

**Nevada State  
Library Services and Technology Act  
Five-Year Evaluation Report  
2008 to 2012**

Final Report

Prepared for the  
Nevada State Library and Archives  
by REAP Change Consultants  
Stephen C. Maack, Jennifer K. Sweeney, Arlene Hopkins



*Funded by the Institute of Museum and Library Services (IMLS)  
through the Library Services and Technology Act (LSTA)*

## TABLE OF CONTENTS

<b>EVALUATION SUMMARY .....</b>	<b>1</b>
Methodology.....	2
Limitations of the data .....	2
Key Findings and Recommendations .....	3
 <b>A. LSTA Priorities #5 &amp; #6 - STATEWIDE READING PROGRAM.....</b>	<b>7</b>
Background.....	7
Evaluation questions.....	7
Methodology.....	8
Findings.....	8
Recommendations .....	12
 <b>B. LSTA Priorities #1, #4 &amp; #6 - STATEWIDE ELECTRONIC DATABASES PROGRAM ...</b>	<b>13</b>
Background.....	13
Evaluation questions.....	13
Methodology.....	13
Findings.....	14
Recommendations.....	20
 <b>C. LSTA Priorities #1 &amp; #4 - NEVADA STATEWIDE DIGITAL INITIATIVE &amp; PROJECTS .....</b>	<b>21</b>
Background.....	21
Evaluation Questions.....	21
Methodology.....	21
Findings.....	22
Recommendations .....	25
 <b>D. LSTA Priorities #5 - STATEWIDE TALKING BOOKS PROGRAM .....</b>	<b>26</b>
Background.....	26
Evaluation questions.....	26
Methodology.....	26
Findings.....	27
<i>Talking Book Operations.....</i>	<i>27</i>
<i>Talking Book Recordings.....</i>	<i>31</i>
Recommendations .....	32
 <b>E. LSTA Priorities #1 - #6 - COMPETITIVE GRANTS PROGRAM .....</b>	<b>33</b>
Background.....	33
Evaluation Questions.....	33
Methodology.....	33
Findings.....	33
Recommendations.....	35

## **LIST OF ANNEXES**

- A. Acronyms
- B. Persons interviewed
- C. Bibliography
- D. Demographic, Economic, and Public Library Trends in Nevada, 2008-2012
- E. Statewide Reading Programs
- F. Statewide Electronic Database Program
- G. Statewide Digital Initiative
- H. Nevada Talking Books Program
- I. LSTA Competitive Grants Program

## EVALUATION SUMMARY

This evaluation addresses program areas within the four goals of the LSTA State Plan that were developed to align with the six federal LSTA priorities. These priorities are:

1. expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
2. developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
3. providing electronic and other linkages among and between all types of libraries;
4. developing public and private partnerships with other agencies and community-based organizations;
5. targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills;
6. targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office Management and Budget and revised annually in accordance with section 9902(2) of Title 42 - applicable to a family of the size involved).

The programs evaluated are the Statewide Reading Programs, Statewide Electronic Database Program, Digital Initiative and Projects, and Talking Books Program. Significant evaluation questions focused on whether the programs met goals of the state plan, and the extent to which they benefited libraries and their clientele. The report examines program impact, client satisfaction, outreach to target groups, and effectiveness in reaching user groups.

An overall consideration for this evaluation is that in 2008, at the beginning of the evaluation period, the United States entered the worst recession since the Great Depression, and Nevada has been one of the hardest hit and slowest to recover states. This has especially affected federal, state, and local budgets and led to budget cuts, layoffs, staff attrition without replacement, staff shortages, and reductions in library hours and services.

This was not a period of “business as usual plus LSTA funding on top.” For example, when attending an LSTA Grant Application workshop in Henderson, Nevada an evaluator noticed that the Friends of the Library group was attempting to raise \$1 million of private funds to help offset a 30% decline in Henderson Public Libraries funding since 2008. Although the Nevada economy is improving slightly at present libraries in Nevada can expect a difficult fiscal environment during the beginning of and perhaps throughout the next five-year LSTA evaluation period.

While serious, the cuts in this period affected library clerical staff more than librarians, which may mean that librarians took on more tasks previously delegated to aides. As a result they might have had less time available to serve library patrons.

Annex D has a more complete description of the federal and state context of the 2008 to 2012 evaluation.

## **Methodology**

This evaluation included multiple data collection and analytic tools that differed across program areas. Details on specific methods are explained in program report sections. These methods included:

- Interviews with Nevada State Library and Archives (NSLA) staff, members of the State Council on Libraries and Literacy (SCLL), librarians, representatives of museum and other cultural heritage institutions (CHI).
- Focus groups conducted during the Nevada Library Association (NLA) 2011 meeting.
- Review of results of patron surveys done by NSLA before the evaluation.
- Review and analysis of available grant applications, rankings, six-month, annual, and funding reports for 2008 through 2011.
- Observation of an LSTA applicant training workshop in Henderson, Nevada.
- Visits to LSTA-funded program sites at NSLA (Talking Books Operations and Recording Programs).
- Attendance at presentations made at the Nevada library Association (NLA) 2011 conference.
- Online surveys concerning the Statewide Electronic Databases Program that were created by the evaluation team and analyzed using SPSS software.
- Review and analysis of Nevada and national documents related to the library context since 2008 and the impact since the start of the 2008 national recession on libraries across the country and in Nevada.
- Review and analysis of school enrollments, U.S. Census Bureau data, Nevada State Demographer statistics on public library service area population estimates by library/district/system, Nevada Department of Education statistics, and Nevada Public Library Survey data on public libraries.

## **Limitations of the data**

The Competitive Grants Program Survey garnered a lower response rate than expected. The Electronic Databases Survey had a response rate of 240 respondents out of 648 (37%) with the responses skewed toward Clark County and school and public librarians (90%) and school librarians. Responses from more rural counties were limited although sometimes the only public librarian in a rural area did respond. Results for both surveys were non-random and cannot reliably be generalized to the entire population.

Vendor-provided usage statistics are typically difficult to compare. The usage reported varied by 2011 time period, and by metric covered (searches, session, page views, documents retrieved). Because of four contracts and budget shortfalls, database availability also varied between 2008 and 2011.

## Key Findings and Recommendations

### *LSTA Priorities # 5 & #6 - Statewide Reading Programs*

Participation in reading programs and circulation of children's materials increased over the review period, although the overall number of programs decreased 30%. Program staffs continued to make use of Collaborative Summer Library Program (CSLP) materials which provided cost-effective promotional materials and program activities. Participant survey data indicated high levels of patron satisfaction. Outcome evaluation presented challenges as some libraries did not have adequate resources to collect and analyze evaluation data. Library staff noted that changes in reading proficiency, interest, and associated longer term impacts were also difficult to isolate and measure during the typical 6- to 10-week summer reading program.

#### Recommendation:

- Although staff regarded NSLA training very highly, many requested additional training on developing relevant survey instruments and analytical tools. Some ready-to-use survey tools and resources are available on the Library Research Service website (<http://www.lrs.org/usersurveys.php>) and in the InfoPeople webinar archives (<http://infopeople.org/training/view/webinar/archived>).

### *LSTA Priorities # 1, #4 & #6 - Statewide Electronic Databases Program*

Electronic database usage generally increased for all libraries, especially school and academic libraries. School library use generally exceeded public library use. However, some public and school library districts had little, no, or declining database use since 2008. On the other hand, in some school districts overall database use increased for certain databases even though school enrollment declined. Remote access helped offset reduced service hours, but library patrons had to know about and be interested in the databases offered, the library had to have a portal set up, and patrons needed computers with internet access at home or work and to know how to access the databases remotely.

Public library budgets favored print serials collections over database use, and public libraries depended more and more on statewide databases between 2008 and 2010. Survey results indicated that librarians overall valued availability of statewide databases, especially school and academic librarians. Annex F provides examples of favorable library patron reactions to the databases. However, librarians expressed a need for more training in database content and use in order to provide better service to patrons.

#### Recommendations:

- Continue using LSTA funds to leverage state funds in providing electronic database access, which is well-received when used and increasing in use for most vendors.
- Review interest of public library patrons in specific databases offered by vendors.

- Consider using LSTA funds to develop new outreach approaches regarding database use in local communities.
- Review ways to increase usage in low use public libraries. Consider cost effectiveness, equity issues, librarian and patron interest in databases in public libraries and local fiscal/staffing circumstances.
- Seek ways to provide training in electronic database content and use to librarians, especially in rural areas, so that they can better work with patrons. Librarians surveyed favored in-person training, although this may not be feasible for budgetary and staffing reasons.

#### *LSTA Priorities #1 & #4 - Digital Initiative and Projects*

Substantial progress has been made toward achieving the goals of the LSTA-funded Nevada Statewide Digital Plan 2008-2014, culminating in the launch of the pilot Nevada Digital Collections Portal, which provides open access to 17 digital collections from a variety of libraries, museums, and archives across Nevada. A statewide survey of cultural heritage institutions (CHI) in Nevada collected valuable baseline data describing the Nevada digital landscape. Focused planning efforts by the Nevada Statewide Digital Advisory Committee (NSDAC) resulted in detailed action items to provide infrastructure and a shared vision, best practices and standards, training and research to raise awareness and technological skills on digitization, and opportunities for partnerships.

#### Recommendation:

- NSDAC should reconvene to assess strategies for meeting plan goals in balance with staffing capacity in participating organizations, and continue to encourage participation from more organizations and contribution of digital collections accessible via the portal.

#### *LSTA Priority #5 - Statewide Talking Books Program*

The LSTA grant in combination with state funds provided support essential to the continued success and development of the Nevada Talking Book Services (NTBS) for the benefit of qualifying individuals with visual and physical disabilities. In 2010 the U.S. Census Bureau, American Community Survey found that approximately 2% of the noninstitutionalized population of Nevada reported a visual disability. In effect, 51,021 ( $\pm 6,438$ ) Nevadans with self-reported visual difficulties could be NTBS clients out of an estimated state base population of 2,668,966 ( $\pm 1,868$ ).<sup>1</sup> To qualify for the program their visual difficulty would have to be verified by medical personnel.

---

<sup>1</sup> U.S. Census Bureau, American Fact Finder, S1810, Disability Characteristics, Universe: Civilian noninstitutionalized population. 2010 American Community Survey 1-Year Estimates. Available from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml> using a topical search for “people, disabilities”

With about 1,320 active NTBS clients in October 2011, NTBS operations were serving only a small portion of its possible clients among the Nevadans with visual difficulties. The operations effort has not been well-focused during part of the evaluation period because of staff turnover, and had fewer clients in 2011 than in 2008. Furthermore, NTBS statistics and a recent survey of its clients indicated that recent NTBS operations were focused primarily on the elderly and the very aged while the visually impaired population was concentrated in greater numbers among the middle-aged (35 to 64) and young adult (18 to 34) populations, according to 2010 American Community Survey disability data. Some areas, such as Carson City, Washoe and Douglas counties were very well-served in relation to their proportion of the visually disabled, and most counties appeared to receive their fair share of service. While Clark County had both the greatest number of NTBS clients and the most need, it was underserved in relation to its proportion of the overall population of people with visual disabilities.

Talking Book Recording continued to provide a valuable service in recording Nevada authors but had relatively low output and two underused recording booths. The transfer from analog to digital recording was progressing with implications for future space use in the NSLA located recording storage area. This transition introduced both challenges and opportunities in relation to current and potential future clients of NTBS. Not all of the current clients were comfortable with digital format Talking Books although the young adult and middle-aged adults who could be better served may prefer the digital format.

#### Recommendations:

Develop an outreach plan to increase number of users and to provide access equity by age and county, and use metrics adaptively to manage outreach in balance with staff capacity and to optimize staff effectiveness.

Concurrently, develop a service plan to meet the potential needs and uses of the NTBS program by all clients of all ages.

Proactively manage space assets as Talking Books are transitioned to digital format.

#### *Competitive Grants Program – LSTA Priorities #1 - #6*

Over the identified time period the competitive grant applications have addressed all six LSTA priorities. Librarians knew about the competitive grants program and almost all considered the process to be working well and fairly. The two types of training being offered were exceptionally well-received, and librarians praised the LSTA Coordinator for her training skills and overall helpfulness.

While most librarians understood the difference between outputs and outcomes, they were not completely comfortable with outcomes-based evaluation or the time constraints for



completing and reporting results. They would appreciate more extensive training in outcomes evaluation, grant writing, tracking, and reporting.

Recommendations:

- Continue the proposal, application and ranking process of the competitive grants program.
- Given the few Innovation grant applications and the current difficulties of finding matching funds review if that category is still needed.
- Provide more extensive outcomes-based evaluation training, with additional relevant examples and exercises with feedback.
- Consider how to involve more schools or school districts in applying for LSTA grants.

## **A. LSTA Priorities # 5 & #6 - STATEWIDE READING PROGRAM**

### **Background**

Statewide reading programs supported by LSTA funding are designed to support and encourage reading for Nevadans of all ages. These programs addressed issues of early literacy, English language learning, and family literacy, and continued to play a major role in fostering literacy skills, especially among preschool and elementary school children, and outreach to un-served and underserved members of the community.

In Nevada, support for literacy programs is needed now more than ever. The percentage of teens in poverty in Nevada rose from 13% to 18% between 2000 and 2009, a rise of 38%. Thirty-four percent of children currently live in homes where parents lack full-time work. In 2011, 74% of eighth graders were below proficient in reading achievement.<sup>2</sup> Nevada's overall unemployment rate in October 2011 was 13.4%, with the Las Vegas-Paradise Metropolitan Statistical Area at 13.1%.<sup>3</sup> In a state where the projected need for workers with at least some postsecondary education will grow by 50 % by 2014, only 50% of students complete high school and 26% enter college.<sup>4</sup>

Research has shown that access to summer reading programs helps prevent summer learning loss, and that these effects are more important for disadvantaged youth who fall significantly further behind in the summer months while children are out of school.<sup>5</sup> Preschool children who participate in summer reading show more emergent literacy behaviors and pre-reading skills than non-participants, vital for early literacy. Access to books is directly related to the amount of reading children do, and the number of books children read in the summer has been consistently related to academic gains.<sup>6</sup>

### **Evaluation questions**

The activities involved with reading programs are intended to meet LSTA Goal # 5 and #6 and the Nevada State Plan Goal #4: Assure equitable access to library and information services is available to all individuals including the un-served or underserved populations of the state.

This evaluation focused on three components of the Statewide Reading Program: the Summer Reading Program, El Dia de los Niños/El Dia de los Libros, and Nevada Reading Week conference training programs. The Summer Reading Program provided opportunities and encouragement for children to spend time reading as well as literacy-related activities

---

<sup>2</sup> Kids Count, 2009 and 2011.

<sup>3</sup> U.S. Bureau of Labor Statistics, Economy at a Glance, [http://stats.bls.gov/eag.nv\\_lasvegas\\_msa.htm](http://stats.bls.gov/eag.nv_lasvegas_msa.htm). Accessed Dec. 14 and 15, 2011.

<sup>4</sup> WICHE, 2008; NCHEMS Information System, 2006.

<sup>5</sup> Alexander, Entwistle, & Olsen, 2007.

<sup>6</sup> Celano & Neuman, 2001.

designed to increase interest in books and reading. El Dia de los Niños/El Dia de los Libros was dedicated to encouraging Hispanic and other cultural groups in local communities to read and participate in library activities. The summer reading workshops and reading week conferences provided a welcome opportunity for library staff to attain learning on new programs, share ideas, and network.

Evaluation questions centered on the programs' impacts on consumers, the types of programs offered, and the challenges for libraries in developing and providing these programs.

## **Methodology**

The methods for this analysis included review of program documents including LSTA grant documents, six-month and annual evaluation reports, State Program Reports, and customer surveys as available. The information in these documents was verified and supplemented with interviews with program personnel in 14 library jurisdictions. Information on reading programs was gathered from library and other related websites. The study team utilized existing evaluation criteria for summer reading programs that included measurement of program outputs such as attendance, analysis of program activities, and assessment of program outcomes on participants.

Limitations of study data include continued difficulty of measuring outcomes for the programs such as actual increases in reading and improvement in reading skills. These complex impacts can be affected by multiple factors, many of which are outside the local libraries' control. Although some libraries collected reading program evaluation data using surveys, most libraries in this study continued to rely on staff observation of participants and informal interviews with parents and local educators.

## **Findings**

### *Statewide Reading Programs*

LSTA sub-grants were awarded to public library jurisdictions to support local summer and year-round reading programs that met the needs of local populations. LSTA grants funded such reading programs for 12 public library jurisdictions in 2008, and to 10 public library jurisdictions in 2009. Summer reading provided an average of six to eight weeks of book reading and follow up activities for preschool children through high school readers. The programs often encouraged adults accompanying children to participate as well, encouraging family literacy. Reading program activities typically included reading, story times, puppet and magic shows, movies, crafts, games, and other activities designed to engage children in reading. With some fluctuation over time, reading program participation grew during the review period, reaching approximately 4% to 6% of all infants and children, and kept pace with school enrollment changes over the same period:<sup>7</sup>

---

<sup>7</sup> US Census Bureau, American Factfinder 2010; Nevada Education Factbook 2011.

Table 1. Summer reading participation, 2007-2010

	2007	2008	2009	2010
Total summer reading participants	28,505	31,450	26,501	32,758
Total summer reading programs	3,721	3,763	4,724	2,598
Circulation of children's materials during summer reading	1,062,940	1,186,131	1,346,962	1,373,316

Source: Nevada Public Library Survey

Twelve of 22 library jurisdictions in the state participated in summer reading programs in this review: Amargosa Valley Library District, Boulder City Library District, Carson City Library, Douglas County Public Library, Elko-Lander-Eureka County Library System, Henderson District Public Libraries, Humboldt County Library, Lyon County Library, Pahrump Community Library District, Pershing County Library, Tonopah Library District, Washoe County Library, and White Pine County Library.

#### *Collaborative Summer Library Program*

LSTA support for summer reading made several fundamental components of reading programs available to participating libraries, including membership in the Collaborative Summer Library Program Association (CSLP), a grassroots consortium of states working together to provide high-quality summer reading program materials for children at low cost. CSLP works with a vendor to produce promotional materials, bookmarks, certificates, and an extensive manual of programming activities. In 2008, 61 manuals were distributed to 24 library jurisdictions or outlets; 41 manuals were distributed to 23 library jurisdictions or outlets in 2009.

Virtually all library staff members who made use of CSLP materials highly valued the membership. The manual provided a "huge advantage" with its array of ready-to-go program ideas, activities, booklists, and more. Access to top quality professional artwork for marketing the programs was essential for libraries to be able to get the word out to their communities in a cost effective manner, increase their visibility, and especially enhance the public image of the library as a quality venue. This type of support became more significant as libraries continued to experience reductions in staff and resources that limited their ability to develop, publicize, and support reading programs on their own. Descriptions of summer reading programs in libraries are provided in Annex E.

#### *Summer Reading Program Workshop/Nevada Reading Week*

LSTA funds supported the annual summer reading workshop held in the spring, and the Nevada Reading Week Conference, which provided essential training needed to build staff skills. Because of demographic characteristics of the rural areas throughout much of the state, programs were not often staffed by MLS-trained personnel. The 2008 SRP workshop featured

training of 24 participants by the Henderson District Public Libraries staff who used Reader's Theatre to enhance reading activities, art kits to implement the summer theme of Fine Arts, and music. Henderson District Public Libraries staff provided training to 16 participants in the 2009 workshop, which included orientation on using the summer reading kits and incorporating water science programs designed to help attract boys to the library. Other LSTA funds supported additional training provided at the Nevada Library Association Conference in the fall.

The Nevada Reading Week Conference is an annual two-day conference coordinated by the Washoe County School District for librarians and teachers that emphasizes encouraging students to read for pleasure as well as for information. NSLA provided LSTA funding to support various components of this conference, including funding for speakers, purchase and distribution of the manual of program activities and conference materials on flash drives, purchase of books by presenting authors and Nevada Young Readers Award authors for participating libraries. Most conference attendees were K-12 school librarians. In 2008 some 252 participants received manuals and program materials on flash drives; 247 received flash drives in 2009.

Staff in rural Nevada libraries highly valued reading program training. Participants appreciated the opportunity to share ideas, brainstorm on activities, and explore possibilities for cost-saving collaboration on author and performer visits. Rural libraries continued to be challenged by distance and time needed to travel, however, and many libraries were unable to send staff to training because of reductions in staffing. Suggestions included providing training via webinars, capturing training workshops on video to archive for later viewing, and investigating other online options.

#### *El Dia de los Niños/El Dia de los Libros*

LSTA funds helped support El Dia de los Niños/El Dia de los Libros celebrations each spring. Participating public libraries developed and implemented programs dedicated to celebrating books and reading in the Hispanic culture, including activities highlighting history, culture, geography, and arts of Latin countries. Some communities have expanded the celebration to include additional cultures represented in their own communities. There were 920 community members in four library districts in Nevada who participated in El Dia activities in 2008; 2,475 community members in seven library districts participated in 2009. Descriptions of El Dia activities are provided in Annex E.

#### *Reading program outcomes evaluation*

Outcomes for the reading programs, in terms of increases in reading and improvement in reading skills, continued to be difficult to isolate and measure. Staff preparation and capability to conduct outcomes evaluation varied across libraries. Most libraries relied on staff interaction with participants, parent observations of their children's interest in and enthusiasm for reading, and teachers' impressions of the impact of summer reading to assess the impact of its book and reading programs. The vast majority of these impressions were highly positive. The perception of library staff was that they achieved their intended outcomes to the extent that they could observe those outcomes.

Of 14 library jurisdictions reviewed in Fall 2011, all observed, counted, and talked with participants to gauge program quality and outcomes. Six libraries reported using surveys to gather information on participant satisfaction and/or other outcomes. These perceptions stressed the importance of maintaining reading skills over the summer break, an increase in interest in reading as demonstrated by children reading more as reported by parents. Parents also noted children's increased interest in the library as a place for fun activities, using the computers, and getting help with schoolwork.

A survey sent out to parents of summer reading participants in Henderson indicated that children in the program spent an average of 30 minutes a day reading, with some children reading as much as 300 minutes a day. Receiving a free book (provided with non-LSTA funding) was the greatest reading motivator for the great majority of children.

A number of libraries, such as White Pine County Library, periodically checked circulation statistics in topical areas covered in reading programs and typically found jumps in circulation immediately following programs, indicating increased reading interest.

Most library staffs felt they simply did not have time to develop survey tools, although they expressed interest in conducting surveys if data collection and analysis tools were available. Although the outcome evaluation training provided by NSLA was rated very highly by participants, additional in-depth training is desired.

#### *Reaching underserved and unserved populations in the community*

Hispanic and teen populations, and individuals and families in poverty were the most typically underrepresented groups identified by library staffs. Libraries reported both successes and continuing challenges in reaching these groups. Like many other library institutions, White Pine County Library worked with the local Head Start program, Family Resource Center, schools, and other local service agencies to meet the needs of low income families. Partnering with these agencies has been a key for helping all agencies maximize resources.

Large segments of populations in many communities were Spanish speakers: close to 30 % of the population in Clark County reported being of Hispanic or Latino origin, with 26% in Nevada overall (US Census 2010). Bilingual advertising in the schools, in the community, and in library newsletters were thus critical mechanisms for outreach to the Hispanic community. Significantly, El Dia de los Niños has become a focal event for outreach, with participating libraries reporting consistently high attendance at El Dia events and increases in subsequent library visits by Hispanic families and individuals. Staff at Humboldt County Library stated they would like to reach more of the Hispanics in the community with a Spanish storytime and develop other bilingual programs, but at this time and for the foreseeable future they were not developing any new programs because of staff and budget constraints. At the current time, outreach was done through local English as a Second Language (ESL) classes which provide time for library orientations and library card sign ups.

Many libraries have been able to increase teen involvement in reading programs by involving them in volunteer roles. In Henderson, Carson City, and other locations, teen volunteers helped during the summer with various tasks, including program sign in, supervising crafts and other activities, and reading to younger children. Some libraries had teen advisory

groups to help plan and organize programs. During the school year teens have been involved with homework help programs, even serving as tutors in math, science, and reading for younger children. Programs with volunteer teens have been highly successful for the younger children, popular with teens, and greatly appreciated by parents.

#### *Programming capacity gained through LSTA*

The summer reading program support from LSTA did in fact provide opportunities to develop programming capacity. Building on the 2011 summer reading theme, Stories Around the World, Henderson District Public Libraries planned to develop programming kits for different countries, focusing on preschool through elementary grades. Since the library has already developed some of these resources, they will concentrate on adding to the book collections, especially in languages other than English, as well as developing new activities and program ideas. Kits such as these will become a lasting resource for the library's programs.

Certainly libraries were able to do much more programming and reach many more participants with LSTA support than without it. Funding enabled libraries to devote more time to developing new programs and to work closely with the schools. In White Pine, local elementary and middle schools have been without librarians for several years, and the public library has been able to work with teachers to provide support for information skills. White Pine County Library is currently developing an early job skills program geared to teens and young adults, to provide some knowledge and experience with basic skills needed for success in the workplace.

#### **Recommendations**

- As staff capacity permits, provide resources and training to establish a set of data collection tools for libraries, and additional training opportunities for staff to learn more about outcome evaluation techniques. Some ready-to-use survey tools and resources are available on the Library Research Service website (<http://www.lrs.org/usersurveys.php>) and in the InfoPeople webinar archives (<http://infopeople.org/training/view/webinar/archived>).
- As staff capacity permits, expand programming to reach more underserved populations.

## **B. LSTA Priorities #1, #4 & #6 - STATEWIDE ELECTRONIC DATABASES PROGRAM**

### **Background**

NSLA used LSTA funds to build on already allocated state funds to expand provision of general periodical databases for use by public libraries, K -12 libraries, and academic libraries. The K-12 databases were supported only by state funds. LSTA funds and state funds worked in concert to increase access to databases for libraries throughout Nevada. Annex F lists specific databases provided by four vendors under NSLA contracts in two rounds.

### **Evaluation questions**

LSTA Priorities # 1, #4 and #6 apply to the Statewide Electronic Databases program. The Nevada State Plan Goal #1 is: Residents of Nevada will have convenient access to current, reliable information through effective technology, resources and telecommunications. Four activities, three identified outputs and two outcomes were detailed in the 2008-2012 LSTA Plan. These are presented and discussed below.

### **Methodology**

The evaluation draws on interviews with NSLA staff, and analysis of electronic database usage data from four vendors, including sessions and searches/logins, and other data for each vendor's databases. Quantitative review of database usage included analysis of trends and patterns of usage by vendor, for public and school library districts and academic libraries. Complete vendor data only became available for analysis in mid-November, 2011, limiting the time available for analysis and follow-up on results.

An online electronic database usage survey of librarians drew 240 responses for an overall response rate of 37%. Survey responses appeared to be skewed toward urban (50%) and suburban (35%) over rural libraries (10%). About 90% of all respondents worked at libraries in Clark County, 3% in Washoe County, 1% each in Elko County and Carson City, and 4% total across Churchill, Esmeralda, Humboldt, Lander, Lyon, Mineral, Nye, Pershing and Storey counties. The other skew in the data was toward responses by school librarians. The survey invitation often went to district offices first with instructions to have only the person who is best able to talk about electronic database usage respond. School librarians often work alone so if the survey invitation was forwarded from a school district office to a school, the lone school librarian in each school might well respond.

The large urban public libraries generally provided responses from only one librarian, as requested in the instructions. The instructions were intended to keep the opinions of librarians in the larger urban districts from predominating in the analysis, which might have occurred if one librarian per outlet was asked to respond. In smaller and rural libraries there might only be one librarian and so that would be the person who responded. While the voice of small and rural public libraries came out more strongly in the public librarian responses



than would otherwise be the case, the survey results may not fully represent the range of urban public librarian and patron use of electronic databases.

## **Findings**

*LSTA 2008-2012 Plan Activity: Support the availability of electronic content and information for all Nevada residents through statewide negotiated subscriptions*

The expended LSTA allotment for electronic database access totaled \$387,478 in FY 2008 (plus a \$339,599 state cash match, total \$727,077 of federal and state monies) and \$158,173 in 2009 (plus a \$472,340 state cash match, total \$630,513 of federal and state monies). NSLA requested \$300,000 in LSTA funds in both 2010 and 2011 for electronic databases. The LSTA funding dropped from FY 2008 levels because less LSTA funds were awarded to Nevada due to federal budget cuts. The combined funding provided access to 30 databases in 2008, 40 databases in 2009 and 2010, and between 30 and 40 databases in 2011.

LSTA 2008-2012 Plan Metric – Output: Number of statewide electronic database sessions, searches and document retrievals by school and public libraries

The specific databases made available by four vendors, ABC-CLIO, EBSCO, Gale and Grolier online are listed in Annex F. Below is an overall summary of usage by vendor across all databases that each provided.

Overall ABC-CLIO logins or sessions increased 54% from 114,099 to 175,847 between 2008 and 2010, and totaled 171,060 during the first nine months of 2011. Page views went from 699,095 to 781,493 between 2008 and 2009. Beginning in September 2010 ABC-CLIO changed its counting methods and started to provide information on searches. There were 295,874 ABC-CLIO searches in the last four months of 2010, and 577,306 searches in the first nine months of 2011.

Overall in Nevada EBSCO database sessions increased 73% from 969,058 in 2008 to 1,681,239 in 2010. There were 1,199,787 sessions to date in 2011. The number of searches went up more slowly, 58% between 2008 and 2010, as the average number of EBSCO searches per session fell from 3.2 to 2.9, but in 2011 average searches per session were higher at 3.6. If that usage rate continues through the rest of the year the number of EBSCO searches in 2011 (4,350,511 to date) may surpass the 4,920,346 of 2010.

From 2008 to 2010 the overall number of Gale database sessions throughout Nevada increased 10% from 981,708 to 1,079,125. However, the total number of Gale searches fell 5% from 2,024,455 to 1,916,656. Both Gale sessions and searches peaked in 2009 at 1,158,393 and 2,098,925 respectively. The January 1 to October 31, 2011 usage, however, showed 515,986 sessions and 1,258,342 searches, which suggests that overall Gale usage may decline by the end of 2011 in comparison to previous years.

Gale database usage statistics provided a look at sessions and searches conducted from a library computer (identified by IP number) as opposed to those conducted remotely by using a jurisdictional userid and password (or patron library card barcode in the case of public libraries). The percentage of remote sessions accessing Gale databases increased

progressively from 6.6% of all such sessions in 2008 to 9.5% in the January 1 to October 31, 2011 time period. However, an analysis of results for different public and school library districts in relation to overall Gale database usage trends was unable to determine any definitive correlation across districts between overall use and percentages of remote use.

Between January 1, 2008 and June 30, 2010 NSLA used state allocated funds to contract with Scholastic Online for provision of multiple databases. State budget reductions resulted in access to Scholastic Online databases, including Encyclopedia Americana, Grolier Multimedia Encyclopedia, New Book of Knowledge Online, Lands and People, America the Beautiful, and the Spanish language Nueva Enciclopedia Cumbre being eliminated at the end of the contract on July 1, 2010. NSLA recently awarded a new contract to Scholastic Online, effective August 15, 2011, that provides access to Grolier Multimedia and New Book of Knowledge databases. For all of Nevada the total number of Grolier Online sessions moved from 229,359 in 2008 to 255,765 in 2009, before dropping to a 158,932 in a shortened 2010 calendar year, and total 4,507 for two and a half months in 2011. Remote Grolier Online sessions amounted to 14.6%, 9.6%, 8.6% and 7.9% of all sessions, respectively. The total documents retrieved increased from 2,075,613 in 2008 to 2,127,408 in 2009, then dropped to 1,289,322 in half of 2010, and totaled 44,404 during two and a half months of 2011.

#### Public Library Database Usage

Nevada public library patrons' use of ABC-CLIO rose 155% between calendar years 2008 and 2010, from 28,033 to 71,374 logins or sessions. Patrons engaged in another 60,004 sessions between January 1 and September 30, 2011. The number of public library EBSCO sessions increased 112% between 2008 and 2010, from 137,329 to 291,491 and is on track to exceed 2008 levels in 2011. However, overall Nevada public library use of the Gale databases fell 23% from 717,765 progressively down to 551,820 sessions in 2010. With only 174,783 sessions in 2011 through the end of October, usage will most likely fall further this year. Total public library Grolier Online sessions numbered 24,567 in 2008, 25,188 in 2009, 13,231 in half a year of 2010, and 198 in two and a half months of 2011.

Statistical tables in Annex F present public library database usage by library/system. Usage varied considerably across public libraries and systems.

