood Day Essay Contest takes place annually in the fall and is open to all Indiana fourth graders.

Essays should be well organized and reflective of the theme "Learning IN Indiana." Judges are looking forward to seeing students' interpretation of the theme. The theme can encompass all kinds of learning, like travel, reading,

Where: Webinar



Welcome to Digital Collection Highlights. Every other week, librarians at the Indiana State Library share images from the library's ever-growing digital collections. Visit the [Digital Collections](#) page to view the latest additions.

'The Bellville Tragedy'



Librarians are not usually aware of every item in their collection. A collection is cataloged, and they can usually find what they're looking for when they need to. Despite doing reference work, stacks maintenance and shifting, there are many items that librarians may never cross paths with. It often takes a researcher's request to bring an item to a librarian's attention.

Sometimes, librarians digitize the newly rediscovered item so they can make it accessible and bring it to light. These items don't have to be



Chapter 15

Grant Sources



There are numerous sources of grants for libraries, though opportunities are always changing. The following list is a sampling of funding sources, both private and public, available at the time of this manual's latest revision.

Please notify us of any new grant opportunities that may be of interest to Indiana libraries by contacting Angela Fox at anfox@library.in.gov or (317) 234-6550.

LSTA Grants

<https://www.in.gov/library/services-for-libraries/lsta/>

As a library in Indiana, one of the first grant opportunities you consider should be an LSTA sub-grant. Funding is made possible by the Institute of Museum and Library Services (IMLS), which distributes federal funds to states annually under the provision of the Library Services and Technology Act (LSTA). The Indiana State Library often reserves a portion of these funds for competitive sub-grant opportunities. Grant programs vary, but generally include technology and digitization initiatives. Please check our website for current grant opportunities.

LOCAL

Public Service/Social Organizations

Organizations such as Kiwanis, Lions Club, Rotary, etc. regularly offer funding opportunities in their communities and have sponsored library projects in the past.

Community Foundations

<https://www.tgci.com/funding-sources/IN/community>

Many counties in Indiana have a community foundation that collects and invests money for local agencies and returns the interest earned to them. They may also offer grants or funding opportunities for which public libraries can apply. The Grantsmanship Center offers a directory of community foundations in the state on its website.

STATE

Heritage Support Grants

<https://www.indianahistory.org/across-indiana/heritage-support-grants>

The Indiana Historical Society, with funding from Lilly Endowment Inc., offers Heritage Support Grants for a wide variety of projects to help Indiana's local organizations meet high priority needs in areas of collections stewardship, diversity, equity, access and inclusion, sustainability, and planning. In addition to grants, IHS also offers [fundraising mini webinars](#) and ongoing coaching for grant applicants.

Indiana Humanities

<https://indianahumanities.org/grants/>

Indiana Humanities oversees multiple grant programs that provide Indiana nonprofit organizations with funds to develop and implement in-depth public humanities programming. Eligible programs can include public workshops, film screenings, lectures and panels, creation of exhibits, reading/discussion programs, and any number of other formats, provided they're open to the public and utilize the humanities as a tool for engagement. Check their website regularly, as grant opportunities change from year to year.

Community Development Block Grants

<https://www.in.gov/ocra/cdbg/>

These federally funded grants come from the Indiana Office of Community and Rural Affairs. Unlike LSTA grants – or most state or federal grant opportunities – construction is an allowable cost. Libraries are invited to apply for [Public Facilities Program](#) grants to enhance the lives of community members. Libraries should contact their local Community Liaison to discuss grant

opportunities. The map of liaisons can be found on their website at:
<https://www.in.gov/ocra/newsroom/community-liaisons/>

Indiana Historic Preservation Fund Grants

<https://www.in.gov/dnr/historic-preservation/financial-assistance/grants/>

This federal program of the National Park Service is administered by the Indiana Department of Natural Resources – Division of Historic Preservation and Archeology (HPA) and is intended to assist important local preservation projects and help the State meet its goals for cultural resource management. The DHPA makes subgrant awards in three different project categories through an annual competitive funding round. Grants can be used for preservation and rehabilitation of historic library buildings or to present educational programs about preservation.

FEDERAL

Institute for Museum and Library Services (IMLS)

<https://www.imls.gov/grants/grant-programs>

The mission of IMLS is to advance, support, and empower America's museums, libraries, and related organizations through grantmaking, research, and policy development. The Institute works at the national level in coordination with state and local organizations to champion lifelong learning, strengthen community engagement, advance collections stewardship and access, and demonstrate excellence in public service.

In addition to the LSTA grants available through the Indiana State Library, libraries can apply directly to IMLS for grant opportunities such as the National Leadership Grants Program or the Laura Bush 21st Century Librarian Program.

National Endowment for the Humanities (NEH)

<https://www.neh.gov/grants>

The National Endowment for the Humanities (NEH) is an independent federal agency dedicated to supporting research, education, preservation, and public programs in the humanities. They offer a variety of grants that aim to provide opportunities for lifelong learning and to preserve and provide access to cultural and educational resources.

United States Department of Agriculture (USDA)

<https://www.rd.usda.gov/programs-services/community-facilities>

The USDA offers a number of Community Facilities Programs, including the Direct Loan & Grant

program, to develop or improve essential public services and facilities in rural communities (population less than 20,000). Funds can be used to purchase, construct, and/or improve essential community facilities, purchase equipment and pay related project expenses.

FOUNDATIONS/CORPORATE

Tip: Try consulting local banks, real estate brokers, convention and visitor bureaus, etc., for possible funding or sponsorships.

Barnes & Noble

<http://www.barnesandnobleinc.com/about-bn/sponsorships-charitable-donations/>

At a local level, the Barnes & Noble Community Business Development Program supports pre-K-12 schools and not-for-profit arts and literacy organizations. They also consider sponsorships and donations to organizations that focus their core businesses on higher learning, literacy and the arts. Barnes & Noble does **not** have a grant program; for information on sponsorships and donation opportunities, inquire at your local store.

Believe in Reading

<https://believeinreading.org/grant-guidelines/>

Believe in Reading is funded by The Steve and Loree Potash Family Foundation and is based in Cleveland, Ohio. Believe in Reading will consider funding programs that serve any age or aspect of supporting reading and literacy, including adult literacy, English as a second language projects, or Braille-related projects for the blind or visually impaired.

Dekko Foundation

<http://www.dekkofoundation.org/grant-making/grantseeker-support/dekko-foundation-101/>

The Dekko Foundation invests year-round in projects and initiatives that help children, young people, and communities thrive, with a major focus on early childhood development programming. Applicants must be located in the following northeast Indiana counties: DeKalb, LaGrange, Kosciusko, Noble, Steuben and Whitley.

Dollar General Literacy Foundation

<https://www.dgliteracy.org/grant-programs/>

Dollar General offers a number of grant programs for literacy service providers, including Summer Reading grants and Adult, Youth, and Family Literacy grants. Numerous Indiana public libraries have been awarded these grants.

Gladys Brooks Foundation

<http://www.gladysbrooksfoundation.org/guidelines.html>

Grant proposals will be considered generally for resource endowments (for example, print, film,

electronic database, speakers/workshops), capital construction and capital equipment. The Foundation considers library proposals with an emphasis on innovative projects.

Lois Lenski Covey Foundation

<https://www.loislenskicovey.org/bookmobile-grants/>

The Lois Lenski Covey Foundation awards grants to bookmobile programs that serve children from disadvantaged populations. The grants are for purchasing books published for young people preschool through grade 8.

Perdue Farms Foundation

<https://corporate.perduefarms.com/company/foundation/>

The Perdue Farms Foundation provides grants to organizations and projects meant to strengthen local communities, with preference given to communities close to their plant facilities. Grant requests under \$1,000 are reviewed on a monthly basis; over \$1,000 on a quarterly basis.

Rural Electric Membership Corporation (REMC)

(check your local REMC website)

Operation Round Up grants provide financial support to nonprofit organizations within counties served by REMC. Organizations within a regional REMC's service area are eligible to apply for up to \$10,000.

Walmart

<https://walmart.org/how-we-give/local-community-grants>

Through the Local Community Grant Program, the Walmart Foundation awards grants ranging from \$250 to \$5,000. The grants are designed to address the unique needs of the local communities and to support organizations with goals that align with one of eight areas of funding, including quality of life, education, and community and economic development.

Additional Resources to Locate Grants

American Library Associate Grants

<https://www.ala.org/grants>

The ALA offers grants, awards, and scholarships via their many divisions. Check this site for a comprehensive list.

Grants Portal for Indiana Libraries

<https://www.in.gov/library/site-index/grants/>

The Indiana State Library maintains this portal, which includes links to various grants and grant registries.

Grants.gov

<https://www.grants.gov/>

Grants.gov is a central storehouse for information on over 1,000 federal funding opportunities and access to more than \$500 billion in annual awards. **Searching for grant applications does not require registration.** Once registered at this site, you may apply online for any federal grant. Online assistance with the application process is available.

Library Grants Blog

<http://librarygrants.blogspot.com>

Grant expert/librarian Stephanie Gerding frequently update this blog with new and ongoing grant opportunities. You can sign up to get daily or automatic emails when a new library grant opportunity is posted.

Scholastic – Library Grants

<https://www.scholastic.com/librarians/programs/grants.htm>

Scholastic's grant aggregator is focused specifically on library grants, on one-time or ongoing library grants and includes both grants with set application deadlines and ongoing funding opportunities.

Sources of Grants for Indiana Libraries (2023)

Library Name	Grant(s) received
ADAMS PUBLIC LIBRARY SYSTEM	Star Net - 2000 eclipse glasses; Adams County Cares for summer non-resident cards for students; United Way of Adams County - 1000 Books Kindergarten; ARPA through Adams County for a delivery vehicle; local bank for outreach Amish schools.
ALLEN COUNTY PUBLIC LIBRARY	AWS Foundation for upgrades and enhancements to the equipment in the Audio Reading Service department; an ARPA grant through the City of Fort Wayne for maker equipment
ARGOS PUBLIC LIBRARY	ALA Libraries Transforming Communities grant - making rural communities more accessible
ATTICA PUBLIC LIBRARY	Attica Community Foundation - grants for programs and a play touch table
AURORA PUBLIC LIBRARY DISTRICT	Dearborn County Community Foundation
BARTHOLOMEW COUNTY PUBLIC LIBRARY	Federal Communications Commission - Emergency Connectivity Fund
BATESVILLE MEMORIAL PUBLIC LIBRARY	Ripley County Community Foundation - to start a coding club; Indiana Humanities - One State/One Story
BEDFORD PUBLIC LIBRARY	Indiana Arts Commission for a Culture Crawl event.
BELL MEMORIAL PUBLIC LIBRARY	Not really a grant, but we receive about \$14,000 per year from the Kosciusko County Community Foundation from funds specified in the final wills and testaments from former community members.
BENTON COUNTY PUBLIC LIBRARY	Benton County Community Foundation - for a seed library.
BLOOMFIELD-EASTERN GREENE COUNTY PUBLIC LIBRARY	Greene County Foundation - Fixing the Façade of the Building.
BOSWELL-GRANT TOWNSHIP PUBLIC LIBRARY	Benton Community Foundation - flag pole replacement
BROOK-IROQUOIS-WASHINGTON TOWNSHIP PUBLIC LIBRARY	Jasper Newton Foundation for a Library of Things expansion
BROWN COUNTY PUBLIC LIBRARY	PLA Digital Literacy Grant; Traditional Arts Indiana Grant; Indiana Humanities Authors Grant
CAMDEN-JACKSON TOWNSHIP PUBLIC LIBRARY	Indiana Humanities Grant
CHARLESTOWN-CLARK COUNTY PUBLIC LIBRARY	Indiana Arts Council for the Summer Reading Program
CLINTON PUBLIC LIBRARY	Giacoleto Foundation

COVINGTON-VEEDERSBURG PUBLIC LIBRARY	Western Indiana Community Foundation - improvements/creativity zone
CRAWFORDSVILLE DISTRICT PUBLIC LIBRARY	Montgomery County Community Foundation - a mobile laptop lab for technology classes and hotspots/Chromebooks to circulate; Walmart - winter reading program; MIBOR - frames for a story walk; Indiana Humanities grant
CROWN POINT COMMUNITY PUBLIC LIBRARY	Crown Point Community Foundation for STEAM circulating kits
DANVILLE-CENTER TOWNSHIP PUBLIC LIBRARY	ALA - Digital Literacy
DELPHI PUBLIC LIBRARY	Indiana Humanities - book discussion and author visits
DUNKIRK PUBLIC LIBRARY	Betty Gaunt Foundation - library construction
EARL PARK-RICHLAND TOWNSHIP PUBLIC LIBRARY	Benton Community Foundation - sign for library events
EAST CHICAGO PUBLIC LIBRARY	Foundations of East Chicago - programming
ECKHART PUBLIC LIBRARY	Community Foundation DeKalb County - enhancing 1000 Books Before Kindergarten; Eckhart Library Foundation, for repair and maintenance of library facilities
ELKHART PUBLIC LIBRARY	Community Foundation of Elkhart County - Riverwalk engagement activities; Friends of EPL--multiple grants for costs associated with events and programs
FLORA-MONROE TOWNSHIP PUBLIC LIBRARY	The Arts Federation ARP grant and arts support grant - to run a summer art program for all ages
FORT BRANCH-JOHNSON TOWNSHIP PUBLIC LIBRARY	Toyota of Gibson County - technology and furnishings in our STEM area
FRANCESVILLE-SALEM TOWNSHIP PUBLIC LIBRARY	Pulaski County Community Foundation for Summer Reading Program; Carroll White REMC for Winter Reading Program
FRANKFORT COMMUNITY PUBLIC LIBRARY-CLINTON CO CONTRACTUAL PUBLIC LIBRARY	United Way for Dolly Parton Library and Literacy
FRANKLIN COUNTY PUBLIC LIBRARY DISTRICT	Franklin County Community Foundation -- children's programs
FULTON COUNTY PUBLIC LIBRARY	Fulton County Community Foundation - Imagination Library; Women's Giving Circle - Imagination Library
GOSHEN PUBLIC LIBRARY	Indiana Humanities for a bilingual outreach story time that included bilingual book giveaways; Crossroads United Way to support our annual summer reading outreach book giveaway
GREENSBURG-DECATUR COUNTY CONTRACTUAL PUBLIC LIBRARY	Honda Manufacturing – children's programming (mainly summer reading)
GREENWOOD PUBLIC LIBRARY	Johnson County Community Foundation – early literacy

HAMILTON EAST PUBLIC LIBRARY	Hamilton County Historical Society - Bicentennial programming
HAMILTON NORTH PUBLIC LIBRARY	Hamilton County Bicentennial Committee grant -- to support/sponsor programs/services celebrating the bicentennial and Hamilton County History
HARRISON COUNTY PUBLIC LIBRARY	Emergency Connectivity Fund grant - to Close the Homework Gap from the Federal Communications Commission
HUNTINGTON CITY-TOWNSHIP PUBLIC LIBRARY	ALA - accessibility planning
HUSSEY-MAYFIELD MEMORIAL PUBLIC LIBRARY	Town of Zionsville; Community Foundation of Boone County; Purdue IEEE
INDIANAPOLIS PUBLIC LIBRARY	Emergency Connectivity Fund - Device Lending; Via IndyPL Foundation: Early Learning Indiana - early literacy programming; Indianapolis Public Transportation Foundation - bus pass, vulnerable populations; Central Indiana Community Foundation- programs
JASPER COUNTY PUBLIC LIBRARY	REMC grant for Summer Reading prizes; Women's Giving Circle grant for LEGOs
JEFFERSONVILLE TOWNSHIP PUBLIC LIBRARY	Community Foundation of Southern Indiana - accessible computer and memory kits for people and family members of people with dementia
JOHNSON COUNTY PUBLIC LIBRARY	Early Learning Indiana supported by the Lilly Endowment to support early education in babies and toddlers; Branigin Foundation to help upgrade the early childhood learning space; Indiana Arts Commission for Native Voices programming; IN-MAC to support the robotics learning lab
KEWANNA-UNION TOWNSHIP PUBLIC LIBRARY	Arrowhead County Resource Conservation and Development - bat conservation; Community Foundation - summer reading material
KNIGHTSTOWN PUBLIC LIBRARY	Henry County Community Foundation; Tri Kappa Alpha Zeta chapter
KNOX COUNTY PUBLIC LIBRARY	Heritage Support Grant from the Indiana Historical Society; SNAP Ed grant from the Indiana Department of Health
KOKOMO-HOWARD COUNTY PUBLIC LIBRARY	Indiana Humanities – Genealogy and Local History Dept; ALA - Americans and the Holocaust exhibit; National Yiddish Book Center - Stories of Exile; Indiana Humanities - African American Genealogy workshop; Howard County Community Foundation - GrantSelect database
LA PORTE COUNTY PUBLIC LIBRARY	Howmet Foundation for support of Dolly Parton's Imagination Library; Howmet Foundation for the purchase of new equipment for our makerspace; Unity Foundation for support of Dolly Parton's Imagination Library
LAKE COUNTY PUBLIC LIBRARY	Star Net grant; Writing Workshop grant from Indiana Humanities; Advancing Racial Equity Speaker Bureau grant

	from Indiana Humanities; The One State, One Story grant from Indiana Humanities
LIGONIER PUBLIC LIBRARY	Amelia Frehse grant - purchasing sensory items
LINCOLN HERITAGE PUBLIC LIBRARY	CenterPoint - Summer Reading; Dollar General - Summer Reading
MARION PUBLIC LIBRARY	Indiana Historical Society grant to our museum for restoration of some documents
MELTON PUBLIC LIBRARY	Orange County Community Foundation - programming
MIDDLEBURY COMMUNITY PUBLIC LIBRARY	Penguin Random House - adult book club for mentally challenged
MITCHELL COMMUNITY PUBLIC LIBRARY	Lawrence County Community Foundation - children's services improvements
MONROE COUNTY PUBLIC LIBRARY	Wahl Family Trust Grant: mobility aids; Psi Iota Xi grant - circulating ukeleles
MORRISON-REEVES LIBRARY	Indiana Humanities Grant for One World, One Plate program
MUNCIE-CENTER TOWNSHIP PUBLIC LIBRARY	Schaefer Foundation - restoration Phase 1 at Carnegie Library; 21st Century Community Learning Centers Cohort 10 - Great Achievers afterschool program; Ball Brothers Foundation - music stage purchase; 8/twelve Coalition grant - Maring-Hunt Annual Scarecrow Festival
NEW ALBANY-FLOYD COUNTY PUBLIC LIBRARY	Indiana Humanities - collection development; Samtec Cares grant to build an Audio/Visual MakerSpace Lab at Carnegie Center for Art & History branch
NEW HARMONY WORKINGMEN'S INSTITUTE	Posey County Community Foundation - program development
NOBLE COUNTY PUBLIC LIBRARY	Rural Technology Fund for STEM programming
NORTH JUDSON-WAYNE TOWNSHIP PUBLIC LIBRARY	Starke County Community Foundation - restoration of historic documents; Starke County Community Foundation - Story Walk board installation
NORTH MANCHESTER PUBLIC LIBRARY	Science Kits for Public Libraries - Science Kit library; Good Deeds grant application - arts programming; POET Community Grant - tower garden
OAKLAND CITY-COLUMBIA TOWNSHIP PUBLIC LIBRARY	STEMtales was a stipend for participating in the program; Liberty Bank for a financial kids book club; Oklahoma State University stipend for water program participation; and Gibson County Community Foundation for Play to Learn book/game kits
ODON WINKELPLECK PUBLIC LIBRARY	Grants from the REMC Operation Roundup and Daviess County Community Foundation to add a server and ePrint software; United Way of Daviess County to put a story trail in the local park; Daviess County Community Foundation for SRP books

OHIO COUNTY PUBLIC LIBRARY	Rising Sun Regional Foundation for new public computers; Ohio County Community Foundation grant for program supplies; American Red Heart Association for seeds for our public seed library
ORLEANS TOWN & TOWNSHIP PUBLIC LIBRARY	Orange County Community Foundation for a television and summer reading program; Orange County Youth Council for a laptop; Orange County REMC Round-Up for the summer reading program
OWEN COUNTY PUBLIC LIBRARY	Owen County Community Foundation for use of Youth Services Department; in support of our Adult Education Center we receive grants from Monroe County Public Schools; a federal reimbursement
PAOLI PUBLIC LIBRARY	Orange County Community Foundation - Genealogy Room improvements
PARKE COUNTY PUBLIC LIBRARY	Parke County Community Foundation for updates to the Teen Space
PEABODY PUBLIC LIBRARY	Whitley County Master Gardeners - raised garden beds for programing; Indiana Humanities - author visit; ALA Libraries Transforming Communities grant - accessibility and technology; Indiana Arts Commission (AOS/APS grant) - community art shows
PERRY COUNTY PUBLIC LIBRARY	Community Foundation - local newspaper and yearbook archive; United Way of Perry County - STEM walls and children's furniture; Bookmobile grant - bookmobile materials
PERU PUBLIC LIBRARY	Northern Indiana Community Foundation - children's programming; Psi Iota Xi Sorority - children's books
PIKE COUNTY PUBLIC LIBRARY	Indiana Arts grant to offer arts workshops; Community Foundation grant to add a music garden, ALA Digital Literacy Grant to teach digital concepts to seniors
PLAINFIELD-GUILFORD TOWNSHIP PUBLIC LIBRARY	Indiana Humanities, Hendricks County Community Foundation - programs
PORTER COUNTY PUBLIC LIBRARY SYSTEM	Porter County Community Foundation - support for library garden design
PRINCETON PUBLIC LIBRARY	Gibson County Community Foundation - build three free little libraries, one blessing box, and one small fridge to house items grown from our garden towers
PULASKI COUNTY PUBLIC LIBRARY	ALA Libraries Transforming Communities grant
REMINGTON-CARPENTER TOWNSHIP PUBLIC LIBRARY	Jasper County REMC for English as a Second Language class; Remington Woman's Giving Circle for programs; Jasper Foundation for a storage shed
ROANN-PAW PAW TOWNSHIP PUBLIC LIBRARY	Community Foundation of Wabash County for a new sign
SCOTT COUNTY PUBLIC LIBRARY	Community Foundation Youth Grant Committee for summer reading program

SHELBY COUNTY PUBLIC LIBRARY	Wortman Family Foundation (Blue River Community Foundation) for Library of Things/Beanstack; Northeastern Hometown Community Fund (Blue River Community Foundation) for Storywalk
SHOALS PUBLIC LIBRARY	Dollar General Foundation - Summer Reading
SOUTH WHITLEY COMMUNITY PUBLIC LIBRARY	Whitley County Community Foundation (multiple) - Lighting update and unrestricted
SPENCER COUNTY PUBLIC LIBRARY	Spencer County Parks Board and the Spencer County Community Foundation - Storywalk at our Hatfield branch
ST JOSEPH COUNTY PUBLIC LIBRARY	Pokagon Fund - Summer Reading Club; Muessel Ellison Memorial Trust Fund Foundation - author talk; ACP Navigator/Affordable Connectivity Program – sign-up assistance
STARKE COUNTY PUBLIC LIBRARY SYSTEM	Tri-Kappa--Summer Reading Kick Off program
SULLIVAN COUNTY PUBLIC LIBRARY	Wabash Valley Community Foundation - purchase of archival and preservation materials for the history museum
SWITZERLAND COUNTY PUBLIC LIBRARY	Community Foundation of Switzerland County; Vevay-Switzerland County Foundation
TIPTON COUNTY PUBLIC LIBRARY	Northern Indiana Computer Consortium for Libraries (NICCL) 2023 Technical Improvement grant - the grant purpose is to provide hardware, software or other tangible items to improve the member library's technology infrastructure
UNION COUNTY PUBLIC LIBRARY	Union County Foundation - supporting summer reading and library programs
UPLAND PUBLIC LIBRARY	IEEE Foundation Region 4 for STEM kits for circulation
VERMILLION COUNTY PUBLIC LIBRARY	International Paper Newport Mill - support SRP performer fees
VERNON TOWNSHIP PUBLIC LIBRARY	Hancock County Community Foundation - ENL classes
VIGO COUNTY PUBLIC LIBRARY	ASTC If/Then Gender Equity Engagement grant; Wabash Valley Community Foundation - Creating a Better Tomorrow; United Way - Neighborhood Improvement Project; Wabash Valley Community Foundation - Impact grant
WALKERTON-LINCOLN TOWNSHIP PUBLIC LIBRARY	ALA and ARSL Accessibility Grant
WARREN PUBLIC LIBRARY	Huntington County Community Foundation Make a Difference Grant - modernization for elevator lift
WASHINGTON CARNEGIE PUBLIC LIBRARY	Daviess County Community Foundation - eclipse
WATERLOO-GRANT TOWNSHIP PUBLIC LIBRARY	James Foundation - program snacks; Community Foundation - community room furniture upgrade

WELLS COUNTY PUBLIC LIBRARY	Wells County Foundation -Wabash Endowment Fund - teen programming
WEST LAFAYETTE PUBLIC LIBRARY	Indiana Arts Commission – arts programming
WESTFIELD-WASHINGTON PUBLIC LIBRARY	Emergency Connectivity Grant - Universal Service Fund - Hotspot Data Service from Verizon for 10 hotspots; Betty Overman Westfield Washington Public Library Endowment Fund - Hamilton County Community Foundation for purchase of books for the SRP incentives
WHITING PUBLIC LIBRARY	Institute of Electrical and Electronics Engineers (IEEE) – STEM grant
WILLARD LIBRARY OF EVANSVILLE	Landmarks Indiana - to perform a facilities study

Grant Writing Tips

1. Ask for advice. Start on the application well before the deadline. Solicit help from the granting organization program officer. Ask colleagues to review the application and offer suggestions.
2. Identify projects that would be of benefit to your organization before looking for grants. Ways to do this include conducting a meeting of stakeholders to brainstorm for ideas, creating a file of ideas submitted by staff and patrons, and soliciting ideas from the public. Determine what ideas would be most suitable for grant funding. Be ready when funding opportunities arise instead of reacting to announcements of available grants.
3. Locate grantmaking organizations with goals that match your project. Using the various tools listed above, identify grantors who fund projects similar to your proposed project.
4. Research the grant opportunity. Make sure your library is eligible. Read the guidelines to determine if the project fits with the mission of the granting organization and if there are any restrictions that may prohibit you from accepting the funds. Learn about previous grants awarded by the organization. Determine the funding limits and whether the amount of money being offered will realistically cover the costs for your project.
5. Follow the instructions provided by the grantmaker. Check deadlines. Answer all the questions and include all the necessary parts of the proposal or application when submitting it. If any part of the application is confusing, contact the grant program officer for help.
6. Don't give up if an application isn't funded. If possible, ask for feedback as to why your grant application was denied. Ask about any opportunities for resubmitting the grant. Consider other funding sources.
7. Avoid two common mistakes often made by new applicants. One is including too little detail about the proposed project and giving insufficient justification for the significance of the need. The other is proposing more work than can be reasonably done during the grant period.
8. Think like a reviewer. One of the best ways to learn how to write a grant is to participate on a grant review committee. Organizations that offer publicly funded grants are often looking for individuals willing to assist in grant review.

Sources of Grant Writing Classes & Workshops

This list is for informational use and does not imply endorsement of any kind.

Colleges/Universities

Indiana University regularly offers a course on grant writing. Please contact the School of Information and Library Science for more information. <http://ils.indiana.edu>

Professional Organizations

The Lilly Family School of Philanthropy at Indiana University

<https://philanthropy.indianapolis.iu.edu/professional-development/index.html>

offers professional development centered on fundraising. The Fund Raising School offers courses such as “Proposal Writing and Grant Management” for a fee; courses can be taken online or in-person.

Candid Learning

<https://learning.candid.org/training/>

Candid (formerly Foundation Center) offers a variety of webinars and training courses on fundraising and proposal writing. Once you select a format (live, on-demand), you can filter for free classes.

LYRASIS

<https://www.lyrasis.org/services/Pages/Classes.aspx>

LYRASIS sometimes offers classes on grant writing. Past classes have included Grant Writing for Digitization and Preservation Projects and Grant Writing Secrets for Librarians. The site allows you to filter for free classes.

Grant Writing Resources

The Indiana State Library has numerous grant writing resources in their collection. Here is a sampling of what is available.

The ALA book of library grant money. Chicago: ALA, 2014.

The Art and science of grant writing. Center for Faith-Based and Community Initiatives (United States. Dept of Housing and Urban Development), 2006.

Barbato, Joseph and Danielle S. Furlich. *Writing for a good cause: the complete guide to crafting proposals and other persuasive pieces for nonprofits.* NY: Simon & Schuster, 2000.

Bauer, David G. *The "How to" grants manual: successful grantseeking techniques for obtaining public and private grants.* Westport, CT: Greenwood Publishing Group, 2007. [Available online in the INSPIRE eBook Collection.](#)

Carlson, Mim. *Winning grants step by step: the complete workbook for planning, developing, writing, successful proposals.* 2nd edition. San Francisco: Jossey-Bass, 2002.

Clarke, Cheryl. *Storytelling for grantseekers: the guide to creative nonprofit fundraising.* San Francisco: Jossey-Bass. 2001.

Coley, Soraya M. *Proposal writing: effective grantsmanship.* 3rd ed., Thousand Oaks, CA: Sage Publications, 2000.

Directory of Indiana grantmakers. Indianapolis, Indiana: Grantmakers Alliance, 2006.

Geever, Jane C. *The Foundation Center's guide to proposal writing.* NY: Foundation Center, 1997.

Hall-Ellis, Sylvia D. *Grants for school libraries.* Westport, Conn.: Libraries Unlimited, 2003.

Hall-Ellis, Sylvia D., et. al. *Librarian's handbook for seeking, writing, and managing grants.* Westport, Conn.: Libraries Unlimited, 2011.

Karsh, Ellen and Arlen Sue Fox. *The only grant-writing book you'll ever need.* New York: Carroll & Graf; [Berkeley, Calif.] : Distributed by Publishers Group West, 2003.

Kreiser, Maria. Library of Congress. *How to develop and write a grant proposal.* RL32159. Washington, D.C.: Congressional Research Service, 2018. Web.

MacKellar, Pamela H. and Stephanie K. Gerdling. *Winning grants: a how-to-do-it manual for librarians with multimedia tutorials and grant development tools*. NY: Neal-Schuman, 2010.

Marshall, Maria I., Aaron Johnson, and Jean Fulton. *Writing a successful grant proposal*. Purdue University Cooperative Extension Service, 2006.

Maxwell, Nancy Kalikow. *Grant money through collaborative partnerships*. Chicago: ALA, 2012.

Staines, Gail M. *Go get that grant! : a practical guide for libraries and nonprofit organizations*. Scarecrow Press, 2011.

Wason, Sara D. *Webster's new world grant writing handbook*. Wiley, 2004.

Weinstein, Stanley. *The complete guide to fundraising management*. NY: J. Wiley, 2002.

Ziarnik, Natalie Reif. *School & public libraries: developing the natural alliance*. Chicago: ALA, 2003.

Online Resources

Shaping Outcomes – Online course in Outcomes Based Evaluation
<https://shapingoutcomes.org/>

This course was developed through a cooperative agreement between the Institute of Museum and Library Services (IMLS) and Indiana University-Purdue University Indianapolis (IUPUI). It is a particularly helpful resource in preparing an LSTA or IMLS grant application.

GrantStation Pathfinder
<https://grantstation.com/public-resources/the-pathfinder>

While a paid membership is required for full-access to GrantStation's resources, non-members can access an abundance of information on grant-writing, grant management, budget and matching funds, data sources for compelling statistics to show needs, and other grant-related topics.

Indiana State Library

Library Services and Technology Act (LSTA) Grants to States Program Implementation Evaluation Federal Fiscal Year 2018 - Federal Fiscal Year 2022

Evaluators:

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Date: March 29, 2022

Commissioned by: Indiana State Library

Jacob Speer, Director and State Librarian



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EVALUATION SUMMARY

Summary Introduction

Given Indiana's population of 6,785,528¹, the state's annual Library Services and Technology Act (LSTA) Grants to States² program allotment from the Institute of Museum and Library Services (IMLS) of approximately \$ 3.3³ million per year translates into \$ 0.49⁴ per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Indiana's approximately 6.8 million residents. The Indiana State Library's challenge is to find ways to make \$ 0.49 per person transformative in terms of library services; to leverage a relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services.

There are three goal statements in the Indiana State Library's (ISL) plan entitled ***LSTA Five Year Plan 2018-2022***. They are:

GOAL 1: INFORMATION ACCESS: *The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective technology, telecommunications, and resources.*

GOAL 2: INSTITUTIONAL CAPACITY: *The Indiana State Library will improve the capacity of libraries through professional development and leadership training opportunities and grants for technology.*

GOAL 3: ENHANCED SERVICES: *The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning and human services.*

Retrospective Question A-1 Summary

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

¹ United States Census Bureau, Decennial Census (April 1, 2020)

² The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report

³ Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)

⁴ Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

Indiana Indiana State Library's LSTA Five-Year Plan 2018-2022 (hereafter, ISL 2018-2022 LSTA Plan) is very straightforward. The Plan presents three action-oriented goals. Each states that the Indiana State Library WILL do something. The first goal says that ISL will provide certain things; the second states it will improve the capacity of libraries to serve; the third goal is again about improvement, but makes a closer connection between assisting libraries and what that means for real people. The ISL 2018-2022 LSTA Plan offers few measurable objectives. For the most part, the evaluation that follows centers on whether or not ISL did what it said it was going to do.

Agency's Internal Assessment and Evaluators' Assessment

As part of the assessment process, the evaluators asked the Indiana State Librarian, the Indiana State Library's LSTA Coordinator and other key staff identified by the State Librarian to offer their joint appraisal of progress their agency had made toward achieving each of the three goals included in the ISL 2018-2022 LSTA Plan. The evaluators prefaced their request for this internal assessment by noting the fact that the state was only three years into the implementation of the Five-Year Plan. Consequently, it was acknowledged that it was unlikely that any of the goals would be completely or finally achieved.

Table 1 offers a summary of both the Indiana State Library's internal assessment and the evaluators' conclusions.

Table 1 - Indiana State Library's and Evaluators' Assessment of Achievement		
GOAL	Indiana State Library's Internal Assessment	Evaluators' Assessment
GOAL 1: INFORMATION ACCESS: The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective technology, telecommunications, and resources.	Achieved	Achieved
GOAL 2: INSTITUTIONAL CAPACITY: The Indiana State Library will improve the capacity of libraries through professional development and leadership training opportunities and grants for technology.	Achieved	Achieved
GOAL 3: ENHANCED SERVICES: The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning and human services.	Achieved	Achieved

Summary of Indiana Expenditures for FFY2018-FFY2020

Goal	Goal Title	Expenditures	Percentage
Goal 1	Information Access	\$7,571,730.19	77.07%
Goal 2	Institutional Capacity	\$260,771.23	2.65%
Goal 3	Enhanced Services	\$1,598,656.66	16.27%
	LSTA PROGRAM ADMINISTRATION	\$392,964.92	4.00%
		\$9,824,123.00	100.00%

Evaluators' Goal 1 Summary

INFORMATION ACCESS: The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective technology, telecommunications, and resources.

Indiana devoted more than three-quarters (77.07%) of its total LSTA allotment for the FFY 2018 - FFY 2020 to projects designed to further Goal 1. Most of these funds were expended on six direct grants, that is, projects carried out by ISL itself. Although these projects were unified by virtue of pursuing a singular goal, they were quite diverse in terms of the strategies employed to afford all Hoosiers with access to information. For example, through the *INSPIRE* project, Indiana offered state residents direct access to high quality information resources in the form of an extensive suite of databases. The Statewide Remote Circulation System (SRCS) funded under the *Innovative Library Grants* project facilitated interlibrary loan by providing Indiana residents and libraries with a powerful search tool that enabled them to search the resources held by nearly two-hundred (194) libraries. The Indiana Memory Statewide Project and more than thirty (33) digitization subgrants ensured that the state's historical record is available today and will be for future generations. In short, ISL has taken an effective multi-faceted approach to information access that manages to fulfill the promise of Goal 1 for residents of the state who live in its large cities and in its rural areas. The evaluators believe that the evidence clearly indicates that the Indiana State Library has **ACHIEVED** Goal 1.

Evaluators' Goal 2 Summary

INSTITUTIONAL CAPACITY: The Indiana State Library will improve the capacity of libraries through professional development and leadership training opportunities and grants for technology.

Although the technology infrastructure portion of Goal 2 was very small, the staff development effort clearly addresses Goal 2 (Institutional Capacity) successfully. The multi-faceted approach to professional development reflects the complexity of serving libraries ranging from small rural public and school libraries to large urban public libraries and academic institutions. It should also be noted that ISL's staff development/institutional capacity work is not limited to Goal 2. Extensive training and technical assistance is available to institutions undertaking digitization efforts (see Goal 1) and specific awareness and skills training is integrated with Children's

Literacy efforts under Goal 3. Based on this evidence, the evaluators conclude that Indiana State Library has **ACHIEVED** Goal 2.

Evaluators' Goal 3 Summary

ENHANCED SERVICES: The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning and human services.

Three very different sets of projects - Library Services for the Blind and Physically Handicapped Individuals, Indiana Children's Literacy Statewide Project, and Goal 3 Technology Subgrants each contributed to the Enhanced Services Goal in different ways. The Talking Book and Braille Library provided print disabled individuals with opportunities to pursue their lifelong learning goals as well as to satisfy their desire for recreational reading. The Children's Literacy project both directly and indirectly contributed to Enhanced Services by providing Collaborative Summer Library Program (CSLP) materials as well as a wealth of professional development opportunities. Finally, the Goal 3 Technology Subgrants offered assistance to libraries "where the rubber meets the road," - in libraries as they interact with end users. Based on the success of these projects, the evaluators conclude that Indiana State Library has **ACHIEVED** Goal 3.

Retrospective Question A-2 Summary

A-2. To what extent did ISL's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

The Indiana State Library's implementation of the LSTA Grants to States program for the period FFY 2018 - FFY 2020 involved both direct grants (projects carried out by ISL directly; Appendix L) and subgrants (grants awarded to other entities to carry out projects). There were a total of ten (10) distinct direct grants. All of these projects were repeated each of the three years. Seven of the direct grants fell under Goal 1 and all of these projects were associated with the Measuring Success Information Access focal area. There was only one direct grant under Goal 2 and it maps to the Institutional Capacity focal area. The two direct grants logged into the SPR under Goal 3 addressed separate focal areas. One focused on Information Access and the other on Institutional Capacity. In short, eight of the ten direct grant projects fell under the Information Access focal area; the remaining two projects addressed Institutional Capacity.

When all direct and subgrants are considered, over ninety percent (90.04%) of LSTA expenditures for the three year period were devoted to projects identified as being focused on Information Access. Almost five percent (4.88%) of project expenditures address Institutional Capacity and a bit over one percent (1.09%) fall in the Lifelong Learning category.

From the financial perspective, the "Improve users' ability to discover information resources" intent accounts for the greatest expenditure; however, when the number of grants is examined

(including the many subgrants), the “Improve users’ ability to obtain and/or use information resources” intent emerges as being of considerable importance. A total of thirty-five subgrants were identified in the SPR serving the “obtain and/or use information” intent. The larger grants tend toward discovering information while the smaller subgrants tend to be less about the tools to find information and more about working with people to help them use information resources.

Retrospective Question A-3 Summary

A-3. Did any of the groups identified by IMLS represent a substantial focus for ISL’s Five-Year Plan activities? (Yes/No)

Only one project, *Library Services for Blind and Physically Handicapped Individuals*, which is Indiana’s implementation of the Library of Congress’ National Library Service for the Blind and Print Disabled program, qualifies as being a substantial focus on the basis of percentage of expenditure (10%) specified by IMLS in the evaluation guidelines. While many relatively small subgrant projects undertaken by ISL have had significant impacts on the specifically identified groups, the majority of LSTA funding is used to support projects that serve the general population. Efforts targeting the identified groups with the exception of individuals with disabilities fall substantially below the ten percent (10%) expenditure threshold. The Indiana Library Services for Blind and Physically Handicapped Individuals accounts for 11.55% of LSTA program expenditures in the period that includes FFY 2018, FFY 2019, and FFY 2020 and reaches several categories of individuals with disabling conditions. Primary among these categories are individuals with visual impairments; however recent changes expanding eligibility and streamlining the certification process have resulted in additional clients with other print and reading disabilities.

Process Questions B-1, B-2, and B-3 Summary

SPR data is used to adjust and refine programs and to make decisions regarding priorities among projects; no amendments were made to the ISL 2018-2022 LSTA Plan; these data were shared with the evaluators.

Methodology Questions C-1, C-2, C-3, and C-4 Summary

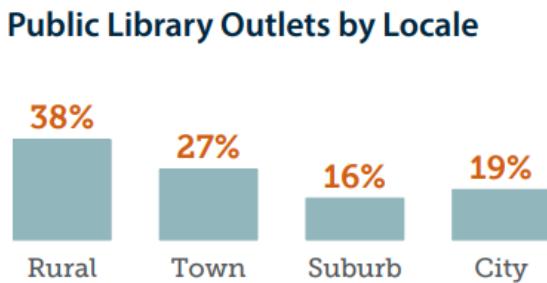
QualityMetrics, LLC, deployed multi-faceted and rigorous mixed methods protocols. Data gathering included: (a) interviews with agency staff members; (b) interviews with project managers of various SPR-reported projects and activities; (c) focus group discussions with project teams; (d) focus group discussions with project and activity beneficiaries; and (e) responses to a broad-based short survey for library staff and stakeholders with some knowledge of and engagement with LSTA-funded activities; this survey primarily collected qualitative contextual information about past activities and future needs. Triangulation and shared working environments enhanced the quality of the evaluation. The completed evaluation will be posted in full on the Indiana State Library website. It will also be posted on the IMLS website and IMLS will make the broader library community aware of the fact that LSTA evaluations for all states are available there.

EVALUATION REPORT

Evaluation Introduction

The 2019 Public Libraries Survey (PLS) reported that Indiana had a total of 236 public library jurisdictions employing 1,526.94 full-time equivalent (FTE) staff categorized as librarians

(999.51 FTE are reported as having an American Library Association [ALA] accredited Master's degree). The Academic Libraries Survey (ALS) reported that 57 institutions of higher education employ 582.61 FTE librarians. According to the National Center for Educational Statistics' (NCES) Elementary/Secondary Information System (EISi), Indiana's 429 public school districts employ 596.54 full-time librarians.



The reported total of all public library staff is 4,462 FTE. These individuals work in 454 public library outlets (main libraries, branches, and bookmobiles). Approximately thirty-eight percent (38%) of library outlets in Indiana are in communities that the U.S. Census Bureau categorizes as being rural in nature. Nearly one-fifth (19%) of public library outlets are in areas classified as city settings and another sixteen percent are categorized as being in suburban locations (a total of 35% if city and suburban are added together) (see also Appendix K). This relative balance of 38% rural, 35% urban and suburban combined and 27% (areas categorized as towns) falling in between is quite unusual among the states and it presents an interesting challenge for the Indiana State Library (ISL). While it can be argued that all libraries in all settings share some needs, the nature of a library's locale and of its service population generate unique issues that must be confronted in order for a library to be successful. Strategically applying its limited resources to benefit all library users is particularly difficult for the Indiana State Library.

Given Indiana's population of 6,785,528⁵, the state's annual Library Services and Technology Act (LSTA) Grants to States⁶ program allotment from the Institute of Museum and Library Services (IMLS) of approximately \$ 3.3⁷ million per year translates into \$ 0.49⁸ per person on an annual basis. LSTA funds alone are inadequate to meet the library and information needs of Indiana's approximately 6.8 million residents. The Indiana State Library's challenge is to find ways to make \$ 0.49 per person transformative in terms of library services; to leverage a

⁵ United States Census Bureau, Decennial Census (April 1, 2020)

⁶ The report will refer to the Library Services and Technology Act Grants to States program simply as LSTA throughout this report

⁷ Four year LSTA Grants to States allotment average ((FFY [Federal Fiscal Year] 2018 State Allotment + FFY 2019 State Allotment + FFY 2020 State Allotment + FFY 2021 State Allotment) / 4)

⁸ Four year LSTA Grants to States allotment average / United States Census Bureau Decennial Census (April 1, 2020)

relatively small amount of money to accomplish major results by strategically deploying funds and leveraging other public and private monies in support of high-quality library and information services that benefit Hoosiers living in big cities, on farms, or somewhere in between.

There are three goal statements in the Indiana State Library's plan entitled ***LSTA Five Year Plan 2018-2022***. Each of the goals is stated below and LSTA-funded activities carried out in support of the goal are described (Appendix H lists detailed expenditures). Finally, the evaluators' assessment of whether each goal has been achieved, partially achieved, or not achieved is presented.

Goal 1 Retrospective Assessment

GOAL 1: INFORMATION ACCESS: The Indiana State Library will provide up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective technology, telecommunications, and resources.

Goal 1 Description and Discussion

Following is a description of how ISL Goal 1 seeks to provide "up-to-date, reliable access to information to meet the needs of all Indiana residents by utilizing effective technology, telecommunications, and resources."⁹

Following are the titles of the Projects and Groupings of Projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 1.

Goal 1 Projects & Expenditures			
PROJECT TITLE/ Activities	THREE YEAR (2018-2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Innovative Library Project Grants	\$ 2,028,200.78	26.79%	20.65%
INSPIRE (Indiana Virtual Library) Databases	\$ 1,726,904.38	22.81%	17.58%
Resource Sharing: Evergreen Indiana Integrated Library System	\$ 1,429,729.33	18.88%	14.55%
Indiana Virtual Catalog	\$ 926,120.81	12.23%	9.43%
State Data Center	\$ 531,484.62	7.02%	5.41%
Indiana Memory Statewide Project	\$ 474,778.08	6.27%	4.83%
LSTA Public Awareness Initiatives	\$ 24,592.42	0.32%	0.25%

⁹ Indiana State Library LSTA Five-Year Plan for Years 2018-2022

Goal 1 Digitization Subgrants (33)	\$ 287,032.13	3.79%	2.92%
Goal 1 Technology Subgrants (21)	\$ 142,887.64	1.89%	1.45%
TOTAL	\$ 7,571,730.19	100.00%	77.07%

Goal 1 expenditures represent 77.07% of Indiana's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover seven direct projects and two groups of subgrants. Innovative Library Project Grants account for 26.79% of Goal 1 funding over the three-year period. INSPIRE (Indiana Virtual Library) Databases account for 22.81% of Goal 1 funding over the three-year period. Resource Sharing: Evergreen Indiana Integrated Library System accounts for 18.88% of Goal 1 funding over the three-year period. The Indiana Virtual Catalog project accounts for 12.23%, while the State Data Center accounts for 7.02% of Goal 1 funding over the three-year period. The Indiana Memory Statewide Project accounts for 6.27% and the LSTA Public Awareness Initiatives account for 0.32% of Goal 1 funding over the three-year period. Thirty-three (33) Digitization subgrants account for 3.79% of Goal 1 funding over the three-year period. Last, twenty-one Technology subgrants account for 1.89% of Goal 1 funding over the three-year period.

Innovative Library Project Grants

This project provides the primary funding for Indiana's unmediated interlibrary loan system, which is known as the Statewide Remote Circulation System (SRCS). The system was designed to replace the mediated Indiana Share system. LSTA Grants to States funding has been devoted to this system since its planning in 2015 and its launch in 2016. The system, based on Auto-Graphics' SHAREit platform, significantly increased overall interlibrary loan activity in the state and reduced the number of mediated interlibrary loan transactions.

Participating libraries include both public and academic libraries as well as two special/other libraries. The SRCS system enables the location of bibliographic records for materials held by libraries using a large variety of different ILS systems. Included among the holdings are Evergreen Indiana participants.

The SRCS system reached its high point in terms of interlibrary loan transactions in 2018 with almost seventy-five thousand (74,416) unmediated loans facilitated. This number dropped significantly for the FFY 2019 funding cycle (which included the peak period of pandemic-related library closures). Transactions rebounded somewhat for the FFY 2020 funding cycle.

The Innovative Library Project Grant also supports the InfoExpress courier delivery system that moves interlibrary loan materials among libraries at no direct cost to the institutions. The combination of providing a robust discovery tool and a delivery system has enabled many Indiana libraries, especially small ones, to participate in and benefit from interlibrary loan for the first time.

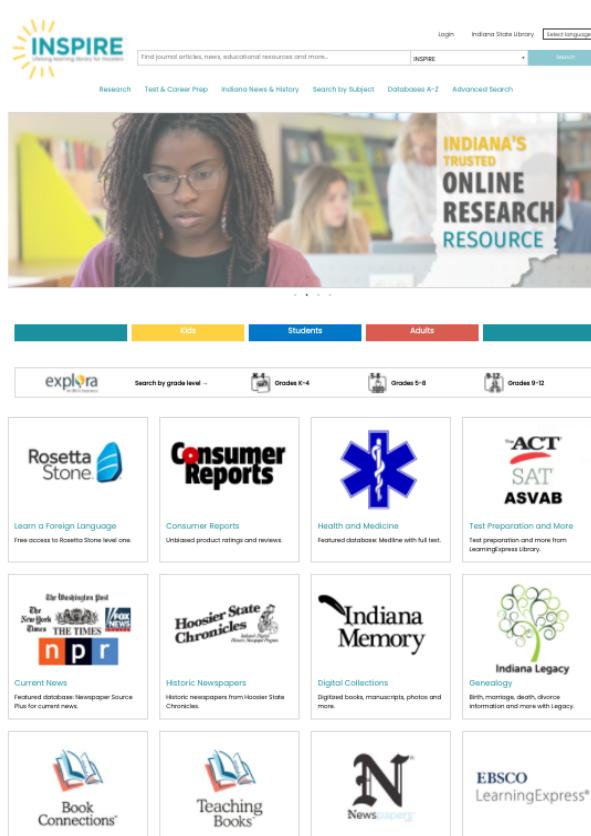
Statewide Remote Circulation System	FFY 2018	FFY 2019	FFY 2020	AVERAGE
Number of Libraries Participating	237	192	194	208
Total Number of ILL Transactions	74,416	53,532	57,258	61,735
Fill Rate	74%	72%	82%	77%

In response to the evaluators' survey question on which LSTA-supported program had the greatest impact on their library and on the people their library serves, a number of respondents identified the SRCS system. A sample of respondent comments include:

- *"I think SRCS has had the biggest impact on our library. Being a smaller library, it is great to be able to provide our patrons with options to be able to access other materials that we might not necessarily be able to carry."*
- *"SRCS and INSPIRE are both widely used by our patrons, one behind the scenes on their behalf and one in classrooms and at home."*
- *"SRCS is an integral way of getting materials to our patrons."*

The combination of the SRCS system and the InfoExpress courier has played a vital role in leveling the Indiana libraries playing field. Indiana residents living in communities of every size are able to access resources that go far beyond the scope of their local libraries.

INSPIRE (Indiana Virtual Library) Databases

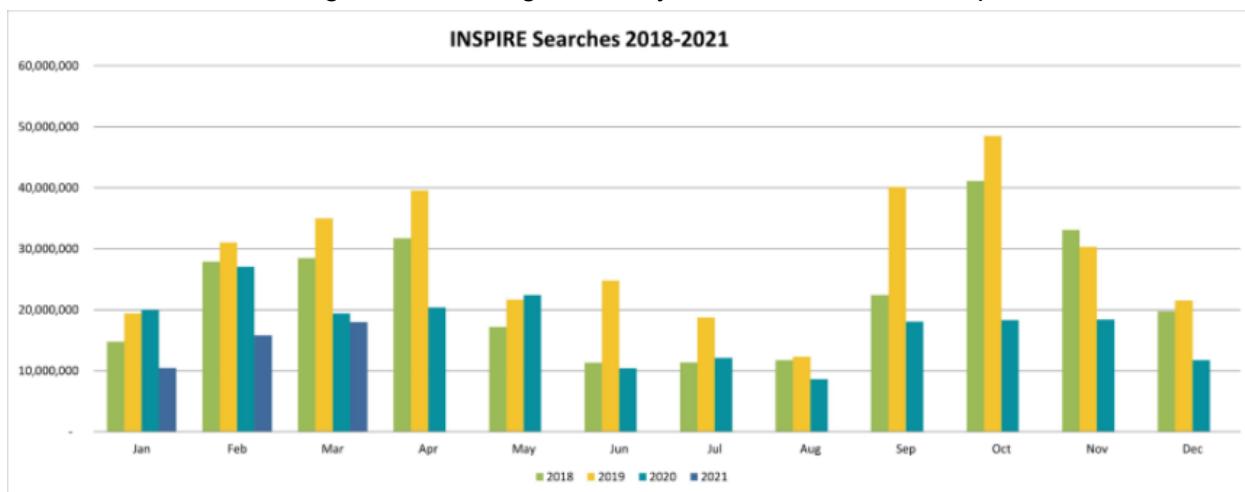


For many years, Indiana has offered its residents a full range of online databases. Primary funding for the databases has come through the LSTA Grants to States program. Using IP addresses as the primary mechanism for authentication, all Hoosiers have 24/7 access to high-quality electronic materials useful for research, educational/schoolwork, lifelong learning pursuits, as well as business and employment purposes.

The INSPIRE website homepage (<https://inspire.in.gov/>) serves as a portal to a rich array of digital content including a suite of EBSCO databases as well as access to other valuable resources such as the Indiana Memory project, Hoosier State Chronicles (digital images of historical Indiana newspapers), genealogy tools and popular services such as Rosetta Stone and LearningExpress Library.

Although INSPIRE has a long history, it has not been static. During the course of the three years included in this evaluation, a shift in vendors was made, moving from a set of Gale/Cengage products to EBSCO. An INSPIRE Advisory Committee (IAC) composed of librarians from different types and sizes of libraries, citizen representation, and the State Librarian offers counsel on the operations, delivery, and marketing of INSPIRE. They last advised in 2020 and subsequently folded into the Resource Sharing Committee, which meets every other month.

A review of INSPIRE statistics clearly demonstrates that the COVID-19 pandemic triggered a decline in database usage. Unfortunately, the shift of database providers also took place exactly at the time that the pandemic was unfolding, which may have further depressed usage since users were faced with new products and interfaces in the midst of all of the unpredictability brought on by the health crises. There are some indications that usage is beginning to recover and ISL is now monitoring INSPIRE usage carefully as it considers next steps.



INSPIRE (Indiana Virtual Library) Databases	FFY 2018	FFY 2019	FFY 2020	TOTAL/AVERAGE
Number of Searches	4,795,493	3,427,599	2,822,473	11,045,565
Number of Licensed Databases Provided	88	86	86	86

In spite of the recent decline in usage, INSPIRE was the top-rated project in the web survey of the library community that was conducted by the evaluators in December 2021 and January 2022. In response to a question asking which LSTA-supported program had the greatest impact on their library and on the people their library serves, a majority of participants selected INSPIRE and supported their response with the following select comments:

- “We rely heavily on INSPIRE databases and could not, given current budget constraints, ever replace access to those resources on our own.”
- “INSPIRE continues to be a valuable resource in connecting the library to schools and students in our community.”
- “As a school library, the biggest impact is INSPIRE. There is no way we could afford what INSPIRE offers. INSPIRE allows students at any grade to search for information relevant to their needs. Students use INSPIRE for their research at the high school level because it is easy and reliable.”

- “*INSPIRE. Even though we purchase databases directly, access to INSPIRE helps our customers across all age ranges - K-12, higher ed, adult. We are a large library system, so we rarely apply for LSTA sub-grants.*”
- “*INSPIRE has the most impact on the library and our users. It offers a wide range of quality databases, giving our collection a depth and breadth we could not afford to reach on our own. Stats show our community uses the research and student focused databases most heavily, with the business and career focused ones coming in close seconds.*”
- “*INSPIRE is also important as we would not be able to afford access to those databases on our own.*”

In the introduction to this evaluation, the challenge of devising strategies that address the information needs of people who live in urban, suburban, rural and other settings was raised. INSPIRE is one project that bridges all of these populations in an effective way.

Resource Sharing: Evergreen Indiana Integrated Library System

Planning for what became the Evergreen Indiana Library Consortium started in 2007 when a group of twenty (20) libraries in central Indiana, along with the Indiana State Library, began exploring the formation of a consortium to provide an affordable, standards-based integrated library system. By the end of 2008, with the help of the Indiana State Library and LSTA funding, fifteen (15) of the twenty libraries serving approximately 190,000 total patrons went live. For purposes of this assessment, the evaluators are treating the Resource Sharing: Evergreen Indiana Integrated Library System project as a “direct grant.” In fact, the Evergreen Indiana Library Consortium is an independent membership organization, comprising more than one-hundred libraries. Most of the member libraries are small and medium-sized public libraries; however, the group also includes a few school corporations (districts) and the Indiana State Library itself.

The Evergreen Indiana Consortium is governed by a Council representing its members. The State Librarian serves on the Council as a non-voting member. It is important to note that ISL and LSTA funds have been absolutely crucial to both the formation of and the ongoing viability of the Consortium. The services provided by the State Library include purchasing and maintaining the central servers, personnel costs in operating the system, training, software development, data conversion, and other related expenses.

The need for and the benefits of the Consortium are clear. Evergreen is now the ILS relied upon by more than one-million of Indiana’s 6.8 million residents. The Evergreen catalog now includes more than 7.6 million holdings and accounts for the circulation of more than six million items per year. Furthermore, Evergreen has become a major piece of Indiana’s resource sharing mechanism. In 2019, the number of interlibrary loan transactions facilitated by Evergreen topped one million before dropping back to three-quarters of a million (724,564) as the pandemic spread and some libraries suspended operations. The holdings of the Evergreen Indiana libraries also are key to the utility of the Statewide Remote Circulation System (SRCS) which includes more than one-hundred (100) additional libraries including a significant number of academic institutions. Finally, the Consortium has developed to involve more than just the

ILS. Evergreen now serves as a buying group to acquire other digital content, primarily through OverDrive/Libby.

<i>Evergreen Indiana Integrated Library System (Resource sharing)</i>	2018	2019	2020	TOTAL/AVERAGE
Total number of items circulated	9,003,406	6,177,097	6,249,641	21,430,144
Average number of items circulated / month	750,284	514,758	520,803	595,282
Total number of ILL transactions	715,511	1,073,485	724,564	2,513,560
Average number of ILL transactions / month	59,626	89,457	60,380	68,821

Evergreen was rated the second top project in the web-survey conducted by the evaluators. In response to the evaluators' survey question asking which LSTA-supported program had the greatest impact on their library and on the people their library serves, Evergreen ranked second only to the INSPIRE databases. Participants supported their response with the following select comments:

- *"Of the LSTA supported programs, the Evergreen Indiana effort greatly affects our library and the people it serves. By being a part of the consortium, our rural community has access to many more items than if we were just to use an in-house ILS. The program allows a greater variety of services and materials while saving taxpayer dollars to be allotted and spent to provide more programming and services."*
- *"We are a member of the Evergreen Indiana Consortium. It is the BEST service that we can offer our patrons--they have access to SO many more materials than we could ever provide in our library."*
- *"Evergreen! As a Class C public library we benefit, perhaps most, as a member of the Indiana Evergreen consortium. Patrons can easily place holds and borrow from ALL of the other Evergreen libraries. Additionally, since all of our neighboring public libraries are with Evergreen, patrons have the choice and convenience of using these libraries without having to get a 'non-resident' card (an almost out-dated way to use multiple public libraries). For those Indiana public libraries who may be critical of LSTA funds being allocated to Evergreen: All smaller and mid-size libraries should join for the benefit of their patrons and it is the best use of library budget funds - Evergreen's annual fee is affordable. Now that all of my neighboring public libraries are with Evergreen (as of 2018) I would add that this brings participating Evergreen libraries closer - in cooperation, communication, collaboration!"*
- *"Evergreen Indiana has by far the largest impact on our library. The savings compared to a proprietary ILS is very helpful as far as our budget, but our patrons benefit greatly from the resource sharing of Evergreen."*

The Evergreen project has continued to be a linchpin of Indiana's resource sharing strategy. It has been nothing short of transformational in allowing small and medium-sized libraries to offer 21st century library services to more than one-million Indiana residents.

Indiana Virtual Catalog

The Indiana Virtual Catalog project is one portion of Indiana's multi-faceted approach to resource sharing. This grant supports Indiana libraries' participation in the OCLC WorldCat. It

enables Indiana residents to locate over two billion informational material holdings (including approximately 1.7 billion article-level records). Through the Indiana State Library's subscription, the collections of over 200 Indiana libraries are aggregated, allowing users to search specifically for materials located within Indiana. Access to these databases helps promote the collections of Indiana libraries, increases access to information, and facilitates resource sharing. Number of searches per year and the total number during the three-year review period are shows in the following table:

<i>Indiana Virtual Catalog</i>	2018	2019	2020	TOTAL
Number of searches (mostly using WorldCat)	17,500	12,853	13,932	44,285

In response to the evaluators' survey question on which LSTA-supported program had the greatest impact on their library and on the people their library serves, one participant stated:

- *"The Indiana Virtual Catalog also fills in the gaps when we don't have it on the shelf or for those who embrace technology."*

The overlapping purposes of the Statewide Remote Circulation System (SRCS) and the Virtual Catalog are a bit confusing. It is clear that different categories of libraries find different value from both the SRCS model and the Virtual Catalog. ISL is in the process of gradually reducing the subsidy of FirstSearch that is provided with LSTA funds and users of this tool will soon be bearing the full cost.

State Data Center

Indiana is one of only four states in which the state library serves as the lead agency for the U.S. Census Bureau's State Data Center (SDC) program. The role of state data centers is described by the Census Bureau as follows:

- *"As the U.S. Census Bureau's premier local partner, deliver accurate and timely information; prepare and provide training and assistance; assist the bureau in achieving its mission; and foster two-way communications with the bureau on data usability, data user needs and operational issues."*

The period of time covered by this evaluation is obviously a significant one since it encompasses the preparation for, implementation of, and follow-up to the 2020 decennial census. It goes without saying that the 2020 Census process was extremely challenging. Both political issues and the pandemic meant that critical dates were altered and, in some instances, conflicting information was widely reported by the media. While the State Data Center was not a primary agency in conducting the Census, its training and public information roles became far more difficult than ever before.

One of the unique roles that the State Data Center plays is as a highly specialized reference library. For the FFY 2020 funding cycle, the Data Center dealt with 844 questions, many of them highly technical, for other state agencies and a host of partner organizations including the

Indiana Business Research Center at Indiana University's Kelley School of Business (IBRC), the Indiana Department of Workforce Development (IDWD), the Geography Educators' Network of Indiana (GENI), the Indiana Geographic Information Council (IGIC), and Indiana's Management Performance Hub. Although providing support for the State Data Center is somewhat unusual among LSTA projects, it clearly fits the purpose of Goal 1 in providing up-to-date, reliable information.

Indiana Memory Statewide Project

Indiana Memory is among the most comprehensive and mature digitization efforts undertaken by state library agencies in the United States. Its considerable success is due to the fact that the digitization of Indiana's historical record has been supported in multiple different ways over a considerable number of years. The description of the *Indiana Memory Statewide Project* uses the perfect word to capture the essence of the project. That word is leadership.

For well over a decade, ISL has positioned itself as the coordinator of historical digitization efforts in the state without undermining the work of other organizations. The highly collaborative model emerged in which more than one hundred and fifty partners (151 partners were reported in the FFY 2020 SPR), ranging from local libraries and historical societies to major museums and universities, have been actively involved in contributing content. ISL has led by supporting other entities with what they need when they need it with the extensive help of LSTA funding.



The screenshot shows the Indiana Memory website. At the top, there is a brown header bar with the "Indiana Memory" logo on the left and a search bar with a magnifying glass icon on the right. Below the header, the main title "Collections by Repository" is displayed in a large, serif font. To the left of the title is a vertical list of repository names, each preceded by a yellow arrow pointing right. The repositories listed are: Allen County Public Library, Avon-Washington Township Public Library, Ball State University, Evansville-Vanderburgh Public Library, Harrison County Public Library, Indiana Historical Society, Indiana State Library, and Indiana University, Bloomington. To the right of the list, there is a block of text explaining the project's purpose and a summary of its collections. At the bottom right, there is a "See Also" section with links to various collection categories.

Indiana Memory is made possible through the collaborative efforts of academic libraries, public libraries, historical societies, museums, and archives to create and share their digital collections reflecting Indiana's cultural heritage. These collections reside on CONTENTdm servers across the state. To learn more about these digital collections, follow the links to the left.

Currently, Indiana Memory aggregates over 600,000 items in 460 collections.

See Also

[Collections by Partner Organization](#)
[Collections by Type](#)
[Collections by County](#)
[Collections by Name](#)
[Collections Across Indiana](#)

The Indiana Memory Statewide Project has provided leadership in the adoption of digitization standards, leadership in offering technical advice and training to potential partners. The project has provided a high profile platform while at the same time allowing partners to gain recognition for their contributions and efforts. In addition, LSTA funding has supported competitive

digitization grants (which are reported on separately) that have resulted in a highly accessible centralized resource for all things Indiana!

Indiana Memory now hosts over 600,000 items from 466 collections and is adding content at an astounding rate (58,167 items were digitized in 2020). It is a gateway to Indiana's history and culture found in digitized books, manuscripts, photographs, newspapers, maps, and other media. Words taken from the Indiana Memory website describe it well:

- “As a portal to the collections, Indiana Memory assists individuals to locate materials relevant to their interests and to better appreciate the connections between those materials.”

The challenges facing Indiana Memory are the result of its success. Indiana serves as a Digital Public Library of America (DPLA) hub which is both exciting and challenging. The enormous size of its holdings presents long-term storage challenges and new and emerging standards for metadata interoperability call for ongoing technical expertise. It is actively pursuing solutions that will sustain its success.

Indiana has an exemplary resource that is a national treasure. This project is an essential piece of ISL's LSTA-funded Goal 1 (Information Access) implementation.

LSTA Public Awareness Initiatives

The Indiana State Library expended one quarter of one percent (0.25%) of its LSTA Grants to State allotment over the three year period on raising awareness of projects and initiatives funded with LSTA. The Indiana State Library delivered a cost-effective marketing campaign which included print and electronic materials promoting INSPIRE, Indiana's Virtual Library, which is funded in part through LSTA grants, in addition to promoting these services in professional conferences. A portion of these funds were used to underwrite the cost of ISL staff attendance at conferences where the INSPIRE databases and other services were publicized. Print materials and some communications staff costs were also included. This project amounts to a small investment to ensure that librarians, library staff, and the public are aware of ISL's federally-funded services.