With some exceptions (e.g., Amargosa Valley Library District), smaller public libraries and rural libraries participated less and less in the electronic database programs between 2008 and 2011 or only a few library patrons used the available databases. According to Nevada state demographer estimates ten of 22 public library jurisdictions in Nevada had 2010 populations below 10,000 and Nevada Public Library Survey data showed that each had fewer than 4,500 patrons that year. Usage started out low in 2008 in these jurisdictions, so low that one person might account for all the annual usage. It stayed or went lower, often to zero, with a few signs of renewed interest in databases from particular vendors in a few jurisdictions. Jurisdictions in Nevada weren't obligated to take advantage of the statewide databases program and local factors might have played a role in lack of use. Since the vendor data arrived later than expected there was insufficient time to contact the low usage public libraries to ask about the reasons for these trends.

## School Library Database Usage

In general, school library patrons used the databases more than public library patrons did and favored different vendor databases (some of which were only available to schools under the statewide program). Nevada school district library ABC-CLIO logins or sessions rose 21% between calendar years 2008 and 2010, from 86,066 to 104,473. The 2011 sessions had already reached 111,056 by September 30 – exceeding the 2010 total in three-fourths of a year. Between 2008 and 2010 the number of school library EBSCO sessions increased 125% from 271,476 to 610,965. The 2011 EBSCO database sessions to date totaled 365,320. In the public schools Gale database usage doubled between 2008 and 2010 from 263,943 to 527,305 sessions, and is at 341,203 in 2011 year-to-date, with a new school year just under way. K-12 school children use Scholastic Online databases more than public library patrons. In 2008 there were 204,792 Grolier Online sessions in Nevada school districts, increasing to 230,577 in 2009, then dropping to 145,701 in the first six months of 2010, and totaling 4,309 in two and a half months of 2011.

Nevertheless, school use of online databases was uneven across Nevada counties and favored vendors varied by county. This is detailed more fully in Annex F.

## Academic Library Database Usage

Academic library patrons had a monotonic increase of 39% in EBSCO sessions (559,983 in 2008 to 778,583 in 2010) and a 48% gain in searches (2,082,997 in 2008 to 3,086,029 in 2010). The average number of searches per session therefore increased as well, from 3.7 to 4.0 and is at 4.2 in the first part of 2011. The college students appeared to be on track to continue the upward trend of EBSCO use in 2011.

Of the eight academic libraries tracked, six had increases in EBSCO sessions and searches between 2008 and 2010. Only Truckee Meadows Community College fell in sessions and searches. It may stabilize or continue to fall in use based on 2011 statistics to date. The number of Western Nevada College sessions dropped 13% between 2008, but the number of searches increased 74%. Students may be taking greater advantage of using the EBSCO databases when they do so. Desert Research Institute increased use slightly from 2008 to 2009, decreased in 2010 and had three sessions and six searches in 2011.

*LSTA 2008-2012 Plan Activity: Evaluate the quality and cost-effectiveness of statewide electronic content subscriptions.*

The LSTA Plan provided no criteria for quality although the database Requests for Proposals (RFP) specified technical quality parameters that vendors had to meet in terms of database provision.

Another way to look at quality is from the perspective of those accessing the databases. Electronic Database Survey responses related to this kind of quality are reported below.

## Public Library Ratings

About 86% of public librarians rated electronic database availability as “excellent” or “good,” and 79% rated the ease of use, 77% the cost to the library, 71% the variety and topical coverage that well, but only 57% thought the appropriateness to patron needs as either “excellent” or “good.” The top five uses that patrons made of the databases are to find information on employment/careers, homework, academic research, and leisure fiction and non-fiction reading. A comment from a librarian:

*Patrons who are aware of the databases use them frequently and easily. Our challenge is to get the message out to the citizens who do not understand the breadth of the resources. Students are especially receptive to the use of the databases when they are made aware of them. Young patrons are astonished that they can access the information 24/7 so late night assignments are possible when libraries are closed.*

## K-12 School Library Ratings

The 209 people who identified themselves as working in school libraries work at 121 elementary school, 44 middle school, and 45 high school libraries. Concerning the databases, 98% rated their availability as “excellent” or “good,” 95% gave similar ratings to cost to the library, 94% to ease of use, 92% each to appropriateness to patron needs, variety of databases, and topical coverage. In these respects the electronic database program was serving the needs of school library better than the needs of public library patrons. Top uses made of the databases in order of frequency of “very often” or “often” responses were academic research, general reference, homework, leisure fiction reading and leisure non-fiction reading. A librarian commented:

*One day I had two young men in doing research. Their whole class had been shown the databases and many were making good use of them and significant headway in their research. These two young men insisted on using Google instead. They were very frustrated and many of the sites they linked to were blocked at the district level and most of the others weren't relevant. I suggested the databases to them several times, and finally they asked for help in using them. I showed them how and where to search and within minutes they had a plethora of relevant information. Those two boys were database "converts" from then on, and they also showed other students how to find great and reliable information for their research.*

## College/University Librarian Ratings

All respondents felt that EBSCO databases appropriateness to patron needs, availability, ease of use, variety, topical coverall and cost to the library were either “excellent” or “good.” The five top database uses were academic research, homework, general reference, politics/government, and small business development.

## Cost-Effectiveness

No specific cost or pricing information was available for this evaluation and this was not a desired evaluation focus. Individual public and school library district/system usage data in Annex F may raise cost-effectiveness questions because of very low, no, or declining use now or since 2008 in some public library jurisdiction and in some school districts. A combination of library patron interest in the databases and declining local budgets might account for usage drops. Population decline was not always a valid explanation since in some school districts school enrollment decreased but database usage increased. School and public libraries with little or no use of the statewide electronic databases were typically in rural areas. However, some large public libraries have experienced large drops in database usage even as usage in schools in the same area has increased. Further inquiry would be needed in order to determine causes of these changes.

LSTA 2008-2012 Plan Metric - Output: Number of school and public library web pages with links to electronic information resources.

This question cannot be answered precisely with the data available for the evaluation. Survey data indicated that two-thirds of the public library respondents have library portal access to LSTA databases, but that cannot be generalized to all Nevada libraries because of the skewed, non-random sample. Similarly, 85% of school librarians who responded had public computer internet access in the library, and 81% offered access through a library portal. Those that did not are all in Clark County. About 82% had WiFi access in the library building, with those that did not in either Clark or Pershing County.

Analysis of remote Gale and Grolier Online usage in the Annex F shows that some libraries have patrons whose remote access is a large proportion of all sessions or searches, while others, such as large Las Vegas-Clark County Library District have access though public library web pages but rarely used it. Attempts to analyze increases or decreases in electronic database usage in relation to remote access usage changes led to inconclusive findings.

Results of the survey indicated that school libraries often considered public libraries as being an alternative source for database access, at least for students, provided that the students have library cards, and vice versa. Library patrons in many rural counties, who might benefit most from access through school or public library web pages, often did not appear to take advantage of such access if it is available. School library survey respondents indicated in open-ended responses that when taught how to use remote access, some students eagerly took advantage of it. The students weren't always taught how to gain access remotely, however, and lower income students in particular might not have had computers available at home to undertake remote access.

## Other Evaluation Findings

According to data provided by NSLA staff, all public libraries had three or more public computers with internet access. Lack of any computers is not an explanation for lack of library database usage, although old, slow computers and sporadic access could be. According to survey data, about 87% of school libraries had staff computer access to the internet, and 85% had public computer internet access in the library. According to database usage from the four

vendors, some individual libraries had no database sessions since 2008. Esmeralda County School District had no school libraries but according to its websites had T-1 lines in schools and so was able to make limited use of the databases.

Computer availability and statewide electronic database provision are insufficient in and of themselves to encourage database use. Patrons have to be willing to try the databases, have librarians able to teach them, or be able to use the databases themselves.

*LSTA 2008-2012 Plan Activity: Coordinate training of public and school library staff on online information resources.*

*LSTA 2008-2012 Plan Metric-Output: Number of training sessions for library staff on online access to information each year.*

*LSTA 2008-2012 Plan Metric - Outcomes: Percent of trained library staff that indicate the statewide electronic subscriptions will allow them to provide improved access to quality information resources; percent increase of library staff that are able to effectively use and teach the use of the electronic information resources.*

NSLA staff used LSTA funds to contract to provide online training in database use early in the LSTA grant evaluation period but this did not continue due to cuts in staff and funding.

Nevertheless, database training is needed and desired. About 40% of the public librarians felt that library patrons “often” (13%) or “sometimes” (27%) needed help in accessing databases. However, only 20% of the public librarian survey respondents believed that library staff ability to search databases themselves or to help patrons search databases was “excellent” or “very good.” About 47% of public library survey responses responded that it would be “very helpful” if NSLA were to arrange for individual in-person database tutoring or training, one-third face-to-face group training, and 27% online webinars.

About 71% of school librarian survey respondents rated their staffs’ own abilities to search electronic databases as “excellent” or “very good” and 70% gave those ratings to their staffs’ abilities to help library patrons search databases. Their view is that only 26% of library patrons needed help in such access “often” or “very often.” Nevertheless, 42% thought it would be “very helpful” if NSLA were to arrange for face-to-face group training in database access, 32% thought that of individual in-person tutoring or training, and 24% favored online webinar training.

*LSTA 2008-2012 Plan Activity: Support state-level planning, leadership, and coordination of electronic information and technology services within the state.*

NSLA has successfully provided state-level planning, leadership and coordination of electronic information and technology services within Nevada in very difficult circumstances. NSLA did this with minimal and declining staff due to serious state budget cuts since 2008. LSTA funds worked in concert with state funds to provide database access when libraries could not draw on local funds to contract for databases themselves. The fiscal and funding environment has impacted NSLA’s staff ability to do more and may continue to impact their efforts in the future.

The electronic information access provided, though, has been very well-received by those who access and use it.

### **Recommendations**

- Continue using LSTA funds to leverage state funds in providing electronic database access, which is well-received when used and increasing in use for most vendors.
- Review interest of public library patrons in specific databases offered by vendors.
- Consider using LSTA funds to develop new outreach approaches regarding database use in local communities.
- Review ways to increase usage in low use public libraries. Consider cost effectiveness, equity issues, librarian and patron interest in databases in public libraries and local fiscal/staffing circumstances.
- Seek ways to provide training in electronic database content and use to librarians, especially in rural areas, so that they can better work with patrons. Librarians surveyed favored in-person training, although this may not be feasible for budgetary and staffing reasons.

## **C. LSTA Priorities #1 & #4 - NEVADA STATEWIDE DIGITAL INITIATIVE AND PROJECTS**

### **Background**

The Nevada Statewide Digital Initiative is a project developed to enhance and increase digital access and preservation of Nevada's rich historical resources housed in its many archives, museums, libraries, and other historical repositories. For over two decades, Nevada information providers have been digitizing selected collections for access via the Internet, and as of 2009, 61 of 110 cultural heritage institutions in Nevada had created digital resources. As stated in the Nevada Statewide Digital Plan, the goal of the initiative is *"to support Nevada residents and scholars and researchers interested in Nevada's culture and history, by providing increased access to collections helped by Nevada's cultural heritage organizations and allied information providers through digital access to the collections in a statewide collaborative initiative."*

### **Evaluation Questions**

The Nevada Statewide Digital Initiative and related projects supported under other LSTA grants relate to LSTA Priorities # 1 and # 4. It also relates to Goal #2 of the LSTA State Five Year Plan which states that the people, governments and associated cultural heritage organizations of Nevada will share responsibility to preserve, protect, and make the state's unique heritage available.

The questions addressed in this evaluation were concerned with the degree to which the Initiative and associated digitization projects met the goals and objectives outlined in the Digital Plan, and the extent to which the Digital Plan was meeting the ongoing programmatic needs of the project. A key outcome was for Nevada's cultural heritage institutions and allied information providers to develop and share a common vision and set of goals in the development of the Digital Initiative. As this program has been evolving through various stages of development, the chief evaluation questions included:

Has a collaborative planning document been developed, accepted, and made available via the web for program participants?

How has the planning document been used to support ongoing development of digital collections? Specifically, what has been accomplished to date under the plan? What successes and challenges have been achieved and/or addressed?

Have cultural heritage organizations developed partnerships as a step toward developing a statewide network for digitization?

### **Methodology**

The evaluation included review of program documents, including state program reports, grant documents, meeting minutes, planning documents, and evaluation reports; review of survey



data collected at the initiation of the project; inventory and usage of collections accessible via the Nevada Digital Collections Portal and Nevada Statewide Digital Initiative website as of Fall 2011; and interviews with key stakeholders. A list of persons interviewed is contained in Annex B. A list of documents reviewed is contained in the Bibliography in Annex C.

## Findings

The Nevada Statewide Digital Initiative and related projects supported under other LSTA grants implements Priority #1 “Expanding services for expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages” and Priority # 4 “Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks”.

### Digital Initiative Key Milestones<sup>8</sup>

Beginning in FY 2008/09, a series of advisory committee meetings, community forums, and a statewide survey brought together diverse local and statewide organizations into the beginning of a true collaborative framework, with a shared vision and long term goals. Out of these initial planning activities, the Nevada Statewide Digital Advisory Committee (NSDAC) developed the following set of actions to build collaboration in digital activities across statewide organizations:

- Creating a website to provide access to digital collections and projects
- Identifying and adopting best practices and standards
- Creating a collection policy
- Developing a digital governance plan
- Creating local and statewide partnerships
- Developing a pilot project to model curatorial traditions for libraries, museums, archives, and others to use in creating their own digital materials
- Supporting the leadership of the committee to advance the work of the project through regular meetings.

These actions were formalized in June 2009 in the Nevada Statewide Digital Plan, 2009-2014, developed with the assistance of consultants funded by 2008 and 2009 LSTA competitive grants.<sup>9</sup> Plan goals have been accomplished as follows.

---

<sup>8</sup> A timeline of key milestones is provided in Annex G.

<sup>9</sup> The survey report and digital plan can be accessed via the Nevada State Library and Archives website at: <http://nsla.nevadaculture.org>. An analysis of the status of the Initiative as of late 2010 was published in a white

## Nevada Digital Initiative Plan Goals and Accomplishments

**Goal I:** Provide online access to digital collections held by Nevada cultural heritage organizations and information providers.

### Accomplishments:

Developed and launched the Nevada Digital Collections open access portal at <http://omeka.library.unlv.edu/omeka/> (2011)

Provided access to 17 digital collections from over 15 organizations across Nevada. (2011)

**Goal II:** Develop and implement standards and best practices that will improve access to Nevada's digital collections.

### Accomplishments:

Researched and developed a set of Best Practices and Standards accessible through the Nevada Digital Initiative website via NSLA. Coverage includes digital imaging guidelines, Dublin Core mapping for photographic metadata harvesting, selected Library of Congress Subject Headings for the NSLA, and national best practices from the Association of Research Libraries. (2010)

Provided training to advisory committee members. NSLA staff members attended training in Phoenix, AZ and San Jose, CA on digital preservation for collaboratives, developing digital preservation programs and policies, and planning and assessment. Additional ongoing training opportunities for staff have been identified through a variety of online digital preservation courses and workshops. (2010)

**Goal III:** Develop a leadership/governance structure that will support the growth and sustainability of a standards-compliant digital initiative created by Nevada's cultural heritage organizations and information providers.

### Accomplishments:

Established and convened the Nevada Statewide Digital Advisory Committee (NSDAC). In addition to NSLA representatives, members are from archives, government, and education entities; museums and historical societies; and academic, public, and special libraries. NSDAC provided forums for diverse organizations across Nevada to come together to create shared vision, goals, and strategic plan through ongoing meetings and communication via websites and conferences. (2008 - ongoing)

Established NSDAC working groups on Best Practices/Standards, Collaboration, and Governance. Best Practices/Standards working group conducted research, developed, and

disseminated information on best practices and standards on the Nevada Statewide Digital Initiative website. The Collaboration working group researched and helped identify potential partnership opportunities and needs of small organizations, and identified training needs. The Governance working group was disbanded when it was determined that the NSDAC provided sufficient governing structure. (2008 - ongoing)

**Goal IV:** Establish a collaborative digitization model where the full range of types and sizes of Nevada cultural heritage organizations and information providers can participate.

#### Accomplishments:

Conducted the Nevada Statewide Digital Planning Survey. A statewide survey of Nevada's digital landscape in late 2008, the first statewide digital survey in the nation, established a baseline measure of digital activity in Nevada. Stakeholder engagement across the breadth of institution types was established with 61 of 110 CHIs reporting, including public libraries (29%); museums, archives, and historical societies (26%); academic and special libraries (18%); and archives and other institution types (27%). The survey gathered data on information technology, digital collection management, selection of materials, training, digital collections rights and practices, partnerships and collaborations, preservation, and usage and evaluation. Information collected in the survey provides sizeable potential for future collaborative efforts, including topical information on collections and locations of primary source materials. A summary of survey findings is provided in Annex G.

Developed set of Best Practices and Standards accessible through the Nevada Digital Initiative website via NSLA. (2010)

Developed collaborative demonstration project: UNR Knowledge Center Special Collections and Nevada Historical Society partnered to develop digital exhibit commemorating the 100<sup>th</sup> anniversary of the historic Johnson-Jeffries fight in Reno. (2010)

Established partnerships: University of Nevada Reno (UNR) Knowledge Center Special Collections and Nevada historical Society: Johnson-Jeffries Fight; Sparks Museum and the Challenger Learning Center (Sparks High School): NSLA's historical newspapers in Nevada; NSLA and the Nevada Historical Society: Nevada Historical Quarterly; NSLA and the Washington State Digital Archives Multi-state project: hosts Nevada digital images.

#### Challenges

Several sets of challenges have existed and continue to exist. The initial difficulty was bringing together geographically distant individuals and organizations from different curatorial traditions, and with a history of independent decision making, into a collaborative framework. Potential participants differed in their knowledge of digitization benefits, technologies, and practices as well as skills and capacity to take on digitization projects. Institutional differences between central vision and goals of libraries, museums, and archives posed barriers to cooperation. During the years of economic recession, staff downsizing and other resource stresses have been felt across the board, and directly affected the ability of every potential participant to continue or even initiate digital projects. Staffing impacts were

felt particularly keenly in 2010 and 2011 as many participants were forced to reduce or discontinue work on project activities due to budget reductions.

The diversity of institutional types created other complexities, including differences in perception of the benefits and value of digitization. While preservation of fragile historical objects and documents is central to the missions of historical organizations, the benefits of making these items digitally accessible and discoverable have not been perceived equivalently across different institution types. Some museum funders place a high value on physical visitors to a location, and digital availability of images can be perceived as a potential cause of declining visitors. Academic institutions, on the other hand, strive to improve discoverability of collections to researchers, and value the potential for digital technologies to foster development of new modes of inquiry.

These challenges have been met in various ways. The survey and development of the Digital Plan provided a knowledge base and framework for project activities. Key stakeholder meetings and trainings fostered growth in awareness and knowledge needed to envision digital projects. A Google site provided a forum for communication and sharing of information. A web site hosted by NSLA was created to disseminate best practices and standards. Partnerships have been developed across multiple types of institutions, growing from one in 2008 to at least seven in 2011.

Next steps for the project include continuing to encourage more institutions to develop digitization projects, to create partnerships that maximize resources, and to make these collections accessible through the digital collections portal. A primary objective will be to increase the discoverability of collections by increasing the numbers of links to the portal appearing on institutional websites statewide and nationally.

## **Recommendations**

- The NSDAC should reconvene to assess the current status of remaining plan activities in light of economic realities and statewide needs for digitization, and continue to encourage participation from more organizations and contribution of digital collections accessible via the portal.

## **D. LSTA Priority #5 - STATEWIDE TALKING BOOKS PROGRAM**

### **Background**

The Nevada Talking Book Services (NTBS) at NSLA serves blind and physically handicapped children and adults across Nevada with recorded books and magazines, cassette and digital players, and items in Braille. NTBS is part of the National Library Service for the Blind and Physically Handicapped (NLS) network administered by the federal government established in 1931. Services are free to eligible qualified Nevadans. Clients have access to local Nevada NTBS catalog items as well as to materials in the Braille and Audio Reading Download (BARD) online catalog service that provides access to NLS items. Items are mailed to clients or can be picked up in Carson City. An applicant completes a standard application form and, after certification by a physician, submits the form to NTBS.

The Talking Book collections consist of recreational and general informational reading. Textbooks, curriculum-oriented and remedial reading materials are not included. A unique valuable feature of the Nevada Talking Book Services is the recording service which records and makes available the rich heritage of Nevada history and authors to Nevadans and the national network of Talking Book programs, as well as Nevada magazines.

LSTA grants in concert with state funding for the Nevada Talking Books programs have supported staffing for NTBS outreach, book and machine lending and library automation systems, training for staff and volunteers, and recording.

### **Evaluation questions**

The NTBS and recording programs fulfill LSTA priority #6: targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office Management and Budget and revised annually in accordance with section 9902(2) of Title 42 - applicable to a family of the size involved.

To that end, specific evaluation questions asked in the study included: 1) What are the characteristics and metrics of program activities such as clients reached, items and machines circulated, and outreach? 2) Are clients satisfied with the program? 3) What percentage of the estimated potential population of eligible persons in Nevada is currently being reached?

### **Methodology**

Data gathering included interviews with NSLA staff, review of existing evaluation data in LSTA reports and State Program reports, statistical reports generated by NTBS, U.S. Census Bureau American Community Survey population statistics, data provided by the Employment and Disability Institute at Cornell University, and a spring 2011 NSLA survey of NTBS clients.

## Findings

### *Talking Book Operations*

In general, the Talking Book Operations program achieved LSTA goals during the grant period, despite significant challenges posed by staffing reductions and the need for specially trained personnel to operate and manage the recording program.

Clients and circulation. LSTA grant activity focused on supporting NTBS in order to provide resources to qualifying individuals with visual and physical disabilities. An identified output associated with this activity was the number of individuals that utilize the tools and products available through the Talking Books Library Program each year and the circulation of items to these clients.

As noted above, the total number of clients served by the NTBS has fluctuated over the review period, with total clients decreasing progressively from 2007 to 2009, and then increasing from 2010 to 2011. However, the total number of active clients has decreased every year from 1,777 to 1,391. There were approximately 1,300 active individual users as of Fall 2011, many of whom were seniors. NTBS data indicated the preponderance of active participants were middle-aged or older, and qualified for the Talking Book program as they became visually disabled due to age-related conditions. In addition to the individual users, there were approximately 100 organizational users. Circulation of items included books recorded on cassette and CD as well as digital formats, Braille and Audio Reading Download (BARD) items, and Nevada magazines. The numbers of users and circulation in FY 2007 through 2011 are summarized in Table 2.

Table 2. NTBS clients and circulation, 2007 to 2011

	2007	2008	2009	2010	2011
Active clients*	1777	1682	1478	1425	1391
Circulation	126,008	102,840	90784	88377	129,935

\*As of end of April 2011

Outreach. Efforts to increase the number of active users were led by the Outreach and Public Awareness Office (OPA), and were statewide, focused on identified client populations and needs. There was outreach from Carson City into the northeastern part of the state, and from a Clark County office to the southern part of the state. Staff assigned to this office engaged in extensive outreach activities during the grant period, building networks of like-minded agencies, professionals and individuals throughout Clark County through presentations, attendance at community functions, and a strong telephone and email presence. A summary of outreach activities is provided in Table 3.

Table 3. NTBS Outreach, 2007-2011

	2007	2008	2009	2010	2011
Events presented	77	72	93	114	81
Events attended	39	58	72	75	102
Calls/emails in/out	2,867	2,113	3,947	4,141	3,889

OPA in Clark County focused Talking Book outreach to areas of higher population in order to reach more potential clients in those areas. In addition, outreach staff dedicated effort to radio media with the expectation that eligible Nevadans, their family or friends would hear about the Talking Book program and its benefits, thus reaching out to bring more eligible residents into the program.

Staff worked diligently to increase the number and percentage of Talking Book active users, and successfully reduced turnover and replaced lost patrons. The lack of significant increase appeared to be related to staffing constraints and strategy deficiencies. Further, although staff maintained a highly proactive outreach campaign with significant contact with the community through email, telephone, and in person availability, there appeared to be little means to track the success of the specific outreach activities to reduction of turnover or addition of new patrons to the program.

Efforts to further develop the lending program were led by the Carson City Office. In spite of severe cuts to funds and staffing, these efforts were largely successful, due in part to ongoing staff development and staff diligence. Staff development included learning and networking opportunities at the KLAS Users Conference and the National Librarians Serving the Blind and Visually Handicapped Conference. Staff development included administrative training as well.

Client satisfaction. The Talking Books program was considered highly successful for users. A satisfaction survey was administered to NTBS clients in Spring 2011, which collected information on awareness of certain features of the Talking Books program, access to computers and the Internet, and perceived service quality. Approximately 550 respondents out of an estimated 1,900 provided input on their use of services such as BARD, the NTBS catalog, and book delivery.

Although the survey did not utilize random sampling, demographic information on age collected in the survey indicated that the distribution of respondents by age range was very close to the age distribution of clients registered in the system at the time (63% of survey respondents were 60 years of age or older, versus 69% age 65 or older in NTBS statistical reports). Over half (51%) of respondents said they visited, called, or contacted the library weekly or monthly; another 31% visited, called, or contacted annually. Results indicated that a majority of NTBS patrons did not make use of typical personal computer technology to access the library, order materials, or use the Internet. Slightly less than half (45%) owned

computers, 41% had access to the Internet, a third of respondents said they knew about the BARD system, and only 16% indicated they ordered books using the online public access catalog.<sup>10</sup>

When asked in what areas the library had been valuable to them, respondents selected recreational (34%), companionship (21%), and educational (18%) as their top choices, with other factors less popular: personal growth (13%), cultural (9%), and religious (7%). Clients heard about the library most often from doctors/others (38%), and friends or relative (34%), with only 11% indicating that they heard about the service from a librarian.

Survey respondents were highly positive about the services they received from NTBS, with 91% to 98% rating factors such as equipment quality; condition, number, and selection of books; delivery speed; and staff courtesy as either excellent, very good, or good. Overall service was rated excellent or very good by 95%.

In addition to positive user satisfaction as evidenced by the survey, Nevada clients stated that the Nevada books and magazines increased their Nevada historical knowledge and their Nevada living experience. NTBS staff reported the following expressions of gratitude from individuals to NTBS staff in various forms including telephone conversations, letters and emails:

*One letter commented: Please accept our thanks for all the talking books.... My wife and I were always very avid readers, and what a pleasure it is to hear your wonderful narrators make those books come alive.*

*The daughter of a client whose mother had passed away wrote, summarized the benefits of the Talking Books she had enjoyed, Her quality of life was much better thanks to her 'books' that entertained, educated, involved her in the world. My aunt now uses the program through Arizona.*

*Rehabilitation after brain surgery: A Talking Book user could not comprehend text after brain surgery. Through the Talking Book program she could both see and hear the book, slow down the audio, repeat the audio, and was able to restore her ability to read print.*

*Comfort after loss of sight: A Talking Book user reported severe depression after losing his sight. The Talking Book program provided comfort and the companionship of books, thus easing the loss of sight for this Nevadan.*

*Connection to the larger world: A granddaughter reported that the Talking Book program provided her grandmother's with thousands of hours of pleasure and a sense of community during her final years.*

*Young adults benefited, too: Two reading disabled young adults used the Talking Book program to extend their reading comprehension so they were able to graduate with their*

---

<sup>10</sup> Percentages are based on the number of responses for each question.



*high school class and go on to college; an accomplishment for which they fully credit the Talking Book program.*

Potential eligible residents. In 2010 the U.S. Census Bureau, American Community Survey (ACS) found that approximately 2% of the noninstitutionalized population of Nevada reported a visual disability. In effect, 51,021 Nevadans with self-reported visual difficulties, with a margin of error of  $\pm 6,438$ , could be NTBS clients out of an estimated state base population of 2,668,966 ( $\pm 1,868$ ).<sup>11</sup> To qualify for the Talking Books program visual difficulty would have to be verified by medical personnel. However, the ACS defines “visual difficulty” as blindness or having serious difficulty seeing even when wearing glasses. Therefore, ACS visual difficulty data is considered a good proxy measure for Talking Books eligibility by such respected organizations as the Cornell University Employment and Disability Institute. A detailed analysis of 2010 ACS data is provided in Annex H.

NTBS clients were not well distributed by age group or county. A comparison of ACS data with NTBS usage data suggested that in relation to their proportion of the population the current program had not sufficiently reached several age groups of Nevadans with visual difficulties. Those underserved by NTBS appeared to be middle-age adults (ages 35 to 64), young adults (ages 18 to 34), and youth (ages 5 to 17). For example, in 2010 ACS 1-year data indicated that youth and young adults ages 5 to 34 made up approximately 16% of the Nevada population with visual difficulty, but youth and young adults ages 7 to 34 made up only 1.8% of the NTBS clients according to the May 2011 survey. Similarly, young and middle age adults ages 18 to 64 comprised the majority (54.6%) of the Nevada visually impaired population according to ACS 2010 data, but only 27.9% of the NTBS clients were ages 25 to 65 according to NTBS operational data from October 2011.

The NTBS operations program targeted the elderly, ages 60 or 65 and older, while ACS data indicated that the greatest number of people with visual difficulties were ages 35 to 64. While only 37% of Nevadans with visual difficulties were over age 65 in 2010 according to ACS data, this group made up 67% of NTBS clients that year.

---

<sup>11</sup> U.S. Census Bureau, American Fact Finder, S1810, Disability Characteristics, Universe: Civilian noninstitutionalized population. 2010 American Community Survey 1-Year Estimates. Available from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml> using a topical search for “people, disabilities” selecting S1810 “Disability Characteristics” dataset, 2010 ACS 1-Year Estimates and a geographic selection of “State” and “Nevada.” The number of individuals reporting visual difficulties in Nevada may be increasing. The 2010 statistics are more recent than the Cornell University Employment and Disability Institute (<http://www.disabilitystatistics.org/>) report that in 2009 found that 48,800 individuals of all ages  $\pm 5,010$  had visual difficulties. The Cornell Report is also based on ACS data except that it is from 2009, a year earlier. One of the authors of that report provided the evaluation team with 1-year 2010 ACS statistics. The U.S. Census Bureau considers its 3-year rolling estimates, which first became available in 2010, to be more accurate than the 1-year estimates because of a larger sample size and so a lower margin of error. The 3-year estimate released in 2010 is that 50,980 Nevadans of all ages have a vision difficulty, with a margin of error of  $\pm 4,240$ . Because of the larger sample size the 3-year disability estimates are available and reliable for more Nevada counties than are available from the 1-year ACS.

Similarly, NTBS clients were not distributed across counties in proportion to the number of individuals with visual difficulties in some counties. According to ACS 2010 3-year rolling averages, less than 2% of the Nevada population estimated to have visual difficulties lived in Carson City, but 7% of Talking Book clients lived there. Nearby Washoe County was also overrepresented among NTBS clients in comparison with ACS statistics. The location of the Talking Books headquarters in Carson City was a likely influence here. On a proportional basis the most under-served county was Clark County, which was estimated to have approximately 74% of people in Nevada with visual difficulties in 2010,<sup>12</sup> while Clark County residents made up only 57% of NTBS clients. Potential Talking Book clients in Clark County also included an estimated 3,058 youth ages 5 to 17 ( $\pm$  558), and 20,342 ( $\pm$  1,506) young and middle-age adults ages 18 to 64,<sup>13</sup> which groups were under-represented among Clark County NTBS clients.

Looking ahead, additional issues to consider over the next five years include talking about services for the increasing number of Baby Boomers who are just now reaching age 65. This group may well be more active and interested in different book and magazine content than the current clients.

### *Talking Book Recordings*

The LSTA grant also supported the Talking Books program by recording targeted Nevada materials for use in the program and for loan to other network programs. This is a unique service; books and magazines about Nevada and by Nevada authors are not recorded by NLS and would not be available if not for this program. An identified output associated with this activity was the number of Nevada specific books and magazines recorded through Talking Book network programs. This effort focused on two recording activities: (1) recording Nevada authors and magazines for Talking Book collections and (2) duplicating on demand Nevada and NLS digital books for Nevada patrons. Volunteer narrators were recruited and trained to use the specialized recording equipment.

During the grant period the number of Nevada specific books and magazines recorded increased overall. In FY09, for example, eight Nevada magazines were recorded versus seven in FY08. In FY09, three Nevada books were recorded, with six additional Nevada magazines, again continuing the trend. The level of service was enhanced in FY09 when two of the nine books recorded were specifically requested by Nevada state agencies to help serve impaired individuals, and to provide these individuals with materials in a format compatible with their impairment.

As a result of the transition to the new digital flash format, staff workload in the recording books operation was increased because of the need to engage in the time-consuming process of re-recording from digital CD or magnetic tape to the new digital flash format. This retro-

---

<sup>12</sup> Source: U.S. Census Bureau, American Factfinder, S1810, Disability Characteristics, 2008-2010 American Community Survey (ACS) 3-year Estimates, Nevada total and Nevada by County and Carson City. The best estimate is 74.4% and the range is 73.8% to 75.0%.

<sup>13</sup> Ibid.

recording project was conducted concurrent with ongoing scheduled new recording projects. Materials recorded are provided in Table 4.