Goal 1 Technology Subgrants

Indiana offers competitive technology subgrants to all types of libraries. During the time period covered by this evaluation, technology grants were awarded to public, school, academic, and special libraries (Indiana School for the Blind and Visually Impaired). The technology grants are not specifically aligned with any one of the three goals in the ISL 2018-2022 LSTA Plan; libraries could apply for technology grants that support Information Access (Goal 1), Institutional Capacity (Goal 2) or Enhanced Services (Goal 3). In fact, many, if not most, of the grants awarded could logically be placed under more than one of the goals.

The evaluators have chosen to report on technology grants under each of the goals to demonstrate that these grants do help fulfill the purpose of the goals in all three areas. The majority of the technology grants fall under either Goal 1 (21 separate grants) or Goal 3 (27 separate grants). Only two of the technology grants officially fall under Goal 2 (Institutional Capacity). In fact, most of the grants could legitimately be considered to be Institutional Capacity grants.

The range of grants awarded is impressive. For example, the Vermillion County Public Library used LSTA funds to purchase a microfilm digital reader/printer and a designated computer for their genealogy department. Another grant to a school corporation (district) created two digital learning labs – one for preschool and early elementary students, and one for middle and high schoolers – in an effort to increase the accessibility of the library's digital resources for these groups. Computer labs and media labs were fairly prominent among the projects completed. Yet other grants delved into: Immersive Instruction: Using Augmented and Virtual Reality to inspire, inform and involve students in world events and historical places; Establishing a Digital Arts and Humanities Lab as well as hotspot lending and makerspace projects.

The technology subgrants are extremely popular. In response to the evaluators' survey question on which LSTA-supported program had the greatest impact on their library and on the people their library serves, participants stated:

- *"Our library has also been awarded technology sub-grants in the past to fund things like our VR equipment, which is used in library programming and school outreach."*
- *"Sub-grants to libraries are a definite benefit to the libraries, especially when they are used for innovative rather than replacement technology."*
- *"The second greatest impact has been the LSTA technology grants, which allow us to provide up-to-date technology solutions for our patrons, like wireless printing."*

The *Goal 1 Technology Subgrants* clearly contribute to Information Access while at the same time adding to Institutional Capacity (Goal 2) and enabling libraries to offer Enhanced Services (Goal 3).

Goal 1 Digitization Subgrants

LSTA digitization subgrants are part of what has made the Indiana Memory project such a huge success. A description from the SPR capsulizes how the grants fit together with the *Indiana Memory Statewide Project*:

- *"Public and academic libraries are eligible to apply for an Indiana Memory LSTA Digitization Grant and are encouraged to partner with other organizations within their community on grant projects. The Indiana State Library will make available collection space for individual projects and has created a Mobile Scanning Unit program to loan software and equipment to organizations who wish to learn more about digitization. In all of the above cases, the digital collection must meet the provisions of the Indiana Memory collection development policy and the standards set by the image scanning*

standards and metadata guidelines. Libraries are strongly encouraged to discuss their digitization projects with the State Library before they begin the actual scanning.”

The framework on which the Indiana Memory Project is based depends on the success of more than one-hundred and fifty partner organizations in constantly providing access to additional relevant content.

Simply reviewing the titles of subgrants awarded in recent years draws you into exploring Indiana Memory. They range from photos of county fairs to irreplaceable civil war documents and from bilingual newspapers to election records in the 1830s. The genius of the grant process is that by enabling local libraries, historical societies and other partners to succeed and to be recognized for their contributions to the historical record of the state, these organizations are encouraged to dig deeper and to uncover and digitize additional content.

The table below shows the summary of activities supported by the Indiana Memory project and other digitization projects:

Goal 1 - Digitization: 2018-2020	
Number of items digitized	377,599
Number of items digitized and available to the public	338,546

In response to the evaluators' survey question on which LSTA-supported program had the greatest impact on their library and on the people their library serves, participants stated:

- *“Sub-grants helped our library to purchase a scanner to digitize our local history collection and to add this to our library website and Indiana Memory Project. We have digitized about 40% of our collection and is accessible online. We also digitize our patrons' materials and most allow us to keep a copy and add to our collection.”*
- *“We have (currently) been the recipient of an LSTA grant to help digitize our collection. This has been a tremendous help in terms of our overall plan and in addition, the equipment we were able to purchase through this grant will help the community in the future.”*
- *“I use and refer students to Indiana Memory quite often in their research pursuits. There are always scores of students interested in local history and Indiana Memory is a great resource.”*

Goal 1 Conclusion - Retrospective Question A-1

A-1. To what extent did ISL's Five-Year Plan activities make progress towards Goal 1?

Indiana devoted more than three-quarters (77.07%) of its total LSTA allotment for the FFY 2018 - FFY 2020 to projects designed to further Goal 1. Most of these funds were expended on six direct grants carried out by ISL itself. Although these projects were unified by virtue of pursuing a singular goal, they were quite diverse in terms of the strategies employed to afford all Hoosiers with access to information. For example, through the *INSPIRE* project, Indiana offered state residents direct access to high quality information resources in the form of an extensive suite of databases. The Statewide Remote Circulation System (SRCS) funded under the *Innovative Library Grants* project facilitated interlibrary loan by providing Indiana residents and

libraries with a powerful search tool that enabled them to search the resources held by nearly two hundred (194) libraries. The Indiana Memory Statewide Project and 33 digitization subgrants ensured that the state's historical record is available today and will be for future generations. In short, ISL has taken an effective multi-faceted approach to information access that manages to fulfill the promise of Goal 1 for residents of the state who live in its large cities and in its rural areas. The evaluators believe that the evidence clearly indicates that the Indiana State Library has **ACHIEVED** Goal 1.

Goal 2 Retrospective Assessment

GOAL 2: INSTITUTIONAL CAPACITY: The Indiana State Library will improve the capacity of libraries through professional development and leadership training opportunities and grants for technology.

Goal 2 Description and Discussion

Goal 2 seeks to "improve the capacity of libraries through professional development and leadership training opportunities and grants for technology."¹⁰

Following are the titles of the projects, groupings of projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 2.

Goal 2 Projects & Expenditures			
PROJECT TITLE/ Activities	THREE YEAR (2018-2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Indiana Librarians Continuing Education and Leadership Development	\$ 247,502.98	94.91%	2.52%
Goal 2 Technology Subgrants (2)	\$ 13,268.25	5.09%	0.14%
TOTAL	\$ 260,771.23	100.00%	2.65%

Goal 2 expenditures represent 2.65% of Indiana's total LSTA allotment for the FFY 2018 – FFY 2020 period. These expenditures cover one direct project and one group of subgrants. The *Indiana Librarians Continuing Education and Leadership Development* project accounts for 94.91% of Goal 2 funding over the three-year period. Two technology subgrants account for 5.09% of Goal 2 funding, but less than two-tenths of one percent (0.14%) of total LSTA expenditures over the three-year period.

The Indiana Librarians Continuing Education and Leadership Development

¹⁰ Indiana State Library LSTA Five-Year Plan for Years 2018-2022

Indiana takes a multi-faceted approach to library staff development. It includes training oriented toward qualifying for the state's certification program and training that is specific to the use of a variety of tools used by libraries to access different services. Continuing education opportunities include in-person events, regularly scheduled live webinars and a rich trove of archived asynchronous sessions. Many of the training opportunities specify the number of Library Education Units (LEUs) that accompany the successful completion of courses or specific sessions.

The multi-track approach served Indiana reasonably well during the pandemic. While a number of high profile, periodically scheduled in-person events had to be canceled, others such as the Indiana Library Leadership Academy moved to hybrid virtual/in-person model. The Indiana Library Leadership Academy is a year-long, cohort-based leadership training effort for public, school, and academic library directors and staff.

After an initial kick-off retreat with all participants, mentors/coaches (usually alumni of the program) are paired with 2-3 participants each. These small cohorts form small networks as they work together on projects over the course of seven 90-minute sessions over a five or six month period. The experience was described by one former participant as transformative. In spite of the COVID-19 pandemic, seventeen (17) participants were selected to participate in the 2021 Academy program. Fifteen (15) were able to complete the program.

Other events such as The Difference is You Conference were also impacted but not totally derailed by pandemic realities. The 2021 conference included a variety of topics ranging from how to help/teach low-skilled library users to navigate websites to creating welcoming spaces for LGBTQ+ communities and from readers' advisory to diversity and inclusion.

ISL Professional Development staff (paid in-part with LSTA funds) include specialists who support public librarian certification, offer staff development programs, consultant and advisory services to public librarians, and work with a Professional Development Committee composed of librarians from different sizes and types of libraries throughout the state. The committee helps identify staff development needs and assists in the planning of major events. ISL staff also coordinate webinars and archived web-content that is readily available to all Indiana library staff.

In response to the evaluators' survey question on which LSTA-supported program had the greatest impact on their library and on the people their library serves, one participant stated:

- *"I depend on the State Library for a majority of my staff development and continuing education efforts."*

Goal 2 Technology Subgrants

Two small subgrants (totaling \$13,268.25) were awarded under Goal 2 (Institutional Capacity). One project with great promise that was unrealized was entitled Digital Skills and Literacies

Development for the Support of Indiana Library Staff, which created a mobile Chromebook lab with the intention of training five (5) groups of fifteen (15) library staff members in digital literacies. The grant was awarded to the Midwest Collaborative for Library Service, a regional partner of ISL in efforts to improve library services in Michigan and Indiana.

Planning and promotion of the workshops was completed and all seventy-five (75) registration slots were filled when the pandemic hit. The workshops were canceled. The intent is that the workshops will be rescheduled using slightly updated content.

The second subgrant enabled a library to extend its Wi-Fi service to include an outdoor plaza area between the main library facility and an annex. This upgrade was accomplished at a cost of less than \$6,000 and proved to be extremely popular as people sought ways to access library services in healthy, physically-distanced ways. The popularity of the service was easy to track as the weather became milder and the word got out that a robust Wi-Fi signal was available in the plaza area. The library suspended the requirement that Wi-Fi users needed to have a library card and the number of unique users grew from 238 in March of 2021 to 323 in April, 365 in May, and 397 in June. The library's overall public Wi-Fi use increased by 67%, a result, in part, of the installation of extended service.

While it is unfortunate that the digital literacy workshops had to be canceled, the promise of that grant may yet be realized. The outdoor Wi-Fi project clearly achieved the goal of improving library capacity through grants for technology.

Goal 2 Conclusion - Retrospective Question A-1

A-1. To what extent did ISL's Five-Year Plan activities make progress towards Goal 2?

Although the technology infrastructure portion of Goal 2 was very small, the staff development effort clearly addresses Goal 2 (Institutional Capacity) successfully. The multi-faceted approach to professional development reflects the complexity of serving libraries ranging from small rural public and school libraries to large urban public libraries and academic institutions. It should also be noted that ISL's staff development/institutional capacity work is not limited to Goal 2. Extensive training and technical assistance is available to institutions undertaking digitization efforts (see Goal 1) and specific awareness and skills training is integrated with Children's Literacy efforts under Goal 3. Based on this evidence, the evaluators conclude that Indiana State Library has **ACHIEVED** Goal 2.

Goal 3 Retrospective Assessment

GOAL 3: ENHANCED SERVICES: The Indiana State Library will aid libraries in improving services to Indiana residents, including services that support lifelong learning and human services.

Goal 3 Description and Discussion

Goal 3 seeks to “aid libraries in improving services to Indiana residents, including services that support lifelong learning and human services.”¹¹

Following are the titles of the Projects and Groupings of Projects and the total amount of LSTA FFY 2018 – FFY 2020 funding that was expended on activities undertaken in support of Goal 3.

Goal 3 Projects & Expenditures			
PROJECT TITLE/ Activities	THREE YEAR (2018-2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
Library Services for Blind and Physically Handicapped Individuals	\$ 1,134,385.88	70.96%	11.55%
Indiana Children's Literacy Statewide Project	\$ 313,858.27	19.63%	3.19%
Goal 3 Technology Subgrants (27)	\$ 150,412.51	9.41%	1.53%
TOTAL	\$ 1,598,656.66	100.00%	16.27%

Goal 3 expenditures represent 16.27% of Indiana's total LSTA allotment for the FFY 2018 - FFY 2020 period. -Library Services for Blind and Physically Handicapped Individuals accounts for 70.96% of the total Goal 3 spending for the same time period. Indiana Children's Literacy Statewide Project accounts for 19.63% of Goal 3 funding from FFY 2018 - FFY 2020.

Twenty-seven (27) technology subgrants account for the remaining 9.41% of Goal 3 funding over the three-year period.

Library Services for Blind and Physically Handicapped Individuals

The Indiana State Library's Talking Book and Braille Library (TBBL) serves as Indiana's Regional Library under the Library of Congress' (LOC) National Library Service for the Blind and Print Disabled (NLS) program. The program affords qualified individuals with access to recorded materials in several formats including digital cartridges that are played on specialized equipment supplied by NLS and the Braille and Audio Reading Download (BARD) program that enables individuals to download audio files to a computer, tablet, or smartphone. Braille is also available for downloading to appropriate devices.

While the Indiana TBBL program has a longstanding record of success, the time span covered by this evaluation has been extremely active and productive. The introduction of the Duplication-on Demand (DoD) program has been transformative for many of the program's patrons. According to statistics provided by NLS, the circulation of titles on digital cartridges

¹¹ Indiana State Library LSTA Five-Year Plan for Years 2018-2022

(now loaded with multiple titles requested on an individual basis) has jumped almost thirty-six percent (35.83%) between October 1, 2017 and September 30, 2020.

Another accomplishment is the completion of the LOC recall process. This essentially marks the full transition to DoD. TBBL has also worked closely with NLS to serve as a pilot site to test new equipment. An additional strength of the program is its strong connection to local libraries. In an interview with the manager of the TBBL, specific mention was made of the fact that the ISL Professional Development Office staff do an excellent job of keeping the talking book program before local libraries and that this results in a fair number of new program users every year.

STATE: INDIANA	Oct. 1, 2017 - Sept. 30, 2018 FY 2018	Oct. 1, 2018 - Sept. 30, 2019 FY 2019	Oct. 1, 2019 - Sept. 30, 2020 FY 2020	Oct. 1, 2020 - Sept. 30, 2021 FY 2021	TOTAL FY 2018 - FY 2021	Percentage Difference FY 2018 - FY 2021
Braille Readers (Individuals)	230	210	193	173	806	-24.78%
Cartridge Readers (Individuals)	6,107	5,553	5,083	4,876	21,619	-20.16%
BARD Braille Book Readers (Individuals)	146	141	130	122	539	-16.44%
BARD Audio Book Readers (Individuals)	841	890	993	866	3,590	2.97%
Braille Circulation (excluding magazines)	3,018	2,785	2,033	1,989	9,825	-34.10%
Cartridge Circulation (excluding magazines)	226,971	218,529	192,329	308,296	946,125	35.83%
BARD Braille Downloads (Books Only)	6,014	2,897	1,940	1,351	12,202	-77.54%
BARD Audio Downloads (Books Only)	81,801	87,879	80,065	82,024	331,769	0.27%
TOTAL Readers*	7,324	6,794	6,399	6,037		
TOTAL Circulation	317,804	312,090	276,367	393,660		
Estimated State Population	6,658,078	6,695,497	6,732,219	6,785,528		
Readers as a Percentage of State Population	0.11%	0.10%	0.10%	0.09%		
Circulation per Reader	43.39	45.94	43.19	65.21		

Statistics compiled from data provided by the National Library Services for the Blind and Print Disabled

Connections with advocacy and support organizations in the State are also strong and in September 2021, ISL hosted the Indiana Vision Expo, which is the largest low-vision trade show in the midwestern United States. This event drew more than one hundred (100) attendees and more than twenty (20) vendors/partner organizations.

At the present time, TBBL has seen a decline in the use of Braille and the manager of the program indicates that the demographic of current Braille users skews quite old. The number of readers' advisory calls has also declined in part because of the success in transitioning people to the self-serve BARD program and the shift to the multi-title DoD cartridges. However, instead of seeing this as a negative, TBBL staff look at it as an opportunity to reach out to the many new print-disabled users who now qualify for the program due to learning and organic disabilities.

Although TBBL was not mentioned by any of the survey respondents as being the most impactful LSTA-funded service for their library and the people that it serves, the TBBL program was mentioned positively several times in interviews with representatives of the library community as being an asset that extends access to an underserved segment of the population.

A user of the program said:

- *I'm an active reader and an advocate for the blind and visually impaired. Talking books are just part of my life. Something would definitely be missing in my life if I didn't [sic] have access to the talking book program.*

Indiana's Talking Book and Braille Library fulfills Goal 3 by enhancing services that support Lifelong Learning. It should also be noted that the TBBL supports Goal 1 (Information Access) as well.

Indiana Children's Literacy Statewide Project

The *Indiana Children's Literacy Statewide Project* has several components that together enhance the library services available to the children and youth of the state. The project brings together youth services consulting assistance, youth services professional development, summer reading program support, other programming support for children and youth, and a children's book award effort.

The staff development portion of the project doesn't simply enhance services that support

Lifelong Learning (Goal 3), it also adds to ISL's already significant efforts to increase Institutional Capacity (Goal 2). Key to the success of this project is LSTA support for the children's consultant position. In the pre-pandemic period, the consultant was very active conducting workshops related to children's and youth services initiatives. For example, in the FFY 2018 funding cycle, the consultant conducted four (4) "Leap Into Science" workshops for ninety-two (92) people in locations throughout the state. Six (6) "Every Child Ready to Read Events" attracted ninety (90) participants. Ten (10) Summer Reading Workshops were held across the

state with 162 library staff members in attendance.

As the pandemic began to unfold and in-person training became next to impossible, a rapid pivot to virtual learning was instituted and the Children's Consultant was largely responsible for initiating the Indiana State Library's "moodle" open-source learning platform loaded with self-directed course offerings on some of the same topics, e.g., Every Child Ready to Read. The

Children's Consultant also works closely with the Professional Development office to coordinate children's offerings in their online selection of live webinars and archived programs, many of which also qualify for Library Education Units that can be applied for certification.

One outstanding feature of the Children's Literacy Statewide Project is its close integration with other state and LSTA-funded initiatives. Information specifically targeting youth services staff in libraries is offered that both encourages the use of the INSPIRE databases and educates library staff in how the databases supplement their regular library offerings. Connections are also made to the Talking Book and Braille Library. This will likely become more important as an increasing number of individuals with learning disabilities become engaged in the NLS program.

Indiana provides support for libraries to participate in the Collaborative Summer Library Program (CSLP) through the Children's Literacy project. Digital versions of the CSLP manual and other support materials, training, and program ideas come through this component of the project. Children's Services also loans materials for storytimes and book clubs, as well as STEM, LEGO, and virtual reality kits to public libraries. The Firefly Award program, which invites preliterate children to vote directly for their favorite ECRR books, adds to the enhancement of services that benefit children and young adults throughout the state.

Goal 3 Technology Subgrants

As mentioned in the section about Goal 1 Technology Subgrants, many, if not most, of the grants serve the purposes of multiple goals. The twenty-seven (77) competitive technology subgrants that are offered in support of Goal 3 primarily serve to enhance public library programming.

Many of the grants to both school and public libraries focused on Science, Technology, Engineering, and Mathematics (STEM) or Science, Technology, Engineering, Arts, and Mathematics (STEAM) themes. A *3-D Doodler Pens* project allowed the Fairmount Public Library to purchase 3-D pens that they incorporated into their Summer Reading Program. The *Blended Learning: Osmo Kits for Digital Literacy* project partnered with senior centers using LSTA-funded iPads and Osmo Explorer kits to introduce adult and senior users to technology. The Kokomo-Howard County Public Library created Digital Divers, an after-school drop-in program aimed primarily at children grades 3–7, that provides challenges and competition via STEM activities ranging from creating board games to making videos and practicing advanced Photoshop techniques.

The Peabody Public Library, the only library in Indiana to have a wetland on their property, made the most of this unique asset by offering wetland-centric programming and encouraging patrons to explore the land using LSTA-funded equipment such as an underwater drone, microscopes, compasses, and magnifying glasses. The Butler Public Library purchased an interactive game table, loaded with twelve (12) games/activities designed for multi-player use, to provide patrons with a unique learning opportunity using emerging technology that they might not otherwise experience, and providing staff with new opportunities to provide fun and entertaining

programming, which then opened the door to introducing additional library services through relationship building.

In short, the Goal 3 Technology Subgrants contributed to enabling Indiana libraries to offer enhanced services.

Goal 3 Conclusion - Retrospective Question A-1

A-1. To what extent did ISL's Five-Year Plan activities make progress towards Goal 3?

Three very different sets of projects - Library Services for the Blind and Physically Handicapped Individuals, Indiana Children's Literacy Statewide Project, and Goal 3 Technology Subgrants - each contributed to the Enhanced Services Goal in different ways. The Talking Book and Braille Library provided print-disabled individuals with opportunities to pursue their lifelong learning goals as well as to satisfy their desire for recreational reading. The Children's Literacy Project both directly and indirectly contributed to Enhanced Services by providing CSLP materials as well as a wealth of professional development opportunities. Finally, the Goal 3 Technology Subgrants offered assistance to grantees "where the rubber meets the road," - in libraries as they interact with end users. Based on the success of these projects, the evaluators conclude that Indiana State Library has **ACHIEVED** Goal 3.

Retrospective Assessment Questions A-2 and A-3

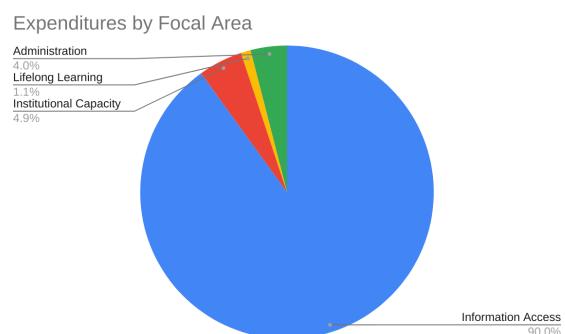
A-2. To what extent did ISL's Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? (see Appendix F)

The Indiana State Library's implementation of the LSTA Grants to States program for the period FFY 2018 - FFY 2020 involved both direct grants (projects carried out by ISL directly) and subgrants (grants awarded to other entities to carry out projects). There were a total of ten (10) distinct direct grants. All of these projects were repeated each of the three years. Seven of the direct grants fell under Goal 1 and all of these projects were associated with the Measuring Success Information Access focal area. There was only one direct grant under Goal 2 and it maps to the Institutional Capacity focal area. The two direct grants logged into the SPR under Goal 3 addressed separate focal areas: Information Access and Institutional Capacity. In total, eight (8) of the ten (10) direct grant projects fell under the Information Access focal area; the remaining two (2) projects addressed Institutional Capacity.

When all direct and subgrants are considered, over ninety percent (90.04%) of LSTA expenditures for the three-year period are devoted to projects identified as being focused on Information Access. Almost five percent (4.88%) of project expenditures address Institutional Capacity and a bit over one percent (1.09%) fall in the Lifelong Learning category.

From the financial perspective, the "Improve users' ability to discover information resources" intent is most dominant; however, when the number of grants is examined (including the many subgrants), the "Improve users' ability to obtain and/or use information resources" intent emerges as being of considerable importance. A total of thirty-five subgrants were identified in the SPR serving the "obtain and/or use information" intent. The larger grants tend toward

discovering information while the smaller subgrants tend to be less about the tools to find information and more about working with people to help them use information resources.



Seventeen (17) of the eighteen (18) projects (all subgrants) that focus on Lifelong Learning identified “improve users’ general knowledge and skills” as the intent. Six projects (two direct grants and four subgrants) cited Institutional Capacity as the focal area. The intents on these grants were evenly split (3-3) between “improve the library workforce” and “improve the library’s physical and technological infrastructure.” However, it should be noted that from the expenditure

standpoint, the library workforce intent commanded a much larger portion of the funds.

A-3. Did any of the following groups represent a substantial focus for ISL's Five-Year Plan activities? (Yes/No) (see Appendix G)

Only one project, *Library Services for Blind and Physically Handicapped Individuals*, qualifies as being a substantial focus on the basis of percentage of expenditure threshold (10%) specified by IMLS in the evaluation guidelines. While many relatively small subgrant projects undertaken by ISL have had significant impacts on the specifically identified groups, the majority of LSTA funding is used to support projects that serve the general population. With the exception of individuals with disabilities, efforts targeting the identified groups are all substantially below the ten percent (10%) threshold. The Indiana Library Services for Blind and Physically Handicapped Individuals accounts for 11.55% of LSTA program expenditures in the period that includes FFY 2018, FFY 2019, and FFY 2020 and reaches several categories of individuals with disabling conditions. Primary among these categories are individuals with visual impairments; however, recent national changes that expand eligibility and streamline the process of certifying new users have resulted in additional clients with other print and reading disabilities.

Process Questions B-1, B-2, and B-3

B-1. How has ISL used any data from the State Program Report (SPR) and elsewhere (e.g., Public Libraries Survey) to guide activities included in the Five-Year Plan?

Data from the State Program Report has been employed by ISL to determine how and why Indiana libraries use LSTA-funded statewide projects and to assess the effectiveness of these programs. This process has been helpful in identifying gaps in service as well as raising awareness of emerging service delivery trends. Taken together, this information informs ISL's decision-making in regard to the level of ongoing support for specific projects and it is shaping how ISL will approach its next LSTA five-year plan. ISL also adjusts the allocation of LSTA funding between and among grant categories (especially as it relates to subgrants) based on the effectiveness and return on investment that has been demonstrated in various grant categories.

Because it is retrospective in nature, the PLS is most helpful in identifying existing needs. The data highlights disparities in service levels as well as pointing out staffing, technology, collection resource, and facility deficiencies that impact the library service available to Indiana residents.

The PLS data also highlights realities in regard to quantity and quality of library services - available in some areas of the Hoosier State.

Finally, ISL uses both the PLS and SPR data as it reviews funding levels from previous years' activities prior to deciding on how it will allocate LSTA funds in order to best support successful projects and address statewide needs.

B-2. Specify any modifications ISL made to the Five-Year Plan. What was the reason for this change?

The ISL 2018-2022 LSTA Plan was not amended. In some cases, the mechanisms employed in implementing the plan changed due to COVID-19 realities or in response to other extenuating circumstances. Nevertheless, the goals outlined in the plan remained unchanged and efforts were directed toward meeting those goals.

B-3. How and with whom has ISL shared data from the SPR and from other evaluation resources? How has ISL used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How has ISL used this information throughout this five-year cycle?

Data from the SPR was shared in-house with affected ISL staff. Some elements of SPR data were also excerpted and shared with the Indiana Library and Historical Board when the information was germane to their business. ISL also regularly monitored and reported on data on Internet usage that was available from the Indiana Broadband Office because of its relevance to access issues addressed in both the LSTA Evaluation and the LSTA Plan. Finally, the information and data collected to complete the SPR as well as the information and data reported in the 2013 - 2017 Five-Year Evaluation resulted in internal discussions about how best to measure lasting outcomes and not just outputs. In particular, ISL considered how to get better information regarding the effectiveness of professional development projects. Because of these discussions, evaluation surveys are conducted after most webinars to measure immediate responses.

Methodology Questions C-1, C-2, C-3, and C-4

C-1. Identify how ISL implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of an Independent Evaluator.

To ensure rigorous and objective evaluation of their implementation of the LSTA Grants to States program, ISL sought an evaluator with a broad knowledge of library services and highly developed evaluation skills. QualityMetrics LLC, a library consulting firm headquartered in Silver Spring, Maryland, was identified as such an evaluation based in part on having successfully conducted Indiana's 2013 - 2017 five-year LSTA evaluation. QualityMetrics was invited to submit a proposal for ISL review, and was subsequently awarded the contract to conduct the independent LSTA evaluation. QualityMetrics LLC does not have a role in carrying out other LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results.

QualityMetrics LLC has in-depth evaluation experience and demonstrated professional competency in conducting LSTA Grants to States evaluations. QualityMetrics Director and Chief Executive Officer Dr. Martha Kyllidou carried out more than 20 such evaluations during the

2013 - 2017 evaluation cycle. In addition, QualityMetrics associate consultant Bill Wilson has been part of more than 50 LSTA Grants to States evaluations over the course of every five-year cycle since 2002, first as a partner in Himmel & Wilson, Library Consultants, and more recently as a research consultant with QualityMetrics.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

QualityMetrics, LLC deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. Reviewing demographic data, quantitative PLS data, and SPR data formed the basis of their knowledge throughout the evaluation process. Their initial interaction with ISL was to provide a cloud-based storage space and protocols for ISL to deposit additional data and files and reflect on the program. After conducting an initial Zoom conference call with representatives of the Indiana State Library at the beginning of the evaluation process and a second phone call to discuss the agencies self-reflection on whether each goal have been achieved, partly achieved, or not achieved, the evaluators stayed in regular touch (monthly sessions) with the agency as the evaluation team was gathering data. In addition to updating ISL leadership on progress, the sessions were used to resolve emerging questions and to solicit additional relevant information. Data gathering included (a) interviews with agency staff members, (b) interviews with project managers for various SPR reported projects and activities, (c) focus group discussions with project teams, (d) focus group discussions with project and activity beneficiaries (see Appendix B and D), (e) a broad-based short survey for library staff and stakeholders with some knowledge and engagement with LSTA-funded activities to collect primarily qualitative contextual information about past activities and future needs.

One challenge unique to this evaluation cycle is the fact that researchers and evaluators across the globe are adjusting to the new realities that accompany the pandemic. The technical note below summarizes the kinds of obstacles researchers must confront.

COVID-19 presented special circumstances and a number of considerations had to be taken into account. The crisis brought the imperative of changing how evaluation work is done and how we engage policymakers, programme managers and beneficiaries as restrictions on travel and 'social distancing' are expected to last.¹²

While no on-site visit to the State Library was conducted during this evaluation period, both of the primary investigators for QualityMetrics (Dr. Martha Kyriolidou and Mr. William Wilson) had visited the Indiana State Library in Indianapolis, IN as part of the 2013-2017 LSTA evaluation cycle and consequently were somewhat familiar with ISL's operation. Virtual (Zoom) one-on-one interviews were held with the agency State Librarian and with key staff engaged in LSTA and in specific projects carried out under the ISL 2018-2022 LSTA Plan. The Five-Year Evaluation is a summative assessment and as such the availability of the SPR data was extremely useful more so than other times.

¹² OECD/DAC and IEO/UNDP (2020) Guidance Note: Good practices during COVID-19; UNICEF Evaluation Office (2020) Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis; WFP Office of Evaluation (2020) Technical Note for {Planning and Conducting Evaluations During COVID-19; UNFPA Evaluation Office (2020) Adapting evaluations to the COVID-19 pandemic; UNDP Independent Evaluation Office (2020) Event planning and implementation during COVID-19; ILO Evaluation Office (2020) Implications of COVID-19 on evaluations in the ILO; FAO Office of Evaluations (2020) Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.

Furthermore, the evaluators have observed that in many instances, COVID-19 circumstances have strengthened the state library agency role. This appears to be the case in Indiana. During a time of crisis the profession and their communities were seeking advice and often turned to the state library agency for advice and answers to some of their questions. Many SLAAs responded by holding frequent and regular statewide community meetings with various groups which elevated the importance of the LSTA activities even when they were disrupted by the pandemic. Creative solutions were identified in most instances as most programs had to turn into virtual delivery for most of the pandemic period. In some ways, the record of virtual programming is more evident and its impact more readily documented. However, evaluators do run the danger of minimizing the adverse effects on marginalized communities which often are more difficult to reach during times of crisis such as COVID-19 presented.

The toll on the mental health of our communities has also been evident as these restrictions are establishing new norms for interacting in person. Student learning and well being have been concerns as the education life cycle was disrupted. Opportunities to help students catch up with unfinished learning were plentiful and many state library agencies, including ISL, have critically examined and in some cases altered or augmented their database offerings to help home-schooled children and teens. An excessive amount of monitoring of community behaviors took place frequently during the pandemic and this often resulted in people feeling over-surveyed.

This was taken into consideration when a web-based survey targeting the library community was conducted between December 15, 2021 and January 23, 2022 (see Appendix E and Appendix I). The survey was intentionally short; however, it provided some supplementary quantitative information as well as considerable qualitative information. Additional corroborative evidence from comments collected in the survey served to triangulate the evidence gathered.

Validity and reliability analysis reflect a positivist worldview and in a qualitative naturalistic approach they are being redefined with some divergent views on whether and how one ensures quality and rigor in qualitative inquiry. The notion that naturalistic inquiry needs to exhibit quality, rigor, and trustworthiness is more widespread nowadays.

The evaluators engaged in numerous conversations through Zoom and phone interviews. The quality and rigor of the phone interviews in the LSTA evaluation of ISL's LSTA implementation has been enhanced by references to external website links, Google Maps, internal triangulation and, in some instances, by asking interviewees to allow the conversation to be recorded with assurances for confidentiality by the evaluators. Quality and rigor were also enhanced by having two evaluators attend most group interviews. Shared note-taking was available in real time through shared Google documents and Drive access. This approach has allowed evaluators to refine their inquiry and tailor it as knowledge of ISL's LSTA program was accumulating from one interaction to the next. Recorded conversations also allow the evaluators to reflect and refine their interpretations in a reliable manner. The validity of the inquiry was strengthened with the informed selection of the subjects by the ISL leadership team and staff.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation. How did QualityMetrics in cooperation with ISL engage them?

Numerous small-group virtual sessions and telephone interviews were conducted with librarians and other persons with knowledge of LSTA-funded initiatives in Indiana. Occasionally, these interactions were enhanced by virtual tours of the neighborhood surrounding library

facilities Using Google Maps. A one-on-one interview was also conducted with a consumer of the Library for the Blind and Physically Handicapped Individuals program.

The solo and grouped interviews provided both qualitative evidence and context that supplemented a review of agency-supplied statistical data and information and data submitted in the form of the State Program Reports (SPRs).

Interviewees shared their knowledge of LSTA utilization, enhancing interactions and depth and quality of the conversations. Furthermore, principal investigators Martha Kyriolidou and Bill Wilson conducted both separate and joint interviews and group sessions and shared and discussed their observations in order to develop a shared understanding of the meaning of the library experience in Indiana and how it was supported by the Indiana State Library with LSTA funding. Both investigators participated in many of the agency interviews, allowing for the concept of triangulation to be implemented as evaluators debriefed and compared interpretations and understandings.

C-4. Discuss how ISL will share the key findings and recommendations with others.

The completed evaluation will be posted in full on the Indiana State Library website. It will also be posted on the IMLS website and IMLS will make the broader library community aware that LSTA evaluations for all states are available there.

Key findings from the evaluation will be shared with specific groups as appropriate. The results of the full evaluation will be shared and discussed with the Indiana Library and Historical Board. Specific portions of the evaluation may be shared with stakeholders involved with individual projects, e.g., Evergreen Indiana libraries or recipients or potential recipients of subgrants. Portions of the evaluation may be exerted and shared with elected and other public officials seeking information on various aspects of ISL's services and/or trends in library service in the state. Finally, insights derived from the evaluations will be shared with ISL staff as decisions are made concerning initiatives under consideration for private, state, and federal funds.

This evaluation would be remiss if it did not acknowledge the increased funding that the state agencies have received through the Coronavirus Aid, Relief and Economic Security Act (CARES) and the American Recovery Plan Act (ARPA). ISL, like every other state library agency, has been successful in disbursing these one-time additional sources of funding. With an at-times reduced staff working primarily off-site, they successfully disbursed relief funds that enabled Indiana libraries to successfully deliver a wide range of services both virtual and in-person during the unprecedented times of COVID-19.

These additional funds helped libraries get resources that are often not part of the regular LSTA program and their wishes regarding future funding for LSTA is influenced by the additional services ISL was able to offer. A recognition that library services will need to continue in both in person and virtual environments means the need for additional resources that can support these new mixed modes, physical and digital, of operating in the future.

APPENDICES

Appendix A: Acronyms

ALA - American Library Association
ALS - Academic Libraries Survey
ARPA - American Recovery Plan Act
BARD - Braille and Audio Reading Download
CARES - Coronavirus Aid, Relief and Economic Security Act
CSLP - Collaborative Summer Library Program
DoD - Duplication on Demand
DPLA - Digital Public Library of America
EISi - Elementary/Secondary Information System
FFY - Federal Fiscal Year
FTE - Full Time Equivalent
GENI - Geography Educators Network of Indiana
IAC - INSPIRE Advisory Committee
IBRC - Indiana Business Research Center
IDWD - Indiana Department of Workforce Development
IGIC - Indiana Geographic Information Council
ILS - Integrated Library System
IMLS - Institute of Museum and Library Services
ISL - Indiana State Library
LEU - Library Education Units
LOC - Library of Congress
LSTA - Library Services and Technology Act
NCES - National Center for Educational Statistics
NLS - National Library Service for the Blind and Print Disabled
OCLC - Online Computer Library Center
PLS - Public Libraries Survey
SDC - State Data Center
SLAA - State Library Administrative Agency
SPR - State Program Report
SRCS - Statewide Remote Circulation System
STEAM - Science Technology Engineering Arts Mathematics
STEM - Science, Technology, Engineering, and Math
TBBL - Talking Book and Braille Library

Appendix B: Interviewees/ Focus Groups

	Stakeholder	Title
#1	Jake Speer	State Librarian
#2	Angela Fox	LSTA Coordinator
#3	Laura Williams	Talking Book & Braille Library Supervisor
#4	Justin Clark	Digital Initiatives Director
#5	Jen Clifton	Library Development Office Supervisor
#6	Stephanie Asberry	Deputy Director of Public and Statewide Services
#7	Nicole Brock	Resource Sharing Coordinator (for SRCS)
#8	Pam Seabolt	MCLS, manages Engagement, Consulting, and Training department
#9	Keith Kaffenberger	System Analyst - Evergreen Indiana Coord
#10	Katie Springer	State Data Center Coordinator, Librarian
#11	Suzanne Walker	Indiana Young Readers Center Librarian
#12	Laurel Setser	Indiana Library and Historical Board member; Director of the Avon-Washington Twp Public Library
#13	Beth Yates	Children's Services Consultant
#14	Katrice Anders-Jordan	Chief Financial Officer
#15	Susan Jones	Talking Book User

Appendix C: Bibliography of Documents Reviewed

State Agency Sources

- SPR data (FFY 2018-2020)
- Stats Over Time (FY 2018-2020)
- Agency website and social media
- LSTA Plan 2018-2022

Federal Government Publications

Federal Agency Data Sources

- Institute of Museum and Library Services, [State Program Report \(SPR\) report](#)
- Institute of Museum and Library Services, [Public Library Survey](#)
- Institute of Museum and Library Services, [State Profiles](#)
- Institute of Museum and Library Services, [Grants to States Five-Year Evaluations](#)
- Institute of Museum and Library Services, [State Library Administrative Agency Survey](#)
- National Center for Education Statistics, [Academic Libraries](#)
- National Center for Education Statistics, [Elementary and Secondary Information System](#)
- United States Census Bureau, [Decennial Census](#) (April 1, 2020)

Evaluation Resources and COVID-19

- OECD/DAC and IEO/UNDP (2020) [Guidance Note: Good practices during COVID-19.](#)
- UNICEF Evaluation Office (2020) [Detail of UNICEF Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 Crisis.](#)
- WFP Office of Evaluation (2020) [Technical Note for Planning and Conducting Evaluations During COVID-19.](#)
- UNFPA Evaluation Office (2020) [Adapting evaluations to the COVID-19 pandemic.](#)
- UNDP Independent Evaluation Office (2020) [Event planning and implementation during COVID-19.](#)
- ILO Evaluation Office (2020) [Implications of COVID-19 on evaluations in the ILO.](#)
- FAO Office of Evaluations (2020) [Risk analysis and guidance for the management and conduct of evaluations during international and national level COVID-19 crisis and restrictions.](#)

Other Resources

- Ethel Himmel and William J. Wilson. The Functions and Roles of State Library Agencies. American Library Association, Chicago, 2000.
- The Institute of Museum and Library Services. 2021. [Functions and Roles of State Libraries: 2000 and 2020.](#) Washington, DC: Institute of Museum and Library Services.
- The Institute of Museum and Library Services. (2021). [The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic.](#) Washington, DC: The Institute.
- The Institute of Museum and Library Services. 2021. [Understanding the Social Wellbeing Impacts of the Nation's Libraries and Museums.](#) 2021 Report. Washington DC: Institute of Museum and Library Services.

- The Institute of Museum and Library Services. 2021. [Functions and Roles of State Libraries: 2000 and 2020](#). Washington, DC: Institute of Museum and Library Services.
- Measures that Matter: [Workforce Development Literature Review \(DRAFT\)](#), January 12, 2021.
- Pelczar, M., Frehill, L. M., Nielsen, E., Kaiser, A., Hudson, J., & Wan, T. (2021). [Characteristics of Public Libraries in the United States: Results from the FY 2019 Public Libraries Survey](#). Institute of Museum and Library Services: Washington, D.C. Results from the SDC E-Resources Survey (received January 2022).
- Sarah Mervosh, “[The pandemic hurt these students the most](#).” In print “Pandemic widened U.S. Educational Gap into a Gulf, Research Suggests.” *New York Times*, July 28, 2021, Section A, Page 13.
- The School Librarian Investigation: Decline or Evolution? <https://libslide.org/>

Appendix D: Focus Group Questions

Focus groups

General Questions

1. What stands out as being the most effective use of LSTA in Indiana over the last three years?
2. Are there specific examples of projects that you think were the most impactful on the lives of the citizens of Indiana?
3. Are there specific changes in how LSTA funds should be expended in the future? Are there new or emerging needs that are unmet that need to be addressed?

Potential Follow-up Questions

1. What type of programs work for library patrons and staff, in general?
2. What type of programs work for public library patrons, school and academic library clientele, and library staff specifically?
3. What do non-participating libraries and borderline participants need to be able to participate in grant-funded projects or statewide programs?
4. How will the library patrons and library staff be satisfied with the delivery of services?
5. What programs will result in cost savings for participating libraries?

Outcome Questions

1. Will more patrons use the library services because of the grant programs?
2. Will there be an increase in community involvement in relation to the grant programs?
3. Will customer service improve due to staff training from LSTA-funded events?
4. Will the statewide programs enhance libraries' abilities to serve patrons?

Interview guidelines

1. Introductions (include that you are working for QualityMetrics, a library consulting firm headquartered in Silver Spring, Maryland, established in 2016). Ask them to tell you a bit about themselves.
2. Ask about their familiarity with the LSTA program. If they are unfamiliar you can provide some or all of the below info:
 - a. *The Library Services and Technology Act's (LSTA) Grants to States program is the single largest source of ongoing federal funding for libraries. Many states spend funds on a combination of statewide initiatives and on subgrants awarded to individual libraries to enable them to launch innovative efforts or to extend services to populations that are difficult to reach.*
 - b. *The LSTA program requires that each state conduct an evaluation of its LSTA program every five years. These evaluations are overseen by the Institute of*

Museum and Library Services but are conducted by independent evaluators. QualityMetrics was selected to conduct the state-level evaluations for nine states in the Northeast and our company is also working with more than a dozen additional states and territories. The results of our review are due to be submitted to IMLS in March of 2022.

3. FOR THOSE WHO DO NOT WORK FOR THE SLAA (who manage a project):
 - a. Ask them to talk about the particular grant/s they worked with. Allow them to lead the conversation in an exploratory fashion. Ask follow up questions.
 - b. Identify where there are materials or data from their projects that it would be useful for us to see.
4. FOR THOSE WHO DO NOT WORK FOR THE SLAA (high-level stakeholder):
 - a. Go through the plan goal by goal, remind them of the goal wording and the percent of funds the state spent on it, get their reflections on progress toward each goal.
 - b. Are there any future needs we should be emphasizing in the evaluation?
5. FOR SLAA STAFF on specific projects:
 - a. Ask them to talk about the particular programs they are responsible for.
 - b. Let them know the data available (SPR, output, etc.) and verify that there is no other data or materials they have that would be helpful to us. If they only listed outputs in the SPR outcomes data, ask about plans for outcome data in the future.
 - c. What do you see as the needs moving forward for the next seven years?
6. ALL: What impact have you seen LSTA dollars have on your state?
7. ALL: Is there anything you think we should have asked that we didn't?

Appendix E: Web-Survey Instrument

Indiana LSTA Survey 2021

WELCOME

Every five years, each state library administrative agency in the nation is required to conduct an independent evaluation of its implementation of the Library Services and Technology Act (LSTA) "Grants to States" program. This evaluation must be submitted in order to qualify for ongoing Federal funding.

Following close on the heels of the evaluation is the requirement for the submission of a new state-level five-year plan for the LSTA program. QualityMetrics, Library Consultants is assisting the Indiana State Library (ISL) with the evaluation.

QualityMetrics has been gathering information and data from a number of different sources including the State Program Report (SPR) that ISL submits annually to the Institute of Museum and Library Services (IMLS), internal statistical and narrative reports, survey data, and personal interviews with ISL staff as well as with representatives of the library community in the state. We'd like your help in assessing the impact of the LSTA program on your library and on the people that your library serves.

You are invited to share your thoughts and ideas by answering three short questions. The survey should take you no more than ten minutes to complete. The first question asks you to look back over the last few years and to consider how the LSTA program has benefited libraries and library users. Second, we'd like to invite you to think about the future and to suggest new ways in which you think LSTA funds should be invested. Finally, we want to give you an opportunity to offer any other observations about Indiana's LSTA program (positive or negative). Thank you in advance for helping the Indiana State Library serve your community better!

BACKGROUND

Indiana receives approximately \$3.1 million in LSTA Grants to States funding each year. Over the last few years, a large portion of these funds have been allocated to support statewide projects such as the Indiana Virtual Catalog, Indiana Memory Statewide Project, and INSPIRE (Indiana Virtual Library) Databases. Funds have also been allocated to major resource sharing projects such as SRCS and integrated library system development through the Evergreen effort. Additional funding has been used to support digitization and technology sub-grants to libraries, the Collaborative Summer Library Program (CSLP), staff development and continuing education efforts aimed at strengthening the capacity of Indiana libraries to serve their communities and on ongoing programs such as the Firefly Award.

LSTA dollars are used to supplement state and local funds and to foster creativity and innovation in meeting the needs of Indiana's existing and potential library users and citizens.

1) Think back over the past three years (2018, 2019, and 2020). Which, if any, of the LSTA-supported programs mentioned above have had the greatest impact on your library and on the people your library serves? How is library service in your community better because of the investment of LSTA funds?

LOOKING FORWARD

2) Look ahead to the next five years (2023 - 2027). Are there changes in the way that LSTA dollars are invested that you think would significantly improve library services in Indiana? If so, what are they and why do you think that the change(s) would make a difference. (*Note that LSTA funding cannot be used for building facilities or for lobbying purposes.*)

OTHER COMMENTS

3) Please feel free to offer any additional comments about Indiana's LSTA program. What do you like or dislike about the program? What could be improved? (*Note that your responses are confidential and comments will not be identified with an individual or with a specific library.*)

OPTIONAL DEMOGRAPHIC QUESTIONS

4) The library that I represent is:

- A public library
- A school library
- An academic library
- A special library
- Other (Please specify below.)

If you responded "Other" to the question above, please specify the type of library you represent in the text box provided below.

5) My role in the library that I represent is:

- Director
- Manager or Department Head

- () Youth Services Librarian
- () Adult Services Librarian
- () Technical Services Librarian
- () Technology Specialist
- () Library Trustee
- () Other (Please specify below.)

If you responded "Other" to the question above, please specify your role in the library you represent in the text box provided below.

Thank You!

Thank you for taking our survey. Your response is very important to us.

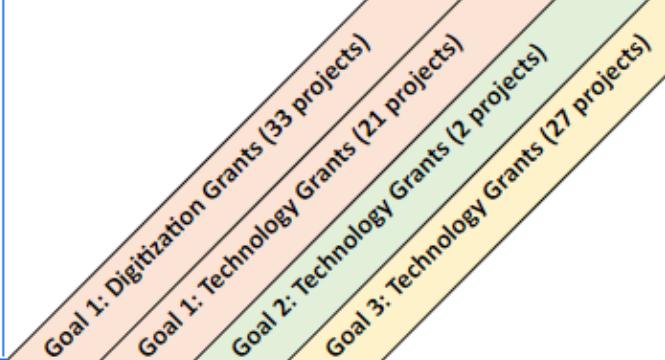
Appendix F: Measuring Success Crosswalk Table

INDIANA Direct Grants		1.1 Innovative Library Project Grants	1.2 INSPIRE (Indiana Virtual Library) Databases	1.3 Resource Sharing: Evergreen Indiana Integrated Library System	1.4 Indiana Virtual Catalog	1.5 State Data Center	1.6 Indiana Memory Statewide Project	1.7 LSTA Public Awareness Initiatives	2.1 Indiana Librarians Continuing Education and Leadership Development	3.1 Library Services for Blind and Physically Handicapped Individuals	3.2 Indiana Children's Literacy Statewide Project
Lifelong Learning											
Improve users' formal education											
Improve users' general knowledge and skills											
Information Access	YES	YES	YES	YES	YES	YES	YES		YES		
Improve users' ability to discover information resources	YES	YES	YES	YES	YES	YES	YES		YES		
Improve users' ability to obtain and/or use information resources											
Institutional Capacity								YES		YES	
Improve the library workforce								YES		YES	
Improve the library's physical and technological infrastructure								YES		YES	
Improve library operations											
Economic & Employment Development											
Improve users' ability to use resources and apply information for employment support											
Improve users' ability to use and apply business resources											
Human Resources											
Improve users' ability to apply information that furthers their personal, family or household finances											
Improve users' ability to apply information that furthers their personal or family health & wellness											
Improve users' ability to apply information that furthers their parenting and family skills											
Civic Engagement											
Improve users' ability to participate in their community											
Improve users' ability to participate in community conversations around topics of concern											

INDIANA Sub-Grants

Measuring Success Focal Areas and Intents

83 projects total



Lifelong Learning				
Improve users' formal education				1
Improve users' general knowledge and skills				17
Information Access				
Improve users' ability to discover information resources	11	9		6
Improve users' ability to obtain and/or use information resources	22	11		2
Institutional Capacity				
Improve the library workforce			1	
Improve the library's physical and technological infrastructure		1	1	1
Improve library operations				
Economic & Employment Development				
Improve users' ability to use resources and apply information for employment support				
Improve users' ability to use and apply business resources				
Human Resources				
Improve users' ability to apply information that furthers their personal, family or household finances				
Improve users' ability to apply information that furthers their personal or family health & wellness				
Improve users' ability to apply information that furthers their parenting and family skills				
Civic Engagement				
Improve users' ability to participate in their community				
Improve users' ability to participate in community conversations around topics of concern				

Appendix G: Targeted Audiences Crosswalk Table

INDIANA Direct Grants Target Population Served	Library Workforce (current and future)	Individuals Living Below the Poverty Line	Individuals who are unemployed/underemployed	Ethnic or Minority Populations	Immigrants/Refugees	Individuals with Disabilities	Families	Individuals with Limited Functional Literacy or Information Skills	Children (aged 0-5)	School-aged Youth (aged 6-17)	General (aged 18-64)	Senior (aged 65+)
	1.1 Innovative Library Project Grants	1.2 INSPIRE (Indiana Virtual Library) Da	1.3 Resource Sharing: Evergreen Indian	1.4 Indiana Virtual Catalog	1.5 State Data Center	1.6 Indiana Memory Statewide Project	1.7 LSTA Public Awareness Initiatives	2.1 Indiana Librarians Continuing Educa	3.1 Library Services for Blind and Physic	3.2 Indiana Children's Literacy Statewid		
1.1 Innovative Library Project Grants	YES											
1.2 INSPIRE (Indiana Virtual Library) Da												
1.3 Resource Sharing: Evergreen Indian												
1.4 Indiana Virtual Catalog												
1.5 State Data Center	YES											
1.6 Indiana Memory Statewide Project												
1.7 LSTA Public Awareness Initiatives	YES											
2.1 Indiana Librarians Continuing Educa	YES											
3.1 Library Services for Blind and Physic					YES			YES	YES	YES	YES	
3.2 Indiana Children's Literacy Statewid	YES							YES	YES	YES	YES	

Appendix H: Expenditure Tables

INDIANA LSTA PROJECT EXPENDITURE SUMMARY

								THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
	State Goal	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE		
Goal 1	Information Access	Innovative Library Project Grants	X	X	X	\$ 604,328.46	\$ 606,345.44	\$ 817,526.88	\$ 2,028,200.78	26.79%
		INSPIRE (Indiana Virtual Library) Databases	X	X	X	\$ 534,008.76	\$ 652,242.74	\$ 540,652.88	\$ 1,726,904.38	22.81%
		Resource Sharing: Evergreen Indiana Integrated Library System	X	X	X	\$ 464,659.13	\$ 493,907.14	\$ 471,163.06	\$ 1,429,729.33	18.88%
		Indiana Virtual Catalog	X	X	X	\$ 379,280.81	\$ 323,536.81	\$ 223,303.19	\$ 926,120.81	12.23%
		State Data Center	X	X	X	\$ 169,499.18	\$ 183,270.99	\$ 178,714.45	\$ 531,484.62	7.02%
		Indiana Memory Statewide Project	X	X	X	\$ 113,759.29	\$ 130,240.37	\$ 230,778.42	\$ 474,778.08	6.27%
		LSTA Public Awareness Initiatives	X	X	X	\$ 7,857.48	\$ 15,400.78	\$ 1,334.16	\$ 24,592.42	0.32%
		How Deep Do These Roots Grow?: Auburn's Earliest Churches and Their Impacts		X		\$ -	\$ 15,000.00	\$ -	\$ 15,000.00	0.20%
		Collaboratively Preserving Rare Scholarship in Religiously Affiliated Libraries: PALNI Last Copies		X		\$ -	\$ -	\$ 15,000.00	\$ 15,000.00	0.20%
		Indiana State Fairgrounds & Event Center/Indiana State Fair Photograph Collection Digitization Project		X		\$ -	\$ 14,914.34	\$ -	\$ 14,914.34	0.20%
		Our Library, Ourselves: Peabody Public Library in the Intellectual Life of the Community		X		\$ -	\$ 14,711.83	\$ -	\$ 14,711.83	0.19%
		Digitizing Greencastle: Indiana Newspapers, 1980-2005		X		\$ -	\$ -	\$ 14,000.00	\$ 14,000.00	0.18%
		Preserving and Providing Access to the History of all Souls Unitarian Church	X			\$ 13,821.63	\$ -	\$ -	\$ 13,821.63	0.18%
		Funderburg Library, Manchester University: The Creation of a Virtual Experience of Northeastern Nigeria		X		\$ -	\$ -	\$ 13,602.24	\$ 13,602.24	0.18%
		Journey into Nappanee's Past: 1879-1923 (Newspaper Digitization Project)	X			\$ 12,860.85	\$ -	\$ -	\$ 12,860.85	0.17%
		Preservacion: Digitizing La Voz de Indiana		X				\$ 12,680.00	\$ 12,680.00	0.17%
		Yellow Trail Digitization Project	X			\$ 12,550.00	\$ -	\$ -	\$ 12,550.00	0.17%
		Accessing & Engaging Floyd County's Historical Artifacts with 3D Imaging	X			\$ -	\$ 12,511.61	\$ -	\$ 12,511.61	0.17%
		Wabash Carnegie Public Library		X		\$ -	\$ -	\$ 11,950.00	\$ 11,950.00	0.16%
		Clinton County: Fun in the '50s	X	X		\$ 6,018.07	\$ 5,651.60	\$ -	\$ 11,669.67	0.15%

INDIANA LSTA PROJECT EXPENDITURE SUMMARY

State Goal	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
		FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
	Howard County, Indiana, During and After the Civil War	X			\$ 11,350.00	\$ -	\$ -	\$ 11,350.00	0.15%	0.12%
	South Bend Tribune Negatives Digitization Project		X		\$ -	\$ -	\$ 11,082.00	\$ 11,082.00	0.15%	0.11%
	Pike County Military History Digitization Initiative		X		\$ -	\$ 10,000.00	\$ -	\$ 10,000.00	0.13%	0.10%
	Journey Into Nappanee's Past: 1974-2018 (Newspaper Digitization Project)		X		\$ -	\$ 9,025.20	\$ -	\$ 9,025.20	0.12%	0.09%
	John A. Curry Architectural Works Digitization	X			\$ 8,778.00	\$ -	\$ -	\$ 8,778.00	0.12%	0.09%
	Connecting Our Community	X			\$ 8,000.00	\$ -	\$ -	\$ 8,000.00	0.11%	0.08%
	VCPL Research Advancement and Microfilm Technology	X			\$ 8,000.00	\$ -	\$ -	\$ 8,000.00	0.11%	0.08%
	Mobile Computer Lab		X		\$ -	\$ 8,000.00	\$ -	\$ 8,000.00	0.11%	0.08%
	Mobile Media Maker Lab		X		\$ -	\$ 8,000.00	\$ -	\$ 8,000.00	0.11%	0.08%
	Moving Images Digitization Project	X			\$ -	\$ 8,000.00	\$ -	\$ 8,000.00	0.11%	0.08%
	Batesville Memorial Public Library Genealogy Lab Updates		X		\$ -	\$ -	\$ 8,000.00	\$ 8,000.00	0.11%	0.08%
	Library on the Go: Improving the Digital Library Experience		X		\$ -	\$ -	\$ 8,000.00	\$ 8,000.00	0.11%	0.08%
	Martindale-Brightwood Branch Computer Lab		X		\$ -	\$ 7,998.12	\$ -	\$ 7,998.12	0.11%	0.08%
	Batesville Memorial Public Library Digital Learning Lab		X		\$ -	\$ 7,964.95	\$ -	\$ 7,964.95	0.11%	0.08%
	Makerspace Project: Western Students MAKE Things Happen!		X		\$ -	\$ 7,909.13	\$ -	\$ 7,909.13	0.10%	0.08%
	Back (up) to the Future: Preparing Eckhart Public Library Data for Disaster	X			\$ 7,850.00	\$ -	\$ -	\$ 7,850.00	0.10%	0.08%
	Marian University Virtual Reality Technology		X		\$ -	\$ 7,797.75	\$ -	\$ 7,797.75	0.10%	0.08%
	Establishing a Digital Arts and Humanities Lab: Creativity in 3-D		X		\$ -	\$ 7,705.58	\$ -	\$ 7,705.58	0.10%	0.08%
	Online Everywhere: Hotspot Lending	X			\$ 7,463.06	\$ -	\$ -	\$ 7,463.06	0.10%	0.08%
	Lebanon Digital Media Lab		X		\$ -	\$ 7,326.82	\$ -	\$ 7,326.82	0.10%	0.07%
	Preserving Our Local History: the Indiana Room Update	X			\$ 7,099.00	\$ -	\$ -	\$ 7,099.00	0.09%	0.07%

INDIANA LSTA PROJECT EXPENDITURE SUMMARY

State Goal	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
		FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE			
	Immersive Instruction: Using Augmented and Virtual Reality to inspire, inform and involve students in world events and historical places		X		\$ -	\$ 6,888.17	\$ -	\$ 6,888.17	0.09%	0.07%
	Digitizing Letters and Journals of Saint Mother Theodore Guerin	X			\$ 6,520.08	\$ -	\$ -	\$ 6,520.08	0.09%	0.07%
	"Can't I Just Print This From My Phone?" Finding a Wireless Printing Solution for Busy Patrons.			X	\$ -	\$ -	\$ 6,436.00	\$ 6,436.00	0.09%	0.07%
	Digitization of Harrison County Election Documents, 1833-1864			X	\$ -	\$ -	\$ 6,262.00	\$ 6,262.00	0.08%	0.06%
	Nappanee: Architecture and Life in the Late 1800s	X			\$ 5,175.00	\$ -	\$ -	\$ 5,175.00	0.07%	0.05%
	Digitizing the Weldon Collection		X		\$ -	\$ 4,814.12	\$ -	\$ 4,814.12	0.06%	0.05%
	Pullman-Standard Railroad Car Manufacturing Company Employee Personnel Records		X		\$ 4,658.29	\$ -	\$ -	\$ 4,658.29	0.06%	0.05%
	East Chicago Public Library		X		\$ -	\$ 3,893.88	\$ -	\$ 3,893.88	0.05%	0.04%
	MRL: Anytime, Anywhere		X		\$ -	\$ 3,796.42	\$ -	\$ 3,796.42	0.05%	0.04%
	Digitizing Oral Histories of the Great Ohio River Flood		X		\$ -	\$ 3,704.62	\$ -	\$ 3,704.62	0.05%	0.04%
	Digitization of Gospel Trumpet Publications Records	X			\$ 3,454.08	\$ -	\$ -	\$ 3,454.08	0.05%	0.04%
	Bring the Internet Home from the Library: Meeting Harrison County Residents' Connectivity Needs			X	\$ -	\$ -	\$ 3,365.80	\$ 3,365.80	0.04%	0.03%
	Crowe Family Papers Digitization	X			\$ 3,298.68	\$ -	\$ -	\$ 3,298.68	0.04%	0.03%
	Yorktown Public Library: Our History Revealed			X	\$ -	\$ -	\$ 3,285.00	\$ 3,285.00	0.04%	0.03%
	The Speedway Flyer Digitization Project		X		\$ -	\$ -	\$ 3,084.36	\$ 3,084.36	0.04%	0.03%
	Microfilm Reader Upgrades	X			\$ 2,675.00	\$ -	\$ -	\$ 2,675.00	0.04%	0.03%
	WWPL Podcast		X		\$ -	\$ 2,611.84	\$ -	\$ 2,611.84	0.03%	0.03%
	Necrology Files of Culver, Indiana, and Vicinity	X			\$ 2,500.00	\$ -	\$ -	\$ 2,500.00	0.03%	0.03%
	Digitization of the George H. Wilson Historical Notes of Dubois County, Indiana		X		\$ -	\$ -	\$ 2,440.36	\$ 2,440.36	0.03%	0.02%
	Preserving the Greenwood News	X			\$ 434.29	\$ -	\$ -	\$ 434.29	0.01%	0.00%

INDIANA LSTA PROJECT EXPENDITURE SUMMARY

State Goal	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
	Internet Connectivity - MATCH-ONLY PROJECT	X	X		\$ -	\$ -	\$ -	\$ -	0.00%	0.00%
	GOAL SUBTOTAL				\$ 2,405,899.14	\$ 2,583,170.25	\$ 2,582,660.80	\$ 7,571,730.19	100.00%	77.07%
Goal 2	Institutional Capacity	Indiana Librarians Continuing Education and Leadership Development	X	X	\$ 92,646.55	\$ 43,670.31	\$ 111,186.12	\$ 247,502.98	94.91%	2.52%
		Digital Skills and Literacies Development for the Support of Indiana Library Staff		X	\$ -	\$ 7,436.25	\$ -	\$ 7,436.25	2.85%	0.08%
		Wi-Fi in the Library's Community Plaza		X	\$ -	\$ -	\$ 5,832.00	\$ 5,832.00	2.24%	0.06%
		GOAL SUBTOTAL			\$ 92,646.55	\$ 51,106.56	\$ 117,018.12	\$ 260,771.23	100.00%	2.65%
Goal 3	Enhanced Services	Library Services for Blind and Physically Handicapped Individuals	X	X	\$ 417,387.88	\$ 375,869.88	\$ 341,128.12	\$ 1,134,385.88	70.96%	11.55%
		Indiana Children's Literacy Statewide Project	X	X	\$ 96,280.43	\$ 86,187.17	\$ 131,390.67	\$ 313,858.27	19.63%	3.19%
		Let's Play! Interactive Game Table	X	X	\$ 6,152.00	\$ 5,000.00	\$ -	\$ 11,152.00	0.70%	0.11%
		Expanding ISBVI's Makerspace	X		\$ 8,000.00	\$ -	\$ -	\$ 8,000.00	0.50%	0.08%
		YPL Minecraft Club: Building Your Skills One Brick At a Time		X	\$ -	\$ -	\$ 7,986.00	\$ 7,986.00	0.50%	0.08%
		Wild About Wetlands	X		\$ -	\$ 7,981.89	\$ -	\$ 7,981.89	0.50%	0.08%
		Engineering 21st Century Makers and Shakers... Full STEAM Ahead!	X		\$ 7,876.46	\$ -	\$ -	\$ 7,876.46	0.49%	0.08%
		Project STEAM Mobile Tween/Teen Lab: Using Technology to Create Confident Dreamers for a Better Tomorrow	X		\$ 7,749.00	\$ -	\$ -	\$ 7,749.00	0.48%	0.08%
		MPHPL School Outreach STEM Lab: Librarians Making Connections in Our Schools		X	\$ -	\$ -	\$ 7,655.78	\$ 7,655.78	0.48%	0.08%
		Bright Futures for Art Entrepreneurs		X	\$ -	\$ -	\$ 7,277.00	\$ 7,277.00	0.46%	0.07%
	Digital Climbers 2.0	X			\$ 7,199.00	\$ -	\$ -	\$ 7,199.00	0.45%	0.07%
	Laptops for Learning and Beyond		X		\$ -	\$ -	\$ 7,171.90	\$ 7,171.90	0.45%	0.07%
	Digital Divers: Diving into STEM Learning	X			\$ 6,926.00	\$ -	\$ -	\$ 6,926.00	0.43%	0.07%
	Community Learning Center Project	X			\$ 6,547.46	\$ -	\$ -	\$ 6,547.46	0.41%	0.07%
	PLAY: Interactive Table		X				\$ 5,696.00	\$ 5,696.00	0.36%	0.06%
	Virtual Reality @ Your Library	X			\$ -	\$ 5,937.03	\$ -	\$ 5,937.03	0.37%	0.06%

INDIANA LSTA PROJECT EXPENDITURE SUMMARY

State Goal	PROJECT TITLE/ Activities	FFY 2018	FFY 2019	FFY 2020	FFY 2018 LSTA EXPENDITURE	FFY 2019 LSTA EXPENDITURE	FFY 2020 LSTA EXPENDITURE	THREE YEAR (FFY 2018, FFY 2019, FFY 2020) EXPENDITURE TOTAL	PERCENTAGE EXPENDITURE WITHIN GOAL	PERCENTAGE EXPENDITURE TOTAL
	Blended Learning: Osmo Kits for Digital Literacy	X			\$ -	\$ 5,616.00	\$ -	\$ 5,616.00	0.35%	0.06%
	New Technology at the Library		X		\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	0.31%	0.05%
	STEM Materials to Enhance STEM Programs in East Gibson School Corporation	X			\$ 4,999.99	\$ -	\$ -	\$ 4,999.99	0.31%	0.05%
	Making Virtual Reality a Reality	X			\$ -	\$ 4,319.06	\$ -	\$ 4,319.06	0.27%	0.04%
	Video Games at the Union County Public Library	X			\$ 4,300.71	\$ -	\$ -	\$ 4,300.71	0.27%	0.04%
	Connect to a Virtual World	X			\$ 4,046.21	\$ -	\$ -	\$ 4,046.21	0.25%	0.04%
	Microlibraries in Fishers and Noblesville		X		\$ -	\$ -	\$ 3,928.00	\$ 3,928.00	0.25%	0.04%
	WWPL STEM/STEAM Mobile Makerspace	X			\$ 3,851.00	\$ -	\$ -	\$ 3,851.00	0.24%	0.04%
	STEAM with LEGO WeDo 2.0 ReadyGo Student Packs		X		\$ -	\$ -	\$ 3,866.00	\$ 3,866.00	0.24%	0.04%
	Cricut Innovations		X		\$ -	\$ -	\$ 2,202.07	\$ 2,202.07	0.14%	0.02%
	Full STEAM Ahead with Robots	X			\$ 1,124.00	\$ -	\$ -	\$ 1,124.00	0.07%	0.01%
	Video Games at the Spencer County Public Library	X			\$ 1,039.45	\$ -	\$ -	\$ 1,039.45	0.07%	0.01%
	3-D Doodler Pens		X		\$ -	\$ -	\$ 964.50	\$ 964.50	0.06%	0.01%
	GOAL SUBTOTAL				\$ 583,479.59	\$ 490,911.03	\$ 524,266.04	\$1,598,656.66	100.00%	16.27%
	LSTA PROGRAM ADMINISTRATION				\$ 128,417.72	\$ 130,216.16	\$ 134,331.04	\$ 392,964.92	100.00%	4.00%
	GRAND TOTAL				\$3,210,443.00	\$3,255,404.00	\$3,358,276.00	\$9,824,123.00		100.00%

Appendix I: Web-Survey Report

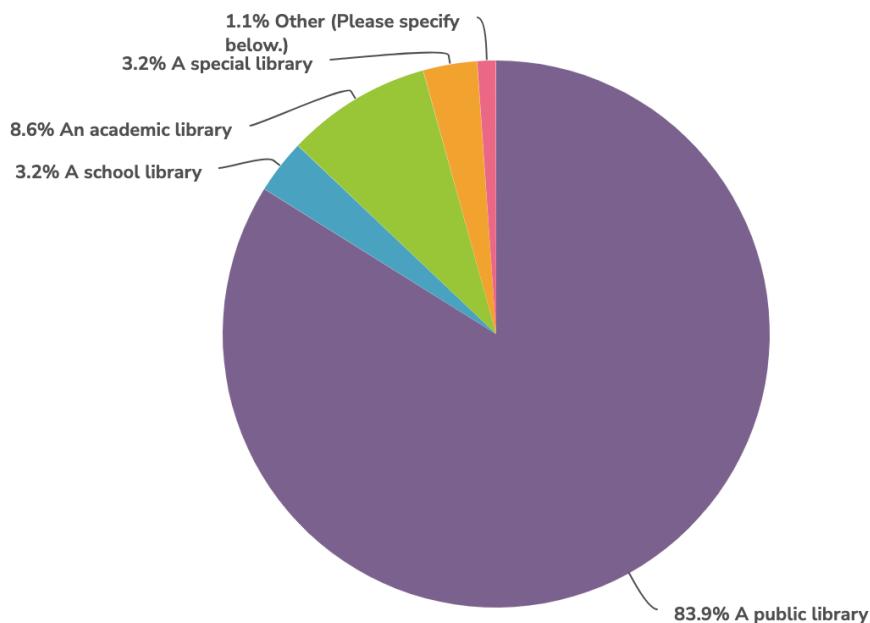
IN LSTA Survey Summary

https://reporting.alchemer.com/r/71852_61affa2aa7c6a9.84897417

Findings

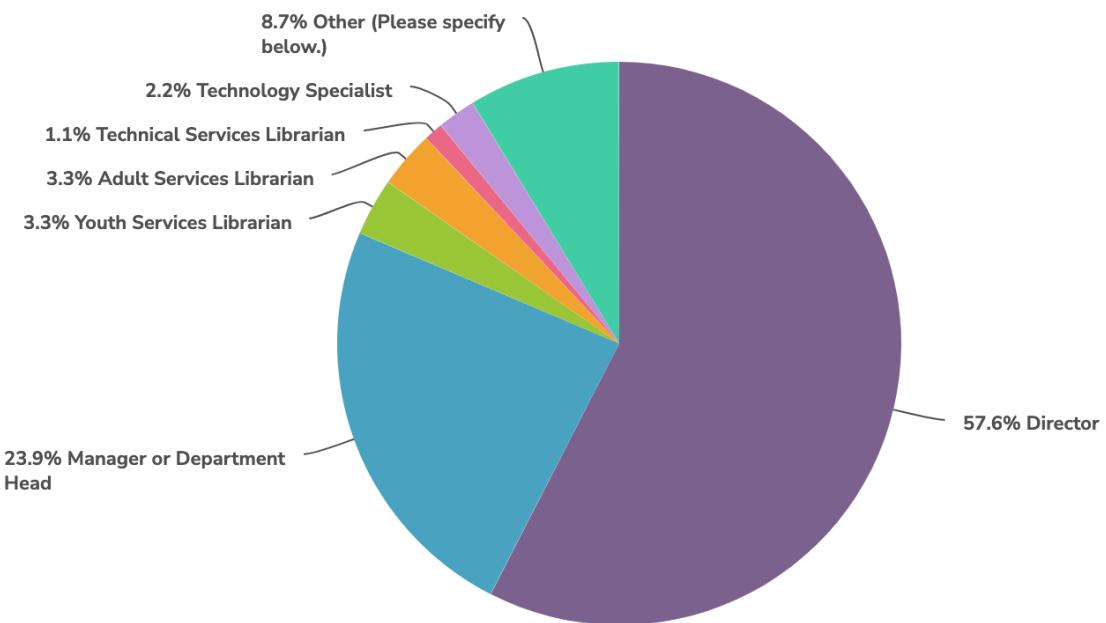
The survey received a total of 271 responses, 95 of which were complete and 192 of which were partial. As shown in Figure 1, 83.9% of respondents (78) work in public libraries, 8.6% of respondents (8) work in an academic library, 3.2% of respondents (3) work in a school library, and 3.2% of respondents (3) work in a special library. 1.1% of respondents (1) indicated “other” which includes a multi-type library consortium.