Table 4. Nevada materials Recorded and Circulated

	2007	2008	2009	2010	2011
Books Recorded	6	23	10	3	11
Magazines recorded	3	7	6	4	5
Digital magazines recorded	na	na	na	na	4
Nevada Book Circulation	na	109	538	1,151	1,012

## Recommendations

The following recommendations are consistent with those noted by the National Library Service in their letter to NTBS dated September 8, 2011, which addressed outreach and service planning, and digital transition issues including space.<sup>14</sup>

- Update the outreach plan. Based on U.S. Census Bureau data, there were an estimated 51,000 Nevadans who could potentially qualify for the Talking Book program. For the forthcoming LSTA 5-Year Plan, it is recommended that NTBS develop a formally designed and strategically targeted outreach plan for the Talking Book program that seeks to balance NTBS program and staff capacity with gradually increasing program reach to potential clients currently not served.
- Develop Service Plan. Concurrent with the outreach plan, develop an equitable service plan to meet the differing potential needs and uses of Nevada Talking Book Services in relation to the full range of ages, geographic locations, and cultural identities of clients. Consistent with program goals, explore new environments for providing services.
- Proactively Manage Space Assets. In planning the transition from analog to digital Talking Books recording in conjunction with modified outreach efforts, give due consideration to repurposing of NSLA space currently devoted to collection and equipment storage.

---

<sup>14</sup> Letter from Vickie Collins, Network Consultant, National Library Service for the Blind and Physically Handicapped, to Hope Williams, NTBS, dated September 8, 2011.

## **E. LSTA Priorities #1 - #6 – Competitive Grants**

### **Background**

The Nevada State Library and Archives (NSLA) distributes its annual LSTA award to support library services statewide through several categories – administrative, statewide, mini-grant, competitive sub-grant, and innovation sub-grant. The administrative and statewide categories are non-competitive and are established by NSLA based on statewide library and program needs that reflect the LSTA State Plan for Nevada. The minigrant (\$5,000 or less), competitive and innovation (\$100,000 or more) sub-grants categories are competitive. Any public, school, higher education library or special library that meets established LSTA eligibility criteria may propose a project for a competitive LSTA sub-grant. The Mini-Grant category has a total funding cap of \$50,000 and the competitive and innovation applications are funded based on federal LSTA funds availability. The Innovation Grants require 10% matching funds. NSLA staff review and rank the Mini-Grant applications and State Council on Libraries and Literacy (SCLL) members review and rank the Competitive and Innovation grants. The raters use a standard rubric. Ratings are averaged across raters in order to rank-order the applications. Ranked lists are submitted to the NSLA Division Administrator/State Librarian for final award once federal LSTA funds are authorized for Nevada.

### **Evaluation Questions**

Annex I details the competitive sub-grants program that relate to all six priorities of the LSTA Plan.

### **Methodology**

For this evaluation REAP Change staff reviewed applications for federal Fiscal Years (FY) 2008 through 2011, final reports to IMLS for FY 2008 and 2009, ran an online survey completed by 43 respondents (including 10 non-applicants), ran a focus group at the Nevada Library Association meetings, observed an Applicant grant training workshop for 2012 applicants, and interviewed the NSLA LSTA Coordinator. Limitations of the data included a low response rate to the Competitive Grants Program Survey. The response rate of that survey could not be determined precisely because respondents included both individual libraries and library districts. Twelve previous applicants for LSTA competitive grants were not available to respond to the survey because of retirement and relocation reasons.

### **Findings**

*RFP Evaluation Question 1: How does the competitive sub-grant process help meet the goals of the LSTA State Plan?*

Competitive grants have contributed to meeting each of the six LSTA priorities. LSTA applicants specified the LSTA Plan and IMLS goals their application addressed. For example, a \$100,000 Innovation grant to Washoe County Library System “Expanding Technology Access and Training to Special Needs Population in Washoe County” responded to Goal 1 (using

technology to provide access to information) and Goal 4 (equitable access to unserved and underserved populations). In response to Goal 2 (shared responsibility to preserve, protect and make the state's unique cultural heritage program available), a \$79,096 competitive grant "Nevada Statewide Digitization Plan" to NSLA led to creation of the Nevada Statewide Digitization Plan and its successful implementation described elsewhere in this evaluation. In 2009 three \$5,000 Mini-Grants to rural public libraries enhanced computer technology (Goal 1)<sup>15</sup>, greatly expanded availability of large print library books to seniors (Goal 4)<sup>16</sup>, improved access of school children to information about their Great Basin heritage (Goal 2)<sup>17</sup>, and two \$5,000 grants to libraries in urban areas contributed to early literacy success<sup>18</sup> and improved senior services<sup>19</sup> (Goal 4). Five grants since 2008 have contributed to library training (Goal 3).<sup>20</sup> A complete list of grant applications and which NSLA and IMLS goals they addressed can be found in Annex I.

### LSTA Proposal and Application Training

The NSLA LSTA Coordinator offered annual voluntary proposal training sessions and mandatory LSTA Application training sessions throughout the evaluation period. In 2011 NSLA held the latter in Carson City, Henderson, and Elko in order to make them more accessible to people in various parts of the state. Those who have taken these workshops ranked them exceptionally well. For example the LSTA Coordinator received exceptional scores of about 95% strong agreement or agreement on clarity of her presentations. She was also specifically complimented in the focus group and survey responses for providing help when asked for it outside of the workshops. One suggestion was for her to use more exercises to help the adult learners in these workshops better understand how to write an effective LSTA grant proposal. Another suggestion was to use more concrete examples during the mandatory workshop that are applicable to those attending. An evaluator observed the use of examples during a training workshop.

About 64% of the respondents had personally participated in an optional LSTA Proposal Writing workshop and 58% in a required LSTA Grant Writing Workshop for applicants. Nevertheless, survey respondents indicated that additional training in the following areas would be "helpful" (62% to 70%) or "very helpful" (15% to 22%): Writing outcomes statements for grant programs (92%), tracking outcomes for grant programs (89%), grant project management (83%), information on Nevada and federal grant guidelines (82%) and grant writing in general (81%).

---

<sup>15</sup> Technology Enhancement for the Public, Beatty Library District (\$5,000)

<sup>16</sup> Large Print Book, Pershing County Library (\$5,000)

<sup>17</sup> Remembering Our Great Basin Heritage, White Pine County Schools (\$5,000)

<sup>18</sup> Early Literacy Success, Carson City Library (\$5,000)

<sup>19</sup> Enhanced Senior Library Services, Henderson District Public Libraries, Harrison Park Senior Center (\$5,000)

<sup>20</sup> Continuing Education@Your Desktop, Elko County Library (\$5,000 in 2008); Silver State Virtual Library Education Portal, Carson City Library (\$54,816 in 2010); Customer First Business Intelligence, Las-Vegas-Clark County Library District (\$90,000 in 2010); Have Training – Need Travel, CLAN (\$4,743 in 2011); Customer Connect, Las Vegas-Clark County Library District (\$100,000 in 2011).

*Process Questions: What have been the important challenges to obtaining and using outcome-based data in relation to the operation of the LSTA program?*

*What key lessons has the SLAA learned about outcome based evaluation? Include what worked and what should be changed.*

Despite librarians having received some training in outcomes-based evaluation during the mandatory LSTA Grant Application workshops, in the final LSTA reports some libraries provided output statistics and fewer provided outcomes evidence. The amount of anecdotal (qualitative) outcomes statements in final reports increased from 2008 to 2009 but there was little and often no quantitative outcomes evaluation evidence provided. Occasionally a library would include what amounted to outcomes statements in the narrative portion of their final report rather than in the outcomes portion of that report.

Both the focus group and survey respondents indicated issues with understanding outcomes-based evaluation and with reporting outcomes within the time frame of an LSTA grant. Responses of survey takers indicated that it was easiest to understand the difference between grant outputs and outcomes, to determine whether the grant succeeded in meeting its outcomes, and to gather data to measure grant outcomes. It was progressively harder to present grant outcome data, determine an appropriate indicator of a grant outcome, identify an appropriate grant outcome, develop ways to capture outcome indicator data, and analyze the outcome indicator data. Hardest of all (32% difficult or very difficult, 32% neither difficult nor easy, 35% easy or very easy) was to “Set a target level for ‘success’ of an outcome.”

In response to a separate question, 47% of respondents were neutral to very dissatisfied in their library staffs’ “understanding of how to report out program outcomes.” REAP Change review of LSTA final reports found a noticeable lack of skill in reporting outcomes when these were reported at all. Survey respondents indicated that more specific outcomes based evaluation training would help.

## **Recommendations**

- Provide more extensive outcomes-based evaluation training, with additional relevant examples and exercises with feedback.

## **Annex A. Acronyms**

BARD	Braille and Audio Reading Download
CHI	Cultural heritage institutions
CLAN	Cooperative Automated Library Network
CSLP	Collaborative Summer Library Program
KLAS	Keystone Library Automation System
LSTA	Library Services and Technology Act
LVCCLD	Las Vegas-Clark County Library District
NLA	Nevada Library Association
NLS	National Library Service
NSLA	Nevada State Library & Archives
NSDAC	Nevada Statewide Digital Advisory Committee
NTBS	Nevada Talking Book Services
OBE	Outcome-based evaluation
OPA	Outreach and Public Awareness Office
SCLL	State Council on Libraries & Literacy
SHRAB	State Historical Records Advisory Board
SRP	Statewide Reading Program
SLAA	State Library Administrative Agency

## **Annex B. Persons interviewed**

Sheri Allen, Humboldt County Library  
Leanne Autrey, Humboldt County Library  
Diane Baker, Nevada State Library & Archives  
Colleen Bell, State Council on Libraries & Literacy  
Kathie Brinkerhoff, Pershing County Library  
Margot Chappel, State Council on Libraries & Literacy  
Kelly Chouinard, State Council on Libraries & Literacy  
Nancy Cummings, State Council on Libraries & Literacy  
Donnie Curtis, University of Nevada, Reno  
Daphne DeLeon, Nevada State Library & Archives  
Kim Diehm, Boulder City Library District  
Ellen Fockler, Washoe County School District  
Brenda Gibbons, Pahrump Community Library District  
Jeanne Goodrich, Las Vegas-Clark County Library District  
Jeanette Hammons, Elko-Lander-Eureka County Library System  
Anthea Humphreys, Sparks Heritage Museum  
Daniel Ihnen, State Council on Libraries & Literacy  
Betsy Johnson, Henderson District Public Libraries, Paseo Verde  
Mary Jo King, Elko-Lander-Eureka County Library System  
Jeff Kintop, Nevada State Library & Archives  
Kristine MacDonald, Esmeralda County Library  
Michelle Mazzanti, Henderson District Public Libraries  
Sabrina Mercadante, City of Henderson, Archives  
Lori Romero, White Pine County Library  
Leslie Scott, Amargosa Valley Library District  
Brett Silver, Nevada Talking Books Services, Nevada State Library & Archives  
Karen Starr, Nevada State Library & Archives  
Lauren Stokes, Las Vegas-Clark County Library District  
Jason Vaughan, University of Nevada, Las Vegas  
Shirie Wallace, Washoe County School District Library Services  
Beate Weinert, Washoe County Library  
Hope Williams, Nevada Talking Book Services, Nevada State Library & Archives



## Annex C. Bibliography

- 24/7 Wall St. (2011). The States Where Underwater Mortgages Are Sinking Home Values. <http://247wallst.com/2011/06/30/the-states-where-underwater-mortgages-are-sinking-home-values/>.
- Alexander, K., Entwistle, D., & Olsen, L. (2007). Lasting consequences of the summer learning gap. *American Sociological Review*, 72, 167-180.
- Associated Press (2011). Underwater mortgages rise as home prices fall *USATODAY.com*.
- Brown, S. P. A. (2011). *Nevada Business Conditions, November 14, 2011*: University of Nevada, Las Vegas.
- Celano, D., & Neuman, S. B. (2001). The Role of Public Libraries in Children's Literacy Development: An Evaluation Report. Philadelphia, PA: Pennsylvania Library Association.
- Center for Business & Economic Research (2011). Nevada Economic Conditions, October 13, 2011. Las Vegas: University of Nevada, Las Vegas.
- Erickson, W., Lee, C., & Schrader, S. v. (2011). *2009 Disability Status Report: Nevada*. Ithaca, NY: Cornell University Employment and Disability Institute.
- Davies, D. (2009). The Condition of U.S. Libraries: Public Library Trends, 2002-2009. Chicago: American Library Association.
- Johnson, N., Oliff, P., & Koulisch, J. (2009). An Update on State Budget Cuts: At Least 41 States Have Imposed Cuts that Hurt Vulnerable Residents. Washington, DC: Center on Budget and Policy Priorities.
- Kids Count (2011). Kids Count Data Book Retrieved December 11, 2011, from <http://datacenter.kidscount.org>.
- Krashen, S. D. (2004). The power of reading: Insights from the research. Westport, CT: Libraries Unlimited.
- Locke, J. L. (1988). The Effectiveness of Summer Reading Programs in Public Libraries in the United States. University of Pittsburgh.
- McNichol, E., & Johnson, N. (2009). Recession Continues to Batter State Budgets: State Responses Could Slow Recovery. Washington, DC: Center on Budget and Policy Priorities.

- Morin, R. P. (2011). Nevada's 2010 Budget: Dependency, Denial and Disaster. *California Journal of Politics and Policy*, 3(2).
- Nevada Legislative Council Bureau (2011). *Nevada Education Data Book 2011*. Carson City, NV: Nevada Legislature Research Division.
- Nevada State Library & Archives (2008). Nevada State Program Report Summary Fiscal Year 2008. Carson City, NV: Nevada State Library & Archives.
- Nevada State Library & Archives (2009a). Nevada State Program Report Summary Fiscal Year 2009. Carson City, NV: Nevada State Library & Archives.
- Nevada State Library & Archives (2009b). *Nevada Statewide Digital Plan 2009-2014*. Carson City, NV: Nevada State Library & Archives. Available at: <http://nsla.nevadaculture.org>.
- Nevada State Library & Archives (2009c). *Nevada Statewide Digital Planning Survey Summary Report*. Carson City, NV: Nevada State Library & Archives. Available at: <http://nsla.nevadaculture.org>.
- Nevada State Library & Archives (2010). *2010 Nevada Library Directory*. Carson City, NV: Nevada State Library & Archives.
- Rugaber, C. S. (2011). State Unemployment Rates October 2011: Joblessness Drops in Most U.S. States. *Huffington Post*, 11/22/11.
- State of Nevada Department of Taxation (2011). FAQs, from <http://tax.state.nv.us/faq.htm>.
- U.S. Bureau of Labor Statistics (2011). Nevada Economy at a Glance: Local Area Unemployment Statistics, from <http://www.bls.gov/eag/ega.nv.htm>
- U.S. Census Bureau (2010a). *American Fact Finder, B18103, Sex by Age by Vision Difficulty, Universe: Civilian noninstitutionalized population. 2010 American Community Survey 1-Year Estimates*. Washington, DC: US. Census Bureau.
- U.S. Census Bureau (2010b). *American Fact Finder, S1810, Disability Characteristics. 2010 American Community Survey 1-Year Estimates*. Washington, DC: U.S. Census Bureau.
- U.S. Census Bureau (2010c). *American Fact Finder, S1810, Disability Characteristics. 2008- 2010 American Community Survey 3-Year Estimates*. Washington, DC: U.S. Census Bureau.

U.S. Census Bureau (2010d). *American Factfinder, S1910, Disability Characteristics, 2008-2010 American Community Survey 3-Year Estimates, Nevada Total and Nevada by County and Carson City*. Washington, DC: U.S. Census Bureau.

U.S. Census Bureau (2011). *Population Distribution and Change: 2000 to 2010*. Washington, DC: United States Census Bureau.

Vaughn, J. (2011). Toward a Nevada digital collaborative. *Library Faculty/Staff Scholarship & Research* (University Libraries, University of Nevada, Las Vegas)(Article 359).

## **Annex D. Demographic, Economic, and Public Library Trends in Nevada, 2008-2012**

### **Nevada Library Context 2008 to 2011**

In 2008 the United States went into the worst recession since the Great Depression and Nevada was and remains as of this writing one of the states hardest hit by the economic downturn and one of the slowest to recover. The Nevada economy includes important mining and agricultural components but is overwhelmingly based on tourism and in particular gambling.<sup>1</sup> The state has no income tax but depends on business, property and sales and use taxes for its revenues.<sup>2</sup> The Nevada economy had already started stagnating in 2007 as a result of a housing slowdown, poor retail sales, stagnant gaming revenues and slowing job growth. As tourism dropped, in May 2008 gaming revenues were down 15.7 percent from May 2007, the largest one-year drop in a decade.<sup>3</sup> By the end of 2008 Nevada was officially in a recession.<sup>4</sup> Unemployment had increased gradually from 4.2 percent in January 2007 to 5.0 percent in January 2008, almost doubled during the year to 9.9 percent in January 2009, then rose further to 14.6 percent in January 2010, eventually peaking at 14.9 percent in every month between April and December 2010, before starting a decline to a recent low of 12.1 percent in May 2011 and then another rise to 13.4 percent between August and October 2011.<sup>5</sup> In November 2011 Professor Stephen P.A. Brown of the University of Nevada, Las Vegas, Lee Business School, Center for Business and Economic Research predicted slow economic growth for Nevada with uneven activity in Clark County, and a weaker outlook for Washoe County.<sup>6</sup>

However, the impact of the recession on Nevada was far from over as this report is being written. Nevada had the highest unemployment rates in the country for the 17<sup>th</sup> straight month as of October 2011 and was stable that month while other states had lower unemployment rates.<sup>7</sup> In March, 2011 Nevada led the country with 63 percent of its home underwater, the situation where the homeowners owed more on their mortgages than their homes were worth. Large Clark County, Nevada led

---

<sup>1</sup> <http://www.inflplease.com/ce6/us/A0859936.html> downloaded December 14, 2011.

<sup>2</sup> State of Nevada, Department of Taxation FAQ's downloaded from <http://tax.state.nv.us/faq.htm> on December 14, 2011.

<sup>3</sup> Robert P. Morin, "Nevada's 2010 Budget: Dependency, Denial, and Disaster," The California Journal of Politics and Policy, Volume 3, Issue 2, 2011.

<sup>4</sup> Ibid.

<sup>5</sup> U. S. Bureau of Labor Statistics, "Nevada Economy at a Glance: Local Area Unemployment Statistics," <http://www.bls.gov/eag/ega.nv.htm> data extracted on December 14, 2011 (5:18:44 PM)

<sup>6</sup> Stephen P.A. Brown, "Nevada Business Conditions, November 14, 2011" downloaded from <http://cber.unlv.edu/publications/cond.pdf> on December 14, 2011.

<sup>7</sup> Christopher S. Rugaber "State Unemployment Rates October 2011: Joblessness Drops in Most U.S.States," Huff Post: Business, 11/22/11 11:20 a.m. ET Associated Press. Downloaded from [http://www.huffingtonpost.com/2011/11/22/state-unemployment-rates-october-2011\\_n\\_1107807.html](http://www.huffingtonpost.com/2011/11/22/state-unemployment-rates-october-2011_n_1107807.html) on December 14, 2011.

the nation's counties with a 71.1% mortgage underwater rate<sup>8</sup>. As home prices have fallen, property tax valuations will also fall and state and local agencies will have less support from property tax revenues.

### **State Budget Impact on Nevada State Library and Archives**

Throughout most of the period covered by the LSTA evaluation the Nevada economy has been suffering the effects of the recession. The 2005-2007 and 2007-2009 biennial state budget process had been smooth in a no new tax and no tax increase political environment,<sup>9</sup> but the 2009-2011 and 2011-2013 budgets were contentious as revenues and revenue projections fell. The final 2009-2011 state biennial budget was \$39,656,030,052, while the 2011-2013 budget was \$31,319,279,713. The result has been state government budget cuts leading to retirements and layoffs that have drastically reduced the Nevada State Library and Archives staff. Just after the start of this evaluation part of the state government was reorganized in a cost-cutting measure and the Nevada State Library and Archives was moved from the now-disbanded Department of Cultural Affairs to the Department of Administration.

### **Impact on Libraries at the National Level**

The economic downturn has had a similar and significant impact on libraries elsewhere in the nation. As early as 2006, reports of the level (flat) funding trend across public libraries exposed this chronic problem for libraries, which can be traced back to 2003.<sup>10</sup> About 20 percent of libraries reported continued flat funding in 2010 and a majority of libraries reported budget reductions. By fall 2009, 34 states had reported cuts to higher education, impacting academic libraries; 25 states had cut funding to K-12 education, impacting school libraries.<sup>11</sup> Total state budget shortfalls were predicted to approach or exceed \$180 billion in 2011 and \$120 billion in 2012.<sup>12</sup>

### **Public Library Jurisdictions Income**

The Nevada Public Library Survey gathering library income amounts attributed to local, state, federal and other (private) sources on an annual basis. For the

---

<sup>8</sup> Associated Press, "Underwater mortgages rise as home prices fall," USATODAY.Com, March 8, 2011, downloaded from [http://www.usatoday.com/money/economy/housing/2011-03-08-underwater-mortgages\\_N.htm](http://www.usatoday.com/money/economy/housing/2011-03-08-underwater-mortgages_N.htm) on December 14, 2011, and 24/7 Wall St., "The States Where Underwater Mortgages Are Sinking Home Values," posted June 30, 2011 at 7:54 p.m. and downloaded from <http://247wallst.com/2011/06/30/the-states-where-underwater-mortgages-are-sinking-home-values/> on December 14, 2011.

<sup>9</sup> R. P. Morin, op. cit.

<sup>10</sup> American Library Association, "Library Statistics" downloaded from <http://www.ala.org/ala/research/librarystats/public/fundingissuesinuspls.pdf> on December 14, 2011.

<sup>11</sup> Johnson, Oliff and Koulisch, 2009.

<sup>12</sup> McNichol and Johnson, 2009.

evaluation NSLA extracted Nevada Public Library Survey funding data for 2008 to 2010 from Bibliostat, a database that contains multi-year Nevada Public Library Survey data, and REAP Change Consultants analyzed it in order to explore funding trends. The funding of public libraries in Nevada is complex and varied. The analysis in this section does not attempt to explain all of the complexity underlying public library jurisdiction funding, nor all of the reasons behind the funding changes that occurred between 2008 and 2010. The purpose of the section is simply to report out what was found in the library income data, and comment on observable trends.

The recent recession was an overarching environmental factor that has affected availability of federal, state, local and private funding of public libraries in sundry ways. The trends found through analysis of the Nevada Public Library Survey data suggest that there has been a lag effect on public library funding. The recession was affecting Nevada by the end of 2008, but in some ways library jurisdictions did better in 2009 than in 2008. However, by 2010 the full impact of the recession and the cascade of impacts on decreases in funding sources was apparent. While the total of Nevada public library jurisdiction incomes (excluding capital revenue) was \$101,657,589 in 2008, total incomes increased to \$104,813,975 in 2009, before dropping to \$101,509,377 in 2010, the latest year for which statewide information was available for evaluation purposes.<sup>13</sup> In 2008 all of the income reported for all library jurisdictions came from a combination of local, state, and federal sources. As the economy worsened there were attempts in some jurisdictions to tap other income sources. In 2009, nine of the 22 library jurisdictions got 0.2 percent to 2.5 percent of their income from other sources. In 2010, two jurisdictions got 0.1 percent to 0.3 percent of their income from other sources while Pershing County Library received 15 percent and Amargosa Valley Library District 15.6% of their incomes from other sources such as private donations or grants.

For most library jurisdictions 91 percent to 100 percent of their local support typically comes from local government, and zero to nine percent from other local sources such as Friends of the Library groups. With the overall economy down and unemployment so high, Friends of the Library groups, local businesses, and local philanthropists could not be counted on to offset local government support when it fell. As the economy worsened, library support from the other groups progressively went down, from \$23,664,553 to \$21,545,348 to \$20,461,297. Also, more and more jurisdictions had greater proportions of their local income coming from local governments. Only Boulder City Library District has consistently received 47 to 54

---

<sup>13</sup> Nevada Public Library Survey data extracted from Bibliostat and analyzed by REAP Change Consultant. For the purposes of this analysis REAP Change included "Income from state collection funds received" as a portion of income from the state, rather than "Income from state collection funds expended." In 2008 and 2009 these amounts were exactly the same for all jurisdictions and in 2010 they were the same for 20 of the 22 jurisdictions. However, in 2010 the "Income from state collection funds expended" was \$520 less than the "Income from state collection funds received" by Humboldt County Library. The Washoe County Library "Income from state collection funds expended" by was \$13,395 greater than the "Income from state collection funds received." Neither of these differences are reflected in the analysis.

percent of its local income from local non-government sources. Las Vegas Clark County Library District (LVCCLD) non-governmental local income declined progressively from 35 percent to 30 percent to 29 percent of its income between 2008 and 2010.

State funding provided another income source. State funding for the official library districts that were formed under Nevada Revised Statutes is very complex. There are nine such library districts in Nevada. Four were created with one set of rules, four more were formed under different laws and one was formed by special legislation. As such, each group is funded differently. Other library districts are constituted as county libraries under yet other laws and rules in relation to funding sources. How state funds are collected and redistributed by the Department of Taxation is also complex. For the purposes of this evaluation, however, the main concern was to understand the range of proportions of non-capital public library jurisdiction funding that came from local, state, federal and other (private) sources for the library jurisdictions without being concerned with how the library came to be funded that way, or what the funding rules are.

Without going into detail about why that is the case, it can be said that the relative dependence of libraries on state as opposed to local funds varied by jurisdiction during the evaluation period. However, in any year local funds from any source made up about 91 percent to 99 percent of the income of 14 of the 22 public library jurisdictions in Nevada. State funds from any source (i.e., state collections or other state funds) made up 0.2% to 7.3% of the total income for these 14 jurisdictions in any year.

Six library jurisdictions consistently had less dependence on local income and a greater dependence on income attributed to state sources. Between 2008 and 2010 state funding sources made up the following proportions of total jurisdiction incomes: Amargosa Valley Library District (11.6%, 6.4%, 8.3%), Beatty Library District (13.6%, 11.8%, 8.3%), Boulder City Library District (39.1%, 38.6%, 36.1%), Henderson District Public Libraries (24.2%, 20.7%, 19.3%), Lincoln County Library (10.7%, 7.6%, 15.5%),<sup>14</sup> and Pahrump Community Library (21.7%, 16.4%, 14.5%).

Overall public library jurisdictions received progressively less total state funding each year, going from a total of \$3,664,533 in 2008 to \$3,066,510 in 2009 and to \$2,709,376 in 2010. Total State funds therefore became a smaller source of income than previously for the state as a whole. Three Districts had absolute decreases in the dollar value of the state funds between 2008 and 2010 as follows: Boulder City Library District (\$589,736; \$561,064; \$492,824), Henderson District Public Libraries (\$2,187,758; \$1,880,935; \$1,675,054), and Pahrump Community Library (\$116,330; \$88,134; \$81,196). The Friends group of Henderson District Public Libraries by 2011 had mounted a campaign to raise a million dollars because of a

---

<sup>14</sup> Lincoln County Library is a county library, not a library district, under Nevada Revised statutes.

claimed 30% drop in the District budget since 2011, which included loss of over half a million dollars in state support of that District between 2008 and 2011.

Federal funds made up a third potential income source and these also varied considerably by jurisdiction. In any year between 2008 and 2010 federal funds made up zero percent to 7.7 percent of the income of public library jurisdictions in Nevada. For the most part if a library jurisdiction received federal funds at all, these were LSTA funds that cannot be used to supplant regular library funding sources. Between 2008 and 2010, LVCCLD, one of the jurisdictions which had a grant writer on staff, received other non-LSTA federal grant funds worth \$440,006 in 2008, \$376,450 in 2009, and \$327,526 in 2010, while Pershing County Library obtained a small \$737 non-LSTA federal grant in 2010.

In contrast, four jurisdictions in Nevada received no LSTA or other federal grant funds between 2008 and 2010: Boulder City Library District, Churchill County Library, Humboldt County Public Library, and Smoky Valley Library District. These four were entirely dependent on local, state, and other income sources those years. Reflecting the vagaries of local economies and state library support, between 2008 and 2010 the total Boulder City Library District income decreased each year from \$1,509,323 to \$1,363,357; Churchill County Library income fluctuated up and then down again (\$594,944; \$652,635; \$638,123); Humboldt County Library income increased each year (\$836,902; \$858,451; \$943,008); and Smoky Valley Library District increased its income markedly each year (\$485,060; \$639,864; \$765,238). Even in economic downturns then, some library jurisdictions have done better than others. By far the largest and best funded public library district in Nevada, LVCCLD parlayed a combination of local, state and effective grant writing for federal LSTA and other federal grant funds to increase its total income from \$62,806,591 in 2008 to \$66,384,656 in 2009 before dropping to \$65,700,429 in 2010.

### **Public Library Jurisdiction Expenditures on Collections**

Any public library is interested in keeping its collection up to date and relevant to its patrons, and that takes money, preferably received annually. The change in expenditures on collections varied but the total expenditure direction is down. Total collection expenditures were \$16,124,652 in 2008, dropped 2.5% by 2009 to \$15,726,384, and then plummeted 34.1% to \$10,368,450 in 2010 (see Table D1 below). Thirteen of 22 libraries ended up with lower collection expenditures in 2010 than in 2008. Some libraries were able to apply for and use LSTA competitive grant funds in eligible ways to expand certain kinds of collections such as children's books, large print books and journals, computer program manuals, music, plays and arts materials, or to acquire opening day collections (see Annex I for a list). These one-time uses were meant to supplement and compliment, not supplant normal collection development resources over the long term but certainly forestalled and aided library collection development in the short term in difficult economic circumstances.



Table D1. Total Expenditures on Collections in Nevada Public Libraries, 2008-2010

	2008	2009	2010	% Change 2008-2009	% Change 2009-2010	% Change 2008-2010
Amargosa Valley Library District	\$25,035	\$46,502	\$16,511	85.7%	-64.5%	-34.0%
Beatty Library District	\$7,192	\$5,654	\$8,198	-21.4%	45.0%	14.0%
Boulder City Library District	\$174,593	\$171,289	\$159,824	-1.9%	-6.7%	-8.5%
Carson City Library	\$185,174	\$179,679	\$195,303	-3.0%	8.7%	5.5%
Churchill County Library	\$91,008	\$88,077	\$80,512	-3.2%	-8.6%	-11.5%
Douglas County Public Library	\$171,231	\$166,242	\$192,504	-2.9%	15.8%	12.4%
Elko County Library System	\$164,480	\$175,738	\$193,041	6.8%	9.8%	17.4%
Esmeralda County Library	\$7,737	\$8,742	\$8,259	13.0%	-5.5%	6.7%
Henderson District Public Libraries	\$1,596,806	\$1,176,937	\$782,080	-26.3%	-33.5%	-51.0%
Humboldt County Library	\$106,643	\$104,579	\$113,571	-1.9%	8.6%	6.5%
Las Vegas Clark County Library District	\$11,547,594	\$11,469,626	\$7,088,696	-0.7%	-38.2%	-38.6%
Lincoln County Library	\$18,844	\$20,023	\$21,319	6.3%	6.5%	13.1%
Lyon County Library System	\$165,891	\$139,283	\$144,222	-16.0%	3.5%	-13.1%
Mineral County Library	\$42,287	\$43,390	\$35,854	2.6%	-17.4%	-15.2%
North Las Vegas Library District	\$347,908	\$584,578	\$162,177	68.0%	-72.3%	-53.4%
Pahrump Community Library	\$106,498	\$83,955	\$81,119	-21.2%	-3.4%	-23.8%
Pershing County Library	\$30,166	\$26,961	\$39,770	-10.6%	47.5%	31.8%
Smoky Valley Library District	\$56,626	\$48,202	\$63,228	-14.9%	31.2%	11.7%
Storey County Public Library	\$14,046	\$9,510	\$12,334	-32.3%	29.7%	-12.2%
Tonopah Library District	\$9,890	\$7,733	\$2,854	-21.8%	-63.1%	-71.1%
Washoe County Library System	\$1,227,918	\$1,146,667	\$941,985	-6.6%	-17.9%	-23.3%
White Pine County Library	\$27,085	\$23,017	\$25,089	-15.0%	9.0%	-7.4%
<b>Nevada Public Library Totals</b>	<b>\$16,124,652</b>	<b>\$15,726,384</b>	<b>\$10,368,450</b>	<b>-2.5%</b>	<b>-34.1%</b>	<b>-35.7%</b>

Source: Nevada Public Library Survey data from Bibliostat, as trended by REAP Change Consultants

Collections in the public libraries of Nevada vary in terms of content but generally new collection purchases in 2008 concentrated on print books and serial purchases (see Table D2 below). In that year this was true for over 90 percent of collection expenditures in two library jurisdictions, 80 to 89 percent in seven jurisdictions, 70 to 79 percent in six jurisdictions, 60 to 69 percent in four jurisdictions, 58 percent in Washoe County Library System, 52 percent in Smoky Valley Library District, but 48 percent in Las Vegas Clark County Library District. Because of the size of the LVCCLD expenditures, the Nevada total was 55 percent print and serial expenditures in 2008. The public library expenditures grew more focused on print and serial materials in this period, rising to 61 percent of all collection expenditures in 2009 and 64 percent in 2010 even as the total dollar value of print and serial expenditures rose 8.5 percent between 2008 and 2009 then fell 30.5 percent between 2009 and 2010. LVCCLD print and serial collections expenditures increased 17.8 percent from \$5,531,661 in 2008 to \$6,516,092 in 2009 and its print share of total collection expenditures went from 47.9 percent to 56.8 percent, and then in 2010 print expenditures fell 31.3 percent to \$4,475,138 but increased their share of all collection expenditures to 63.1 percent. Seven other public library jurisdictions posted declines in their print and serial collections expenditures both years and yet devoted most of their total collection development dollars to print materials.