Figure 1. The type of library in which respondents work



Respondents were then asked to indicate their role within their libraries. 57.6% of respondents (53) are library directors and 23.9% are managers or department heads (22). 3.3% of respondents (3) indicated that they are Adult Services librarians, 3.3% of respondents (3) indicated they are Youth/Children Services librarians, 1.1% of respondents (1) indicated they are Technical Services librarians, and 2.2% of respondents (2) indicated they are a Technology Specialist. 8 respondents indicated “other” which includes media specialists, digital resources librarian, a director of patron services, collection development specialist, support personnel, genealogy and local history librarian, and a technical services cataloging clerk. Figure 2 shows the overall breakdown of job roles.

Figure 2. Role of respondent within their library



Looking Back

The first question to survey respondents asked them to indicate which LSTA programs have had the most impact on their libraries and patrons. Four primary main themes emerged from the responses including library capacity, library access, library content, and technology. Figure 3 below shows themes discussed in the responses.

Respondents mentioned eight impactful LSTA programs. These include INSPIRE, Evergreen Indiana, the Collaborative Summer Library Programs, SRCS, the Indiana Memory Project, subgrants (technology and digitization), Firefly awards, and the Indiana Virtual Catalog. Figure 4 below shows the number of respondents that mentioned each program as impactful to their libraries and/or patrons.

Figure 3. Main themes on LSTA program impact

Main Themes

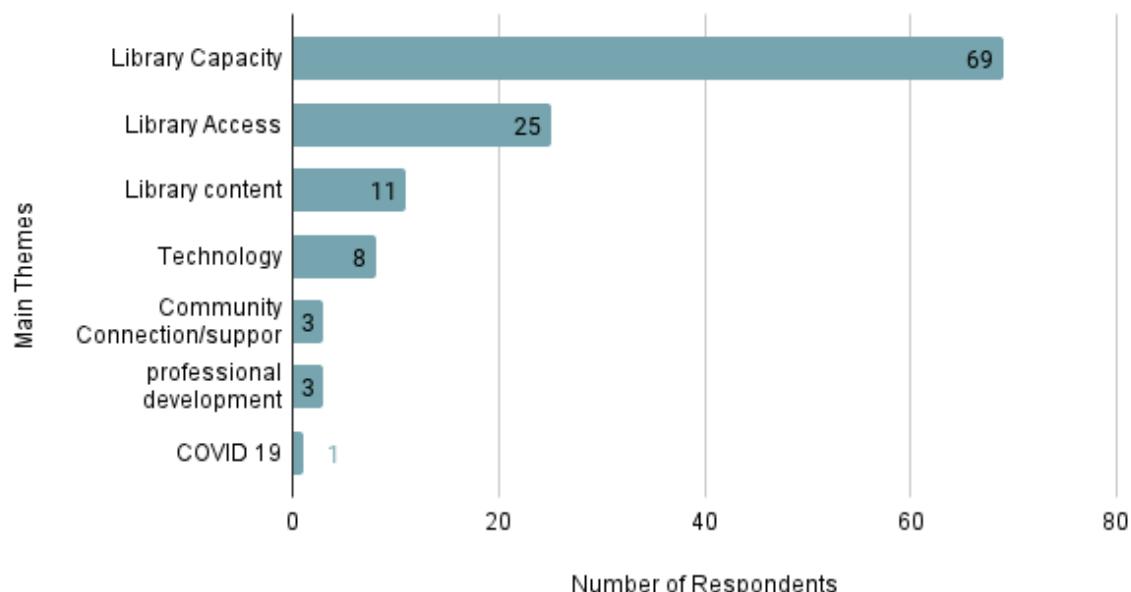
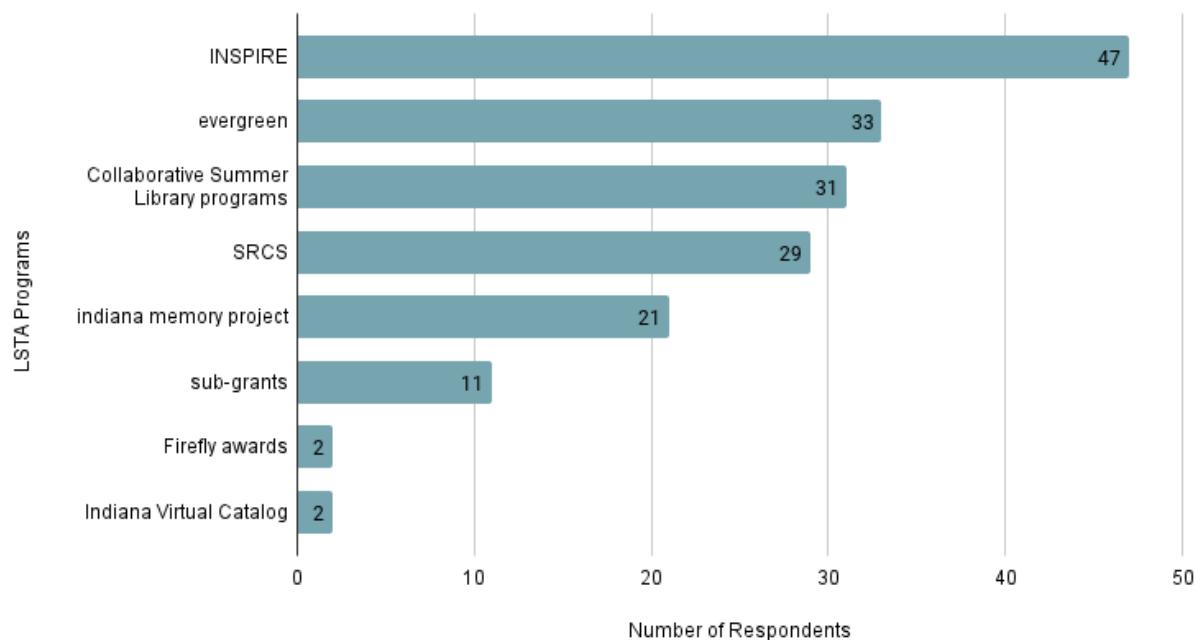


Figure 4. Impactful LSTA Programs

Impactful LSTA Programs



Below are a selection of comments from respondents that reflect the main themes discussed and the impact of these LSTA programs.

Of the LSTA supported programs, the Evergreen Indiana effort greatly [affects] our library and the people it serves. By being a part of the consortium, our rural community has access to many more items than if we were just to use [an] in-house ISL. The program allows a greater variety of services and materials while saving taxpayer dollars to be allotted and spent to provide more programming and services.

From a patron standpoint, we can't get our hands on enough of what they are requesting, so Evergreen and being able to share between libraries through InfoExpress is extremely important, as is SRCS. The Indiana Virtual Catalog also fills in the gaps when we don't have it on the shelf or for those who embrace technology.

Our library has also been awarded technology sub-grants in the past to fund things like our VR equipment, which is used in library programming and school outreach.

We rely heavily on INSPIRE databases and could not, given current budget constraints, ever replace access to those resources on our own.

I think SRCS has had the biggest impact on our library. Being a smaller library, it is great to be able to provide our patrons with options to be able to access other materials that we might not necessarily be able to carry.

We are a member of the Evergreen Indiana Consortium. It is the BEST service that we can offer our patrons--they have access to SO many more materials than we could ever provide in our library.

INSPIRE continues to be a valuable resource in connecting the library to schools and students in our community.

[...] staff development[.] In a small library as our own, I appreciate efforts made to bring programming and training to us.

Sub-grants helped our library to purchase a scanner to digitize our local history collection and to add this to our library website and Indiana Memory Project. We have digitized about 40% of our collection and [it] is accessible online. We also digitize our [patrons'] materials and most allow us to keep a copy and add to our collection.

Looking Forward

Respondents were asked to think ahead to the years covered by the upcoming Five-Year Plan (FFY 2023 - 2027) and discuss changes to the way that LSTA dollars are invested that would significantly improve library services. Recommended changes mentioned more than once include increased funding to digitization efforts, continued support for digital resources through INSPIRE, and funding for technology updates.

Additional topics addressed in comments include:

- Coworking spaces
- STEM related items like equipment, kits, and technologies
- Facility updates like roofing and HVAC systems
- Access to Overdrive for Indiana public libraries
- Hardware for staff
- Hybrid models of service and engagement
- Funding for small town libraries struggling to meet state and ALA standards
- Funding for a genealogy site

Below are a selection of comments from respondents on recommended funding within the next five years.

Maybe this already exists, but something for Indiana Genealogy would be nice. My library can not afford a subscription to Ancestry.com, so something with similar resources for free would be nice.

Could LSTA dollars be directed to library professionals to gain more continuing education in a way that might be otherwise difficult to attain due to personal financial limitations or library-budgetary limitations that prohibit libraries from being able to join professional groups or pay for classes, conferences, etc.?

I'm not sure if this would be an option, but an LSTA grant for furniture and rethinking how libraries use their space would be helpful. Library furniture is very expensive and I think many libraries struggle with updating their furniture and spaces.

Continuing support for INSPIRE and other resource sharing programs.

Our library would like to see more funds invested in young literacy STEM programming. Our small rural and poor community and its school system has its challenges. Teaming up with the school system in offering more STEM programming would be a definite gain in technology skills, plus increased social interaction and team building skills.

I think the best use of LSTA funds are those that foster resource sharing and leverage our purchasing power, like providing access to databases, or the new Overdrive consortium.

Continue to provide grant[s] that assist with digitization, staffing and technology. Consortiums to assist with rising database costs could also be beneficial.

Honestly, I am excited to see some LSTA dollars being used towards a statewide Overdrive consortium. I think this change will definitely benefit all who participate.

If it is allowed, I think these funds could be used for training and education, including producing usable and updated manuals. Every day I see questions on the listserve that I know are answered in the director's manuals or accounting manuals...things most of us who have been directors for a few years already should know. Unfortunately, the manuals we have are not user friendly, updates being few and far between, indexes woefully inadequate.

I'd like to see grants opened back up to microfilming efforts. Microfilm is a more stable format than digital and if something has never been filmed it is hard to find money for it. Digitization is great, but a microfilm backup is essential.

Concentration on providing services for small public libraries would be a great impact. With our small budget we struggle to meet the same standards that large, well funded libraries are held to. Just a few things that would or do help: Help with internet security, monitoring.. Cost of e-materials [p]rogramming [b]ookkeeping and record keeping to meet SBOA and DLGF standards. (it would be helpful if smaller libraries shared the same systems so we could help each other more)

Additional Comments

I do not use SRCS so I do not really value the cost spent on it. It seems redundant, especially if libraries are on Evergreen or have ILL staff.

I think that it is great that the Indiana State Library is making a shift to a statewide Overdrive consortium. By using LSTA funding to help this project, I believe Indiana residents and libraries will see a great benefit as it will provide more access to patrons statewide.

Maybe make the LSTA grant application process a little easier... I have worked at my current library for a decade and still have not applied for one.

The InfoExpress service needs to be much cheaper for schools. When your school is in an unserved area, it is difficult to borrow book sets for book clubs. Schools don't tend to borrow a ton of books so even if we were limited to so x number of deliveries per year, that would help.

For INSPIRE, it would be nice if access to more of the databases could move beyond simple search screens to more user friendly interfaces that gave the user a better feel for what was available through the database.

Publicity & Resource Sharing- There is VERY VERY little ever promoted about who received the funds and for what. Again, so much could be learned if training was done or cohorts formed where others could learn what could be done with some of the technology purchased. For instance, if Library A receives a grant for a \$10,000 scanner and they do a big scan project. Once their project is completed they now own a \$10,000 scanner that other libraries might be able to come and utilize, IF other libraries knew it was feasible to do, that the equipment could be shared, and cross training could happen. The impact could grow exponentially if nearby libraries were aware of what was going on and a component was added to the grant process about how they could share the grant findings or resources with other libraries in their region.

I truly appreciate how easily accessed the staff is.

Appendix J: Databases in Indiana

Prepared by Genya O'Gara, Library Consultant and VIVA Deputy Director

Background

Statewide database programs are a crucial service supported at various levels by the vast majority of state library programs across the United States.¹³ Meeting user needs in virtual as well as physical spaces is a critical component of state library services; even as physical visits and circulation decline at public libraries (a trend likely to be further exacerbated by the COVID-19 pandemic), both the usage and availability of electronic resources has expanded.¹⁴

To understand the snapshot of the database resources and programs provided by the state agency, it is important to note that funding models for statewide databases have shifted considerably in the last few decades. For example, between 2000 and 2020, state libraries' overall spending on statewide database licensing increased from 42.29 million to 74.04 million dollars (spent by 48 state libraries). Within this increase however, state libraries were very unlikely to be the sole source of support for statewide databases; in fact, in 2020 89.6 percent of statewide database licensing was carried out by multiple entities and funding sources.¹⁵ In an informal 2021 survey of state data coordinators, it was found that although the majority of states offer support for a statewide databases program (41 of 44 respondents), many of those are not managed through the state library (only 33 reported state library management). Thirty-six of these respondents also noted the existence of a local e-resource consortium in the state.

Often these statewide database programs are supported in part through LSTA funding, as well as state funding, library cost-sharing, grants, and external, but often complementary, consortial programs.¹⁶ Each statewide database program is approached, funded, and supported in slightly different ways. The following snapshots note where LSTA funds have likely supported a particular resource or platform to some extent, but they do not note what other funding or

¹³ The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services, p.14.; Results from the SDC E-Resources Survey.

¹⁴ The Institute of Museum and Library Services. (2021). *The Use and Cost of Public Library Materials: Trends Before the COVID-19 Pandemic*. Washington, DC: The Institute, p. 6.

¹⁵ The Institute of Museum and Library Services. 2021. Functions and Roles of State Libraries: 2000 and 2020. Washington, DC: The Institute of Museum and Library Services, p.14.; Results from the SDC E-Resources Survey, p.14.

¹⁶ Results from the 2021 SDC E-Resources Survey

percentage of support this comprises, as this information is beyond the scope of the LSTA evaluation.

State: Indiana

Project details/URLs:

- <https://imls-spr.imls.gov/Public/Details/83919>
- <https://imls-spr.imls.gov/Public/Details/82095>
- In FFY 2018 and FFY 2019 a total of \$1,186,251.50 was spent, accounting for 23.78% of total LSTA expenditures

1. Table of Resources:

*Resources indexed by INSPIRE: <https://inspire.in.gov/>

Vendor/Provider	Resource	Vendor/Provider	Resource
Ebsco	Academic Search Complete	Ebsco	Library and Information Science Abstracts
Ebsco	Alt HealthWatch	Ebsco	Literary Reference Center Plus
Ebsco	Biography Reference Bank	Ebsco	MagillOnLiterature Plus
Ebsco	Biography Reference Center	Ebsco	MAS Complete
Ebsco	Biomedical Reference Collection: Basic	Ebsco	MasterFILE Complete
Teaching Books	Book Connections	Ebsco	McClatchy-Tribune Collection
Ebsco	Business Source Complete	Ebsco	MEDLINE
Ebsco	Communication & Mass Media Complete	Ebsco	MEDLINE with Full Text
Ebsco	Consumer Health Complete	NLM	MedlinePlus
Ebsco	eBook K-8 Collection	Ebsco	Middle Search Plus
Ebsco	eBook High School Collection	Ebsco	Military & Government Collection
Ebsco	eBook Public Library Collection	Ebsco	Multilingual Health Databases

Ebsco	EBSCO eBook Collection	Ebsco	Newspaper Source Plus
Ebsco	Entrepreneurial Studies Source	Ancestry	Newspapers.com*
Ebsco	ERIC	Ebsco	Newswires
Ebsco	Essay & General Literature Index	Ebsco	Play Index
Ebsco	Explora Educator's Edition	Ebsco	Points of View Reference Center
Ebsco	Explora for Elementary Schools	Ebsco	Primary Search
Ebsco	Explora for High Schools	Ebsco	Professional Development Collection
Ebsco	Explora for Middle Schools	Ebsco	Psychology & Behavioral Science Collection
Ebsco	Explora for Public Libraries	Ebsco	Read It!
Ebsco	Film & Television Literature Index with Full Text	Ebsco	Readers' Guide Full Text Select
Ebsco	Fonte Academica	Ebsco	Referencia Latina
Ebsco	Fuenta Academica Premier	Ebsco	Regional Business News
Ebsco	Funk & Wagnalls New Encyclopedia	Ebsco	Religion & Philosophy Collection
Ebsco	GreenFILE	RoSetta Stone	RoSetta Stone Level One for Personal Use
Ebsco	Health Business FullTEXT	Ebsco	Science Reference Center
Ebsco	Health Source - Consumer Edition	Ebsco	Short Story Index
Ebsco	Health Source - Nursing/Academic Edition	Ebsco	Small Business Reference Center
Ebsco	History Reference Center	Ebsco	Social Sciences Full Text
Indiana State Library	Hoosier State Chronicles	TeachingBooks	TeachingBooks.net
Ebsco	Humanities Full Text	Ebsco	TOPICsearch

Indiana State Library	Indiana Memory	Ebsco	Vente et Gestion
Ebsco	International Bibliography of Theater & Dance with Full Text	Ebsco	Vocational and Career Collection
Ebsco	Legal Information Reference Center	Ebsco	Vocational Studies Premier
Ebsco	LearningExpress Library	Ebsco	Web News
		OCLC	WorldCat

2. Access/Scope/Population:

Database resources are primarily provided through INSPIRE (<https://inspire.in.gov/>), Indiana's Virtual Online Library. INSPIRE is a collection of online academic databases and other information resources that can be accessed by all Indiana residents (6.732 million in 2019) through IP authentication. Included resources are indexed and searchable through this portal. INSPIRE holds electronic materials for research, school projects, business and employment, and lifelong learning -- resources include full-text magazine and journal articles, websites, pamphlets, images, almanacs, full-text historic newspapers, learning and teaching resources, and multimedia resources, among others. In 2018 and 2019 INSPIRE provided Indiana residents access to 88 and 86 databases respectively. In July of 2020 a new contract between Indiana State Library and EBSCO replaced a previous database package made available by Gale Cengage and increased access to EBSCO resources, such as Academic Search Complete, Psychology and Behavioral Sciences Collection, and Learning Express. Several school-specific ebook collections were also added with this contract. Not included through INSPIRE are a small number of resources that can only be accessed from the state library (<https://www.in.gov/library/online-resources/>). All databases are supported through LSTA funding and matching funds. In 2020-2021, in collaboration with the state's Office of Technology, a single sign-on portal, Access Indiana (<https://access.in.gov/>), was launched. This provides additional resource discoverability via the IN.gov website, as well as a method for authenticating state residents whose IP addresses are not recognized as Indiana addresses.

3. URLs :

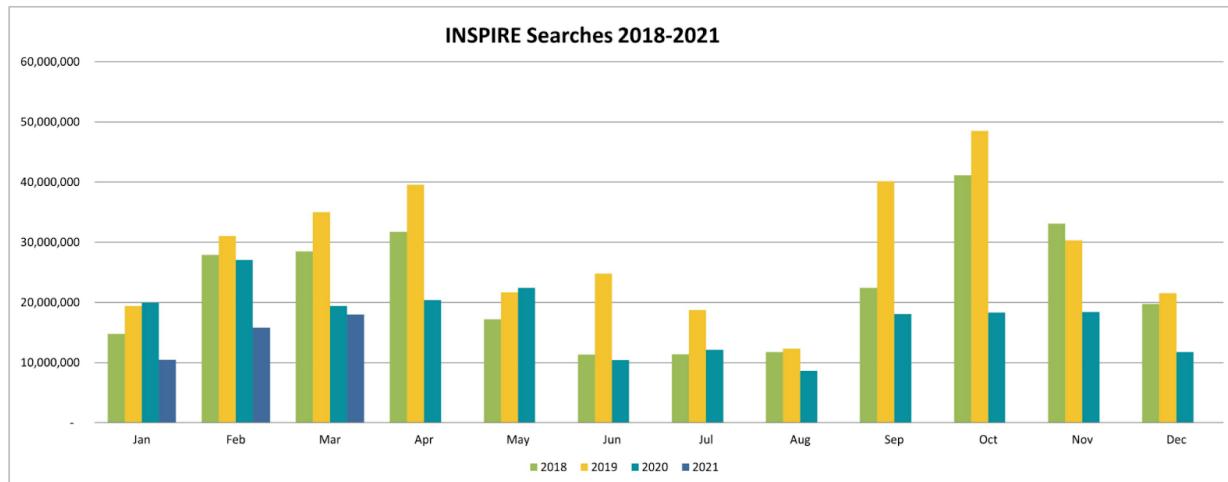
Indiana-State-DBs spreadsheet for URLs constructed.

4. URLs usage :

The Inspire Advisory Board meets regularly to review all usage on the databases included in INSPIRE, but they do not make individual database usage summaries available online. Larger library statistics are available here: <https://www.in.gov/library/services-for-libraries/plstats/>. In the posted activity reports it was noted that there were 336,637,908 searches using INSPIRE.in.gov from 10/01/2018 through 09/30/2019, which was a 31% increase from 2017-18. These searches returned 4,795,493 full-text articles. In 2019 258,865,846 searches were done

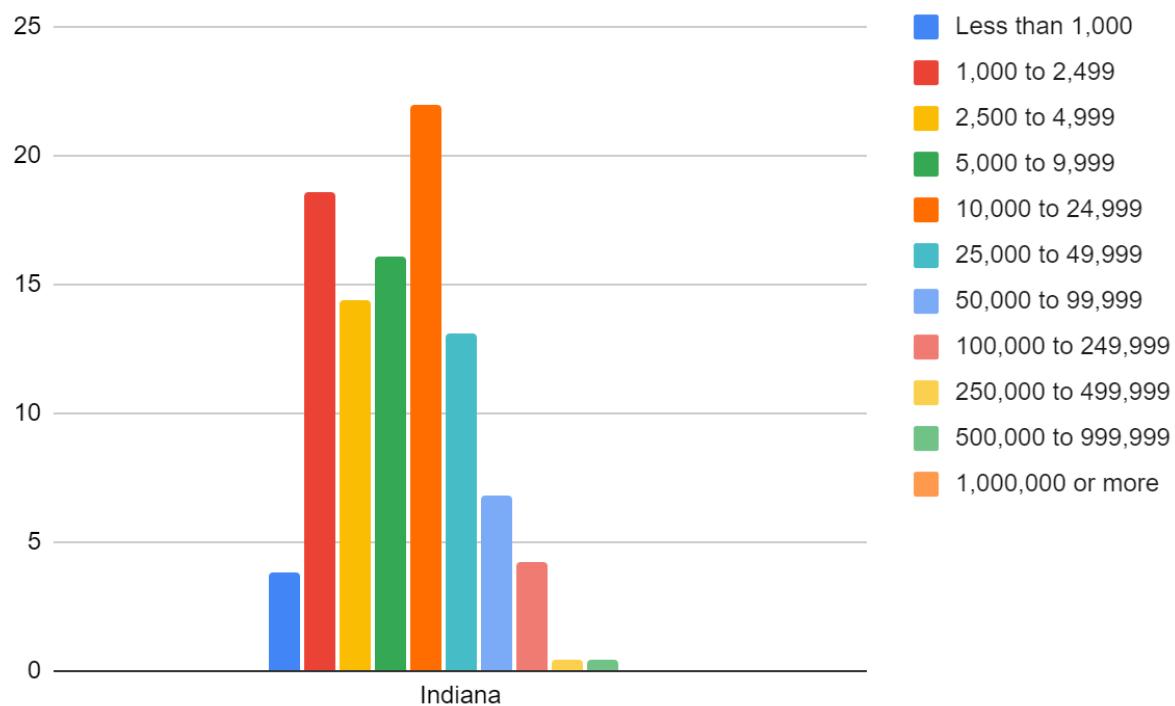
using INSPIRE.in.gov, returning 3,427,599 full-text articles. Chart available here: <https://inspire.in.gov/about-inspire>.

Since July 1, 2008, the Indiana State Library has tracked monthly statistics on the use of INSPIRE. The Inspire Statistics Report shows the number of searches done, broken out by month.



Source: <https://inspire.in.gov/about-inspire>

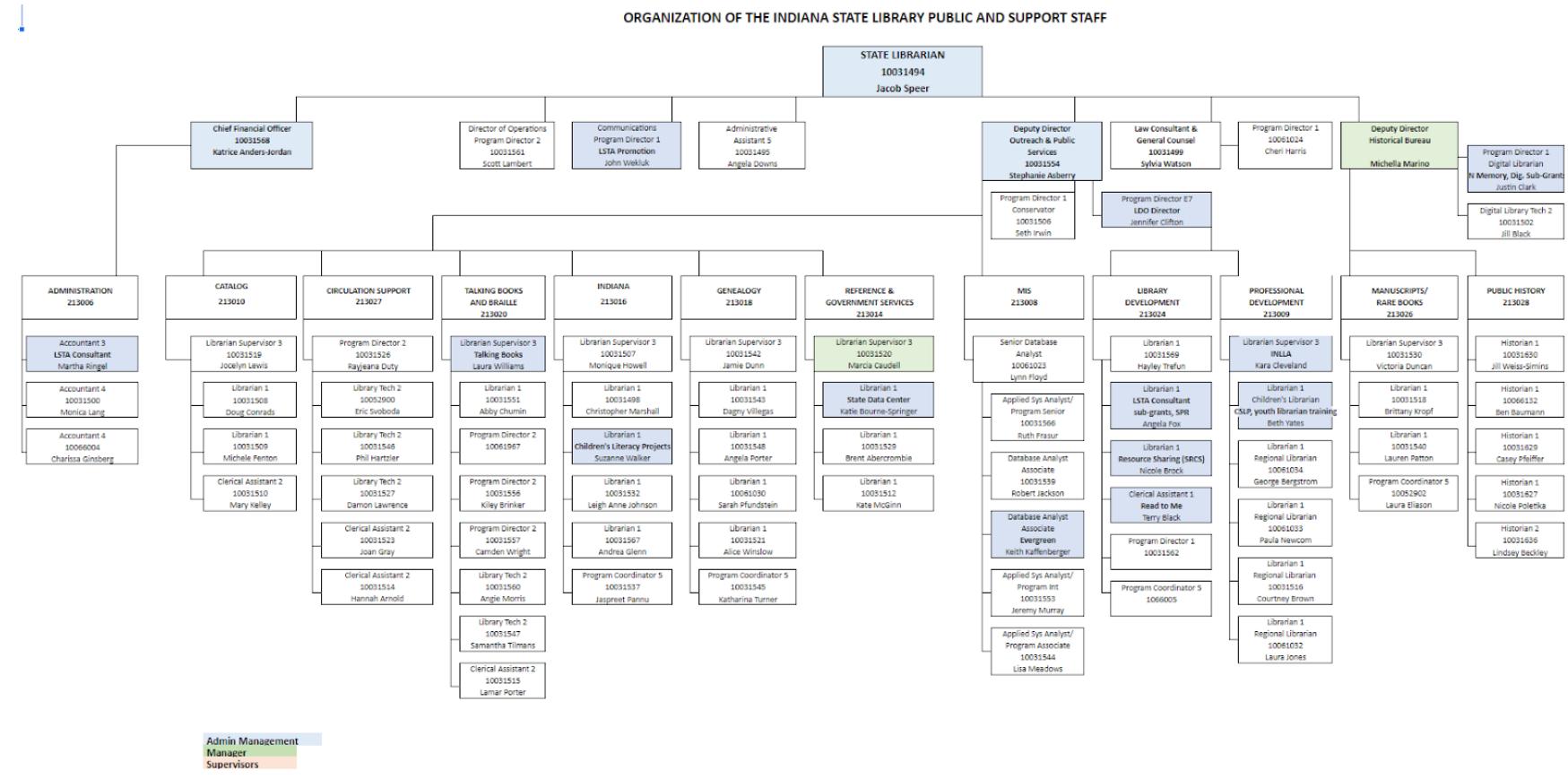
Appendix K: Public Libraries and Population Service Areas



PLS Table 1A. Percentage distribution of public libraries, by population of legal service area: FY 2019

Appendix L: Organizational Chart for Indiana

Please note gray boxes reflect LSTA funded positions.



2008 CHECKLIST OF INDIANA STATE DOCUMENTS

2008 CUMULATIVE CHECKLIST OF DOCUMENTS PUBLISHED AND DISTRIBUTED BY INDIANA STATE AGENCIES, INSTITUTIONS, AND UNIVERSITIES

Volume 32: 2008

Documents received at the State Library during the calendar year **2008**, compiled by the Indiana State Documents Coordinator.

NOTE: If you have any questions about the **Checklist**, the [Documents Depository Act of 1973 \(IC4-23-7.1-25 et seq.\)](http://www.in.gov/legislative/ic/code/) (<http://www.in.gov/legislative/ic/code/>), or about sending your publications to the State Library, please contact the Indiana State Documents Coordinator (232-5083).

REMINDER: To order your own copies of documents which appear in the **Checklist**, please contact the agencies which have published them. The State Library cannot provide copies for you to keep, but it may be able to lend you copies from its collection. Numbers beginning with IND. are call numbers for items in the State Library's collection.

Indiana State Library
140 N. Senate Avenue
Indianapolis, IN 46204
317-232-3670
ind@statelib.lib.in.us



2008 Checklist of Indiana State Documents

Accounts, State Board of

IGC South - 402 West Washington Street, Indianapolis, IN 46204 / (317) 232-2513

Accounting and uniform compliance guidelines manual for townships.
2007
IND. 352 I385au

Accounting Manual for Cities and Towns.
1989
IND. 657 I385ac 1989

Audit report of Indiana State Teachers' Retirement Fund.
2005-06
IND. 371.17 I385au

Cities and towns bulletin and uniform compliance guidelines.
December 2007; March 2008-September 2008
IND. 336 C581

Examination report of Anderson City, Anderson, Stony Creek, and Union townships Pulibc Library, Madison County, Indiana.
2007
IND. 657.832 I385ea

Examination report of Kokomo Howard County Public Library, Howard County, Indiana.
2007
IND. 657.832 I385ek

Examination report of Lincoln Heritage Public Library, Spencer County, Indiana.
2007
IND. 657.832 I385eL

Examination report of Morrison-Reeves Library, Wayne County, Indiana.
2007
IND. 657.832 I385em

Examination report of Oakland City-Columbia township Public Library, Gibson County, Indiana.
2007
IND. 657.832 I385eo

Examination report of Spencer County Public Library, Spencer County, Indiana.
2007
IND. 657.832 I385es

Examination report of Wayne County Contractual Library, Wayne County, Indiana.
2007
IND. 657.832 I385ew

Executive order 11246, Affirmative action program for minorities and women, Indiana State Board of Accounts ...
2008/2009
IND. 331.133 I385aac

2008 Checklist of Indiana State Documents

Guide to the Publication of Legal Notices. 1990.
1990
IND. 343.772 I385g

The school administrator and uniform compliance guidelines.
v 181 (March 2008); v 182A (June 2008); v183 (September 2008)
IND. 379 S372

Township bulletin and uniform compliance guidelines.
v 277 (June 2007); #278 (August 2007); v 279 (November 2007); v 280 (February 2008);
v 281 (June 2008); v 282 (August 2008); v 283 (November 2008)
IND. 336 T753t

Administration, Department of

IGC South - 402 W. Washington Street W478, Indianapolis, IN 46204 / (317) 232-3150

Affirmative action plan.
2006/07; 2007/08; 2008/09
IND. 331.133 I385acv

Advisory Commission on Intergovernmental Relations, Indiana

Center for Urban Policy and the Environment, School of Public and Environmental Affairs,
342 North Senate Avenue, Indianapolis, IN 46204-1708 / (317) 261-3000

Center for Urban Policy and the Environment
Property Tax Reassessment: Issues in Implementation.
December 2001
Indiana University School of Public and Environmental Affairs
IND. 336.22 I385p

Advisory Health Council, Indiana

The law + community action = a healthy community.
1949?
IND. Pam. 362.1 no. 7

Aeronautics Commission

IGC North – 100 North Senate Avenue, Indianapolis, IN 46204 / (317) 232-5533

Annual report.
1968/69
IND. 629.13 I385rha

Indiana State Airport System Plan, Phase IV Requirements.
February, 1980
IND. 629.13 I385 asp

Agriculture and Rural Development, Indiana Commission for

101 W. Ohio Street, Suite 1200, Indianapolis, IN 46204 / (317) 232-8770

Annual report.
2001; 2002
IND. 630 I385acr

2008 Checklist of Indiana State Documents

Indiana Agriculture Recommendations for 2002 Federal Farm Policy.
August 2001
IND. 630 I385ar

Indiana Plan-1995: The New Strategic Agenda for Food, Agricultural, and Natural Resource Education.
1995
IND. 630 I385aci

Welcome to the Certified Livestock Producer Program.
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IGC South – 302 West Washington Street, Indianapolis, IN 46204 / (317) 232-3910

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401 N. Randolph Street, Indianapolis, IN 46201 / (317) 639-2671

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10 North Senate Avenue, Indianapolis, IN 46204 / (317) 232-6702

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Chapter 6

Required Reports and Statistical Sources

There are numerous reports a public library director is required to complete, most of which are mandated by Indiana state law. These include statistical reports, financial reports, and employee reports.

Reports due to the State Board of Accounts (SBOA) or Department of Local Government Finance (DLGF) are submitted electronically via a web portal called Gateway. Gateway is a tool both agencies use to collect and disseminate local government information.

Required Reports

Please note that the requesting agency is in *italics*.

A. **Annual Report for Indiana Public Libraries (ISL)**

Includes the following components:

- Annual Report (questionnaire/survey)
 - Annual PLAC Statistics Report
 - Statement of Compliance with Standards
 - Statement of Intent to Comply with Standards
 - Supplemental Questions
- Signature Page

Much of the data collected in this report is submitted to IMLS for inclusion in the national [Public Libraries Survey](#).

The Annual Report is completed entirely online. The signature page must be signed by the library director and the board president and returned via email or mail. Instructions and login information for the report are emailed to all directors in December.

The Annual Report is due **March 1st** of each year to coincide with the State Board of Accounts' Annual Financial Report, as required by PL Standards, 590 IAC 6-1-5 (cc).

Data collected by the State Library's Annual Report may vary slightly from year to year but always includes:

- a. Library name, address, location and contact information, hours of operation
- b. Library service areas (city/town, township(s), county, or other)
- c. Library district's most recent assessed valuation(s) and tax rate(s)
- d. Census population (most recent decennial census), number of registered borrowers (both resident and non-resident), ILL and circulation
- e. Operating income and expenditures by type
- f. Library holdings/collections
- g. Selected library services, including programs
- h. Type and speed of internet access and number of computers
- i. Staff job classifications and hours worked
- j. Salary and benefit information

Annual PLAC Statistics Report This report tracks the number of loans your library makes to people from other library districts. The library must keep statistics on patrons with PLAC cards; you will need to ask these patrons for the name of their home library. Please carefully review the number of loans reported. Net lender libraries may receive payment for net loans, but an error or failure to complete this section could result in the loss of this potential payment.

Statement of Compliance with Standards A public library must either meet all standards or receive a waiver for non-certification issues each year in order to receive state or federal funding. Funding includes Broadband Connectivity Fund money, PLAC distributions, InfoExpress service discounts, LSTA funds and payments or grants for internet lines and other services.

Statement of Intent to Comply with Standards Any "no" answer in the Statement of Compliance with Standards must be explained in the Annual Report, along with a statement as to how the library intends to change to comply with standards. If a library does not adequately explain its intent or does not explain a "no" answer, it may be found out of compliance with standards.

Supplemental Questions This part of the report changes yearly and is intended to elicit topical information on Indiana libraries for the use of the Indiana State Library, Indiana librarians and other interested parties.

Signature Page This page must be signed by both the library director and the board president. It may be returned via email or mail.

B. Fiscal and Narrative Reports for Grants Awarded (LSTA and other) (ISL)

Libraries receiving LSTA or other grants from the Indiana State Library should refer to their grant manual for a detailed explanation of grantee responsibilities and deadlines. LSTA grants require three brief quarterly evaluations, a final report, and a final financial report to be completed for each project. For more information, visit <https://www.in.gov/library/services-for-libraries/lsta/>.

C. PLAC Quarterly Reports (ISL)

This report is due **quarterly**, on the 25th of the month that follows the end of the quarter (**January 25, April 25, July 25, October 25**). It is sent to the Indiana State Library, Administrative Division and must be filed regardless of whether any PLAC cards were sold. A check for fees collected (which must reflect the exact number of cards sold) must accompany this report form. PLAC cards are numbered and are the financial responsibility of the library to which they are issued. The PLAC report form can be downloaded at <https://www.in.gov/library/services-for-libraries/ldoresources/placrules/plac/>.

D. Report of Names and Compensation of Officers and Employees (Gateway 100R) (SBOA)

This report is to be filed through the Gateway **on or before January 31**.

Report the names and compensation of ALL people paid by the library. If they receive a W2, they should be listed on this report. These are public records and are often requested by the general public. As such, the State Board of Accounts recommends using the library's address, *not* each staff member's home address. You must also sign and return an attestation page.

E. Withholding Statements for Employees (W-2) (Federal - IRS)

This statement must be completed and given to each employee by **January 31**.

<https://www.irs.gov/forms-pubs/about-form-w-2>

F. Annual Report to Indiana Department of Revenue (DOR)

Information on state and county income tax withholdings is due in **January**.

<http://www.dor.in.gov>

G. Annual Report to Internal Revenue Service (W-3) (Federal - IRS)

Information on social security withholdings and federal income tax withholdings is due in **January**. <https://www.irs.gov/forms-pubs/about-form-w-3>

H. Outstanding Indebtedness Report (DLGF)

[IC 5-1-18-9] Each political subdivision must report any outstanding bonds or leases to the Department **on or before February 28**. <https://www.in.gov/dlgf/gateway/debt-management/>

I. Library Annual Financial Report (Form Number LAR-1) (SBOA)

The LAR-1 is **due March 1**. <https://gateway.ifionline.org/login.aspx>

This report of all the library's funds in a calendar year is made available to the Census Bureau after the State Board of Accounts receives it. The State Board of Accounts uses it as the basis for the library audit. SBOA has staff who can answer questions about it at 317-232-2513 or libraries@sboa.in.gov.

J. **Bi-annual Report to the County Treasurer Certifying Names and Addresses of Every Library Employee for the County Where the Employee Works**

[IC 6-1.1-22-14] **Due twice a year: June 1 and December 1.** There is no official form to complete; employees' home addresses must be reported. A governmental entity that has an employee who works in more than one county shall certify the information for the employee to the county of the employee's principal office.

K. **Post Bond Sale/Post Lease Execution (DLGF)**

[IC 5-1-18-7 and 5-1-18-8] Political subdivisions entering into bonds and leases during a calendar year must report these obligations to the Department through the Gateway **on or before December 31**.

Selected Statistical Sources

Statistics of Indiana Public Libraries (ISL) – Data on Indiana libraries from 1994 through previous calendar year. (Statistics from years prior to 1994 are available in print upon request.)
<https://www.in.gov/library/services-for-libraries/plstats/>

Public Libraries Survey (Federal - IMLS) – The Public Libraries Survey (PLS) provides statistics on the status of public libraries in the United States. Data from approximately 9,000 public libraries is collected and reported to IMLS via their respective state libraries.
<https://www.imls.gov/research-evaluation/data-collection/public-libraries-survey>

The [Search & Compare](#) tool provides an easy way to query, browse, view, and download data about individual libraries in the survey.

Indiana State Library State Data Center – A resource for Census, federal, and state statistics.
<https://www.in.gov/library/collections-and-services/isdc/>

National Center for Education Statistics – Library Statistics Program – Provides data from academic libraries and school library media centers. <https://nces.ed.gov/ipeds/use-the-data>

Library and Book Trade Almanac (formerly The Bowker Annual) Medford, N.J.: Information Today, Inc.
<http://books.infotoday.com/directories/Library-and-Book-Trade-Almanac.shtml>

Library Journal – America's Star Libraries
<https://www.libraryjournal.com/section/starlibraries>

Public Library Association (PLA) Surveys and Data – This division of the ALA administers voluntary surveys to public libraries each fall. Before ending with the 2018 report, the Public Library Data Service Statistical Report had content similar to the PLS. Past stats are available via the PLA's data tool, [Benchmark](#). Benchmark has both free and subscriber-only levels of access.

Since 2020, the PLA's surveys have followed a rotating series of topics—Technology, Staff & Diversity, and Services for Strong Communities. Summary reports can be found at <https://www.ala.org/pla/data/plasurveys>.

STATS Indiana – Indiana University/Indiana Business Research Center
STATS Indiana provides easy, one-stop access to critical economic and demographic statistics for states, counties, cities and towns, townships, regions, census tracts, and more.
<http://www.stats.indiana.edu/>

The POLIS Center/SAVI

Data for Central Indiana (SAVI): <http://www.savi.org>

U.S. Census Bureau

<https://www.census.gov/data.html>

Statistics Usage – Bibliography

Baird, B. J. (2004). *Library collection assessment through statistical sampling*. Lanham, Md., Scarecrow.

Bertot, J. C. (2001). *Statistics and performance measures for public library networked services*. Chicago: American Library Association.

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Orcutt, D. (2009). *Library data: Empowering practice and persuasion*. Santa Barbara, CA: Libraries Unlimited.

Smith, M. (1996). *Collecting and using public library statistics: A how-to-do-it manual for librarians*. New York: Neal-Schuman.

White, A. C., & Kamal, E. D. (2005) *E-metrics for library and information professionals: How to use data for managing and evaluating electronic resources*. New York: Neal-Schuman.

Also recommended:

ALA page on statistics – www.ala.org/tools/atoz/statistics-library

RIPPL – Research Institute for Public Libraries – <https://www.ripleffect.org/>

*Updated for
2021*

IN The Public Trust:

A Manual for Indiana Public
Library Board Members

Written by Dan Cain

with the editorial assistance of

the Indiana State Library

and the 'IN The Public Trust' Committee



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Chapter 1: Take Time to Learn the Job

It is distinctly an honor to be on the board of an Indiana public library. You set the direction for a very important municipal corporation (IC 36-1-2-10). You will govern the expenditure of thousands of dollars and be responsible for many more thousands of dollars of library assets. The community has trusted you with their property. Your peers have said they believe you have the skills to govern the library and they trust you to do that. You are therefore referred to as a trustee.

What a privilege it is to sit in a seat so powerful that you make decisions that affect the lives of so many people who use the library now and many more who will benefit from a good library far into the future. But being a library board member is not all honor and privilege. It's hard work and sometimes you'll have to look hard to find the rewards for your efforts. A major factor that makes the job so tough is that board members rarely come to the job well prepared.

You have two major challenges facing you as a board member. The first is to do the task of **governing** this library (IC 36-12-3-3). You'll plan, monitor things like finance and services, evaluate the progress of the library on long-range goals and a hundred other things to keep this library viable and moving.

The second major task is equally important. You must **become a part of the board team** and keep it functioning at an optimum level. If you and the other board members don't do a good job of building and maintaining your skills of teamwork and good board membership, you won't be able to accomplish the first task--governing the library. The intent of this manual is to help you with both tasks.

As you gain experience on this board, you will continue to learn facts, statistics, history, procedures and a thousand other things. But first things first:

- **Get to know the other people who serve on this board** with you--not just their names, but who they really are. Where do they live? What are their occupations? Do they have families? What are their real interests and concerns? What motivates them to serve on this board?

Team-building begins by knowing your teammates. Governance cannot happen without team effort.

- **Get to know the director, the other part of the board team.** There must be a very high level of trust between those who govern the library and the person they have chosen to manage. Board members and director form the board team.
- **Learn that this job deserves your very best effort.** You come to the board as an amateur, but you must do the job in the most professional manner possible. Although you are a volunteer, the governance of the library demands the best job you can do. If you can't offer that, let someone else have your position at the table.
- **Learn to learn.** Learning this job is a continuing process. Ongoing development activities should be part of the plan for every board and every board member. Attend state and national library conferences, take part in board development workshops, read pertinent literature about the library and about governance of the library.
There is no such thing as knowing all you need to know about this complex job of governing this complex operation.
- **Learn where to go for answers to your questions.** Your best defense against being totally lost at this early stage of your term as a board member is to know the people and resources that will give you answers to the tough questions quickly.

The Board Member's Orientation

The director and another board member or the board president are your best guides to the ways of the library. This manual is designed to be your guide to the basics of good board membership and will answer many of your questions.

You will learn about the library and how it works for as long as you remain on this board. But you can't wait to learn some information that will be very useful in governing this organization.

Here are a few questions that should be answered in your board member orientation:

- 1) What is the written mission statement of this library?
- 2) What are the long-range goals of this library?
- 3) When was this library organized and what is the service area?
- 4) How many residents does this library serve?
- 5) How big is the annual budget?
- 6) What are the total assets of this library?
- 7) What facilities and equipment does the library own or rent?

- 8) What is the total indebtedness of this library?
- 9) Where does the money come from to finance this library?
- 10) Who appoints the board members and for what terms of office?
- 11) Who are the current officers of the board?
- 12) How are the board officers elected?
- 13) How long has the present director held this position?
- 14) What training does the director have for managing this library?
- 15) How many staff does the library have and what do they do?
- 16) Are board members reimbursed for expenses, and, if so, how?
- 17) Are board members paid?
- 18) What local/state/national legislative issues could affect the library?
- 19) What have been the major problems faced by this library since it was organized?
- 20) Has this library or the board ever been involved in litigation?
- 21) What major problems does the library currently face?

Learn more about the library from these important documents

You can learn much about how the library works by looking at its paperwork. Ask the director or board president to show you copies of these documents and to explain those you don't understand.

- 1) A list of board members, their addresses and phone numbers
- 2) Resolution of establishment
- 3) Bylaws of board procedure and management
- 4) The written mission statement of the library
- 5) The long-range plan of the library
- 6) Board member job description
- 7) Board policies and procedures
- 8) Annual calendar of major board and library activities
- 9) Annual budget approval calendar
- 10) The current budget
- 11) Financial reports for the past year
- 12) Director job description
- 13) The process and the instrument used to evaluate the director
- 14) Organizational chart
- 15) Annual reports for the last five years
- 16) Minutes of the library board meetings for the past year
- 17) Major contracts the library has with other public or private agencies

- 18) Committees, committee job descriptions and current committee members
- 19) Library brochures or pamphlets
- 20) Any documents that report the history of the library

Chapter 2: The Board Member's Job Description (IC 36-12-2; IC 36-12-3)

The library board is responsible for the library and all that happens in it.

That may be a little blunt, but it is both a legal and practical way of looking at the job you accepted as board member. Your responsibility includes director, staff, buildings, finance, assets -- all successes and failures of the library.

Even though the board delegates the actual day-to-day operation of the library to professional paid staff, the board never gives up ultimate bottom-line responsibility for the success or failure of the library. **To manage that responsibility the board has five major tasks:**

- 1) Set policies (IC 36-12-3-3)
- 2) Hire the director (IC 36-12-2-24)
- 3) Plan for the future of the library (IC 36-12-3-3 & IAC 590 Rule 6)
- 4) Monitor and evaluate the overall effectiveness of the library (IC 36-12-3-3 & 4)
- 5) Advocate for the library in the community and advocate for the community as a member of the library board.

Task 1 - The board sets broad governance policies for the library (IC 36-12-3-3)

The board must first establish broad but clear policies about what the library will do and how it will be done. **A policy is a direction or course of action the library will follow.**

The board begins with the mission statement and writes policies that outline parameters of how the library will operate to accomplish its mission. Then the board functions as observer, interpreter and evaluator of those policies. The board also modifies existing policies and creates new policies as needed to keep the library running well.

The board's role in developing library policies is explained further in Chapter 3, "The Board Develops Policy."

Task 2 - The board hires a director to manage the library (IC 36-12-2-24)

Of course, an appointed library board has neither the time nor the management skills to manage the library. (IC 36-12-2-24) That's not why board members are appointed. Placing themselves into a governance or policy-making position overseeing a professional library director is the only efficient way for board members to make the library work.

Although some board responsibilities cannot be delegated to others, as we'll see in other sections of this manual, a great deal of the work of the board must be delegated to the director who has the skills and abilities to do the job.

However difficult it is, the board must relinquish management authority to the paid, full-time director and then monitor and evaluate, but not interfere with that management. If the board determines major problems exist in the management, the board must resolve these with the director.

How much does the board do and how much does the board delegate to someone else to do? That's not an easy question to answer and is often a source of conflict between board members and the director. There are several ways you can deal with this confusion and keep things in perspective:

- Do not look at your relationship with the director as a turf battle between the board and the director. The board, director and staff must always function as a team, and each team member has assignments. You must determine who does what best and then allow that segment of the board team to do the job without interference from the other parts of the board team.
- The board members' duties can be defined loosely as dealing with issues that affect the whole library and its position in the community. (IC 36-12-3-3) The board sets parameters of how the library will operate. Then the director's duty is to carry out the day-to-day functions (procedures) of running the library within the parameters (policies) set by the board. (IC 36-12-2-24(a) last sentence)
- There are few activities of the board team in which every segment of the board team isn't involved (IC 36-12-3-10). For example, it is the board's job to establish an annual budget for the library. However, the budget is most often prepared by the director and recommended to the board for approval. So the director does have an important role in the budget process even though, strictly defined, the budget is a board responsibility.

- Communication is the best prevention of confusion and conflict. Board members and the director must feel free to discuss any issue and to express concern about who does what job.
- Board members never give up their bottom-line responsibility for the library even though they must delegate much of the work.

Who Does What? Examples to help you define who does what on the board team:

- The board delegates management of the staff to the director, but the board approves staff appointments. (IC 36-12-2-24)
- The board hires a consultant (for example, to recommend a firm to do a feasibility study), but the director seeks the bids and makes recommendations to the board for their final decision. (IC 5-22)
- The board awards bids for major purchases, but the director recommends which bid be accepted and actually makes the purchase. (IC 5-22)
- The board is responsible for making a long-range plan for the library, but the director will make recommendations and act as a resource throughout the planning process. (IC 36-12-3-3 and 590 IAC 6-1-5(j))
- The board approves a budgeted amount for maintenance, but the director actually determines the maintenance activities that will be carried out.
- The board approves salary schedules and annual adjustments, but the director determines the level of staffing necessary and what those staff members will actually do. (IC 36-12-2-24(b)(1) & (2))

Task 3 - The board plans for the future of the library (IC 36-12-3-3 & 4)

By delegating management responsibility to the paid staff, the board leaves itself time for the important task of planning for the future of the library. Planning is not a frill, but one of the most important trusts that the community gives to the library board.

Planning, in an age when dramatic change in libraries comes almost faster than we can comprehend, seems like an exercise in futility. But the very fact that change is so rapid is even more reason that every library must have a plan to cope with that rapid change and the effects that change could have on the library.

Failure to plan is planning to fail. Board members must be visionaries for the library. They must plan as far ahead as five to ten years.

Failure to plan is planning to fail. Board members must be visionaries for the library. They must plan as far ahead as five to ten years.

The board is generally recognized as the responsible party for long-range planning and the director is responsible for developing a short-range (1-year) plan to carry out the long-range goals set by the board. But all planning for the library is a team effort--board, director, staff.

IC 36-12-3-3 The board also does short-range planning

The director is generally responsible for writing a short-range plan that explains how director and staff will work on the board's long-range plan this year. The board's short-range plan is an outline of what the board's work will be this year. In other words, the board creates an annual calendar of board activities.

The short-range plan is a simple document that will include such things as plans for board meeting times for the year, committee activity, election of officers and board development activities.

See Chapter 5 for a complete discussion of the Planning Process.

Task 4 - The board monitors and evaluates library effectiveness (IC 36-12-3-3)

The very term "trustee" indicates what the community expects from you. They put their trust in you to make sure the library is operating the way it should--the way they want it to run. It's your job to keep an eye on the progress of the library for the community.

Of course, you can't watch every detail and every activity that takes place in the library, because that would be a full-time job. Board members monitor and evaluate "bottom-line" results. For example, you cannot and should not be in the library office every day monitoring the kind of service provided by library staff. But the board can survey the community to find out the overall satisfaction of those who use the library. That's bottom-line evidence of the work staff is doing.

You will monitor and evaluate many things as a member of the library board, but there are a few major ones:

- Finance
- Director effectiveness
- Progress towards the mission and long-range plan.

The board monitors finance - IC 36-12-3-10 through 14 and "Accounting & Compliance Guidelines Manual for Libraries" for specifics

Finance is one of the most difficult items you will have to monitor and evaluate, but it doesn't have to be an overwhelming task. You don't have to be an expert in corporate finance to do a good job of monitoring the finances of the library.

- Begin your monitoring with careful attention to the budget. The budget is the board's financial plan for the library and deserves plenty of your attention. The budget will be prepared by the director and staff and presented to the board for approval. When the budget is presented, board members must ask whatever questions necessary to gain a reasonable understanding of this financial plan--basically, where is the money coming from and where will the money be spent.
- Monthly financial reports to the board are the windows you use to monitor how well director and staff are following the financial plan the board approved when they voted on the budget. If you don't understand the reports, ask the director for an explanation. Remember, you don't have to know everything about the finances, just enough to feel comfortable that the money is coming in and going out according to your budget plan.

Financial reports will cover both the revenue side and the expense side of the budget. On the expense side, you should understand what was budgeted, what has been expended to this point, the variance between the spending plan and what is actually being spent, and the reasons for the variances. It is the same for the revenue side. How much money did you anticipate at this point? What has actually come in? What's the variance? Why is there a variance?

- The final step for the board to do a complete job of monitoring the financial status of the library is an audit of the library's financial records by the State Board of Accounts. This is a required procedure for libraries receiving tax dollars, but it is much more than just a mandate. It is also one of the board's best protections against financial misconduct or ineptness.

When the audit is completed, it will be delivered to the board president, board treasurer, and library director with the auditor's findings. Board members should feel free and, in fact, obligated to discuss the report with the State Board of Accounts and get a basic understanding of the strengths and weaknesses reported in the audit.

See Chapter 8 for a complete discussion of library finance.

To learn about library finance...

- New board members should insist on a good orientation about library finance and how to monitor financial status.
- The board should ask for regular board in-service sessions about library finance.
- Ask questions about finance.
- If the budget is not clear to you, ask questions.
- If the financial report is not clear to you, ask questions.
- If the audit report is not clear to you, ask questions.

IC 36-12-2-24 The board monitors the Director

Director effectiveness is another very important area for board members to monitor and evaluate. Remember, you are responsible for everything in the library and you only delegate management to the director. You don't give up your responsibility when you delegate, so it's up to you to make sure that management is being handled properly.

You can't follow the director around all day to see how the job is being done, so the best way to evaluate and monitor director effectiveness is by providing a good job description for the director and then doing a formal annual evaluation to determine how well the director is filling the job description and accomplishing library goals.

The format and procedure for director evaluation must be worked out by each board, but it is important for each board member to understand what is appropriate and inappropriate for the evaluation.

Remember that you're measuring director effectiveness on bottom-line results...

- Is there a good flow of information / recommendations from director to board?
- Are the finances of the library reasonably stable? -- Is the library user base growing?
- Is the library making progress towards long-range goals?
- Is the director working within the job description written by the board?
- Is the community content with library services?

A few good rules for director evaluation

The director evaluation process can be carried out in many ways, but there are rules to follow in whatever process you choose.

- 1) Do not ask staff to evaluate the director for the board. The staff doesn't know what the board expects of the director and cannot be unbiased when evaluating their boss.
- 2) Evaluate objectively, based on performance, not on "gut feeling" or on your like or dislike of the director's personality.
- 3) Make your evaluation a positive effort to communicate better with the director, not a fault-finding mission to document errors. Formal evaluation allows the board and the director a system to communicate about how to make the library better. Look as much for what the director does well as for what the director is doing wrong.
- 4) Reward good performance; demand correction for poor performance.

IC 36-12-3-3 The board monitors progress toward goals

The long-range plan is like a mark in the sand placed there as a reference point to determine if the library is moving ahead, standing still or falling behind. Board members must always be aware of the mission and long-range goals of the library so that you can accurately measure the progress.

Progress or lack of progress will determine decisions you make as part of the board team. You can't set direction if you don't know where the library is supposed to be going.

The board evaluates and monitors itself

It's up to the library board to hold itself accountable for good performance. To do that correctly, your board should take time every year to formally self-evaluate board performance.

The purpose of the evaluation is not to find fault with board members or the full board, but to examine strengths and weaknesses. The formal self-evaluation should be followed with a plan to improve board performance.

Use the board self-evaluation form at the end of this section of the manual to evaluate your board's performance.

Task 5 - The board advocates for the library

Because you serve as a volunteer leader of the library, you qualify as a good advocate for the organization.

Volunteer board members' motivation is service to the community. Board members are also community leaders and influential in the community, prime qualities for an advocate.

Your advocacy for the library will take several different forms -- establishing a relationship with lawmakers and appointing authorities, communicating to the taxpayers the needs and plans of the library and carrying out public relations activities for the library.

Your advocacy efforts will generally be part of a planned board effort. Remember, you cannot speak for the full board, but you can speak about the board's position on issues. You can also promote the interests of the library at any time.

Board members are also advocates for the community to the library. You represent community standards and interests and understand community needs. You should be ready to voice those community needs in board meetings, always being careful to represent the whole community and not just special interests.

The board contributes expertise to the library

In addition to community influence, board members often bring personal expertise to the library board. Libraries never have enough money to hire all the expertise they need, so it's a natural for board members to offer their expertise to the library. That expertise could be anything from financial to construction, public relations to computers.

Keep in mind, however, that you are not appointed to be a specialist for the library, but rather to apply your general experience and leadership skills to the governance of the library.

Exercising your specialty must be done in a cautious manner.

When you offer your expertise to the board or to the director, don't be offended if your advice is not accepted. Both the board and the director must work in the context of what's best for the whole library, and not just this one area of need.

Also, when offering your expertise, be cautious not to misuse your power as a board member to pressure the director or other staff to accept your help.

“The bottom line.. A real expert knows the answers, but also knows when to offer those answers.”

The Board Evaluates Itself

Successful board teams pay attention to the process of how they operate. Just as they evaluate the progress of their library, they must also assess the operation of the board team and determine how they can do the job better.

Our board prepares to do its job by...

- YES NO Conducting a thorough orientation for all new board members.
- YES NO Integrating new members into the team as quickly as possible.
- YES NO Attending board development conferences.
- YES NO Providing monthly board development activities for all board members.
- YES NO Performing an annual self-evaluation of board operations.
- YES NO Providing all board members with copies of the mission statement, by laws, constitution, long-range plan, and all other important documents of the library.
- YES NO Touring all facilities at least once a year.

Our board ensures good meetings by...

- YES NO Limiting most meetings to two hours or less.
- YES NO Providing a comfortable meeting room conducive to business.
- YES NO Convening and adjourning on time.
- YES NO Sticking to the prepared agenda.
- YES NO Working for consensus rather than fighting for a majority.
- YES NO Following a businesslike system of parliamentary rules.
- YES NO Including the director as a resource for all deliberations.
- YES NO Confining all discussion to policy issues and avoiding management issues.

YES NO Allowing/encouraging all board members to participate in discussion.

Individual board members...

YES NO Attend at least 90% of all board meetings and committee meetings to which they're assigned.

YES NO Come to meetings prepared to discuss agenda issues.

YES NO Come to meetings on time.

YES NO See themselves as part of a team effort.

YES NO Act as advocates for the library.

YES NO Know their responsibility as board members of the library.

YES NO Attempt to exercise authority only during official meetings of the board.

YES NO Represent the broad interest of the library and all constituents, not special interests.

YES NO Understand that the most efficient way to govern is to delegate management

Our board plans for the future of the library by...

YES NO Annually reviewing and approving the mission statement.

YES NO Annually reviewing progress toward the long-range plan and modifying the long range plan.

YES NO Operating from opportunity to opportunity rather than crisis to crisis.

Reinforcements and solutions:

In which of the major categories above does our board show real strength?

In which of the major categories above does our board need improvement?

Chapter 3: The Board Develops Policy (IC 36-12-3-3)

Ask any board member to define the board's job and you'll likely hear, "The board's job is to set policy." Ask for a definition of policy and you'll probably get no more than a confused look.

To do your board member job well, you must understand policy because that's where you'll be spending your time--making policies, wrestling with policy issues, interpreting policies, monitoring policy effectiveness, enforcing policy, setting direction for the library through policies, protecting yourself and the library through a good set of policies.

You probably have unwritten family policies: "Homework will be completed before the television may be turned on." The Constitution of the United States is full of policies for our country: "Congress shall make no law respecting establishment of religion."

Policy is a written statement of the process and procedures for handling a specifically defined issue. Just entering a motion into the meeting minutes that says the board will follow a particular direction is not policy. Relying on board tradition to be board policy is not enough. Determination of how the board handled an issue the last three times is not policy.

A good set of written board policies...

- Informs everyone of board intent, goals, and aspirations.
- Prevents confusion among board members, staff and the public
- Promotes consistency of board action.
- Eliminates the need for instant (crisis) policy making.
- Reduces criticism of the board and management.
- Improves public relations.
- Clarifies board member, director and staff roles.
- Gives the director a clear direction from the board.

Board policy is a carefully designed, written general statement of direction for the library, formally adopted by a majority vote of the board at a legally constituted board meeting.

Using the general guidelines of board policies, the director and staff will write rules and regulations for operation of the library. For example, your library board may develop a policy that says the library will have a video collection for public lending.

The director and staff will then write guidelines for purchasing materials for the collection, lending rules for the collection and various other regulations necessary to maintain and manage the collection.

A board should "develop" policy and not just "write" policy. Good policy grows out of a lengthy process of studying the issues and needs, gathering facts, deliberating the issues, writing the policy and reviewing the policy annually.

Board policy is not...

Your bylaws are not your board policies. Bylaws are a higher and more permanent set of guidelines for how the board will operate. They are usually harder to change than board policies and do not cover the broad scope of how the library will operate.

Board policies are not laws. There is little need to repeat in board policy those statutes that already have the force of state or federal law, unless the board policy spells out some special manner in which the library will implement or comply with a law. For example, if state law prescribes when your fiscal year will begin, there is no need to repeat that law in a board policy.

The process for developing policy

Let's look at policy development step by step.

1. **Identify the need.** Unfortunately, many library policies are a direct result of a problem or even a crisis rather than a result of careful planning and foresight. When a delegation of "concerned citizens" appears at your board meeting demanding that you eliminate your collection of videos, it's very easy to identify the need for a policy on censorship and another policy to direct citizen conduct at board meetings.

A better way to identify need for particular policies is to anticipate problems and write policies before the problems occur. Study other library policy manuals. Ask the State Library's Library Development Office for help, 317-232-3697 or 1-800-451-6028. Sample policies from other libraries can be provided to you by the Library Development Office. See also the following link

on the Indiana State Library's website for examples of policies from Indiana public libraries.
<https://www.in.gov/library/services-for-libraries/ldoresources/public-library-policies/>

Pay attention to what's happening with other libraries in the state and across the nation. If a library in Iowa ends up in litigation for denying access to materials or services of the library, your library should review your own access policies. Learn from the mistakes of others.

2. **Gather the facts.** Most policies will grow out of recommendations from the library director. Your director is in touch with trends, problems and issues that demand policy statements from the board. Depending on the nature of the policy, you may want to ask for public input, seek legal counsel or even hire a consultant to help you develop a policy.
3. **Deliberate the issue.** This is where your perspective as a representative of the community to the library comes into play. You know community standards and community needs. Careful deliberation of a proposed board policy should include several considerations.

Is the proposed policy...

- Really necessary?
- Consistent with our mission statement?
- Within the scope of our authority as a board?
- Consistent with local, state and federal law?
- Compatible with our other policies?
- Practical?
- Broad enough to cover the subject completely?
- Enforceable?
- Affordable?

4. **Write the policy.** The actual wording of the policy is best left to the library director or a task force of board members and director rather than the full board struggling with wording. The actual policy may come to the board and back to committee for revision several times before it's finalized. Making good policy takes time.

Final approval of the written policy is a board responsibility and should be done at a formal board meeting.

5. **Review your policies annually.** Although you write policies to be durable, policies do become out of date, and an out-of-date policy can be as bad as having no policy at all. Annual review of your board policies can help you keep your policies current and at the same time keep board members current about board policies.

To make your board policies usable, they should be collected and codified in one manual. The manual makes the process of learning board policy simple for new board members and it makes application and interpretation of policies easier.

A manual also makes the process of review and update of board policies much easier.

An all-at-once approach to revision is much too cumbersome for any board. An easier way is to give every policy a date and then make sure the board or a committee of the board examines each policy on or before that date each year. That makes it an ongoing process and much less overwhelming.

All changes in the policy manual must have full board approval.

What are the policies/plans required by Indiana law?

Policies needed to fulfill requirement of “Minimum Standards for Public Libraries” 590 IAC Article 6, <http://www.in.gov/legislative/iac/T05900/A00060.PDF>?

With the advice and recommendation of the library director, the library board shall adopt the following written plans and policies:

- (1) Collection development.
- (2) Principles of access to all library materials and services, including a schedule of fines and Internet access policy.
- (3) A schedule of classification of employees.
- (4) An annual schedule of salaries.
- (5) A proposed library budget.
- (6) 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) A statement of community needs and goals.
 - (B) An assessment of facilities, services, technology, and operations.
 - (C) Measurable objectives and service responses to the community's needs and goals.
 - (D) An ongoing evaluation process.
 - (E) Financial resources and sustainability.
 - (F) An equipment replacement schedule.
 - (G) A professional development strategy.
 - (H) Collaboration with other public libraries and community partners.
- (7) Personnel policies and procedures that, at a minimum, address the following:
 - (A) Employment practices, such as recruitment, selection, and appointment.
 - (B) Personnel actions.
 - (C) Salary administration.
 - (D) Employee benefits.
 - (E) Conditions of work.
 - (F) Leaves.

(G) Background Check/Criminal History policy for staff and volunteers

The following policies are also recommended:

- Moving and interview expense policy (could be part of the Personnel policy)
- Records excepted from disclosure policy - IC 5-14-3-4(b) (could be part of the Personnel policy)
- Investment policy - IC 5-13-7-7 (could be part of the Personnel policy)
- Disaster recovery plan for computer systems (could be part of the Personnel policy); See State Board of Accounts Information Technology Manual
- Public Purchasing policy—IC 5-22-3-3, (Also Small Purchase Policy—Under \$25,000)
- Internet Acceptable Use policy—IC 36-12-1-7, federal laws: Children's Internet Protection Act (CIPA) and Neighborhood Children's Internet Protection Act (N-CIPA).
- Fines and Fees policy (could be a part of the circulation policy)

The Library Development Office has samples of bylaws and policies. You can have these faxed or emailed to you at any time. Call 1-800-451-6028 or email statewideservices@library.in.gov.

The following list is not a comprehensive checklist of policies your board should have. These are categories for your consideration and a few examples of the types of policies that fall under each category.

Board operations	Building and grounds	Business
Board/director relationship	Construction contracts	Service contracts
Methods of adopting policies	Facility planning	Purchasing Insurance
	Maintenance requirements	Paid/unpaid leave
Services	Disposal of property	Evaluation
Types of programs and services offered	Naming of facilities	Transfers
Intellectual freedom	Administration	Personnel
Service goals	Authority delegated to the director	Termination
Circulation/registration	Evaluation of the director	Personnel records
	Compensation of director	Sexual harassment
News media relations		Reduction in force
Community Relations		Staff development
Community use of facilities		Part-time help
Public solicitation and advertising		Safety/health
		Grievances

Chapter 4: The Director's Job Description (IC 36-12-2-24)

Just as there is confusion about the role of the library board member, there is confusion about the director's role on the board team. The director is first an employee of the board, but the relationship between the board and the director is not the typical employer/employee relationship.

In most businesses, the employer is the expert in the business and probably knows more about the business than the employees. The library board members' job is to make sure the library operates well and in the best interest of those the library serves, not to demonstrate expertise in managing a library. The board must hire a qualified director to manage the day-to-day operations.

After board members carefully hire a qualified director they trust, they delegate all management responsibility to that director. The board's job becomes one of monitoring the director's work to make sure the board's long-range goals are carried out properly. For more thorough discussion of director evaluation, see Chapter 2, Task 4.

This delegating/monitoring relationship the board has with the director is very difficult to master because it is such an unusual employer employee relationship. But a citizen board governing a qualified director is a good system. It has the best elements of both worlds—a board of trustees who represents the best interests of the community, and a qualified director (IC 36-12-11-6 & 590 IAC 5) who has the skills to make the library run efficiently within the parameters set by the board.

The director is much more than just an employee of the board. The director is a valuable resource to the board on all issues and often the leader on many issues that come before the board.

The director should sit at the board table during all board meetings and should be encouraged and expected to make well-supported recommendations on all issues that come before the board.

The director should be expected to take part in board deliberations whenever necessary to help the board make decisions in the best interest of the library. There should rarely be an occasion when the board meets without the director as part of the meeting.

The director is charged with virtually all of the day-to-day management, and it must be understood by both staff and board that the director is the authority in matters of routine management.

When a good director does a thorough job of managing the library, board members easily become concerned that they are giving up their job and becoming a "rubber stamp" for the management.

But the truly "rubber stamp" board is one that simply approves, without good discussion and deliberation, all recommendations from the director. A "rubber stamp" board does not thoroughly monitor and evaluate the progress of the library.

The Director has the responsibility to:

- Implement the policies of the board.
- Represent the library in negotiations, public relations and other public events.
- Recommend staff for hiring.
- Direct, supervise, educate, evaluate and discipline all staff.
- Prepare the annual budget for approval by the board.
- Manage the finances of the library.
- Oversee the assets of the library.
- Plan the annual operations of the library to fit into the long-range plan of the board.
- Assist the board in the governance of the library by informing the board of the status of the library and recommending policy direction for the board.
- Report to the board the results of board actions.
- Remain current and knowledgeable about the library and appropriate methods of operation.
- Prepare an annual report of the progress of the library and submit that report to the board.

A good director does not make a "rubber stamp" board

A board that does a good job of delegating management takes nothing at face value, but expects the director to supply options and alternatives, and expects to have plenty of time for good deliberations on all issues.

A board doing its job right will have good systems of monitoring and evaluating the progress of the library and demand accountability from those who have been delegated to manage the library.

When the director does a good job of facilitating the board's work, the board can concentrate on the big policy and planning issues.

The director has an important reporting responsibility

Although the board delegates a great deal of responsibility for management of the library, the board retains ultimate responsibility for everything that happens in the library. Therefore, board members should expect a continuous flow of information from the director to help them in their monitoring and evaluating role.

It is the right and responsibility of the board to request from the director all information necessary to fulfill the board's governing responsibility. It is the director's obligation to report to the board accurately and completely about how the library is being managed-- problems, plans, progress.

The director has only one boss - the full board

The director is responsible to the whole board, but not responsible to each board member. When delegating to the director, the board must speak with one voice. When giving direction to the director, the board must speak with one voice. When asking for accountability from the director, the board must speak with one voice.

Individual board members, even the board president, have no power to make demands of the director and should avoid trying to exercise power they don't have.

This, of course, does not rule out individual board members asking the director for clarification about issues facing the board or discussing with the director concerns that individual board members may have. But it does rule out individual board members making demands of the director or giving orders to the director. The director cannot serve many masters and still manage the library efficiently.

Chapter 5: The Board Plans (IAC 590 Rule 6-1-6)

The board has no job more important than long-range planning for the library. The library board is responsible to set the broad parameters within which the library will operate, and you haven't done that if you don't have a long-range plan in place.

Planning is an exercise of leadership

- The long-range plan will be the basis for many other board functions.
- The board writes policies based on the mission statement and long-range goals.
- The board prioritizes the use of library resources through a plan.
- The board sets the stage for programs and services through a plan.
- Staff, director and board stay on the same track with a mission and plan.
- The board monitors progress of the library with the goals.
- The board maintains accountability to the community through the plan.

Long Range Planning

Long-range planning is a formal process

Long-range planning must be much more than an informal discussion about what the library ought to be doing in the years ahead. Good planning has to follow a very orderly and formal process.

Your board should hold at least one long-range planning meeting per year. This meeting will include the director and other key staff and be used to write a long-range plan or modify the existing goals.

You should be ready to merge your personal goals for the library with the personal goals of the rest of the board team. You should also be ready to work for a consensus with the rest of the planning team about the goals that you will set for the library. A library must have only one set of long-range goals to shoot for.

Good planning takes time

The long-range planning session will probably include the board, director, staff and other resource people and last as long as one or even two days.

In that special planning meeting you should be ready to set aside the limitations that you struggle with monthly in your board meetings. You will be asked to dream about the future of the library and then plan how you will make those dreams reality over the next three to five years.

Essential elements of a good long-range plan

An action-oriented long-range plan is so much more than a statement of the philosophies of the board about how the library will operate. The final plan you approve should:

- **Be truly long-range.** Planning for next year is not long-range. Your plan should include at least the next three to five years. The goals you set should be broad enough and visionary enough that they will take some time to complete. Your director and staff will then build their annual objectives for the library based on your long-range goals.
- **Be flexible.** It is a common misconception that a long-range plan, once written, is locked into place and not changed. Consider your library's long-range plan a flexible and changeable document.

When you review your plan six months or a year after you write the goals and objectives, one of your tasks will be to modify the plan as necessary to reflect changes that have occurred in the library since you wrote the original plan. If you planned to remodel a building in three years, you may discover that a sudden increase in revenues allows you to remodel now. Or you may discover that a sudden shortfall of revenues forces you to extend your objective a couple of years. Keep the goal and change the objective.

- **Have accountability.** Every objective you write should be measurable so that you can tell if it was completed or not. Each goal will then have objectives or action plans that will be specific, time-limited and spell out a responsible party for completion of the objectives or actions described.

Note the sample goal and its objective with specific accountability.

Goal: To seek additional non-tax funding for library materials.

Objective: Within five years our library will have an endowment fund that contributes to the library an amount equal to at least 10 percent of the annual materials budget.

- **Be visionary.** Long-range planning means thinking big. That's tough for library boards struggling with paying the bills and keeping the doors open, but a plan without vision is worse than no plan at all. Vision requires you to forget the budget constraints for at least a little while and dream about what your library could be. Vision and progress always requires some risk, but you can't steal second with your foot on first.

A plan for planning

The mission statement is the first step in long-range planning. Your library has a mission that should be in writing, stating clearly the reason the library exists and the vision that the board holds for the future of the library.

The mission statement is not a fuzzy piece of philosophy, but a clear statement of where this library wants to go. It states the difference this library will make by its existence. The mission statement is the cornerstone around which all other planning for the library takes place.

After you have the current mission statement reviewed or a new statement written, you should take a hard look at where your library is right now. This self-examination should look at strengths and weaknesses of the library, opportunities for the library and threats to the continued operation of the library.

Your self-examination should also look at the external influences that impact the library. Your community is important. You will need a strategy for researching your community's needs, e.g., what social conditions will have an impact? What will the current political climate do to your library? Is there competition for your programs and services? How will the economy and the demographics of your community affect your library? What are the trends among libraries?

When you have a clear picture of where your library is right now, it's time to write goals. Goals will grow out of the results of your self-examination. Goals should take advantage of opportunities, build on strengths, correct weaknesses, and prepare for threats to the library.

A good plan will limit the number of goals to a handful. Then, if you write 5-10 objectives, you'll have enough to do. Remember, planning is an ongoing process and you can add to your current plan during your annual review.

To carry the goals into action, you should assign responsibility for each goal to either a standing committee of the board or to a special action task force. The committees and task forces are then responsible to write action strategies to make the goal happen.

For example, a goal to make all library facilities accessible to handicapped persons should have a clear list of objectives and actions necessary to complete the goal. The committees might decide they need a feasibility study of facilities, a cost estimate of the renovations and a plan for raising the necessary cash. Those actions are assigned a completion date and a person or persons responsible for completion.

Good planning sometimes requires an outside perspective to keep the team on target and productive. An outside facilitator can force the team to be objective and write clear goals. College staff, corporate planners and other professionals can help you write a good plan.

The Public Library Association has published *Strategic Planning for Results* (2008), a planning process for public libraries that includes the planning process, public library services responses, a tool kit and workforms. Planning emphasizes the connection between needs that exist in a community and the services that a library offers. Libraries using this planning process should select among eighteen service responses for focus during the planning cycle and identify resource allocations for these services.

The service responses listed below describe most of the services offered by public libraries:

From *Strategic Planning for Results* by Sandra Nelson, ALA, 2008:

- Be an Informed Citizen: Local, National and World Affairs
- Build Successful Enterprises: Business and Nonprofit Support
- Celebrate Diversity: Cultural Awareness
- Connect to the Online World: Public Internet Access
- Create Young Readers: Early Literacy
- Discover Your Roots: Genealogy and Local History
- Express Creativity: Create and Share Content
- Get Facts Fast: Ready Reference
- Know Your Community: Community Resources and Services
- Learn to Read and Write: Adult, Teen, and Family Literacy
- Make Career Choices: Job and Career Development
- Make Informed Decisions: Health, Wealth, and Other Life Choices
- Satisfy Curiosity: Lifelong Learning
- Stimulate Imagination: Reading, Viewing, and Listening for Pleasure
- Succeed in School: Homework Help
- Understand How to Find, Evaluate, and Use Information: Information Fluency
- Visit a Comfortable Place: Physical and Virtual Space
- Welcome to the United States: Services for New Immigrants

Strategic Planning for Results Steps:

1. Plan to Plan
2. Identify Service Priorities
3. Set the Stage
4. Describe the Future
5. Communicate the Plan
6. The Rest of the Story

Chapter 6: The Board/Staff Relationship

Most libraries have staff other than the director--assistant director, librarians, clerks, bookkeeper, maintenance workers. Understanding the relationship of the board to those other staff members is vital to maintenance of a smooth running library just as it is to any business.

A poor understanding of the board/staff relationship is the cause of much confusion and chaos.

Technically, the board approves employment of all staff, pay and major working conditions (IC 36-12-2-24(b)). But practically, the board/staff relationship cannot be the traditional employer/employee relationship.

The Chain of Command

In practice, only one employee reports to the board -- the director-- because that is the most efficient way to run any business (IC 36-12-2-24(a)). Employees need to clearly understand who gives the orders, who is accountable to whom and who has responsibility for what. To do that the board creates a chain of command that sets up clear lines of authority and accountability.

The chain of command is designed to make things work, not to stifle communication. It is, in fact, a communications system in itself.

The board hires the director to be the library's expert in management of the library, and that includes managing all other personnel.

The board delegates the responsibility for managing personnel to the director. Although the director recommends to the board, for their approval, the hiring and firing of the staff, it is the director who is responsible for supervising, evaluating and disciplining all staff. The director is accountable to the board for the performance of all staff.

The chain of command has rules that must be respected to keep communication flowing:

- Under a chain of command structure, the board has no direct responsibility for day-to-day supervision of staff other than overseeing the director. Board members have no authority to issue orders to staff or make demands of staff except through the director.
- Under a chain of command structure, the board has no direct responsibility for assessing staff performance other than the director. The director should be expected to give regular reports about staff performance so the board can be assured that the work of the library is being done well, but the board does not formally evaluate staff.

- Under a chain of command, the board does not act on complaints from the staff, except through a grievance procedure that is board policy.

Staff members often fail to understand or choose to ignore the chain of command and go around the director to take concerns and complaints directly to the board or to individual board members. When such a "short circuit" occurs, it is the board member's responsibility to remind the staff member about

Problems are always best resolved at the lowest possible level on the chain and should be directed there. Concerns or complaints that come directly to board members should be reported to the director for resolution, by proper procedure.

the chain of command and the proper grievance procedure for such concerns or complaints.

Breakdown of the chain of command creates problems

When board members fail to adhere to the chain of command, the result is damage to the library's efficient operation. The director's authority to manage staff is compromised. You can't hold the director accountable for

staff performance if the board manages staff.

Staff morale will be damaged when the chain of command is broken. Staff will not have a clear understanding of who is in charge and to whom they are accountable.

Once a short circuit between board and staff is allowed to happen, the precedent is set that will be hard to break. Staff will believe they can come to the board with every issue. The director becomes an ineffective figurehead without real authority.

The Board/Staff Relationship

There is a board/staff relationship

Acceptance of the chain of command does not mean that a wall is placed between the board and staff. Staff, director and board members must still view themselves as one team and that team has one common mission to accomplish--service to the community.

Each part of the library team has special assignments in the team effort and those assignments complement the special assignments of the other members of the team. But the team members do not work in isolation.

- Board members may often work with director and staff members in committee settings.
- Board, director and staff must all be part of the long-range planning process.
- Staff members will frequently make reports at the board meeting.

- Board members, director and staff should get together for library social events, because those events can be powerful team-builders.

As a board member, you should show concern for the well-being of staff. The board should be concerned about retention of good staff by budgeting for reasonable pay and benefits. The board should give recognition of good staff performance and say thanks to staff through board action.

But it is imperative that board members base any relationship with staff on the chain of command. Social occasions cannot be an excuse for discussing complaints about the library. Staff appearances at board meetings cannot be an excuse to appeal to the board for a program that the director has already vetoed.

Chapter 7: Funding the Library (IC 36-12-3-9 through IC 36-12-3-18)

It takes a lot of cash to operate even the smallest library. Just as board members are responsible to determine the programs and services the library will offer, they are also responsible to make sure the programs and services of the library are funded adequately.

To understand the budgeting process and approve an annual budget for the library, board members must have an understanding of where the money comes from and how much revenue they can expect to build into the budget each year. A good understanding of revenue sources is also important because board members must be able to encourage continued funding from those sources and find new sources when needed.

Public libraries in Indiana are funded mainly by a combination of local taxes, state taxes and library generated revenues. Other sources generate some small amounts of funding for public libraries.

Revenue from Tax Sources

Property tax (IC 36-12-3-12)

Nearly all public libraries in Indiana are independent municipal corporations which have the authority to levy and collect taxes on property. Public library tax rates are expressed as a ratio of cents per hundred dollars of taxable property in the library district. If the public library tax rate is 28 cents per \$100 of assessed valuation and the total assessed valuation of all taxable property in the district is \$100 million, the levy would produce \$280,000 for the library.

Beginning in 1973, all Indiana public libraries operated under the state property tax control program known as "the freeze." The freeze tied increases in local tax levies to the growth of the local assessed valuation of property. The general effect of the freeze was to allow property tax levies for libraries to grow no more than 5% per year, per the State Board of Tax Commissioners, now the Department of Local Government Finance.

Beginning July 2000, with the approval of market value assessment, the controls set on how libraries received tax revenues changed. Department of Local Government Finance (DLGF) was required to base the percentage increase for operating property tax levies on a statewide average of non-farm income over a six-year period. All growth over 6% had to be approved by DLGF through an appeal process.

In 2008 the general assembly passed legislation that put more controls on the library's budget. It affected the Library Capital Projects Fund and the maximum levy limits. Previously, the property tax levy

limits did not apply to the property taxes imposed for a LCPF. However, beginning with property taxes first due and payable in 2009, for purposes of computing the maximum property tax levy limit imposed on a library board, the property tax levy will now include the LCPF. Previously, libraries had the ability to tax outside the max levy. Also in 2008, legislation was passed that placed property tax caps that limit an owner's property tax burden to a percentage of the property's gross assessed value.

Review of proposed budget (IC 6-1.1-17-20.3 and IC 6-1.1-17-20.4)

Recent legislation made changes that subjects appointed library boards to greater budget scrutiny. The library always submits the budget with the appropriate fiscal body for review.

If the percentage increase in the proposed total budget for the taxing unit for the following calendar year is more than the result of the assessed value growth quotient as determined under Indiana Code, then the appropriate fiscal body reviews the library's budget and issues a binding resolution.

Beginning in 2020, a library's budget may be subject to fiscal body review if the cash balance of all funds of the public library derived from tax revenue is greater than one hundred fifty percent (150%) of the public library's certified budget for the ensuing year.

If library total budget does not exceed the assessed value growth quotient, and the library's cash balance does not exceed 150% of the certified budget, then the review is nonbinding.

Libraries are required to report to the Department of Local Government Finance who their fiscal body is. Once the library budget receives its review and is approved by the fiscal body, it is subject to further review by the Department of Local Government Finance. Final determinations of budgets, rates and levies are made by the Department, and the certified budget order provides the library the authority to levy the tax and spend the approved funds. This approval is usually given sometime between October and December.

By law the DLGF has until December 31st of the year preceding the new budget year to certify the library's budget. For most public library districts, a justified budget within the limits of the law and approved by the public library board will be ratified by the Department of Local Government Finance.

Levy Excess Appeals (IC 6-1.1-18.5-12)

As a result of the property tax freeze and the establishment of maximum levies, the only way to increase funding beyond the maximum statutory levies placed on libraries is to file an excess levy appeal with the Department of Local Government Finance. The deadline to file for an appeal is often in October. The statute allows for the following appeals for libraries:

Permitted Levy Excess Appeals

1. **Annexation:** Permission to permanently increase the library's levy in excess of prescribed limitations established if in the judgment of the Department of Local Government Finance such increase is reasonably necessary due to increased costs of the library resulting from annexation, consolidation or other extensions of governmental service by the library to additional geographic areas or persons. (This includes taking an untaxed area into your library district.)
2. **Three-Year Growth:** Permission to permanently increase the library's levy in excess of prescribed limitations if the library unit's three-year average growth factor exceeds one and one tenth (1.1).
3. **Math Error:** Permission to the library to increase its levy in excess of prescribed limitations if in the judgment of the Department of Local Government Finance an advertising error, mathematical error, or error in data made at the local level (by the library) had a considerable financial impact in the determination of the civil taxing unit's levy limitations, rate, or levy. The increase to the maximum levy could be permanent or temporary depending on the type of error.
4. **Shortfall:** Permission to the library to temporarily increase its levy in excess of prescribed limitations if the library suffers a property tax shortfall due to an erroneous assessed value or because of payment of refunds that resulted from appeals.

Miscellaneous Taxes (IC 36-12-3-11(a))

Public libraries receive a share of the proceeds of other taxes--the license excise tax, commercial vehicle excise tax, and the financial institutions tax. These taxes are collected by the state and redistributed to local units. The amount varies from one library district to another according to the number and value of motor vehicles, bank deposits and other characteristics of the district.

Local Income Tax (LIT) Supplemental Distributions (IC 6-3.6)

The state allows counties to adopt an optional income tax. Public libraries in the counties where LIT has been adopted receive a share of the proceeds as a replacement for a portion of the property tax revenue. However, this does not result in an increase in financial resources for the library.

State and Federal Funds

State funds for public libraries (IC 4-30-17-3)

Other forms of direct and indirect state aid to public libraries, in addition to the property tax replacement credit, exist in Indiana--financial support for Internet access through the state backbone.

Federal funds for public libraries (20 USC 9101 Subtitles A & B)

Grants under the Library Services and Technology Act (LSTA) are the major source of federal dollars in Indiana public libraries. The Indiana State Library acts as the administrator for the Institute of Museums and Library Services in the approval and distribution of these funds.

Federal funds also assist libraries serving as sub-regional libraries of the National Library Service for the Blind and Physically Handicapped, universities as Resource Centers, and other grant projects. Other federal funds are received in the form of specific project grants under the Indiana Humanities Council and other agencies.

Miscellaneous Revenue (IC 36-12-3-11(a)(5))

Every public library generates some of its own support through fines, fees, interest on cash and other activities. In some public libraries, these sources account for as much as 10 percent of the total operating budget. In some libraries, endowment funds are also used.

Public Library Access Card (PLAC) (IC 36-12-3-2, IC 4-23-7.1-5.1, 590 (3) IAC)

Under Indiana law, a library patron may purchase a statewide library card for a fee established by rules adopted by the Indiana Library and Historical Board based on not less than forty percent (40%) of the current average operating fund expenditure per borrower by all eligible public libraries as reported annually by the state library in the state library's annual "[Statistics of Indiana Libraries](#)." All eligible public libraries in Indiana receive payment from the monies collected from the sale of the cards in the previous year based on the net loans made by each library to the patrons using the card.

Charitable Fundraising (IC 36-12-3-11(a)(5))

What happens when the tax dollars and other current revenues do not cover the costs of programs and services you want your library to offer? Libraries across the country are turning to charitable fund raising through fund raising events or planned giving programs.

Many public libraries are fortunate to have Friends of the Library groups to assist with fund raising activities, but board members are always the front-line advocates for the library. That includes advocacy for financial contributions to the library.

Library Capital Projects Fund (LCPF) (IC 36-12-12)

A public library may levy property taxes to fund capital projects which include:

- 1) A facility used by or to be used by the library district
 - a) Planned construction, repair, replacement or remodeling
 - b) Site acquisition
 - c) Repair, replacement, site acquisition necessitated by emergency
- 2) Purchase, lease or repair of equipment used by the library district
- 3) Purchase, lease repair or upgrading of computer hardware/software, or salary of computer specialist.

To levy property taxes under the LCPF a public library must adopt a LCPF plan in the year before the property taxes are levied. The plan must then go through a public hearing held by the library board, a review by an appropriate fiscal body and their approval. The library board must publish a Notice of Adoption in accordance with IC 5-3-1-2(i). The calendar that must be followed for LCPF can be obtained from the Department of Local Government Finance. Libraries should note that unlike in the past, this levy counts toward the max levy and is no longer considered a cumulative fund.

[**Bond Issues \(IC 36-12-3-9\)**](#)

General Obligation Bonds are the most traditional form of debt issued by libraries. The board may, by resolution, issue bonds for one or more of the following purposes:

- a) the acquisition or improvement of library sites;
- b) the acquisition, construction, extension, improvement or alteration of structures and equipment necessary for the proper operation of a library;
- c) to refund outstanding bonds and matured interest coupons, and issue and sell refunding bonds for that purpose. (IC 20-14-3-7)

[**Bond Issues \(IC 6-1.1-20\)**](#)

The total bonds outstanding at any one time shall not exceed two percent (2%) of the value of property taxable for library purposes and all shall be payable within a period not to exceed twenty years from the date of issuance. Refer to the [Accounting and Uniform Compliance Guidelines Manual for Libraries](#) for procedures to follow.

There is increased oversight for local debt. The city, town or county fiscal body approves the bond issue.

[**Lease Finance \(IC 36-1-10, 36-12-10\)**](#)

Lease Financing/Rental is used when the cost of a building project and financing will put the library over its debt limitations (2%). A not-for-profit leasing corporation is formed and acts as a conduit for the library. The leasing corporation issues first mortgage bonds to finance the cost of construction, leases the library facility to the library, and is responsible for the lease rental payments which match the debt service payment on the bond which cannot exceed twenty years. (IC 36-1-10 & IC 36-12-10)

Chapter 8: Library Budget and Finance (IC 5-11-1-24; IC 6-1.1-17)

Although most public libraries have professional staff to manage library finance, board members still need a basic understanding of library finances. The board has a clear responsibility to ensure that public funds are used in the best interest of the community and the library has adequate financing to continue its programs and services.

Library finance is, without question, a complex matter. But understanding the basics of Indiana public library finances is not impossible if you know a few of the basics.

Fund Accounts

Budgets are divided into fund accounts

Library budgeting is organized into fund accounts which separate receipts and expenditures by source, purpose, and function within the library. The use of fund account classifications is intended to make the local budget more useful to the library.

When using the term "fund" one must remember the various accounts, which directly receive tax or other revenues, such as the Bond and Interest Redemption Fund, Operating Fund, Library Improvement Reserve Fund, Rainy Day Fund, and Library Capital Projects Fund. In this context each fund should be considered a separate account within the local budget, whether for receiving or expending monies.

Together all the funds comprise the integrated, overall financial and operational library plan. The separate funds come together as a unified whole on two occasions. The first is when the library director and the treasurer or a board representative attempt to estimate expenses. The second is when they attempt to estimate revenues.

Less obvious occasions when all funds come together are when tax rates or levies are established and whenever the budget must be revised. All funds together is the library's total budget. In fact, all of the different funds are always related to one another, if only indirectly.

Classification

Budget classifications keep the budget organized

Four budget classifications are used in the budget process, though few fund accounts (except the Operating Fund) will use all four expense classifications.

- a) Personal Services (direct labor costs of library director, treasurer, other employees, and employee benefits)

- b) Supplies (office, fuel, maintenance, etc.)
- c) Other Services and Charges (legal, transportation, printing, insurance, utilities, membership, ebook and database subscriptions, etc.)
- d) Capital Outlays (buildings, improvements, furniture, books, non-print and other items used as basic materials furnished by a library)

Schedule

The budget-making process is on a schedule

The State Board of Accounts has prescribed specific forms to be used in the budget-making process. Many levels of government are involved in the review and approval of the public library budget so that strict compliance with the reporting and activity dates set by statute is essential.

Each year the Department of Local Government Finance provides local officials a **budget calendar** with timelines for the advertisement and adoption procedures required by law.

- **June**- Annual budget workshops are held for librarians and board members.
- **July**- New library units (mergers or establishment) must have submitted their budgets for approval by the Department of Local Government Finance.

Libraries begin preparation of budget estimates to present to the city, town, or county fiscal body for review. In 2008, the general assembly passed legislation that put more controls on library's operating property tax levy by the implementation of the average growth quotient number. The average growth quotient number originates with the U.S. Bureau of Economic Analysis. The Indiana Department of Local Government Finance receives the data and announces the average growth quotient to the taxing units. If the ensuing total budget is below the average growth quotient for the current year, the budget is subject to non-binding review by the city/town, or county fiscal body depending on the library district. If the ensuing total budget is above the average growth quotient for the current year, the budget is subject to binding review by county/city/town fiscal body. The quotient limits the growth of the library's total budget from current year to the ensuing year.

The library board must submit its proposed budget to the county/city/town fiscal body at least thirty (30) days before the county/city/town fiscal body is scheduled to hold its budget approval hearings. The process is driven by the county/city/town fiscal body. Therefore, it is important to confer with the appropriate fiscal body to determine a specific date by which the library taxing unit must submit the proposed budget for review. The total budget is adopted by early November. Once adopted, the library submits its budget forms in the Gateway within 48 hours of adoption by the fiscal body.

- **August-** If not prepared in July, the library director and the treasurer of the library and often additional members of a budget committee prepare an itemized estimate of revenues available for the next budget year. They use estimates from the county auditor of taxes to be distributed locally and estimates from the Department of Local Government Finance of state monies to be distributed.

On or before August 1, the county auditor will send a statement of estimated taxes to be distributed to the public library for the last six months of the current budget year, along with an estimate of the assessed valuation of cities and towns, which will be used to determine the property tax rate and levy.

This information, except for that pertaining to property taxes, is used to complete the Estimate of Miscellaneous Revenue. This form reflects revenue for an 18-month period. This is necessary because revenues represent a continuous flow that must take into consideration periods preceding and following the budget year. For example, expenditures made at the beginning of the year must come out of revenues from the prior year. Budget form 2 in the Gateway reflects revenue for an 18-month period.

The current property tax control law must also be considered when preparing the budget estimates, since the law places a ceiling on the amount of revenue available to the library. (IC 6-1.1-17)

- **September-** By early September, the library needs to submit its proposed budget, tax levies, and tax rates to the appropriate fiscal body for review or adoption by that fiscal body.

Watch for the dates for the first publication of the budget and always consult the DLGF budget calendar memo issued for the budget planning year.

Non-Binding Review by City/Town/County Fiscal Body

- **October-** Last day for county fiscal body to complete review and issue non-binding recommendation to the library. It is important that the director and one or more members of the library board be present at the hearings of the fiscal body in order to answer questions which may be asked about the budget.

Watch for the last possible day for taxing units to hold a public hearing on the budget. Public hearing must be held at least ten days before the adoption hearing.

The last date for ten or more taxpayers to file an objection petition with the public library board is not more than seven days after the hearing. The objection petition must specifically identify the provisions of the budget, tax rate, and tax levy to which the taxpayers object.

Mandatory Adoption by Appropriate Fiscal Body

The fiscal body of the city, town, or county (whichever applies) must review each budget and proposed tax levy and adopt a final budget and tax levy for each unit. The fiscal body may reduce or modify but not increase the proposed budget or tax levy.

If the library fails to timely file the required information with the appropriate fiscal body (city/ town or county), the most recent annual appropriations and annual tax levy of that library is continued for the ensuing budget year.

- **November** is the last month to file all budget forms with county auditor. You need to get your budget forms to the county auditor two (2) days after they are adopted, if you go with an earlier timetable. Also included with all the forms submitted to the county auditor, if a petition is filed by taxpayers objecting to the budget, the library board shall adopt with its budget a finding concerning the objections in the petition and any testimony presented at the adoption. Note: all submissions are automated through the Gateway beginning in 2011.

The Department of Local Government Finance has until December 31st to certify the library's final approved budget.

Accounting System

Uniform accounting is the rule

Indiana's State Board of Accounts has established the budgetary fund accounting method for all local governmental units in the state. It prescribes both procedures and forms to be used in preparation of the local budget and the expenditure of funds. (IC 5-11-1-24)

The local public library accounting system serves three basic purposes. The first involves the notion of "accountability" which is related to the "stewardship" role of the library. The accounting system enables the library to meet the obligation to safeguard public funds and to spend only for legitimate purposes and only on proper authorization.

Second, the uniform accounting system provides useful financial information. This relates to the "management" role and the need for accurate, timely, and reliable information as a basis for effective decisions and library policies.

The third purpose, which is related to both stewardship and management, is to provide information to the public by which they can assess the financial conditions and operations of the local public library. With the implementation of Gateway in 2011 there is greater transparency of library financial records.

The Accounting and Uniform Compliance Guidelines Manual for Libraries is compiled and updated annually by the State Board of Accounts. The state-prescribed procedures fall into the following categories:

1. Accounting for appropriations
2. Accounting for receipts
3. Accounting for payroll expenditures
4. Accounting for non-payroll expenditures

Library boards may issue, when necessary, warrants or tax anticipation notes which are to be paid back within the budget calendar year (IC 36-12-3-10). For the exact procedure to follow, refer to Accounting and Uniform Compliance Guidelines Manual for Libraries.

Library boards have the power to request an advance on tax money collected for distribution to the various governmental units within the counties. Such advance draws can help alleviate cash flow problems caused by a lack of operating balance (IC 5-13-6-3). Refer to Accounting and Uniform Compliance Guidelines Manual for Libraries for the procedure to follow.

Finance terms to know:

- **Additional Appropriation** - an approval obtained during the budget year to authorize spending more than was originally appropriated.
- **Ad Valorem** - according to the value.
- **Ad Valorem Tax Levy** - total property taxes imposed by a taxing unit on current property assessment. It is collected the next year.
- **Appropriation** - legally approved budget.
- **Assessed Valuation** - that fraction of the fair market value of taxable property as set by statute.
- **BIRF** - Bond and Interest Redemption Fund.
- **Budget Year** - the twelve month period for which a taxing unit adopts a budget, and levies an ad valorem property tax rate--January through December for public libraries.
- **Certified Distribution** - the amount of local income tax which the commissioner of the Department of Revenue shall, on or before July 1 of each year, certify to the treasurer of a county imposing Local Income Tax (LIT) as the amount of tax the county treasurer shall receive during the next succeeding calendar year for allocation and distribution among the taxing units and school corporations.
- **Certified Share** - the amount of LIT which the auditor of a county imposing LIT shall certify to each participating taxing unit, including the library, in the county as the amount of tax such participating taxing unit shall receive from the treasurer during the next succeeding calendar year.

- **Commercial Excise Vehicle Tax (CVET)** - truck, tractor, trailer, semi trailer, or trucktractor subject to registration under IC 9-18.
- **Department of Local Government Finance (DLGF)** - state agency carries out the following responsibilities:
 1. Ensures that laws regarding property tax assessment and local government budgeting are carried out properly.
 2. Publishes rules governing property tax assessment.
 3. Annually reviews and approves the tax rates and levies of every political subdivision in the state, including all counties, cities, towns, townships, school corporations, libraries, and other entities with tax levy authority.
 4. Gathers and analyzes data relating to property taxation, to maintain databases, and periodically to report on taxation to the General Assembly.
 5. Provides training to assessing officials and administers an assessment certification program.
- **Excess Levy Fund** - When property tax collection exceeds the library's approved levy, unit is required to place this money in a separate "levy excess fund." This money must be used to reduce the levy in next year's budget.
- **Funds** - Categories for separating revenues into which funds may be received and disbursed. Typical funds include: operating, improvement reserve, construction, bond, rainy day, capital projects, gift and petty cash.

Some funds are required to be broken down into smaller categories for expenditures. These categories are called accounts. One of the most important funds, which must have accounts, is the operating fund.

Funds are categories into which money is received and disbursed on paper. They are not actual bank accounts or investments. You could conceivably have every last penny you own in one checking account in one bank and have several funds. FDIC insures deposits up to \$250,000. The deposit in the bank needs be secured by an assurance such as FDIC.

- **Levy** - actual amount of dollars raised in property taxes.
- **Local Income Tax (LIT)** – Additional income tax that may be adopted by some counties.
- **Library Tax Rate** - shall be in the amount of not less than five cents nor more than fifty five cents on each hundred dollars of assessed value of taxable property within the library taxing district.
- **LIRF** - Library Improvement Reserve Fund can be established for the accumulation of monies for capital improvement and repairs. This money comes from the operating fund and is not a separate tax rate.

- **Maximum Levy** - a taxing unit may not exceed the previous year's ad valorem property tax levy (set by statute) except for a percentage increase (set by statute).
- **Public Employees Retirement Fund (PERF)** - a retirement program to provide retirement, disability and survivor benefits for its members.
- **Rainy Day Fund** - can be established to receive transfers of unused and unencumbered funds (not more than ten percent of operating fund per fiscal year). Funds other than operating funds may be added to the rainy day fund. It is subject to the same appropriation process as other funds that receive tax money. See IC 36-1-8-5.1
- **State Board of Accounts** – The state agency that conducts the audits of governmental units and advises on bookkeeping and internal controls procedures.

Chapter 9: Officers of the Library Board (IC 36-12-2-23(a))

Any group that expects to accomplish anything must have leaders to keep the group organized, help the group discipline itself, prod the group to move ahead, and facilitate the work of the group to make good decisions. That's the function of all board officers.

Your board may have some or all of the officers described below. Boards grow from different traditions and have different ideas about the type and number of officers they need. The job responsibilities of your board's officers may vary from those described below.

The Board President

Someone has to be the board's leader and that person is the board president. The job description for the president is relatively simple, but the job can be complex.

First of all, the board president must be understood to have no power beyond that of any other board member unless the full board has granted that power to the president. For example, the board may delegate specific powers to the board president, such as managing board meetings, speaking to the public on behalf of the board or signing contracts on behalf of the board.

Any power exercised by the board president must first be granted by the full board in policy or in commonly accepted and understood practice of the board. In other words, the board president does not speak for the board unless the full board has formally or informally delegated that privilege to the president.

Traditionally, the board president has several duties:

- Planner--The president works with the director to plan the meeting agenda and the manner in which the meeting will be conducted. The president keeps an overall view of the board year and ensures that the board is completing duties mandated by board policy or law.
- Facilitator--The president's job must be viewed as more of a facilitator of meetings than a controller of board meetings. The president begins the meetings on time, directs the board through the agenda and attempts to adjourn the meeting on time.

As facilitator, the president ensures that all board members have opportunity for fair participation, attempts to get all sides of an issue fairly exposed and moves the board to action on the issues.

- Delegator--The president traditionally has the power to appoint board members and others to committees with board consent. To do that, the president must have a clear understanding of

each board member's skills, strengths and interests so that appropriate assignment can be made.

It is also the president's responsibility as delegator to make sure that committee assignments are clear and to hold the committees accountable to do the job assigned. The president is often a member of every committee.

- Liaison--The president must be able to interpret board needs and concerns to the director and director needs and concerns to the board. In addition, the president offers personal support and counsel to the director and serves as a sounding board for the director.
- Team builder--The board must always function as a team, and it is the duty of the president to foster the team concept among board members. When there is danger of damage to the team structure, the president must mediate, counsel and discipline fellow board members to keep the team intact.

The Board Vice-President

The vice-president of the board traditionally serves as the backup for the board president. However, the vice-president is usually assigned additional specific duties such as chairing a committee, taking charge of board development activities or preparing for special board events.

The vice-president must work with the president to stay current on issues and methods of board operation so that the vice-president can assume the president's duties if the president cannot perform the required function. The vice-president is often considered the logical successor to the president's position when the current president vacates the position.

The Board Secretary

The size and the complexity of the business of today's library dictates that the traditional job of the secretary of the board be significantly changed.

For example, the minutes of the board meeting should be taken by a staff member and not the board secretary. All board members need to be able to participate in deliberations, but the board secretary cannot do that well while taking the minutes. The board secretary's job becomes that of overseer to be sure the job is done correctly and that the minutes of all meetings are safeguarded for the future.

Correspondence on behalf of the board can also be done by clerical staff with the board secretary acting as overseer. Safe care and maintenance of historical documents of the library are also the responsibility of the board secretary.

The Board Treasurer (IC 36-12-2-22)

The treasurer's job is also one of overseer. Although paid staff usually manage the finances of the library, the board treasurer is responsible to ensure that adequate financial records are kept, accurate and timely financial reports are delivered to the board and an audit of the system's finances is completed bi-annually.

The treasurer may also be asked by the director to assist in preparation of the budget to be submitted to the board and to help interpret financial reports to the board. In the State of Indiana, the treasurer may be a paid staff member other than the director.

Electing board officers

Actual processes for electing board officers vary widely, but whatever system your board uses, it must be a serious effort to place the best leaders of the board into the position of leading the board. It cannot be a popularity contest, a struggle between factions for a power position or just "whoever will say yes."

Not all board members are suited to be or have the skills to be an officer. Poor selection of leadership can result in a poorly functioning board.

Board officers, particularly the board president, must be well respected by the rest of the board, must be willing to give the extra time necessary to carry out the extra duties of the office and must have strong leadership skills. Officers should also be board members with some experience on this board.

If you are asked to be a candidate for a board office, consider carefully if you have the extra time it will take, as well as the leadership skills, to do the job well.

Chapter 10: Board Meetings (IC 36-12-2-23(b); IC 5-14-1.5)

Regular board meetings and committee meetings are where most of the board's work is done. What you do in meetings can make the difference between an effective or an ineffective board.

Poor meetings can alienate staff, damage the board team, waste your time and the time of the other board members, cause turmoil in the community and actually hamper the operation of the library.

Every board member is responsible for good meetings

You can expect the board president to run the meetings and keep the board moving toward good decisions. However, it is no less each board member's responsibility to:

- Attend all meetings.
- Prepare well for meetings.
- Take part in all discussions.
- Cooperate with fellow board members to make meetings work.
- Understand the basics of parliamentary law as well as any state laws that apply to your meetings and then adhere to those laws.
- Learn traditional meeting practices of this board and follow them.
- Practice the art of compromise with other members of the team.
- Practice the art of listening and merging your comments with those of the other board members.
- Work towards consensus on issues.
- Focus all deliberations on the ultimate mission of the library and the best interests of those you serve.

Good meetings begin before the meeting convenes

If each board member prepares well ahead of the meeting, board meetings will be shorter and almost always more productive. The agenda packet will be sent (via mail or email) to you several days before the meeting. Read carefully the agenda and all agenda related materials.

If you have questions, call the library director for answers prior to the board meeting. If you hold your questions until the meeting, you'll delay the progress of the meeting.

Study the agenda so you understand what is expected of you at the meeting and prepare to meet those expectations. Which agenda items will require a vote? Which ones will require discussion and input from all board members even though a vote is not taken?

To make good decisions about some issues, you will often need to seek input from some of your constituents in the community. It is not safe to assume you know how constituents feel about an important issue. Remember, you are the connection between the community and the library, and you are appointed to govern the library for the community. You need to solicit community views regularly.

“Board meetings are where the action is.”

Even though you research issues and prepare before the meeting to discuss those issues, it is unethical to decide how you will vote on any issue before the board meeting or to promise constituents you will vote either for or against an issue before you get to the meeting. Your decisions should be made only after deliberation in the meeting with other members of the board team when all sides of the issue have been explored.

Carefully schedule your own calendar so that board meetings are a high priority and plan carefully to get to board meetings on time. When the team is short one or more board members, there is danger that all perspectives on the issues will not be explored and there is greater possibility that poor decisions will be made. The board's effectiveness and productivity will suffer.

Board meetings follow established rules

Board meetings are much more than a gathering of the board team to chat about the library. Board meetings require careful planning and should be conducted according to the plan outlined on the prepared agenda.

The meeting should be conducted according to established parliamentary rules, Robert's Rules of Order or some other parliamentary procedure guide, that should be respected by all board members. That set of rules is intended to set a tone that is businesslike and courteous, allow for ample discussion of the issues, protect the right of all board members to be heard on the issues and not allow the discussion to get out of control.

When you have a disagreement among board members about the way to proceed, you need to consult the parliamentary guide specified by your bylaws.

Caution:

Parliamentary rules are not intended to impede the meeting process, but simply to ensure that the rights of all board members are protected and meetings move towards action. Your parliamentary procedures guide is simply a resource to consult when the meeting gets stalled.

You should have a basic understanding of parliamentary rules so that you can be a part of the process of moving quickly and efficiently through a good meeting agenda. There is a guide on the following pages that charts the basics of parliamentary procedure. Using parliamentary rules for the purpose of impeding the meeting process is unethical and detrimental to the team atmosphere.

The board meeting begins

Do your part to make sure that board meetings begin promptly at the scheduled time. A meeting that begins on time sets a businesslike tone for the meeting. A meeting that begins late sets a tone of sloppiness that may be carried through the remainder of the meeting.

If too many board members are late or absent, a quorum may not be present and the board cannot conduct business. A quorum is the majority—equal to 50 percent of the number of seats established by law, plus one—that must be present to conduct official business for the library (IC 36-12-2-23(b)). This is regardless of any current vacancies on a library's board. Any vote by a board that does not have a quorum present can be legally invalid.

Arriving on time for meetings also demonstrates respect for board members who have made the effort to get to the meeting on time.

Socializing with other board members is important to the building the team atmosphere, but socializing needs to be done before and after the meeting and kept to a minimum during the meeting. The meeting should have a friendly, businesslike tone always focused on the agenda item at hand.

Stick to the agenda (IC 5-14-1.5-4(a))

Your board meeting should run according to an agenda plan prepared by the director and the board president. The purpose of the agenda is to lock onto a clear direction for the meeting. The board president will ask the board to formally vote to approve the agenda plan at the beginning of the meeting. When the board approves a written meeting agenda, board members agree to discuss only those issues on the approved agenda. Even though the board president and the director prepare the agenda, the agenda is the board's plan and all board members have a right to place issues onto the agenda by bringing those issues to the attention of the director or the board president.

Placing issues on the agenda at the last minute is not appropriate because the rest of the board team has not had time to consider the issue and will not be ready to discuss it in an informed manner.

Many issues that get on the agenda at the last minute are issues that could be handled outside the meeting more efficiently. There are certainly issues that will have to come before the board at the last minute that need to go on the agenda for discussion, but they should be very rare.

Last minute attempts to get something on the agenda are usually an indication that a board member has a complaint and wants a soapbox.

Minutes of the meeting (IC 5-14-1.5-4(b)(c))

At each meeting you will be asked to approve the minutes of the previous meeting. This is a portion of the meeting you will not want to take lightly. The meeting minutes, when approved by a formal vote or by consensus of the board, are the official legal record of what happened at the board meeting.

The minutes are also an important communication between the board and constituents. If you are a new board member, you should examine the minutes of the board meetings for at least the past year. That will give you a good perspective on the issues the board has faced and how the board handled these issues.

Any board member has a right to ask the board to correct errors in the minutes before the board accepts the minutes as a record of the previous meeting.

But board members do not have a right to demand that their reasons for voting a certain way or their detailed views about an issue be recorded in the minutes. Every board member should have full opportunity to express a viewpoint prior to the vote on any issue, so there's no good reason to extend the debate into the voting process. Your "yes" or "no" vote will represent your views on the issue.

Reports to the board

During the meeting, board members will likely hear reports from committees, the director and staff. The reports will provide the background and information the board needs to deal with the issues on the agenda for the rest of the meeting.

Often, the reports will conclude with a recommendation for board action. If those reports were in written form and sent to the board members prior to the meeting, you should be well prepared to take action on those reports without having them read to you during the meeting. Those making the reports during the meeting will simply highlight information, clarify items, and answer questions.

To Do This: (1)	You Say This	May You Interrupt Speaker?	Must you be seconded?	Is the Motion Debatable?	Is the Motion Amendable?	What Vote is Required?
Adjourn the meeting	"I move that we adjourn."	May not interrupt speaker	Must be seconded	Not debatable	Not amendable	Majority vote required
Recess the meeting	"I move that we recess until..."	May not interrupt speaker	Must be seconded	Not debatable	Amendable	Majority vote required
Complain about noise, room temperature, etc.	"Point of privilege."	May interrupt speaker	No second needed	Not debatable (2)	Not amendable	No vote required (3)
Suspend further consideration of something	"I move we table it."	May not interrupt speaker	Must be seconded	Not debatable	Not amendable	Majority vote required
End debate	"I move the previous question."	May not interrupt speaker	Must be seconded	Debatable	Amendable	Two-thirds vote required
Postpone consideration of something	"I move we postpone this matter until..."	May not interrupt speaker	Must be seconded	Debatable	Amendable	Two-thirds vote required
Have something studied further	"I move we refer this matter to a committee."	May not interrupt speaker	Must be seconded	Debatable	Amendable	Majority vote required
Amend a motion	"I move that this motion be amended by..."	May not interrupt speaker	Must be seconded	Debatable	Amendable	Majority vote required
Introduce business (a primary motion)	"I move that..."	May not interrupt speaker	Must be seconded	Debatable	Amendable	Majority vote required

To Do This: (4)	You Say This	May You Interrupt Speaker?	Must you be seconded?	Is the Motion Debatable?	Is the Motion Amendable?	What Vote is Required?
Object to procedure or a personal affront	"Point of order."	May not interrupt speaker	No second needed	Not debatable	Not amendable	No vote required, chair decides
Request information	"Point of information."	If urgent, may interrupt	No second needed	Not debatable	Not amendable	No vote required
Ask for vote by actual count to verify voice vote	"I call for a division of the house."	May not interrupt speaker (5)	No second needed	Not debatable	Not amendable	No vote required unless someone objects (6)
Object to considering some undiplomatic or improper matter	"I object to consideration of this question."	May not interrupt speaker	Must be seconded	Not debatable	Not amendable	Two-thirds vote required
Take up a matter previously tabled	"I move we take from the table..."	May not interrupt speaker	Must be seconded	Debatable	Amendable	Majority required
Reconsider something already disposed of	"I move we now (or later) reconsider our action relative to..."	May interrupt speaker	Must be seconded	Debatable if original motion is debatable	Not amendable	Majority required
Consider something out of its scheduled order	"I move we suspend the rules and consider..."	May not interrupt speaker	Must be seconded	Not debatable	Not amendable	Two-thirds vote required
Vote on a ruling by the chair	"I appeal the chair's decision."	May interrupt speaker	Must be seconded	Debatable	Not Amendable	Majority in negative required to reverse chair's decision.

(4) The motions or points above are listed in established order or precedence.

When any one of them is pending, you may not introduce another that's listed below it, but you may introduce another that's listed above it.

(5) In this case, any resulting motion is debatable.

(6) Chair decides.

Making Motions

You can bring business before the board by making a motion. A motion is a formal request or proposal for the board to take action.

To make a motion, you simply address the chairperson and state "I move that..." and state the action you wish the board to take. Most motions require that another board member support the request for action by seconding the motion.

Once the motion is seconded and restated by the chairperson, the board begins discussion of the motion. Some motions do not require discussion. (See the parliamentary procedures chart on the previous two pages.)

By requiring a motion on an issue prior to discussion, the board focuses discussion on agenda items only and stays on track. When the discussion is preceded by a motion, the chairperson can insist that board members limit discussion to the motion on the table.

Motions usually come from two major sources, committee reports and director recommendation, but board members may make motions at any time in accordance with your parliamentary guide.

After a motion is made and seconded, there should be plenty of time to discuss freely all the pros and cons of any issue. But when the discussion jumps from one subject to another and fails to focus on the issue at hand, the result will be disappointing to everyone.

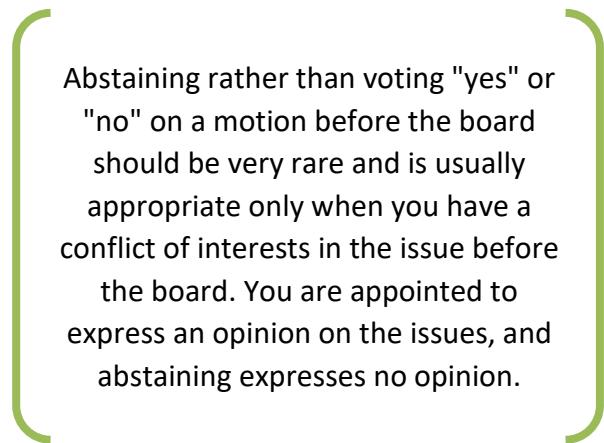
The board chairperson should make sure that all the issues that need to be discussed get on the agenda and board members should take all the time they need to discuss those issues. The chairperson and all board members must work to keep the discussion moving towards a decision--that's the reason the issue is on the agenda.

Voting IC 5-14-1.5-3(b)

Once the motion has been discussed thoroughly, the chairperson will call for board members to vote on the motion. You may be asked to vote by saying "aye" (yes) or "nay" (no) in a voice vote, by a show of hands or in a roll-call vote. Your vote will be recorded in the minutes.

Once the vote is taken, the chairperson will declare that the motion passes or fails and move on to the next agenda item.

Use the meeting evaluation form that follows this



Abstaining rather than voting "yes" or "no" on a motion before the board should be very rare and is usually appropriate only when you have a conflict of interests in the issue before the board. You are appointed to express an opinion on the issues, and abstaining expresses no opinion.

chapter to occasionally check yourself on meeting performance. Then set some goals to improve those weaknesses at future board meetings.

Meeting in the sunshine – The Indiana “Open Door” Law (IC 5-14-1.5)

Indiana public library boards must follow the state's sunshine law known as the "Open Door" law. Public libraries, like other tax-supported agencies, must operate in the best interest of the public. The Open Door statute, requiring that all meetings be held in public, is designed to protect the public from secret dealings by public agency boards. Public notice of the date, time and place of regular meetings, executive sessions or rescheduled or reconvened meetings must be posted and given to the media at least 48 hours before the meeting. Very simply, this statute is protection against abuse of public power.

Any meeting of a public library board in Indiana is subject to the Indiana Open Door law. Exceptions to the definition of a meeting are "social or chance gatherings not intended to avoid" the statute.

With a few notable exceptions, meetings of public agencies must be open to the public. Meetings closed to the public or "executive sessions" may only be held (IC 5-14-1.5- 6.1):

1. Where authorized by federal or state law.
2. For discussion of strategy with respect to collective bargaining, initiation of litigation or litigation which is either pending or has been threatened specifically in writing, the implementation of security systems, or the purchase of real property up to the time a contract or option to purchase or lease is executed by the parties; however, all such strategy discussions must be necessary for competitive or bargaining reasons.
3. Interviews with industrial or commercial prospects or their agents.
4. Interviews with prospective employees.
5. With respect to any individual over whom the governing body has jurisdiction, to receive information concerning the individual's alleged misconduct, and to discuss, prior to any determination, that individual's status as employee, student, or independent contractor.
6. For discussion of records classified as confidential by state or federal statute.
7. To discuss any placement decision of an individual employee's abilities, past performance, and behavior.
8. To discuss the job performance evaluation of an individual employee.

Closed meetings cannot result in a final decision and must comply with the notice and memorandum sections of the law. All voting must be done in open session. IC 5-14-1.5- 6.1(c)

The law does not mandate that agendas be used. It does require that if a written agenda is used, it must be posted on the door of the meeting room. There is no requirement to send an agenda along with the meeting notice to the media, nor to post the agenda forty-eight hours in advance.

If you use a meeting agenda, your agendas should inform and guide the public and the library board in the conduct of the meeting. Deviations that are consistent with those purposes and are not disorderly are not in conflict with the intent of the Open Door Law.

Although "reasonable" is subject to some interpretation, the practice of not releasing the minutes until they are accepted and approved by the board at the next regular meeting is not acceptable.

To avoid duplication of effort and still comply with the law, prepare the minutes of each meeting and make them available within a day or two of the meeting. The minutes must include the items mentioned above but could also include any other details desired by the board. There is no requirement to mail the minutes to the media.

Unless otherwise provided by law, every citizen of the state has the right to inspect the public records of public libraries during their regular business hours, and to copy from the records so inspected. Reasonable charges may be made for photocopying such records.

The term "public records" applies to any writing in existence as a result of any statute or regulation of any administrative body or agency of the state, including libraries. This right to inspect does not apply to public records which are declared to be confidential under existing laws. Personnel files are generally not public record.

Learn to live comfortably with the Open Door law (IC 5-14-1.5)

It is somewhat difficult for board members to conduct a meeting and speak candidly with the public or media representatives watching and listening. Board members often feel they must be overly responsive to those listening, and the result can be deliberation that seems aimed more at the audience than at the rest of the board team -- speeches rather than deliberations. Some board members may be so intimidated by an audience that they don't speak at all and all sides of the issue are not considered.

The Open Door law can generate conflict and confrontation between a board that finds it hard to be candid in public and public members suspicious of a board that shuts them out of a closed session.

Attempting to circumvent the Open Door law is dangerous, and unnecessary. Your board can function well in the open and within the law if you learn to control the situation. Here are a few important considerations to make living with the Open Door law easier:

Minutes are to be kept of each meeting and closed session. This written record must include:

1. Date, time, and place of the meeting
2. Library board members present and absent
3. General substance of all matters proposed or discussed

1. Keep in mind that you have been chosen to represent a large number of people. The people who show up at a board meeting usually represent a very small percentage of your constituents and should not have an undue influence on your actions.
2. Your board should have a clear policy about regulating the activity of outsiders who attend your board meetings. If you have a public forum section on the agenda, it should be short and follow strict rules for those who speak to the board. Board policy should state that the board will listen, but will not respond, to those who speak during the open forum.

This is a time for listening, not uncontrolled debate. If there is need for response from the board, it should come at a later time when the board has had time to deliberate the issue, to seek more information, or to take recommendations from the director.

3. Understand that your board meeting is a meeting conducted in public, not a public meeting. In other words, the public is there to watch the board work, not to participate in the board meeting.

The media and the Open Door IC 5-14-1.5-2(j)

Be aware that newspaper and other non-print media reporters will be very knowledgeable about the Open Door law and how it applies to your board. Keep in mind that media representatives have no more rights under the law than any other citizen, but they will be much more knowledgeable about the law than most.

Cooperation rather than conflict with media representatives and understanding clearly what your board's obligation is under the law is the key to dealing with the media.

For more information on the Open Door Law, please read the **Handbook on Indiana's Public Access Laws:**
<https://www.in.gov/pac/files/PAC%20Handbook%202017.pdf>

The board evaluates its meetings

The outcome of any meeting depends heavily on the process. A well-organized and well-managed meeting produces good results. A disorganized meeting produces frustration and anger and does nothing for your library.

Just as you pay careful attention to maintenance of your car so it will continue to get you where you want to go, you must also pay careful attention to the maintenance of your meeting process so it will get the board where it wants to go.

The following questions will help you assess your board or committee meeting process and suggest some ways to improve that process. All members of the board team--board members and director--should complete the form individually and then discuss the results as a team. Use the evaluation form several times per year and compare the results with the previous evaluation results.

Circle the response that best describes your meetings:

1) Do meetings begin and end on time?	YES	NO	SOMETIMES
2) Do meetings have a positive tone?	YES	NO	SOMETIMES
3) Does the board chairperson lead the meetings?	YES	NO	SOMETIMES
4) Does everyone come prepared?	YES	NO	SOMETIMES
5) Do board members stick to the agenda?	YES	NO	SOMETIMES
6) Does the board work for consensus?	YES	NO	SOMETIMES
7) Do all members participate in discussions?	YES	NO	SOMETIMES
8) Are meetings completed in less than two hours?	YES	NO	SOMETIMES
9) Is the director encouraged to participate?	YES	NO	SOMETIMES
10) Is the meeting room comfortable?	YES	NO	SOMETIMES
11) Has the board agreed on a parliamentary resource such as <i>Roberts Rules of Order</i> ?	YES	NO	SOMETIMES
12) Does the board have enough information to make decisions about agenda items?	YES	NO	SOMETIMES

13)	Do at least 90-95% of the members attend?	YES	NO	SOMETIMES
14)	Does the agenda focus on policy issues rather than management issues?	YES	NO	SOMETIMES
15)	Are board members equal in the discussions and not dominated by one or two members?	YES	NO	SOMETIMES
16)	Do board committees demonstrate that they are working and producing results?	YES	NO	SOMETIMES
17)	Is discussion cordial and does it avoid personal attack?	YES	NO	SOMETIMES
18)	Do board members feel free to express even dissenting viewpoints?	YES	NO	SOMETIMES
19)	Do board members leave the meeting still feeling like a team?	YES	NO	SOMETIMES
20)	Do board members leave the meeting with a feeling of accomplishment?	YES	NO	SOMETIMES

Evaluation follow-up:

If you circled any "NO" or "SOMETIMES" responses, list below the actions you will take to correct the problem so your meetings will run better and produce better results.

Our next meeting review will be_____.

Chapter 11: The Decision-Making Process

Your board team will have to make dozens of decisions all the way from deciding meeting times to deciding to build a new building.

Good decisions aren't made "by the seat of your pants." Good decisions are made through a logical, common-sense process that includes plenty of pertinent information, expert advice, experience, vision and exchange of ideas among members of the board team.

Politics, special interests and personal bias are realities that always come into play when a board attempts to make a team decision, but with a well-understood and followed decision-making process, those elements can be controlled and the board team can make good decisions.

A model for making decisions

You can't deliberate an issue by the numbers, but each deliberation with the rest of your board team should have some common elements, including:

1) Define the issue clearly. First make sure that all members of the board team are on the same channel. You could deliberate for hours an issue that deserves only a few minutes if all board members aren't clear about what the issue really is. The best way to avoid that is to get a motion on the table right away so everyone can focus on that specific motion. The chairperson should make it clear to all what a positive or a negative vote means. If you are not clear about the intent or meaning of the motion, ask the maker of the motion to clarify.

2) Look at the information. Good information is the only way a board team can understand enough about the issues to make good decisions. Your experience is a prime source of valuable information. Other board members will have valuable information and insights.

But board members are not on the front line with the daily business of the library and probably have limited expertise in library management. That means you have to rely on information from a variety of other people. The director and committee reports are standard sources for information about the issues that come before the board. Call on outside experts when necessary.