Over all Nevada public library jurisdictions, audiovisual and other material expenditures (excluding electronic format materials) expenditures dropped 7.9 percent between 2008 and 2009 from \$4,387,938 to \$4,042,310 and then 38 percent more to \$2,508,184 in 2010 (see Table D3 below). Overall this kind of expenditure lost ground gradually as a share of total expenditures, comprising 27.2 percent of all collection expenditures in 2008, 25.7 percent in 2009 and 24.2 percent in 2010. In small Storey County Library District audiovisual and other expenditures were down to 0.7 percent or \$88 in 2010 after being 12.3 percent (\$1,727) in 2008 and 10.1 percent (\$963 in 2009). LVCCLD audiovisual expenditures dropped in dollar value each year from \$3,524,979 down 10.5 percent to \$3,155,708 and then down another 45.5 percent to \$1,720,677 in 2010 – less than half the 2008 value. Douglas County Libraries was the only public library jurisdiction in the state to increase its audiovisual expenditures both years even as its total collections expenditures fell 2.9 percent between 2008 and 2009 and then increased 15.8 percent between 2009 and 2010. Otherwise, in an age when visual media is becoming more important; public libraries instead concentrated their collection dollars on maintaining or improving their book and print serials collections when faced with fluctuating or declining budgets.

Table D2. Total Print and Serial Expenditures, 2008-2010

		% of All 2008 Collection Expendi- tures		% of All 2009 Collection Expendi- tures		% of All 2010 Collection Expendi- tures	% Change 2008- 2009	% Change 2009- 2010
	2008		2009		2010			
Amargosa Valley Library District	\$22,835	91.2%	\$39,269	84.4%	\$12,111	73.4%	72.0%	-69.2%
Beatty Library District	\$5,760	80.1%	\$4,341	76.8%	\$7,050	86.0%	-24.6%	62.4%
Boulder City Library District	\$143,501	82.2%	\$137,167	80.1%	\$127,750	79.9%	-4.4%	-6.9%
Carson City Library	\$142,844	77.1%	\$144,661	80.5%	\$155,285	79.5%	1.3%	7.3%
Churchill County Library	\$76,650	84.2%	\$73,170	83.1%	\$72,886	90.5%	-4.5%	-0.4%
Douglas County Public Library	\$107,779	62.9%	\$100,672	60.6%	\$119,265	62.0%	-6.6%	18.5%
Elko County Library System	\$114,378	69.5%	\$115,144	65.5%	\$142,697	73.9%	0.7%	23.9%
Esmeralda County Library	\$4,985	64.4%	\$4,453	50.9%	\$4,584	55.5%	-10.7%	2.9%
Henderson District Public Libraries	\$1,300,065	81.4%	\$951,767	80.9%	\$530,367	67.8%	-26.8%	-44.3%
Humboldt County Library	\$91,638	85.9%	\$87,526	83.7%	\$94,634	83.3%	-4.5%	8.1%
Las Vegas Clark County District Library	\$5,531,661	47.9%	\$6,516,092	56.8%	\$4,475,138	63.1%	17.8%	-31.3%
Lincoln County Library	\$15,140	80.3%	\$15,014	75.0%	\$17,874	83.8%	-0.8%	19.0%
Lyon County Library System	\$108,579	65.5%	\$104,909	75.3%	\$98,450	68.3%	-3.4%	-6.2%
Mineral County Library	\$31,170	73.7%	\$23,895	55.1%	\$24,544	68.5%	-23.3%	2.7%
North Las Vegas Library District	\$317,147	91.2%	\$522,121	89.3%	\$126,846	78.2%	64.6%	-75.7%
Pahrump Community Library	\$78,260	73.5%	\$56,283	67.0%	\$54,062	66.6%	-28.1%	-3.9%
Pershing County Library	\$22,605	74.9%	\$21,962	81.5%	\$29,029	73.0%	-2.8%	32.2%
Smoky Valley Library District	\$29,235	51.6%	\$26,002	53.9%	\$33,619	53.2%	-11.1%	29.3%
Storey County Public Library	\$11,092	79.0%	\$7,405	77.9%	\$11,055	89.6%	-33.2%	49.3%
Tonopah Library District	\$7,020	71.0%	\$5,237	67.7%	\$2,417	84.7%	-25.4%	-53.8%
Washoe County Library System	\$709,061	57.7%	\$676,913	59.0%	\$543,449	57.7%	-4.5%	-19.7%
White Pine County Library	\$23,685	87.4%	\$18,697	81.2%	\$23,369	93.1%	-21.1%	25.0%
<b>Nevada Public Library Totals</b>	<b>\$8,895,090</b>	<b>55.2%</b>	<b>\$9,652,700</b>	<b>61.4%</b>	<b>\$6,706,481</b>	<b>64.7%</b>	<b>8.5%</b>	<b>-30.5%</b>

Source: Nevada Public Library Survey data from Bibliostat, as analyzed and trended by REAP Change Consultants

Table D3. Total Expenditures on Audiovisual and Other Materials, 2008-2010

		% of All 2008 Collection Expenditures	2009	% of All 2009 Collection Expenditures	2010	% of All 2010 Collection Expenditures	% Change 2008- 2009	% Change 2009- 2010
Amargosa Valley Library District	\$1,200	4.8%	\$6,528	14.0%	\$4,400	26.6%	444.0%	-32.6%
Beatty Library District	\$1,432	19.9%	\$1,313	23.2%	\$1,148	14.0%	-8.3%	-12.6%
Boulder City Library District	\$23,092	13.2%	\$25,122	14.7%	\$21,574	13.5%	8.8%	-14.1%
Carson City Library	\$20,000	10.8%	\$20,000	11.1%	\$20,000	10.2%	0.0%	0.0%
Churchill County Library	\$6,378	7.0%	\$6,882	7.8%	\$4,751	5.9%	7.9%	-31.0%
Douglas County Public Library	\$40,349	23.6%	\$43,064	25.9%	\$46,260	24.0%	6.7%	7.4%
Elko County Library System	\$20,249	12.3%	\$21,618	12.3%	\$20,675	10.7%	6.8%	-4.4%
Esmeralda County Library	\$2,752	35.6%	\$4,289	49.1%	\$3,675	44.5%	55.9%	-14.3%
Henderson District Public Libraries	\$192,355	12.0%	\$161,806	13.7%	\$157,515	20.1%	-15.9%	-2.7%
Humboldt County Library	\$13,605	12.8%	\$13,181	12.6%	\$15,065	13.3%	-3.1%	14.3%
Las Vegas Clark County District Library	\$3,524,979	30.5%	\$3,155,708	27.5%	\$1,720,677	24.3%	-10.5%	-45.5%
Lincoln County Library	\$3,704	19.7%	\$5,009	25.0%	\$3,445	16.2%	35.2%	-31.2%
Lyon County Library System	\$34,233	20.6%	\$23,374	16.8%	\$34,772	24.1%	-31.7%	48.8%
Mineral County Library	\$8,117	19.2%	\$16,495	38.0%	\$9,065	25.3%	103.2%	-45.0%
North Las Vegas Library District	\$24,386	7.0%	\$52,448	9.0%	\$29,538	18.2%	115.1%	-43.7%
Pahrump Community Library	\$26,238	24.6%	\$20,395	24.3%	\$18,238	22.5%	-22.3%	-10.6%
Pershing County Library	\$7,561	25.1%	\$4,999	18.5%	\$10,741	27.0%	-33.9%	114.9%
Smoky Valley Library District	\$23,000	40.6%	\$19,200	39.8%	\$27,864	44.1%	-16.5%	45.1%
Storey County Public Library	\$1,727	12.3%	\$963	10.1%	\$88	0.7%	-44.2%	-90.9%
Tonopah Library District	\$2,870	29.0%	\$2,496	32.3%	\$437	15.3%	-13.0%	-82.5%
Washoe County Library System	\$407,208	33.2%	\$435,074	37.9%	\$356,536	37.8%	6.8%	-18.1%
White Pine County Library	\$2,503	9.2%	\$2,346	10.2%	\$1,720	6.9%	-6.3%	-26.7%
<b>Nevada Public Library Totals</b>	<b>\$4,387,938</b>	<b>27.2%</b>	<b>\$4,042,310</b>	<b>25.7%</b>	<b>\$2,508,184</b>	<b>24.2%</b>	<b>-7.9%</b>	<b>-38.0%</b>

Source: Nevada Public Library Survey data from Bibliostat, as analyzed and trended by REAP Change Consultants

The collection expenditure changes have noticeably affected electronic format materials, which amounted to \$2,841,624 or 17.6 percent of all collection expenditures in 2008, dropped 28.5 percent in dollar value to \$2,031,374 or 12.9 percent of all collection expenditures in 2009, and then another 43.2 percent to \$1,153,785 or 11.1 percent of all collection expenditures in 2010 (see Table D4 below). At a time when databases have been becoming more available and more expensive, Nevada public libraries apparently have seen them as more expendable in terms of acquiring access to them with their own collection development dollars.

It is apparent that the public libraries have been depending more on the state to provide what database access they have. In 2008 the state provided access to 30 electronic databases using a combination of state and LSTA funds, while five library jurisdictions added no more databases, 14 either purchased or had cooperative agreements to provide one to nine more databases, Henderson District Public Libraries added 21 databases, Washoe County Library System added 11 and had cooperative arrangements for 13 more, and LVCCLD had 120 databases. In 2009 the state provided access to 40 databases, five public library jurisdictions had no other database access, 13 public library jurisdictions added one to nine databases, Henderson District Public Libraries decreased its additional databases to 14, Washoe County Library System increased to 34 plus one through a cooperative arrangement, LVCCLD decreased its additional databases to 118 and Churchill County Library went from seven additional databases (five plus two through cooperative arrangements) to 12 (six plus six more through cooperative arrangements). The state continued to provide access to 40 databases in 2010. As collection budgets declined and expenditures on electronic format media fell further, four public library jurisdictions depended solely on the state for database access, fourteen public library jurisdictions (including Churchill County) added one to eight databases, Henderson District Public Libraries remained at 14 additional except that two now came through cooperative arrangements, Washoe County Library System more than halved its extra access to 16 databases (15 plus one cooperative arrangement), and LVCCLD was down further to 79 databases. In some cases the locally purchased databases duplicated those offered through the state so some libraries did not participate in the state and LSTA funded electronic database program for those databases.

Table D4. Collection Expenditures on Electronic Format Materials, 2008-2010

		% of All 2008 Collection Expendi- tures		% of All 2009 Collection Expendi- tures		% of All 2010 Collection Expendi- tures	% Change 2008- 2009	% Change 2009- 2010
	2008		2009		2010			
Amargosa Valley Library District	\$1,000	4.0%	\$705	1.5%	\$0	0.0%	-29.5%	-100.0%
Beatty Library District	\$0	0.0%	\$0	0.0%	\$0	0.0%	---	---
Boulder City Library District	\$8,000	4.6%	\$9,000	5.3%	\$10,500	6.6%	12.5%	16.7%
Carson City Library	\$22,330	12.1%	\$15,018	8.4%	\$20,018	10.2%	-32.7%	33.3%
Churchill County Library	\$7,980	8.8%	\$8,025	9.1%	\$2,875	3.6%	0.6%	-64.2%
Douglas County Public Library	\$23,103	13.5%	\$22,506	13.5%	\$26,979	14.0%	-2.6%	19.9%
Elko County Library System	\$29,853	18.1%	\$38,976	22.2%	\$29,669	15.4%	30.6%	-23.9%
Esmeralda County Library	\$0	0.0%	\$0	0.0%	\$0	0.0%	---	---
Henderson District Public Libraries	\$104,386	6.5%	\$63,364	5.4%	\$94,198	12.0%	-39.3%	48.7%
Humboldt County Library	\$1,400	1.3%	\$3,872	3.7%	\$3,872	3.4%	176.6%	0.0%
Las Vegas Clark County District Library	\$2,490,954	21.6%	\$1,797,826	15.7%	\$892,881	12.6%	-27.8%	-50.3%
Lincoln County Library	\$0	0.0%	\$0	0.0%	\$0	0.0%	---	---
Lyon County Library System	\$23,079	13.9%	\$11,000	7.9%	\$11,000	7.6%	-52.3%	0.0%
Mineral County Library	\$3,000	7.1%	\$3,000	6.9%	\$2,245	6.3%	0.0%	-25.2%
North Las Vegas Library District	\$6,375	1.8%	\$10,009	1.7%	\$5,793	3.6%	57.0%	-42.1%
Pahrump Community Library	\$2,000	1.9%	\$7,277	8.7%	\$8,819	10.9%	263.9%	21.2%
Pershing County Library	\$0	0.0%	\$0	0.0%	\$0	0.0%	---	---
Smoky Valley Library District	\$4,391	7.8%	\$3,000	6.2%	\$1,745	2.8%	-31.7%	-41.8%
Storey County Public Library	\$1,227	8.7%	\$1,142	12.0%	\$1,191	9.7%	-6.9%	4.3%
Tonopah Library District	\$0	0.0%	\$0	0.0%	\$0	0.0%	---	---
Washoe County Library System	\$111,649	9.1%	\$34,680	3.0%	\$42,000	4.5%	-68.9%	21.1%
White Pine County Library	\$897	3.3%	\$1,974	8.6%	\$0	0.0%	120.1%	-100.0%
<b>Nevada Public Library Totals</b>	<b>\$2,841,624</b>	<b>17.6%</b>	<b>\$2,031,374</b>	<b>12.9%</b>	<b>\$1,153,785</b>	<b>11.1%</b>	<b>-28.5%</b>	<b>-43.2%</b>

Source: Nevada Public Library Survey data from Bibliostat, as analyzed and trended by REAP Change Consultants

## Staffing Changes

In addition to collections budget impacts economic difficulties frequently lead to layoffs, buyouts to encourage retirements or other staffing changes leading to a diminished staff. These have, indeed, occurred in the current Nevada budget crisis. As shown in Table D5 below, overall public library full-time equivalent staff dropped 2.6 percent from 2008 to 2009 as Carson City Library, Douglas County Libraries, LVCCLD, Pahrump Community Library, and Washoe County Library System cut staff or lost staff through attrition or retirement and did not replace them. Between those two years, however, eight jurisdictions had stable total FTEs and nine increased FTEs. Between 2009 and 2010, however, there was a 12.0 percent decline in library FTEs, or a loss of 115.93 FTEs, of which 94.00 were in LVCCLD, 8.05 in Washoe County Library System, 8.00 in Henderson District Public Libraries, 4.00 each in Lyon County and North Las Vegas, 2.00 in Carson City, 0.35 in Amargosa Valley, and .03 in Elko County. Nevertheless, 11 public library jurisdictions (half of all in the state) had no change in FTEs, and three of the smaller jurisdictions actually increased staffing (Smoky Valley Library District added 3.00 FTEs, Tonopah Library added 1.00 FTEs, and White Pine Library 0.50 FTEs).

A closer analysis of the type of staff lost reveals that those with the title of “librarian” are more likely to retain their positions and have vacancies filled than are other staff. The net impact of public library staffing changes from 2008 to 2009 was a net 2.3 percent increase in librarians and an improvement in their qualifications as 11.50 FTEs librarians with MLS degrees were added and 6.00 FTEs of Certified Librarians, Librarians with other Master’s degrees and others holding the librarian title (2.00 FTEs each) were no longer employed. Between those two years 15 public library jurisdictions had no net change in librarian FTEs, three had increases in librarians (Henderson District Public Libraries 6.50 FTEs, North Las Vegas 4.00 FTEs, and Carson City 1.00 FTEs), while four libraries experienced FTEs losses through attrition or retirement without replacement or layoffs (LVCCLD down 2.00 FTEs, Washoe County down 2.00 FTEs, Lyon County down 1.00 FTEs – halving its librarian staff, and Amargosa Valley down 1.00 FTEs to zero staff with the title “librarian”).

The crunch was more severe in 2010, with a drop of 6.2% or 15.00 FTEs in staff with the title “librarian”. Nevertheless, 16 public library jurisdictions had no change in their librarian FTEs and two added librarians including 3.50 FTEs more in Henderson District Public Libraries and Amargosa Valley Library District gaining back its 1.00 FTEs librarian. This left three public library jurisdictions with librarian staff losses including 15.00 FTEs in LVCCLD, 2.50 in Smoky Valley (down from 5.50 to 3.00) and 1.00 in Washoe County Library System. The overall loss included 12.50 FTEs librarians with MLS degrees, indicating a loss of highly qualified librarians in those jurisdictions, and 2.50 others holding the title of Librarian.

Table D5. Total Paid Library Staffing, 2008-2010

	2008 Total Paid Staff FTEs	2009 Total Paid Staff FTEs	2010 Total Paid Staff FTEs	FTEs Change 2008-2009	FTEs Change 2009-2010	Percent FTEs Change 2008-2009	Percent FTEs Change 2009- 2010
Amargosa Valley Library District	2.25	3.36	3.00	1.11	-0.36	49.3%	-10.7%
Beatty Library District	1.13	1.13	1.13	0.00	0.00	0.0%	0.0%
Boulder City Library District	15.80	17.80	17.80	2.00	0.00	12.7%	0.0%
Carson City Library	19.50	19.00	17.00	-0.50	-2.00	-2.6%	-10.5%
Churchill County Library	6.12	6.12	6.12	0.00	0.00	0.0%	0.0%
Douglas County Public Library	14.73	14.28	14.28	-0.45	0.00	-3.1%	0.0%
Elko County Library System	20.31	20.61	20.58	0.30	-0.03	1.5%	-0.1%
Esmeralda County Library	1.83	1.83	1.83	0.00	0.00	0.0%	0.0%
Henderson District Public Libraries	74.50	103.00	95.00	28.50	-8.00	38.3%	-7.8%
Humboldt County Library	8.00	8.00	8.00	0.00	0.00	0.0%	0.0%
LVCC-LD	555.00	540.00	446.00	-15.00	-94.00	-2.7%	-17.4%
Lincoln County Library	2.25	2.75	2.75	0.50	0.00	22.2%	0.0%
Lyon County Library System	15.60	17.00	13.00	1.40	-4.00	9.0%	-23.5%
Mineral County Library	3.52	3.68	3.68	0.16	0.00	4.5%	0.0%
North Las Vegas Library District	24.50	33.00	29.00	8.50	-4.00	34.7%	-12.1%
Pahrump Community Library	12.75	11.80	11.80	-0.95	0.00	-7.5%	0.0%
Pershing County Library	4.00	4.00	4.00	0.00	0.00	0.0%	0.0%
Smoky Valley Library District	10.00	11.00	14.00	1.00	3.00	10.0%	27.3%
Storey County Public Library	1.30	1.30	1.30	0.00	0.00	0.0%	0.0%
Tonopah Library District	1.00	1.00	2.00	0.00	1.00	0.0%	100.0%
Washoe County Library System	198.00	145.13	137.08	-52.87	-8.05	-26.7%	-5.5%
White Pine County Library	4.00	4.00	4.50	0.00	0.50	0.0%	12.5%
<b>TOTAL NEVADA PUBLIC LIBRARY FTEs</b>	<b>996.09</b>	<b>969.79</b>	<b>853.85</b>	<b>-26.30</b>	<b>-115.94</b>	<b>-2.6%</b>	<b>-12.0%</b>

Source: Nevada Public Library Survey data from Bibliostat, as analyzed and trended by REAP Change Consultants



Table D6. Librarian Staffing, 2008-2010

	2008 Total FTE Librarians	2009 Total FTE Librarians	Total Librarians	FTE Change 2008-2009	FTE Change 2009-2010	Percent FTE Change 2008-2009	Percent FTE Change 2009-2010
Amargosa Valley Library District	1.00	0.00	1.00	-1.00	1.00	-100.0%	---
Beatty Library District	0.48	0.48	0.48	0.00	0.00	0.0%	0.0%
Boulder City Library District	6.50	6.50	6.50	0.00	0.00	0.0%	0.0%
Carson City Library	3.00	4.00	4.00	1.00	0.00	33.3%	0.0%
Churchill County Library	5.42	5.42	5.42	0.00	0.00	0.0%	0.0%
Douglas County Public Library	5.00	5.00	5.00	0.00	0.00	0.0%	0.0%
Elko County Library System	3.00	3.00	3.00	0.00	0.00	0.0%	0.0%
Esmeralda County Library	1.83	1.83	1.83	0.00	0.00	0.0%	0.0%
Henderson District Public Libraries	25.50	32.00	35.50	6.50	3.50	25.5%	10.9%
Humboldt County Library	4.00	4.00	4.00	0.00	0.00	0.0%	0.0%
Las Vegas Clark County District Library	112.00	110.00	95.00	-2.00	-15.00	-1.8%	-13.6%
Lincoln County Library	1.75	1.75	1.75	0.00	0.00	0.0%	0.0%
Lyon County Library System	2.00	1.00	1.00	-1.00	0.00	-50.0%	0.0%
Mineral County Library	3.00	3.00	3.00	0.00	0.00	0.0%	0.0%
North Las Vegas Library District	8.00	12.00	11.00	4.00	-1.00	50.0%	-8.3%
Pahrump Community Library	4.00	4.00	4.00	0.00	0.00	0.0%	0.0%
Pershing County Library	1.00	1.00	1.00	0.00	0.00	0.0%	0.0%
Smoky Valley Library District	5.50	5.50	3.00	0.00	-2.50	0.0%	-45.5%
Storey County Public Library	1.00	1.00	1.00	0.00	0.00	0.0%	0.0%
Tonopah Library District	1.00	1.00	1.00	0.00	0.00	0.0%	0.0%
Washoe County Library System	39.00	37.00	36.00	-2.00	-1.00	-5.1%	-2.7%
White Pine County Library	1.00	1.00	1.00	0.00	0.00	0.0%	0.0%
<b>TOTAL NEVADA PUBLIC LIBRARY LIBRARIAN FTE</b>	<b>234.98</b>	<b>240.48</b>	<b>225.48</b>	<b>5.50</b>	<b>-15.00</b>	<b>2.3%</b>	<b>-6.2%</b>
Certified Librarians	6.7%	5.7%	6.1%	-2.00	0.00	-14.7%	6.7%
Librarians with MLS Degree	75.7%	78.8%	78.5%	11.50	-12.50	4.0%	-0.4%
Librarians with Other Master's Degree	2.6%	1.7%	1.8%	-2.00	0.00	-34.9%	6.7%
Others Holding Librarian Title	15.0%	13.8%	13.6%	-2.00	-2.50	-7.8%	-1.4%

Source: Nevada Public Library Survey data from Bibliostat, as analyzed and trended by REAP Change Consultants

The type of Nevada public library staff absorbing the brunt of the changes then are other staff, 90.4 percent to 91.5 percent of whom in any year are clerical staff. Overall other paid staff dropped 4.2 percent between 2008 and 2009 from 761.11 FTEs to 729.31 FTEs and another 13.8 percent between 2009 and 2010, down to 628.37 FTEs (see Table D7 below). The clerical staff FTEs accounted for most of the change – 31.10 of 31.80 lost FTEs between 2008 and 2009, and 97.39 of 100.94 lost FTEs between 2009 and 2010, with security of maintenance staff absorbing the rest of the loss. A category of “other paid staff,” which may include skilled workers such as computer technicians, increased a net 0.33 FTEs from 2008 to 2009 and 2.95 FTEs more from 2009 to 2010.

In a public library clerical staff are paraprofessionals, especially library aides who do a variety of work such as checking out and re-shelving books and a variety of other mundane but necessary tasks. With fewer of this staff around the impact in smaller libraries is likely to be that more skilled and highly trained librarians may be taking on more tasks that they would have previously been able to delegate to library aides. This gives them less time to provide skilled library services to patrons, including identifying appropriate materials, helping patrons find materials or use databases, collection development, etc. While we have no data on what has happened in 2011 with further staff changes a major impact of the economic environment on public libraries has likely been a loss of service because skilled librarians have less time available to provide it rather than their not being present in the public libraries at all.

Table D7. Other Paid Library Staffing, 2008-2010

	2008 Total # of Other Staff FTEs	2009 Total # of Other Staff FTEs	2010 Total # of Other Staff FTEs	FTEs Change 2008- 2009	FTEs Change 2009- 2010	Percent FTEs Change 2008- 2009	Percent FTEs Change 2009- 2010
Amargosa Valley Library District	1.25	3.36	2.00	2.11	-1.36	168.8%	-40.5%
Beatty Library District	0.65	0.65	0.65	0.00	0.00	0.0%	0.0%
Boulder City Library District	9.30	11.30	11.30	2.00	0.00	21.5%	0.0%
Carson City Library	16.50	15.00	13.00	-1.50	-2.00	-9.1%	-13.3%
Churchill County Library	0.70	0.70	0.70	0.00	0.00	0.0%	0.0%
Douglas County Public Library	9.73	9.28	9.28	-0.45	0.00	-4.6%	0.0%
Elko County Library System	17.31	17.61	17.58	0.30	-0.03	1.7%	-0.2%
Esmeralda County Library	0.00	0.00	0.00	0.00	0.00	---	---
Henderson District Public Library	49.00	71.00	59.50	22.00	-11.50	44.9%	-16.2%
Humboldt County Library	4.00	4.00	4.00	0.00	0.00	0.0%	0.0%
Las Vegas Clark County District Library	443.00	430.00	351.00	-13.00	-79.00	-2.9%	-18.4%
Lincoln County Library	0.50	1.00	1.00	0.50	0.00	100.0%	0.0%
Lyon County Library System	13.60	16.00	12.00	2.40	-4.00	17.6%	-25.0%
Mineral County Library	0.52	0.68	0.68	0.16	0.00	30.8%	0.0%
North Las Vegas Library District	16.50	21.00	18.00	4.50	-3.00	27.3%	-14.3%
Pahrump Community Library	8.75	7.80	7.80	-0.95	0.00	-10.9%	0.0%
Pershing County Library	3.00	3.00	3.00	0.00	0.00	0.0%	0.0%
Smoky Valley Library District	4.50	5.50	11.00	1.00	5.50	22.2%	100.0%
Storey County Public Library	0.30	0.30	0.30	0.00	0.00	0.0%	0.0%
Tonopah Library District	0.00	0.00	1.00	0.00	1.00	---	---
Washoe County Library	159.00	108.13	101.08	-50.87	-7.05	-32.0%	-6.5%
White Pine County Library	3.00	3.00	3.50	0.00	0.50	0.0%	16.7%
<b>TOTAL NEVADA PUBLIC LIBRARY OTHER STAFF FTEs</b>	<b>761.11</b>	<b>729.31</b>	<b>628.37</b>	<b>-31.80</b>	<b>-100.94</b>	<b>-4.2%</b>	<b>-13.8%</b>
Clerical Staff	91.5%	91.2%	90.4%	-31.10	-97.39		

Source: Nevada Public Library Survey data from Bibliostat, as analyzed and trended by REAP Change Consultants

## ANNEX E. Statewide Reading Program Activities, Outputs, and Outcomes, 2008-2011

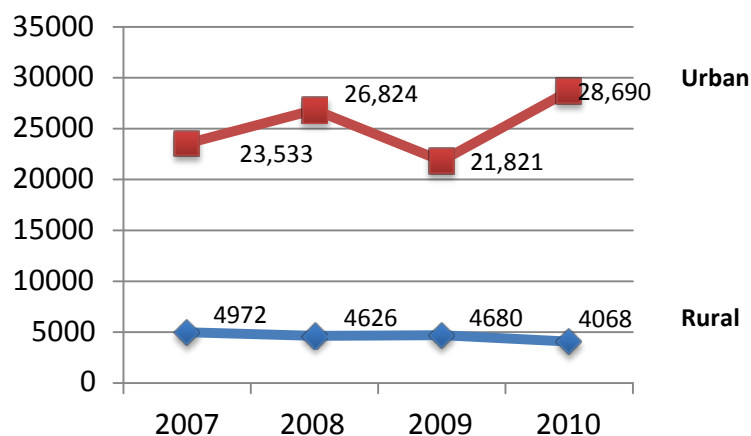
### Program statistics by participating libraries

Table E1. Total summer reading program participation by library

	2007	2008	2009	2010
Amargosa Valley Library District	29	30	13	16
Beatty Library District	15	6	13	17
Boulder City Library District	350	450	509	350
Carson City Library	962	840	836	774
Churchill County Library	375	366	457	496
Douglas County Libraries	803	976	1,180	772
Elko County Library System	718	628	369	326
Esmeralda County Library	16	0	10	8
Henderson District Public Libraries	2,866	2,677	2,541	3,511
Humboldt County Library	525	558	578	602
Las Vegas Clark County District Library	10,755	11,076	11,062	16,813
Lincoln County Library	203	143	251	186
Lyon County Library System	752	860	731	822
Mineral County Library	152	129	169	80
North Las Vegas Library District	1,083	1,785	2,275	2,812
Pahrump Community Library	719	200	179	157
Pershing County Library	25	15	21	20
Smoky Valley Library District	127	26	25	28
Storey County Public Library	9	16	27	76
Tonopah Library District	44	96	50	0
Washoe County Library System	7,867	10,446	5,107	4,780
White Pine County Library	110	127	98	112
<b>Total participation</b>	<b>28,505</b>	<b>31,450</b>	<b>26,501</b>	<b>32,758</b>

Although total reading program participation statewide increased by four percent between 2007 and 2010, rural libraries sustained decreasing participation each year from 7 to 13 percent, for an overall decrease in participation in rural libraries of 18 percent between 2007 and 2010. Urban libraries, on the other hand, saw a decrease in participation from 2008 to 2009, but rebounded with an increase in 2010. Overall increase in reading program participation in urban libraries in the period 2007 to 2010 was close to 22 percent. Local factors often influence participation from year to year, such as other activities going on in the community, population shifts, and program scheduling and availability due to staffing considerations.

Figure E1. Urban vs. rural library<sup>1</sup> participation in summer reading



<sup>1</sup>Urban libraries include LV-CCLD, North Las Vegas, Carson City, and Washoe County Library System.

Table E2. Circulation of children's materials during summer months

Libraries	2007	2008	2009	2010
Amargosa Valley Library District	361	1,691	282	490
Beatty Library District	324	245	141	209
Boulder City Library District	14,432	17,346	18,532	10,578
Carson City Library	17,428	18,870	17,712	27,525
Churchill County Library	7,982	7,999	9,053	8,995
Douglas County Public Library	19,690	21,427	23,147	22,369
Elko County Library System	15,548	9,344	10,329	14,280
Esmeralda County Library	36	0	46	32
Henderson District Public Libraries	129,516	159,678	219,712	222,358
Humboldt County Library	5,045	22,026	17,073	19,423
Las Vegas Clark County District Library	666,030	716,192	784,402	764,892
Lincoln County Library	1,068	823	1,131	1,246
Lyon County Library System	9,470	21,654	19,204	22,426
Mineral County Library	1,716	1,213	1,257	2,314
North Las Vegas Library District	41,941	42,260	61,710	61,615
Pahrump Community Library	6,377	7,573	9,897	7,375
Pershing County Library	0	0	2,313	1,108
Smoky Valley Library District	80	330	560	425
Storey County Public Library	186	271	288	313
Tonopah Library District	500	270	300	0
Washoe County Library System	123,638	135,332	148,266	183,690
White Pine County Library	1,572	1,587	1,607	1,653
<b>Total circulation</b>	<b>1,062,940</b>	<b>1,186,131</b>	<b>1,346,962</b>	<b>1,373,316</b>

Libraries experienced an overall increase of 29% in circulation of children's materials during the months of June, July and August, which was mirrored in urban libraries. Rural libraries showed an initial increase of 34% between 2007 and 2008, which was followed by much smaller increase of 1% in 2009 and a decrease of 2% in 2010.