Board members aren't appointed for their expertise and experience in running a library, but rather their ability to ask the right questions, draw upon their experience and leadership skills and make good, informed decisions for the good of the library and community.

3) Consider the alternatives. Approach every issue with an open mind, believing that there is more than one side to every issue. What seems obvious at first glance may prove to have serious consequences down the road. Play the "devil's advocate," ask the tough questions and encourage other members of the team to voice opinions even though they may not agree with the majority.

Even a strong recommendation from the director or a board committee must not be accepted without a hard look at the possible alternatives. The director and committees should be expected to deliver a list of alternatives they have considered in arriving at their final recommendation.

4) Seek assistance. You should expect a recommendation from your director on all issues before the board. Never be afraid to seek help from outside the board from attorneys and other specialists who can help you make the decision. Just remember that no matter who recommends what or who advises you how to vote, the board has the ultimate responsibility and liability for the decisions they make. You can't blame others for your poor decisions.

5) Bounce the issue off your mission and long-range goals. All that you do should be in line with the mission of the library. Every decision the board makes should be in line with the long-range plan of the library and somehow advance the mission. You should also be able to say that every decision is for the greatest good of those who use the library.

6) Project the consequences. This is where the board member's vision comes in. A board decision cannot be made in isolation from all other things going on in the library. You must consider how this decision will affect people, programs and plans. How will the community be affected by your decision? Are there possible legal problems with this decision? Will a decision to spend money in one area mean that less money will be available for other areas?

A decision today could well have consequences for years to come. For example, a decision to build a new building would be very short-sighted if it did not take into consideration the cost of upkeep and maintenance for the life of the building.

7) Vote. IC 5-14-1.5-3. This is where you put it all together and voice your own individual decision on the issue. Set aside personal bias and emotions and cast the vote for what you think is the best decision for the library.

No matter how carefully you make your decision, the other board members' decisions may not agree with yours. Just as you are obligated to make your best individual decision, you also have a strong obligation to accept the decision of the majority of the board team no matter how you voted.

You and your board will not always make the best decisions because there are roadblocks waiting for you. Understanding the roadblocks will help you make more good decisions than bad ones.

Avoiding poor decisions

Poor information is a major cause of poor board decisions. Not asking the right questions, listening to the wrong people or simply letting your ego lead you to believe you know all you need to know about the issue, can lead quickly to a poor decision. Plenty of good information is your first line of defense against poor decisions.

Not allowing time for good deliberation of an issue will result in a poor decision. Items put on the agenda at the last minute should be a red flag that says there is danger of a poor decision here. Cutting off debate before all board members have a good opportunity to discuss the issue may deprive the board of insights needed for a good decision.

Pressure from individuals or special interest groups often results in poor decisions from board members who simply want to get out from under the pressure -- no matter the cost. The key to removing this roadblock is a policy that says we listen to all segments and then make all decisions based on what's best for all who use the library.

Emotions often trip up trustees and lead to poor decisions. At some time most boards will have heated debate over an issue. But board members must recognize when debate has gone beyond spirited discussion and fallen into a personal attack, anger and argument. When that happens, it's time to break or table the issue until all cool down. Voting on an issue when board members have forgotten the facts and are operating on emotions will result in a poor decision.

Working for consensus of the board team

Many of the decisions your board team makes will be done by consensus. Consensus simply means that all board members accept a decision on an issue even though each board member may not completely agree with the decision.

To reach consensus, an issue is discussed until agreement among all board members is reached. This is a more time-consuming and difficult method of decision making, but it has very great advantages over the majority vote. Consensus avoids conflict and splits among board members. Coming to consensus also forces a board to discuss an issue more thoroughly to bring all members into line.

Compromise is at the heart of arriving at consensus on any issue. Although the decision is not the one you would make if it were yours alone, it should be a decision that you can live with, knowing that none of the board members has won or lost, but all have compromised.

A formal vote may follow the consensus agreement to be recorded in the meeting minutes, or the minutes may simply say that consensus of all board members was reached on the issue. (Caution: Some issues require a formal vote.)

Simple issues, such as taking a recess during the meeting or setting the next meeting date, might easily be done by consensus. Sometimes more difficult issues can be handled by consensus.

It is not possible to arrive at consensus on all issues, but all board decisions will be better decisions if board members at least use the process of attempting to arrive at consensus on all issues.

Chapter 12: Committees (IC 5-14-1.5-2(b)(3))

The many and complex issues with which your board works cannot always be handled efficiently by the full board. Many issues may be handed to board committees for study with the understanding the committees will make recommendations to the full board.

At some time in your service on the library board you will be asked to serve on at least one committee, and you need to understand the nature and purpose of committees.

Committee work is a good place for board members to offer any special expertise you may have, but service on committees is not limited to experts in the committee subject. Committee service is a good way to learn more about the library.

Often some of the committee members are selected from people outside the board so that additional expertise can be utilized by the board through the committee. Involving nonboard members also builds ownership among other members of the public and opens a new avenue of communication between library and community.

Committees have no power or authority

Whatever the name or type of committee, the only purpose of that committee is to extend the capabilities of the board. Committees are not autonomous groups with loose connections to the board, but rather extensions of the board and always responsible to the full board.

Committees have no power or authority beyond what is granted to them by the full board. The only action committees can traditionally take is to study an issue assigned by the full board and make recommendations to the full board about the assigned issues.

Committees are accountable to the full board

If your committee system is well defined and controlled, (board bylaws should describe this) and the committees are being held properly accountable, you should receive regular reports from each committee. The committee reports should explain what the committee has been doing for the board and make recommendations for board action.

Board members not on the committee should feel free to ask questions and get clarification from committee members, but avoid repeating work the committee has done. The purpose of the committee

is to save time for the board. If the full board repeats the committee discussions after the committee reports to the board, the board has not saved time but rather doubled the time spent on the issue.

Types of committees

Your board may already have standing or permanent committees that are described in the bylaws of the library and function year round. As certain important issues arise, the board may also appoint temporary or "ad hoc" committees to study those issues for the board.

At certain times, the board may meet as a committee of the whole. The difference between a meeting of the board as a committee of the whole and a regular board meeting is that the board in committee is focusing on one subject and does not take final action.

Regular board meetings do not allow time for extensive discussion of one issue, so the board meets as a committee of the whole to give itself that time for in-depth discussion. The issue is then presented as a committee report at the regular board meeting and formal action is taken there. Committee meetings are subject to the same Open Door rules as regular board meetings.

Your board may also have an executive committee. This committee is usually composed of the board officers and the director. It often has limited powers to act for the board in emergencies, but must have all actions ratified by the board at the next regular meeting.

Your responsibility as a committee

You should approach committee meetings as seriously as you do the regular board meetings. Prepare for the meetings, attend the meetings and take part in the discussions. If you have an assignment from the committee, complete it in a timely manner. Remember, committees are an extension of the board.

When you are appointed to a committee, it is your responsibility to learn the mission of the committee, when and where the committee meets and the names of other members of the committee. You should also examine the history of the committee and the minutes of their meetings for at least the past year so that you are up and running with the committee as soon as possible.

Help your committee stay focused on its responsibility and accountability to the full board. Although committee meetings are usually not as formal as a full board meeting, they should have a distinct structure, agenda and goals. When the committee completes its meeting, there should be a clear result of the meeting that can be reported to the full board.

**Committees are a valuable extension of the board,
but only if they work in an orderly and accountable fashion.**

Chapter 13: Managing Liability as a Board Member (IC 34-6-2-127 and IC 34-30-4)

This is unquestionably an age of litigation. We are quick to take each other to court for the smallest of reasons. When you take on the very public responsibility of governing the library, you naturally get the liability of that task as part of the package. The season is always open on public figures.

The liability risk is not an overwhelming factor in service to this board. It is relatively rare that a nonprofit board member is successfully sued for actions as a board member. But it's just good business to assess the risk and understand the extent of your liability.

Legal requirements for the library board, such as compliance with the Indiana "Open Door" law and conflict of interests, is covered in more detail in other sections of this manual. But there are a few general rules that every board member should understand to reduce risk for yourself and the library.

1) Pay attention. Your greatest liability risk comes from negligence in doing the job as it is supposed to be done. When you miss meetings, vote on issues without adequate preparation or study, fail to carefully evaluate the financial status of the library or just don't take the time to do the job right, you are walking on dangerous ground.

Your primary task as a board member is to pay attention and keep things running right. By taking your seat at the board table, you accept that responsibility. If you then fail to actually take due care in governance of the library for the community, you are negligent and liable for that negligence.

Pay attention to financial reports and the annual audit. Read the minutes of the meetings for accuracy. Have adequate and correct information and understand the issues before making decisions. Evaluate the director and the progress of the library annually.

2) Know your board policies well and follow them. Failure to have a policy when you should have one or failure to abide by the policies you have approved is often a source of litigation.

3) Use common sense in taking action as a board member. No one has to tell you that some issues such as potential employment discrimination or manipulating funds are dangerous and will very possibly land you in court.

4) Seek legal counsel when a question of legality arises. Board members often approve major contracts for the library. It should be standard procedure to have contracts reviewed by an attorney before the board gives approval.

5) Check your board's Directors and Officers (Errors and Omissions) insurance policy to know what it covers and what it does not cover. Most homeowner's liability policies do not cover your liability as a board member, so your board should consider additional coverage for the board through the library's insurance package. See the Accounting and Uniform Compliance Guidelines Manual for Libraries for limitations on general liability insurance.

6) Take preventative measures. Request that your library legal counsel discuss liability risks with the full board. Many insurance companies also provide risk management programs for organizations like the library. Ask your insurance carrier to provide such a program for your board.

7) Do only what the law says your board can do. The general rule for staying legal for most organizations is that if the law does not prohibit something then it is permitted. However, under Indiana law, library boards may not do anything but what is spelled out in the Indiana library law. In Indiana, libraries do not have "home rule".

8) Ask your library director to explain how your library assures compliance with the following:

- Intellectual freedom
- Family Medical Leave Act
- Affirmative action
- Equal employment laws
- Americans with Disabilities Act
- Drug-free workplace
- Federal privacy laws
- Copyright laws
- Sexual harassment policy

Noncompliance with those laws could result in legal action against the board.

Chapter 14: Board Member Ethics (IC 35-44-1-3 Conflict of Interest)

Beyond the strict legal definition of how board members should conduct themselves, there are board member ethics. As a board member of a public library, you are a public servant. The public expects that your performance will always be above question and for the public good, not for your own interest or another special interest.

Most professional employees are covered by a code of ethics or standards of practice. The following list is a suggested code of ethical conduct your board could adopt for all board members.

As a member of the library board I will:

- Listen carefully to the board members who are my teammates.
- Respect the opinion of the other board members.
- Respect and support the majority decisions of the board.
- Recognize that all authority is vested in the board when it meets in legal session and not with individual board members.
- Keep well-informed of developments that are relevant to issues that may come before the board.
- Participate actively in board meetings and actions.
- Call to the attention of the board any issues that I believe will have an adverse effect on the library.
- Attempt to interpret the needs of the community to the library and interpret the action of the library to the community.
- Refer complaints about the library to the proper level on the chain of command.
- Recognize that the board member's job is to ensure that the library is well-managed, not to manage the library.
- Vote to hire the best possible person to manage the library.
- Represent the whole community to the library and not a particular area or group.
- Do my best to ensure that the library is well maintained, financially secure, growing and always operating in the best interest of the community.
- Always work to learn more about the board member's job and how to do the job better.
- Declare any conflict of interests between my personal life and my position on the library board and avoid voting on issues that appear to be a conflict of interests.
 - SBOA Uniform Conflict of Interest, Form 236 <http://www.in.gov/sboa/2416.html>

- See also Accounting and Uniform Compliance Guidelines Manual for Libraries, Chapter 7 http://www.in.gov/sboa/files/lib2013_007.pdf
- Abide by the ethics and conflict of interest statements in the board bylaws, as required in 590 IAC 6-1-4(f)

As a member of the library board, I will NOT:

- Be critical, in or outside of the board meeting, of fellow board members or their opinions.
- Use any part of the library for my personal advantage or the personal advantage of my friends or relatives.
- Discuss the confidential proceeding of the board outside the board meeting.
- Promise prior to a meeting how I will vote on any issue in the meeting.
- Interfere with the duties of the director or undermine the director's authority.
- Miss more than 6 consecutive meetings for any reason other than illness.

Chapter 15: Library Organizations

State and national library organizations are important not only to the library and director but also to the board member. These associations provide valuable programs, publications, and workshops to help the trustee and staff perform more effectively in the local library. They have the same basic mission as local libraries--to provide high quality, low cost library services to the public.

Through the exchange of ideas and experiences among trustees and librarians from many libraries, solutions can often be found for local problems. The associations work effectively for library legislation, endorsing or influencing action affecting the welfare of libraries.

In publicizing libraries at the state and national level, the associations aid local libraries in their efforts to increase public awareness of services and needs.

For these reasons, board members should have a basic understanding of related state and national organizations to be able to coordinate local library efforts with those organizations. The following are some of the organizations with which your library will be affiliated.

The Indiana Library and Historical Department (IC 4-23-7)

The Indiana Library and Historical Department consists of the **Indiana State Library** and the **Indiana Historical Bureau**. The former has responsibility for library service throughout the state and the latter for the publication of state historical materials.

It is a common misunderstanding that the Indiana State Library is somehow the "mother" of Indiana libraries, the regulator and governor of all libraries in Indiana. In fact, the state library relationship with local libraries is much more oriented toward being a resource and providing service and assistance.

The Indiana State Library is charged to develop and provide library service to state government, its branches, its departments and its officials and employees; to provide for the individual citizens of the state the specialized library services not generally appropriate, economical or available in other libraries of the state; to encourage and support the development of the library profession; and to strengthen services of all types of publicly and privately supported special, school, academic and public libraries.

The Indiana Library and Historical Board governs the State Library and is empowered to receive and administer state and federal aid for the improvement and development of library and

historical services in Indiana. Planning authority is also vested in the Indiana Library and Historical Board, subject to final approval by the governor.

The Indiana State Library (ISL) is composed of the following divisions:

- Administrative Division
- Catalog Division
- Circulation Support
- Genealogy
- Indiana Division
- Statewide Services Division
 - Library Development Office
 - Professional Development Office
- Management Information Service (MIS)
- Indiana Historical Bureau
 - Manuscripts/Rare Books
- Reference & Government Services
- Talking Books & Braille Library

Indiana Library Federation (ILF)

<https://www.ilfonline.org/>

The Indiana Library Federation (ILF) promotes library and information services in the State of Indiana, including but not limited to public awareness and policy formulation, governance, continuing education, recognition, communication, legislative advocacy, professional and technical support, planning, professional development, networking and coalitions, and intellectual freedom.

Indiana Library Trustee and Supporter Association (ILTSA)

<https://www.ilfonline.org/page/ILTSA>

The Indiana Library Trustee and Supporter Association (ILTSA) is an association for public library board members, within the Indiana Library Federation. Board members are automatically members of ILTSA when their library pays dues to ILF. The purpose of ILTSA is to help board members promote libraries and library services and provide continuing education to library board members so they can do their job better.

American Library Association (ALA)

<http://www.ala.org/>

The American Library Association (ALA) is a membership organization comprised of libraries, librarians, library board members, and other interested persons from every state and many other countries. The association promotes high-quality library and information services in the United States. The ALA also supports the Office for Intellectual Freedom which will assist local libraries fighting censorship.

United for Libraries: The Association of Library Trustees, Advocates, Friends and Foundations

<http://www.ala.org/united/>

United for Libraries is a division of ALA. United for Libraries has the specific responsibility for educating through a continuing and comprehensive program for Library Trustees to enable them to discharge their responsibilities in a manner best fitted to benefit the public and the libraries they represent. Trustee members of United for Libraries must be members of ALA.

Friends of the Library

Friends of the Library are volunteer organizations formed in local communities by citizens who wish to assist the local library. Typical functions of Friends of the Library groups include:

- Economic aid to the library--fund raising or purchasing materials for the library.
- Volunteers to assist library staff.
- Grassroots support for political action in support of the library, and
- Assistance in fighting attempts at censorship of library materials.

Friends of Indiana Libraries (FOIL)

<https://www.ilfonline.org/page/foildivision>

Friends of Indiana Libraries (FOIL) is a division of the Indiana Library Federation that operates as a clearinghouse of information about the activities of local Friends of the Library groups. FOIL can also help local communities establish a Friends of the Library group and coordinate a network of volunteers working for passage of library legislation. Individuals and local Friends groups may become members of FOIL.

Appendix

In reading materials about the library, you can expect to regularly encounter acronyms used by library directors, staff and state association personnel. Here's a handy reference list to help you decipher the code:

A

AASL American Association of School Librarians
ABE Adult Basic Education
ACA American Correctional Association
ACRL Association of College and Research Libraries
ADA Americans with Disabilities Act
ADOLPLI Administrators of Large Public Libraries in Indiana
AISLE Association of Indiana School Library Educators
ALA American Library Association
ALI Academic Libraries of Indiana
ALSC Association for Library Services to Children
ARL Association of Research Libraries
ASIS American Society for Information Science
AV Audio visual

B

BARD Braille and Audio Reading Download, National Library Service for the Blind and Physically Handicapped (NLS)

C

CBW Children's Book Week
CE Continuing Education
CEA Correctional Education Association
CEDIT County Economic Development Income Tax
COSLA Chief Officers of State Library Agencies
CVET Commercial Vehicle Excise Tax
CYPD Children & Young People's Division (ILF)

D

DE Distance Education
DL Distance Learning
DOE Dept. of Education, Indiana

E

E-Rate Education rate (discounted telecommunications services for schools K-12 and public libraries)
ERIC Educational Research Information Center

F

FOIL Friends of Indiana Libraries

G

GPO Government Printing Office

I

IAACE Indiana Association for Adult and Continuing Education
IAC Indiana Arts Commission
IALA Indiana Academic Library Association
ICA Indiana Correction Association
IHB Indiana Historical Bureau
IHETS Indiana Higher Education Telecommunications System
IHLA Indiana Health Science Librarians Association
ILF Indiana Library Federation
ILHB Indiana Library and Historical Board
ILTS Indiana Library Trustee and Supporter Association
IMLS Institute of Museums & Library Services

INPRS Indiana Public Retirement System
INSPIRE Indiana Spectrum of Information Resources
IOLUG Indiana Online Users Group
IPLA Indiana Public Library Association
ISL Indiana State Library

L

LC Library of Congress
LDO Library Development Office, ISL
LEU Library Education Unit
LIT Local Income Tax
LSTA Library Services and Technology Act

M

MARC Machine Readable Cataloging, LC
MCLS Midwest Collaborative for Library Services
MEDLINE Medical Information Database

N

NEA National Endowment for the Arts
NEH National Endowment for the Humanities
NICCL Northern Indiana Computer Consortium for Libraries
NILART Northern Indiana Library Administrators Roundtable
NLM National Library of Medicine
NLS National Library Service for the Blind and Physically Handicapped
NLW National Library Week
NREN National Research and Education Network

O

OCLC Online Computer Library Center, Inc.
OPAC Online Public Access Catalog

P

PAC Public Access Catalog
PALNI Private Academic Library Network of Indiana
PDO Professional Development Office, ISL
PERF Public Employees Retirement Fund
PLA Public Library Association
PLAC Public Library Access Card

R

RB Reciprocal Borrowing
RLIN Research Library Information Network
RUSA Reference and User Services Association, ALA

S

SLA Special Library Association
SLC School and Libraries Corporation
SRCS Statewide Remote Circulation Service

T

TBBL Indiana Talking Book and Braille Library, ISL

U

USDOE U.S. Department of Education
USF Universal Service Fund

Indiana Library Laws

Indiana Code 36-12-1

<http://iga.in.gov/legislative/laws/2020/ic/titles/036/#36-12-1>

Public Library Certification IAC 590 5

<http://www.in.gov/legislative/iac/T05900/A00050.PDF>

Public Library Standards IAC 590 6

<http://www.in.gov/legislative/iac/T05900/A00060.PDF>

Library Code:

**INDIANA STATE LIBRARY
2006 PUBLIC LIBRARY ANNUAL REPORT SUPPLEMENT**

Please make a copy of the report for your files. Please send the original to the following address by February 1, 2007: Library Development Office, Indiana State Library, 140 North Senate Avenue, Indianapolis, IN 46204. Please contact LDO if you have any questions. 1-800-451-6028

Library Name:

1. Filters

Does your library filter Internet access? YES NO

If yes:

On all terminals?
 On juvenile terminals only?
 Other (please explain) _____

Name of system _____

Cost of license(s) and details (years, # of terminals, etc.)
\$ _____

If your library uses filtering software, do adults ever request that the filter be deactivated?

YES NO If yes, please answer a-c:

a. How is the deactivation implemented? (Please check all that apply)

Filter deactivated for entire Internet session upon request
 Filter deactivated to unblock specific sites upon request
 Patron deactivates the filter him/herself
 Other _____

b. How are patrons made aware of the filter deactivation option?

c. How frequently do you think patrons take advantage of this option?

Often Occasionally Rarely

2. E-rate

Does your library participate in the E-rate program? YES NO

If YES, for what do you apply?

Internet YES NO

Telephone/ POTS/Telecom YES NO

Other (please specify):

If NO, please indicate reason

Cost prohibitive

Staff time prohibitive

Don't want to filter

Other (please specify):

3. Fiscal review of operating budget

Was your 2006 budget reviewed by another governmental unit, excluding Department of Local Government Finance? YES NO

If yes, what was result?

Approved as submitted

Rejected as submitted
Approved with cut

Dollar amount of cut \$ _____

4. Diversity initiative

4a. How many of your staff holding an ALA-MLS degree self identify with the following census categories: Not Applicable (no staff with an ALA-MLS degree)

_____ American Indian/Alaska Native	_____ Native Hawaiian/Pacific Islander
_____ Asian	_____ White alone
_____ Black or African-American	_____ Two or more races
_____ Hispanic/Latino	_____ Some other race

4b. How many of your staff holding a non ALA-MLS degree self identify with the following census categories: Not Applicable (no staff with a non ALA-MLS degree)

_____ American Indian/Alaska Native	_____ Native Hawaiian/Pacific Islander
_____ Asian	_____ White alone
_____ Black or African-American	_____ Two or more races
_____ Hispanic/Latino	_____ Some other race

4c. How many of your staff holding no library degree self identify with the following census categories:

_____ American Indian/Alaska Native	_____ Native Hawaiian/Pacific Islander
_____ Asian	_____ White alone
_____ Black or African-American	_____ Two or more races
_____ Hispanic/Latino	_____ Some other race

5. Is your library involved with economic development in your community?

Does the library belong to the local Chamber of Commerce (either community or county)? YES NO

Does any staff sit on any boards that promote economic development in your community? YES NO

Do businesses use your library for research? YES NO Don't know

Does the library provide workshops to introduce small business to business resources? YES NO

Do staff help individuals seeking employment by offering workshops or individual help with resumes, interviews, job search strategy, etc.? YES NO

Please list any other ways that your library is involved with economic development in your community. _____

6. Library consultants/architects

If you have used the services of professional consultant(s) or architect(s) in the last 3 years for any library process, , please list name(s), address(es), phone(s), and type(s) of consulting service(s) performed (building, automation, etc.). **Attach additional sheet.**

7. Reading Programs

Total Number of Reading Programs

Adult _____ Young Adult (ages 15-17) _____ Children (ages 0-14) _____

Number of Summer Reading Programs

Adult _____ Young Adult _____ Children _____

Total Number of Reading Program participants

Adults _____ Young Adults _____ Children _____

Number of Summer Reading Program participants

Adults _____ Young Adults _____ Children _____

(These question are to determine the worth of Summer Reading Programs. See this URL for further information: <http://www.txla.org/pubs/tlj81/summer05.html>)

THE ECONOMIC IMPACT OF LIBRARIES IN INDIANA

Commissioned by: Indiana State Library

Funding from: Institute of Museum and Library Services, a federal agency, through the Library Services and Technology Act

Prepared by: Indiana Business Research Center



KELLEY SCHOOL OF BUSINESS

INDIANA UNIVERSITY
Indiana Business Research Center

Nov. 2007

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Executive Summary

The Indiana State Library commissioned the Indiana Business Research Center (IBRC) at Indiana University's Kelley School of Business to conduct a study to measure the economic benefits of Indiana's public libraries. In contrast to most other studies that have attempted to measure the economic impact of public libraries, this study also focused on the role that public libraries play in supporting business and economic development in their communities. This study was designed to help Indiana libraries identify and quantify their benefits in a systematic and objective manner.

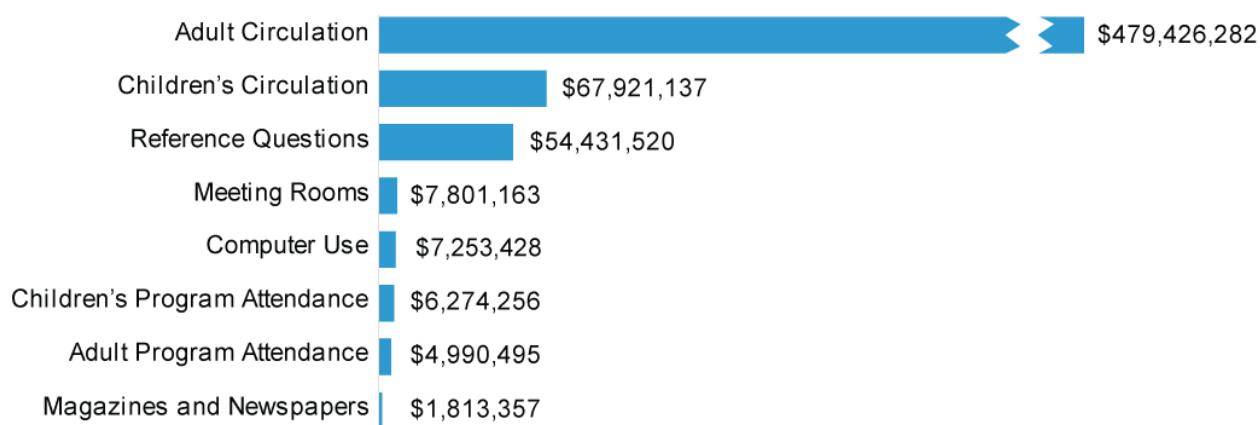
The study focused on three general questions:

1. What are the measurable economic benefits of public and academic (university and college) libraries?
2. How well are libraries doing in playing an active role in economic development?
3. How can Indiana libraries take a more active role in economic development and business growth?

Three tools were used to conduct the research:

1. **Analysis of the Direct Economic Benefits of Libraries:** The analysis of direct economic effects took two tracks: (1) an input-output analysis of the effects of library expenditures on local economies and (2) a benefit-cost analysis that estimates the market value of the range of services that libraries provide and compares that market value with the cost of providing those services (shown below).

Market Value of Indiana's Public Library Circulation and Services



2. **Surveys of Public Library Staff, Library Patrons and Local Leaders:** Indiana public and academic libraries, library patrons, business leaders, chambers of commerce, and Small Business Development Centers were surveyed. These surveys assessed the current capacity of the state's public libraries to serve the information needs of the business community and the extent to which businesses and other economic entities currently make use of public library facilities. In addition, the surveys solicited the attitudes of the business community

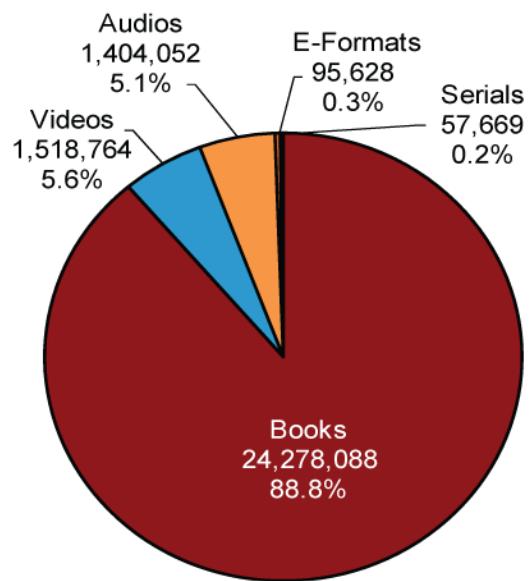
and economic development agencies about the use of the public library for business purposes and possible changes that would allow libraries to better serve the needs of the business community.

3. **Case Studies of 12 Local Libraries:** Case studies were undertaken in 12 Indiana communities to provide an in-depth look at how selected public libraries provide economic development and business resources to their communities.

Key Findings

- Libraries are a good value. The direct economic benefits that communities receive from libraries are significantly greater than the cost to operate the libraries.
- Indiana communities received \$2.38 in direct economic benefits for each dollar of cost.
- Public library salaries and expenditures generate an additional \$216 million in economic activity in Indiana.
- Academic library salaries and expenditures generate an additional \$112 million in economic activity in Indiana.
- Public libraries account for almost 9,000 jobs in Indiana:
 - Nearly 6,900 employed by the libraries themselves
 - Approximately 2,000 additional jobs in industries that support libraries and their staff

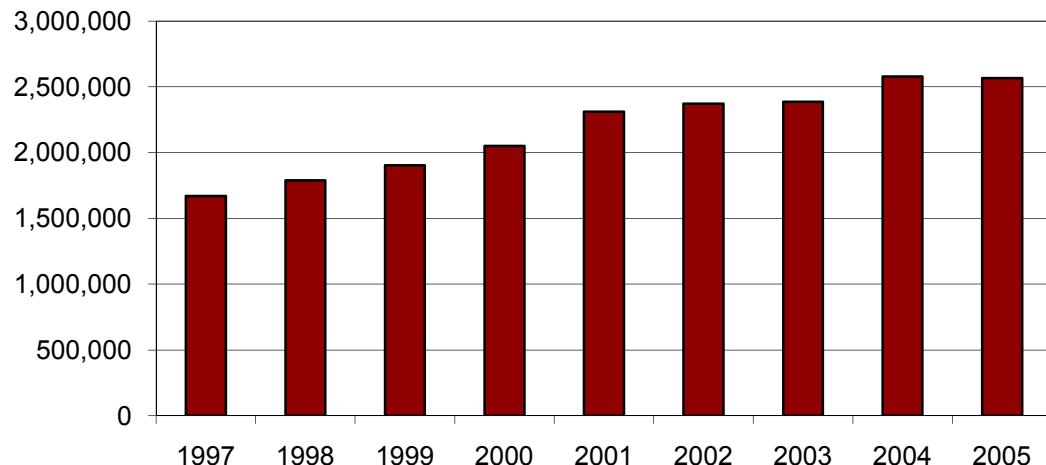
Public Library Material Holdings, 2005



- Academic libraries employ more than 2,200 persons and account for 630 additional jobs in industries that support the libraries and their staff.
- Over 50 percent of surveyed community leaders—excluding library directors and staff—believe libraries contribute to their local economic prosperity.
- An even greater percentage of community leaders think libraries significantly improve the local quality of life.
- Many communities are proud of their libraries, but the perceptions of community and business leaders regarding the performance of their local library vary across the state.
- Community leaders are generally pleased with many features of their library and library staff, but less impressed with the business-related collections and their library's communication and outreach to the business community.

- The average patron is generally more pleased with her or his library than are local community leaders.
- A higher proportion of library staff has special qualifications in genealogy research than in business resources.
- Libraries serve as a significant channel for delivering educational services for every age, from pre-school through retirement.

Total Attendance at Public Library Programs



Recommendations

These findings lead to the following recommendations to strengthen public libraries' roles in their communities' economies:

1. Implement a strategic program to expand business and economic development focus.
2. Enhance outreach to the business community.
3. Expand business and economic development services.
4. Refine and expand library-use data collection and reporting.
5. Assist local libraries in developing their own benefit-cost analysis.
6. Encourage local public libraries to aggressively promote their economic significance.

Introduction and Motivation

Study Goals

Taxpayers and politicians alike are increasingly calling for reductions in the size of the public sector, of which libraries are an integral part. Budget restrictions have led to cutbacks in funding of public services, especially at the municipal level. Public libraries compete with other public services (such as schools and public health) for their share of scarce funding resources and face increasing requirements to document their value to society.

At the same time, several government-led initiatives aim to encourage and promote business expansion, economic development and workforce enhancement. The greater the degree to which libraries contribute to economic development, the stronger the case that libraries provide a significant return on their expenditures—just as expenditures on education earn a “return on investment.” Therefore, the goal of this research was to estimate the direct and rigorously measured economic benefits of spending taxpayer dollars on libraries as well as to evaluate the contribution of libraries in developing the local economy.¹

In order to make a convincing argument for the economic importance of libraries to the state legislature and local governments, the methodology for such a study must be sound theoretically and empirically. An example from another sphere of valuation studies—university economic impact studies—may be instructive. Loyola University Chicago touted its economic impact to be \$1.42 billion (in 2006 dollars). Northwestern University, of similar size and just a few miles away, estimated its impact to be \$145 million (in 2006 dollars).² It seems unlikely that both estimates are realistic; their methodologies and assumptions beg close scrutiny. The present study was designed and conducted to hold up well to such scrutiny.

When libraries report and promote their economic impact, they can gain currency as key players in economic development. A key challenge for libraries is to identify and quantify their economic benefits to library users. In addition, libraries must identify and take partial credit for those social outcomes for which market or quasi-market prices cannot be determined. As a result, assessing the perceptions of the value of public libraries among individual community members—especially those members who can perceive the economic development benefits or workforce development benefits—can help ascertain the degree to which a library enhances a community.

Benefit-cost analysis is used to measure and compare public libraries’ total costs and benefits to the population. The costs of providing library services are relatively easy to measure. The benefits, however, are far more complex to define and measure. First, because many library services have no market price to gauge their values, the benefit to the community for those library services must be imputed based on the closest substitute that has a market price. Secondly, there may be many social, cultural and economic benefits to libraries well beyond the scope of benefit-cost analysis. Social networks, community amenities and the value of literacy are difficult to value in dollars and cents.

¹ Appendix V provides definitions of key economic terms and concepts used in this study.

² As reported in Siegfried et al. (2006).

Additionally, those same elements may not only enhance the quality of life in a locale, they may contribute to economic well-being and business development. “Social capital,” a concept popularized by Robert Putnam (2000) in *Bowling Alone: The Collapse and Revival of American Community*, describes the relationships among people that serve as social glue. These relationships are considered productive, just like financial capital, because they enable a community to achieve goals that benefit the entire community. Many studies attest to the social and community benefits of public libraries. For example, public libraries provide:

- Information resources for everyday use by individuals, for recreation and to support formal and informal education and lifelong learning
- Access to government and other electronically-delivered information from sources beyond the walls of the library
- Information, referral services and facilities that contribute to community development
- Programs for children (such as story time), adults (such as quilt making) and organizations (such as workshops on grant writing)
- Places for social interaction
- Equitable access to services and resources for all members of the community
- Literacy programs
- Space for cultural events
- Information technology training
- Research and information seeking skills

Aside from the fact that many library expenditures and local library staff salaries are re-circulated in the community, there are economic benefits that relate particularly to business and economic development:

- Information services and support to businesses
- Assistance in finding jobs
- Opportunities for developing skills, with consequent increases in productivity
- Introduction of new technology to the community
- Increased attractiveness of the community to business because of its cultural and educational assets
- Free library materials for patrons free up personal discretionary income that may be spent at local businesses
- Reducing the cost of doing business for small, local companies because libraries can serve as the lowest-cost channel for accessing market information. For example, libraries subscribe to databases and online information services that, while useful to businesses, may be too expensive for many firms to subscribe to individually.

This study aimed to help Indiana libraries identify and quantify their economic benefits in a systematic and objective manner. The report makes the case that the benefits of libraries significantly outweigh their costs. In addition, libraries can play a vital role in economic development and this report sets out several strategies to expand their influence in vitalizing Indiana’s economy.

Pursuant to these goals, the study focused on three questions. (1) What are the measurable economic benefits of libraries, both public and academic? (2) How well are libraries doing in playing an active

role in economic development? (3) What actions can Indiana libraries take to develop strategies to enhance their role in economic development and business growth?

Report Organization

The main body of this report begins with a brief review of lessons learned from earlier studies on the economic benefits of public libraries. This section is a “short course” about measuring the economic impact of institutions like libraries and estimating the economic value of non-market goods and services. The lessons-learned section leads to a discussion of the methods used in the current study.

Analyses of the direct economic effects are presented in the following chapter. The two most obvious and measurable economic impacts are the effects associated with library spending on salaries, materials and services, and the value of library services themselves.

The next chapter discusses findings from surveys of library directors, staff and patrons, as well as local community leaders and key actors in economic development. These surveys provided essential information for the economic impact analyses as well as insights from key stakeholders about how public libraries serve business and economic development needs.

Deeper insights into the role public libraries play in supporting local economic development are then provided by findings from interviews with community leaders in a number of case study communities throughout Indiana.

Academic (higher education) libraries also play an important role in economic development, as discussed in the subsequent chapter. The final chapter of the report reviews the study’s key findings, draws conclusions and makes recommendations for strengthening libraries’ roles in supporting economic development.

Finally, there is a postscript. While this report was in final review, the Americans for Libraries Council released a report on the valuation of libraries (Imholz and Arms, 2007). Time did not allow a complete integration of *Worth Their Weight: An Assessment of the Evolving Field of Library Valuation* into this study. In general, the present report for the Indiana State Library stands up well vis-à-vis the state-of-the-art and other library valuation studies described in that report.

Important information is also contained in the appendices. This includes profiles of Indiana’s public, academic and school libraries; an in-depth discussion on the case study findings, especially as they relate to school libraries; the survey instruments used in the research; discussion of the project website, which provides access to a rich database of detailed information on Indiana’s public libraries and the areas they serve, as well as continuing data updates and enhancements to the report; and finally a brief overview of the Indiana Business Research Center that conducted the study.

Methodology

Lessons Learned from Previous Studies

Measuring the value of a library service is difficult because library service benefits are not easy to quantify (Ellis 1994). These benefits can be categorized into two distinct groups: direct and indirect. “The term ‘direct benefits’ ... refers to the direct value to those who use or who have access to the library services. The term ‘indirect benefits’ reflects the benefits that third parties or the population as a whole derive when individuals use the services of a public institution” (Holt, Elliot and Moore 1998, 99). A key issue is how to identify, quantify, and place dollar values on the tangible and the intangible benefits derived from public library use, whether direct or indirect.

Previous research provides a foundation for understanding benefits resulting from the use of public libraries. Fitch and Warner (1998) found that public libraries assist local communities in supporting and encouraging the democratic nature of a society. For example, libraries provide citizens with accessibility to information regardless of race, income, class, age or gender. For patrons, libraries provide free substitutes for privately marketed goods and services. Public libraries also generate benefits beyond those received directly by their patrons, and as a result, determining the value of the benefits resulting from the operations of public libraries is a very complex process.

Placing a value on as many direct services and benefits as possible is fundamental to the goal of assessing the economic benefits that taxpayers receive for the dollars they spend on libraries. This approach is called “benefit-cost analysis.”³ Holt et al. (1998) used benefit-cost analysis to assist in their valuation of public library services, noting that benefit-cost analysis is a good tool for measuring both direct and indirect benefits. One manner of measuring the economic benefit received by patrons is in terms of the amount of savings a patron receives from a program or service, taking into account what it would cost to pay for an equivalent good, program or service in the marketplace.

What, then, are such equivalent marketplace goods and services, and what prices does one assign to those equivalents? There is no general agreement in the practice of library valuation. Some libraries have gone so far as to assign the average price of a new book as the economic benefit for each book borrowed. Other studies have used percentages of the average price of a new book to document the benefits of library services. There is no consensus in the academic literature either. Some studies argue for the “price” of a borrowed book to be 7 percent of the purchase price of a new book; other academics have posited a percentage as high as 25 percent. After reviewing this literature, Morris et al. (2002) present a case for valuing a “read” of a book rather than a lending transaction that may result in an unread book or a renewal of a book already borrowed. In order to account for unread books and renewals in the circulation statistics, Morris et al. ratchet the higher threshold value of 25 percent of the book purchase price down to 20 percent.

Conveniently, using the Morris “20 percent rule” comports reasonably well with economic theory. According to economic theory, the estimated value of a borrowed book is the price of the next cheapest market alternative. Used books sold on the Web or in a used bookstore are deeply discounted and often cost less than 20 percent of the price of a new book. Using the market place as

³ Benefit-cost analysis calculated the relationship, or ratio, between the economic benefits derived from the use of the public library and the cost to taxpayers and benefactors to make the libraries available.

a benchmark for price, economic analysts can readily place a market value on some library programs and services, such as books, Internet access or video rentals.

Other studies, however, suggest that market value should be estimated by determining the dollar amount patrons are *willing to pay* for a library's programs and services. However, there are difficulties with this approach. For example, patrons may not have complete information to assess value. Moreover, without having to make tradeoffs among goods and services within a budget constraint, values can vary widely. Ignoring the high expense associated with an extensive survey of patrons, the subjective valuation of patrons can be at great variance with any established market alternative. For example, in the study by Griffiths et al. (2004), nearly a third of the households surveyed would be willing to pay less than \$10 for a library card, rather than pay taxes.⁴ More than a third of in-library patrons surveyed would be willing to pay \$10 for a library card rather than pay taxes.⁵

Indirect benefits refer to the benefits that third parties or the community as a whole derive when individuals use library services (Holt et al. 1998). Public libraries support and promote literacy in their community, support educational activities, and provide free Internet access. Measuring the indirect benefits of public libraries precisely is difficult, if not impossible. However, other areas such as education have attempted it with some measure of success. The public library is an educational and cultural institution. For that matter, a member of the community that never uses a library may be willing to pay for services that the local library provides. The patron and the non-user may both value the indirect benefits that a library confers upon the community. As a result, some of the measures of indirect benefits in education and workforce development could apply to the library.

There is a large body of economic research, both academic and practical, measuring indirect benefits—especially in the realm of environmental and natural resource economics. For example, the federal government often requires a benefit-cost analysis for federal regulation such as endangered species protection and employs a method called “contingent valuation.” In these cases, individuals with no prospects of enjoying direct benefits associated with a tract of wilderness or a species place a value on that resource, thereby making a “non-use” value judgment.

To avoid the expense and subjective nature of measuring indirect benefits, other studies have proposed broader conceptual frameworks related to studying economic benefits. For example, the Southern Ontario Library System (1998) identified and categorized a wide variety of possible impacts public libraries have on their communities.

Surprisingly, one of the most detailed studies on the economic development benefits of libraries did not attempt to report any valuation in dollars and cents. The study conducted for the Kansas State Library by the Policy Research Institute of the University of Kansas (2000) did not use benefit-cost analysis. Instead, the study focused on surveys of libraries and their business patrons. The researchers tabulated the business-related resources at public libraries and solicited the opinions of the business and economic development community. In this way, the researchers could analyze the gap between the libraries' efforts to support economic development and how libraries could better meet the needs of the business community.

⁴ See responses to question 57 in *Detailed Results & Study Methods – Part II*.

⁵ For comparison with the value of the willingness to pay, the per patron costs of operating a library can exceed \$200 a year, depending on the size of the library and the population of the service area. Per capita expenditures, that are significantly less than per patron expenditures, were \$43.80 in 2005 in Indiana.

The research team designed and implemented the present study using insights garnered from the previous academic and applied research on library valuation. The research team considered the measurement of direct economic benefits to be of ultimate importance to those Indiana libraries that must justify their existence in dollars and cents. Secondly, it was also imperative to understand the opinions of patrons and community and business leaders in order to assess the level of importance they attribute to their local library. Finally, following the approach of the Kansas study, the research team considered it strategically important for libraries to know how they can improve their role in economic development.

The following three questions helped to frame the research design: (1) What are the measurable economic benefits of libraries, both public and academic? (2) How well are libraries playing an active role in economic development? (3) What actions can Indiana libraries take to become more active in economic development and business growth?

Direct and Measurable Economic Impact

The Economic Effects of Library Expenditures

Direct economic effects are assessed in terms of the library's local spending on staff compensation and on goods and services. This type of economic impact can be thought of in terms of the additional local jobs that are attributable to the spending of a library. In addition to salaries paid to staff that are spent on items such as housing, groceries and utilities, libraries also buy services from local plumbers, copier repair firms and utilities. These purchases have secondary and tertiary economic effects. In short, library spending helps support the network of local economic transactions.

Input-output analysis is a common tool for measuring the secondary and tertiary economic effects of a firm's employment and spending on inputs (materials and services) used in production. While libraries don't make profits like companies engaged in producing furniture or providing Internet access, their expenditures on salaries and inputs do have indirect and induced effects on the area's economy in the same way that private companies do.

The *indirect* effects represent the purchases of goods and services that libraries make in the local (or regional or state) economy and thus, the output and employment that the firms producing those goods and services contribute to the local economy. For example, the indirect effects associated with purchases by the Marion County libraries were estimated to result in over \$6 million in economic activity and about 50 jobs.

The *induced* effects represent the spending on goods and services by households of both the library staff and of the additional employees of companies that provide goods and services to the library that result from the library's business with those firms. The total induced effects associated with the Marion County libraries was estimated to be almost \$12 million and supported about 110 jobs across a wide array of sectors from retail stores and restaurants to physician offices and entertainment.

The Economic Effects of Library Cultural and Arts Attractions

The Frankfort Library in Clinton County sponsors an annual art festival. The Allen County Public Library has the nation's largest public genealogy collection and the Valparaiso Public Library boasts a genealogy collection of national reputation. Other libraries also boast of cultural events and unique

features and assets that attract people from out of state. In this way, these libraries contribute to local businesses in a very direct way. People that go to Valparaiso to conduct family history research tend to stay a few days. These family researchers stay in local hotels, eat in local restaurants and buy goods in local shops. Such “tourism effects” can have a significant economic impact, especially in smaller communities.

Measuring the tourism effects would bolster the argument that libraries contribute economically to their communities. However, without detailed data on the number of out-of-state tourist days associated with each library event, estimating the economic impact of tourism associated with libraries would be speculative. The conservative approach taken here acknowledges that tourism effects are present, but does not attempt to quantify them. Instead, the research team views the input-output analysis results as the lower boundary of direct economic effects associated with library activities.

Market Value of Library Resources and Services

Methods for Valuing Library Resources and Services

Economists, it is often quipped, know the price of everything and the value of nothing. Libraries provide valuable services to the community, most of which are free and, hence, have no observable price. This is a conundrum for economists. If an economist wishes to determine a library's benefit-cost ratio, he or she must ascertain a price for the library's services. Economists have developed several techniques to calculate an approximate price for goods and services that do not have observable market prices. While all these techniques have solid theoretical foundations, each suffers from some empirical or practical weakness. These valuation methods have been used in several detailed studies of library operations at the state and local level.

Variations on the contingent valuation method place value on goods or services that are far removed from any market pricing mechanism. For example, contingent valuation has been used to put a price on a scenic river or endangered species. If applied to libraries, the contingent valuation methods would require library patrons to calculate subjectively how much they would pay for library services. Contingent valuation has at least two major disadvantages. First, it requires detailed surveys of library patrons that are expensive in terms of both time and money. Second, the valuation rests on subjective notions of value, rather than market values, with little regard for level of income or the tradeoffs with other goods and services. As a result, the costly survey yields speculative information.

The cost-of-time and the cost-of-travel methods assume that library patrons value their time at the library relative to another activity of lesser value. The cost of travel includes the cost associated with getting to the library. The cost-of-travel method is often used to value national parks because the cost of travel, in addition to the time required for travel and any user fees, would represent the best estimate of a person or family's value of enjoying the amenities of the national park. Like the contingent valuation approach, the cost of time and cost of travel methods are expensive because they require extensive surveys.

Another method is the consumer surplus approach. The economic theory of consumer surplus holds that, in a market economy, most consumers are willing to pay more than the market price (where supply equals demand). The difference between what consumers would have been willing to pay and the market price is called ‘consumer surplus’ because most consumers are able to enjoy a relative bargain at the market price. In other words, they would have been willing to pay more than

the market price. If a good or service is free, then the bargain (the consumer surplus) is even greater. The goal of the approach for valuing free library services is to ascertain the additional consumer surplus that results from providing priced goods for free.

The consumer surplus approach attempts to link the services that libraries provide with substitutes in the marketplace. To the greatest degree possible, a substitute is found and a market price is assessed for each library service delivered to a community member. The main drawback of the consumer surplus method (arguments about the proxy for market value notwithstanding) is what it may leave out of the total valuation equation.

For library services, there may be what economists call “nonuse” values. That is, those who do not use the library services may value it as a cultural institution—for example, the fact that a next-door neighbor with a beautiful yard is able to consult books on gardening. This is of practical importance: If nonuse values compose a large fraction of total valuation of public libraries, failing to account for such nonuse values understates libraries’ overall value to a community.

This study employed the consumer surplus approach. Library services were catalogued and matched to the types of library “events” that were reported in the *Statistics of Indiana Public Libraries* (Indiana State Library 2005). Then, the usage of library services, as represented by the record of library events, was assigned a value based on similar services, or substitutes, in the market. The results of the “event analysis” might be considered a conservative estimate, or lower end of the value range, for library services because it does not include nonuse values. The IBRC used community leader surveys to assess the value they ascribe to their public library, even if they or their organizations did not use the public libraries. In this way, a non-dollar value of the “social capital” effects of libraries can be assessed.

Valuation of Specific Library Services

The following analysis examines a variety of library services and assigns a value to each service. Federal and state regulators require public libraries to compile and submit detailed annual statistics about library usage and finances, and the Indiana State Library collects and reports these data. The type of data collected for the *Statistics of Indiana Public Libraries* (SIPL) did not allow a fine-grained analysis of the many types of services and resources available at libraries. These data provided most of the event information—or the type and frequency of the services provided—used for the valuation process. In most other evaluation studies, circulation information was available for many different types of media. The SIPL reports combine library book loans with audio and video loans. As a result, the circulation statistics by media type had to be estimated. For the purposes of this study, event counts for each type of media were allocated according to the relative holdings of each medium.

Comparable market values were derived from a variety of sources and methods. In some cases, this study followed previous studies that measured the value of public libraries. In other cases—for example, if the prices used by earlier studies were significantly higher than the price of the next cheapest alternative—an updated price was assigned based on more relevant and up-to-date market dynamics.

Cataloguing Resources and Services

Libraries provide a wide range of services. One can borrow a book about personal finances or, depending on the particular library, attend a workshop on making quilts. Whether accessing the

library computer to check e-mail or referencing documents to research genealogy, library patrons enjoy a stream of benefits from using the library. To take a full account of the value of libraries, it is important to include all library services. The following list includes the types of library services for which values have been imputed in earlier studies:

- Children's books
- Books for adults
- Videos/films
- Audio/music
- E-Books
- Magazines/Newspapers
- Computer services
- Reference and research services
- Special events
- Craft and activity programs
- Adult education programs
- Other library-sponsored seminars or workshops
- Children's programs
- Meeting space
- Encyclopedias
- Dictionaries and almanacs
- Data downloads
- Toys
- Parent-teacher materials

These library resources and services cover most of the waterfront, but one especially important service for this study is access to business-related databases. The citizens of Indiana, whether sitting at home or at a computer in a public library, have access to many databases through the INSPIRE website.⁶ Valuing this access and putting a value on data downloads is challenging. That said, one could calculate the cost to the state for providing the service and compare it with a reasonable estimate of the value of the service to a typical user. Because college and university students use INSPIRE as a gateway to on-line resources for their coursework, the pool of users is assumed to be students at Indiana institutions of higher learning. By rendering a "cost per student," one can deduce an order of magnitude benefit-cost relationship. In the case of INSPIRE, the costs are low relative to any reasonable assessment of benefits. Given the limited size of the assumed pool of users relative to all the INSPIRE users in the state of Indiana, the benefit-cost ratio greatly exceeds one-to-one.⁷

⁶ INSPIRE (www.inspire.net) is a state-supported, online collection of periodicals, commercial databases and other information resources that can be accessed by Indiana residents at no cost. INSPIRE is a service of the Indiana Cooperative Library Services Authority (INCOLSA). INSPIRE is supported by the Institute of Museums and Library Services under the provisions of the Library Services and Technology Act, administered by the Indiana State Library.

⁷ Given the arguably improbable results and the cost to administer contingent valuation (CV) surveys, CV studies have many critics (see, for example, Niewijk 1994). It may make more sense to simply calculate the costs per person and compare that cost per capita to a reasonable order of magnitude estimate of benefits.

Several earlier studies that measured the economic benefits of libraries used the above resources and services. In order to value library services, or event types, one must know the number of times those services were used, and in some cases the length of use, in the course of a year. This study used available data collected for the *Statistics of Indiana Public Libraries*, or, in some cases, proxy data. For example, the research team used the event counts of one type of library service to measure the frequency of the use for another service. In another case, an estimate for meeting room use was made based on data collected in the survey of library directors. In other cases, the research team could find no reasonable proxy from the available data or within a reasonable timeframe and budget.⁸

Market Values

In economics, the market determines the price (or cost) of a good or service. Libraries, on the other hand, provide free goods and services. How, then, can one ascribe an economic value to library goods and services?

A fundamental principle of economics is that a rational consumer will purchase a good (or service) at its lowest cost, all other considerations equal. It follows then that for two services that are substitutes for each other, a consumer is likelier to purchase service X rather than substitute service Y if the price of X falls relative to Y. For example, if the price of the airport shuttle approaches the price of taxi fare, then it is increasingly likely that one will take a taxi from the airport rather than taking the shuttle. If a service (or good) is free, the best estimate for the value of the free service is the cost of the closest substitute. Thus, the best estimate for the market value of “free” hotel shuttle from the hotel to the airport is the cheaper of either a taxi or another shuttle operator. Unless it were cheaper than either a taxi or a non-hotel shuttle, the cost of a limo or rental car would not be the best estimate for the cost of the free hotel shuttle. The best estimate for the market cost of that free shuttle trip is certainly not the cost of buying a car.

The nonmarket value of a library service, therefore, is the cost of the cheapest substitute for an equivalent service in the market place. The total value of library services is equal to the value of the closest substitute—the “price”—multiplied by the number of times a library provides the service (or event)—the “quantity.” Price times quantity equals value.

The research team aggregated service types for valuation into the following categories based on the service and event types reported in the Public Library Annual Report:

- Children’s book circulation
- Young adult and adult book circulation
- Number of computer uses
- Number of reference requests
- Attendance at children’s programs
- Attendance at young adult and adult programs
- Number of non-library sponsored events in library meeting rooms

In order to assess the benefit-cost ratio for library expenditures, one must assign a dollar value to these services. This assignment only estimates the direct benefit from library services to a particular

⁸ The recommendations at the end of the report present additional data series needed for more robust estimates of the value of library services.

user. A direct benefit represents the first-order value of the item, information or entertainment provided by the library service. For example, a person who makes a meal using a recipe from a library book receives the economic value of that cookbook measured by some discounted value of the book.⁹

Table 1 presents the library service prices used in the study. The price for books was estimated to be 20 percent of the average hardcover price for books in 2005, as reported by *The Bowker Annual Library and Book Trade Almanac* (Bogart 2006). Although there is academic support for discounting the price of books by more than 20 percent, Morris et al. (2002) make a persuasive case for the relatively high 20 percent. Recall that the cheapest price substitute is the appropriate estimate for the pricing of library services. As a result, the active online resale market for similar items served as the basis for the prices for video and audio media. While much of the content is available on the Web for free, the value of magazines and periodicals was considered to be non-zero. Using the cover price, however, would not reflect much of the free content. The value of using library computers was based on the price of a computer, minimal software and the cost of a household Internet connection for three years divided by the number of hours in three years of the standard workweek. This approach is corroborated by the approximate cost differential between a cup of coffee in a regular coffee shop and the price at a cyber café where computer use is “free.”

Table 1. Estimated Prices for Library Services

Library Service	Indiana Event Category	Library Service Price
Children's books borrowed	Children's books circulation	\$4.14
Young adult and adult books borrowed	General (non-children's) circulation [†]	\$7.42
Videos/films borrowed	General (non-children's) circulation [†]	\$1.00
Audio/music borrowed	General (non-children's) circulation [†]	\$3.00
E-Books downloaded	General (non-children's) circulation [†]	\$7.42
Magazines/newspapers read	Number of computer using patrons (proxy)	\$0.25
Computer access services	Number of computer using patrons	\$0.50 per user hour
Reference and research services	Number of reference requests/transactions	\$10.00
Special events, adult education programs and other workshops	General (non-child) program attendance	\$5 per person per program event
Children's programs	Children's program attendance	\$4 per person per program
Meeting space	Number of non-library program events	\$75
Encyclopedias, dictionaries, almanacs, data downloads, parent-teacher materials	Treated as free, no reasonable proxy data	free

[†] Circulation data for non-book media is estimated based on the proportion of total holdings accounted for by a given medium.

Source: IBRC, using Indiana State Library data

The research team used the highest wage for a reference librarian in the state,¹⁰ according to the *Statistics of Indiana Public Libraries*, as the base for the hourly value of a reference librarian's services. The rough rule of thumb for consulting firms, law firms and the like is that billable hours can be broken down into thirds: one third for the compensation of the employee, one third for overhead

⁹ One must note that what has social value is a “read” of a book, not just checking it out of a library. Morris, Sumsion and Hawkins (2002) argue that 75 percent of circulation events result in a read book. In the Public Library Annual Report, renewals are reported as circulation transactions. The 75 percent discounts circulation statistics for renewals and unread books.

¹⁰ The SIPL data does not allow one to calculate a statewide average wage for references librarians. The research team assumed that the preponderance of reference librarians were located in urban or semi-urban areas and were thus able to command a higher wage. In addition, the higher wage counterbalances the assumed average length of time per reference transaction that may be too low.

and one third for profit. Following this rule of thumb, a billable hour for a reference librarian is approximately \$100 an hour. Absent data on the average length of a reference transaction, the research team assumed a tenth of an hour per transaction. Granted, some transactions would take considerably longer than six minutes, but others would take considerably less time. The study used \$10 per event for each reference transaction. The Indiana State Library collects and reports reference transactions in its annual survey and report on library statistics.

Library programs, both adult and children's, were valued by sampling the cost of seminars and courses offered by various parks and recreation departments throughout the state. The costs for courses offered by municipalities in Indiana were on par with those offered in other states by adult education and community organizations. In the same way, the research team used a \$75 price tag for the use of meeting rooms based on rates for half-day rentals of meeting space at a variety of facilities around the state. (Of course, meeting room rental rates vary greatly with location and facility characteristics.)

Unfortunately, the research team could not find any practical proxy data for the use of encyclopedias, dictionaries, almanacs, data downloads and parent-teacher materials. That does not mean these resources have no value; it means that credibly estimating the value is difficult. This is not the only study that priced these resources and services as free (e.g., Holt et al. 1997). The use of INSPIRE was considered too important to "price as free." The research team did not directly impute the value of INSPIRE usage, but instead calculated the cost of INSPIRE per college and university student (because the number of students is well known). In this way, the cost per student can serve as a point of comparison for any reasonable estimate for the *benefit* per Hoosier college student. Given that there are approximately 361,250 college and university students in the state and that the cost of the INSPIRE databases, administration and marketing is approximately \$2 million, then the cost per student is \$5.50. Considering the cost of textbooks, who can argue that students derive considerably more than \$5.50 worth of annual benefits from INSPIRE? Now add in the number of non-student users in Indiana, and the cost per user declines substantially more. This sort of back-of-the-envelope calculation that compares a known cost against a reasonable estimate of benefits saves researcher the effort and uncertainty associated with willingness-to-pay studies (referenced above).

Perceptions of the Role of Public Libraries in Local Economic Development

Surveys of Key Stakeholder Groups

Web-based online surveys were designed and disseminated to four groups of key stakeholders soliciting their views and other information concerning public libraries. These groups included public library directors, staff and patrons, plus business and community leaders. Each of the four surveys, which are reproduced in Appendix III, is discussed below.

Library Directors and Staff

In order to understand how those responsible for libraries view their role in the community and their role in facilitating economic development, and also to get a more detailed account of the business-related resources available at their libraries, the research team developed a survey targeted to library directors. Library staff completed a somewhat shorter version of the director's survey. One

of the desired outcomes of these two surveys was to get an accurate accounting of how library services relate to business and economic development.

The online surveys each took about 15 to 20 minutes to complete. The Indiana State Library provided a list of library directors for each public library across the state, together with their e-mail addresses. The IBRC sent the directors a letter of introduction explaining the purpose of the study and asking for their participation and support, as well as the participation of their staff. The letter provided links to the Web-based survey for both library directors and their staff.

Patrons

Patrons had their own much shorter survey. Library directors in the targeted communities placed signs in their libraries soliciting patron participation. To minimize respondent burden and encourage maximum response, the patron survey was briefer than the surveys for the other groups. The survey asked in-library patrons what services they use most, how often they visit libraries and some basic demographic information in order to profile a typical library patron. Finally, patrons provided their thoughts on how the local library benefited the community in financial or economic terms.

The patron survey was also available on paper for those who were unable or chose not to enter the information on a library computer. This approach sought to appeal to patrons who were less familiar with using computers. Moreover, during periods of heavy computer usage, a terminal may not have been available for a patron to take the four-minute survey. As a result, the research team concluded that paper-based surveys would expand both patron participation and the capacity to gather responses during periods of heavy library usage.

Community and Business Leaders

The research team designed an online survey specifically for the business and economic development community in order to characterize the role of libraries in providing information to businesses and promoting economic development from the perspective of businesses, local officials, community foundations, chambers of commerce, school district administrators, Small Business Development Centers (SBDCs) and other relevant organizations. The IBRC sent e-mail invitations to officials of these organizations throughout Indiana.

The purpose of the community and business leader survey was to probe whether these local leaders used the resources at the local public library, the degree to which they were satisfied with those resources, and how closely they and other local leaders worked with the library to promote economic development and achieve other community goals.

Public Libraries and Social Capital

Case Study Community Surveys

Libraries have long operated as anchors in communities. Andrew Carnegie, for example, thought so highly of libraries as an important cultural institution that he endowed thousands of libraries across the country. Many still operate in Indiana in their original buildings. Other Carnegie structures still serve as a wing in expanded library facilities.

Libraries contribute to the social fabric of a community by promoting the types of interactions and social integration that builds trust, cooperation, shared values and civic participation. In short,

libraries build “social capital.”¹¹ Communities with high social capital tend to have lower crime rates, better health, better educational achievement and greater economic success. As one researcher put it, members of these communities are more likely to be housed, hired and happy.

The relatively recent interest in social capital has helped develop a language to describe the effects that libraries have on their locale. Putnam (2000) laments the increasing tendency for Americans to “bowl alone” and the decreasing tendency for regular contacts with friends and neighbors. Given this landscape, the public space of libraries where people from all occupations and lifestyles can interact and potentially build social capital is that much more important. A study by Bryson et al. (2003) concluded that the net effect of building a library fosters the social links and cooperation that bind the community together. There is, according to Goulding (2004), a grand opportunity for librarians to make substantiated claims that libraries play a vital role in civic renewal and community building.

That role in building social capital, the research team reckoned, may not appear in the statistics generated by Web-based surveys. As a result, the research team chose 12 case study counties or library districts to conduct face-to-face interviews with library directors and community and business leaders. These communities were selected to represent a range of city and library sizes, and to ensure that all four corners of the state were represented.

While the community and business leader survey instrument for the case study communities was essentially the same as the online survey, the face-to-face element and the open-ended questions allowed for additional probing and provided rich commentary and anecdotes. The researchers conducting the case study interviews were able to gain a personal feel for the communities and a sense of the enthusiasm that community members had for each other and the libraries in their town.

This was also true of the personal interviews with library directors. Interviewers got a sense of the pride and dedication to the community that each library director had. The fact that the interviewer could improvise somewhat after the standard part of the questionnaire was completed helped yield additional insights through further probing about the best practices of library operations.

¹¹ Social capital can be defined as *social networks* of trust, cooperation, shared values and community participation that enable a community to achieve its goals. One might think of social capital as a community's ability to be self-reliant and solve its own problems. To the extent that libraries foster productive relationships within a community, they are an important community asset.

Direct Economic Effects

Economic Impact of Library Expenditures

Indiana's public libraries directly employed 6,898 people in 2005 and contributed nearly \$262.9 million into the state's economy through payrolls and expenditures on goods and services. These direct impacts have a ripple effect throughout the economy that one can measure using input-output analysis, a technique discussed earlier in this report.

The results of the input-output analysis indicate that library expenditures combine to generate an estimated \$215.8 million in additional economic activity throughout the state while also supporting nearly 2,000 additional jobs. These figures represent both indirect and induced impacts. Indirect impacts refer to additional activity in the economy triggered by library expenditures on goods and services (i.e., additional jobs in supplier firms and additional spending by those firms on the inputs they require). Induced impacts measure the household spending from salaries paid to library employees and to the incremental employees in vendor firms that provide goods and services to libraries.

The indirect impacts of the state's libraries generate just over \$67.7 million of economic output and support an additional 537 jobs. The estimated induced impacts of Indiana's libraries are \$148 million in economic output and 1,448 jobs. The greatest induced employment resulting from library spending occurs in the health care and social services sector and the retail sector, with roughly 295 additional jobs each statewide. In terms of the dollar value of economic activity, the health care and social services sector is also the greatest beneficiary of library spending with \$23 million in induced output.

In addition to a statewide input-output analysis, the economic impacts of public libraries on each of Indiana's 92 counties were analyzed. Table 2 shows a sample of countywide employment impacts. These communities represent counties with small, medium, and large populations. The counties listed in this table are for illustrative purposes to show the great range in populations and the dramatic differences in employment and impacts between large urban areas and smaller counties and service areas.¹² A county-by-county reckoning of the indirect and induced economic effects of library expenditures is available online at www.stats.indiana.edu/topic/libraries.asp.

¹² The breakdown of small, medium and large populations in Table 2 is different from that traditionally used by the Indiana State Library. The breakdown in Table 2 shows a greater range of service area populations.

Table 2. Selected Countywide Employment Impact Estimates of Public Libraries

County (Largest City/Town)	Direct Employment	Indirect Employment	Induced Employment	Total Employment Impact
Marion County (Indianapolis)	765	49.5	110.3	924.8
Allen County (Ft. Wayne)	398	41.5	84.7	524.2
Putnam County (Greencastle)	33	0.9	2.4	36.3
Gibson County (Princeton)	35	1.3	1.9	38.2
Benton County (Fowler)	20	0.5	0.9	21.4
Ohio County (Rising Sun)	6	0.1	0.3	6.5

Source: IBRC, using Indiana State Library data

Market Value of Library Events

The most important direct economic benefit that public libraries provide their communities is the set of services the libraries make available at no, or very low, cost. In this way, the library provides an economic return—albeit a return not measured in the market place—for each tax dollar that the community appropriates. Table 3 outlines the estimated market value of the goods and services provided by all of Indiana's public libraries in 2005. Not surprisingly, the bulk of library activity involved the circulation of books and audio/visual media such as music CDs and films. Indiana borrowers checked out over 87.5 million volumes from both children's and adult collections for an estimated market value of \$547.3 million.