Table E3. Number of summer reading programs, 2007-2010

	2007	2008	2009	2010
Amargosa Valley Library District	1	3	3	3
Beatty Library District	2	5	6	6
Boulder City Library District	670	628	686	40
Carson City Library	988	1058	1484	73
Churchill County Library	21	24	72	70
Douglas County Public Library	47	35	58	50
Elko County Library System	80	94	103	88
Esmeralda County Library	4	0	2	2
Henderson District Public Libraries	251	208	331	199
Humboldt County Library	158	84	133	201
Las Vegas Clark County District Library	608	697	827	897
Lincoln County Library	5	3	30	30
Lyon County Library System	168	88	116	86
Mineral County Library	11	11	11	27
North Las Vegas Library District	22	85	238	79
Pahrump Community Library	22	20	24	27
Pershing County Library	5	3	5	6
Smoky Valley Library District	212	19	28	35
Storey County Public Library	62	81	98	92
Tonopah Library District	42	12	14	0
Washoe County Library System Library	324	586	429	534
White Pine County Library	18	19	26	53
<b>Total</b>	<b>3721</b>	<b>3763</b>	<b>4724</b>	<b>2598</b>

Although programs in all libraries experienced increases of 11% to 25% in 2008 and 2009, the number of programs decreased 45% in 2010, for an overall decrease of 30% between 2007 and 2010. Rural libraries fluctuated between a 26% increase in 2008, a 25% increase in 2009, and a decrease of 42% in 2010. Urban libraries increased 20% to 25% in 2008 and 2009, and dipped by 46% in 2010 for an overall decrease of 19% between 2007 and 2010.

## Description of program activities and outcomes

### *Reading programs*

Library staff interviewed for this study had a clear and consistent understanding of the multifaceted intended outcomes for their reading programs: for the children to realize that reading is fun, and that the library is a place where they can read whatever they choose. Other intended outcomes are for attendees to build a lifelong habit of reading, and to increase reading proficiency. The difficulty in assessing these outcomes is that measures are not easily discerned in typical public library settings by typical staff. As one library director pointed out, there are many

different variables that affect attitudes toward reading and reading proficiency, many of which operate outside the library. Most staff do not have experience in conducting research to gather this type of information, and have not had the time or the resources to undertake training to develop or implement surveys.

Many libraries conduct program participant surveys as well as collect information through interaction with participants, parent observations of their children's interest in and enthusiasm for reading, and teachers' impressions of the impact of summer reading to assess the impact of its book and reading programs. The vast majority of these impressions are highly positive. The following descriptions summarize program activities, outputs, and outcomes for participating library districts.

**Amargosa Valley Library District.** Amargosa Valley is a small, rural community, with many children from low income and whose families may not speak English as their primary language. The 2008 Summer Reading Program engaged children in a variety of activities designed to encourage reading as well as public speaking and confidence. In Amargosa Valley Library District, a local ranger from the Ash Meadows Wildlife Refuge conducted programs on the insects of the region using puppet theatre workshops, crafts, and stories. The programs were very successful, with 30 children attending the programs and 139 active readers who turned in reading logs and checked out books. The participant survey reported 100% enjoyed the program and the Daily Reading Circle, with 100% indicating they would return for another summer reading program.

The 2009 program goal focused on helping children develop better attitudes toward reading, improve reading and writing skills, and to be creative with arts and music.

**Carson City Library.** In addition to an eight-week reading program, key summer reading activities in 2008 included storytellers and musicians, storytime, crafts, puppet theatre, and movies. Teen volunteers helped with the program. Participation almost doubled from 2007 to 2008, with 30% of teens completing the program.

In 2009, an eight-week reading program offered a variety of family and teen programs, including a magic show, storytellers, story times, crafts, and teen gaming tournaments.

**Douglas County Library.** In addition to a 25-day reading program, 2008 and 2009 events in the Douglas County Library included two-day kick-off events targeting home school families with a Scholastic Community Book Fair, a magic show, local authors, and an ice cream social (local funds). Additional special events in Minden and Lake Tahoe as well as floats in the Carson Valley Days parade helped promote the reading program. Juvenile circulation and participation has increased each year.

Typical of other years, 2009 special programs included:

- Critter Creatures/Book Faire/Ice Cream Social
- Build a Book
- Bubble Ladyd
- Be Creative with Clay
- Holiday Stories & Crafts
- Puppet Shoe with Fratello Marionettes
- Drumming up a Good Time
- Fun with Watercolors
- Origami
- Smokey Bear Birthday
- LEGO Challenge
- Guitar Hero Legends of Rock
- Paint Like Van Gogh
- A Gathering of authors

*"My kids read great but the reading program motivates them and keeps them on track in the summer."*

*"Dear Library, Thank you for such a wonderful summer reading program. You make such a difference in the lives of our children and our community. This program has my little ones (7 & 9) asking to read."*

*"This is a fantastic program which encourages children to read. Our boys read and read and read. KEEP IT UP!!!"*

*"This program is extremely enjoyable, and makes such a difference when something like this is offered to kids. They are most definitely encouraged not only by parents BUT the LIBRARY, so reading is COOL after all!!!"*

*"My only suggestion would be more room for the kids in the activities next summer."*

**Elko-Lander-Eureka County Library System.** Families were encouraged to participate in the 2008 summer reading program with events designed to promote the library as a fun and interesting place. A nationally known storyteller, Pat Mendoza, presented at three libraries at opening events. Special reading camps, reading-craft programs, and books purchased for the collections enhanced the program. Although participation was down slightly from 2007, the completion rate was higher in 2008, as was the average number of children attending each storytime. A teen/young adult program was added in 2008, contributing to an increase in circulation of children's materials of 12% over 2007, with 47% increase in teen/young adult materials.



The 2009 goals were to encourage children and adults who had never visited the library to come in, get a library card, and become familiar with what the library has to offer. Storytimes, camps, arts and crafts activities, and a storyteller. The program also offered an opportunity to involve teens by participating in library programs and volunteering in the library, help senior citizens, and read to children. Although the overall number of participants in the 2009 program was slightly lower than in 2008, circulation of materials increased by almost 10%. Several participating teens have returned to stop in at the library to see staff and to continue to volunteer in the summer reading program as well as other reading events in the community.

*"Our family has gotten into the habit of reading every day!"*

*"My son sings the opening storytime theme song every time we sit down to read."*

**Esmeralda County Library.** In 2008 and 2009, books were purchased to enhance the children's collection.

**Henderson District Public Libraries.** 2008 programs and events were designed to attract families to the library, including singer/songwriter Lucas Miller. An online tracking system was offered in addition to the traditional paper reading log. Although participation was down slightly from the previous year, completion rates were higher, approaching 43%. Circulation of children's materials in 2008 rose 23% over 2007.

In 2009 a variety of library programs on the performing arts theme included reading, crafts, and art classes. Although participants read for more minutes than the prior year, there were slightly fewer participants.

*"The library's staff at Paseo Verde always do a fantastic job and make the reading program really fun. My kids look forward to it every summer! Thanks for all you do! I truly enjoyed all the offerings this year."*

**Humboldt County Library.** In 2008, the library sponsored an opening day extravaganza with nine reading and storytelling activities to kick off the eight week reading program. The program saw a 7% increase in participation over 2007.

In 2009, participants ranged in age from 2 years to graduating high schoolers. A multi-week reading program was supplemented with additional creative activities and special events. Completion rate increased 59% over 2008, with another 7% increase in participation.

**Lyon County Library.** Summer reading program activities across library branches were planned to educate and entertain all ages, ethnicities, and income levels. In 2008 numerous guest performers included meteorologists, an earthworm habitat specialist and local nursery professionals, storytellers, a local veterinarian, and many others. Performances included presentations various presentations on insects and environmental themes, storytelling, dog agility demonstration, and movies. Interactive activities included crafts, scavenger hunts. Prizes and food (funded through Friends groups and community donations) kept enthusiasm high throughout the summer. A focus on engaging the entire community included programs for all ages. Outreach to the Yerington Paiute Tribe and Yerington Boys and Girls Club resulted in several dozen new sign ups.

In 2009 a variety of programs were conducted around the “Be Creative @ Your Library” theme. All branches purchased reading and media materials to enhance the collections promote the arts, arts, crafts, music, storytelling, magic shows and other performances. Reading program participation overall increased substantially over 2008.

*“You really need a bigger library for these crowds!”*

*“I hope you get the money to do this every year. It’s the only thing I can afford to bring my kids to.”*

*“My children spent at least an hour a day reading... so did I!”*

**Pahrump Library District.** A six week summer reading program in 2008 included story hours, songs, games, and crafts, along with visits from a professional storyteller and a magician. Friends of the Library provided prizes. An eight week reading program in 2009 included professional storytelling, a magic show, musical performances, readers theatre, and dancing, following the arts theme.

Survey respondents were highly enthusiastic:

*“My son got better acquainted with reading.”*

*“Keep up the great job you are doing.”*

*“It helps motivate my kids to read during the summer.”*

**Tonopah Library District.** In 2009 the library conducted an eight-week program with storytime for preschool and elementary children and a teen/preteen program. Stories and crafts were followed by board games. Participants enjoyed an end of the program party with pizza and popcorn (funded by local businesses). In-library traffic increased 15% on program days.

**Washoe County Library System Library.** The 2009 program held in July and August was geared toward continuing a year-round reading program to accommodate the many homeschoolers and children in schools that follow a year-round schedule. In addition to three reading programs, books were purchased to enhance the collections. A change in the way reading completion logs were kept affected the number of signups, as did a 30% reduction in library service hours.

**White Pine County Library.** In addition to the multiple-week reading program with craft activities in 2008, the library engaged a storyteller and a 7-year old child author who inspired children to want to write themselves. End of program prizes were donated by local businesses.

The 2009 program included a professional storyteller, magician, and life-size puppet show from the Utah Puppet Theatre. The library exceeded its projections for participation and drew many previously non-users of the library into the building.

*"My daughter can't wait to come back next week"*

*"My kids read so many books this summer, sometimes we had to come to the library twice a week."*

### ***Summer Reading Program Workshop/Nevada Reading Week***

In 2009, Henderson library staff prepared 22 Summer Reading Kits for library districts across Nevada, including books, DVDs, CDs, and craft supplies; puppets, musical instruments and manipulatives were purchased with the Nevada Library Association's License Plate Fund. The NLA Summer Reading Interest Group hosted a workshop in Reno in February on using the materials in the kits with summer reading programs. The kits include directions and supplies to conduct three programs. Because of staffing shortages and budget constraints across the state, only 12 participants attended the workshop. Materials were sent to staff who could not attend.

*"Good networking. I feel like I have people I can call for help."*

*"The puppets and books and CD's will be well used. Great selections!"*

### ***El Dia de los Ninos/El Dia de los Libros Activities***

**Carson City Library.** The library offered a bilingual storytime with songs and crafts to celebrate El Dia de los Ninos, and purchased Spanish materials for the collection, including youth and young adult fiction and non-fiction books.

**Elko County Library.** Although the goal in 2008 in Elko-Eureka-Landers was to reach out to their growing Hispanic population (approaching 25% in 2008), the library's "We the People" program featured families from multiple ethnicities sharing experiences, cultures, and customs from Chile, Japan, Indonesia, and the Philippines as well as Hispanic countries. We the People ran weekly throughout the month of March, culminating in a series of additional El Dia activities weekly in April as well as a May 2 celebration including art activities, origami, bilingual storytimes, magic shows, and Spanish bingo. A community quilt was created by participants with fabric squares representing favorite childhood activities from different counties. This event generated enthusiasm in the community, as participants offered to share their cultural heritage, costumes, and stories in future programs.

Numerous activities in 2009 included bilingual storytimes, Game Day, Movie Day, LEGO building, and crafts, as well as a repeat of the prior year's "We the People" program with a community volunteer who shared stories, food, and cultural information about Peru.

*"Do you know that during different times of the day you could hear six different languages spoken? English, Spanish, Chinese, Japanese, Indonesian, and Hindi!"*

**Henderson District Public Libraries.** Several well-attended activities planned for the 2008 and 2009 El Dia celebrations included cultural programming using the story of Josephina from the American Girl series. Fiestas and storytimes featured Latin American themes, piñata making and other crafts. Children's books were also purchased for the international language collection.

**Las Vegas-Clark County Library District.** 2009 El Dia events were held at all 12 urban branches, with author visits by Gary Soto and Pat Mora, puppet shows, storytimes, and crafts. The Las Vegas Library held its first-ever El Dia fest, bringing in a variety of organizations working with children, and gave out free books to children who attended (giveaway items purchased by local support agencies and donations).

*"My students' response to Gary Soto was enthusiastic and positive. They are already excited about starting their next Gary Soto book. The impact of seeing and speaking to an author will be long lasting."*

**Lyon County Library.** Programs featured in 2008 in the Yerington, Smith Valley, and Fernley libraries were designed to reach out to Hispanic members of the community who were unfamiliar with the free services and resources offered in the library. Spanish language materials were purchased for the collections, including bilingual books and DVDs. Cultural activities combined crafts and music to emphasize how these elements are an integral part of Latino culture. Programs included creating traditional Latin crafts such as milagros, Mayan weaving looms,

piñatas, Huichol yarn painting, and Talavera-style painting. Performances included the Holy Family Spanish Guitar Band and the Aztec Multicultural Dance Group of Yerington.

In 2009, El Dia programs included dance and musical performances with family participation, traditional cuisine from various Latin American cultures, and crafts. LSTA funds purchased new Spanish and bilingual materials to augment the collections. Participants enjoyed a bilingual storytime and creating traditional paper flowers and masks. Performances included the Carson Latin Dancers and traditional Japanese Taiko drummers. Cultural crafts included Egyptian hieroglyphics, Indian Mehendi (henna) tattooing, Indian Rangoli sand art, Japanese origami, Native American totem poles, and multicultural puppets. Local children wrote and performed a Spanish puppet show.

**Pahrump Library District.** Programs were offered to children ages 2 and up, including finger puppets, songs, dance, storytime, games, and crafts, with many stories in Spanish and Hispanic-themed crafts.

**Pershing County Library.** The El Dia celebration for families centered on Mexican and hip hop dance, authentic Mexican crafts, Spanish language materials were purchased and displayed, bilingual storytime, and piñatas. Spanish language books were also purchased, doubling the size of the Spanish language collection.

**Washoe County Library.** El Dia was celebrated at Washoe County Library from March 16 to May 4. LSTA funds in 2008 were used to purchase 251 books were added to the multicultural youth collections. El Dia celebrations provided with library resources included a performance of traditional native dances from indigenous tribes of the Great Basin Region.

**Table E1. El Dia de los Ninos Statistics<sup>1</sup>**

	Participation		Library cards issued		Media contacts	
	2008	2009	2008	2009	2008	2009
Library	NA	25	NA	7	NA	2
Carson City	140	265	NA	34	NA	7
Elko-Eureka-Landers	160	480	NA	50	NA	23
Henderson	NA	1161	NA	333	NA	15
LVCC-LD	120	240	NA	17	NA	4
Lyon	NA	204	NA	42	NA	2
Pahrump	NA	100	NA	3	NA	1
Pershing	500	NA	NA	NA	NA	NA
Washoe						
<b>Total</b>	<b>920</b>	<b>2475</b>	<b>479</b>		<b>54</b>	

<sup>1</sup> Data in some categories not available for all libraries due to local practices; information reflects different counting procedures from library to library.

## **Reading Program Interview Script**

1. Briefly, what programs have you done or have planned for this year's LSTA funding? Who are the target groups? What were/are the planned outcomes for the targeted groups—what are your patrons supposed to get out of the program? What challenges did you face?
2. Did the program achieve what you intended? How do you know? Did your programs reach your intended audience? Are there other user groups in your community you would like to reach? What challenges do you face in reaching underserved groups?
3. How well do you feel you understand outcomes-based evaluation? What do you or colleagues need to conduct this kind of evaluation?
4. Staff skills/training for programs: did you or other staff attend any training on programming this year (eg Nevada Reading Week, Collaborative Summer Library Program, other)? How useful was it? What could be improved? What else do you need to develop/implement programs? Do you feel you/your staff gained new skills as a result of training? What other kinds of professional development opportunities would you like to see offered to staff?
5. Have you been able to leverage LSTA funding to expand or develop any other programs or services in recent years? Any plans to do so? What barriers do you face in trying to leverage LSTA funding?
6. What steps do you take to ensure or improve the cost effectiveness of LSTA-funded programs? What could be done better?

## **Annex F. Statewide Electronic Database Program**

### **Databases Provided Under NSLA Contracts, by Vendor, 2008 to 2011**

#### ***ABC-CLIO Databases***

ABC-CLIO databases covered by a contract from January 1, 2008 to June 30, 2010 included American Government, American History, State Geography, World Geography, World History: Ancient and Medieval Eras, World History: The Modern Era, and the United States at War. The current ABC-CLIO contract covers American Government, American History, United States Geography, World Geography, World History: Ancient and Medieval Eras, World History: The Modern Era, and the World at War.

#### ***EBSCO Databases***

The LSTA grant funded EBSCO contract between January 1, 2008 and June 30, 2011 included Academic Search Premier, Business Source Elite, Encyclopedia of Animals, ERIC, Funk & Wagnall's New Encyclopedia, General Science Collection, Health Source: Consumer Edition, Health Source: Nursing/Academic Edition, MasterFILE Premier, MAS Ultra: School Edition, Middle Search Plus, Newspaper Source, Primary Search, Professional Development Collection, Regional Business News, and TOPICSearch. Since July 20, 2011 Encyclopedia of Animals and Funk and Wagnall's New Encyclopedia have been dropped in the current EBSCO contract, while Consumer Health Complete and Multilingual Health Databases were added.

#### ***Gale Databases***

NSLA contracted with state funds with Gale for the following databases provided January 1, 2008 to June 20, 2011: General Reference Center Gold, Informe, Junior Edition and Junior Edition K12, Student Edition and Student Edition K12, Kids Info bits, Educators Reference Complete, Discovering Collection, Junior Reference Collection, Student Resource Center gold, What Do I Read Next?, and Science Resource Center. Instead of Junior Edition and Junior Edition K12, and Student Edition and Student Edition K12 the current contract since July 20, 2011 includes InfoTrac Junior Edition and InfoTrac Student Edition, and instead of Student Resource Center gold there is Student Resource in Context. The What Do I Read Next? database is not included in the current contract but 10 Gale Virtual Reference Library Titles are.

#### ***Scholastic Online (Grolier)***

Between January 1, 2008 and June 30, 2010 NSLA contracted with Scholastic Online using state funds for provision of Encyclopedia Americana, Grolier Multimedia Encyclopedia, New Book of Knowledge Online, Nueva Enciclopedia Cumbre, Lands and People and America the Beautiful. Then NSLA had to cancel at the end of the contract due to state budget cuts. Since then, NSLA has been able to award a new contract with Scholastic Online effective from August 15, 2011 to present which provides access to the Grolier Multimedia and New Book of Knowledge databases.

Table F1. Database Usage, 2008-2011: ABC-CLIO

Library Name	ABC-CLIO	2008	2009	2010	Jan-Aug 2010	Sep-Dec 2010	Jan-Sep 2011	Change 2008 to 2010
<b>Public Libraries</b>								
Amargosa Valley Library District	Logins or Sessions *	33	12	493	244	249	349	1,394%
	Page Views or Searches**	272	76	--	2,147	1,290	1,775	
Boulder City Library District	Logins or Sessions *	39	13	8	3	5	11	-79%
	Page Views or Searches**	259	77	--	6	13	30	
Douglas County Public Library	Logins or Sessions *	58	54	94	43	51	30	62%
	Page Views or Searches**	235	183	--	102	172	64	
Henderson District Public Libraries	Logins or Sessions *	500	597	757	521	236	416	51%
	Page Views or Searches**	3,575	3,126	--	3,544	707	1,317	
Las Vegas-Clark County Library District	Logins or Sessions *	23,255	25,177	13,929	11,325	2,604	5,892	-40%
	Page Views or Searches**	66,174	73,345	--	36,195	9,946	23,706	
North Las Vegas Library District	Logins or Sessions *	69	223	136	84	52	27	97%
	Page Views or Searches**	557	1,308	--	356	203	57	
Pahrump Community Library	Logins or Sessions *	201	195	1,752	1,514	238	380	772%
	Page Views or Searches**	1,079	1,296	--	10,664	1,793	1,873	
Smoky Valley Library District <sup>1</sup>	Logins or Sessions *	19	6	24	5	19	14	26%
	Page Views or Searches**	149	59	--	35	80	131	
Washoe County Library System	Logins or Sessions *	1,864	2,588	2,566	1,406	1,160	52,736	38%
	Page Views or Searches**	11,384	14,005	--	9,024	3,469	74,112	
CLAN	Logins or Sessions *	1,786	7	1	0	1	7	-100%
	Page Views or Searches**	4,194	9	--	0	1	16	

<sup>1</sup> Manhattan Branch Library had no usage found between September 1, 2010 and September 30, 2011



<b>Library Name</b>	<b>ABC-CLIO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Jan-Aug 2010</b>	<b>Sep-Dec 2010</b>	<b>Jan-Sep 2011</b>	<b>Change 2008 to 2010</b>
Beatty Library District	Logins or Sessions *	13	0	3	3	0	25	-77%
	Page Views or Searches**	78	0	--	19	0	111	
Carson City Library	Logins or Sessions *	43	20	14	11	3	67	-67%
	Page Views or Searches**	252	76	--	80	6	211	
Churchill County Library	Logins or Sessions *	18	2	0	0	0	2	-100%
	Page Views or Searches**	111	3	--	0	0	4	
Elko County Library System <sup>2</sup>	Logins or Sessions *	15	24	10	8	2	6	-33%
	Page Views or Searches**	61	261	--	10	6	15	
Esmeralda County Library <sup>3</sup>	Logins or Sessions *	0	0	0	0	0	0	--
	Page Views or Searches**	0	0	--	0	0	0	
Humboldt County Library	Logins or Sessions *	3	0	7	1	6	7	133%
	Page Views or Searches**	10	0	--	2	66	22	
Lincoln County Library <sup>4</sup>	Logins or Sessions *	0	0	0	0	0	0	--
	Page Views or Searches**	0	0	--	0	0	0	
Lyon County Library System <sup>5</sup>	Logins or Sessions *	0	0	0	0	0	2	--
	Page Views or Searches**	0	0	--	0	0	14	
Mineral County Library <sup>6</sup>	Logins or Sessions *	2	0	0	0	0	0	-100%
	Page Views or Searches**	4	0	--	0	0	0	

<sup>2</sup> No usage found from September 1, 2010 through September 30, 2011 for Austin, Battle Mountain, Beowawe, Carlin, or Crescent Valley, Eureka, Wells or West Wendover branch libraries.

<sup>3</sup> No usage found from Fish Lake, Goldfield Public, or Silverpeak Public libraries from September 1, 2010 through September 30, 2011

<sup>4</sup> No usage found for Alamo Branch, Caliente Branch, or Pioche Libraries for September 1, 2010 through September 30, 2011

<sup>5</sup> No usage found for Dayton Valley Branch, Fernley Branch, Smith Valley Area or Yerington Libraries for September 1, 2010 through September 30, 2011. Silver State Branch Library shows database usage in February 2011 only.

<sup>6</sup> Mina-Luning Community Library showed no usage for September 1, 2010 through September 30, 2011. Mineral County Public Library only had usage in 2008.

<b>Library Name</b>	<b>ABC-CLIO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Jan-Aug 2010</b>	<b>Sep-Dec 2010</b>	<b>Jan-Sep 2011</b>	<b>Change 2008 to 2010</b>
Pershing County Library	Logins or Sessions *	104	3	0	0	0	0	-100%
	Page Views or Searches**	522	21	--	0	0	0	
Storey County Library	Logins or Sessions *	0	2	0	0	0	0	--
	Page Views or Searches**	0	7	--	0	0	0	
Tonopah Library District	Logins or Sessions *	11	0	4	2	2	33	-64%
	Page Views or Searches**	83	0	--	6	8	158	
White Pine County Public Library	Logins or Sessions *	0	0	0	0	0	0	--
	Page Views or Searches**	0	0	--	0	0	0	
<b>NEVADA PUBLIC LIBRARIES SUBTOTALS</b>	Logins or Sessions *	28,033	28,923	71,374	15,170	56,204	60,004	155%
	Page Views or Searches**	88,999	93,852	--	62,190	88,403	103,616	
<b>School Libraries</b>								
Carson City School District <sup>7</sup>	Logins or Sessions *	839	1,388	1,573	1,237	336	474	87%
	Page Views or Searches**	7,568	13,440	--	13,868	1,876	5,084	
Churchill County School District <sup>8</sup>	Logins or Sessions *	0	0	0	0	0	0	--
	Page Views or Searches**	0	0	--	0	0	0	
Clark County School District	Logins or Sessions *	56,405	65,877	73,867	36,908	36,959	96,104	31%
	Page Views or Searches**	427,210	474,080	--	244,786	166,215	409,161	
Douglas County School District	Logins or Sessions *	1,695	1,073	534	376	158	322	-68%
	Page Views or Searches**	9,101	4,751	--	1,848	399	938	
Elko County School District	Logins or Sessions *	1,797	2,447	1,987	1,311	676	566	11%
	Page Views or Searches**	8,099	10,414	--	17,141	1,648	1,386	

<sup>7</sup> No database usage found for Gleason Special Services School, September 1, 2010 to September 30, 2011

<sup>8</sup> No usage found for September 1, 2010 through September 30, 2011

<b>Library Name</b>	<b>ABC-CLIO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Jan-Aug 2010</b>	<b>Sep-Dec 2010</b>	<b>Jan-Sep 2011</b>	<b>Change 2008 to 2010</b>
Esmeralda County School District	Logins or Sessions *	0	0	0	0	0	0	--
	Page Views or Searches**	0	0	--	0	0	0	
Eureka County School District	Logins or Sessions *	28	18	145	4	141	10	418%
	Page Views or Searches**	106	37	--	6	397	25	
Humboldt County School District	Logins or Sessions *	200	158	905	536	369	212	353%
	Page Views or Searches**	918	675	--	3,187	1,969	543	
Lander County School District	Logins or Sessions *	37	66	61	53	8	76	65%
	Page Views or Searches**	216	347	--	278	11	226	
Lincoln County School District	Logins or Sessions *	5	0	8	0	8	0	60%
	Page Views or Searches**	11	0	--	0	26	0	
Lyon County School District <sup>9</sup>	Logins or Sessions *	58	333	776	672	104	1,031	1238%
	Page Views or Searches**	321	1,366	--	3,226	329	3,482	
Mineral County School District	Logins or Sessions *	325	9	47	33	14	86	-86%
	Page Views or Searches**	1,449	20	--	184	57	354	
Nye County School District	Logins or Sessions *	8	27	0	0	0	6	-100%
	Page Views or Searches**	38	60	--	0	0	44	
Pershing County School District	Logins or Sessions *	6	5	1	1	0	1	-83%
	Page Views or Searches**	6	5	--	1	0	0	
Storey County School District	Logins or Sessions *	9	0	0	0	0	0	-100%
	Page Views or Searches**	17	0	--	0	0	0	

<sup>9</sup> Dayton Area, Fernley Area and Silver Springs Area have had no usage found from September 1, 2010 to September 30, 2011. Dayton, Fernley and Smith Valley areas had activity in 2009. No further information on Smith Valley Area usage.

<b>Library Name</b>	<b>ABC-CLIO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>Jan-Aug 2010</b>	<b>Sep-Dec 2010</b>	<b>Jan-Sep 2011</b>	<b>Change 2008 to 2010</b>
Washoe County School District	Logins or Sessions *	24,642	27,946	24,567	14,346	10,221	12,166	0%
	Page Views or Searches**	154,948	182,415	--	96,679	34,544	52,443	
White Pine County School District	Logins or Sessions *	12	8	2	0	2	2	-83%
	Page Views or Searches**	88	31	--	0	0	4	
<b>NEVADA SCHOOL LIBRARIES SUBTOTALS</b>	Logins or Sessions *	86,066	99,355	104,473	55,477	48,996	111,056	21%
	Page Views or Searches**	610,096	687,641	--	381,204	207,471	473,690	
<b>NEVADA TOTALS</b>	Logins or Sessions *	114,099	128,278	175,847	70,647	105,200	171,060	54%
	Page Views or Searches**	699,095	781,493	--	443,394	295,874	577,306	
	Page Views/Login	6.1	6.1		6.3			
	Searches/Session					2.8	3.4	

Table F2. Database Usage, 2008-2011: EBSCO

Library Name	EBSCO	2008	2009	2010	2011 YTD	Change 2008 to 2010
<b>Public Libraries</b>						
Amargosa Valley Library District	Sessions	0	0	29	37	+++
	Searches	0	0	90	69	+++
	Abstract	0	0	0	8	+++
	Full-text (.PDF, HTML)	0	0	0	8	---
	Images/Videos	0	0	0	0	
	Smart Link To	--	0	0	0	
	Smart Link					
	From	--	0	0	0	
	Custom Link	--	0	0	0	
Boulder City Library District	Sessions	25	82	76	53	204%
	Searches	49	491	203	318	314%
	Abstract	3	127	28	38	833%
	Full-text (.PDF, HTML)	3	77	22	20	633%
	Images/Videos	0	0	0	0	---
	Smart Link To	--	3	0	0	
	Smart Link					
	From	--	0	0	0	
	Custom Link	--	0	0	0	
Douglas County Public Library <sup>10</sup>	Sessions	2,392	855	668	1,639	-72%
	Searches	6,272	3,254	2,465	4,092	-61%
	Abstract	1,144	1,129	650	598	-43%
	Full-text (.PDF, HTML)	1,258	1,340	811	747	-36%
	Images/Videos	0	0	0	0	---
	Smart Link To	--	33	31	22	
	Smart Link					
	From	--	2	23	10	
	Custom Link	--	0	0	2	

<sup>10</sup> Includes Lake Tahoe in 2009 only. No usage found for Lake Tahoe in other time periods.

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
Henderson District Public Libraries <sup>11</sup>	Sessions	2,175	3,411	4,065	3,506	87%
	Searches	6,479	13,381	13,692	11,887	111%
	Abstract	3,748	6,600	7,040	3,686	88%
	Full-text (.PDF, HTML)	3,268	6,253	6,750	3,691	107%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	325	468	433	
	From	--	138	467	432	
	Custom Link	--	0	0	131	
Las Vegas-Clark County Library District <sup>12</sup>	Sessions	96,115	216,324	263,159	49,797	174%
	Searches	108,600	251,904	391,202	145,434	260%
	Abstract	16,594	15,725	13,053	15,870	-21%
	Full-text (.PDF, HTML)	16,572	189,620	35,315	12,255	113%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	1,649	852	333	
	From	--	887	1,203	297	
	Custom Link	--	1,378	711	341	
North Las Vegas Library District	Sessions	1,235	1,500	2,061	1,343	67%
	Searches	5,649	5,624	8,301	6,341	47%
	Abstract	1,932	2,111	1,814	1,414	-6%
	Full-text (.PDF, HTML)	1,657	1,959	2,040	1,292	23%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	60	44	57	
	From	--	13	44	57	
	Custom Link	--	0	0	12	

<sup>11</sup> No usage data found for Gibson, Green Valley, Lydia Malcolm, Malcolm, or Pittman libraries in any time period.

<sup>12</sup> Clark County, East Las Vegas, Enterprise, Goodsprings, Indian Springs, Las Vegas, Laughlin, Meadows Village, Mesquite, Metro, Moapa, Moapa Town, Sahara West, Sandy Valley, Searchlight, Spring Valley, Summerlin, Sunrise, West Charleston Heights, and Whitney libraries had no usage reported in any of these time periods.

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
Pahrump Community Library	Sessions	354	0	44	41	-88%
	Searches	714	0	96	91	-87%
	Abstract	234	0	17	23	-93%
	Full-text (.PDF, HTML)	262	0	15	26	-94%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	0	0	2	
	From	--	0	0	2	
	Custom Link	--	0		0	
Smoky Valley Library District <sup>13</sup>	Sessions	0	0	29	61	+++
	Searches	0	0	159	291	+++
	Abstract	0	0	30	4	+++
	Full-text (.PDF, HTML)	0	0	15	11	+++
	Images/Videos	0	0	0	0	--
	Smart Link To Smart Link	--	--	0	3	
	From	--	--	0	3	
	Custom Link	--	--	0	0	
Washoe County Library System <sup>14</sup>	Sessions	20,518	20,927	19,793	75,035	-4%
	Searches	76,032	84,616	76,422	177,100	1%
	Abstract	10,923	14,662	10,282	8,910	-6%
	Full-text (.PDF, HTML)	10,418	14,284	9,802	8,508	-6%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	519	474	247	
	From	--	193	472	246	
	Custom Link	--	0	0	74	

<sup>13</sup> Round Mountain Public Library data only. Manhattan Library had no usage since 2009.

<sup>14</sup> Washoe County and Incline Village branch library totals only. Duncan-Trainer, Gerlach, Mendive, North Valleys, Northwest, Sierra View, Sparks, and Verdi libraries had no usage since 2009.

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
CLAN <sup>15</sup>	Sessions	13,073	3,496	356	794	-97%
	Searches	15,607	9,850	1,369	4,495	-91%
	Abstract	3,946	2,255	195	382	-95%
	Full-text (.PDF, HTML)	3,321	1,678	183	375	-94%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	35	5	11	
	From	--	12	5	11	
	Custom Link	--	0	0	6	
Beatty Library District	Sessions	3	0	0	0	-100%
	Searches	4	0	0	0	-100%
	Abstract	3	0	0	0	-100%
	Full-text (.PDF, HTML)	0	0	0	0	---
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	0	0	0	
	From	--	0	0	0	
	Custom Link	--	0	0	0	
Carson City Library <sup>16</sup>	Sessions	510	607	514	3,417	1%
	Searches	1,734	1,812	1,652	8,439	-5%
	Abstract	533	420	261	1,295	-51%
	Full-text (.PDF, HTML)	452	367	204	1,593	-55%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	12	3	33	
	From	--	8	18	68	
	Custom Link	--	0	0	20	

<sup>15</sup> Note 2011 increase in sessions, searches, abstracts and full-text.

<sup>16</sup> Note large increase in 2011.



<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
Churchill County Library	Sessions	63	25	0	0	-100%
	Searches	149	78	0	0	-100%
	Abstract	14	25	0	0	-100%
	Full-text (.PDF, HTML)	8	19	0	0	-100%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	1	0	0	
	From	--	0	0	0	
	Custom Link	--	0	0	0	
Elko County Library System <sup>17</sup>	Sessions	167	141	132	206	-21%
	Searches	340	409	402	728	18%
	Abstract	77	288	312	98	305%
	Full-text (.PDF, HTML)	71	219	338	120	376%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	4	222	14	
	From	--	4	222	14	
	Custom Link	--	0	0	9	
Esmeralda County Library		No usage reported				
Humboldt County Library <sup>18</sup>	Sessions	698	665	504	287	-28%
	Searches	1,849	2,115	1,685	1,467	-9%
	Abstract	235	198	190	222	-19%
	Full-text (.PDF, HTML)	471	320	377	97	-20%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	3	5	14	
	From	--	1	5	14	
	Custom Link	--	0	0	0	
Lincoln County Library		No usage reported				

<sup>17</sup> Austin, Eureka, Beowawe, Carlin, Crescent Valley, Tuscarora, Well, and West Wendover branches had no usage since 2009.

<sup>18</sup> Denio and McDermott branches had no reported use since 2009.

Library Name	EBSCO	2008	2009	2010	2011 YTD	Change 2008 to 2010
Lyon County Library System <sup>19</sup>	Sessions	1	213	261	0	26000%
	Searches	3	445	751	0	24933%
	Abstract	0	81	96	0	+++
	Full-text (.PDF, HTML)	0	116	91	0	+++
	Images/Videos	0	0	0	0	--
	Smart Link To	--	0	2	0	
	Smart Link					
	From	--	0	2	0	
	Custom Link	--	0	0	0	
Mineral County Library			No usage reported			
Pershing County Library			No usage reported			
Storey County Library			No usage reported			
Tonopah Library District			No usage reported			
White Pine County Public Library			No usage reported			
NEVADA PUBLIC LIBRARIES SUBTOTALS						
	Sessions	137,329	248,246	291,691	136,216	112%
	Searches	223,481	373,979	498,489	360,752	123%
	Abstract	39,386	43,621	33,968	32,548	-14%
	Full-text (.PDF, HTML)	37,761	216,252	55,963	28,743	48%
	Images/Videos	0	0	0	0	--
	Smart Link To	--	2,644	2,106	1,169	
	Smart Link					
	From	--	1,258	2,461	1,154	
	Custom Link	--	1,378	711	595	

<sup>19</sup> Statistics from Lyon County, Fernley Branch, Silver Stage Branch libraries only. No Lyon County libraries had EBSCO use in 2011. Dayton Valley branch and Ida Compston branch libraries had no use reported since 2009.

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
<b>School Libraries</b>						
Carson City School District <sup>20</sup>	Sessions	9,733	18,151	20,243	15,940	108%
	Searches	42,713	85,167	86,051	68,601	101%
	Abstract	5,829	9,460	11,522	6,740	98%
	Full-text (.PDF, HTML)	5,317	8,883	11,027	6,745	107%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	67	160	58	
	From	--	40	160	58	
	Custom Link	--	0	0	9	
Churchill County School District <sup>21</sup>	Sessions	41	77	0	0	-100%
	Searches	243	148	0	0	-100%
	Abstract	19	4	0	0	-100%
	Full-text (.PDF, HTML)	28	4	0	0	-100%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	0	0	0	
	From	--	0	0	0	
	Custom Link	--	0	0	0	
Clark County School District <sup>22</sup>	Sessions	202,298	433,670	514,827	276,846	154%
	Searches	556,576	883,675	977,669	752,706	76%
	Abstract	79,654	100,281	122,917	123,672	54%
	Full-text (.PDF, HTML)	89,964	107,441	130,830	842,903	45%
	Images/Videos	0	0	1	0	---
	Smart Link To Smart Link	--	2,148	1,987	12,646	
	From	--	485	1,943	12,618	
	Custom Link	--	0	0	161	

<sup>20</sup> No usage reported 2009-2011 at Albert Seeliger ES, Bordewich Bray ES, Carson JH, Eagle Valley JH. Data includes Carson City SD and Carson HS.

<sup>21</sup> Churchill County SD had no usage reported in 2010 or 2011. Churchill County JH and Churchill County HS has not usage reported since 2009.

<sup>22</sup> Most Clark County schools had no EBSCO usage reported throughout this tie. In 2009 eight schools accounted for all usage: Burkholder MS, Edward W. Clark SH, Green Valley High, Lewis E. Rowe ES, Palo Verde High, Sierra Vista High and Silverado High.

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
Douglas County School District <sup>23</sup>	Sessions	2,752	2,298	1,479	1,495	-46%
	Searches	8,102	7,088	3,546	6,795	-56%
	Abstract	1,524	675	693	669	-55%
	Full-text (.PDF, HTML)	1,396	735	682	594	-51%
	Images/Videos	0	0	0	0	---
	Smart Link To	--	36	4	15	
	Smart Link					
	From	--	4	5	15	
	Custom Link	--	0	0	0	
Elko County School District	Sessions	3,206	5,629	2,501	4,240	-22%
	Searches	12,117	21,430	7,303	12,637	-40%
	Abstract	1,215	1,741	954	2,217	-21%
	Full-text (.PDF, HTML)	1,137	1,701	872	1,869	-23%
	Images/Videos	0	0	0	0	---
	Smart Link To	--	27	20	29	
	Smart Link					
	From	--	2	20	29	
	Custom Link	--	0	0	1	
Esmeralda County School District	No usage reported					
Eureka County School District	Sessions	--	755	762	81	+++
	Searches	--	2,278	1,889	124	+++
	Abstract	--	556	487	31	+++
	Full-text (.PDF, HTML)	--	414	506	42	+++
	Images/Videos	--	0	0	0	--
	Smart Link To	--	3	5	2	
	Smart Link					
	From	--	2	5	2	
	Custom Link	--	0	0	0	

<sup>23</sup> 2011 part-year greater than 2010 full-year.

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
Humboldt County School District	Sessions	--	741	1,731	584	+++
	Searches	--	2,972	5,052	2,252	+++
	Abstract	--	299	760	221	+++
	Full-text (.PDF, HTML)	--	288	717	168	+++
	Images/Videos	--	0	0	0	--
	Smart Link To Smart Link	--	2	4	4	
	From	--	0	4	4	
	Custom Link	--	0	0	0	
Lander County School District	Sessions	--	273	1,065	1,219	+++
	Searches	--	1,115	2,993	2,616	+++
	Abstract	--	137	506	385	+++
	Full-text (.PDF, HTML)	--	145	574	370	+++
	Images/Videos	--	0	0	0	--
	Smart Link To Smart Link	--	20	13	20	
	From	--	20	13	20	
	Custom Link	--	0	0	16	
Lincoln County School District	Sessions	2	--	--	--	-100%
	Searches	8	--	--	--	-100%
	Abstract	7	--	--	--	-100%
	Full-text (.PDF, HTML)	1	--	--	--	-100%
	Images/Videos	0	--	--	--	--
	Smart Link To Smart Link	--	--	--	--	
	From	--	--	--	--	
	Custom Link	--	--	--	--	

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
Lyon County School District	Sessions	1,962	4,021	4,565	6,180	133%
	Searches	6,679	12,771	14,279	18,604	114%
	Abstract	2,128	2,205	1,591	2,496	-25%
	Full-text (.PDF, HTML)	1,974	1,670	1,512	2,318	-23%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	69	10	26	
	From	--	3	30	27	
	Custom Link	--	0	0	0	
Mineral County School District	Sessions	50	92	396	1,192	692%
	Searches	130	233	988	3,387	660%
	Abstract	63	17	170	415	170%
	Full-text (.PDF, HTML)	39	19	187	401	379%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	2	1	2	
	From	--	0	1	2	
	Custom Link	--	0	0	0	
Nye County School District <sup>24</sup>	Sessions	27	2,025	0	405	-100%
	Searches	78	8,083	0	1,945	-100%
	Abstract	37	235	0	314	-100%
	Full-text (.PDF, HTML)	37	197	0	238	-100%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	0	0	3	
	From	--	0	0	3	
	Custom Link	--	0	0	0	

<sup>24</sup> Note increase in 2011.

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
Pershing County School District	Sessions	231	124	89	25	-61%
	Searches	804	376	233	51	-71%
	Abstract	264	273	90	16	-66%
	Full-text (.PDF, HTML)	201	176	61	15	-70%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link From	--	0	0	0	
	Custom Link	--	0	0	0	
Storey County School District	Sessions	108	--	--	--	-100%
	Searches	438	--	--	--	-100%
	Abstract	35	--	--	--	-100%
	Full-text (.PDF, HTML)	34	--	--	--	-100%
	Images/Videos	0	--	--	--	--
	Smart Link To Smart Link From	--	--	--	--	
	Custom Link	--	--	--	--	
Washoe County School District	Sessions	51,326	76,191	62,690	57,085	22%
	Searches	175,109	283,312	233,870	217,631	34%
	Abstract	30,080	45,983	34,668	32,738	15%
	Full-text (.PDF, HTML)	31,180	45,964	32,880	30,591	5%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link From	--	347	396	258	
	Custom Link	--	0	0	0	

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
White Pine County School District	Sessions	10	82	617	28	6070%
	Searches	10	181	1,955	30	19450%
	Abstract	2	45	257	3	12750%
	Full-text (.PDF, HTML)	2	31	266	0	13200%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link From	--	2	0	0	
	Custom Link	--	0	0	0	
<b>NEVADA SCHOOL LIBRARIES SUBTOTALS</b>	Sessions	271,746	544,129	610,965	365,320	125%
	Searches	803,007	1,308,829	1,335,828	1,087,379	66%
	Abstract	120,857	161,911	174,615	169,917	44%
	Full-text (.PDF, HTML)	131,310	167,668	180,114	886,254	37%
	Images/Videos	0	0	1	0	---
	Smart Link To Smart Link From	--	2,723	2,600	13,063	
	Custom Link	--	0	0	187	
<b>NEVADA PUBLIC LIBRARY PLUS SCHOOL LIBRARY SUBTOTALS</b>	Sessions	409,075	792,375	902,656	501,536	121%
	Searches	1,026,488	1,682,808	1,834,317	1,448,131	79%
	Abstract	160,243	205,532	208,583	202,465	30%
	Full-text (.PDF, HTML)	169,071	383,920	236,077	914,997	40%
	Images/Videos	0	0	1	0	---
	Smart Link To Smart Link From	--	5,367	4,706	14,232	
	Custom Link	--	1,378	711	782	



Library Name		EBSCO	2008	2009	2010	2011 YTD	Change 2008 to 2010
<b>Academic Libraries</b>							
College of Southern Nevada	Sessions		65,232	74,282	232,410	254,041	256%
	Searches		244,406	309,711	895,980	1,053,711	267%
	Abstract		109,392	138,291	165,225	129,412	51%
	Full-text (.PDF, HTML)		88,475	101,949	122,357	84,063	38%
	Images/Videos		0	0	0	0	---
	Smart Link To		--	4,109	2,995	3,420	
	Smart Link						
	From		--	1,601	4,262	4,098	
Desert Research Institute	Custom Link		--	0	0	930	
	Sessions		17	19	18	3	6%
	Searches		34	61	20	6	-41%
	Abstract		11	12	19	1	73%
	Full-text (.PDF, HTML)		21	14	20	1	-5%
	Images/Videos		0	0	0	0	---
	Smart Link To		--	5	0	0	
	Smart Link						
Great Basin College	From		--	0	0	0	
	Custom Link		--	0	0	0	
	Sessions		13,420	20,041	23,564	22,976	76%
	Searches		48,642	89,508	95,778	99,381	97%
	Abstract		11,032	16,771	15,753	13,853	43%
	Full-text (.PDF, HTML)		11,892	15,509	15,219	11,455	28%
	Images/Videos		0	0	0	0	---
	Smart Link To		--	592	739	560	
Nevada State College	Smart Link						
	From		--	137	438	403	
	Custom Link		--	0	0	142	
	Sessions		11,793	13,404	20,504	23,640	74%
	Searches		37,355	52,811	92,348	114,346	147%
	Abstract		23,392	27,869	33,745	28,228	44%
	Full-text (.PDF, HTML)		10,048	21,210	28,565	22,731	184%
	Images/Videos		0	0	0	0	---
	Smart Link To		--	2,542	3,186	3,817	
	Smart Link						
	From		--	742	1,735	1,621	
	Custom Link		--	2	1	384	

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
Truckee Meadows Community College	Sessions	144,720	135,508	121,678	102,620	-16%
	Searches	742,052	596,790	549,584	466,745	-26%
	Abstract	63,915	108,284	99,863	72,846	56%
	Full-text (.PDF, HTML)	57,618	84,844	80,553	52,203	40%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	1,696	1,749	1,485	
	From	--	827	2,205	1,751	
	Custom Link		0	0	467	
University of Nevada Las Vegas	Sessions	176,735	189,391	190,848	143,634	8%
	Searches	618,876	748,362	805,938	628,821	30%
	Abstract	347,725	379,879	346,621	217,404	0%
	Full-text (.PDF, HTML)	235,470	229,447	227,116	140,920	-4%
	Images/Videos	0	0	0	1	---
	Smart Link To Smart Link	--	50,122	29,549	29,599	
	From	--	19,865	42,425	20,515	
	Custom Link	--	36,519	29,515	17,809	
University of Nevada Reno	Sessions	127,856	155,389	171,980	140,393	35%
	Searches	351,875	486,820	577,364	497,951	64%
	Abstract	180,599	211,383	214,606	188,253	19%
	Full-text (.PDF, HTML)	154,966	89,555	160,164	118,249	3%
	Images/Videos	1	1	0	0	-100%
	Smart Link To Smart Link	--	29,726	18,954	13,204	
	From	--	10,499	28,749	21,327	
	Custom Link	--	24,139	20,787	13,161	
Western Nevada College	Sessions	20,210	12,420	17,581	10,944	-13%
	Searches	39,757	45,735	69,017	41,459	74%
	Abstract	107,287	23,801	32,832	19,023	-69%
	Full-text (.PDF, HTML)	43,001	21,206	24,623	12,039	-43%
	Images/Videos	0	0	0	0	---
	Smart Link To Smart Link	--	531	444	242	
	From	--	229	2,085	322	
	Custom Link	--	160	159	106	

<b>Library Name</b>	<b>EBSCO</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011 YTD</b>	<b>Change 2008 to 2010</b>
<b>ACADEMIC LIBRARY</b>						
<b>SUBTOTALS</b>	Sessions	559,983	600,454	778,583	698,251	39%
	Searches	2,082,997	2,329,798	3,086,029	2,902,420	48%
	Abstract	843,353	906,290	908,664	669,020	8%
	Full-text (.PDF, HTML)	601,491	563,734	658,617	441,661	9%
	Images/Videos	1	1	0	1	-100%
	Smart Link To Smart Link From	--	89,323	57,616	52,327	
	Custom Link	--	33,900	81,899	50,037	
		--	60,820	50,462	32,999	
<b>NEVADA TOTALS</b>						
	Sessions	969,058	1,392,829	1,681,239	1,199,787	73%
	Searches	3,109,485	4,012,606	4,920,346	4,350,551	58%
	Abstract	1,003,596	1,111,822	1,117,247	871,485	11%
	Full-text (.PDF, HTML)	770,562	947,654	894,694	1,356,658	16%
	Images/Videos	1	1	1	1	0%
	Smart Link To Smart Link From	--	94,690	62,322	66,559	
	Custom Link	--	35,807	86,938	64,227	
		--	62,198	51,173	33,781	

Table F3. Database Usage, 2008-2011: Gale

Gale	2008	% Remote	2009	% Remote	2010	% Remote	Jan-Oct 2011	% Remote	Change 2008 to 2010
Public Libraries									
Amargosa Valley Library District			No usage reported						
Boulder City Library District <sup>25</sup>									
Total Sessions	2,598		4,136		2,649		60		2%
Total Searches	6,832		6,988		6,960		244		2%
Total Full-text	569		785		632		22		11%
Total Retrievals	742		920		740		28		0%
Remote Sessions	1,804	69.4%	4,049	97.9%	2,590	97.8%	36	60.0%	
Remote Searches	5,920	86.7%	6,776	97.0%	6,767	97.2%	67	27.5%	
Remote Fulltext	219	38.5%	762	97.1%	624	98.7%	10	45.5%	
Remote Retrievals	332	44.7%	893	97.1%	728	98.4%	10	35.7%	
Douglas County Public Library									
Total Sessions	133		113		51		64		-62%
Total Searches	712		196		167		255		-77%
Total Full-text	83		83		74		23		-11%
Total Retrievals	151		110		93		30		-38%
Remote Sessions	131	98.5%	84	74.3%	51	100.0%	63	98.4%	
Remote Searches	706	99.2%	160	81.6%	167	100.0%	255	100.0%	
Remote Fulltext	83	100.0%	83	100.0%	74	100.0%	23	100.0%	
Remote Retrievals	151	100.0%	110	100.0%	93	100.0%	30	100.0%	

<sup>25</sup> Note large increase in 2009 then drop.

<b>Gale</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>	<b>Change 2008 to 2010</b>
<b>Henderson District Public Libraries</b>									
Total Sessions	2,451		5,374		5,799		1,637		137%
Total Searches	11,230		33,190		21,183		3,703		89%
Total Full-text	3,838		11,179		10,779		1,609		181%
Total Retrievals	5,615		16,300		15,070		1,860		168%
Remote Sessions	76	3.1%	61	1.1%	6	0.1%	1	0.1%	
Remote Searches	102	0.9%	140	0.4%	7	0.0%	1	0.0%	
Remote Fulltext	33	0.9%	27	0.2%	4	0.0%	0	0.0%	
Remote Retrievals	40	0.7%	60	0.4%	5	0.0%	0	0.0%	
<b>Las Vegas-Clark County Library District</b>									
Total Sessions	687,583		668,633		534,409		150,085		-22%
Total Searches	906,253		793,536		794,564		346,085		-12%
Total Full-text	272,252		184,099		139,801		74,906		-49%
Total Retrievals	347,293		230,768		172,588		89,015		-50%
Remote Sessions	8,974	1.3%	12,244	1.8%	16,530	3.1%	4,777	3.2%	
Remote Searches	26,015	2.9%	38,419	4.8%	57,172	7.2%	14,331	4.1%	
Remote Fulltext	2,456	0.9%	2,942	1.6%	3,072	2.2%	2,103	2.8%	
Remote Retrievals	2,980	0.9%	3,364	1.5%	3,580	2.1%	2,289	2.6%	
<b>North Las Vegas Library District</b>									
Total Sessions	0		713		704		712		+++
Total Searches	0		2,111		2,076		1,724		+++
Total Full-text	0		683		965		253		+++
Total Retrievals	0		1,036		1,331		313		+++
Remote Sessions	0		695	97.5%	679	96.4%	492	69.1%	
Remote Searches	0		2,060	97.6%	2,030	97.8%	1,336	77.5%	
Remote Fulltext	0		681	99.7%	963	99.8%	168	66.4%	
Remote Retrievals	0		1,034	99.8%	1,328	99.8%	215	68.7%	

<b>Gale</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>	<b>Change 2008 to 2010</b>
Pahrump Community Library	No usage reported								
Smoky Valley Library District	No usage reported								
Washoe County Library System									
Total Sessions	24,516		9,525		7,413		21,418		-70%
Total Searches	91,027		33,189		20,389		26,724		-78%
Total Full-text	22,094		15,393		7,913		3,828		-64%
Total Retrievals	32,601		22,067		11,405		4,278		-65%
Remote Sessions	9,195	37.5%	4,632	48.6%	3,980	53.7%	1,818	8.5%	
Remote Searches	36,810	40.4%	16,320	49.2%	12,066	59.2%	4,798	18.0%	
Remote Fulltext	8,909	40.3%	9,085	59.0%	4,863	61.5%	1,764	46.1%	
Remote Retrievals	13,062	40.1%	12,386	56.1%	6,799	59.6%	2,006	46.9%	
CLAN									
Total Sessions	17		266		171		187		906%
Total Searches	28		672		388		630		1286%
Total Full-text	9		219		136		52		1411%
Total Retrievals	11		283		198		67		1700%
Remote Sessions	15	88.2%	239	89.8%	153	89.5%	78	41.7%	
Remote Searches	28	100.0%	623	92.7%	363	93.6%	117	18.6%	
Remote Fulltext	8	88.9%	195	89.0%	118	86.8%	11	21.2%	
Remote Retrievals	10	90.9%	247	87.3%	173	87.4%	17	25.4%	
Beatty Library District	No usage reported								

<b>Gale</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>	<b>Change 2008 to 2010</b>
Carson City Library									
Total Sessions	444		408		624		536		41%
Total Searches	1,486		761		1,708		4,033		15%
Total Full-text	225		199		319		496		42%
Total Retrievals	256		225		332		498		30%
Remote Sessions	79	17.8%	170	41.7%	216	34.6%	311	58.0%	
Remote Searches	1,040	70.0%	547	71.9%	1,192	69.8%	3,180	78.8%	
Remote Fulltext	74	32.9%	154	77.4%	175	54.9%	194	39.1%	
Remote Retrievals	74	28.9%	174	77.3%	187	56.3%	194	39.0%	
Churchill County Library	No usage reported								
Elko County Library System	No usage reported								
Esmeralda County Library	No usage reported								
Humboldt County Library									
Total Sessions	0		0		0		1		
Total Searches	0		0		0		0		
Total Full-text	0		0		0		3		
Total Retrievals	0		0		0		3		
Remote Sessions	0		0		0		1	100.0%	
Remote Searches	0		0		0		0		
Remote Fulltext	0		0		0		3	100.0%	
Remote Retrievals	0		0		0		3	100.0%	

<b>Gale</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>	<b>Change 2008 to 2010</b>
Lincoln County Library									
Total Sessions	6		0		0		0		-100%
Total Searches	12		0		0		0		-100%
Total Full-text	0		0		0		0		
Total Retrievals	12		0		0		0		-100%
Remote Sessions	0	0.0%	0		0		0		
Remote Searches	0	0.0%	0		0		0		
Remote Fulltext	0		0		0		0		
Remote Retrievals	0	0.0%	0		0		0		
Lyon County Library System	No usage reported								
Mineral County Library <sup>26</sup>									
Total Sessions	17		19		0		83		-100%
Total Searches	242		19		0		164		-100%
Total Full-text	22		6		0		22		-100%
Total Retrievals	56		8		0		24		-100%
Remote Sessions	0	0.0%	0	0.0%	0		0	0.0%	
Remote Searches	0	0.0%	0	0.0%	0		0	0.0%	
Remote Fulltext	0	0.0%	0	0.0%	0		0	0.0%	
Remote Retrievals	0	0.0%	0	0.0%	0		0	0.0%	
Pershing County Library	No usage reported								
Storey County Library	No usage reported								
Tonopah Library District	No usage reported								
White Pine County Public Library	No usage reported								

<sup>26</sup> Note large increase in 2011.



<b>Gale</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>	<b>Change 2008 to 2010</b>
<b>NEVADA PUBLIC LIBRARIES SUBTOTALS</b>									
Total Sessions	717,765		689,187		551,820		174,783		-23%
Total Searches	1,017,822		870,662		847,435		383,562		-17%
Total Full-text	299,092		212,646		160,619		81,214		-46%
Total Retrievals	386,737		271,717		201,757		96,116		-48%
Remote Sessions	20,274	2.8%	22,174	3.2%	24,205	4.4%	7,577	4.3%	
Remote Searches	70,621	6.9%	65,045	7.5%	79,764	9.4%	24,085	6.3%	
Remote Fulltext	11,782	3.9%	13,929	6.6%	9,893	6.2%	4,276	5.3%	
Remote Retrievals	16,649	4.3%	18,268	6.7%	12,893	6.4%	4,764	5.0%	
<b>School Libraries</b>									
Carson City School District									
Total Sessions	2,842		3,418		5,274		2,551		86%
Total Searches	11,244		11,094		15,328		5,863		36%
Total Full-text	4,443		5,188		8,314		2,450		87%
Total Retrievals	4,592		5,276		8,445		2,483		84%
Remote Sessions	1,732	60.9%	1,341	39.2%	2,189	41.5%	963	37.7%	
Remote Searches	7,270	64.7%	3,362	30.3%	6,984	45.6%	2,192	37.4%	
Remote Fulltext	2,951	66.4%	1,641	31.6%	3,660	44.0%	819	33.4%	
Remote Retrievals	3,004	65.4%	1,685	31.9%	3,733	44.2%	828	33.3%	
Churchill County School District									
Clark County School District									
Total Sessions	249,603		445,323		501,484		329,216		101%
Total Searches	919,456		1,148,652		1,005,926		843,979		9%
Total Full-text	279,642		351,181		349,804		306,654		25%
Total Retrievals	322,572		407,458		390,465		319,891		21%
Remote Sessions	39,673	15.9%	61,616	13.8%	69,108	13.8%	38,001	11.5%	
Remote Searches	131,074	14.3%	147,795	12.9%	137,156	13.6%	95,397	11.3%	
Remote Fulltext	42,299	15.1%	39,704	11.3%	38,702	11.1%	23,613	7.7%	
Remote Retrievals	45,326	14.1%	44,485	10.9%	43,176	11.1%	25,427	7.9%	

Gale	2008	% Remote	2009	% Remote	2010	% Remote	Jan-Oct 2011	% Remote	Change 2008 to 2010
Douglas County School District									
Total Sessions	609		867		370		150		-39%
Total Searches	2,586		2,601		523		209		-80%
Total Full-text	546		473		272		40		-50%
Total Retrievals	834		687		301		47		-64%
Remote Sessions	51	8.4%	316	36.4%	14	3.8%	43	28.7%	
Remote Searches	475	18.4%	1,707	65.6%	7	1.3%	43	20.6%	
Remote Fulltext	52	9.5%	195	41.2%	2	0.7%	0	0.0%	
Remote Retrievals	109	13.1%	363	52.8%	2	0.7%	0	0.0%	
Elko County School District									
Total Sessions	354		876		427		225		21%
Total Searches	2,316		7,883		1,638		523		-29%
Total Full-text	421		2,487		1,466		211		248%
Total Retrievals	916		2,777		1,626		227		78%
Remote Sessions	2	0.6%	22	2.5%	0	0.0%	0	0.0%	
Remote Searches	8	0.3%	54	0.7%	0	0.0%	0	0.0%	
Remote Fulltext	0	0.0%	5	0.2%	0	0.0%	0	0.0%	
Remote Retrievals	4	0.4%	5	0.2%	0	0.0%	0	0.0%	
Esmeralda County School District					No usage reported				
Eureka County School District					No usage reported				
Humboldt County School District									
Total Sessions	124		124		192		81		55%
Total Searches	794		626		378		275		-52%
Total Full-text	61		133		109		16		79%
Total Retrievals	192		197		133		18		-31%
Remote Sessions	15	12.1%	42	33.9%	109	56.8%	61	75.3%	
Remote Searches	256	32.2%	151	24.1%	216	57.1%	217	78.9%	
Remote Fulltext	15	24.6%	58	43.6%	72	66.1%	13	81.3%	
Remote Retrievals	35	18.2%	65	33.0%	90	67.7%	15	83.3%	

<b>Gale</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>	<b>Change 2008 to 2010</b>
Lander County School District									
Total Sessions	20		0		0		0		-100%
Total Searches	7		0		0		0		-100%
Total Full-text	1		0		0		0		-100%
Total Retrievals	5		0		0		0		-100%
Remote Sessions	0	0.0%	0		0		0		
Remote Searches	0	0.0%	0		0		0		
Remote Fulltext	0	0.0%	0		0		0		
Remote Retrievals	0	0.0%	0		0		0		
Lincoln County School District									
No usage reported									
Lyon County School District <sup>27</sup>									
Total Sessions	159		329		314		516		97%
Total Searches	1,069		1,077		716		1,689		-33%
Total Full-text	103		246		190		244		84%
Total Retrievals	256		386		271		263		6%
Remote Sessions	0	0.0%	1	0.3%	0	0.0%	0	0.0%	
Remote Searches	0	0.0%	1	0.1%	0	0.0%	0	0.0%	
Remote Fulltext	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Remote Retrievals	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Mineral County School District									
No usage reported									

<sup>27</sup> Note large increase in 2011.