Table 3. Market Value of Library Circulations & Services – Indiana Totals

Service	Annual Number of Uses	Market Price	Estimated Value
Adult Circulation	70,142,220	Books & E-Formats - \$7.42 Audio/music Materials - \$3.00 Video/film Materials - \$1.00	\$479,426,282
Children's Circulation	17,388,835	Books & E-Formats - \$4.14 Audio/music Materials - \$3.00 Video/film Materials - \$1.00	\$67,921,137
Reference Questions	5,443,152	\$10.00	\$54,431,520
Children's Program Attendance	1,568,564	\$4.00	\$6,274,256
Adult Program Attendance	998,099	\$5.00	\$4,990,495
Computer Use	7,253,428	\$1.00	\$7,253,428
Magazines and Newspapers	7,253,428*	0.25	\$1,813,357
Meeting Rooms	104,016*	\$75.00	\$7,801,163

*estimates

Source: IBRC, using Indiana State Library data

Of course, libraries do more than lend books, movies and CDs. Libraries offer many services that provide value to a community, including special programs and events, computer access, and expert assistance on difficult research questions. Reference librarians perform a critical service by shepherding patrons through vast library holdings and Internet resources to locate the materials that best suit their specific need. For a patron, this service saves time and improves results. Each public library reports to the ISL the average estimated number of reference questions it fields in a typical week. The annual number of reference questions in Table 3 is the sum of each library's weekly reference question estimate multiplied by 52 weeks. A reference inquiry is a reference transaction if the question calls on the professional training of library staff to locate, navigate or interpret specific library offerings. General inquiries on library holdings, policies, services or activities are not considered reference questions. Public libraries throughout Indiana assisted with an estimated 5.4 million reference questions in 2005. At \$10 per reference "transaction," reference services represent a \$54.4 million market value.

Libraries also offer a variety of programs and events. Many are educational while others are purely for entertainment. These programs represent only those that library staff plan, sponsor or administer and do not include other programs held at the library but sponsored by other entities. More than 2.5 million people attended children's and adult programs sponsored by Indiana libraries in 2005 for a combined market value of more than \$12.3 million.

Access to computers, computer software, the Internet and other electronic resources is an increasingly important service provided by public libraries. Similar to reference questions, libraries report an *estimated* number of weekly computer uses to the ISL each year. The number of annual computer uses statewide found in Table 3 is the sum of this estimated weekly usage that libraries reported to the ISL and multiplied by 52. This estimated usage figure is almost certainly too low.¹³ Libraries do not report the number of hours of computer use. Assuming that each computer use lasts two hours and using the \$0.50 per hour cost imputation, the resulting estimated market value of computer usage is \$7.3 million.

Another important service that a library provides is access to newspapers and periodicals. Patrons consume these resources during a library visit and, as a result, libraries do not count their use as an official circulation transaction. Libraries do not report periodical use to the ISL. In order to get an estimate of the value of these resources to patrons, the research team treated the number of computer as a proxy for the number of periodicals accessed.¹⁴ Therefore, at \$0.25 per use, access to periodicals has a market value estimated at \$1.8 million.

Many libraries offer meeting space to organizations and individuals, usually free of charge. Unfortunately, libraries do not collect data on the number of meetings held at libraries throughout the state. In order to assign a value to this service, a sample of public libraries were surveyed to determine their estimated annual meeting room usage. There is a wide range of meeting room usage in the state, from as few as three to as many as 4,000 per year. Based on the survey sample, the total meeting room usage is 13,408. The libraries that responded represent 13 percent of Indiana's

¹³ Casual observations made in the case study communities would make one think that computer use rivals the more traditional library offerings, e.g., children's books and periodicals. Libraries should consider using server logon information and weblogs to collect usage information.

¹⁴ Based on this study's survey of patrons, there are about twice as many computer users as there are users of periodicals. Users of periodicals often read or browse more than one newspaper or magazine per visit. Thus, absent data for periodical use, it is not unreasonable to use the number of computer users as a proxy for the readers of periodicals.

population that lives within a library district. If the survey sample is representative of the state, the state aggregate estimate of 104,016 annual meeting room uses, at \$75 per use, has a total market value of \$7.8 million.

Given that circulation of books and audio/visual materials accounts for roughly 87 percent of the market value of services provided by Indiana libraries, it is useful to take a closer look at the role that each component plays within this estimate. Unfortunately, the available data report only circulation of these materials in total, so a detailed analysis of each media type is not possible. For the purposes of this analysis, the share of each medium's circulation is assumed to be directly proportional to its share of total holdings. For example, video materials account for roughly 6 percent of library holdings. Video circulation, therefore, is estimated to be 6 percent of total circulation.

Using this approach, books account for nearly 89 percent of all circulation, yielding an estimated value of \$63.9 million for children's reading materials and \$462.7 million for adults' (see Table 4 and Table 5). At an estimated 5.1 percent of circulation, adults' and children's audio materials have a collective value of \$13.4 million, while videos have a combined worth estimated at \$4.9 million. Electronic formats, which include CD-ROMs and non-film DVDs, make up only 0.4 percent of total circulation and have an approximate value of nearly \$2.4 million.

Table 4. Market Value of Children's Circulation in Detail

Service	Annual Number of Uses	Market Price	Estimated Value
Books	15,458,674	\$4.14	\$63,998,912
Video	973,775	\$1.00	\$973,775
Audio	886,831	\$3.00	\$2,660,492
E-Formats	69,555	\$4.14	\$287,959

Source: IBRC, using Indiana State Library data

Table 5. Market Value of Adult Circulation in Detail

Service	Annual Number of Uses	Market Price	Estimated Value
Books	62,356,434	\$7.42	\$462,684,737
Video	3,927,964	\$1.00	\$3,927,964
Audio	3,577,253	\$3.00	\$10,731,760
E-Formats	280,569	\$7.42	\$2,081,821

Source: IBRC, using Indiana State Library data

What, then, is the total market value of public library services in Indiana? Excluding the intangible benefits and the benefits associated with INSPIRE, the total market value of the goods and services provided by the state's public libraries is \$629.9 million.

Approximately 6.05 million Hoosiers lived within a library district in 2005, which means that the market value of library services per capita would amount to roughly \$104.09. Of course, local taxes are the primary means of support for public libraries. As a result, any analysis of their value must take into account the public "investment" that makes them possible. The total operating expenses for Indiana's public libraries in 2005 were \$265.1 million or \$43.80 per capita. Ultimately, this results in \$2.38 in benefits for each dollar of library expenditure (see Table 6).

One cannot reasonably attack the foregoing analysis for "inflating the numbers." The actual benefit-cost ratio is higher, probably appreciably higher. More accurate and more comprehensive raw data on library usage would serve to refine the benefit-cost ratio. Absent better usage data, the \$2.38 represents a conservative and defensible estimate of the value Hoosiers derive from their libraries.

Table 6. Benefit-Cost Summary, Indiana Total

Total Market Value of Library Services (2005)	\$629,911,638
Indiana Population within a Public Library District (2005 estimate)	6,051,615
Market Value of Library Services per Capita (2005)	\$104.09
Total Library Operating Expenses (2005)	\$265,088,105
Operating Expense per Capita (2005)	\$43.80
Public Benefit-Cost Ratio (Total Value / Total Operating Expense)	\$2.38

Source: IBRC, using Indiana State Library data

Surveys of Key Stakeholder Groups

Survey of Public Library Directors

Of Indiana's 239 public libraries, the directors of all but the case study communities were invited via e-mail to take part in a Web-based survey. The directors of the libraries in the case study communities were interviewed in person with the same questions, as described in more detail in the next chapter. Data from both online surveys and personal interviews are included in the analysis described below. The survey instruments for library directors and for the other survey target audiences appear in Appendix III.

The directors' survey posed several questions about general library characteristics and then asked a number of questions regarding the library's role in supporting business and economic development in the community, both for businesses and for the economic advancement of patrons in general. It also inquired about services and resources provided by the library that relate to business and economic development.

Surveying library directors and business leaders using the same questions permitted comparisons of the perceptions of those who run libraries versus those who use libraries.

Characteristics of Responding Libraries

A total of 101 library directors provided usable responses to the survey, representing 42 percent of all public libraries in Indiana. These libraries:

- Served populations ranging from 709 to 172,000 (mean = 19,617; median = 8,966)
- Employed staffs ranging from one to 160 full-time equivalent positions (mean = 16.6; median = 6.0)
- Had annual operating budgets ranging from under \$40,000 to more than \$10 million (mean = \$1,000,569; median = \$409,000)
- Were open to the public between 22 and 72 hours per week (mean = 53; median = 56)
- Almost universally (98 percent) tended to collaborate with other libraries for interlibrary loans, reciprocal privileges or similar arrangements

Economic Benefits and Impacts on the Business Community

The first question regarding the library's economic role asked directors to rate how beneficial various library services and resources are to business and economic growth in their community (see Table 7).

Table 7. Benefits to Local Economic Growth: Library Directors' Ratings

How beneficial to business and economic growth in your community are the following library services or resources?	Percent of Respondents Indicating			
	not beneficial	slightly beneficial	moderately beneficial	very beneficial
High-speed Internet access for public use	0	0	4	96
Space and facilities for holding business meetings	6	10	24	60
Books or other information on starting or managing a business	1	19	32	48
Economic and/or demographic data and statistics	1	21	37	41
Legal information or resources	1	15	48	36
Directories of businesses (local, state or national)	1	27	40	32
Local job postings	12	30	27	31
Resources for non-profit planning	4	20	50	26
Small-business tax information	4	39	33	25
Resources for real-estate related research	11	28	37	24
Other specific business-related databases	7	20	51	23
Business-related programs or workshops	7	33	39	21
Government documents and/or databases	8	31	46	19
Business periodicals	2	36	43	19
Information on patents and/or trademarks	14	48	30	7

Note: Rows may not sum to 100 percent due to rounding.

Source: Survey of Library Directors

The most beneficial service by far was high-speed Internet access for public use, followed by space and facilities for holding business meetings. Other services or resources rated highly as benefiting business and economic growth included information on managing and starting businesses, economic and demographic statistics, legal information and business directories.

Another dimension of libraries' economic impacts is their contribution to users' personal financial well-being. Table 8 reports the directors' ratings.

Table 8. Contribution to Users' Personal Financial Well-Being

	Percent of Respondents Indicating			
	not contributed	contributed slightly	contributed moderately	contributed greatly
How have the following library services contributed to your users' personal financial well-being?				
Health information and resources	0	7	29	64
Consumer information to help with purchase decisions	0	12	34	54
Resources for college planning	0	14	34	53
Information on income-tax preparation	3	18	27	51
Legal information and resources	0	9	43	48
Job or career planning resources	1	16	42	41
Information for accessing government agencies or resources	3	14	43	40
Information on investments or business ventures	5	30	33	32
Bookmobile	73	7	7	13
Salary statistics to support a pay raise	12	45	32	10

Source: Survey of Library Directors

Interestingly, directors rated health information and resources as contributing the most to patrons' personal financial well-being. Patrons did not highly rate information to help with purchase decisions, college planning and income tax preparation. Significant contributors were resources related to legal information, career planning and accessing government agencies. Relatively few directors felt that salary statistics contribute significantly to users' financial well-being.

According to 66 percent of library directors that responded to the survey, meeting the needs of business and economic development has consumed an increasing share of the total budget, while one-third indicated that spending had received a decreasing share of the budget over the past three years. Of those reporting increased budget shares for business, 61 percent indicated that increased demand from the business community was a factor, while about one-third (32 percent) reported that business materials were increasing in cost at a faster rate than other materials. Twenty percent of those devoting a larger budget share to business needs indicated that greater overall revenues made this possible, and 9 percent said they were able to spend more on business needs because higher priority needs had already been met.

Of directors reporting a decreased budget share directed to business needs, 59 percent attributed this to a reduction in overall library revenues; 41 percent indicated that other library needs now have higher priority; and one-third (34 percent) reported decreased demand from the business community. A few also noted that more business resources are now available free on the Internet.

Directors were asked to rate the support their libraries receive from various types of stakeholders. As revealed in Table 9, the community foundation and civic/service organizations were the strongest sources of support for public libraries, followed closely by local media and school administrators. A majority of directors also felt that local elected officials provide robust support.

Table 9. Extent of Community Support

	Percent of Respondents Indicating				
	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
To what extent do you agree or disagree that your library receives robust community support (e.g., funding, in-kind, political, volunteer services, etc.) from each of the following?					
The local/community foundation	0	3	12	40	45
Civic or service organizations in your community	1	1	12	43	42
Representatives of local media	0	3	17	38	41
School administrators or school library directors	2	9	13	43	34
Chamber of commerce	3	2	39	23	33
Local elected officials	1	5	31	41	21
Local economic development organizations	2	8	42	31	17
Your state Representative or state Senator	1	14	35	34	15
Parent-teacher organization or association	6	11	46	22	15

Source: Survey of Library Directors

When asked about the extent to which the presence of their libraries produces a variety of impacts on the local economy, directors' opinions were generally quite positive. Very few expressed any disagreement that their libraries enhanced the community's economy (see Table 10).

Table 10. Impact on Local Economy

	Percent of Respondents Indicating				
	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
How strongly do you agree or disagree that the presence of your library in the community:					
Significantly improves the local quality of life	0	1	1	11	87
Significantly contributes to local economic prosperity	0	1	16	31	52
Increases local residential property values	1	0	17	35	47
Plays a vital role in helping individuals find employment	1	2	12	52	33
Attracts new businesses to the community	0	4	40	31	25
Plays a vital role in helping <i>existing</i> local businesses grow	0	2	29	51	17

Source: Survey of Library Directors

Improving the local quality of life was the impact directors most strongly agreed resulted from their libraries, and more than 80 percent expressed some level of agreement that their libraries contribute to local economic prosperity, increase residential property values, and help individuals find employment. Smaller majorities also agreed that their library's presence helps current businesses grow and new businesses choose to locate locally. Clearly, directors feel that public libraries contribute favorably to the local economic environment.

Directors next indicated how frequently their libraries provide a variety of services or information that help businesses or help individuals with respect to employment. The general impression one takes away from Table 11 is that library directors do not view their libraries' services as very often helpful to businesses or to workers in job-related ways.

Table 11. Frequency of Business- or Job-Related Services

	Percent of Respondents Indicating					
	never	Less than once a month	Several times per month	Several times a week	About once a day	Several times a day
How many times per year (on average) does your library provide services or information that:						
Helps users search for or obtain a new job	0	9	33	29	11	18
Makes users more productive in their jobs	6	21	27	28	9	10
Helps users with career decisions	0	26	34	24	6	10
Helps a business obtain other needed information	4	36	31	17	9	2
Helps improve an existing business	7	43	31	13	3	3
Supports starting a new business	4	53	23	15	2	2
Helps a business research its markets	19	49	12	12	4	2
Helps with the business incorporation process	31	57	4	7	1	0

Source: Survey of Library Directors

Not surprisingly, the most frequently provided services or information helped patrons in job-related ways, with 16 to 29 percent of the libraries providing such assistance once a day or more. Substantially less frequent were instances of helping businesses with information or assistance; helping with the incorporation process was the least frequently used type of assistance. Nonetheless, it's worth noting that more than 40 percent of libraries reported assisting businesses at least several times per month in ways that support starting new businesses, improve existing business, or provide other needed information.

The last objective question asked public library directors which business and economic-development related resources and services they provide (see Table 12).

Table 12. Business and Economic-Development Related Resources

What business and economic-development related resources and services do you provide?	
Percent of Libraries	Resource or Service
90	Guides for starting a business and/or writing a business plan
78	Meeting rooms for free
75	Technology education and computer literacy programs
66	Access to databases for business and/or economic statistics, either on-line or CD-ROMs
60	Directories for non-profits to use to apply for grants, e.g., The Foundation Center database
56	A reference section devoted to business and economic development
55	Volumes of statistics and demographic data from government and/or private sources
48	Directories of trade and professional associations
43	<i>Encyclopedia of Business and Information Sources</i> and/or <i>Encyclopedia of Associations</i>
39	U.S. industry profiles and/or country economic reports
29	Almanacs on business, e.g., <i>Almanac of Business and Industrial Financial Ratios</i>
27	A reference librarian trained in business-related subjects
25	Programs on finding employment
25	Programs to promote economic development
22	Meeting rooms with a user charge
15	Programs on career planning
12	Other (describe)

Source: Survey of Library Directors

No strong patterns are apparent in these responses. Free meeting rooms are much more common than rooms for a fee. Programs on various topics are less common than are reference materials such as directories, databases and economic or demographic statistics. Only about a quarter of public libraries have a reference librarian trained in business-related subjects.

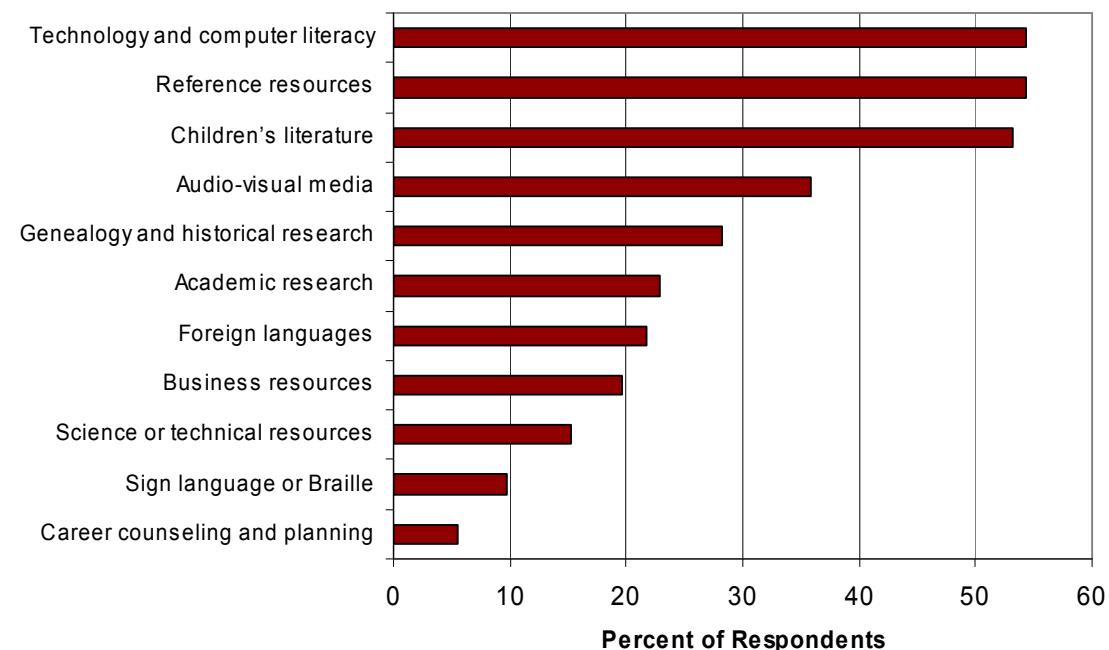
Of special interest is the response that directors gave when asked whether they provide “access to databases and/or economic statistics, either on-line or CD-ROMs.” One could claim that since all libraries in Indiana have access to such resources through the INSPIRE network, the response *should* total 100 percent. On the other hand, library directors may be responding to the fact that the business resources available through INSPIRE are not comprehensive and thus not sufficient for the needs of their patrons. For example, one cannot access the Dun & Bradstreet database through INSPIRE. As one will see in the next section, the response rate is less than 100 percent for library staff as well. Not all business resources are created equal, and perhaps those managing INSPIRE should re-evaluate the resources available through this doorway.

Survey of Public Library Staff

The IBRC asked public library directors to encourage their staff members who have regular contact with the public to complete an online survey similar to the one designed for directors. The rationale for this survey was that front-line staff might have additional insight into how the library serves the needs of business and economic development since they work directly with users.

Usable responses from library staff totaled 119. Their libraries represent a broad cross-section of Indiana's public libraries, serving populations from less than 700 to more than 300,000. Hours of operation ranged from 20 to 80 hours per week. These staff members were relatively well educated: 39 percent had a graduate degree, 29 percent a bachelor's degree, 8 percent an associate degree, and 28 percent a high school diploma. As Figure 1 reveals, more than half of the staff had training or qualifications in technology and computer literacy, reference resources and children's literature. Only 20 percent had competencies in business resources, and 5 percent rated themselves competent in career counseling and planning.

Figure 1. Special Competencies, Qualifications or Training of Library Staff



Source: Survey of Library Staff

Library staff rated the **value of library services and resources to community business and economic growth** similarly to library directors with a few differences. Overall, staff tended to be more positive than directors in their ratings of the benefit of these services and resources. Both groups agreed that the most beneficial offerings were high-speed Internet access, facilities for business meetings and information on starting or managing a business. Both groups also rated legal information and business directories as quite beneficial, while information on patents and trademarks received the lowest beneficial offering.

Library staff rated government documents and/or databases substantially more beneficial than did directors (85 percent rated moderately or very beneficial vs. 65 percent, respectively). Staff also found business periodicals more beneficial to business users than did directors (85 percent vs. 62

percent). These differences may reflect greater interaction with business patrons by staff than by directors.

Staff generally gave higher ratings than directors with respect to **library services' contributions to patrons' personal financial well-being**. For all of the 10 listed services, at least half of responding staff deemed their contributions moderate or great. A majority of library staff did not view bookmobile service as contributing to users' financial well-being, in contrast to library directors. Salary statistics to support a pay raise were viewed by both groups as only a modest contributor to users' well-being.

With respect to perceived **support for the library coming from various community groups**, library directors and staff ranked them quite similarly, with the local community foundation, civic/service organizations and local media topping the list. Directors' ratings of support were slightly higher than ratings from staff for many of the groups, perhaps reflecting directors' role as the primary point of contact to the library for stakeholder groups.

When asked the **extent to which the presence of their libraries produces various impacts on the local economy**, staff showed positive regard for those impacts at levels very much like those of library directors. The one factor for which substantially more directors (82 percent) than staff (71 percent) expressed agreement was the assertion that the presence of the library increased local residential property values. This may reflect the greater involvement that directors have with property tax issues, since much of public library funding derives from taxes based on assessed value.

Library staff next responded to a question asking **how frequently the library provides various kinds of service or information**. Staff ranked the various services very similarly to the directors' ranks. Information or services supporting patrons' employment were the most frequently provided types, followed by information for businesses' research and information to improve existing businesses or start new ones. Most libraries did not provide information to help with the incorporation process as often as the other kinds of help.

Library staff indicated **which business-related services and resources their library provided**. Once again, responses from staff and directors tended to be similar, although there were a few significant differences of opinion, to wit: meeting rooms for a fee, databases for business/economic statistics, business almanacs, directories of trade and professional associations, and U.S. industry profiles or country economic reports (see Table 13). Such differences may reflect staff's greater familiarity with libraries' business collections and services, or they could simply mean that the samples of directors and staffs that responded to the survey did not equally represent all the same libraries.

Table 13. Staff Perspective on Business and Economic-Development Related Resources

What business and economic-development related resources and services do you provide?	
Percent of Libraries	Resource or Service
87	Access to databases for business and/or economic statistics, either on-line or CD-ROMs
86	Guides for starting a business and/or writing a business plan
75	Meeting Rooms for free
74	Technology education and computer literacy programs
68	Directories for non-profits to use to apply for grants, e.g., The Foundation Center database
66	Volumes of statistics and demographic data from government and/or private sources
65	A reference section devoted to business and economic development
63	Directories of trade and professional associations
53	<i>Encyclopedia of Business and Information Sources</i> and/or <i>Encyclopedia of Associations</i>
52	U.S. industry profiles and/or country economic reports
46	Meeting Rooms with a user charge
45	Almanacs on Business, e.g., <i>Almanac of Business and Industrial Financial Ratios</i>
33	A reference librarian trained in business-related subjects
28	Programs to promote economic development
22	Programs on finding employment
22	Programs on career planning
4	Other (describe)

Source: Survey of Library Staff

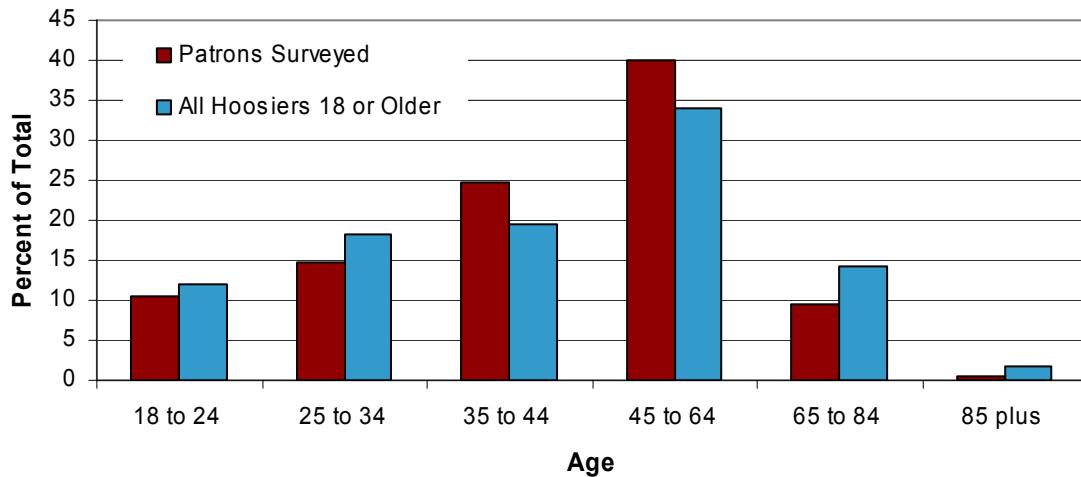
Survey of Patrons

The IBRC invited the directors of all public libraries to encourage patrons age 18 and older to complete a brief survey on their usage of library services and resources. In addition, the survey asked patrons about the impact of the library on local business and economic development. Patrons could complete the survey online (using computers at the library or elsewhere) or on paper.

Characteristics of Responding Patrons

The patrons spanned a range of ages, though they tended to be relatively more middle-aged than the average adult Indiana resident, as shown in Figure 2.

Figure 2. Ages of Surveyed Patrons



Source: Survey of Library Patrons

These patrons reported a wide variety of occupations, as shown in Table 14.

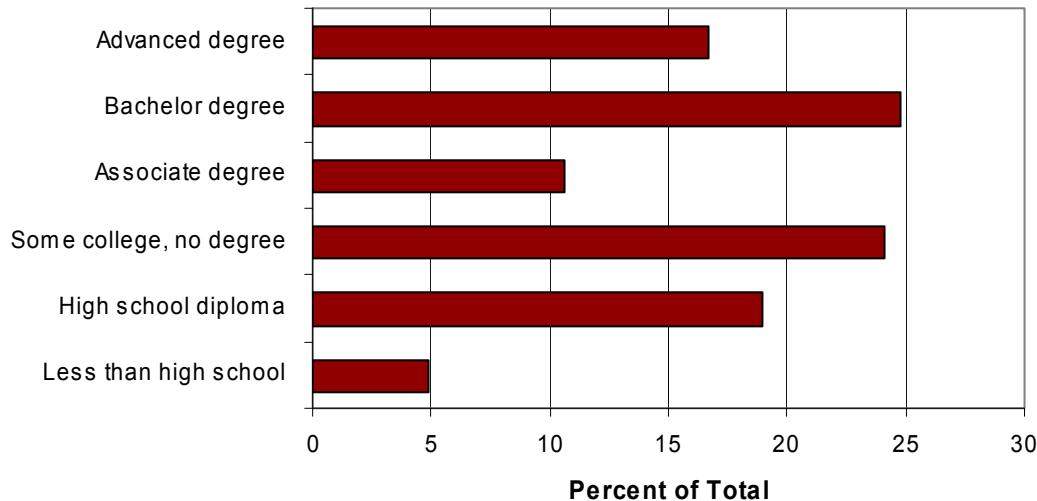
Table 14. Occupations of Surveyed Patrons

Occupation	Percent
Other	15.7
Full-time homemaker	14.2
Retired	12.8
Educator	10.7
Licensed professional	10.2
Business owner or manager	9.0
Student	8.7
Scientific or technical worker	5.6
Manufacturing worker	3.8
Skilled laborer or tradesman	3.7
Retail, hotel or restaurant worker	3.5
Transportation or warehousing worker	2.0

Source: Survey of Library Patrons

Not surprisingly, the surveyed patrons tended to be better educated than Hoosiers generally, as shown in Figure 3. Whereas only 19.6 percent of Indiana residents over 18 have a college degree, 41.4 percent of the library patrons reported having a degree. At the other end of the education spectrum, 4.9 percent of the patrons did not have a high school diploma, compared to 15.3 percent of Hoosiers over 18.

Figure 3. Educational Attainment of Surveyed Patrons



Source: Survey of Library Patrons

Library Usage and Attitudes

Library patrons who responded to the survey tended to be rather frequent visitors to their local libraries. Half reported visiting the library more than once a week, with another 40 percent visiting more than once a month. Only 3 percent of patrons reported using their public library less than once a month, as shown in Table 15.

Table 15. How Often Patrons Use the Local Library

Frequency of Library Use	Percent of Patrons
More than once a week	49.2
More than once a month	40.5
About once a month	7.0
Three to 10 times a year	2.4
Once or twice a year	0.8
Less than once a year	0.2

Source: Survey of Library Patrons

In the survey, patrons noted the three library services they used most often. It comes as no surprise that the most heavily used service was borrowing books (90 percent of patrons), followed by borrowing CDs or DVDs (68 percent). Less than a majority of patrons rated the remaining services among the top three, as shown in Table 16. Internet usage was the third most frequently used service. Small percentages of patrons reported usage of meeting facilities and electronic databases, which are common business uses of libraries.

Table 16. Three Library Services Used Most Often

Library Service	Percent of Patrons
Borrowing books	89.5
Borrowing CD/DVD media	67.6
Use the Internet	31.2
Reference materials	22.6
Read newspapers or magazines	16.7
Special programs (e.g. children's story time)	12.1
Study and work	11.2
Consult with reference librarian	9.5
Use the photocopier	8.6
Use meeting facilities	5.6
Use computer software	5.6
Use online databases or CD-ROMs	2.9

Source: Survey of Library Patrons

Table 17 indicates the percentage of patrons reporting various past uses of their local library. Several of these activities are or may be business-related, including the most common activity, getting scientific or technical information. However, some of the latter usage may relate to non-business interests in scientific or technical information (e.g., school assignments, hobbies or general interest). Several other uses of the library likely have direct impacts on the local business climate, as they relate to productivity at work, starting or expanding a business, seeking employment, sharpening computer skills and the like.

Table 17. Activities for which Patrons Have Used the Library

Activity	Percent of Patrons
Get scientific or technical information	49.8
Attend a children's program (e.g. story time)	43.0
Attend an adult program (e.g. book club)	30.2
Gain technical or computer skills	28.6
Look for employment	28.3
Get legal information	26.2
Learn how to be more productive at work	21.5
Research your ancestry	21.2
Get information about starting a business	17.3
Learn how to improve or expand a business	10.8

Source: Survey of Library Patrons

Survey of Business and Community Leaders

The IBRC emailed survey invitations to 550 individuals involved with business and economic development in the state. These included business owners and managers, school district administrators, local government officials, and executives of community foundations, chambers of commerce, SBDCs and other relevant organizations.

Many questions on this survey were taken from the survey of library directors and staff, focusing on leaders' perceptions of the benefits of the public library to the community's business and economic growth, support received by the library, their own usage of and satisfaction with library services and materials, and the value they perceive libraries to offer.

In total, 96 community leaders responded. They represented all regions of the state in various types of organizations, including school districts (21 percent), businesses (20 percent), chambers of commerce (17 percent), community foundations (15 percent), local economic development organizations (7 percent), political officials (6 percent), SBDCs (2 percent) and other community leaders (15 percent).

Economic Benefits and Impacts on the Business Community

Community leaders rated how beneficial various library services and resources are to business and economic growth in their community, as shown in Table 18.

Table 18. Benefits to Local Economic Growth: Community Leaders' Ratings

How beneficial to business and economic growth in your community are the following library services or resources?	Percent of Respondents Indicating			
	not beneficial	slightly beneficial	moderately beneficial	very beneficial
High-speed Internet access for public use	5	11	15	69
Business periodicals	8	12	21	58
Space and facilities for holding business meetings	20	11	17	52
Economic and/or demographic data and statistics	10	14	32	44
Books or other information on starting or managing a business	5	17	37	41
Government documents and/or databases	13	17	33	37
Directories of businesses (local, state or national)	9	19	41	31
Resources for non-profit planning	15	24	33	28
Resources for real-estate related research	18	26	33	23
Business-related programs or workshops	24	20	33	23
Legal information or resources	11	20	48	21
Small-business tax information	9	29	43	20
Other specific business-related databases	11	26	45	19
Local job postings	34	23	26	17
Information on patents and/or trademarks	18	37	35	10

Source: Survey of Community Leaders

The community leaders' ratings largely paralleled those of library directors, with a few notable differences. Thirty-one percent of library directors viewed local job postings as "very beneficial" to the community's business and economic growth, compared to just 17 percent of community leaders. On the other hand, library directors tended to view government documents and databases as less valuable to business than did community leaders, receiving "very beneficial" ratings from 19 percent and 37 percent of respondents, respectively. There was a more marked contrast regarding business periodicals. A large majority of community leaders viewed them as very beneficial whereas only 19 percent of library directors did.

Community leaders next rated how various library services contribute to the economic well-being of their communities. Table 19 shows that community leaders ratings roughly parallel the ratings given by library directors. Directors viewed income tax preparation information as contributing somewhat more greatly than did community leaders. While only 20 percent of library directors saw bookmobile service as making a moderate or great contribution, 58 percent of community leaders gave it those ratings.

Table 19. Contribution to Community's Economic Well-Being: Community Leaders' Ratings

How have the following library services contributed to your users' personal financial well-being?	Percent of Respondents Indicating			
	not contributed	contributed slightly	contributed moderately	contributed greatly
Information on income-tax preparation	8	14	38	40
Health information and resources	5	18	51	27
Information for accessing government agencies or resources	12	14	38	36
Resources for college planning	8	19	36	36
Consumer information to help with purchase decisions	11	17	39	33
Legal information and resources	14	23	48	15
Bookmobile	32	11	21	37
Job or career planning resources	14	31	46	9
Information on investments or business ventures	16	31	38	15
Salary statistics to support a pay raise	32	34	27	8

Source: Survey of Community Leaders

Community leaders' perceptions of support for their public library coming from various community sources closely mirrored those of library directors. Between about one-half and three-fourths of community leaders either agreed or strongly agreed that their libraries received robust support from every listed source, and only one in 10 or fewer expressed any disagreement.

Asked how the presence of the public library affects the community in a number of ways, local leaders were generally quite positive, though not as strongly so as library directors. Community leaders' responses, summarized in Table 20, clearly support the consensus that public libraries have beneficial effects on the local economy. The proportion of local leaders who disagreed or were undecided about these effects ranged from 10 percent in the case of improving local quality of life to 54 percent in the case of helping individuals find employment.

Table 20. Library Impact on Local Economy: Community Leaders' Ratings

	Percent of Respondents Indicating				
	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
How strongly do you agree or disagree that the presence of the public library in your community:					
Significantly improves the local quality of life	2	5	3	30	59
Significantly contributes to local economic prosperity	3	11	14	34	38
Increases local residential property values	4	3	25	48	20
Plays a vital role in helping individuals find employment	4	14	35	33	13
Attracts new businesses to the community	5	15	26	39	15
Plays a vital role in helping <i>existing</i> local businesses grow	5	12	28	37	18

Source: Survey of Community Leaders

The community and business leaders next indicated how often they use various business-related library materials or services. Interestingly, as shown Table 21, most of them use these resources rarely if ever. Only two resources on the list—meeting rooms and business related reference materials—were used several times a year or more frequently by at least a quarter of community leaders. The survey did not explore reasons for such infrequent use, and many possibilities could explain the findings, such as lack of interest, access to these resources from other sources (such as at work), or access to colleagues who use the library for these resources.

Table 21. Frequency of Community Leaders' Use of Library Resources

	Percent of Respondents Indicating					
	never	less than once a year	several times a year	about once a month	a few times a month	more than once a week
How frequently do you use the following library materials or services?						
Electronic databases (online or CD-ROM)	63	15	11	1	8	2
Internet access	59	19	12	5	2	3
Meeting rooms	40	23	24	9	4	0
Business related reference materials	39	31	21	5	1	2
Business related periodicals and trade journals	40	36	17	5	1	0
Resources to improve an existing business	61	28	10	1	0	1
Business reference librarian	52	31	14	2	1	0
Legal or government regulatory resources	47	37	16	0	0	0
Attending programs focused on economic development	60	24	14	1	0	0
Career enhancement materials	63	28	6	2	1	0

Source: Survey of Community Leaders

Table 21 reveals an interesting pattern underlying usage of library resources. The materials and services are sorted by the approximate total volume of annual usage implied by these data. For example, although 63 percent of the local leaders did not go to their libraries to use electronic

databases, 10 percent of them did so from a few dozen to several dozen times per year, accounting for most of the usage of those databases. This general pattern, replicated for several of the other resources, reveals a pattern very familiar in the business world: a small percentage of users account for the majority of usage.

Table 22 shows how satisfied business and community leaders were with the services and materials at their local library. Dissatisfaction is generally rare except, perhaps, for library outreach to business and library staff familiarity with business terminology. Sizable numbers of local leaders were neither satisfied nor dissatisfied (possibly due in some cases to unfamiliarity with the local library's offerings). Slightly more than half of respondents expressed satisfaction with their library's services and materials for businesses.

Table 22. Community Leaders' Satisfaction with Library Business Services and Materials

How satisfied are you with these services or materials at your local library?	Percent of Respondents Indicating				
	Extremely unsatisfied	Moderately unsatisfied	Neutral	Moderately satisfied	Extremely satisfied
Equipment and technology available to business patrons	0	4	36	22	37
Electronic accessibility of staff and resources from business offices	1	4	42	17	36
Speed of the response (or turnaround) to business requests	0	4	44	21	31
General services libraries provide business	0	9	34	34	23
Library staff's familiarity with business resources and materials	0	6	42	30	23
Business collections, periodicals, databases or other resources	0	6	42	31	20
Communication and outreach to business patrons	2	15	45	23	15
Library staff's familiarity with business terminology	0	11	46	29	14
Library staff's training to meet the needs of the business community	1	9	48	31	11

Source: Survey of Community Leaders

An interesting pair of questions posed to community leaders asked them first how much they think their county's library system costs each year per household (the actual state average in 2005 was approximately \$269), and second, how much of an increase per household they would advocate to support local library services. Estimates of per-household library cost ranged from \$3 to \$1,000, with a mean of \$127. Sixty percent guessed under \$100, 19 percent guessed between \$100 and \$199, and 23 percent guessed \$200 or more.

When asked about spending more to support libraries, 30 percent said they wouldn't support such a move, and another 23 percent were willing to increase spending by less than \$25 per household. Nineteen percent were willing to increase spending by \$25 to \$49, while 17 percent would support an increase of \$50 to \$99, and 11 percent would support a \$100 or higher increase. The mean increase across all respondents (including those who would not pay more) was \$31 per household.

Case Studies

Purpose

To understand better the role of public libraries in their communities' business life, the Indiana Business Research Center conducted personal interviews with public library directors and various business and community leaders in 12 Indiana communities. A secondary purpose of the community case studies was to assess community and business leader perceptions of the strength of public school libraries and media centers in helping prepare students to contribute to the area's economic vitality. In addition, the research team sought to assess the degree of communication and cooperation between public libraries and grade K-12 educators and school librarians. Appendix II provides a majority of the school system related answers.

About the Communities

The case study communities were chosen somewhat randomly but with some effort to achieve geographic and demographic diversity. These communities varied in service-area population:

- **Large:** Three communities had populations of more than 100,000.
- **Mid-Size:** Four communities had populations between 30,000 and 75,000.
- **Small:** Five communities had populations of 26,000 or less.

This breakdown of small, medium and large cities reflected a range of rural and urban cities and towns. The dozen case studies are a mix reflecting Indiana's local peculiarities. Some districts serve only one community or township. Others serve multiple communities and/or townships while still others serve entire counties.

To preserve confidentiality of survey participant responses, the school districts are referenced as **A through L** and the study communities as **M through X** (see Table 23).

Table 23. Library Districts Used In Case Study Analysis

Community Designation	Library District Population	Population Rank	School District Designation	Public School Enrollment	Enrollment Rank
LARGE			LARGE		
M		1	A	23,600	1
N		2	B	22,200	2
O		3	C	16,400	3
Average	153,000		Subtotal	62,200	
MID-SIZE			MID-SIZE		
P		4	D	11,100	4
Q		5	E	6,900	5
R		6	F	6,900	5
S		7	G	5,300	7
Average	45,000		Subtotal	30,200	
SMALL			SMALL		
T		8	H	4,200	8
U		9	I	3,800	9
V		10	J	3,200	10
W		11	K	2,400	11
X		12	L	2,200	12
Average	19,000		Subtotal	15,800	
Total	737,000		Total	107,000	
Average	61,400		Average	8,900	
Median	31,900		Median	6,100	

Note: Library and school districts are arranged by size; thus, the library and school district sharing a given line in the table are not necessarily in the same geographic area.
 Source: IBRC, using data from the Indiana State Library and local school district administrators

To ensure consistent and comparative results, the IBRC interviewed the following individuals in each community:

- The public library director
- The president or executive director of the local Chamber of Commerce
- An administrator from the local school district(s)
- The executive director or program director for the community foundation and other local development organizations

As time and opportunity allowed, other community leaders were interviewed, such as representatives of the local media, directors of economic and community development corporations and elected officials.

Statistics regarding public school library facilities were obtained from the local school district administrator. Data regarding school academics came from the Indiana Department of Education, and additional data were from Census 2000.

Interview Responses in General

The library directors were knowledgeable and willing to share their opinions in a candid fashion. In most cases, it seemed that promoting economic development for their community was not near the top of the library director's priority list. Their focus on economic development seemed to be related to the proportion of patron demand devoted to children's programs, genealogy research, general literature stock, DVDs, etc.

Much of their business-related demand comes from self-employed individuals and small businesses rather than from the larger business community that has access to personal computers and, in many instances, company business libraries. Interestingly, in many smaller communities the directors stated that much of their demand for assistance to small businesses and the self-employed comes from women wanting to start or improve a small business.

In interviewing business leaders, it was clear a majority were unaware of resources the public library could offer. County and community foundation administrators were somewhat more knowledgeable about library resources; in many cases, this may reflect their service on the library's board of trustees and/or involvement in addressing library financial grant needs. However, they too, had limited knowledge of most library business and economic resources.

The school administrators had better insight as to the public library's economic impact, perhaps reflecting their familiarity with operations of public non-profit services or the fact that many of them serve on the local library's board of trustees. It is interesting to note that in only three of the 12 communities surveyed do the public librarian and the school representative on the library board have regularly scheduled meetings. Like the other community leaders surveyed, the school administrators knew relatively little about public library outreach and assistance to the business community and economic well-being of their community.

In general, four ways were noted by which public libraries augment the public school educational programs:

- Being open hours (evenings and weekends) when school media centers are not
- Computers with Internet access available to students for research and projects
- Student tutorial and homework help programs
- Summer reading programs

In addition, in a very few school districts, each student is issued a public library card. In only two of the dozen communities surveyed do the schools and public library work in concert on any of these programs. In all other cases, the public library initiates and runs the educational programs without help or input from the schools.

Demand for K-12 educational assistance from public libraries comes from two other areas. First, students from private and parochial schools use the public library because their school library is not up to par with the public school media centers. Second, as the numbers of home-schooled children

continue to accelerate, more students and their families use the public library facilities and resources. In four of the 12 communities, home-school students and/or their families have regularly scheduled meetings one or more days a week at the public library.

Specific Responses from Public Library Directors

Of the 12 public library directors, 10 stated they or the library belonged to one or more organizations concerned with community and economic development. (Of the two non-joiners, one stated their board of trustees refused to let the library join the Chamber of Commerce.)

Eight of the public librarians stated their library was a Chamber member. Three serve on the boards of the local community foundation and/or economic development commission boards. Two serve on “Main Street” boards and two others on boards for community development corporations. Finally, two serve on boards of organizations focused upon adult literacy and job training.

Specific Responses from Other Community Leaders

In all case study communities, a member of the IBRC research team interviewed the county foundation executive director or program manager, as well as the presidents or executive directors of all 12 Chambers of Commerce. In addition, other community leaders were surveyed including representatives of local economic development organizations, elected officials and representatives of local print media.

Most interviewees ventured a guess as to how much the average household pays in property taxes to support the local library. The average of those who responded was \$60 annually. After being informed of the actual amount the average household pays via property taxes for library support, about a fifth stated they would not be willing to pay any additional taxes to support library services. The remaining 81 percent were willing to pay an average additional \$35 more per year for expanded library services. Thirty-six percent stated they would support their suggested increase only if the funds were used for outreach to and services for the local business community and/or adult education programs.

Of those who responded, 38 percent believed the “return on investment” in the library system was excellent and 43 percent rated it as good, while only 5 percent considered the return on library expenditures as poor.

Other than “better communication and outreach,” 41 percent of respondents had no specific ideas on how the local library might improve services to the business community. Among the specific comments on how libraries might be involved in better outreach:

- Author a regular column in the Chamber of Commerce newsletter regarding resources for businesses.
- Bring in representatives from the Small Business Administration and/or Small Business Development Corporation once a month to answer community questions and provide advice.
- Schedule Department of Workforce Development programs at the library.

- Host regional economic development conferences.
- Bring in economic development speakers or organizations.
- The community political leaders/appointees and school administrators (who make up the bulk of library trustees) need to recognize that the library boards need some representation from the business and economic development communities.

Specific Responses from School Administrators

Thirteen school administrators were asked a series of open-ended questions regarding their local public library (one community surveyed had two school districts within the public library patronage area).

1. How much money do you think your community's library system **costs each year per household?**
 - Six respondents had no idea and the remaining seven guessed an average of \$70.
2. When informed of the approximate amount of property tax dollars per household in their community (somewhat misleading since the amount does not take into consideration property taxes paid by businesses), they were then asked if they would be **willing to spend more for library services and, if so, how much of a dollar increase they would support.**
 - All respondents replied in the affirmative and were willing to see their property taxes increase by an average of \$45 annually to support more library services.
 - When asked if they would like to see those dollars go to specific library services, four said they would leave the decision of how best to use the additional funds to the board of trustees. Four would like to see those dollars go for adult literacy and/or educational programs for growing Hispanic communities. Three would like money to go toward expanded hours of operation and staffing. Only two cited the desire for their tax dollars to go toward expanded outreach efforts to the business community.
3. The respondents were asked if they were involved with any civic group or organization that used the library on a regular basis.
 - Five of the respondents answered in the affirmative. They included a county reading council, community foundations, an investment club, a civic sorority and a monthly Saturday legislative forum.
4. Respondents were asked how they would characterize the **return on investment** of the community's library system to the area's taxpayers.
 - Seven respondents (54 percent) considered the return on investment as "excellent," five considered it "good," and one rated the return as just "fair."

Most thought the most important argument for library support was that a strong library paid off in a better-educated community and workforce.

5. The final question posed was how might the local library improve services and outreach to local businesses and organizations concerned with economic development.

- Only four respondents (31 percent) gave a specific response. Each, to some degree, remarked on the need for better communication and marketing by the library with and to the business and economic development communities. In particular, they cited the need for involvement with the local Chamber of Commerce as the first and best step. Two suggested it would be beneficial for their libraries to hold “business open houses” in a cooperative measure with the Chamber.

When asked to rate their agreement that the local school’s libraries significantly help prepare students to succeed in college level studies and be valuable contributors in the workforce, community leaders had an appreciably lower opinion of the performance of libraries/media centers than did school officials. Each group also responded to the assertion that the public library system receives robust community support from school administrators or school librarians. About two-thirds of community leaders either agreed or strongly agreed with the statement, while over 92 percent of school officials agreed or strongly agreed.¹⁵

Community Connections

Public libraries serve communities representing a wide range of ages with vastly different interests and needs. Given the great dissimilarities among libraries across the state, even for communities of similar size, it would appear that public libraries have differing views about their appropriate roles within the community. Interviews with library directors and community leaders suggest some discrepancies between what libraries believe the community wants and what the community desires from the libraries.

Many libraries face facility and budget constraints, particularly in communities once heavily reliant on manufacturing for their economic health. Even so, Table 24 attempts to measure the degree of connection for the case study libraries. The summary “connection ranking” is based upon the size of the community and the extent of library facilities, resources and services. The “connection ranking” measures are typically used as output measures to gauge library performance. The answer to the question “How is our library doing compared to other communities?” does not appear to be driven by the size of the library or the size of the community. Overall, smaller communities had, on average, more library visits per capita than medium sized communities. As the table shows, the relative weakness of the smaller libraries is in the use of electronic resources.

Table 25 matches library performance with the community’s socio-economic characteristics. Again, no discernable pattern emerges. One cannot state unequivocally that library performance and “community vigor” as measured by its socio-economic resources are related. Perhaps the take away point is that library performance is determined by the vision and energy of the library director and

¹⁵ For an extensive tabulation of the performance of case study community school libraries, please visit the website www.stats.indiana.edu/topic/libraries.asp.

staff, rather than the relative wealth and educational level and growth of its service region. While this comparison is a far from perfect, the case study interviews and ranking in the tables do seem consistent with the views expressed within the communities, as well as those of library staff and patrons surveyed online.

Table 24. Analysis of Community Connections

Library District	Percent of Population Registered	Circulation per Capita	Collection Volumes per Capita	Library Visits per Capita	Electronic Resource Use per Capita	Registered Population	Circulation per Capita	Collection Volumes per Capita	Library Visits per Capita	Electronic Resource Use per Capita	Average Community Connection Ranking	Public Library Connection
LARGE						Rank	Rank	Rank	Rank	Rank	Rank	Rank
M	84%	23	6	5	3.1	1	1	2	10	1	3.0	2
N	48%	15	4	12	0.7	11	4	6	1	9	6.2	5
O	56%	9	3	7	1.2	5	8	12	6	6	7.4	8
Average	64%	16	5	8	1.7							
MID-SIZE												
P	77%	10	3	5	1.6	2	7	11	11	3	6.8	6
Q	72%	19	7	9	1.3	3	2	1	4	4	2.8	1
R	53%	6	5	1	0.7	7	12	5	12	8	8.8	10
S	52%	11	5	10	2.1	8	5	4	2	2	4.2	3
Average	65%	10	4	5	1.4							
SMALL												
T	58%	8	4	5	0.0	4	10	8	9	12	8.6	9
U	54%	18	5	9	0.0	6	3	3	3	11	5.2	4
V	49%	8	3	6	0.5	10	9	10	7	10	9.2	12
W	50%	10	4	7	0.9	9	6	7	5	7	6.8	6
X	45%	7	3	6	1.3	12	11	9	8	5	9.0	11
Average	52%	10	4	7	0.4							

Notes: The rank of "1" is highest; "12" is lowest. "Average Community Connection Ranking" is an unweighted average. The averages for large, medium and small communities are averages of the totals for the entire group for each measure, not simple averages of the numbers presented in the table.

Source: IBRC, using Indiana State Library data

Table 25. Community Connections and Socio-Economic Characteristics

Library District	Public Library Connection *	Public Library Expenditure per Capita	Median Family Income	Adults w/ Less than High School Education	Adults w/ Bachelor's Degree or Higher	Families Below Poverty	County Population Growth Rate 1990-2005	Average Community Vigor Ranking	Community Vigor
LARGE	Rank	Rank	Rank	Rank**	Rank	Rank**	Rank	Rank	Rank
M	2	9	1	1	1	1	1	2.3	1
N	5	6	4	3	5	9	10	6.2	6
O	8	2	6	5	3	10	7	5.5	4
MID-SIZE									
P	6	7	3	2	2	4	5	3.8	3
Q	1	4	8	5	6	3	8	5.7	5
R	10	11	9	10	7	11	11	9.8	12
S	3	8	10	9	8	12	12	9.4	11
SMALL									
T	9	10	5	12	12	5	5	8.2	10
U	4	12	7	7	9	6	3	7.3	7
V	12	4	2	4	4	2	3	3.2	2
W	6	1	12	8	10	8	9	8.0	9
X	11	3	11	11	10	7	2	7.3	7

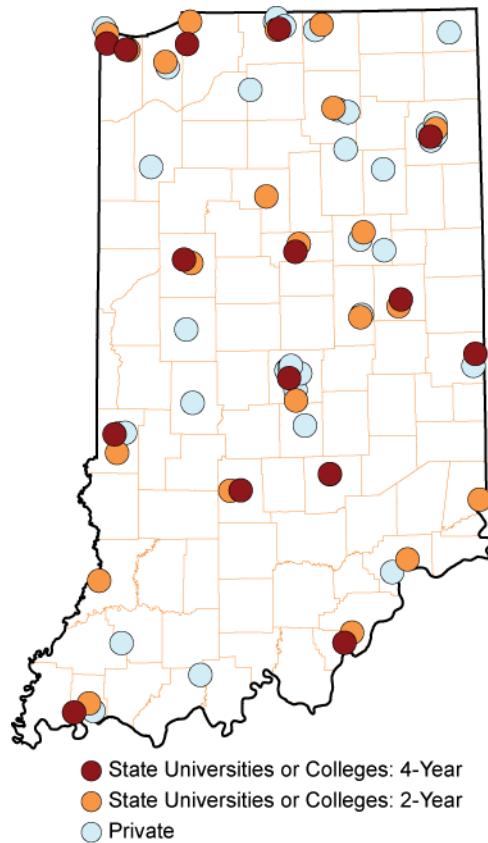
Note: * Ranking from Table 24. ** Ranking is based on the desirability of a particular characteristic. Hence, the community with the lowest proportion of adults without a high school education and the lowest proportion of families below the poverty level achieved the highest rank.

Source: Indiana Business Research Center calculations using STATS Indiana and Indiana State Library data.

Academic Libraries

Are Indiana's universities "engines of economic development"? Yes, if one considers the considerable research conducted by, and the research funding distributed to, our major educational institutions. Figure 4 shows Indiana's universities. Nearly \$1 billion in research and development funding was granted to Indiana's public and private universities in 2004 (the latest data available at this writing), as shown in Table 26 and Table 27.

Figure 4. Indiana's Two-Year, Four-Year and Private Universities, 2006



Source: IBRC

Table 26. Academic R&D Funding at Indiana's Public Universities by Source, 2004

Source of Funding	Amount (in Thousands)	Rank in United States	Percent of Total	Rank in United States
Total	\$ 759,110	15	100.0%	
Federal Government	315,191	19	41.5%	48
State and Local Governments	51,823	18	6.8%	29
Industry	47,792	10	6.3%	7
Institutional Funds	294,110	5	38.7%	4
All other sources	50,194	9	6.6%	12

Source: IBRC and National Science Foundation

Table 27. Academic R&D Funding at Indiana's Private Universities by Source, 2004

Source of Funding	Amount (in Thousands)	Rank in United States	Percent of Total	Rank in United States
Total	\$ 81,847	21	100.0%	
Federal Government	50,145	22	61.3%	32
State and local Governments	2,175	18	2.7%	11
Industry	7,370	17	9.0%	5
Institutional Funds	16,532	17	20.2%	11
All other sources	5,625	20	6.9%	21

Source: IBRC and National Science Foundation

At the same time, Indiana is one of the nation's leading "importers" of freshman students, with more than 11,000 non-resident freshmen enrolling in Indiana's institutions of higher education in 2002 (NCES, the National Center for Education Statistics). In a national context, Indiana ranks second on this measure of attracting out-of-state students as presented in Table 28 and Table 29.

Table 28. College Freshmen Enrollment and Migration in Indiana, 2002

	Number	Rank in United States	Percent of Total	Rank in United States
Total Enrollment in Indiana - all degree granting institutions	342,064	16		
Freshmen Enrollment*				
Freshmen Enrollment in Indiana Schools	40,033	9	100.0%	
In-state students	28,725	9	71.8%	22
Out-of-state students	11,308	4	28.2%	30
Freshmen from Indiana Enrolled Anywhere	32,767	10	100.0%	
Going In-state	28,725	9	87.7%	3
Going Out-of-state	4,042	21	12.3%	49
Net Migration of Freshmen	7,266	2		

*Freshmen students in four-year degree-granting institutions graduated from high school in the previous 12 months
Source: National Center for Education Statistics

Table 29. Indiana's Graduate Student Enrollment in Science and Engineering, 2003

	Number	Rank in United States	Percent of Total	Rank in United States
Science Graduate Students	6,364	16	100.0%	
Minorities	726	24	11.4%	39
On temporary visas	2,129	12	33.5%	2
Engineering Graduate Students	2,600	14	100.0%	
Minorities	254	21	9.8%	34
On temporary visas	1,446	13	55.6%	14

Source: National Center for Education Statistics

More than 3,600 academic libraries operate in the United States, including 79 in Indiana, according to the NCES. Indiana's share of total U.S. academic libraries is 2.2 percent, nearly identical to Indiana's share of the national population (2.1 percent). These top-level statistics, however, belie the true "size" of the institutions of which these libraries are a part. Table 30 and Table 31 report the number, employment and spending of Indiana's academic libraries.

Table 30. Academic Libraries by Type of Institution

	United States		Indiana		Indiana as a Percent of United States
	Number	Percent of Total	Number	Percent of Total	
Total	3,653	100%	79	100%	2.2%
Four-Year	2,217	61%	55	70%	2.5%
Less than Four-Year	1,436	39%	24	30%	1.7%
Institutions Classified by Highest Degree Issued	Ph.D.	16%	12	15%	2.0%
	Master's	25%	32	41%	3.5%
	Bachelor's	18%	11	14%	1.6%
Public	1,581	43%	28	35%	1.8%
Private	2,072	57%	51	65%	2.5%

Source: National Center for Education Statistics

Table 31. Academic Library Staffing and Funding

Expenditures	United States	Indiana
Total Academic Libraries	3,653	79
Total Expenditures	\$5,751,247,194	136,074,301
Salaries and Wages	\$2,913,221,078	62,890,585
Percent of Total	51%	46%
Information Resources	\$2,157,531,102	54,199,607
Percent of Total	38%	40%
Operating	\$680,495,014	18,984,109
Percent of Total	12%	14%
Average Expenditures	\$1,574,390	\$1,722,460
Average Spent on Salaries	\$797,487	\$796,083
Average Spent on Resources	\$590,619	\$686,071

Source: National Center for Education Statistics

Economic Impact of Academic Library Expenditures

According to the NCES, Indiana's college and university libraries had a combined staffing of 2,216 full-time equivalent employees in 2004. Additionally, these academic libraries circulated \$136.1 million throughout the state economy in the form of wages and expenditures on goods and services. Just as with public libraries, input-output analysis is the appropriate method to estimate the economy-wide effect of these activities (see Table 32 and Table 33). Such analysis reveals that, in total, expenditures of academic libraries supported 638 additional jobs and approximately \$112.1 million in additional economic activity in 2004 throughout Indiana.

Table 32. Academic Libraries' Economic Impact on Employment

	Direct Employment	Indirect Employment	Induced Employment	Total Employment Impact
Indiana Academic Libraries	2,216	172.5	465.3	2,853.8

Source: IBRC

As with public library spending, the professional and technical services industry received the greatest benefit with 39 employees and nearly \$8 million in output attributed to academic library expenditures. The utility sector also saw a significant economic boost with \$6.5 million in output.

Table 33. Academic Libraries' Economic Output

	Direct Output (\$ Millions)	Indirect Output (\$ Millions)	Induced Output (\$ Millions)	Total Output Impact (\$ Millions)
Indiana Academic Libraries	\$136.1	\$35.1	\$77.0	\$248.2

Source: IBRC

In terms of induced effects, approximately 465 Hoosier jobs and \$77 million in output resulted from the household spending stimulated by academic library spending. The health care and social services, government and manufacturing industry sectors received the greatest induced impacts.

Additional Observations about Academic Libraries

To learn more about the ways academic libraries support the needs of business and economic development, librarians from 24 academic libraries were asked to respond to a few questions. These libraries included private and public institutions ranging from small to very large, and were located in places ranging from Indiana's largest cities to some of its smaller communities. The academic librarians completed a shorter survey than the public librarians that included several of the same questions.

Twelve academic librarians completed the survey. All reported that they participate in programs with other libraries for interlibrary loans and reciprocal privileges for students and/or faculty. In one instance, the institution has no library of its own but its students and staff have an arrangement with Indiana University-Purdue University Indianapolis to use IUPUI's library facilities.

In contrast to public librarians, academic librarians were more inclined to rate the following services as beneficial:

- Provision of economic and/or demographic data and statistics
- Other specific business-related databases
- Provision of government documents and/or databases

With regard to how libraries have contributed to their users' personal financial well-being, academic librarians gave more beneficial ratings than did public librarians in the following areas:

- Job or career planning resources
- Information for accessing government agencies or resources
- Health information and resources

In rating their agreement that the presence of the library affects their community or state, academic librarians agreed or strongly agreed at a higher percentage than public librarians with regard to:

- Significantly contributing to local or state economic prosperity
- Playing a vital role in helping existing businesses grow

Academic librarians reported helping users search for or obtain new jobs and helping businesses research their markets at a slightly higher rate than public librarians. Moreover, public-university academic libraries also indicated that they help businesses research their markets slightly more often than either community public libraries or academic libraries of private institutions.

Seventy percent of academic library respondents stated that the percentage of their total budget devoted to meeting the needs of the businesses and the economy has been *decreasing* over the past three years, in contrast to most of the public library directors. The 30 percent that had experienced increases in their budget devoted to business resources said it was due to increased demand from the business community.

Those indicating decreased spending cited decreased demand from the business community (43 percent) and an overall reduction in overall library spending (also 43 percent). The most important reason cited for a decrease (71 percent) was that other library needs had higher priority, while 29 percent reported that a decreased budget share spent on meeting business needs was due to the cost of business materials rising less rapidly than other materials and resources.

None of these academic libraries noted any specific programs designed to reach out to the business community.

Key Findings, Recommendations and Conclusions

Key Findings

Public libraries in Indiana directly employed nearly 7,000 people (full and part-time) and were responsible for \$263 million in operating expenditures in 2005. The secondary and tertiary effects of library salaries and expenditures contributed an additional 2,000 jobs and \$216 million in economic activity in Indiana.

The direct economic benefits that communities received from libraries were far greater than the cost to provide those services. For each dollar of expenditures on its public library, the average Indiana community receives at least \$2.38 in direct benefits.

Library directors tend to feel that service and civic organizations and the local media support the library more robustly than do the local Chambers of Commerce or local development organizations. Perhaps this is because economic development and business organizations take a more focused view of what their library can contribute. Indeed, library directors themselves are more inclined to think that libraries contribute more to the local quality of life than to local economic prosperity. Both patrons and community and business leaders share the sentiment that libraries contribute more broadly than to just economic prosperity.

Many communities consider their libraries to be a social and economic anchor. In many of the case study communities, business leaders and community civic leaders are proud of their library. It is not uncommon for a visit to the library to be an important stop on the tour of the community when local leaders are trying to attract a firm to their community. The relative quality of the library, or the degree to which the library director is engaged in local economic development issues, may greatly influence the perspective of the local business people. In some cases, all the local leaders surveyed were convinced that their public library helps to attract new business to the community. In other communities, local leaders strongly disagreed with the statement that the library attracts new business.

While community leaders do not tend to be heavy users of library services, they are generally pleased with the technology and equipment available at their local library, and they're pleased with the responsiveness of library staff to their requests. They are generally less impressed with the business-related collections and databases, and a significant number are dissatisfied with the library's communication and outreach to the business community.

Patrons are about as likely to use a library for enhancing their business or workplace skills as they are to research their ancestry, yet a significantly higher proportion of library staff have special qualifications in genealogy research than in business resources.

Libraries serve as a channel for delivering educational services to toddlers, retirees and all ages in between. Patrons with less than a high school education—a vast majority between the ages of 18 and 24—responded as “student” to the question about occupation. (Perhaps those respondents

were still working toward a high school diploma.). Those with some college were well represented across all age groups and use the library as a resource to continue their learning. In addition, some colleges and universities offer classes in selected public libraries across the state. A few public libraries noted that the library collections at a local college or university are, in effect, an extension of their own and add to their collections based on the acquisitions of their institutional cousin.

Academic libraries tend to view themselves as having a more important role in economic and business development than do public libraries. This isn't surprising given that businesses fortunate enough to be within close proximity to academic libraries—especially those close to public universities—would probably consider academic collections and resources to be broader and deeper than the offerings of local public libraries.

The small survey sample associated with the case study communities does not lend itself to definitive statewide generalizations. That said, the perceptions of community and business leaders appear to differ from those of local school administrators and library directors regarding the quality of school libraries, and how school libraries contribute to the quality of graduates. Other studies that show the linkage between school libraries and educational attainment and graduate quality are probably better guides to confirm this connection.

Recommendations

The findings of this study lead to several recommendations that Indiana libraries should consider in order to strengthen their role in meeting the needs of the business community and promoting economic development.

Implement a Program to Expand Business and Economic Development Focus

The Indiana State Library (ISL) should commit itself to a strategic program to increase the role of local public libraries in supporting the needs of business and economic development. The ISL would then collaborate with local libraries to help them assess the needs of businesses in their communities. This program would tailor the approach for each local library according to the needs of its service area.

Following the needs assessment, the ISL would help the library prepare a plan specifying goals, objectives, budgets, activities, milestones and a process to evaluate the program's success.

Ideally, each library would designate a “business point person” to lead efforts to bolster the library’s role in economic development in the community. This person would help the ISL assess the needs of Indiana’s business community and contribute to designing a local program to meet those needs. The ISL should additionally ascertain and share the best practices of those libraries that are well engaged with the business community. Finally, the business point person would be a critical player in executing the program and implementing the best practices.

Increase Outreach to the Business Community

Based on survey responses and in-depth case studies from the present research, it is evident that many libraries have forged strong relationships with the business community. Several library directors noted that economic development has become a priority for them, their staff and their

budget commitments. Moreover, several directors of local Chambers of Commerce noted that they are extremely pleased with the services the library offers and they consider the local public library to be an economic anchor for their community.

Unfortunately, these glowing opinions are not universal. Even business and community leaders who are satisfied with their community's library thought the library could do more to promote the business-related services it offers. In some cases, the local library needs to reach out to business leaders. Many business people do not think of libraries as a primary source of information. Many sources of information are available at any office with an Internet connection through the INSPIRE portal, but how many businesses avail themselves of this service?