<b>Gale</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>	<b>Change 2008 to 2010</b>
Nye County School District									
Total Sessions	0		9		5		66		+++
Total Searches	0		3		6		207		+++
Total Full-text	0		1		4		52		+++
Total Retrievals	0		1		4		56		+++
Remote Sessions	0		0	0.0%	0	0.0%	8	12.1%	
Remote Searches	0		0	0.0%	0	0.0%	11	5.3%	
Remote Fulltext	0		0	0.0%	0	0.0%	0	0.0%	
Remote Retrievals	0		0	0.0%	0	0.0%	0	0.0%	
Pershing County School District									
Total Sessions	4		0		0		0		-100%
Total Searches	8		0		0		0		-100%
Total Full-text	0		0		0		0		
Total Retrievals	8		0		0		0		-100%
Remote Sessions	0	0.0%	0		0		0		
Remote Searches	0	0.0%	0		0		0		
Remote Fulltext	0		0		0		0		
Remote Retrievals	0	0.0%	0		0		0		
Storey County School District					No usage reported				

<b>Gale</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>	<b>Change 2008 to 2010</b>
Washoe County School District									
Total Sessions	10,228		18,260		19,239		8,398		88%
Total Searches	69,153		56,327		44,706		22,035		-35%
Total Full-text	8,835		10,533		14,060		6,785		59%
Total Retrievals	15,666		14,749		17,669		7,224		13%
Remote Sessions	3,158	30.9%	4,372	23.9%	5,639	29.3%	2,385	28.4%	
Remote Searches	14,109	20.4%	10,126	18.0%	12,541	28.1%	6,098	27.7%	
Remote Fulltext	1,610	18.2%	2,215	21.0%	3,381	24.0%	1,329	19.6%	
Remote Retrievals	2,516	16.1%	2,604	17.7%	3,867	21.9%	1,496	20.7%	
White Pine County School District									
No usage reported									
<b>NEVADA SCHOOL LIBRARIES SUBTOTALS</b>									
Total Sessions	263,943		469,206		527,305		341,203		100%
Total Searches	1,006,633		1,228,263		1,069,221		874,780		6%
Total Full-text	294,052		370,242		374,219		316,452		27%
Total Retrievals	345,041		431,531		418,914		330,209		21%
Remote Sessions	44,631	16.9%	67,710	14.4%	77,059	14.6%	41,461	12.2%	
Remote Searches	153,192	15.2%	163,196	13.3%	156,904	14.7%	103,958	11.9%	
Remote Fulltext	46,927	16.0%	43,818	11.8%	45,817	12.2%	25,774	8.1%	
Remote Retrievals	50,994	14.8%	49,207	11.4%	50,868	12.1%	27,766	8.4%	
<b>NEVADA TOTALS</b>									
Total Sessions	981,708		1,158,393		1,079,125		515,986		10%
Total Searches	2,024,455		2,098,925		1,916,656		1,258,342		-5%
Total Full-text	593,144		582,888		534,838		397,666		-10%
Total Retrievals	731,778		703,248		620,671		426,325		-15%
Remote Sessions	64,905	6.6%	89,884	7.8%	101,264	9.4%	49,038	9.5%	
Remote Searches	223,813	11.1%	228,241	10.9%	236,668	12.3%	128,043	10.2%	
Remote Fulltext	58,709	9.9%	57,747	9.9%	55,710	10.4%	30,050	7.6%	
Remote Retrievals	67,643	9.2%	67,475	9.6%	63,761	10.3%	32,530	7.6%	

Table F4. Database Usage, 2008-2011: Scholastic Online

<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
<b>Public Libraries</b>								
Amargosa Valley Library District								
Total Grolier Online Sessions	0		0		0		0	
Grolier Online Documents Retrieved	0		0		0		2	
Total All documents retrieved	0		0		0		2	
Remote Grolier Online Sessions	0		0		0		0	
Grolier Online Documents Retrieved Remotely	0		0		0		0	
All Documents Retrieved Remotely	0		0		0		0	
Boulder City Library District								
Total Grolier Online Sessions	5		8		3		0	
Grolier Online Documents Retrieved	5		12		1		1	
Total All documents retrieved	22		31		13		1	
Remote Grolier Online Sessions	0	0.0%	0	0.0%	0	0.0%	0	
Grolier Online Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	1	100.0%
All Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Douglas County Public Library								
Total Grolier Online Sessions	89		47		51		0	
Grolier Online Documents Retrieved	124		58		48		1	
Total All documents retrieved	832		385		430		0	
Remote Grolier Online Sessions	0	0.0%	4	8.5%	24	47.1%	0	
Grolier Online Documents Retrieved Remotely	0	0.0%	11	19.0%	11	22.9%	0	0.0%
All Documents Retrieved Remotely	0	0.0%	33	8.6%	189	44.0%		

<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
Henderson District Public Libraries								
Total Grolier Online Sessions	366		614		285		0	
Grolier Online Documents Retrieved	591		550		303		30	
Total All documents retrieved	4,459		5,999		3,437		85	
Remote Grolier Online Sessions	0	0.0%	0	0.0%	0	0.0%	0	
Grolier Online Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	0	0.0%
All Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Las Vegas-Clark County Library District								
Total Grolier Online Sessions	22,112		23,733		12,002		19	
Grolier Online Documents Retrieved	24,744		24,133		12,086		151	
Total All documents retrieved	160,248		141,712		63,424		345	
Remote Grolier Online Sessions	14,832	67.1%	522	2.2%	0	0.0%	0	0.0%
Grolier Online Documents Retrieved Remotely	14,979	60.5%	571	2.4%	0	0.0%	0	0.0%
All Documents Retrieved Remotely	87,055	54.3%	4,941	3.5%	5	0.0%	0	0.0%
North Las Vegas Library District								
Total Grolier Online Sessions	100		120		92		0	
Grolier Online Documents Retrieved	124		185		117		12	
Total All documents retrieved	857		993		944		60	
Remote Grolier Online Sessions	100	100.0%	120	100.0%	92	100.0%	0	
Grolier Online Documents Retrieved Remotely	124	100.0%	185	100.0%	117	100.0%	12	100.0%
All Documents Retrieved Remotely	857	100.0%	993	100.0%	944	100.0%	60	100.0%
Pahrump Community Library								
Total Grolier Online Sessions	40		0		0		0	
Grolier Online Documents Retrieved	44		0		0		3	
Total All documents retrieved	277		0		0		3	
Remote Grolier Online Sessions	0	0.0%	0		0		0	
Grolier Online Documents Retrieved Remotely	0	0.0%	0		0		3	100.0%
All Documents Retrieved Remotely	0	0.0%	0		0		3	100.0%

<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
Smoky Valley Library District <sup>28</sup>								
Total Grolier Online Sessions	0		0		0		3	
Grolier Online Documents Retrieved	0		0		0		12	
Total All documents retrieved	0		0		0		12	
Remote Grolier Online Sessions	0		0		0		0	0.0%
Grolier Online Documents Retrieved Remotely	0		0		0		0	0.0%
All Documents Retrieved Remotely	0		0		0		0	0.0%
Washoe County Library System								
Total Grolier Online Sessions	1,083		463		503		11	
Grolier Online Documents Retrieved	2,105		586		419		309	
Total All documents retrieved	10,358		5,711		7,508		491	
Remote Grolier Online Sessions	163	15.1%	63	13.6%	268	53.3%	0	0.0%
Grolier Online Documents Retrieved Remotely	212	10.1%	75	12.8%	80	19.1%	9	2.9%
All Documents Retrieved Remotely	1,666	16.1%	576	10.1%	3,671	48.9%	15	3.1%
CLAN								
Total Grolier Online Sessions	666		0		0		0	
Grolier Online Documents Retrieved	663		0		0		0	
Total All documents retrieved	5,489		0		0		0	
Remote Grolier Online Sessions	0	0.0%	0		0		0	
Grolier Online Documents Retrieved Remotely	0	0.0%	0		0		0	
All Documents Retrieved Remotely	0	0.0%	0		0		0	
Beatty Library District	No usage reported							
Carson City Library								
Total Grolier Online Sessions	11		17		196		165	
Grolier Online Documents Retrieved	11		18		200		460	
Total All documents retrieved	185		84		1,017		1,950	
Remote Grolier Online Sessions	0	0.0%	0	0.0%	155	79.1%	140	84.8%
Grolier Online Documents Retrieved Remotely	0	0.0%	0	0.0%	157	78.5%	401	87.2%
All Documents Retrieved Remotely	0	0.0%	0	0.0%	854	84.0%	1,644	84.3%

<sup>28</sup> Round Mountain Public Library usage only.



<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
Churchill County Library	No usage reported							
Elko County Library System <sup>29</sup>								
Total Grolier Online Sessions	13		9		0		0	
Grolier Online Documents Retrieved	15		12		0		0	
Total All documents retrieved	86		12		0		0	
Remote Grolier Online Sessions	2	15.4%	0	0.0%	0		0	
Grolier Online Documents Retrieved Remotely	2	13.3%	0	0.0%	0		0	
All Documents Retrieved Remotely	18	20.9%	0	0.0%	0		0	
Esmeralda County Library	No usage reported							
Humboldt County Library								
Total Grolier Online Sessions	73		175		93		0	
Grolier Online Documents Retrieved	66		164		84		8	
Total All documents retrieved	771		1,981		1,057		14	
Remote Grolier Online Sessions	0	0.0%	0	0.0%	0	0.0%	0	
Grolier Online Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	0	0.0%
All Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Lincoln County Library <sup>30</sup>								
Total Grolier Online Sessions	3		0		0		0	
Grolier Online Documents Retrieved	3		0		0		0	
Total All documents retrieved	37		0		0		0	
Remote Grolier Online Sessions	3	100.0%	0		0		0	
Grolier Online Documents Retrieved Remotely	3	100.0%	0		0		0	
All Documents Retrieved Remotely	37	100.0%	0		0		0	
Lyon County Library System	No usage reported							
Mineral County Library	No usage reported							
Pershing County Library	No usage reported							

<sup>29</sup> Only usage was in Elko County and Austin branch libraries.

<sup>30</sup> Alamo, Pioche and Caliente libraries had no usage since 2008.

<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
Storey County Library								
Total Grolier Online Sessions	6		2		6		0	
Grolier Online Documents Retrieved	26		2		6		0	
Total All documents retrieved	34		34		97		0	
Remote Grolier Online Sessions	6	100.0%	2	100.0%	6	100.0%	0	
Grolier Online Documents Retrieved Remotely	26	100.0%	2	100.0%	6	100.0%	0	
All Documents Retrieved Remotely	34	100.0%	34	100.0%	97	100.0%	0	
Tonopah Library District	No usage reported							
White Pine County Public Library	No usage reported							
<b>NEVADA PUBLIC LIBRARIES SUBTOTALS</b>								
Total Grolier Online Sessions	24,567		25,188		13,231		198	
Grolier Online Documents Retrieved	28,521		25,720		13,264		989	
Total All documents retrieved	183,655		156,942		77,927		2,963	
Remote Grolier Online Sessions	15,106	61.5%	711	2.8%	545	4.1%	140	70.7%
Grolier Online Documents Retrieved Remotely	15,346	53.8%	844	3.3%	371	2.8%	426	43.1%
All Documents Retrieved Remotely	89,667	48.8%	6,577	4.2%	5,760	7.4%	1,723	58.2%
<b>School Libraries</b>								
Carson City School District								
Total Grolier Online Sessions	1,676		2,186		1,394		21	
Grolier Online Documents Retrieved	1,671		2,016		1,280		163	
Total All documents retrieved	13,738		17,024		11,641		839	
Remote Grolier Online Sessions	462	27.6%	217	9.9%	513	36.8%	0	0.0%
Grolier Online Documents Retrieved Remotely	357	21.4%	164	8.1%	476	37.2%	0	0.0%
All Documents Retrieved Remotely	4,823	35.1%	2,476	14.5%	3,659	31.4%	0	0.0%

<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
Churchill County School District								
Total Grolier Online Sessions	0		37		0		0	
Grolier Online Documents Retrieved	0		47		0		0	
Total All documents retrieved	0		239		0		0	
Remote Grolier Online Sessions	0		37	100.0%	0		0	
Grolier Online Documents Retrieved Remotely	0		47	100.0%	0		0	
All Documents Retrieved Remotely	0		239	100.0%	0		0	
Clark County School District								
Total Grolier Online Sessions	153,823		168,417		110,275		3,295	
Grolier Online Documents Retrieved	171,236		182,875		125,614		9,685	
Total All documents retrieved	1,606,431		1,616,200		1,049,955		34,617	
Remote Grolier Online Sessions	14,019	9.1%	18,213	10.8%	10,691	9.7%	209	6.3%
Grolier Online Documents Retrieved Remotely	12,857	7.5%	16,285	8.9%	9,283	7.4%	388	4.0%
All Documents Retrieved Remotely	132,566	8.3%	171,353	10.6%	103,197	9.8%	2,125	6.1%
Douglas County School District								
Total Grolier Online Sessions	3,189		1,808		358		75	
Grolier Online Documents Retrieved	3,393		2,018		395		357	
Total All documents retrieved	31,519		12,865		3,373		1,457	
Remote Grolier Online Sessions	156	4.9%	27	1.5%	1	0.3%	2	2.7%
Grolier Online Documents Retrieved Remotely	148	4.4%	30	1.5%	1	0.3%	14	3.9%
All Documents Retrieved Remotely	2,096	6.6%	324	2.5%	45	1.3%	32	2.2%
Elko County School District								
Total Grolier Online Sessions	2,560		10,921		2,487		0	
Grolier Online Documents Retrieved	5,336		23,434		5,537		6	
Total All documents retrieved	32,882		88,598		21,628		27	
Remote Grolier Online Sessions	40	1.6%	419	3.8%	154	6.2%	0	
Grolier Online Documents Retrieved Remotely	88	1.6%	996	4.3%	545	9.8%	5	83.3%
All Documents Retrieved Remotely	453	1.4%	3,849	4.3%	1,517	7.0%	26	96.3%

<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
Esmeralda County School District								
Total Grolier Online Sessions	21		72		2		2	
Grolier Online Documents Retrieved	32		77		15		15	
Total All documents retrieved	207		610		18		18	
Remote Grolier Online Sessions	14	66.7%	72	100.0%	2	100.0%	2	100.0%
Grolier Online Documents Retrieved Remotely	13	40.6%	77	100.0%	15	100.0%	12	80.0%
All Documents Retrieved Remotely	168	81.2%	610	100.0%	15	83.3%	15	83.3%
Eureka County School District								
Total Grolier Online Sessions	139		76		59		1	
Grolier Online Documents Retrieved	160		77		59		19	
Total All documents retrieved	1,600		931		470		21	
Remote Grolier Online Sessions	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Grolier Online Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	6	31.6%
All Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	7	33.3%
Humboldt County School District								
Total Grolier Online Sessions	2,079		1,111		724		0	
Grolier Online Documents Retrieved	2,222		1,155		63		1	
Total All documents retrieved	5,740		3,155		6,516		0	
Remote Grolier Online Sessions	32	1.5%	98	8.8%	296	40.9%	0	
Grolier Online Documents Retrieved Remotely	24	1.1%	46	4.0%	227	360.3%	0	0.0%
All Documents Retrieved Remotely	341	5.9%	749	23.7%	3,948	60.6%	0	
Lander County School District								
Total Grolier Online Sessions	87		12		5		0	
Grolier Online Documents Retrieved	144		12		2		0	
Total All documents retrieved	430		27		15		0	
Remote Grolier Online Sessions	0	0.0%	0	0.0%	0	0.0%	0	
Grolier Online Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	0	
All Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	0	

<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
Lincoln County School District								
Total Grolier Online Sessions	4		2		9		0	
Grolier Online Documents Retrieved	12		2		7		17	
Total All documents retrieved	119		2		30		41	
Remote Grolier Online Sessions	4	100.0%	0	0.0%	9	100.0%	0	
Grolier Online Documents Retrieved Remotely	12	100.0%	0	0.0%	7	100.0%	17	100.0%
All Documents Retrieved Remotely	115	96.6%	0	0.0%	30	100.0%	41	100.0%
Lyon County School District								
Total Grolier Online Sessions	625		1,297		1,377		7	
Grolier Online Documents Retrieved	983		3,060		1,490		56	
Total All documents retrieved	5,135		9,947		11,182		1,040	
Remote Grolier Online Sessions	248	39.7%	17	1.3%	2	0.1%	0	0.0%
Grolier Online Documents Retrieved Remotely	235	23.9%	51	1.7%	1	0.1%	9	16.1%
All Documents Retrieved Remotely	1,914	37.3%	158	1.6%	26	0.2%	31	3.0%
Mineral County School District								
Total Grolier Online Sessions	36		11		1		0	
Grolier Online Documents Retrieved	55		10		1		5	
Total All documents retrieved	279		100		17		5	
Remote Grolier Online Sessions	1	2.8%	11	100.0%	1	100.0%	0	
Grolier Online Documents Retrieved Remotely	1	1.8%	10	100.0%	1	100.0%	0	0.0%
All Documents Retrieved Remotely	12	4.3%	100	100.0%	17	100.0%	0	0.0%
Nye County School District								
Total Grolier Online Sessions	7		2,258		25		0	
Grolier Online Documents Retrieved	20		8,262		24		4	
Total All documents retrieved	60		17,799		302		4	
Remote Grolier Online Sessions	0	0.0%	2,258	100.0%	25	100.0%	0	
Grolier Online Documents Retrieved Remotely	0	0.0%	8,262	100.0%	24	100.0%	4	100.0%
All Documents Retrieved Remotely	0	0.0%	17,799	100.0%	302	100.0%	4	100.0%

<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
Pershing County School District								
Total Grolier Online Sessions	200		46		44		0	
Grolier Online Documents Retrieved	232		46		39		0	
Total All documents retrieved	1,939		346		711		0	
Remote Grolier Online Sessions	0	0.0%	0	0.0%	0	0.0%	0	
Grolier Online Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	0	
All Documents Retrieved Remotely	0	0.0%	0	0.0%	0	0.0%	0	
Storey County School District								
Total Grolier Online Sessions	1		0		0		0	
Grolier Online Documents Retrieved	1		0		0		0	
Total All documents retrieved	1		0		0		0	
Remote Grolier Online Sessions	0		0		0		0	
Grolier Online Documents Retrieved Remotely	0		0		0		0	
All Documents Retrieved Remotely	0		0		0		0	
Washoe County School District								
Total Grolier Online Sessions	40,336		42,323		28,941		907	
Grolier Online Documents Retrieved	44,600		45,852		29,780		1,546	
Total All documents retrieved	191,843		202,622		105,537		3,315	
Remote Grolier Online Sessions	3,412	8.5%	2,397	5.7%	1,494	5.2%	2	0.2%
Grolier Online Documents Retrieved Remotely	3,582	8.0%	2,375	5.2%	1,323	4.4%	132	8.5%
All Documents Retrieved Remotely	32,130	16.7%	21,118	10.4%	15,330	14.5%	703	21.2%
White Pine County School District								
Total Grolier Online Sessions	9		0		0		1	
Grolier Online Documents Retrieved	15		0		0		12	
Total All documents retrieved	35		1		0		57	
Remote Grolier Online Sessions	0	0.0%	0		0		0	0.0%
Grolier Online Documents Retrieved Remotely	0	0.0%	0		0		0	0.0%
All Documents Retrieved Remotely	0	0.0%	0	0.0%	0		0	0.0%

<b>Scholastic Online (Grolier)</b>	<b>2008</b>	<b>% Remote</b>	<b>2009</b>	<b>% Remote</b>	<b>2010</b>	<b>% Remote</b>	<b>Jan-Oct 2011</b>	<b>% Remote</b>
<b>NEVADA SCHOOL LIBRARIES SUBTOTALS</b>								
Total Grolier Online Sessions	204,792		230,577		145,701		4,309	
Grolier Online Documents Retrieved	230,112		268,943		164,306		11,886	
Total All documents retrieved	1,891,958		1,970,466		1,211,395		41,441	
Remote Grolier Online Sessions	18,388	9.0%	23,766	10.3%	13,188	9.1%	215	5.0%
Grolier Online Documents Retrieved Remotely	17,317	7.5%	28,343	10.5%	11,903	7.2%	587	4.9%
All Documents Retrieved Remotely	174,618	9.2%	218,775	11.1%	128,086	10.6%	2,984	7.2%
<b>NEVADA TOTALS</b>								
Total Grolier Online Sessions	229,359		255,765		158,932		4,507	
Grolier Online Documents Retrieved	258,633		294,663		177,570		12,875	
Total All documents retrieved	2,075,613		2,127,408		1,289,322		44,404	
Remote Grolier Online Sessions	33,494	14.6%	24,477	9.6%	13,733	8.6%	355	7.9%
Grolier Online Documents Retrieved Remotely	32,663	12.6%	29,187	9.9%	12,274	6.9%	1,013	7.9%
All Documents Retrieved Remotely	264,285	12.7%	225,352	10.6%	133,846	10.4%	4,707	10.6%

## **Statewide Electronic Database Survey Results**

In order to provide more context for the database usage statistics, REAP Change Consultants mounted a short, 15 question online survey and invited approximately 552 school, 83 public library, and 13 academic library outlets. The survey was open for 15 days from November 9 through 23 and an invitation plus three reminders were distributed by e-mail. There were 240 responses for an overall response rate of 37%. About 90% of the public and school librarian respondents worked at libraries in Clark County, 3.4% in Washoe County, 1.3% each in Elko County and Carson City, and the remaining 4.2% in Churchill, Esmeralda, Humboldt, Lander, Lon, Mineral, Nye, Pershing and Storey counties (one or two respondents per county). About 37% described their library setting as urban, 53% as suburban, and 10% as rural. For the purpose of analysis we will analyze the responses by library type. Full survey results are given at the end of this Annex. The findings are from the perspectives of library staff.

### ***Public Library Electronic Database Survey Results***

The 15 public library librarians included nine (60%) who described their libraries as rural, four (27%) as suburban and one as urban. They represented libraries in Carson City, Churchill, Clark, Elko, Esmeralda, Humboldt, Mineral, Nye, Pershing, Storey, and Washoe counties. All these public libraries had public and staff computer access to the internet and two-thirds had library portal access to LSTA databases. About 40% of the librarians felt that library patrons “often” (13%) or “sometimes” (27%) needed help in accessing databases. However, only 20% of the librarians believed that library staff ability to search databases themselves or to help patrons search databases was excellent or very good. About 47% felt that it would be “very helpful” if NSLA were able to arrange for individual in-person database tutoring or training, one-third face-to-face group training, and 27% online webinar training.

Regarding the LSTA-funded databases, 86% rated their availability, 79% the ease of use, 77% the cost to the library, 71% the variety and topical coverage, but only 57% the appropriateness to patron needs as either excellent or good. The top five uses that patrons made of the databases were to find information on employment/careers, homework, academic research, and leisure fiction and non-fiction reading. About 57% of the librarians viewed patron access to LSTA-funded databases over a library public computer as “excellent” or “good” on a typical day, and 53% rated access over a library portal that well. What is more, the librarians thought that the abilities of one-third of the patrons to understand what is available from the LSTA-funded electronic databases and to use them were “excellent” or “good.” Other sources of database access were the public schools and universities or colleges – either accessible only to students.

Asked about advantages of the electronic databases, librarians responded as follows:

*They don't get a lot of use, but for those who need and use them, they are great. We are a long way from anywhere else so they are glad to have them.*



*I have used the databases extensively for UNR classes, so I know they are excellent and extremely useful. Here at the library, we know that we need to do promotion and training to get patrons using the databases on a more regular basis.*

*None. We have promoted these databases for many years, and they are not used in our community.*

*Patrons who are aware of the databases use them frequently and easily. Our challenge is to get the message out to the citizens who do not understand the breadth of the resources. Students are especially receptive to the use of the databases when they are made aware of them. Young patrons are astonished that they can access the information 24/7 so late night assignments are possible when libraries are closed. Librarians have been told many times how the databases saved a student's academic life because the databases were available and free through the library website.*

*Students (mainly high school) who need to have multiple sources, do not find enough in print items within our collection to satisfy their needs. Once we show them the databases, and they see that they can get quality information that can be cited, they tend to see the value. These students are few and far between.*

*Patrons are able to find information on their topic in state databases but comparing statewide databases (EBSCO & ABC-Clío) with the databases we purchase (primarily Gale) overall Gale databases receive far more views of articles than do EBSCO Databases for general periodicals. This indicates they are getting more full text from Gale than they are from EBSCO. Patrons want full text without having to look for it in other resources.*

The overall picture was of libraries, librarians, and patrons with definite limits to their ability to access the internet but with a need to do so because of resource limitations. While a valuable thing to do, simply offering electronic database access in these public libraries is only part of the solution. The librarians need more training in database use so that they can better help the library patrons, and there is apparently a need for either more computers or better or faster internet access from the public computers in these libraries. Some public librarians need to learn more effective ways to tell library patrons about the free databases. The question of appropriateness of the databases for the identified public library user needs deserves further investigation.

### ***K-12 School Librarian Electronic Database Survey Results***

The 209 people who identified themselves as school librarians included 121 elementary school, 44 middle school, and 45 high school librarians. The majority (55%) described their library setting as suburban, 39% as urban and 6% as rural. This was not surprising since 95% were from Clark County, 3% from Washoe County and one person each from Carson City, Lander, Lyon and Pershing Counties. For the most part, then, the responses of this sub-group told us about the situation in Clark County and should not be projected to Nevada as a whole. About 91% reported library operating budgets of \$50,000 or less, compared to 7% of public libraries and no college or university libraries. School libraries

were often one-person libraries with few operating resources beyond their own time and efforts.

About 87% of the libraries had staff computer access to the internet, 85% had public computer internet access in the library, and 81% offered access through a library portal. Those that did not were all in Clark County. About 82% had WiFi access in the library building, with those that did not in either Clark or Pershing County. About 71% rated the library staffs' abilities to search electronic databases and 70% rated staffs' abilities to help library patrons search databases as "excellent" or "very good." Furthermore, their view was that only 26% of library patrons needed help in such access "often" or "very often." Nevertheless, 42% thought it would be "very helpful" if NSLA were able to arrange for face-to-face group training in database access, 32% thought that of individual in-person tutoring or training, and 24% thought that of online webinar training.

While only 16% felt it was easy or very easy to get teachers to use the LSTA-funded electronic databases themselves, 35% thought it easy or very easy to get teachers to encourage their students to use electronic databases. The school librarians thought that the ability of 53% of their patrons to use the LSTA-funded electronic databases was good or excellent, but that 42% had a good or excellent understanding of what was available from the databases. About two-thirds of the patrons had a good or excellent ability to access the LSTA-funded databases on a library public computer on a typical day, while only 39% had a good or excellent ability to do so through a library portal. The latter finding might account for why remote access to Gale and Grolier databases was lower in Clark County than in some rural counties. Students might not have been shown how to do that if there were a school library portal available.

Concerning the databases themselves, 98% rated their availability as "excellent" or "good," 95% gave similar ratings to cost to the library, 94% to ease of use, 92% to appropriateness to patron needs, variety of databases, and topical coverage. In these respects the electronic database program was serving the needs of school library students (and teachers) better than it was the needs of public library patrons. Top uses made of the databases in order of frequency of "very often" or "often" responses were academic research, general reference, homework, leisure fiction reading and leisure non-fiction reading.

Over half (109 of 209) of the school librarians specified benefits to their libraries and patrons of having the databases. Examples of typical responses are given here.

*Access to the state funded databases at our elementary school provides access to quality information, regardless of a student's personal finances, availability of technology, or transportation to the public library. Although our library had limited books for checkout on careers, our fourth grade students were able to learn about specific careers that met their interests and individual reading ability.*

*Databases are free of advertisements and other distractions. Students are able to access them and find the information they need efficiently and effectively without distractions of popups and games. They are written and designed to be student friendly in both their language and accessibility.*

*These databases provide a safe, reliable way for students to access information. They understand, through library lessons, that not all information on the web is true or valid. It's hard for students to determine which sites are good ones, so databases are a wonderful way to find good sources.*

*Each year students in grades 2-5 use databases to research countries or states to create travel brochures, flip books, postcards etc. They especially enjoy using CULTUREGRAMS because of its ease of navigation and quick, brief facts.*

*Fills the need for current information that would not be available with the small budgets we have. Students can get peer reviewed articles for science and English classes to meet teacher requirements.*

*Fourth and fifth grade students have used databases as "safe" places to search topics for research assignments.*

*Grolier was excellent and was brought back the students love it.*

*Yes! Our students and teachers have begun to use the EBSCO databases to access articles and magazines for research. It is awesome!*

*Social studies classes love ABC-CLIO for a variety of research topics, and English classes use it for cross curricular study. EBSCO is so general that classes from every department have found it useful.*

*We are a pk-5 school. Our intermediate classes use Kids Infobits (Gale Databases: Kids Infobits) to conduct research in their library class, computer class, and some of the teachers use it in the classroom too. We have many students reading 2+ grade levels below grade level and who have limited English. The option to have articles read to the student is a plus. However, I would like to see more in this area available to students in schools.*

*There are so many ways we use the databases! This week our 8th graders have been using "Opposing Viewpoints" on Gale. There is every debatable issue imaginable on this site! Our ELL students can translate information on Gale or have the audio version read to them. You should have seen one of my Chinese student's faces light up when I showed her how to translate a chemical element article to Chinese. Culture Grams and ABC-Clio get used all the time by our geography and history students. Students can print flags and maps for projects, find current government information, and easily access many primary sources. Since our district filter blocks almost all images, we especially use ABC-Clio to find pictures for the historical projects our students do in US history.*

*I am a school which teaches how to do research and the databases let students use the computers while obtaining reliable and researched information. This becomes a lesson for them and helps them develop papers that are reliable and truthful.*

*I have had several students and parents move on to middle school and come back to thank me for showing them how to use the databases for research. Including how to find the citations.*

*My school district would never be able to afford subscriptions to all of the databases that students need to be successful. I supplement the offerings through NSLA with additional databases, but we are limited by the expense.*

*More of our funding can be used for the purchases of books rather than databases.*

*These products help update aging school library collections. For example, when a class came to research historical events for social studies the databases filled in nicely.*

*Our library has a lot of outdated nonfiction books. Using the databases has enabled my elementary students to access current and accurate information. They especially love Culture Grams and Searchasaurus.*

*when they use them they are impressed. Unfortunately they are very resistant to use them.*

*The students have learned that there is more to research than Wikipeda or Google. They know they can go do the databases and search and find good relevant hits on their topic instead of a million hits of dubious value, and/or reliability. One day I had two young men in doing research. Their whole class had been shown the databases and many were making good use of them and significant headway in their research. These two young men insisted on using Google instead. They were very frustrated and many of the sites they linked to were blocked at the district level and most of the others weren't relevant. I suggested the databases to them several times, and finally they asked for help in using them. I showed them how and where to search and within minutes they had a plethora of relevant information. Those two boys were database "converts" from then on, and they also showed other students how to find great and reliable information for their research.*

*When teachers bring classes into my library to do research they are only allowed to use databases. If they want to use google, they have to come in on their own time or do it at home. I love to see them come back at lunch. Guess what they use? Yep, our databases. Fast, easy, and valid sources. :)*

*Students in World Geography had to fill out sheets of state information. The classroom teacher had them using Wikipedia and Google searches. When I showed them how much faster, cleaner and easier it was to find that information using the databases, I sold them on their use! The assignment took about 40 minutes rather than 3 hours.*

*Students enjoy researching possible career information. They are always shocked at the average salaries, duties, and responsibilities. CultureGrams is a favorite, particularly when they researching the country of their birth. We often have competing national anthems playing in the library. Teachers are using them as research resources and tools.*

*Our patrons often use the databases for academic projects. For example, many use them for Black History month biographies.*

*Last year (my 1st yr. in the library) I worked with 5th grade students on the use of CultureGrams for research purposes. They loved it! The problem is that I only have 5 computers in my library. I was able to use the laptop cart last year, but this year it has been designated for use with classroom teachers & their "Power Hour". In order to teach students the databases, they need to be able to use them. Teachers are overwhelmed with other things & do not respond to me posting offerings to train them in the use of the databases. Most of them have no idea about the resources that we have available for them. I am looking into purchasing PebbleGo for K-3 because of the ease of use it provides.*

*Our computers are so slow that it takes 10 minutes for the students to be able to access anything, and then class time is limited. So they really are not able to play with all the sites to see what is offered to them. I tell them they can access from home, but I do not know if this is being done.*

*Students use these resources to meet school assignment requirements. Many of the students at this school would not have access to the materials they need if we didn't supply them at school.*

*Many of our student do not have access to data at home therefore student are accessing data from school library computers. We have made our databases available to home computer via school web page. This has increased useability.*

*My students and teachers have benefited since it allows them to search for information when at home or the library is closed. As I was filling out this questionnaire, a teacher just walked in for our online databases brochure with all the usernames and passwords of all of online databases. If we lost funding for this program, this would be another resource teachers and students would lose and this teacher would not have the opportunity to integrate online database technology into her lesson plan.*

*My students are able to access information that is accurate and timely. While working on Social Studies, Science or English projects they are happy they do not have to muddle through google to figure out what is good information. They rely on the Databases to get them what they need quickly.*

*Student research projects, such as country and state reports, have been enhanced greatly by the databases, since there are only a few copies of printed materials for each subject. With approximately 450 students in the intermediate grades, the ability to use an unlimited database for research has been helpful for both students and teachers.*

*Our students often research controversial topics for papers and presentations. The online databases serve as an excellent resource for finding peer-reviewed and/or edited articles on their topics. Use of just internet sites often places them in the middle of biased, incendiary material, which only confuses them. Once the students have used books, ebooks and databases, they are better prepared to evaluate additional website*

*resources for accuracy and bias. The databases also provide immediate access to reviewed articles on recent topics from the news, that I can't provide with only books, and websites might be biased on. They are an absolute necessity in the high school setting as students become proficient at critically analyzing resources and get ready for college and careers.*

*Students are constantly being instructed to use the State Databases and will try them. The Databases are not the first "go-to" electronic resource. The students want to do a Google search. Yes, the Google search is faster than the Database search. If they find a good Google search, it usually contains more information for their research projects than the Databases. But I tell them to use the Database source as a reference to verify any other information that they may find on Google.*

*Students most often use the databases when doing research for a project or report they have to do in science or social studies. They are able to find a lot of information. The databases are especially useful when a whole class or grade level is doing a report on the same thing (mealworms in 2nd grade or Nevada reports in 4th grade for example). When all of the library books on that particular subject are checked out, students can rely on the databases to find the information they need. Teachers use the databases to improve their background knowledge on subjects they are teaching.*

*The health and science teachers have been awesome and are totally on-board with the Gale science DB; they get used all the time. Social studies teachers use ABC-Clío now that I've introduced them to that resource. One of our geography teachers is FINALLY going to have her students use Culturegrams for their Europe project this year. There is an emphasis on careers at our school so NCIS gets used. Teaching books is great, but it doesn't get used much. I will try to promote it... Ebsco is pretty sophisticated and I don't understand it that well so it doesn't get used much; it seems to be up to me to introduce these resources to teachers and get them on board with their students. We've come a long way in the last few years to not using them at all to using them for almost every research activity. Progress! I would HATE to see them go away. Not only that, we've partnered with the public library to promote and use the state databases which has been helpful.*

Public libraries were most frequently mentioned in the survey as an alternative source for database access.

### ***College Librarian Electronic Database Survey Results***

Nine college or university librarians responded from Carson City, Clark, Elko, and Washoe counties. The public libraries all had public and staff computer access to the internet, library building WiFi, and 86% had a library portal to the databases. All rated the library staffs' ability to search database and to help patrons with database searches as excellent or very good. Nevertheless, 44% felt it would be "very helpful" if NSLA were to arrange database training webinars, and 33% felt the same about face-to-face group training in database use. The librarians thought that about half of the patrons needed database access help very often (38%) or often (12%). About half of the librarians felt that getting faculty to

use databases themselves was “neither difficult nor easy,” although 38% thought this was very easy to do. In contrast, two-thirds felt it was easy or very easy to get teachers or faculty to encourage their students to use electronic databases.

Concerning the databases, all respondents felt that their appropriateness to patron needs, availability, ease of use, variety, topical coverall and cost to the library was either excellent or good. The five top database uses were academic research, homework, general reference, politics/government, and small business development. All librarians answered that patron ability to access LSTA-funded databases on a library public computer on a typical day was excellent or good, 75% that remote access was excellent or good, and that patrons understood what was in and could use the databases.