The exemplary libraries tended to have rather entrepreneurial library directors. The role of salesperson may not be a typical role of a library director, but it would appear that researching how the library can better serve the needs of local businesses and then marketing the library's services are critical for successfully serving this important constituency. In the future, as changing technologies transform the business and employment environment, the need for entrepreneurial library directors who are responsive to changes in the library's operating environment will become even more important.

Thus, the paradigm should continue to shift from "open the library doors and people will come" to extensive outreach to the business community to promote library services.

Expand Business and Economic Development Services

In addition to reaching out to the business community to assess the local needs of businesses and to promote the services that are available at the public library, the ISL and local libraries may want to consider augmenting their business-related services. The following actions could benefit many libraries:

- Expand access to business reference librarians and librarians trained to serve the needs of business and economic development. A majority of libraries do not have a staff person specially trained to serve patrons that request business or economic information. In some cases, it may be appropriate for a library to train a staff person or two in business resources. Another option would be something to the effect of a "dial a business reference librarian" service that would network the business librarian resources across the state. Businesses could either dial a toll-free number directly to speak to a business librarian or access that resource person through e-mail or a website. With modern communications technology, any business librarian across the state who was not currently serving a patron could be the person handling the new request.
- Enhance Web-based applications that allow patrons—businesses or otherwise—to access data resources, or at least request data, through the local public library's website. Many patrons can request data or conduct business with the library via the Internet. Most business and community leaders are very satisfied with the fast turn-around on requests. In addition to insuring easy access for all businesses, expanding the data offerings is in order. While several important sources of information are available through INSPIRE, further expansion of database offerings should be considered.
- Many libraries sponsor seminars and workshops on economic, business or career development, and many more should consider offering this type of outreach.

Notification for these events is easily disseminated via e-mail. In addition, community leaders consider meeting room space to be one of the more important services that libraries provide businesses, yet less than 80 percent of Indiana libraries provide meeting space. Libraries should market this service as well.

The following anecdote presents an interesting perspective of a library's economic value and contribution to local economic development. A small business owner was looking for a location to expand his operations in Indiana. He considered several small communities before deciding on the one where our study interview took place. When asked why he finally selected this particular Hoosier community he replied, "It was the only one where the library was bigger than the jail."

Refine and Expand Data Collection

The ISL annually collects a wealth of data from each of Indiana's public libraries, which can be a significant burden for the local libraries. Without this large collection of information, however, much of the analysis in this report would not have been possible. The research team nonetheless had to make many assumptions because needed data were not available. Small improvements in library data collection would allow for a richer understanding of libraries' economic impacts. Maintaining current impact information could prove helpful when libraries desire to demonstrate their value.

First, the ISL should request disaggregated library circulation data. The current approach treats the circulation of all materials the same regardless of media type. Combining all circulation fails to acknowledge the range in values of various library offerings. At a minimum, libraries should keep separate circulation statistics for young adult and adult books, children's books, books on CD, films, music CDs, electronic book downloads and periodicals. They should also report renewals separately from initial borrowing.

Second, the ISL should expand the event types for which it collects data, even if the federal government does not require it, maintaining an event log for any service that may have a market value. Meeting room use has an economic value. Materials used by parents who home-school are also valuable. Libraries should collect data on the number of those accessing electronic databases—especially business-related databases that are costly to maintain—and the number of downloads. The number of computer users is important, but so are the durations of patrons' computer uses and the site that they visit (which can be tracked without compromising individual privacy rights). In order to calculate an average length of time per reference librarian request, libraries should record and report the length of time each reference librarian transaction takes. They could record the use of periodicals, bookmobiles and other extension activities. To reduce the burden to library staff, monitor each section or service of the library for a month. One month's worth of good data, adjusted for seasonal variations in library usage, would suffice in ascribing an annual value. To the degree that libraries count and report the services they provide, the benefit-cost ratio of the library becomes clearer.

Third, as a part of the strategic planning associated with expanding the economic and business development focus, the ISL would also highlight and track business use. In order to monitor the program's success, the ISL would, for example, track business use of the INSPIRE¹⁶ research tool,

¹⁶ The Indiana Cooperative Library Services Authority (INCOLSA) provided the INSPIRE usage data too late to incorporate into the report. Ideally, business, in-library use and private home use of the INSPIRE portal would be collected from the log of web usage statistics and reported annually.

business-related meeting room use, and record the number of requests businesses make to the reference desk.

Help Local Libraries Develop Their Own Benefit-Cost Analyses

Public libraries must continually demonstrate the critical role they play in their communities. With this in mind, the ISL should encourage local public libraries to produce their own annual benefit-cost analysis. The ISL would be well advised to encourage local public libraries to track the use of each type of service and use a standard, easy-to-use template with standard prices for each service to present a table that summarizes the value the library provides the community.

This analysis need not be exhaustive nor time consuming for the local libraries. A simple matrix that lists the item or service in one column and its comparable market value in another would suffice; this could be set up as an Excel template for ease of use. The local library would simply insert the annual circulation or usage of each item or service to determine its total market value. By comparing its total market value to its annual operating expenses, a local library can estimate its benefit-cost ratio. Libraries should include in their analysis any specialized services they offer, such as educational programs, tax preparation services, etc.

Several library websites host such a “library use valuation calculator.” Most, if not all, do not provide prices for the library services and imputing a price for a library service is the difficult part. As a result, there is a strong possibility that some library services may be over-valued. Even within a particular geographic region, there may be a great difference in the price that one library places on a service over another library. In order to standardize the valuation calculation, and ensure that service prices are economically defensible, Indiana’s library use valuation matrix is presented in Appendix V. (It is also available on the web at www.stats.indiana.edu/topic/libraries.asp.)

In addition, libraries should track any travel and tourism generated by the library’s collections or programs. This is especially true if the local public library lays claim to having an economic impact because it attracts people from out of state to eat at local restaurants and stay in local lodging. How a library would track this element may require some creativity. Perhaps an out-of-state visitor would be entered in a sweepstakes if she or he takes a survey asking how long the person will stay in the town because of a library-related activity and how much the person expects to spend.¹⁷ While burdensome to collect, such data would carry more weight than anecdotes.

Encourage Public Libraries to Aggressively Promote Their Economic Significance

There is nothing original in this recommendation. Many of the studies attempting to measure the economic value of libraries have recommended that the libraries use the numbers to show that communities benefit from libraries, and at a rate that is well above the cost to support them. With a solid benefit-cost analysis in hand, local libraries should proactively share information about the economic contribution they make to the community. A well-orchestrated campaign, which could include press releases, postings on the library property and website, and mailings to local politicians and community leaders, will help raise awareness of the economic benefits of libraries. The ISL should actively encourage local libraries to engage in this process.

¹⁷ The more detailed information about a tourist’s length of stay and spending patterns the better. The IBRC can assist in developing such a survey and calculating the economic impact of tourism.

Conclusion

Indiana's public libraries are a good value. Not only does a dollar spent on libraries earn an average "return" of \$2.38 in direct benefits, the library serves as an important channel for literacy, education and information. Indiana's citizens are generally pleased with their public libraries and consider them important community assets. Those surveyed also think that their library contributes to local economic well-being and is an important resource for businesses.

Many business and community leaders are enthusiastic about the role that their library plays in economic and business development. The performance across libraries, however, is uneven. Not all business and community leaders are enthusiastic about their library's performance. In order to assume a more vital role in economic and business development, libraries need to bolster their business resources and strengthen their outreach to the business community. Designing and implementing a strategic plan to expand the Indiana State Library focus on economic and business development is recommended.

Post Script

This report was in final review when the Americans for Libraries Council (ALC) released its report *Worth Their Weight: An Assessment of the Evolving Field of Library Valuation*. The present report stands up well in light of *Worth Their Weight* and the valuation studies that it chronicles. It's worth noting that an important guidepost for the present study, *The Role of Public Libraries in Local Economic Development* (Glass et al. 2000), was not mentioned in *Worth Their Weight*, perhaps because the Glass study emphasized economic development rather than estimating direct benefits. The present study not only measured direct economic benefits but also assessed the impact libraries can have on economic development.

The *Worth Their Weight* report pursued three general goals:

- Characterize public library valuation research and its tools and methods.
- Identify opportunities to expand and accelerate valuation research using techniques developed in the business and nonprofit sectors.
- Suggest a public policy agenda for linking valuation research and the needs of public library advocates.

The strength of the ALC report lies in achieving the second and third goals. Finding methods to systematically catalogue and measure non-economic values for the presence of libraries is of critical importance, especially considering that it is difficult to put a market price on something like "social capital." The ALC report achieved the first goal, but the goal itself was limited. The first goal did not include moving the field of valuation to the next level. The report chronicles many valuation studies, but makes no bold statement about how to conduct a rigorous and comprehensive economic valuation study. The report does cite several websites that offer "library use valuation calculators," but these calculators leave the difficult and politically charged business of imputing a price for specific library services to someone who may not be well-versed in economic theory and who may be very interested in inflating benefits. *Worth Their Weight* left the thorny issue of assigning prices to

library services unresolved. On the other hand, that left to the present study the opportunity to propose a valuation methodology that is defensible to economists and persuasive to a state appropriations committee to this study.

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Appendix I: Profile of Indiana Public Libraries

Libraries exist in most nations of the world, although public libraries are a uniquely American institution hearkening back to the early days of our founders. Libraries are considered essential to an educated and civilized community. The majority of Indiana's citizens are served by a public library that makes learning, knowledge and creative entertainment freely available in many forms throughout the year. Like other essential forms of infrastructure in Indiana, they are supported through property taxes and, to a smaller extent, federal and state distributions.

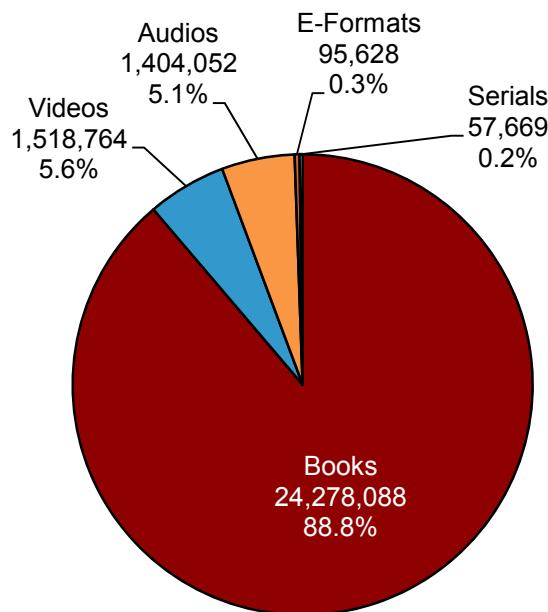
Table 34. Public Library Employment and Expenditure Data, 2005

2005 Public Library Employment Data	Staffing Levels	Percent
Total Employment	6,898	100%
Master's Degree Staff	957	14%
Other Staff	5,941	86%
2005 Public Library Expenditure Data		
Personal Services	\$163,446,407	62%
Supplies	6,745,567	3%
Services	52,968,588	20%
Capital Expenditures	41,913,522	16%
Total Operating Expenditures	\$265,074,083	100%

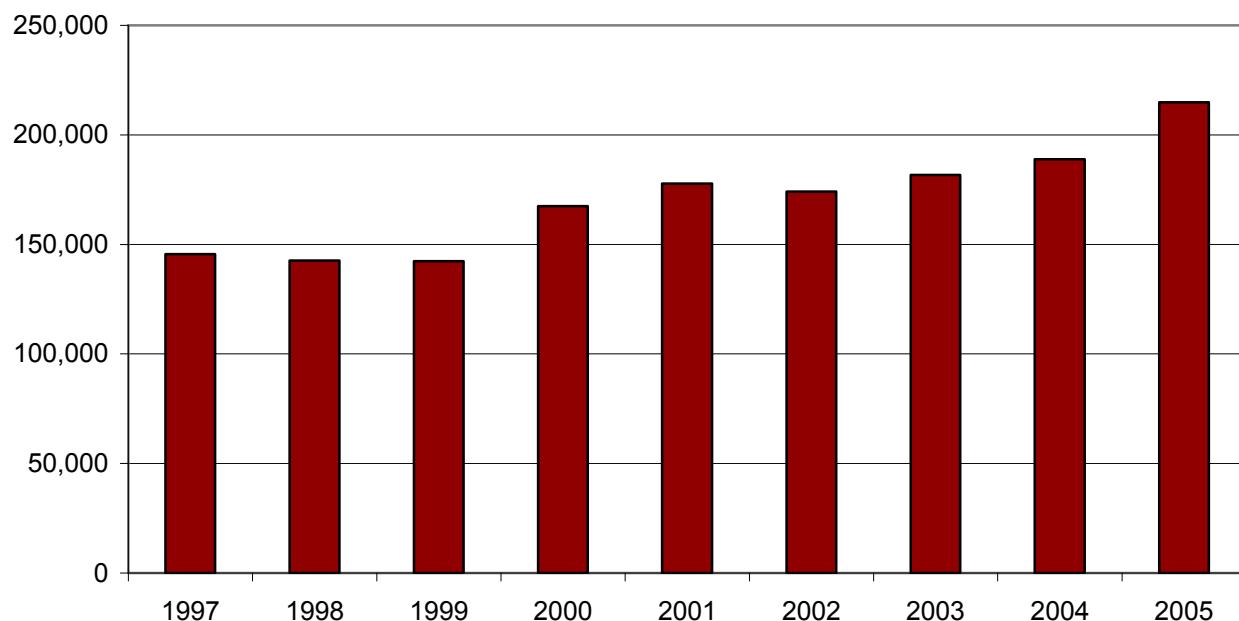
Source: IBRC, using Indiana State Library data

The average wage per library job in Indiana was \$18,783 in 2005, just 53 percent of the state average for all payroll jobs (\$36,602). Notably, a significant proportion of library employment is part-time or for non-professionals.

Indiana's commitment to public libraries continues through the increasing use of those community services. A record 70 million books and other materials were circulated in 2005, an increase of 2 million over 2004 and a 26 percent increase since 1997. A breakout of public library material holdings appears in Figure 5.

Figure 5. Public Library Material Holdings, 2005

Indiana's library users can take advantage of the materials available in virtually any of the libraries in the state, since the majority of libraries share their resources through a networking system called interlibrary loan. Such loans have grown from 150,000 transactions in 1997 to more than 200,000 in 2005 (see Figure 6). This type of leveraging will likely become more important in coming decades due to budget pressures but also because of the efficiencies allowed by technology to encourage such sharing, which makes the holdings of libraries more and more transparent to the ultimate user.

Figure 6. Interlibrary Loan Transactions, 1997-2005

Many Hoosiers recall going to the public library as a child to enjoy story hours. However, many people seem to realize there is more to the library, with adult attendance increasing significantly over the past several years (Figure 7 and Figure 8). Public libraries in Indiana are open days, nights and weekends, and attendance at events sponsored by or held in the library has also continued to climb. In 2005, more than 2.5 million Hoosiers attended a library program. If one were to assign a commercial dollar value to such attendance, that value would likely be substantial.

Figure 7. Attendance at Library Programs in 2005

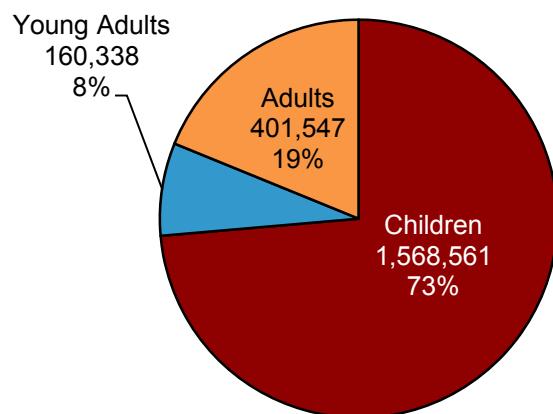
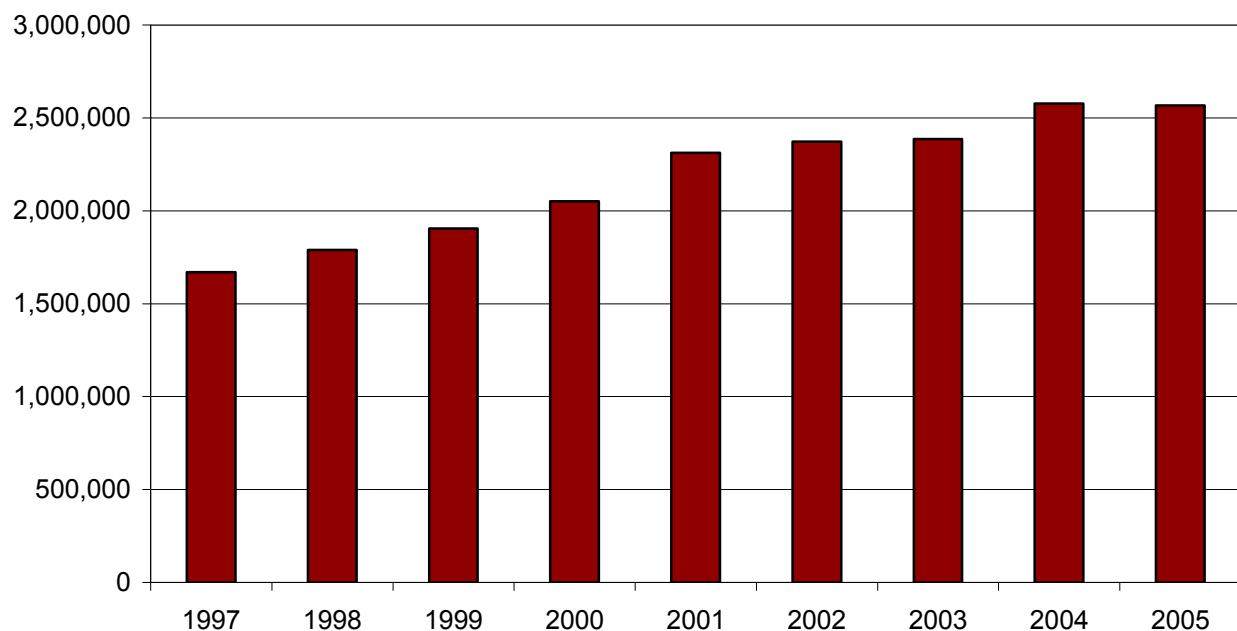


Figure 8. Attendance at Public Library Programs, 1997-2005



Appendix II: Profile of Indiana Academic Libraries

The academic landscape in Indiana is a rich and diverse one, with dozens of public and private colleges and universities granting degrees ranging from associates to doctorates. Indiana's ranking (16th nationally) on the number of academic libraries is on par with its population share of the nation. Table 35 shows us that our ranking varies considerably depending on the degree-granting level of the institution.

For example, Indiana ranks seventh in the number of academic libraries that are part of institutions granting Master's degrees, a likely testament to the significant number of private colleges in the state, such as Wabash, Hanover, Earlham and St. Joseph colleges. Indiana's ranking of libraries in those institutions that are less than four-year is significantly lower, but resource sharing agreements between such institutions and their larger peers may account for not having an institutional library. While not within the scope of this study, it might be appropriate for the Indiana State Library to meet with such colleges to explore options to ensure that such resource sharing can be considered by those not currently doing so.

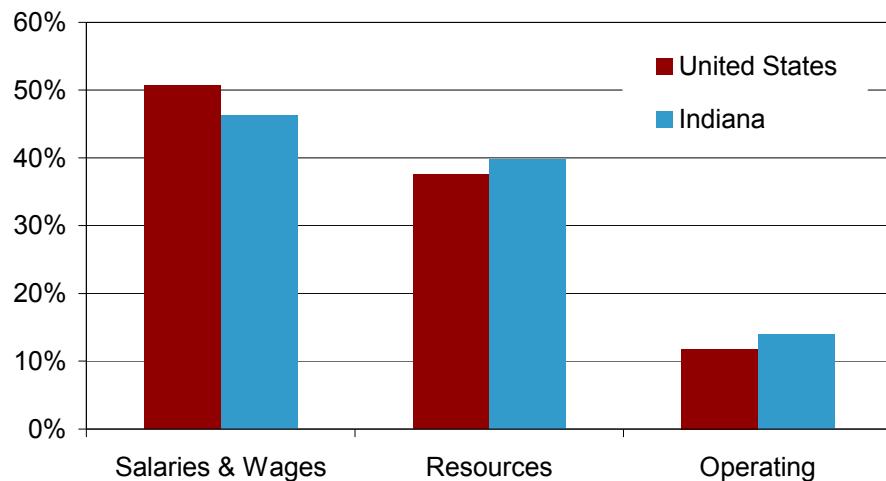
Table 35. Academic Libraries in Indiana

79 Academic Libraries as Counted by NCES	Number by Type	Rank in the U.S.
Four-Year	55	15
Ph.D. Granting	12	17
Master's Granting	32	7
Bachelor's Granting	11	21
Less than Four-Year	24	23
Public	28	24
Private	51	13

Source: IBRC and National Center for Education Statistics

Figure 9 shows the share of total library expenditures represented by personnel costs, library resources and operating expenses. The expenditure shares for Indiana's academic libraries are quite similar to academic libraries nationally, with salaries and wages representing a slightly lower percentage of expenditures in Indiana; the other two categories' shares are correspondingly higher.

Figure 9. Academic Library Expenditures by Type (as a Percent of Total)



Source: IBRC and National Center for Education Statistics

Case Study Community Perceptions of Local Schools, School Libraries and Public School Performance

For an extensive tabulation of Indiana case study communities regarding their public schools, please visit www.stats.indiana.edu/topic/libraries.asp.

Appendix III: Survey Instruments

Surveys were used to assess the current capacity of the state's public libraries to serve the informational needs of the business community and the extent to which businesses and other economic entities currently make use of public library facilities. In addition, they explored public libraries' perceptions of their role in serving the business community and where such service fits into their overall priorities. Finally, the surveys solicited the attitudes of the business community and economic development agencies about the use of the public library for business purposes and possible changes that would allow libraries to better serve the needs of the business community.

The IBRC used four different survey instruments to target library directors, library staff, library patrons and community and business leaders; these appear on the following pages.

Survey of Library Directors

Thank you for participating in this study of the economic benefits of public libraries in the state of Indiana. The study is being conducted for the Indiana State Library by the Indiana Business Research Center at Indiana University's Kelley School of Business. The survey will take approximately 15 minutes of your time.

Library Characteristics and Contact Information

1. Library Name _____ Library code _____
2. Address _____
3. Director's Name _____ Phone _____ E-Mail _____
4. Population of Service Area for your library system: _____
5. Total staff of your library system (full-time equivalent positions at all locations): _____ FTE positions
6. This year's total operating budget for your library system: \$ _____
7. Number of hours per week your main library location is open to the public: _____ hours per week
8. Does your library participate in programs with other libraries or systems for interlibrary loans, reciprocal privileges for card-holders, or similar arrangements? (circle answer) 1 YES / 2 NO

Economic Benefits and Impacts on the Community

9. Please rate how beneficial to business and economic growth in your community you consider the following library services or resources to be. (Circle your answers. If a particular item is not available at or from your library, leave it blank.)

	not beneficial	slightly beneficial	moderately beneficial	very beneficial
Small-business tax information	1	2	3	4
Local job postings	1	2	3	4
Directories of businesses (local, state or national)	1	2	3	4
Economic and/or demographic data and statistics	1	2	3	4
Other specific business-related databases	1	2	3	4
Legal information or resources	1	2	3	4
Information on patents and/or trademarks	1	2	3	4
Space and facilities for holding business meetings	1	2	3	4
Business-related programs or workshops	1	2	3	4
High-speed Internet access for public use	1	2	3	4
Resources for real-estate related research	1	2	3	4
Resources for non-profit planning	1	2	3	4
Government documents and/or databases	1	2	3	4
Business periodicals	1	2	3	4
Books or other information on starting or managing a business	1	2	3	4

10. Please rate **how the following library services have contributed to your users' personal financial well-being**. (Circle your answers. If a particular item is not available at or from your library, leave it blank.)

	not contributed	contributed slightly	contributed moderately	contributed greatly
Job or career planning resources	1	2	3	4
Salary statistics to support a pay raise	1	2	3	4
Information on investments or business ventures	1	2	3	4
Information on income-tax preparation	1	2	3	4
Information for accessing government agencies or resources	1	2	3	4
Resources for college planning	1	2	3	4
Legal information and resources	1	2	3	4
Health information and resources	1	2	3	4
Consumer information to help with purchase decisions	1	2	3	4
Bookmobile	1	2	3	4

11. As a percentage of your library's total budget over the past three years, has spending to meet the needs of businesses and economic development been **increasing or decreasing**? (Circle the appropriate answer)

1 Increasing / 2 Decreasing

12. If your budget share increased, please explain what accounts for the increase by indicating all reasons that apply. (If your share has decreased, please skip to the next question)

- increased demand from the business community
- greater overall revenues permit meeting needs unmet in the past
- higher priority needs have already been met
- the cost of business materials has been rising more rapidly than others
- other (explain): _____

13. If your budget share decreased, please explain what accounts for the decrease by indicating all reasons that apply. (If your share increased, please skip to the next question)

- decreased demand from the business community
- reduction in overall library revenues
- other library needs now have higher priority
- the cost of business materials has been rising less rapidly than others
- other (explain): _____

14. To what extent do you agree or disagree that your library receives robust community support (e.g., funding, in-kind, political, volunteer services, etc.) from each of the following:

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
School administrators or school librarians/media center directors	1	2	3	4	5
The local/community foundation	1	2	3	4	5
Local elected officials	1	2	3	4	5
Your state Representative or state Senator	1	2	3	4	5
Representatives of local media	1	2	3	4	5
Local economic development organizations	1	2	3	4	5
Civic or service organizations in your community	1	2	3	4	5
Parent-teacher organization or association	1	2	3	4	5
Chamber of commerce	1	2	3	4	5

15. How strongly do you agree or disagree that the **presence of your library in the community**:

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
Significantly contributes to local economic prosperity	1	2	3	4	5
Significantly improves the local quality of life	1	2	3	4	5
Plays a vital role in helping <i>existing</i> local businesses grow	1	2	3	4	5
Attracts new businesses to the community	1	2	3	4	5
Plays a vital role in helping individuals find employment	1	2	3	4	5
Increases local residential property values	1	2	3	4	5

16. Please rate how many times per year (on average) your library provides services or information that: (Circle the best choice for each item. If a particular item does not apply to your library, leave it blank.)

	never	Less than once a month	Several times per month	Several times a week	About once a day	Several times a day
Helps users search for or obtain a new job	0	1	2	3	4	5
Helps users with career decisions	0	1	2	3	4	5
Makes users more productive in their jobs	0	1	2	3	4	5
Supports starting a new business	0	1	2	3	4	5
Helps improve an existing business	0	1	2	3	4	5
Helps a business research its markets	0	1	2	3	4	5
Helps with the business incorporation process	0	1	2	3	4	5
Helps a business obtain other needed information	0	1	2	3	4	5

17. To what extent do you agree or disagree that your local schools' libraries or media centers significantly help prepare students to:	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
Succeed in college level studies	1	2	3	4	5
Be valuable contributors in the workforce	1	2	3	4	5

18. Please rate the overall quality of your local school system's libraries or media center facilities at each level:	poor	fair	good	very good	excellent
Elementary school	1	2	3	4	5
Middle school	1	2	3	4	5
High school	1	2	3	4	5
Private / parochial schools	1	2	3	4	5

19. What business and economic-development related resources and services do you provide? (check all that apply)

- Meeting Rooms for free
- Meeting Rooms with a user charge
- Programs on finding employment
- Programs on career planning
- Programs to promote economic development
- Technology education and computer literacy programs
- A reference librarian trained in business-related subjects
- A reference section devoted to business and economic development
- Access to databases for business and/or economic statistics, either on-line or CD-ROMs
- Almanacs on Business, e.g., *Almanac of Business and Industrial Financial Ratios*
- Volumes of statistics and demographic data from government and/or private sources
- Encyclopedia of Business and Information Sources* and/or *Encyclopedia of Associations*
- Directories of trade and professional associations
- Guides for starting a business and/or writing a business plan
- U.S. industry profiles and/or country economic reports
- Directories for non-profits to use to apply for grants, e.g., The Foundation Center database
- Other (describe) _____

20. Please share any additional comments you may have concerning your library's role in the economic and business life of your community. (continue on back if desired)

Thank you for sharing your time and thoughts!

Survey of Library Staff

Thank you for participating in this study of the economic benefits of public libraries in the state of Indiana. The study is being conducted for the Indiana State Library by the Indiana Business Research Center at Indiana University's Kelley School of Business. The survey will take approximately 15 minutes of your time.

Library Characteristics and Contact Information

1. Library Name _____ Library code _____
2. County_Township_
3. Population of Service Area for your library system: _____
4. Number of hours per week your library location is open to the public: _____ hours per week
5. Does your library participate in programs with other libraries or systems for interlibrary loans, reciprocal privileges for card-holders, or similar arrangements? (circle answer) 1 YES / 2 NO

Economic Benefits and Impacts on the Community

6. Please rate how beneficial to business and economic growth in your community you consider the following library services or resources to be. (Circle your answers. If a particular item is not available at or from your library, leave it blank.)	not beneficial	slightly beneficial	moderately beneficial	very beneficial
Small-business tax information	1	2	3	4
Local job postings	1	2	3	4
Directories of businesses (local, state or national)	1	2	3	4
Economic and/or demographic data and statistics	1	2	3	4
Other specific business-related databases	1	2	3	4
Legal information or resources	1	2	3	4
Information on patents and/or trademarks	1	2	3	4
Space and facilities for holding business meetings	1	2	3	4
Business-related programs or workshops	1	2	3	4
High-speed Internet access for public use	1	2	3	4
Resources for real-estate related research	1	2	3	4
Resources for non-profit planning	1	2	3	4
Government documents and/or databases	1	2	3	4
Business periodicals	1	2	3	4
Books or other information on starting or managing a business	1	2	3	4

7. Please rate **how the following library services have contributed to your users' personal financial well-being**. (Circle your answers. If a particular item is not available at or from your library, leave it blank.)

	not contributed	contributed slightly	contributed moderately	contributed greatly
Job or career planning resources	1	2	3	4
Salary statistics to support a pay raise	1	2	3	4
Information on investments or business ventures	1	2	3	4
Information on income-tax preparation	1	2	3	4
Information for accessing government agencies or resources	1	2	3	4
Resources for college planning	1	2	3	4
Legal information and resources	1	2	3	4
Health information and resources	1	2	3	4
Consumer information to help with purchase decisions	1	2	3	4
Bookmobile	1	2	3	4

8. To what extent do you agree or disagree that your **library receives robust community support** (e.g., funding, in-kind, political, volunteer services, etc.) from each of the following:

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
School administrators or school librarians/media center directors	1	2	3	4	5
The local/community foundation	1	2	3	4	5
Local elected officials	1	2	3	4	5
Your state Representative or state Senator	1	2	3	4	5
Representatives of local media	1	2	3	4	5
Local economic development organizations	1	2	3	4	5
Civic or service organizations in your community	1	2	3	4	5
Parent-teacher organization or association	1	2	3	4	5
Chamber of commerce	1	2	3	4	5

9. How strongly do you agree or disagree that the **presence of your library in the community**:

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
Significantly contributes to local economic prosperity	1	2	3	4	5
Significantly improves the local quality of life	1	2	3	4	5
Plays a vital role in helping <i>existing</i> local businesses grow	1	2	3	4	5
Attracts new businesses to the community	1	2	3	4	5
Plays a vital role in helping individuals find employment	1	2	3	4	5
Increases local residential property values	1	2	3	4	5

10. Please rate **how many times per year** (on average) **your library provides** services or information that: (Circle the best choice for each item. If a particular item does not apply to your library, leave it blank.)

	never	Less than once a month	Several times per month	Several times per week	About once a day	Several times a day
Helps users search for or obtain a new job	0	1	2	3	4	5
Helps users with career decisions	0	1	2	3	4	5
Makes users more productive in their jobs	0	1	2	3	4	5
Supports starting a new business	0	1	2	3	4	5
Helps improve an existing business	0	1	2	3	4	5
Helps a business research its markets	0	1	2	3	4	5
Helps with the business incorporation process	0	1	2	3	4	5
Helps a business obtain other needed information	0	1	2	3	4	5

11. To what extent do you agree or disagree that your **local schools' libraries or media centers significantly help prepare students to:**

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
Succeed in college level studies	1	2	3	4	5
Be valuable contributors in the workforce	1	2	3	4	5

12. Please rate the overall **quality of your local school system's libraries or media center facilities** at each level:

	poor	fair	good	very good	excellent
Elementary school	1	2	3	4	5
Middle school	1	2	3	4	5
High school	1	2	3	4	5
Private and Parochial Schools	1	2	3	4	5

13. What business and economic-development related **resources and services** do you provide? (check all that apply)

- Meeting Rooms for free
- Meeting Rooms with a user charge
- Programs on finding employment
- Programs on career planning
- Programs to promote economic development
- Technology education and computer literacy programs
- A reference librarian trained in business-related subjects
- A reference section devoted to business and economic development
- Access to databases for business and/or economic statistics, either on-line or CD-ROMs
- Almanacs on Business, e.g., *Almanac of Business and Industrial Financial Ratios*
- Volumes of statistics and demographic data from government and/or private sources
- Encyclopedia of Business and Information Sources* and/or *Encyclopedia of Associations*
- Directories of trade and professional associations
- Guides for starting a business and/or writing a business plan
- U.S. industry profiles and/or country economic reports
- Directories for non-profits to use to apply for grants, e.g., The Foundation Center database
- Other (describe) _____

14. Do you have any special competencies, qualifications or training in the following areas? (check all that apply)

- Children's literature
- Career counseling and planning
- Reference resources
- Audio-visual media
- Technology and computer literacy
- Academic research
- Business resources
- Sign language or Braille
- Foreign languages
- Genealogy and historical research
- Science or technical resources

15. Please state your highest level of academic achievement.

- High school diploma
- Associates degree
- Bachelor's degree
- Master's degree
- Other advanced degree

16. Please share any additional **comments** you may have concerning your library's role in the economic and business life of your community. (continue on back if desired)

Thank you for sharing your time and thoughts!

Survey of Library Patrons

Thank you for participating in this study of Indiana's public libraries. The study is being conducted for the Indiana State Library by the Indiana Business Research Center at Indiana University's Kelley School of Business. The survey will take approximately 5 minutes of your time. All information is confidential.

1. Library Code _____
2. Please circle the **three** library services that you use most frequently:
 - a. Borrowing books
 - b. Borrowing CD/DVD media
 - c. Reference materials
 - d. Consult with reference librarian
 - e. Study and work
 - f. Use the photocopier
 - g. Read newspapers or magazines
 - h. Use meeting facilities
 - i. Special programs (e.g., children's story time)
 - j. Use computer software
 - k. Use the Internet
 - l. Use online databases or CD-ROMs
3. What is your highest level of education?
 - a. Less than high school
 - b. High school diploma
 - c. Some college, no degree
 - d. Associate degree
 - e. Bachelor's degree
 - f. Advanced degree
4. Have you ever used your local library to: (circle all that apply)
 - a. Look for employment
 - b. Learn how to be more productive at work
 - c. Get information about starting a business
 - d. Learn how to improve or expand a business
 - e. Get scientific or technical information
 - f. Gain technical or computer skills
 - g. Get legal information
 - h. Research your ancestry
 - i. Attend a children's program (e.g., story time)
 - j. Attend an adult program (e.g., book club)
5. How often do you use your local library?
 - a. More than once a week
 - b. More than once a month
 - c. About once a month
 - d. Between 3 and 10 times a year
 - e. Once or twice a year
 - f. Less than once a year
6. Please circle the category that best matches your occupation:
 - a. Full-time homemaker
 - b. Retired
 - c. Student
 - d. Educator
 - e. Business owner or manager
 - f. Scientific or technical worker
 - g. Licensed Professional
 - h. Manufacturing worker
 - i. Transportation or warehousing worker
 - j. Retail, hotel or restaurant worker
 - k. Skilled laborer or tradesman
 - l. Other: _____

7. Please circle your age range.

- a. 18 to 24
- b. 25 to 34
- c. 35 to 44
- d. 45 to 64
- e. 65 to 84
- f. 85 plus

8. How strongly do you agree or disagree that the presence of the public library in the community: (circle your choices)

	strongly agree	agree	neutral	disagree	strongly disagree
Significantly contributes to local economic prosperity	1	2	3	4	5
Significantly improves the local quality of life	1	2	3	4	5
Plays a vital role in helping <i>existing</i> local businesses grow	1	2	3	4	5
Attracts <i>new</i> businesses to the community	1	2	3	4	5
Plays a vital role in helping individuals find employment	1	2	3	4	5
Increases local residential property values	1	2	3	4	5

Survey of Community and Business Leaders

Thank you for participating in this study of the economic benefits of public libraries in the state of Indiana. The study is being conducted for the Indiana State Library by the Indiana Business Research Center at Indiana University's Kelley School of Business. The survey will take approximately 15-20 minutes of your time.

Community and Business Leader Contact Information

1. Name _____	2. E-mail _____	
3. Title _____	4. Phone _____	
5. Org. Name _____	6. County _____	
7. Address _____	8. Township _____	
9. Type of Organization:	<input type="checkbox"/> Business <input type="checkbox"/> Community Foundation <input type="checkbox"/> Small Business Development Center <input type="checkbox"/> School District Official	<input type="checkbox"/> Chamber of Commerce <input type="checkbox"/> Political Official <input type="checkbox"/> LEDO <input type="checkbox"/> Other community leader

Economic Benefits and Impacts of Your Public Library on the Community

10. Please rate how beneficial to business and economic growth in your community you consider the following library services or resources to be. (Circle your answers. If a particular item is not available at or from your library, leave it blank.)

	not beneficial	slightly beneficial	moderately beneficial	very beneficial
Small-business tax information	1	2	3	4
Local job postings	1	2	3	4
Directories of businesses (local, state or national)	1	2	3	4
Economic and/or demographic data and statistics	1	2	3	4
Other specific business-related databases	1	2	3	4
Legal information or resources	1	2	3	4
Information on patents and/or trademarks	1	2	3	4
Space and facilities for holding business meetings	1	2	3	4
Business-related programs or workshops	1	2	3	4
High-speed Internet access for public use	1	2	3	4
Resources for real-estate related research	1	2	3	4
Resources for non-profit planning	1	2	3	4
Government documents and/or databases	1	2	3	4
Business periodicals	1	2	3	4
Books or other information on starting or managing a business	1	2	3	4

11. Please rate how the following library services have contributed to your community's economic well-being. (Circle your answers. If a particular item is not available at or from your library, leave it blank.)

	not contributed	contributed slightly	contributed moderately	contributed greatly
Job or career planning resources	1	2	3	4
Salary statistics to support a pay raise	1	2	3	4
Information on investments or business ventures	1	2	3	4
Information on income-tax preparation	1	2	3	4
Information for accessing government agencies or resources	1	2	3	4
Resources for college planning	1	2	3	4
Legal information and resources	1	2	3	4
Health information and resources	1	2	3	4
Consumer information to help with purchase decisions	1	2	3	4
Bookmobile	1	2	3	4

12. Please rate your agreement with the assertion that your public library system receives robust community support (e.g., funding, in-kind, political, volunteer services, etc.) from each of the following:

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
School administrators or school librarians/media center directors	1	2	3	4	5
The local/community foundation	1	2	3	4	5
Local elected officials	1	2	3	4	5
Your state Representative or state Senator	1	2	3	4	5
Representatives of local media	1	2	3	4	5
Local economic development organizations	1	2	3	4	5
Civic or service organizations in your community	1	2	3	4	5
Parent-teacher organization or association	1	2	3	4	5
Chamber of commerce	1	2	3	4	5

13. How strongly do you agree or disagree that the presence of the public library in your community:

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
Significantly contributes to local economic prosperity	1	2	3	4	5
Significantly improves the local quality of life	1	2	3	4	5
Plays a vital role in helping <i>existing</i> local businesses grow	1	2	3	4	5
Attracts new businesses to the community	1	2	3	4	5
Plays a vital role in helping individuals find employment	1	2	3	4	5
Increases local residential property values	1	2	3	4	5

14. Please rate how frequently you use the following library materials or services: (Circle the best choice for each item. If a particular item does not apply to your library, please leave it blank.)

	never	Less than once a year	Several times a year	About once a month	A few times a month	More than once a week
Meeting rooms	0	1	2	3	4	5
Attending programs focused on economic development	0	1	2	3	4	5
Business-related reference materials	0	1	2	3	4	5
Business-related periodicals and trade journals	0	1	2	3	4	5
Business reference librarian	0	1	2	3	4	5
Resources to improve an existing business	0	1	2	3	4	5
Resources to research business opportunities	0	1	2	3	4	5
Legal or federal/state/local regulatory resources	0	1	2	3	4	5
Internet access	0	1	2	3	4	5
Online database access or CD-ROM databases	0	1	2	3	4	5
Career enhancement materials	0	1	2	3	4	5

15. Please rate the degree to which you are satisfied with the following services or materials at your local library: (Circle your answers. If a particular item is not available at or from your library, leave it blank.)

	Extremely unsatisfied	Moderately unsatisfied	Neutral	Moderately satisfied	Extremely satisfied
Business collections, periodicals, databases or other resources	1	2	3	4	5
General services libraries provide business	1	2	3	4	5
Library staff's familiarity with business terminology	1	2	3	4	5
Library staff's familiarity with business resources and materials	1	2	3	4	5
Library staff's training to meet the needs of the business community	1	2	3	4	5
Speed of the response (or turnaround) to business requests	1	2	3	4	5
Equipment and technology available to business patrons	1	2	3	4	5
Electronic accessibility of staff and resources from business offices	1	2	3	4	5
Communication and outreach to business patrons	1	2	3	4	5

16. Please rate your agreement that your local schools' libraries or media centers significantly help prepare students to:

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
Succeed in college level studies	1	2	3	4	5
Be valuable contributors in the workforce	1	2	3	4	5

17. Please rate the overall quality of your local school system's libraries or media center facilities at each level:

	poor	fair	good	very good	excellent
Elementary school	1	2	3	4	5
Middle school	1	2	3	4	5
High school	1	2	3	4	5
Private/parochial schools	1	2	3	4	5

18. How much money do you think your county's library system costs each year per county household?

\$ _____ per household

19. If you would be willing to spend more to support local library services, please indicate how much of an increase per household you're willing to support. If you wouldn't support an increase, enter zero:

I'd be willing to spend \$ _____ more per household annually to support local library services.

20. If you are involved with any civic group or local organization that uses the library on a regular basis, please name the groups:

21. Imagine that you are an advocate for the public library system in your county, how would you justify the expense of a library to the area's taxpayers? How would you characterize the return on investment of the county's library system to the community?

22. How might your local public library improve services and outreach to local business and organizations concerned with economic development?

23. If you are a **school administrator** and/or a **school librarian/media center director**:

- How often do you meet with the public library director? _____
- How well does the public library system meet the needs of your students that your library/media center cannot provide? _____
- If your school district provides outreach programs in conjunction with the public library system, please describe them:

- How many volumes does your school district have in its total collection? _____
- What is the school district budget for libraries and media centers? \$ _____

24. Please share any additional comments you may have concerning your library's role in the economic and business life of your community. (continue on back if desired)

Thank you for sharing your time and thoughts!

Appendix IV: Website Features and Content

Indiana's public, academic and school libraries are an important part of Indiana's knowledge infrastructure, yet easily accessible data about them have generally been hard to come by. Through the state's online information utility *STATS Indiana*, the Indiana Business Research Center will provide and maintain the data about Indiana libraries for others to use in their own explorations of the impacts libraries have on their communities.

Accessible from www.stats.indiana.edu/topic/libraries.asp, the site provides statistical overviews as well as detailed information for individual Hoosier libraries. In addition to library-specific variables, such as holdings, staffing and the like, additional demographic profiles aggregate basic demographic and social indicators from Census 2000 to library district boundaries in order to provide users with a more comprehensive understanding of local challenges and opportunities.

Available Data

Public Library Profiles

- **Geographic Coverage:** Indiana's 239 library districts as of 2006
- **Frequency and Time Span:** Annual data from 1997 to 2005
- **Data Source:** Indiana State Library
- **Staffing Variables**
 - Total employees
 - Librarians
 - Librarians with Master of Library Science (ALA accredited)
 - Other Staff
 - Total Full-Time Equivalency of Staffing
 - Librarians
 - Librarians with Master of Library Science (ALA accredited)
 - Other Staff
 - Total Hours Worked
 - Librarians
 - Librarians with Master of Library Science (ALA accredited)
 - Other Staff
- **Materials and Usage Variables**
 - Materials (physical units)
 - Books
 - Videos
 - Audios
 - Serial publications
 - E-books
 - Databases
 - Circulation of materials

- Children's circulation
- **Income Variables**
 - Total Operating Income
 - Local
 - State
 - Federal
 - Other
 - Income by Selected Sources
 - Property Tax
 - County Adjusted Gross Income Tax
 - County Option Income Tax
 - Fines and Fees
 - Contract Revenue
 - Gifts
 - Grants

Demographic Characteristics for Public Library Districts

- **Geographic Coverage:** Indiana and 239 Indiana library districts as of 2006
- **Frequency and Time Span:** Decennial data from Census 2000
- **Data Sources:** U.S. Census Bureau, Census 2000, Summary Files 1 and 3
- **Population Variables**
 - Total population
 - White alone (%)
 - White alone, not Hispanic (%)
 - Black alone (%)
 - Hispanic of any race (%)
 - Age 0 to 4
 - Age 5 to 17
 - Age 18 to 64
 - Age 65 and older
- **Household Variables**
 - Total households
 - Persons in Households
 - Average household size
 - Family households
 - Persons in families
 - Average family size
 - Married couples (%)
 - Married with own children (%)
 - Single mothers (%)
 - Single fathers (%)
 - Non-family households
 - Percent living alone
 - Percent 65 and over
- **Housing Variables**
 - Total housing units

- Occupied housing units
- Percent owner occupied
- Vacant units
- Percent seasonal
- Homeowner vacancy rate
- Rental vacancy rate
- Total housing units
- Single family units
 - Percent of all housing units
- Multi-family units
 - Percent of all housing units
- Housing units built 1939 or before
 - Percent of all housing units
- No vehicle available to housing unit
- No telephone service
- **Labor Force Variables**
 - Population 16 and older (labor force universe)
 - Civilian labor force
 - Employed
 - Unemployed
 - Unemployment Rate
- **Educational Attainment Variables**
 - Population 25 and older (educational attainment universe)
 - Less Than 9th Grade
 - High School But No Diploma
 - High School Graduates
 - Some College Or More
- **Poverty Variables**
 - Persons for whom poverty status is determined
 - Persons living below poverty
 - Percent below poverty

Future Enhancements

The Indiana Business Research Center will maintain, update and enhance the online library databases available on *STATS Indiana*. Planned future developments include:

- **Property Parcel Data By Library District:** This would show how many parcels are in each library district, their assessed value, their type (residential, commercial, etc.), and what portion of the total levy the library represents.
- **County and Regional Aggregation:** Data by library type would be provided in aggregate forms for Indiana counties, metropolitan areas and economic growth regions.
- **County-Level Impact Analysis:** This tool would provide a county-by-county reckoning of the indirect and induced economic effects of library expenditures.

Appendix V: Calculating the Value of Library Services

The Economics of Library Valuation

Economy

A system that produces, distributes, exchanges and consumes goods and services, an economy is typically defined by geographic or political boundaries and modes of production—for example, in terms of a specific country or, in the past few decades, in global terms. Regional and local economies are generally referred to by the geographic area encompassed and are given the name of the city or town, the state, or a metropolitan area or region. Within the past decade, the U.S. economy has been described as the “Knowledge Economy” in an attempt to describe the key factor of production currently, in contrast to production of goods in the past.

Economic impact

An economic impact analysis attempts to measure the change in overall economic activity resulting from the addition or subtraction of an economic entity. The results of such analysis are generally used to determine the economic effects of a particular institution, industry or influx of jobs. It can be used, for example, to estimate the economic effects of adding a manufacturing plant in a local economy by tracing the consumption spending of the workers at businesses that serve those workers and by tracing the spending linkages of businesses that supply the new plant with inputs and services. In a similar but inverse manner, it can be used to estimate the economic effects of closing a plant. The impact region may be the entire state, individual counties or a combination of counties.

Multiplier

If a local business increases or decreases its payroll by one job, the local economy gains or loses more than one job. Because that “one job” buys groceries, goes to the doctor, and eats out at the local diner, those local businesses gain or lose a fraction of a job due to the increase or decrease in business. In short, that “one job” is multiplied through the local economy. Higher paying jobs create more spending and thus have a higher multiplier. Multipliers have both industry and geographical dimensions. Generally, they are referred to as input-output multipliers, as one needs to consider what is going into the economy (e.g., auto plant jobs) and what may come out (income that goes to consumption, savings and taxes).

Benefit-Cost Analysis

This is an economic analysis of projects or programs to determine whether they are economically or financially worthwhile. The approach estimates and sums up the equivalent money value of the benefits and costs of projects and programs for a defined region or population. Typically, public “investments” such as dams and highways or programs for health care are evaluated using benefit-cost analysis to assess the value that project or program returns to the region, state or country. Often, the results of a benefit-cost analysis is framed as a “return-on-investment,” and for capital projects that yield financial benefits over a long period of time, the use of the term return-on-investment is not spurious. However, for programs with annual operating expenditures, and institutions that do not have a well-defined stream of financial returns many years into the future, it is not strictly accurate to use the term return-on-investment.

Library Use Valuation Calculator

Library Service	No. of Service Events per Year X	Value per Event	= Total Value
Adult Circulation, Excluding Renewals			
Books		\$7.42	
Video media		\$1.00	
Audio media		\$3.00	
Periodicals		\$0.50	
Electronic downloads		\$3.00	
Children's Circulation, Excluding Renewals			
Books		\$4.14	
Video media		\$1.00	
Audio media		\$3.00	
Periodicals		\$0.50	
Electronic downloads		\$3.00	
Additional Resources and Services			
Hours of Patron Computer Use		\$0.50	
Reference Librarian Requests		\$10.00	
Newspaper and Magazines read		\$0.25	
Meeting Room Use (with user fee)		\$250 less user fee	
Meeting Room Use (free)		\$250.00	
Auditorium Use		\$500.00	
Reference materials used		\$0.50	
Home-schooling materials borrowed		\$4.14	
Programs Sponsored by Library			
Adults in attendance		\$5.00	
Children in attendance		\$4.00	
Total Value of Library Services			

The above table uses data that are fairly easy to collect. The calculator can be expanded and refined based upon the available data on use of particular library services. The value per event is based on the lowest cost substitute, as described in the methodology section. This calculator can be tailored to local conditions provided that economic principles are not violated. For example, most, but not all towns have dollar video stores or dollar video kiosks at their local McDonald's. In communities that do not, it would be legitimate to inflate the value of video media borrowing.

An Excel version of the above table is available at www.stats.indiana.edu/topic/libraries.asp

Improving the Collection and Reporting of Library Use

The Indiana State Library should expand the scope of its data collection efforts beyond the federally mandated items. The ISL and local libraries should identify low-cost methods that are not burdensome for collecting the following data to compile into annual usage statistics. Computer use, for example, is already collected by libraries' server and web logs.

The following items are recommended for tracking:

- Borrowed books for adults
- Borrowed children's books
- Renewal rates for adult books
- Renewal rates for children's books
- Borrowed videos/films
- Renewal rates for videos/films
- Borrowed music media
- Renewal rates for music media
- Borrowed audio books and lectures
- Renewal rates audio books and lectures
- E-Book usage
- Interlibrary loan requests/fulfillments
- Number of patron visits for magazines/newspapers
- Number of magazines/newspapers used per patron visit
- Number of patron visits for computer use
- Length of computer usage per patron visit
- Reference inquiries
- Length of time per reference inquiry
- Other research or librarian services
- Length of time for research or librarian services
- Number of logons from public libraries to INSPIRE
- Number of residence logons to INSPIRE
- Number of academic library logons to INSPIRE
- Number and type of downloads initiated through an INSPIRE link
- Attendance and number of special events
- Attendance and number of craft and activity programs
- Attendance and number of adult education programs
- Attendance and number of children's programs
- Attendance and number of other library-sponsored seminars or workshops
- Number of meeting space events (excluding library sponsored events)
- Length of time for each meeting space event
- Encyclopedia, dictionaries and almanac usage (hard copy)
- Encyclopedia, dictionaries and almanac usage (downloads)
- Statistical data (business, demographic, economic, etc.) downloads
- Article downloads
- Use of toys
- Home-school materials
- Bookmobile or collection extension events
- Reserve/reference materials requested and held for local school classes
- Parent-teacher materials
- Number of "tourist" days made by out-of-state visitors who came strictly for library-related services

Appendix VI: IBRC Profile

Established in 1925, the Indiana Business Research Center is a major outreach service of Indiana University's Kelley School of Business. The IBRC provides and interprets economic information needed by the state's business, government and nonprofit organizations, as well as users of such information throughout the nation.

IBRC Research Services

The IBRC **maintains detailed databases** on numerous topics such as income, employment, taxes, education, demographics and a host of other indicators for the nation, the state and local areas. In addition, the center **conducts original research** to generate needed information when existing data are not available or sufficient. Sophisticated analyses **provide insight into current conditions and trends** that will shape the future. Clear, understandable presentation of research findings, with a focus on implications for action, is an IBRC hallmark. Policy makers in both public and private sectors turn to the IBRC to enlighten key issues they face.

Making Information Accessible

IBRC researchers **develop innovative approaches to analyzing and presenting complex data**. The award-winning STATS Indiana website (www.stats.indiana.edu) offers many ways to present economic and demographic data for cities, counties, states and the nation. Advanced features simplify identifying places that share important characteristics in common with a given community and compiling statistics for user-defined regions. Geographic information system tools **enable users to portray data via maps**, making it easy to see how key measures vary from place to place.

An Involved Partner

With many official Federal and State partnerships, the IBRC is:

- The source of official population projections for the State of Indiana, as well as the State's official representative to the U.S. Census Bureau
- A founding member and Indiana's lead agency in the U.S. Census Bureau's National Business & Industry Data Center Program and Network
- A founding member of the U.S. Bureau of Economic Analysis User Group
- A founding member of the national Association for University Business and Economic Research
- A key participant in many economic development organizations throughout Indiana

The Indiana Business Research Center **serves the State** from its offices in Bloomington and Indianapolis. To learn more about the center's services, visit our website at www.ibrc.indiana.edu or e-mail us (ibrc@iupui.edu).

Warsaw Community Public Library

2016-2020 WCPL Strategic Plan

Setting Direction



Approved by the Library Board on October 15, 2015

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A. Statement of Community Needs and Goals

a. Community Input: Community Conversations & Survey

The Library during the months of 2015 developed a new strategic plan to guide the organization over the next five years, from 2016 through to 2021. Knowing that a strong future for Warsaw, Winona Lake, and Wayne Township will require a collective effort, the strategic planning process was very collaborative. In the community the Library serves, we asked for input from residents and stakeholders about nine potential areas where the Library could put an extra focus on its efforts for the next five years. Following are the activities that Library Board, staff, and community leaders did to identify the hopes and aspirations for the community and library. Approaches used to assess, discuss, and apply these early thinking on ideas for the future were established. Ideas for the future were developed and explored resulting in a new 5 year strategic plan that connects the library to the wants and needs of the community the library serve—residents living in Warsaw, Winona Lake, and Wayne Township.

January 2015

At the Staff Development Day held on January 19, 2015, the Libraries Transforming Communities: ALA/PLA/Harwood's Aspirations tool useful for strategic planning was introduced by Ann Zydek, Library Director. She had attended several ALA/PLA/Harwood strategic planning sessions at recent Indiana Library Federation and Public Library Association conferences. At the January Board meeting Ann provided a "Strategic Long Range Plan Template" from the Indiana State Library and explained the process needed to create a long range plan for 2016-2020. There was discussion on hiring a consultant for the process. A "Library Consultant RFP" was created by Ann and sent out by email on January 27, 2015, to possible library consultants.

February 2015

At the February 9 Board meeting library Board members reviewed two consultant proposals for the 2016-2020 strategic plan and passed a motion that Ann Zydek, Library Director, negotiate with Wiseman Consulting & Training, Inc. for the best rate and the amount of consulting time needed to gather the required planning information. The Library Board held its annual goals Board Retreat on February 9, 2015, at which Board members expressed their ideas on community needs and goals using the Libraries Transforming Communities: ALA/PLA/Harwood's Aspirations tool.

March 2015

Information for the strategic planning process was gathered by library staff and the library director, Ann Zydek (e.g., 2014 Public Library Statistics).

April 2015

Strategic planning activities continued. Director Ann Zydek worked on finalizing negotiations with Wiseman Consulting & Training. Two full days of strategic planning activities on site were established with Dan Wiseman being assisted by his wife Sharon Wiseman. Key stakeholders were identified to serve on the community team or to be contacted for phone interviews by Dan at an agreed upon time and date.

Warsaw Community Public Library is preparing to celebrate 100 years at this location in early 2017. Service district residents and stakeholders were asked to share their ideas and assist the library in reaching “100 Great Ideas” to explore over the next five years. A 2015 Community Planning Survey was designed and conducted. It asked six (6) questions:

Question 1: MY COMMUNITY. My hope is to live in a community where...

Question 2: CHALLENGES. However, right now we face...

Question 3: NEW CONDITIONS. Changes needed in my community to reach our dreams are...

Question 4: MY IDEA. What do you think? How can the library help you and your community?

Question 5: In what areas does the library meet your needs? Check all that apply.

Question 6: Libraries are changing. Which services do you think the library should focus on in the next 5 years? Please check your top three (3) answers.

April 13, 2015 Strategic Planning Activities: Dan and Sharon Wiseman, library consultants meet with library staff on April 13, 2015 and reviewed the strategic planning process including the use of several Harwood tools. They facilitated mid-day community conversations announced in advance to the entire community. At the afternoon Board meeting, the consultants presented the strategic planning process to be used. Logistics were reviewed with areas of focus determined. In the evening they facilitated the Community Committee’s Community Conversation during which members shared their thoughts regarding the community’s needs and goals using the ALA/PLA/Harwood’s Aspirations tool. The Community Committee was made aware of and encouraged to return on May 11, 2015 for a second day of strategic planning activities including the May Board meeting at which the results of the Community Input would be shared and the Board Planning Retreat during which direction for the future would be set.

b. List of Primary Community Needs and Goals Developed

May 11, 2015

At staff and Board meetings on May 11, 2015, Dan and Sharon reviewed the data from community conversations, staff interviews, and demographic data. Trends were identified along with community needs, vision, and requirements. The resulting implications for the library were discussed. Immediately following at an evening Board Planning Retreat, Dan and Sharon Wiseman helped members of the Community Committee, the Library Board, and key library staff set direction for the 2016-2020 strategic plan.

B. Measurable Objectives and Service Responses to the Community's Needs and Goals.

c. Collectively Identified Service Responses to Address Some Community Needs

Public feedback (e.g., conversations, library visitor interviews, library surveys), the Community Committee, the Library Board and library staff collectively directed the final 2016-2020 Strategic Plan library services responses to address key community's needs. Service responses that duplicated other local organizations, agencies, businesses and/or their products, resources, and services unnecessarily were avoided wherever possible.

Community Input Gathered Specifically to Identify Library Service Responses

During April 2015 and May 2015, printed surveys were distributed to gather community input to specifically identify library service responses. An online version using Survey Monkey was also available. Total surveys completed were 209. All hand-written surveys were entered into Survey Monkey's online library survey. See summarized "aspirations" and tables of library "service responses" results following:

1. MY COMMUNITY. My hope is to live in a community where...

Values Physically Cultural Look Love Serve Share Everybody Learning Trust
Library Crime Live Variety Community Books Safe
Ice Cream Children Money Activities Happy Respectful Meet Kids Religion
Education Reading

Survey #2. CHALLENGES. However, right now we face...

Financial Society Not Knowing Competing Books Drop Limited Spending
Families Lower income Funding Push Challenges
Selfishness Community Kosciusko County Library Social Classes
Drugs Truth Children Higher Minded Responsibility
Traffic Countries Willing Kids

3. NEW CONDITIONS. Changes needed in my community to reach our dreams are...

Leadership Promotion Plans Fear Jobs Schools Education
Taxes Place Cleaner Parks Programs Resources
Activities Love Community Open Mindedness Library Look for
Ways Public Meth Children Desire Family Issues Ideas Understand Fun Board

4. MY IDEA. What do you think? How can the library help you and our community?

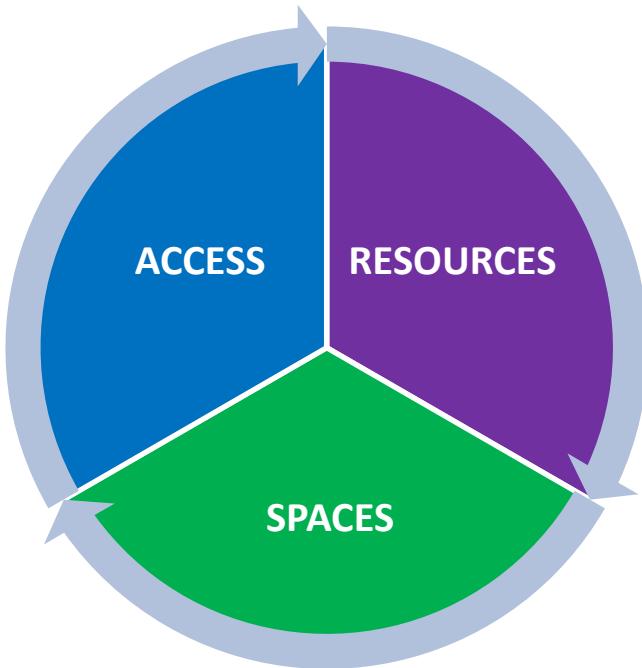
Children and Adults Staff Technology Suggestions Workshops Knowledge
 Events Foreign Love Raise Money Offer County Books Shop
 Community Students Programs Open Longer
 Activities Issues Place Theme Summer Turn Appreciate Movies

Key Library Service Responses Selected in WCPL Planning Sessions 5-11-15: "What We Do"	Warsaw Community Public Library 2015 Planning Survey: "Needs Identified in Question 5 (Q5): "In what areas does the library meet your needs?" with Response Percent (173 of 209 answered question)	Q5 Needs Response Count:
Access to the Internet, to technology, to special equipment, and to content/information.	<ul style="list-style-type: none"> • Internet & WiFi access: 46.2% • Books & information (homework): 45.1% • Digital content (eBooks, Netflix): 36.4% • Fax & copy machines: 32.9% • Family/community history: 16.8% • Job, career & business information: 16.2% • Computers to access home school/online curriculum: 15% • Subscription databases (Value Line, Consumer Reports, Mango): 11% • Learn to read: 10.4% • Special equipment (3-D printers, laminators, Cricut): 7.5% 	<ul style="list-style-type: none"> • 80 • 78 • 63 • 57 • 29 • 28 • 26 • 19 • --- • 18 • 13

<p>Enrich my leisure activities, read for enjoyment & stimulate my imagination (e.g., read books, view movies, listen to music, participate in programs).</p>	<ul style="list-style-type: none"> • Read for enjoyment: 61.3% (1st highest overall) • Physical copies of books, movies & music : 54.9% (2nd highest) • Information on topics I need: 43.9% • Programs & workshops: 31.8% • Community events: 27.2% • Hours/quantity of booksales: 27.2% • Create my own writing, music, art & movies: 7.5% • Create, share and personalize e-content: 4.6% 	<ul style="list-style-type: none"> • 106 • 95 • 76 • 55 • 47 • 47 • 13 • 8
<p>Visit comfortable, safe physical/virtual spaces to read, study, relax, talk, & meet with others.</p>	<ul style="list-style-type: none"> • Safe environment: 48% (3rd highest overall) • Quiet areas to read & study: 45.1% • Comfortable spaces to sit: 41.6% • Meeting rooms: 22.5% • Talk or work with friends/colleagues: 15% • Private study rooms: 11% 	<ul style="list-style-type: none"> • 80 • 78 • 72 • 39 • 26 • 19

<p>Key Library Service Responses Selected in WCPL Planning Sessions 5-11-15: “What We Do”</p>	<p>Warsaw Community Public Library 2015 Planning Survey: “Needs” Identified in Question 6 (Q6): “Which services do you think the library should focus on in the next 5 years?” Check top three (3) answers.” with Response Percent (166 of 209 answered question)</p>	<p>Q6 Needs Response Count:</p>
<p>Access to the Internet, to technology, to special equipment, and to content/information.</p>	<ul style="list-style-type: none"> • Internet & WiFi access: 25.9% (3rd highest overall) • Digital content (e.g., eBooks, Netflix): 21.7% • Books & information (homework): 19.3% • Job, career & business information: 16.9% • Special equipment (3-D printers, laminators, Cricut): 14.5% 	<ul style="list-style-type: none"> • 43 • 36 • 32 • 28 • 24

	<ul style="list-style-type: none"> • Learn to read: 10.8% • Family/community history: 10.2% • Computers to access home school/online curriculum: 9.6% • Subscription databases (Value Line, Consumer Reports, Mango): 7.8% • Fax & copy machines: 7.2% 	<ul style="list-style-type: none"> • 18 • 17 • 16 • 13 • --- • 12
Enrich my leisure activities, read for enjoyment & stimulate my imagination (e.g., read books, view movies, listen to music, participate in programs).	<ul style="list-style-type: none"> • Programs & workshops: 35.5% (1st highest overall) • Community events: 27.1% (2nd highest overall) • Create my own writing, music, art & movies: 24.7% • Physical copies of books, movies & music : 22.9% • Read for enjoyment: 19.93% • Hours/quantity of booksales: 11.4% • Information on topics I need: 10.8% • Create, share and personalize e-content: 4% 	<ul style="list-style-type: none"> • 59 • 45 • 41 • 38 • 33 • 19 • 18 • 10
Visit comfortable, safe physical/virtual spaces to read, study, relax, talk, & meet with others.	<ul style="list-style-type: none"> • Safe environment: 13.3% • Quiet areas to read & study: 11.4% • Meeting rooms: 8.4% • Comfortable spaces to sit: 7.8% • Talk or work with friends/colleagues: 6.% • Private study rooms: 6% 	<ul style="list-style-type: none"> • 22 • 19 • 14 • 13 • 10 • 10



WCPL's Key Patron Service Responses for 2016-2020 Strategic Plan

d. Library Mission Statement

In 2015, Warsaw Community Public Library's Vision, Mission Statement, and Values were reaffirmed as listed below:

Vision: The Warsaw Community Public Library, as virtual and physical spaces, connecting people anytime and anywhere to educational, informational and entertainment needs and interests through:

ACCESS: Access to the Internet, to technology, to special equipment, and to information.

RESOURCES: Patron-focused resources to enrich reading enjoyment, leisure activities, and stimulate imagination (i.e., read books, view movies, listen to music, and participate in programs).

SPACES: Visit comfortable, safe physical/virtual patron spaces to read, study, relax, talk, and meet with others.

The Warsaw Community Public Library is a 21st century library embedded in the community. Supportive of community quality of life and lifelong learning initiatives, Warsaw Community Public Library serves 21st century learners and the development of 21st century skills and practices. The library team is patron centered and content driven using tangible and digital objects/resources. Developing a culture of encounter is becoming much more important as the Warsaw Community Public Library participates in collaborative partnerships and works toward purposeful life-long learning outcomes.

Service Responses: Service responses are links between community's needs, interests, and priorities and the programs and services a library offers. It is "what a library does for, or offers to, the public in an effort to meet a set of well-defined community needs."

Our 2011-2016 strategic plan built upon community priorities that centered library service responses on: encouraging digital engagement; promoting globally competitive literacy skills development for our "life-long learner" community of emergent readers, teens, college students, families and adults; enriching reading enjoyment and leisure activities; designing and maintaining comfortable safe library destinations (physical and virtual); and providing access to local "content" experts, authoritative resources and community services (e.g., programs).

This time the community's "vision" for the future lead to three chosen services responses for the library to focus its resources on. Following are three outcome/aims with a chosen service response including a closely related American Library Association/Public Library Association (ALA/PLA) service response segmented into:

- Service Response Title: What Patron Receives
- Service Response Title: What Library Offers
- Service Response Description: Benefits Patron Receives Because the Library Provides the Service
- Suggested Target Audiences
- Typical Services/Programs
- Potential Partners
- Policy Implications
- Critical Resources
 - Staff (Knowledge, Skills, & Abilities),
 - Collection (Print, Media, & Electronic Resources),
 - Facilities (Space, Furniture, & Equipment),
 - Technology
- Possible Measures
 - Number of Users

- Perception of Users
- User Outcomes
- Units of Service delivered

Outcome I: Encourage Patron Access to Life-long Learning Encounters

WCPL's ACCESS FOCUS: Access to the Internet, to technology, to special equipment, and to information.

Closely Corresponding ALA/PLA Service Response #13 Titled: “*Satisfy Curiosity: Lifelong Learning*” Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives.

Service Response Title: What Patron Receives: Satisfy Curiosity

Service Response Title: What Library Offers: Lifelong Learning

Service Response Description: Benefits Patron Receives Because the Library Provides the Service: Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives.

Suggested Target Audiences: Seniors, Adults, Teens and Children

Typical Services and Programs:

- Provide programs on a variety of topics of interest to various age groups in the community (cooking, quilting, Civil War, travel, animation, dinosaurs, etc.).
- Collections are easily accessible and organized to encourage public browsing by subject area.
- Enhance typical subject and keyword access in the online public access catalog by adding supplemental user-friendly terms.
- Work with local organizations to cosponsor demonstrations on topics of interest to various age groups.
- Display items created by local residents or items from personal collections.
- Mount rotating exhibits from museums and organizations such as local museums, National Endowment for the Humanities, Library of Congress, National Aeronautics and Space Administration, etc.
- Provide access to adult education courses through distance learning or video-on-demand.
- Develop and maintain a web page with identified key links to topics of interest to various age groups in the community.
- Collaborate with local groups to present programs.
- Create and support wikis or blogs in areas of special interest to local residents.
- Develop electronic pathfinders to help people find information on topics of interest to them.

Potential Partners:

- Clubs and organizations

- Community colleges and universities (e.g., Grace College, Ivy Tech)
- County extension service
- Humanities Council
- Library of Congress
- Museums
- National Aeronautics and Space Administration
- National Endowment for the Humanities
- Parks and Recreation department
- Senior centers
- Teen centers

Policy Implications:

- Circulation limits by subject
- Collection development: Build substantial retrospective collections in some subject areas and considerable depth in subject areas of local interest.
- Criteria for inclusion of items in library displays
- Restrictions on donations of cash, equipment, materials, etc.
- Co-sponsorship of programs.

Critical Resources:

Staff (Knowledge, Skills, and Abilities)

- Staff knowledgeable about print and electronic resources.
- Staff can create electronic pathfinders or other guides.
- Staff can plan and present programs on a variety of lifelong learning topics.
- Staff can plan and make presentations to community groups.
- Staff can manage a blog and wikis.
- Staff can plan and mount exhibits.

Collection (Print, Media, and Electronic Resources)

- Antiques and collectibles
- Architecture
- Art
- Computers
- Cooking
- Crafts and hobbies
- Games
- Gardening

- History and biography/autobiography resources (e.g., genealogy)
- House and home
- Music
- Nature
- Performing arts
- Pets
- Philosophy
- Photography
- Psychology
- Religion
- Science
- Self-help
- Social science
- Sports and recreation
- Technology
- Travel
- Transportation
- True Crime

Facilities (Space, Furniture, and Equipment)

- Small-group meeting rooms
- Display shelving to merchandize selected collections
- Secure display space for rotating collections
- Comfortable seating

Technology (Hardware, Software, Networks, and Telecommunication)

- Computers configured to allow downloading of licensed digital content to personal storage devices (MP3 player, Flash drive, external hard drives, etc.)
- Software to manage program registration, blogs, wikis, etc.

Possible Measures of Success:

Number of Users: Number of people who indicate on a survey that they use the library for lifelong learning

Perceptions of Users

- Percent of users surveyed who respond that:
 - The library's collection of materials for lifelong interest purposes is very good or excellent.
 - The information assistance they receive when looking for information or asking about a topic of personal interest is very good or excellent.

User Outcomes

- Number and percent of specified users who learn a new skill as a result of attending one or more library programs
- Number and percent of specified users who meet a personal learning goal
- Number and percent of specified users who learn about a topic of personal interest

Units of Service Delivered

- Circulation of adult nonfiction
- Circulation of adult nonfiction in targeted subject areas
- Number of programs and demonstrations presented
- Number of exhibits presented

Outcome II: Provide Residents Entertainment Choices

WCPL's RESOURCES FOCUS: Patron-focused resources to enrich reading enjoyment, leisure activities and stimulate imagination (i.e., read books, view movies, listen to music, and participate in programs.)

Closely Corresponds to ALA/PLA Service Response #14 Titled: Stimulate Imagination: Reading, Viewing and Listening for Pleasure: Residents who want materials to enhance their leisure time will find what they want when and where they want them and will have the help they need to make choices from among the options.

Service Response Title: What Patron Receives: Stimulate Imagination

Service Response Title: What Library Offers: Reading, Viewing and Listening for Pleasure

Service Response Description: Benefits Patron Receives Because the Library Provides the Service: Residents who want materials to enhance their leisure time will find what they want when and where they want them and will have the help they need to make choices from among the options.

Suggested Target Audiences: Adults, Teens, and Children

Typical Services and Programs

- Provide readers' advisory services to assist users to locate materials of interest
- Display new materials in a prominent location
- Allow users to place holds on materials online
- Mail or deliver items on hold to users when they become available
- Provide an online reading club
- Provide listening and viewing stations to allow users to preview materials

- Present a summer reading program for children, teens, and adults
- Present several children, teen, and adult reading programs throughout the year
- Participate in the Kosciusko Literacy Service's "Kosciusko County Community Book Read" program
- Ensure that users receive reserved items within thirty days of placing the hold
- Host gaming tournaments
- Develop and maintain a readers' advisory web page
- Make user-contributed book reviews easily accessible
- Provide downloadable books, music, and videos for circulation
- Present programs on new books and particular genres and sponsor author visits

Potential Partners

- Authors (local, regional, state, and national)
- Book clubs
- Book stores
- Comic book and gaming stores
- Gaming groups
- Music stores
- Newspaper book and media reviewers
- Senior centers
- Teen centers
- Theaters

Policy Implications

- **Circulation:** Limits by subject; limits by format; loan periods by format
- **Donations:** Restrictions for cash, equipment, materials, etc.
- **Equipment:** Time limits on use of listening and viewing stations
- **Programs:** Cosponsorship of

Critical Resources

Staff (Knowledge, Skills, and Abilities)

- Staff is knowledgeable about classic fiction, current fiction, and genre fiction
- Staff is knowledgeable about classic and current music
- Staff is knowledgeable about classic and current films
- Staff is knowledgeable about games and graphic novels
- Staff can provide reader/viewer/listener advisory services to users looking for recommendations
- Staff can plan and present programs

Collection (Print, Media, and Electronic Resources)

- Action and adventure films
- Animated films
- Best sellers, new books, and new media
- Christian fiction
- Classic books, films, and music
- Comedy films
- Country and bluegrass music
- Drama
- Fantasy books and films
- Foreign films
- Games (electronic)
- General fiction
- Graphic novels
- Hip-hop music
- Historical fiction
- Horror fictions and films
- Jazz music
- Latin music
- Metal music
- Musical films
- Mystery
- New Age music
- Poetry
- Pop music
- Reggae music
- Religious music
- Rhythm and blues music
- Rock music
- Romance books and films
- Science fiction films
- Short stories
- Sound tracks
- Street/urban literature
- Suspense and thriller books and films

- Western books and films

Facilities (Space, Furniture, and Equipment)

- Meeting space
- Display shelving to merchandize selected portions of the collections
- Space to display new books and media
- Appropriate shelving for media
- Ergonomic workstations and seating
- Listening and viewing stations
- Identifiable readers' advisory services station or roving personnel

Technology (Hardware, Software, Networks, and Telecommunication)

- Computers configured to allow downloading of licensed digital content to personal storage devices (Smartphone, MP3 player, Flash drive, tablets, etc.)

Possible Measures

Number of Users

- Number of people who indicate on a survey that they use the library to find something to read, view, or listen to for pleasure

Perceptions of Users

○ Percent of users surveyed who respond that:

- They find something to read, view, or listen to for pleasure
- The collection of materials to enhance their leisure time is very good or excellent
- The assistance they receive from staff when requesting help to locate an item to read, view, listen to for pleasure is very good or excellent
- The items they place on reserve are available in a timely manner

User Outcomes

- Number and percent of specified users who increased their enjoyment of reading
- Number and percent of specified users who discussed a book with a stranger, person of a different ethnicity, or person of a different age for the first time
- Number and percent of specified users who read and enjoyed a book by a new author or on a new topic for the first time
- Number and percent of specified users who experience an alternative world

Units of Service Delivered

- Circulation of:
 - New books
 - CDs

- DVDs
- Turnover of items in the new book collection
- Average number of days between placing an item on reserve and notification that the item is available for pickup

Outcome III: Provide Residents 21st Century Library Destinations

WCPL's SPACES FOCUS: Visit comfortable safe physical/virtual patron SPACES to read, study, relax, talk, and meet with others.

Closely Corresponds to ALA/PLA Service Response #17 Titled: Visit a Comfortable Place: Physical and Virtual Spaces: Residents will have safe and welcoming physical places to meet and interact with others or to sit quietly and read and will have open and accessible virtual spaces that support social networking.

Service Response Title: What Patron Receives: Visit a Comfortable Place

Service Response Title: What Library Offers: Physical and Virtual Spaces

Service Response Description: Benefits Patron Receives Because the Library Provides the Service: Residents will have safe and welcoming physical places to meet and interact with others or to sit quietly and read and will have open and accessible virtual spaces that support social networking.

Suggested Target Audiences: Adults, Teens, Children, Local organizations and clubs

Typical Services and Programs

- Provide meeting rooms for public use
- Provide comfortable seating throughout the library
- Provide a gallery or exhibit space
- Provide performance space
- Provide a wide range of electronic gaming opportunities
- Maintain a library events web page
- Provide a variety of social networking opportunities (e.g., online)

Potential Partners

- City or county departments
- Clubs and organizations

Policy Implications

- **Customer Behavior:** Expectations, food and drink in the library; process to address inappropriate behavior.
- **Exhibits and Displays:** Criteria for inclusion of items in library exhibits and displays
- **Intellectual Property Rights:** Copyright, Fair use
- **Internet Use**
 - Filtering
 - Confidentiality
 - Time limits for use of public access computers
 - Use of library computers to play games
 - Restrictions on the use of public access computers for gaming or social networking
 - Downloading to and uploading from personal storage devices on public access computers
 - Use of public access computers by people without library cards
 - Use of wireless Internet access by people without library cards
- **Meeting Rooms**
 - Use by outside groups
 - Use after library hours (e.g., fees)
- **Programs in the Library:** Cosponsorship of programs
- **Social Networking**
 - Types of social networking environments that are supported
 - Criteria for participation in social networks (age, library card holders, etc.)
 - Editorial control of social networks

Critical Resources

- **Staff (Knowledge, Skills, and Abilities)**
 - Staff are knowledgeable about a variety of electronic games
 - Staff are knowledgeable about copyright and fair use
 - Staff can create and maintain a warm, comfortable, and inviting environment in all of the public areas of the library's building or buildings
 - Staff can create easy-to-use library web pages that provide a rich user experiences
 - Staff can mount exhibits and displays
 - Staff can manage galleries, performance spaces, and meeting rooms
 - Staff can create and maintain wikis and blogs

Collection (Print, Media, and Electronic Resources)

- Games (electronic)

Facilities (Space, Furniture, and Equipment)

- Meeting rooms of various sizes
- Space for people to collaborate on projects
- Comfortable seating in busy and quiet areas (e.g., lobby, Audio-visual Media area)
- Ergonomic workstations and chairs
- Accessible electrical outlets for personal computers
- Good wire management
- Beverage machines provided
- Gallery space
- Exhibit space
- Performance space

Technology (Hardware, Software, Networks, and Telecommunication)

- Adequate number of public access computers that are configured for speed and graphics
- Sufficient bandwidth to manage the Internet traffic
- Wireless network
- Software to manage reservations for meeting rooms, galleries, and performance spaces

Possible Measures

Number of Users

- Number of people who have library cards
- Number of people who attend programs in the library
- Number of people who attend exhibits in the library
- Number of community organizations that hold meetings or events in the library
- Number of people participating in library-sponsored blogs or wikis
- Library door-count

Perceptions of Users

- Percent of people who indicate on a survey that they used the library as a comfortable public or virtual space
- Percent of organizations surveyed who indicate that the library meeting rooms and other public spaces meet their needs
- Percent of people surveyed who indicate that:
 - The library is a safe place to visit
 - The library is a welcoming, attractive, and comfortable place to visit
 - The library website is easy or very easy to use

User Outcomes

- Number and percent of specified users who broaden their social network
- Number and percent of specified users who expand their worldview through cross-cultural experiences

- Number and percent of specified users who increase their sense of community

Units of Service Delivered

- Number of public service hours per week
- Number of library visits or library attendance
- Library visits per capita
- Number of shows mounted in the gallery

WCPL Mission

- To provide cultural, informational, and recreational services for all.
- To build a basic collection of print and nonprint materials with access to lesser used materials through library networks.
- To provide services that promote lifelong education, communication of ideas, enlightened citizenship and enrichment of personal lives.

Values: ACCESS. ENRICH. ENCOUNTER.

Specific Benefits

As a result of 2015 spring strategic planning activities, there are three specific benefits outlined below that the residents in the library district are expected to receive from the service responses of choice. Each includes a closely corresponding PLA service response that indicates a key patron *benefit* (see PLA Service Responses appendix to this report.) Also added are WCPL's Service Responses Survey percentage results gathered.

1. ACCESS: *Patron access to the Internet, to technology, to special equipment, & to information.*

Most closely corresponds to the PLA Service Response titled, “Satisfy Curiosity: Lifelong Learning”, with the **benefit** that “Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives.”

- Internet & WiFi access: 25.9%
- Digital content (e.g., eBooks, Netflix): 21.7%
- Books & information (homework): 19.3%
- Job, career & business information: 16.95%
- Special equipment (3-D printers, laminators, Cricut); 14.5%

- Learn to read: 10.85%
- Family/community history: 10.2%
- Computers to access home school/online curriculum: 9.6%
- Subscription databases (Value Line, Consumer Reports, Mango): 7.8%
- Fax & copy machines: 7.2%

2. ***RESOURCES: Patron-focused resources to enrich reading enjoyment, leisure activities, and stimulate imagination (i.e., read books, view movies, listen to music, participate in programs).***

Most closely corresponds to the PLA Service Response titled, “Stimulate Imagination: Reading, Viewing, and Listening for Pleasure”, with the **benefit** that “Residents who want materials to enhance their leisure time will find what they want when and where they want them and will have the help they need to make choices from among the options.”

- Programs & workshops: 35.5%
- Community events: 27.1%
- Create my own writing, music, art & movies: 24.7%
- Physical copies of books, movies & music: 22.95%
- Read for enjoyment: 19.93%
- Hours/quantity of booksales: 11.4%
- Information on topics I need: 10.8%
- Create, share and personalize e-content: 4%.

3. ***SPACES: Visit comfortable, safe physical/virtual patron spaces to read, study, relax, talk, & meet with others.***

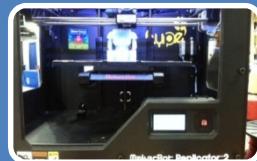
Most closely corresponds to the PLA Service Response titled, “Visit a Comfortable Place: Physical and virtual Spaces”, with the **benefit** that “Residents will have safe and welcoming physical places to meet and interact with others or to sit quietly and read and will have open and accessible virtual spaces that support networking.”

- Safe environment: 13.3%
- Quiet areas to read & study: 11.4%
- Meeting rooms: 8.4%
- Comfortable spaces to sit: 7.8%
- Talk or work with friends/colleagues: 6%

- Private study rooms: 6%

e. WCPL 2016-2020 Strategic Plan Staff Goals Relating Directly to Chosen Service Responses:

WCPL Offers Access, Resources and Spaces. See table following:



Patron ACCESS to the Internet, to technology, to special equipment, and to information



Patron-focused RESOURCES to enrich reading enjoyment, leisure activities and stimulate imagination (i.e., read books, view movies, listen to music, and participate in programs.)



Visit comfortable safe physical/virtual patron SPACES to read, study, relax, talk, and meet with others.

f. Library Staff's Two Measurable Objectives With 3 Activities (Per Objective) Toward Reaching Each Chosen Service Response Goal

Once 2016-2020 strategic direction was set May 11, 2015, library staff began work on the “Measures of Success” framework, developing goals, measurable objectives and activities. The Library Board approved the 2016-2020 Strategic Plan on **October 19, 2015**. The three-year technology plan was completed also in the fall of 2015. Department Heads and the administration team annually review

and create measurable objectives and activities for their responsibility areas referencing this Outcomes, Goals, Objectives and Activities “Measures of Success” area of the 2016-2020 Strategic Plan.

Measurable progress toward goals and objectives is reported in written form to the Board monthly with annual Board reviews. Due to space considerations only two supportive objectives with activities toward reaching each of the service response long-range oriented goals have been included below. Annually, as short-term (e.g., half-year, annual) goals that further the direction of the strategic plan and their own objectives and activities are created they will be available on the library website (currently under the heading button “About The Library”). Useful information is available regarding goals and objectives under the sub-categories: Board of Trustees, Annual Report, and Long Range Plans. For ongoing “Measures of Success” it is helpful to go to “Board of Trustees” and explore the board member packets area and link to the monthly reports. Fliers show visually the variety of programs held during a month. Every monthly board packet includes project highlights, financial statements, Director’s Report, Department Reports, value of collections with average price and count, volunteers’ hours, program statistical information (e.g., attendance numbers for youth, young adults, and adults), comparative statistics (e.g., overall library web traffic, registration, circulation, interlibrary loan, # of borrowers, total circulation—adult, teen, & children), and an calendar of events/programs/computer classes.

ACCESS Goal A.1: Access to the Internet, to technology, to special equipment, and to information

Access Objective A.1.1.: Access to SPECIAL EQUIPMENT (e.g., Internet, technology, makerspaces):

Activity A.1.1.a.: Purchase new equipment yearly.

Activity A.1.1.b.: Develop at least two Makerspaces activities yearly.

Activity A.1.1.c.: Streamline tech systems (LEAN).

Access Objective A.1.2.: Access to INFORMATION to satisfy curiosity & lifelong learning needs:

Activity A.1.2.a.: Dedicated “curriculum” computer for students.

Activity A.1.2.b.: Update/expand website content by 2017.

Activity A.1.2.c.: Review/promote subscription databases yearly.

RESOURCES Goal B.1.: To enrich reading enjoyment, leisure activities and stimulate imagination (i.e., read books, view movies, listen to music, and participate in programs.)

Resources Objective B.1.1: Develop and promote physical/virtual COLLECTIONS & connections

Activity B.1.1.a.: Update WCPL policies (e.g., Collection Policy) as needed.

Activity B.1.1.b.: Develop/promote WCPL collections weekly (e.g., pull-outs, face-out displays, music listening stations).

Activity B.1.1.c.: Offer at least 3 new WCPL virtual connections to ideas/stories yearly.

Resources Objective B.1.2.: Develop and promote patron-focused library PROGRAMS.

Activity B.1.2.a.: Update policies (e.g., Public Meeting Room Policy) as needed.

Activity B.1.2.b.: Enrich program attendance by 2% yearly (e.g., explore fundraising, work with volunteers, Friends, organizations & community experts).

Activity B.1.2.c.: Maintain/develop at least 4 community engagements yearly.

SPACES Goal C.1.: Visit comfortable safe physical/virtual patron SPACES to read, study, relax, talk, and meet with others.

Spaces Objective C.1.1.: Visit SAFE physical/virtual patron spaces.

Activity C.1.1.a.: Update library policy as needed.

Activity C.1.1.b.: Upgrade indoor & outdoor lighting as needed (e.g., LED).

Activity C.1.1.c.: Review overall safety (e.g., staff, patrons) yearly.

Spaces Objective C.1.2.: Visit COMFORTABLE spaces

Activity C.1.2.a.: Update seating yearly.

Activity C.1.2.b.: Make needed changes to interior décor.

Activity C.1.2.c.: Develop outdoor reading/program areas (e.g., west entrance, landscapes) by 2021.

g. Written Communication Plan to Inform Community Residents of Resources and Services Available

A yearly annual report is created, published, and distributed both within the library and throughout the community for shareholders and potential shareholder. It highlights Warsaw Library's accomplishments in utilizing its resources to serve the community. It typically includes financial information, the year's activities, and an outlook for the future. A "Letter to the Editor" may follow this annual report. A press release summarizing the contents of the Annual Report and discloses the locations where a copy can be picked up will be sent to media sources.

Our ongoing brand theme is "Books and More" with a current emphasis on "Rediscover Your Library." Two upgraded exterior signs will help raise awareness regarding the Warsaw Community Public Library current logo created in 2011. Also staff training using the newly installed digital sign displays will improve community awareness of current and future services offered including collection and program opportunities. The WCPL logo follows:



C. An Assessment of Facilities, Services, Technology, and Operations

Facilities: The facility located in Warsaw, Indiana was last expanded in 1998 from 14,000 square feet to 41,000 square feet to improve accessibility to upper level reading rooms, book collections and computer stations. The then state-of-the-art data cabling created a seamless network connecting facility phones, the online library card catalog and the Internet from any library space including the new public meeting rooms and study areas. Recently when told that our phone system was obsolete we upgraded to Voice over IP (VoIP).

By 2010 due to heavy library usage the public parking lot was often overflowing. The Board approved the purchase of the property adjacent to the library with LIRF funds for additional parking for staff to free up public space. The library continues to work off on the October 2010 MSKTD Library Retro-Commissioning Energy Reduction Study. While the building was overall in excellent condition, repairs were needed to upgrade the HVAC system and reduce energy consumption. Working with the HVAC service provider representatives, Havel-Shambaugh, the majority of the proactive small to mid-range cost repairs and maintenance have been done. Now larger HVAC system projects will be tackled as part of the 2016-2020 Strategic Plan (e.g., new energy control software, humidity evaluation/controls, boiler upgrades).

The interior building décor is showing signs of heavy patron use (e.g., banged up walls, snagged carpets, damaged chairs, out-of-date data connections, rusting shelves.) Worn upper level carpets and discolored lower level AV room flooring need to be replaced as funds allow.

At the exterior west staff entrance the cement wall base has begun to crumble and the concrete sidewalk developed cracks we can no longer repair on our own. The existing trees and shrubs in our landscaping layout have lasted beyond their normal length of time. Recent storms and the emerald bore insects have caused the loss of several key foundational trees in our existing landscape plan. It is time to create a new landscape master plan and work in phases to develop new outside reading areas for residents, starting with the west entrance “slope” area.

Services: WCPL continues to offer high quality services in the area of programming, the collection, and administrative services (fax, copying, etc.). An increased emphasis on offering programs and creating makerspaces opportunities for patrons is being explored. In 2014, library staff and volunteers offered 475 library-sponsored programs with total program attendance at these programs at 15,834.

Total circulation of all materials was 511,190 in 2014 with circulation of children’s materials at 205,411. Circulation of electronic materials reached 28,273. We have 182,570 print books. E-books (local holdings) are 4,055 with consortium holdings at 12,694. Current serial subscriptions number 229. Electronic book reading or music playing devices owned by the library are 817. Physical video units are 23,113 with 406 downloadable video units (consortium). Physical audio materials are 18,789 with 2,960 additional units downloadable.

Technology: WCPL meets or exceeds Indiana public library standards for technology and public access. WCPL offers many unique databases and public access services (e.g., Internet, wireless). As new formats, special equipment and technologies become available they will be investigated and provided as appropriate.

Operations: WCPL maintains and updates general operating, personnel, and administrative policies to ensure smooth library operations.

Year 2015		Assessment of facilities, services, technology, and operations			9/29/2015			
List item		Meets Standards	Required by Standards	Community Needs Identified [compliance level will not be used]	Indiana Public Library Standards Compliance Level			
		Yes/No (explain as needed)			Basic	Enhanced	Exceptional	Improve
Facilities								
Building: Meets local, state, and federal building and health and safety codes	Yes		590 IAC 6-1-4 (i)					
Building: Complies with Americans with Disabilities Act	Yes		590 IAC 6-1-4 (j)					
Services								
Circulation Services	Yes		590 IAC 6-1-4 (k 1-2)					

Collections Expenditures %	Yes: 7.5% met. Goal: 15%	590 IAC 6-1-4- (k3)	7.5%	X	15% Goal	20%	X
Internet policy publicly posted	Yes	590 IAC 6-1-4 (k5)(c)(3)					
Phone, email, copier, fax, web	Yes	590 IAC 6-1-4 (k 4-5)					
Resource Sharing: ILL	Yes: OCLC	590 IAC 6-1-4 (k 6)					
Resource Sharing- delivery*	Yes	590 IAC 6-1-4 (k 7)	2 days/wk		3 days/wk	4 days/wk	X
Programs, reference, collections, & space for adults by a qualified, certified (590 IAC 5) individual.	Yes	590 IAC 6-1-4 (k 8)	Basic + 1 Part-time person		Basic + 1 FTE staff		X
Programs, reference, collections, & space for young adults by a qualified, certified (590 IAC 5) individual.	Yes	590 IAC 6-1-4 (k 9)	Basic + 1 Part-time person		Basic + 1 FTE staff		X
Programs, reference, collections & spaces for children by a qualified, certified (590 IAC 5) individual.	Yes	590 IAC 6-1-4 (k 10)	Six week summer reading program		Basic + 1 Part-time person	Basic + 1 FTE staff	X
Community Need: Diversify	Yes: Offers lifelong learning opportunities—programs, resources & services.	Diversify quality of life offerings; more recreation, arts & culture Encourage parents to get more involved and value education; Think past K-12 education					
Community Need: Educate	Yes: Offers educational opportunities—programs, resources & services.	Build awareness about what already exists (i.e. public transportation, social services)*					
Community Need: Communicate	Yes: Provides programs, resources, & services as needed.	Economic development must be collaborative, intentional and					
Community Need: Collaborate	Yes: Provides programs, resources, & services as needed.						

regional.					
# of Library Programs	Yes:	590 IAC 6-1-4 (k 11)	5/1000 people	10/1000 people served	15/1000 people X
Technology					
Integrated Library System	Yes	590 IAC 6-1-4 (k 12-13)			
3 Year Tech Plan	Yes: Will create new Tech Plan 2015.	590 IAC 6-1-4 (h 4)			
Internet Access: Fiber WiFi, public scanner, public access stations	Yes	590 IAC 6-1-4 (k 14)			
	Yes	590 IAC 6-1-4 (k 15)			
Operations					
Hours Open	Yes: Enhanced Level: Open 53 unique hours per week; Open 4 evening hours after 6 P.M. & 1 weekend day	590 IAC 6-1-4 (l)	40 hrs.; 4 evening hrs; 1 weekend day	50 hrs.4 evening hrs; 1 weekend day X	55 hrs.; 6 2 weekend days or 8 evening hrs/1 weekend day
Board of Trustees, Bylaws	Yes	590 IAC 6-1-4 (f)(g)(h1-2)			
Long-Range Plan of Service	Yes: 2016-2020 Strategic Plan	590 IAC 6-1-4 (h 3) 590 IAC 6-1-4-3			
Certified Library Director	Yes	(b)(c)(d)(e)			

D. Ongoing Annual Evaluation Process

The Board of Trustees, Library Administration and staff will study the goals and measures of success (objectives and activities) outlined in the 2016-2020 Strategic Plan and will strive to implement future activities and initiatives in line with the direction set (e.g., preparing the annual budget for Board approval, job descriptions.) Whether purchasing more copies of popular titles, reorganizing public service areas, expanding teen services, or adding more parking, the implications for staff, collections, facilities, and technology critical resources will be closely examined before decisions are made.

In 2015 library employees will receive a copy of the 2016-2020 Strategic Plan and during Staff Development Days each year will have at least two learning/training opportunities to help further the direction of 2016-2020 Strategic Plan. An online copy of the 2016-2020 Strategic Plan will also be available.

The public will have virtual access to the new library strategic plan. Yearly physical and virtual copies of the Library's Annual Report will be available before or during National Library Week. This Annual Report showcases the library services/resources growth during the past year toward implementation of the 2016-2020 Strategic Plan.

Before an annual Library Board review of the 2016-2020 Strategic Plan, the director and key administration staff will complete progress reports on prior year and current year long-range goals and objectives. The Library Board will review and/or revise/update the Strategic Plan annually before the end of the first quarter of the calendar year at a regular board meeting and/or during a board retreat and provide direction for the next calendar year (e.g., short-term and mid-term goals)

Based on the Library Board's Strategic Plan annual review and revisions and updates approved, the Director and key administration staff will review and update short-term and mid-term goals and objectives for the upcoming year.

The Board will review monthly progress reports completed by key administration staff that indicate ongoing reallocation and building of resources/services and monitor progress made toward implementation of 2011-2016 Strategic Plan outcomes (goals) and measurement framework (objectives). Monthly Library Board progress reports are posted on the Library's website.

Annual surveys of the library public will be held for ongoing development of visitor satisfaction; library programs, collections, and services.

E. Financial Resources and Sustainability

Even with the recent economic downturn, the local economy has remained fairly stable. Financial resources are reported in annual reports to the state (e.g., Gateway). Property caps have added uncertainty to a once stable revenue stream and made budget planning less predictable. Like other government units WCPL continues to adjust when faced with budget reductions large or small. Kosciusko County has a County Option Income Tax (COIT). The library's COIT revenue is \$48,437.50 per month in 2015.

In 2015 resources continue to age and impact patron service. Ongoing HVAC systems issues (e.g., outside air damper control, compressor) and out-of-date servers are just a few concerns. The library is open 53 hours per week (Monday, Tuesday from 9:00 A.M. to 8:00 P.M.; Wednesday-Friday from 9:00 A.M. to 6:00 P.M., Saturday from 10:00 A.M. to 2:00 P.M.) For the foreseeable future, slow budget growth will

limit staff development. As openings in staff positions occur, each position will be evaluated with internal adjusts made to provide the highest level of service within existing funds. The library currently has 34 employees. Currently a full-time work week is set at 35 hours per week, although full-time positions remain designed for 40 hours per week. No funds appear available to make a sustainable increase in hours take place.

As the revenue stream allows, WCPL has a long-term goal to strive to maintain in the operating fund line 11 (reserved for the last six months of the eighteen-month budget cycle) a reserve equal to a typical one to two months and as the local economy regains strength to increase a reserve to four to six months. With construction bonds paid off at the end of 2014 and the Library Improvement Reserve Fund used up and ended, the library will reserve Rainy Day funds for future expansion and/or renovation projects through yearly appropriations made during the budget process. The Kosciusko County Council recommends that unit levies be held at or below the 2.6% property tax levy growth quotient for CY2016 as calculated by the State Budget Agency. The total of all funds for the library's 2016 proposed budget is 2.59% over the 2015 certified budget. The 2015 Certified Budget for Rainy Day Fund for Warsaw Community Public Library is \$319,000 with a proposed 2016 budget of \$269,000. The library's General 2015 Certified budget is \$2,997,000 with the 2016 proposed budget at \$3,133,000. The 0101 General Fund 2014 pay 2015 NAV was \$1,389,545,469. The General Fund 2015 pay 2016 NAV is \$1,181,114,000, a NAV % change of -15.00%.

Anticipated library's funds to allow development of resources and services based on the direction of the 2016-2020 Strategic Plan will be very modest and are subject to modification depending on budget reductions due to tax caps and other unforeseen circumstances.

Financial Resources

YEAR: 2016	Assessed Resource or Service	Funds					
		List Item	Operating	LIRF	LCPF	Rainy Day	Gift
Facilities							
Exterior	West stairway/amphitheatre & initial landscaping work and create landscape master plan					\$100,000	
General Parking Lot	Replace curbs as needed, lot sealed/stripped RCx Energy Reduction projects, HVAC					\$25,000	
Facility-Interior	maintained, add variable speed controls, carpet	\$41,000				\$18,000	
Services							
Adult Services	E-collections		\$150,000				

Adult Services	Summer Reading Program, Events	\$12,000
Teen Services	Improve teen space: shelving, furniture	\$5000
Technology		
Technical Services	Computer Software	\$5,000
Technical Services	Furniture & Equipment: public access computers, other computers	\$25,000
Operations		

Financial Resources

YEAR: 2017	Assessed Resource or Service	Funds					
		List Item	Operating	LIRF	LCPF	Rainy Day	Gift
Facilities							
Exterior	Continue landscaping work					\$25,000	
	Worn carpeting replaced, new shelves, add LED lighting					\$60,000	
Interior	RCx Energy Reduction projects, Continue work on HVAC		\$12,000			\$25,000	
Services							
Adult Services	E-collection		\$150,000				
Adult Services	Summer Reading Program, programs & events		\$6,000				
Children Services	Summer Reading Program, Big Kids Club		\$6,000				
Teen Services	Improve teen space: shelving, furniture, 2 tablets		\$2,500				

Technology		
Technical Services	Furniture & Equipment: public access & other computers	\$75,000
Operations		

Financial Resources

YEAR: 2018	Assessed Resource or Service	Funds					
		List Item	Operating	LIRF	LCPF	Rainy Day	Gift
Facilities							
Exterior	Continue landscape work, brickwork tuck pointing					\$55,000	
Interior	RCx Energy Reduction projects, HVAC maintained, plumbing upgrades, LED lights		\$11,200			\$60,000	
Services							
Adult Services	New Programming (e.g., Makerspaces)		\$15,000				
Children Services	New Programming		\$2,000				
Technology							
Operations							

Financial Resources

YEAR: 2019	Assessed Resource or Service	Funds					
		List Item	Operating	LIRF	LCPF	Rainy Day	Gift
Facilities							
Exterior	Roof repairs, landscaping RCx Energy Reduction Study projects--HVAC					\$45,000	
Interior	work (save for compressor) Flooring replaced; shelving added		\$12,000			\$50,000	
Services							
Adult Services	New Programming		\$5,000				
Childrens Services	Learning Center computers, apps, tablets		\$3,500				
Technology							
Technical Services	Furniture & Equipment: public access computers, other computers		\$60,000				
Operations							
Staff	Add 20 hrs/week staff position if funds allow		\$15,000				

Financial Resources

YEAR: 2020	Assessed Resource or Service	Funds					
		List Item	Operating	LIRF	LCPF	Rainy Day	Gift
Facilities							
Exterior	Parking lot resealing/stripping; facility development drawings for west side					\$50,000	
Interior	RCx Energy Reduction projects, HVAC, flooring	\$12,000				\$70,000	

replaced, Décor upgrades

Services		
Adult Services	New Programming	\$200
Technology		
Operations		
Staff	Add 20 staff hours/week if funds allow	\$15,000

F. Collaboration with other:

i. Public Libraries: and

WCPL is a member of Northern Indiana Computer consortium for Libraries (NICCL). Warsaw Community Public Library (WCPL) is active in NILSC (LSC), a consortium made up of directors of 18 public libraries in Northeast Indiana. Information, knowledge, resources and training opportunities are shared to mutually benefit all member libraries. Also the Library participates in the Indiana State Library consortium for Public Library Internet Access for the procurement of Internet and Internet-related services.

The Library Director and key library employees are personal members of the Indiana Library Federation and participate in ILF's planned events (e.g., workshops, conferences). WCPL is an institutional member of the Indiana Library Federation, the American Library Association and belongs to the Public Library Association subdivision.

ii. Community Partners

The Warsaw Community Public Library is the heart of our community. It has been embedded in the Wayne township community of 27,551 residents 2010 census) in Warsaw, Indiana, for 98 years. The library, integrated in the community as a valuable resource, serves learners of all ages in their ongoing development of interests, wants, needs and skills. After home and work, the library is that "Third Place" where people gather to learn and connect. The WCPL strives to align excellence in learning and education with economic by creating an environment that is conducive to a trained workforce.

In 2015, we continued community engagement activities such as Treats for a Soldier. We collaborated with the Chamber of Commerce in providing materials for welcome bags for new area businesses as well as materials for a New Educator's Lunch for newly hired local teachers. WCPL has participated in some of the City of Warsaw 1st Friday events. It also collaborates with Kosciusko Literacy Services, Warsaw Community Schools, private schools, and the Warsaw Parks Department to share programs and resources to achieve the goals and needs of our service community. Employees serve on local social organizations and take part in community focus groups. Community partnerships with local government agencies, the Warsaw/Kosciusko County Chamber of Commerce, and Warsaw Community Development Corporation were strengthened.

Appendix

i. ALA/PLA Library Service Responses

1) Be an informed citizen: local, national, and world affairs.

Residents will have the information they need to support and promote democracy, to fulfill their civic responsibilities at the local, state, and national levels, and to fully participate in community decision-making.

Typical services and programs in libraries that select this as a priority:

- Convene meetings to provide an opportunity for people to discuss national and international issues.
- Operate a community TV station and broadcast community meetings.
- Develop and maintain a web page with links to local, state, and federal information resources.

2) Build successful enterprises: business and non-profit support.

Business owners and nonprofit organization directors and their managers will have the resources they need to develop and maintain strong, viable organizations.

Typical services and programs in libraries that select this as a priority:

- Sponsor or cosponsor workshops and seminars on topics of interest to businesses or not-for-profit organizations.
- Establish and maintain a business center in the library.
- Establish and maintain a grants center in the library.

3) Celebrate diversity: cultural awareness

Residents will have programs and services that promote appreciation and understanding of their personal heritage and the heritage of others in the community.

Typical services and programs in libraries that select this as a priority:

- Host cultural fairs
- Offer programs on various aspects of the cultural heritage of community residents
- Convene meetings to provide an opportunity for people from different cultures to learn about one another.

4) Connect to the online world: public internet access

Residents will have high-speed access to the digital world with no unnecessary restrictions or fees to ensure that everyone can take advantage of the ever-growing resources and services available through the Internet.

Typical services and programs in libraries that select this as a priority:

- Provide public access computers and printers.
- Provide high-speed access to the Internet.
- Provide wireless access to the Internet.

5) Create young readers: early literacy

Children from birth to age five will have programs and services designed to ensure that they will enter school ready to learn to read, write, and listen.

Typical services and programs in libraries that select this as a priority:

- Provide classes, such as those outlined in Every Child Ready to Read @ your library, on early literacy for parents and caregivers.
- Include interactive components such as singing, puppets, etc. in story programs.
- Present regularly scheduled story programs divided by age of intended audience.

6) Discover your roots: genealogy and local history

Residents and visitors will have the resources they need to connect the past with the present through their family histories and to understand the history and traditions of the community.

Typical services and programs in libraries that select this as a priority:

- Plan and present classes on how to do genealogical research.
- Collect and make available local family histories and genealogical records.
- Digitize and index local photographs and documents.

7) Express creativity: create and share content

Residents will have the services and support they need to express themselves by creating original print, video, audio, or visual content in a real-world or online environment.

Typical services and programs in libraries that select this as a priority:

- Present concerts, plays, and other performing arts.
- Provide access to blogging software for users to create their own blogs.
- Provide a multimedia production studio with the tools needed to create animated and live-action videos, record music and audio, etc.

8) Get facts fast: ready reference

Residents will have someone to answer their questions on a wide array of topics of personal interest.

Typical services and programs in libraries that select this as a priority:

- Provide 24/7 chat-based reference services
- Develop and maintain a virtual reference library with links to online resources that provide quick answers to common questions.
- Provide a dedicated telephone reference center to triage all reference calls.

9) Know your community: community resources and services

Residents will have a central source for information about the wide variety of programs, services, and activities provided by community agencies and organizations.

Typical services and programs in libraries that select this as a priority:

- Develop and maintain a searchable community information database.
- Host and maintain web pages for local organizations and agencies.
- Maintain a wish list of volunteers needed by not-for-profit agencies for their clients or their offices.

10) Learn to read and write: adult, teen, and family literacy

Adults and teen will have the support they need to improve their literacy skills in order to meet their personal goals and fulfill their responsibilities as parents, citizens, and workers.

Typical services and programs in libraries that select this as a priority:

- Recruit, train, and schedule tutors to work one-on-one with literacy students.
- Establish a literacy helpline and provide referral services for persons looking for literacy services.
- Provide programs to tutor learners preparing to take the GED test.

11) Make career choices: job and career development

Adults and teens will have the skills and resources they need to identify career opportunities that suit their individual strengths and interests.

Typical services and programs in libraries that select this as a priority:

- Provide a mobile job and career center to help job seekers locate employment by providing on-site assistance in housing projects, parks, schools, etc.
- Provide one-on-one assistance to help job seekers develop resumes, conduct job searches, and prepare for interviews.

- Present regularly scheduled programs on topics of interest to job seekers, including information about local employers, job search skills, etc.

12) Make informed decisions: health, wealth, and other life choices

Residents will have the resources they need to identify and analyze risks, benefits, and alternatives before making decisions.

Typical services and programs in libraries that select this as a priority:

- Present a series of programs on topics of interest to people making life decisions.
- Make presentations to community organizations about library resources that help people make informed decisions.
- Create or provide access to electronic programs that help users to assess risks, benefits, and alternatives when making life decisions.

13) Satisfy curiosity: lifelong learning

Residents will have the resources they need to explore topics of personal interest and continue to learn throughout their lives.

Typical services and programs in libraries that select this as a priority:

- Provide access to adult education courses through distance learning or video-on-demand.
- Work with local organizations to cosponsor demonstrations on topics of interest to various age groups.
- Create and support wikis or blogs in areas of special interest to local residents.

14) Stimulate imagination: reading, viewing, and listening for pleasure

Residents who want materials to enhance their leisure time will find what they want when and where they want them and will have the help they need to make choices from among the options.

Typical services in libraries that select this as a priority:

- Provide an online reading club.
- Provide listening and viewing stations to allow users to preview materials.
- Present programs on new books and particular genres and sponsor author visits.

15) Succeed in school: homework help

Students will have the resources they need to succeed in school.

Typical services in libraries that select this as a priority:

- Provide classroom collections for teachers.
- Provide circulating collections of materials selected to support home schooling curricula.
- Provide staff or volunteers to assist students with their homework.

16) Understand how to find, evaluate, and use information: information fluency

Residents will know when they need information to resolve an issue or answer a question and will have the skills to search for, locate, evaluate, and effectively use information to meet their needs.

Typical services in libraries that select this as a priority:

- Present a regular series of short programs that focus on using both print and electronic resources to find information on a variety of topics.
- Provide basic, intermediate, and advanced classes on how to use the Internet and proprietary databases.
- Sponsor or cosponsor hands-on classes on various software applications (Word, Access, etc.)

17) Visit a comfortable place: physical and virtual spaces

Residents will have safe and welcoming physical places to meet and interact with others or to sit quietly and read and will have open and accessible virtual spaces that support networking.

Typical services in libraries that select this as a priority:

- Provide meeting rooms for public use.
- Provide a variety of blogs, wikis, and other opportunities for social networking.
- Provide comfortable seating throughout the library.

18) Welcome to the United States: services for new immigrants

New immigrants will have information on citizenship, English Language Learning (ELL), employment, public schooling, health and safety, available social services, and any other topics they need to participate successfully in American life.

Typical services in libraries that select this as a priority:

- Make presentations to groups of new immigrants in off-site locations.
- Provide deposit collections of materials for new readers to organizations that tutor ELL students.
- Present citizenship classes.

ii. Community Planning Committee Members:

Luke Becknal
Polly Biltz
Susan Eberhardt
Tonya Fawcett
Jon Garber
Sarah Masterson

Joe Paczkowski
Loretta Page
Ben Rice
Jasmine
Phoebe Schmidt
Mayor Joe Thallemer

iii. Community Members Willing to Be Contacted by Library Consultant By Phone:

Kent Adams
Robert Bishop
Lynn Brown
Allyn Decker
John Elliott
William “Jerry” Frush
Rachel Hoffert
Sally Hogan
Amanda Inskeep-Shelton
Tim Keyes
Eric Lane
Susie Light
Julie Parke
Sandra Parra
Diane L. Quance
George Robertson
Renea Salyer
Jim Tinkey
John Warren
Dawn Vanneste
Chad Zaucha

iv. 2015 Planning Survey



Warsaw Community Public Library 2015 Planning Survey

We need your help. We're looking for “100 Great Ideas” to assist the library in helping you and your community. Share your ideas.

1. MY COMMUNITY. My hope is to live in a community where...

2. CHALLENGES. However, right now we face...

3. NEW CONDITIONS. Changes needed in my community to reach our dreams are...

4. MY IDEA. What do you think? How can the library help you and your community?

5. In what areas does the library meet your needs? Check all that apply.

- Internet & WiFi access
- Books & information (homework)
- Meeting rooms
- Read for enjoyment
- Safe environment
- Hours/quantity of booksales
- Community events
- Comfortable spaces to sit
- Talk or work with friends/colleagues
- Family/community history
- Quiet areas to read & study
- Job, career & business information
- Private study rooms
- Subscription databases (Value Line, Consumer Reports, Mango Languages)

- Create my own writing, music, art & movies
- Learn to read
- Information on topics I need
- Fax & copy machines
- Physical copies of book, movies & music
- Computers to access homeschool/online curriculum
- Digital content (eBooks, Netflix)
- Special equipment (3-d printers, laminators, cricut)
- Programs & workshops
- Create, share & personalize e-content
- Other (please specify)

6. Libraries are changing. Which Services do you think the library should focus on in the next 5 years? Please check your top THREE (3) answers.

- Internet & WiFi access
- Books & information (homework)
- Meeting rooms
- Read for enjoyment
- Safe environment
- Hours/quantity of booksales
- Community events
- Comfortable spaces to sit
- Talk or work with friends/colleagues
- Family/community history
- Quiet areas to read & study
- Job, career & business information
- Private study rooms
- Subscription databases (Value Line, Consumer Reports, Mango Languages)

- Create my own writing, music, art & movies
- Learn to read
- Information on topics I need
- Fax & copy machines
- Physical copies of book, movies & music
- Computers to access homeschool/online curriculum
- Digital content (eBooks, Netflix)
- Special equipment (3-d printers, laminators, cricut)
- Programs & workshops
- Create, share & personalize e-content
- Other (please specify)

Thanks for sharing. Your ideas are important to us. Please complete the information below if you wish to be placed in a drawing for a \$25 Amazon gift card.

Name _____ Address _____

Email _____ Phone _____

v. Key Findings:

Warsaw Community Public Library Key findings from April 13th Staff, Board and Community Conversations Wiseman Consulting and Training, Inc.

Overview: The initial phase of the Library's long range strategic direction setting process began with a series of conversations on Monday April 13th at the WCPL with the department heads/key staff members, townhall meetings with library patrons, a team selected from the community, and the library board. The general findings were that the Warsaw community as a whole is a well functioning prosperous community with significant advantages over communities with a similar population. The library is overall seen a major asset in the community for its programs/collection, physical facilities and location. Recent budgets cuts have to some degree eroded the staff's ability to reach out to the community. That has also led to reduced hours and lean staffing at times. Staff morale has suffered and library seems to not be as visible as it desires to be. The staff and community offered up an impressive array of potential ideas for improving the library. Below are listed a summary of the key findings for each group. A number of community people offered to help with specific services and programs to aid the library.

Summary of Overarching Themes

The Warsaw Community:

1. The community overall is thriving because of the stable set of industries, a strong work ethic, and culture of collaborative with well functioning schools and universities. The impending orthopedic industry merger is a cause for anxiety as some positions may be combined.
2. The community has many assets uncommon to a place with its size. It is rich in natural resources, cultural institutions, and access to larger communities (Ft. Wayne, Elkhart/South Bend) with solid transportation systems. A recently passed referendum shows a community willing to invest in the future
3. The community is largely homogeneous with a growing Hispanic presence that will require some attention
4. Some threats do exist however. Many leaders worry about the income inequalities present in the community and how encourage the low income people to take advantage of the many educational programs present. Also drug abuse still is a continuing problem. Several people mentioned the need for better coordination among the many non-profit institutions.

The Warsaw Community Public Library

1. The Library is overwhelmingly seen as wonderful asset to the community and cornerstone to the downtown area. People like the physical facilities, the diversity of programs, the helpful staff, and the strong collection.

2. The participants offered up quite a number of suggestions for consideration. The overwhelming consensus was the need for more outreach and partnering to the community. Many people are just not aware of the library's many assets. This is in spite of many forms of library communication (website, newsletter, newspaper columns, and social media). The library staff reductions and budget losses are likely to have played a part in this.
3. Other specifics offered quite frequently were suggestions for the need to recruit more volunteers, make more of the library's meeting spaces available to the public, create more active partnership with other community institutions, and continue to deliver excellent customer service. Quite a number of people said they would step up and help with these initiatives. That is a strong affirmation of the community's belief in the value of the library as a cornerstone of the community

Staff Conversations

Views of the Community Across all groups:

1. The community seems to be growing economically with unemployment quite low (under 5%)
2. Housing is tight especially in the luxury apartment market
3. A number of new cultural initiatives are quite promising (First Friday's, Expansion of Wagon Wheel Art Center)
4. The community while conservative financially by nature is however caring, collaborative, and welcoming.
5. The demographics of the community are largely white with growing Hispanic presence and a small African-American and Asian presence. The Orthopedics industry does bring a diverse group of people to the community.
6. While Warsaw remains a key center for the orthopedic industry employing 7,000 people, the purchase of Bio-Met by Zimmer is causing some anxiety. It is expected to be finalized in May. The concern is over potential layoffs.
7. Grace College and IvyTech College are real assets.
8. Warsaw is perceived to be peaceful, safe and family centered.
9. Lots of outdoor recreating (hiking, fishing, boating)
10. Some poverty exists with a group of have-nots who perhaps do not have the skills to function well in economy.
11. The schools on the whole seem to be highly regarded. A referendum is currently being held on whether to upgrade
12. Town is just the right size
13. Solve transportation issues

Staff Suggestions and Observations (18 people)

1. The meeting use policy needs to be reviewed. Some space is underutilized and scheduling is difficult at times.

2. Evening hours cuts have hurt the circulation numbers and limited patron options.
3. Signs outside the building are needed to direct people to the library
4. No current friends or foundation groups are currently functioning. Outside the children/youth department little use is made of volunteers because of reliability concerns.
5. More displays may be useful.
6. The library's bandwidth and Wifi capability have been recently upgraded
7. Security issues have been noticed by staff with substance abuse and some behavioral issues have been observed by the staff
8. The library has made it possible for kids to get library cards even if they live in untaxed areas of the community.
9. The library's ability to reach out to the community has been limited with the loss of the PR position and lean staffing levels. The library is not at the table at some community functions as a result.
10. The library has made effective use of social media to communicate with the public.
11. Do more with schools.
12. The programs for kids are well liked and attended.
13. People like the facilities
14. More classes are needed especially in the technology area
15. Some phone calls are not able to be answered because of staff being too busy

Town Hall conversations findings (13 people)

1. **Community needs:** More entertainment, a book store, more restaurants
2. **Ideas for the library:**

- a. Have a place to serve coffee
- b. Days of Kosciusko County (history)
- c. Have some expressive arts programs (maker space events)
- d. Get involved in First Friday
- e. Have holiday music events
- f. Do more with Volunteers (several offered to help)
- g. Expand the number of hours the library is open in the evenings
- h. Have more service learning projects/opportunities

- i. Do more family movies (outside during the summer?)
- j. Have a reading buddies program-cross generational efforts to encourage each other
- k. Have clubs for homeschoolers
- l. Do more to stimulate curiosity
- m. Have a gluten free group
- n. Have senior living groups
- o. Start bridge group
- p. Create a directory of local people with expertise in areas of need to the community
- q. Make the library a community hub-finding out where to, resources, events, data, things to do etc.
- r. Have a book sharing group
- s. More holiday music programs
- t. Expand the evening hours

Community Teams Conversation

Warsaw findings:

Aspirations for the Community:

- 1. Retain growth
- 2. Keep the library downtown
- 3. Have more housing especially apartments
- 4. Keep the downtown filled
- 5. Do more things like First Friday programs
- 6. Keep taxes low
- 7. Support Grace graduates and strive to keep them in the community
- 8. Community is generous especially when disasters occur
- 9. Lots of faith based collaboration

Challenges for the community and the Library

- 1. Homelessness
- 2. Hunger
- 3. Keep the city budget healthy

4. Staying engaged with schools (parents, community partners)
5. Solving the meth drug problems.
6. Some mean kids (bullies) are around
7. Making sure all kids have library cards
8. Helping young students before first grade read 1000 books
9. Serving the growing senior adult population
10. Autism awareness
11. Have conversation groups for ESL persons
12. Finding ways to get the unserved access
13. Provided controlled but creative environments for the students
14. Have gathering spaces that are not quite (caves, watering holes, and campfires)
15. Make sure people know about the library resources (find ways to get the word out)
16. Help people understand the library's finances and how it is supported by Property taxes mostly
17. The library does not have much of WOW factor, solid but not exciting

Board of trustees Observations

1. Expand the group library partners within the community
2. We need to push our comfort boundaries
3. Be sure to let the community know they have been listened to with this process

People willing to get involved with the Library

1. June is willing to teach others Bridge game and find volunteers (organize them)
2. Two young adults want to work on writers groups and organize volunteers
3. Wife of George Robertson
4. Dawn Vanneste would volunteer to help with social programs

Stakeholder Individual Interviews-Composite Themes

(16 people responded with 30-40 minute conversations)

Observations about Warsaw:

1. The economy is stable but could be in flux in the future depending the upcoming orthopedic industry merger with Zimmer
2. People get along with each other
3. It's a conservative place religiously, financially, and politically
4. Work ethic is very strong
5. Grace College/Ivy Tech collaboration with Orthopedic Industry every innovative
6. Wagon Wheel expansion into other arts areas is positive
7. Some drug related crimes
8. New technology park coming
9. Just finished new YMCA
10. Schools are good.
11. Even with low employment, lots of have nots (low income people)
12. New Hospital (Parkland) coming into community
13. Orthopedic and manufacturing groups along with IVY Tech are bringing students to work sites to encourage enrollment in 2 year manufacturing skills programs
14. The Market Street Corridor and other infrastructure programs are quite promising
15. School graduation buddies program helps at risk students
16. There is not much coordination among non- profit groups in the community

Ideas for improving the Library:

1. Have a Toastmaster Club currently hosted at a business
2. More outreach, go outside the library (First Friday, community events etc)
3. Give more attention to the Hispanic community-make them feel wanted
4. Increase the number of card holders
5. Collaborate with other area libraries
6. Have someone with specialized Indiana/local history expertise either as a volunteer or on staff

7. Make sure the programs are quality
8. Take advantage of local expertise (Grace College, Orthopedic resources etc.)
9. Get sponsors for programs
10. Create a “can do” mentality
11. Get grants to do things (see the Community Foundation)
12. Partner more with organizations like Wagon Wheel, Grace College Library, Ivy Tech Library, YMCA
13. Toot your horn!! Be more visible
14. Staff mostly helpful and friendly
15. Start up a new Friends Group
16. Find ways to make BIG READ project successful (Warsaw attendance was much lower than other communities)
17. Have more multi-cultural awareness programs
18. Sponsor Chamber of Commerce Afterhours programs to get business community engaged in the library
19. Find ways to make E-Book access less “clunky”-hard to use
20. Upgrade staff technology skills-many of them are not able help people with digital issues.
21. Improve the ability to drop off or return materials
22. Be more involved with the County Leadership Development program
23. Explore ways to coordinate historical program with the County Historical Society
24. Find ways to open up the library meeting space to the community
25. See what other county seat libraries the size of Warsaw are doing
26. Explore partnering with Grace Center for Streams and Lakes or other environmental groups
27. Keep stressing early literacy
28. Be a clearing house for community information (the place to go)

WARSAW COMMUNITY PUBLIC LIBRARY
2016-2021 STRATEGIC PLANNING BOARD RETREAT MINUTES: May 11, 2015
CALL TO ORDER

The 2016-2021 Strategic Planning Board Retreat started immediately following the monthly Library Board meeting at 5:00 p.m. on May 11, 2015.

Library Board members present: Barbara Beck, Cathi Cindrich, Sherri Dalrymple, Chris Merrill, Rick Paczkowski, and Paulette Sauders. Absent with prior notice: Jill Beehler. Staff members present: Ann M. Zydek, Library Director; Joni Brookins, Assistant Director; Renee Sweeny, Business Manager; Harper Apted, IT Manager; Bruce Hively, Facilities Manager; Laurie Voss, Circulation Supervisor, Missy Chapman, Cataloging Supervisor; Dana Owen, Adult Services Librarian; and Duane Herendeen, Children Services Librarian. Community Planning Committee members present: Ben Rice; Loretta Page; Susan Eberhardt, Phoebe Schmidt; Sarah Masterson, and Tonya Fawcett. Dan and Sharon Wiseman of Wiseman Consulting and Training, Inc. were also present and facilitated the strategic planning retreat.

KEY LIBRARY SERVICE RESPONSES

The World Café Process was used: Participants gathered around three round tables and brainstormed ideas and projects for one of the key library service responses. The Key Library Service Responses used were those just shared at the May 11th Board 4:00 P.M. meeting:

- 1) Access to Internet, to technology, to special equipment, and to information.
- 2) Enrich my leisure activities, read for enjoyment and stimulate my imagination (e.g., read books, view movies, listen to music, participate in programs.)
- 3) Visit comfortable safe physical/virtual spaces to read, study, relax, talk, and meet with others.

After brainstorming, participants listened as the ideas were shared. Groups then moved to another table and brainstormed ideas and projects for another key service response area until each group had added input to all three key library services responses. The facilitators read off all the ideas at the end.

1. ACCESS to Internet, to technology, to special equipment, and to information.

- a. Upgraded to 45 mg—can expand to 100 mg
- b. Upgrade WiFi for better coverage/more access points
- c. More equipment
 - i. Laptops to check out
 - ii. Copy machine/fax
 - iii. 3D printer

- d. Maker spaces—self-service/staff
- e. Video collaboration/video conferencing
- f. Designated areas for activities
- g. Databases/direct to locations
- h. Digitize genealogy collection
- i. Designated area (job interview practice/resume help/dress advice)
- j. Job search database/programs
- k. Virtual curator—recommendations/scroll on webpage
- l. Adult reading software
- m. CD station
- n. DVD station
- o. Automated CD/DVD cleaning
- p. Automated forms for new additions/collections/databases
- q. Website simplification
- r. Clean CD/DVDs for donations
- s. Kindles/iPads to borrow
- t. Updating website (scheduled work?)
- u. Links to website current
- v. More PC training/classes
- w. More tech programs/social media
- x. Volunteers to teach classes
- y. Software for language learning
- z. Touch screen computer stations
- aa. Advertising these services
- bb. Instruction for Ebook usage
- cc. Youtube instruction or Facebook/How-to's

2. ENRICH my leisure activities, read for enjoyment and stimulate my imagination (e.g., read books, view movies, listen to music, participate in programs.)

- a. Audio Listening centers
- b. “Peach Jar” with schools- fliers (our monthly calendar) also email it.
- c. Weather workshop
- d. Volunteer someone to play—music
 - i. Sr. Citizen workshops: Social Security—medicare, etc.
 - ii. Retirement
 - iii. Wills
 - iv. Trusts
 - v. How to budget
 - vi. Dedicated person/or staff to help with
- e. More booksales
- f. Friends of the Library—so you can have more booksales
- g. Programs at night—just not day
- h. Movies & music—test the DVD’s when they come back (mostly children’s)
- i. Workshops—on our equipment before they use it
- j. Need equipment to do their “productions” and software
- k. Community sponsors for programs/equipment
- l. Booklists—promoting what it is
- m. Have books out pertaining on certain programs (i.e., knitting books/crochet books)
- n. More minions (staff)
- o. Work with Grace College—Encourage Students to do applied learning at library
- p. More...everything
- q. Author visit/talks
- r. Sewing—how to sew on a button...
- s. Scrapbook club
- t. Gaming—board, D.N.D, trivia, cards (Bridge)
- u. Culture—world day—booths, dance, etc.
- v. Poetry club
- w. Time for patrons to use equipment (i.e., cricut, laminator)

- x. Equipment loaning
- y. Training—how to: (research, use equipment, fix your car, change tire, make a video, upload to Youtube)
- z. Local TED talk
 - aa. Do life classes @ high school
 - bb. Farm day & your Library
 - cc. Ortho Day—What IS that?

3. VISIT comfortable safe physical/virtual spaces to read, study, relax, talk, and meet with others.

- a. Quiet reading room (now more “talking” at library)
- b. Leather/comfortable chair
- c. After hours space—availability
- d. “Living Room” furniture
- e. Lighting—Energy efficient, individually adjustable
- f. Additional small study rooms with white boards/work areas
- g. Collaboration rooms—connection for devices (Friendly” plugs everywhere)
- h. “Virtual” meeting space—web conferencing, webinars
- i. Teens: enlarge teen area, space more inviting; add YA non-fiction collection
- j. Area to sit for audio books (parent & child)
- k. Spaces to rent to others (outside groups)
- l. Tech meeting rooms (large)
- m. Food in the library (and drink)
- n. Snack machines
- o. Online chat rooms—discuss books
- p. Book clubs—genre, current events
- q. Kid-teen Furniture
- r. Massage chairs—Yoga Mats-spa
- s. “Walking” desk and staff able to stand or sit at work desk
- t. Lockers (24/7)
- u. Coat Racks (by tables)

- v. Chair & tables on wheels
- w. Collaborative table
- x. Outside sitting areas
- y. “Rocker” chair (kids)
- z. Terrorist proof kids area
- aa. Updated video conferencing unit—more accessible
- bb. Café tables & chairs in halls & lobby
- cc. Café serving food

HOW TO GET THERE

- 1) *Staffing/Training/Support Succession* (A table of people worked on this topic.)
 - a. Readers advisory training
 - b. “Read Alikes” easier to find on website
 - c. Cross training
 - d. Training videos online
 - e. Succession planning
 - f. Continuing education
 - g. Make sure staff has a “voice”
 - h. Staff suggestion boxes
 - i. Service on community committees
- 2) *Find New Sources of Revenue* (A table of people worked on this topic)
 - a. Zero out accounts once a year
 - b. Cleaning CD/DVD for a small charge
 - c. Endowment fund
 - d. Friends of the Library
 - e. Co sponsorship programs
 - f. Fees for workshops
 - g. Room rental/after hour services
 - h. Amnesty day/co-sponsored

- i. Booksales (FOL)
- j. Friends Ask/Donation Drive
- k. Friends Bookstore/Café
- l. 501c3/Friends
- m. Newsletter/donations
- n. Grants
- o. Grant writer
- p. Adopt a book/ program (Zimmer, etc.; stickers on books)
- q. Raise taxes
- r. County library system
- s. Mystery night
- t. Spa night
- u. Women's night
- v. Concert
- w. Staff calendar

3) **Volunteers/Friends Group/Interns** (A table of people worked on this topic.)

- a. Interns:
 - i. collection needs to be close by
 - ii. marketing
 - iii. social services
 - iv. MLS
 - v. IT services
- b. Volunteers
 - i. retired businessman (Sr. Citizen programs)
 - ii. moms that want out of the house
 - iii. seniors (Explore Courts of Colfax, Retired Tigers, NHS)
- c. Friends
 - i. Retired teachers
 - ii. Leadership academy (white paper)

- iii. We need info on how to organize, etc.)
- d. 1st Fridays

4) ***Space/Meeting Rooms/ Hours/Policy Modifications*** (Topic discussed in service responses discussions.)

With time running out, the retreat ended at 7:15 P.M. with the Library Board expecting the library to continue strategic planning activities working toward a plan by this Fall. The library staff will work on “How to get there” and update the Board at regular Board meetings progress made on setting goals, objectives, action steps.

Respectfully submitted: Ann M. Zydek, Library Director

Attested: Barbara Beck, Secretary

Indiana Education Employment Relations Board

This section outlines the Indiana Education Employment Relations Board's internal review of DEI positions, departments, activities, procedures, and programs as required by Executive Order 25-14.

DEI Department

The Board did not have a department dedicated to DEI initiatives.

DEI Staff Positions

The Board did not employ any staff dedicated to DEI initiatives.

Mission Statement or Value Statement

The Board did not have a mission statement or value statement dedicated to DEI initiatives.

Programs Administered to the Public

The Board did not have programs administered to the public dedicated to DEI initiatives.

Grant Conditions

The Board did not have grant conditions dedicated to DEI initiatives.

Training/Instruction Administered to the Employees

The Board did not have training or instruction administered to employees dedicated to DEI initiatives.

Job Applicant Requirements

The Board did not have job applicant requirements dedicated to DEI initiatives.