In addition to cost savings, LSTA-funded database access benefited academic libraries as follows:

*Because of the standard set of electronic databases available from LSTA funding, we are able to broaden our coverage by subscribing to additional resources specific to our curricula.*

*For example, one university had been able to subscribe to CINAHL®, the Cumulative Index to Nursing and Allied Health Literature, needed for accreditation and research in a nursing program.*

Students and faculty benefited in other ways as well.

*It greatly enlarged the number of resources our students are access to in completing their research assignments. As more university libraries go to online journals, it sometimes becomes difficult to borrow those materials through ILL due to copyright restrictions. The LSTA funds allowed NV libraries to go from a very basic collection of magazines to a more scholarly collection (Academic Search Premier) giving our researchers a greater number of reliable sources to find the answers they need. It gives equal access to these scholarly sources for small and large libraries alike.*

*We have a number of remote locatings. Students can access the databases from their homes or at the remote sites. It offers access to those materials the students would not have access to otherwise. The databases are essential to fullfill our mission of providing "Information Literacy" to all our students.*

*The database packages for academic libraries is essential for undergraduate research. The EBSCO databases are the core of our offerings and the students find that the content is rich and interface is easy for them to navigate and refine their search. EBSCO databases have some of the highest usage out of all of our electronic resources.*

*Academic Search Premier gives all of our students a place to start researching general topics, our business students heavily use Business Source, our Nursing students use Health Source Academic to round out other Nursing resources we have, and our faculty use ERIC for research in the field of teaching. The students really like the features and ease of using EBSCOhost along with the ability to combine databases in a*

*single search. Having access to these 4 databases in particular definitely enriches the educational experience of our students.*

### **Conclusions**

Most survey respondents recognized the value of databases for their libraries and their patrons. Those in school libraries in particular were active in encouraging students to use LSTA-funded electronic databases to access quality information from reliable sources. Providing electronic database access is a necessary first step. It is, however, insufficient. The libraries need to have enough computers available that are fast enough to access the internet quickly to view and download database resources. Some librarians, especially in public libraries and in rural areas, would benefit from and desire more training in electronic database access. Unfortunately, current economic conditions limit the ability of NSLA to provide the kind of training most librarians prefer -- either face-to-face group training or in-person individual tutoring or training. With staff shortages it is hard for librarians in both smaller public and school libraries to get away for group training, and webinars are a third choice.

The value of the LSTA-funded databases was clear to librarians and library patrons who used them. A problem lies in convincing a skeptical public, teachers, and students that the databases provide better access to more reliable information than Google or Wikipedia. Determining better, transferable ways to get that message across and get people to try out the databases might be a good use of LSTA funds.



# Electronic Databases Survey 2011

## Introduction and Permission

The Nevada State Library and Archives (NSLA) has contracted REAP Change Consultants to evaluate its state plan and LSTA grant program for federal fiscal year (FY) 2008-2012. This 15 question survey concerns the LSTA funded statewide electronic databases program. NSLA will use evaluation results to review how well the program has done and to inform its next five-year LSTA Plan. Because of federal LSTA fund availability, schools and public libraries have access the EBSCO and ABC-CLIO online databases, and academic libraries have access the EBSCO databases and general periodicals. State funds provide access to Scholastic Online and Gale databases.

Please provide one response per public library outlet, school library, or academic library location. We have asked only general demographic questions in order to protect confidentiality of responses. The summary report will only contain aggregate information and selected quotes from opened responses (without attribution to specific respondents).

If you have any questions or comments about this survey or the use to be made of it, please contact Dr. Stephen C. Maack, Owner, REAP Change Consultants at [consultant@reapchange.com](mailto:consultant@reapchange.com) or at (310) 384-9717. A paper version of the survey is available on request. Thank you for your assistance. **(240 started survey, 222 completed entire survey)**

**\*1. I voluntarily agree to participate in this survey.** (240 answered, \* = a required question)

**240** Yes, take me to the first page of the survey

**0** No, take me out of this survey.

## Background Information

**2. In what kind of a library do you work? If you work in more than one kind of library, please choose the one that you will be referring to in your answers to the rest of this survey.** (237 answered, 3 skipped question)

**15** Public Library

**121** Elementary School Library: grades PK-5 or K-5

**44** Middle School/Junior High Library: grades 6-8

**45** High School Library: grades 9-12

**9** College/University Library

**5** Other (please specify, e.g. K-12 school library)

**3. Public and School Library staff -- in what kind of a setting is your library?**  
(227 answered, 3 skipped question)

**23** Rural

**84** Suburban

**120** Urban

# Electronic Databases Survey 2011

## Questions About This Library

4. Where is your library located (Nevada County or independent city)? (236 answered, 4 skipped)

- 3 Carson City
- 1 Churchill
- 212 Clark
- 0 Douglas
- 3 Elko
- 1 Esmeralda
- 0 Eureka
- 1 Humboldt
- 1 Lander
- 0 Lincoln
- 1 Lyon
- 1 Mineral
- 2 Nye
- 1 Pershing
- 1 Storey
- 8 Washoe
- 0 White

5. Which response best reflects the total operating budget for your library? (234 answered, 6 skipped question)

- 181 \$50,000 or less
- 5 \$50,001 to \$100,000
- 4 \$100,001 to \$250,000
- 2 \$250,001 to \$500,000
- 3 \$500,001 to \$1,000,000
- 5 \$1,000,001 to \$2,500,000
- 12 \$2,500,001 to \$5,000,000
- 5 \$5,000,0001 or more
- 17 Don't Know

# Electronic Databases Survey 2011

## Electronic Databases

**The Nevada State Library and Archives uses a portion of LSTA funds to provide access to a suite of electronic databases in public, school, and academic libraries.** Because of statewide LSTA funds availability, schools and public libraries can access Scholastic Online databases (GO Searches, Z39.50 Searches, Grolier Online, Encyclopedia Americana, Grolier Multimedia Encyclopedia, New Book of Knowledge, Nueva Enciclopedia Cumbre, America the Beautiful, Lands and Peoples, Expert Space Searches, Expert Space Online), and EBSCO databases, except that the Grolier contract had to be canceled in 2010 for lack of funding. Academic and eligible special libraries can access the EBSCO databases and general periodicals.

### 6. In what ways does your library provide access to the LSTA-funded electronic databases? (235 answered, 5 skipped this question)

	Yes	No	Don't Know
Public Computers in the library	177	27	6
Staff Computers in the library	171	22	7
Library building WiFi	158	31	16
My library's portal (with a password or patron bar code)	150	33	22

### 7. How frequently do your library patrons ask for help in accessing and using statewide electronic databases available through your library? (233 answered, 7 skipped question)

20 Very Often      40 Often      108 Sometimes      44 Rarely      21 Almost Never

## Staff Familiarity with Statewide Electronic Databases

### 8. Overall, how would you classify the ability of your library's staff to:

(232 answered, 8 skipped this question)

	Excellent	Very Good	Good	Fair	Poor	Very Poor
Access and search electronic databases themselves.	79	81	50	16	2	3
Help library patrons access and search electronic databases.	74	81	50	17	2	3

### 9. Overall, how helpful would it be to the staff at your library if NSLA were able to arrange for training in use and searching of the LSTA-funded statewide electronic databases?

(230 answered, 10 skipped question)

	Very Helpful	Helpful	Somewhat Helpful	Not Helpful
Using online webinar(s)	59	59	51	23
Through face-to-face group training	92	92	40	9
Through individual telephone tutoring/training	14	14	85	65
Through individual tutoring or training in person	70	70	46	28

# Electronic Databases Survey 2011

## Staff Familiarity with Statewide Electronic Databases

10. School and Academic Librarians ONLY: How difficult has it been to get teachers or faculty...(215 answered, 25 skipped question - see question instructions)

	Very Difficult	Difficult	Neither Difficult nor Easy	Easy	Very Easy
to use the LSTA-funded electronic databases themselves	19	48	113	26	9
to encourage their students to use these electronic databases	14	41	82	65	12

## Electronic Database Ratings

11. Please rate the statewide electronic databases available through LSTA grant funding on the following characteristics: (224 answered, 16 skipped question)

	Excellent	Good	Fair	Poor
Appropriateness to typical needs of my library patrons	103	99	16	4
Availability	137	80	5	1
Ease of use	91	115	15	1
Variety of databases available	84	119	19	1
Topical Coverage	86	117	20	0
Cost to my library	158	48	12	2

12. In your opinion, how often do your library patrons use electronic databases to find information related to: (226 answered, 14 skipped question)

	Very Often	Often	Sometimes	Rarely	Almost Never
General reference questions	30	65	91	27	12
Homework topics	22	61	81	43	17
Academic research	50	82	64	16	13
Information about colleges or universities	8	16	55	54	90
Consumer products	4	12	48	63	93
Politics/government	13	41	65	42	62
Finance	2	10	34	56	120
Taxes	1	4	22	52	143
Retirement	0	5	18	43	155
Employment/careers	10	36	57	42	77
Market research	2	7	25	45	141
Small business development	1	7	21	38	154
Fiction, poetry or leisure reading	32	40	73	40	36
Non-fiction leisure reading	30	37	68	48	37
Other	4	15	33	18	43

Please specify other database uses.

# Electronic Databases Survey 2011

## Library Patron Access

11. Please rate the statewide electronic databases available through LSTA grant funding on the following characteristics: (224 answered, 16 skipped question)

	Excellent	Good	Fair	Poor
Appropriateness to typical needs of my library patrons	103	99	16	4
Availability	137	80	5	1
Ease of use	91	115	15	1
Variety of databases available	84	119	19	1
Topical Coverage	86	117	20	0
Cost to my library	158	48	12	2

12. In your opinion, how often do your library patrons use electronic databases to find information related to: (226 answered, 14 skipped question)

	Very Often	Often	Sometimes	Rarely	Almost Never
General reference questions	30	65	91	27	12
Homework topics	22	61	81	43	17
Academic research	50	82	64	16	13
Information about colleges or universities	8	16	55	54	90
Consumer products	4	12	48	63	93
Politics/government	13	41	65	42	62
Finance	2	10	34	56	120
Taxes	1	4	22	52	143
Retirement	0	5	18	43	155
Employment/careers	10	36	57	42	77
Market research	2	7	25	45	141
Small business development	1	7	21	38	154
Fiction, poetry or leisure reading	32	40	73	40	36
Non-fiction leisure reading	30	37	68	48	37
Other	4	15	33	18	43

Please specify other database uses.

# Electronic Databases Survey 2011

## Library Patron Access

13. Based on what you have observed, how would you rate your library patrons' ability to:  
(225 answered, 15 skipped question)

	Excellent	Good	Fair	Poor	Don't Know/Not Applicable
Access the LSTA-funded databases on a library public computer on a typical day.	48	91	52	15	18
Access the LSTA-funded electronic databases from home, work, or other location through the library portal.	28	64	55	29	48
Understand what is available from the LSTA-funded electronic databases.	16	78	88	29	12
Use the LSTA-funded electronic databases	27	89	71	26	11

14. How have your patrons benefited from the electronic databases available because of statewide LSTA funding? Please be as specific as possible, including a story or anecdote.  
(123 answered, 117 skipped question – responses are listed separately, sorted by type of library)

## Alternative Access to Electronic Databases

15. To your knowledge, are there other sources of free access in your library service area to these or comparable databases for your library patrons? (221 answered, 19 skipped question)

110 Don't Know  
64 No  
47 Yes (please specify)

## THANK YOU

THANK YOU for your help. For further information about this survey please contact Arlene Hopkins (Arlene.Hopkins@gmail.com or (310) 392-5910) or Dr. Stephen C. Maack (Owner, REAP Change Consultants at consultant@reapchange.com or at (310) 384-9717). To exit the survey click on "Done" below.

# Open-Ended Responses to Electronic Databases Survey 2011

## By Type of Library

### Other Ways Library Patrons Use Electronic Databases

12. In your opinion, how often do your library patrons use electronic databases to find information related to: **Other (please specify)**

#### **2 Public Library Staff replied:**

phone numbers
This is answered based on all our databases not just statewide ones

#### **6 Elementary School Library Staff replied:**

Culturegrams and Grolier
Mission Us, 39 Clue's
personal interests
Research
Research projects
World Book Encyclopedia - Elementary Level

#### **3 Middle School Library Staff replied:**

history projects
When teachers want to do research, I direct them and their students to the appropriate database.
world book online

#### **4 High School Library Staff replied:**

Current Event articles
pro con digest
Proper Mla 7th Ed. Citations, email
When shared in a lesson by librarian use for a particular curricular purpose usage increases.

#### **3 Academic (College or University) Library Staff Replied:**

Health information
Health related, personal and school
Medical, Education, Environment, History, Literary related topics

## Benefits of Electronic Databases

The following are verbatim responses to the Electronic Databases Survey Question 14.

### **14. How have your patrons benefited from the electronic databases available because of statewide LSTA funding? Please be as specific as possible, including a story or anecdote.**

In all there were 123 responses (51%) that are shown below and 117 survey takers (49%) did not respond.

In their own words ....

#### **7 Public Library Staff replied:**

I have used the databases extensively for UNR classes, so I know they are excellent and extremely useful. Here at the library, we know that we need to do promotion and training to get patrons using the databases on a more regular basis.

None. We have promoted these databases for many years, and they are not used in our community.

Patrons are able to find information on their topic in state databases but comparing statewide databases (EBSCO & ABC-Clío) with the databases we purchase (primarily Gale) overall Gale databases receive far more views of articles than do EBSCO Databases for general periodicals. This indicates they are getting more full text from Gale than they are from EBSCO. Patrons want full text without having to look for it in other resources.

Patrons are able to get to NRS statutes also patrons are able to check on retirement information.

Patrons who are aware of the databases use them frequently and easily. Our challenge is to get the message out to the citizens who do not understand the breadth of the resources. Students are especially receptive to the use of the databases when they are made aware of them. Young patrons are astonished that they can access the information 24/7 so late night assignments are possible when libraries are closed. Librarians have been told many times how the databases saved a student's academic life because the databases were available and free through the library website.

Students (mainly high school) who need to have multiple sources, do not find enough in print items within our collection to satisfy their needs. Once we show them the databases, and they see that they can get quality information that can be cited, they tend to see the value. These students are few and far between.

They don't get a lot of use, but for those who need and use them, they are great. We are a long way from anywhere else so they are glad to have them.



## **51 Elementary School Library Staff replied:**

?

Able to locate information without having to wade through irrelevant material.

Access to the statefunded databases at our elementary school provides access to quality information, regardless of a student's personal finances, availability of technology, or transportation to the public library. Although our library had limited books for checkout on careers, our fourth grade students were able to learn about specific careers that met their interests and individual reading ability.

Databases are free of advertisements and other distractions. Students are able to access them and find the information they need efficiently and effectively without distractions of popups and games. They are written and designed to be student friendly in both their language and accessibility.

Each year students in grades 2-5 use databases to research countries or states to create travel brochures, flip books, postcards etc. They especially enjoy using CULTUREGRAMS because of its ease of navigation and quick, brief facts.

Famous Nevadans

For research projects including: cultural, country, state, and animals

Fourth and fifth grade students have used databases as "safe" places to search topics for research assignments.

Grolier was excellent and was brought back the students love it.

Have help with learning how to research.

I have had several students and parents move on to middle school and come back to thank me for showing them how to use the databases for research. Including how to find the citations.

I show them to the students and staff. I never really hear if they are using them. I think most of them require searches at home rather than school. Lack of technology in the school and lack of time being the primary factors for this

I teach all my students about our databases and then give them time to use them for research. As they learn about them, they use them for not only research but to find information that they want to know about.

intermediate grades use electronic databases for research.

It gives the students access to accurate and a wider variety of information that they otherwise would not find in the library due to budget issues.

Last year (my 1st yr. in the library) I worked with 5th grade students on the use of CultureGrams for research purposes. They loved it! The problem is that I only have 5 computers in my library. I was able to use the laptop cart last year, but this year it has been designated for use with classroom teachers & their "Power Hour". In order to teach students the databases, they need to be able to use them. Teachers are overwhelmed with other things & do not respond to me posting offerings to train them in the use of the databases. Most of them have no idea about the resources that we have available for them. I am looking into purchasing PebbleGo for K-3 because of the ease of use it provides. This year we have a technology specialist, and she has said she'd like to use it with students after I introduce it with them in the library. I've been saving Book Fair \$\$ so that I can purchase more computers (IPads or laptops) so that I can teach the research skills & databases that they will so desperately need to know how to use by the time they reach middle school.

More of our funding can be used for the purchases of books rather than databases.

Most of my teachers do not use the databases because their students do not have the need. They do not use it for their own personal purposes. Higher level students do use some of the databases, but have a hard time navigating to find their subject. They want to use google.

My school is K - 2 only, so the electronic databases available are not appropriate for our use.
My students are below grade level and struggle in all areas. We have finally made safe harbor after being an N7 school and are focused on reading. It is difficult to get the collaboration with the staff to complete projects and the students don't internalize the information regarding databases without continual use. They are insistent on using "google".
My students use the data bases for research and to find information about a book they might want to read.
n/a
Our library has a lot of outdated nonfiction books. Using the databases has enabled my elementary students to access current and accurate information. They especially love Culture Grams and Searchasaurus.
Our patrons often use the databases for academic projects. For example, many use them for Black History month biographies.
Patrons use the electronic databases for classroom assignments, specifically for Science or Social Studies. On occasion they use the databases for leisure.
Prior to my taking over the library at my school, my students had little or no knowledge of the databases available for use. Since I have become the librarian we have started to use the databases for research within the library for student reports and research.
Reference and/or research on topics that we don't have books available for in the library. Up to date information where our books may be out dated.
Research primarily on topics related to the curriculum at their grade levels and Big 6 research.
Student research projects, such as country and state reports, have been enhanced greatly by the databases, since there are only a few copies of printed materials for each subject. With approximately 450 students in the intermediate grades, the ability to use an unlimited database for research has been helpful for both students and teachers.
Students have access to the databases away from school, which allows them to complete projects on their own time.
Students have used the databases to find information for research on animals, states and other things. Usually this is from an assignment from classroom teachers. Students have been able to find information that we couldn't find in library books.
Students know they can find information that is safe to read and they won't have to deal with pop ups. Students know which databases they can access for which topic.
Students most often use the databases when doing research for a project or report they have to do in science or social studies. They are able to find a lot of information. The databases are especially useful when a whole class or grade level is doing a report on the same thing (mealworms in 2nd grade or Nevada reports in 4th grade for example). When all of the library books on that particular subject are checked out, students can rely on the databases to find the information they need. Teachers use the databases to improve their background knowledge on subjects they are teaching.
Students use Culturegrams for country or state reports.
Students use the databases for class research projects.
The databases allow for the students to complete research projects with the most current information available.
The databases have shown themselves very useful when I am teaching my students research skills. Students like the idea of having another way to access information using a computer.
The databases provide a depth of information that would not be available to students without them. Students often believe that anything on the internet is true, so teaching them to use the databases makes a huge difference in the way they use the internet for academic research.

The students are easily able to access the databases that our district provides them. They use the databases for research for their classroom assignments.

The students love Culturegrams.

The students of my school really enjoy using the interactive features of Grolier. I will share stories of how much time it would take to access periodicals in the past compared to today's databases. Once the stories have been told, the students seem to appreciate what they have! Thank you

These databases provide a safe, reliable way for students to access information. They understand, through library lessons, that not all information on the web is true or valid. It's hard for students to determine which sites are good ones, so databases are a wonderful way to find good sources.

These items are on the homepage of our library. Our younger students use Seussville and Starfall in the classroom. We do reports at times with the 4th and 5th graders and these students use Ebsco and Gale to answer research questions. We have just added Dance Mat Typing so students can practice correct finger placement. Our teachers are using AIMSweb and the Curriculum Engine. Some of the teachers are using the CCSD Video Streaming. It is hard to get teachers to use some of these items more as they are swamped with everything else they have to teach and they don't have time to sit down and see everything that is offered.

This service provides resources that add to my collections without costing me precious dollars from my own budget. If LSTA didn't provide these resources, we would not have them.

Upper grade students are able to access the databases when working on research assignments and are happy to have access to them when we don't have a book on the shelves that will help them.

We are a pk-5 school. Our intermediate classes use Kids Infobits (Gale Databases: Kids Infobits) to conduct research in their library class, computer class, and some of the teachers use it in the classroom too. We have many students reading 2+ grade levels below grade level and who have limited English. The option to have articles read to the student is a plus. However, I would like to see more in this area available to students in schools.

We especially use the databases for research. Teaching Books supports ELA curriculum.

We love to use the databases in our school. It provides safe, reliable information on the web. It allows them vital access to good information.

When they have used them, they've like them a lot. The problem is getting teachers to use them. They are overwhelmed with evrything that is being thrown at them.

Whenever children are given access to information, our society grows. Children of this tech-savvy generation are inclined to check on-line when seeking information; it's their first response. Libraries who can't accommodate the patrons of this type are in risk of being regarded as archaic or unnecessary. We must keep up-to-date if we are to remain viable.

Yes they have benefited a lot from using the databases. Many topics can't be found in our other sources. The datababses fill the gap.

## **28 Middle School Library Staff replied:**

1200- all students at our school are trained by the librarian and it is reinforced in the classrooms (especially the social studies and computer classes).

easy access to more accurate information

I am a school which teaches how to do research and the databases let students use the computers while obtaining reliable and researched information. This becomes a lesson for them and helps them develop papers that are reliable and truthful.

I am in the middle of teaching every seventh grader how to access the databases from home and school. I have the 7th grade Social Studies classes cycling through on a four-day schedule. The first day is spent on 3 centers. One of the centers is on the databases, Web Path Express, and OPAC. On the second day, I have a demonstration comparing Google to the Databases to WebPath Express. The hope is that the students realize that bigger (Google) isn't always better. I then work with the students for two days finding books, finding websites from Web Path Express and from the databases.

I feel students benefit from having exposure to using databases as part of the research process when completing assigned projects. For example, students may find additional, up-to-date biographical information when completing a project whereas a biography from the library shelf might not contain the full story of the person's life. The more resources students can use to synthesize information, the better.

I have more money available for collection development. More current and popular fiction.

It is incredibly helpful to have reliable electronic information available to my middle school students. I teach my students to use the electronic databases as a first choice when researching any topics.

My students are able to access information that is accurate and timely. While working on Social Studies, Science or English projects they are happy they do not have to muddle through google to figure out what is good information. They rely on the Databases to get them what they need quickly.

Our computers are so slow that it takes 10 minutes for the students to be able to access anything, and then class time is limited. So they really are not able to play with all the sites to see what is offered to them. I tell them they can access from home, but I do not know if this is being done.

Our students use these databases all the time to help them with their research reports and projects.

Students and teachers alike are completely sold on these databases once they are introduced to them. The ability to locate current and historical research topic information as well as print materials in this "virtual library" is invaluable to our students and staff. EBSCO Student Research Center, Culturegrams and Gale Student Research are all personal favorites.

Students are constantly being instructed to use the State Databases and will try them. The Databases are not the first "go-to" electronic resource. The students want to do a Google search. Yes, the Google search is faster than the Database search. If they find a good Google search, it usually contains more information for their research projects than the Databases. But I tell them to use the Database source as a reference to verify any other information that they may find on Google.

Students enjoy researching possible career information. They are always shocked at the average salaries, duties, and responsibilities. CultureGrams is a favorite, particularly when they are researching the country of their birth. We often have competing national anthems playing in the library. Teachers are using them as research resources and tools.

Students in World Geography had to fill out sheets of state information. The classroom teacher had them using Wikipedia and Google searches. When I showed them how much faster, cleaner and easier it was to find that information using the databases, I sold them on their use! The assignment took about 40 minutes rather than 3 hours.

Students primarily use the databases for research projects that teachers have assigned.
Students use the databases because they have been taught that the information is valid. They are made aware of the usefulness of a database search over a "Google" search. As the librarian, I always offer teachers a database that will satisfy their students' academic needs. The availability of the databases allows teachers to easily incorporate electronic sources into their lessons/class requirements which is a component of the newly adopted Common Core Standards.
Students use the Opposing Viewpoints section to evaluate current event issues.
Students use these resources to meet school assignment requirements. Many of the students at this school would not have access to the materials they need if we didn't supply them at school.
The availability of the databases allows my patrons to located accurate information quickly and efficiently without having to do a Google search that could waste time and not give information that is as accurate and reliable.
The databases help our students do research because the articles are written for their age group and ability levels in reading. Also, the generated citations and printable formats are helpful.
The health and science teachers have been awesome and are totally on-board with the Gale science DB; they get used all the time. Social studies teachers use ABC-Clio now that I've introduced them to that resource. One of our geography teachers is FINALLY going to have her students use Culturegrams for their Europe project this year. There is an emphasis on careers at our school so NCIS gets used. Teaching books is great, but it doesn't get used much. I will try to promote it... Ebsco is pretty sophisticated and I don't understand it that well so it doesn't get used much; it seems to be up to me to introduce these resources to teachers and get them on board with their students. We've come a long way in the last few years to not using them at all to using them for almost every research activity. Progress! I would HATE to see them go away. Not only that, we've partnered with the public library to promote and use the state databases which has been helpful.
The library patrons use the databases as a research tool. The information available it accurate, up to date and reliable. The patrons know this and once taught about them will use them to locate needed information.
The LSTA funded databases provide information for classroom projects of different subjects. However, if the teacher doesn't specify the information source, most students prefer using google or wikipedia to these databases.
The students have learned that there is more to research than Wikipeida or Google. They know they can go do the databases and search and find good relevant hits on their topic instead of a million hits of dubious value, and/or reliability. One day I had two young men in doing research. Their whole class had been shown the databases and many were making good use of them and significant headway in their research. These two young men insisted on using Google instead. They were very frustrated and many of the sites they linked to were blocked at the district level and most of the others weren't relevant. I suggested the databases to them several times, and finally they asked for help in using them. I showed them how and where to search and within minutes they had a plethora of relevant information. Those two boys were database "converts" from then on, and they also showed other students how to find great and reliable information for their research.

There are so many ways we use the databases! This week our 8th graders have been using "Opposing Viewpoints" on Gale. There is every debatable issue imaginable on this site! Our ELL students can translate information on Gale or have the audio version read to them. You should have seen one of my Chinese student's faces light up when I showed her how to translate a chemical element article to Chinese. Culture Grams and ABC-Clio get used all the time by our geography and history students. Students can print flags and maps for projects, find current government information, and easily access many primary sources. Since our district filter blocks almost all images, we especially use ABC-clio to find pictures for the historical projects our students do in US history. Another fantastic feature is the bibliographic citations provided by most of the database publishers. The high quality of information available to our students through the databases is outstanding. We could never have this many current books on the topics available. I don't know what we would do without them!

Very helpful for student projects

Yes, and because of budget cuts in the CCSD schools these databases need to be funded so that our students can research using reputable sources.

Yes! Our students and teachers have begun to use the EBSCO databases to access articles and magazines for research. It is awesome!

### **31 High School Library Staff replied:**

Databases save research time as they offer prescreened information from reliable sources. Students are not adept at evaluating what they find on the Internet and the databases eliminate the need for justifying thier source choices.

Every time my patrons come in for research as a class, they are directed and use the LSTA databases first. The teachers and students at my school have made that an expectation in research.

Fills the need for current information that would not be available with the small budgets we have. Students can get peer reviewed articles for science and English classes to meet teacher requirements.

I haven't been here long enough to answer this question although I do know the previous librarian rarely taught the kids how to use the databases. It's a struggle to get the kids to use them, but they need to lear because it is such a valuable resource, and one they will be expected to use in college.

It has allowed them to see how there are other avenues beside using Google to find information for various projects.

Many of our student do not have access to data at home therefor student are accessing data from school library computers. We have made our databases available to home computer via school web page. This has increased useability.

My school district would never be able to afford subscriptions to all of the databases that students need to be successful. I supplement the offerings through NSLA with additional databases, but we are limited by the expense.

My students and teachers have benefited since it allows them to search for information when at home or the library is closed. As I was filling out this questionnaire, a teacher just walked in for our online databases brochure with all the usernames and passwords of all of online databases. If we lost funding for this program, this would be another resource teachers and students would lose and this teacher would not have the opportunity to integrate online database technology into her lesson plan.

My students just "google it" if they want information. Sometimes they use specific sites that they know will give them answers to specific requests. They can find almost any information for free over the internet, so it seems to be a waste of monies to have sites that will not be used.

Our students are able to access quality information with ease. I've demonstrated to them how many "hits" they will find on a Google search, how difficult it can be to determine quality, and the ease with which they can locate better info with the databases.
Our students often research controversial topics for papers and presentations. The online databases serve as an excellent resource for finding peer-reviewed and/or edited articles on their topics. Use of just internet sites often places them in the middle of biased, incendiary material, which only confuses them. Once the students have used books, ebooks and databases, they are better prepared to evaluate additional website resources for accuracy and bias. The databases also provide immediate access to reviewed articles on recent topics from the news, that I can't provide with only books, and websites might be biased on. They are an absolute necessity in the high school setting as students become proficient at critically analyzing resources and get ready for college and careers.
Social studies classes love ABC-CLIO for a variety of research topics, and English classes use it for cross curricular study. EBSCO is so general that classes from every department have found it useful.
Students are able to access academic journals and other credible information sources when researching assigned homework topics. EBSCO provides a broad range of products that provide information for all subject areas.
Students are given a short overview of the appropriate databases to use when they come to do a research project. I tell them that using the databases is painless and time efficient. I stress the value of using the databases as opposed to simply using Google. Then they go to the computers and Google!
Students are, at times, required to use the databases for research projects. Generally, students recognize that the databases are reliable sources.
Students can access content specific information quickly. Their research is focussed.
Students who only relied on search engines and Wikipedia prior to library orientation or research orientation are now using our databases instead. They actually are asking me for the passwords in order to access the databases at home.
The databases have provided my students with access to information that is reliable and accurate. One example is with controversial issues that are studeied in some classes. Students need to access unbiased information to both sides of the issues. The databases provide that information.
the ease of use and ability to email information, listen to the information and cite the information
The LSTA funded databases have provided our school community excellent access to high validity information which is paramount in today's 21st. century learning environment.
The students often have difficulty differentiating between reliable, academic sites, the databases help them recognize scholarly information on the web and prepare them for the research they will be doing in college.
Theses products help update aging school library collections. For example, when a class came to research historical events for social studies the databases filled in nicely.
They are able to find accurate, up-to-date information on a wide variety of topics without using a search engine which may or may not have complete garbage at the 'top of the page'.
They don't get a lot of use, but for those who need and use them, they are great. We are a long way from anywhere else so they are glad to have them.
To complete school assignments.
When students can't find books on a topic because we've run out of them or just can't afford to buy them, they are very pleased to find a wide variety of exactly what they are looking for on the databases. The databases are a godsend! If we didn't have them, our students couldn't complete half of the assignments they were given. DO NOT CUT DATABASE FUNDING!

When teachers bring classes into my library to do research they are only allowed to use databases. If they want to use google, they have to come in on their own time or do it at home. I love to see them come back at lunch. Guess what they use? Yep, our databases. Fast, easy, and valid sources. :)

When the freshman come to the library, one of the first things I show them is how to access info using these databases. They complete an assignment in which they are asked to find the citation info from an online periodical, ebook, website.

when they use them they are impressed. Unfortunately they are very resistant to use them.

Without the statewide funding of the databases, I would not be able to provide access to my students and staff. My library budget (\$20,000) will not cover the cost.

Yes, and because of budget cuts in the CCSD schools these databases need to be funded so that our students can research using reputable sources.

## **7 University or College Library Staff replied:**

Academic Search Premier gives all of our students a place to start researching general topics, our business students heavily use Business Source, our Nursing students use Health Source Academic to round out other Nursing resources we have, and our faculty use ERIC for research in the field of teaching. The students really like the features and ease of using EBSCOhost along with the ability to combine databases in a single search. Having access to these 4 databases in particular definitely enriches the educational experience of our students.

Because of the standard set of electronic databases available from LSTA funding, we are able to broaden our coverage by subscribing to additional resources specific to our curricula.

Having these databases has enabled our library to have sufficient funds to purchase additional databases, such as CINAHL (Nursing), needed for nursing accreditation programs and research. It has enhanced our ability to deliver peer reviewed journals to our students taking online courses and/or living in rural Nevada counties that aren't close to a campus library. It greatly enlarged the number of resources our students are access to in completing their research assignments. As more university libraries go to online journals, it sometimes becomes difficult to borrow those materials through ILL due to copyright restrictions. The LSTA funds allowed NV libraries to go from a very basic collection of magazines to a more scholarly collection (Academic Search Premier) giving our researchers a greater number of reliable sources to find the answers they need. It gives equal access to these scholarly sources for small and large libraries alike.

Our Ebsco databases are the most used in our long list of available databases. We feature it, along with several others, on our basic information literacy webpages.

The database packages for academic libraries is essential for undergraduate research. The EBSCO databases are the core of our offerings and the students find that the content is rich and interface is easy for them to navigate and refine their search. EBSCO databases have some of the highest usage out of all of our electronic resources.

The LSTA funding has allowed our library to have access to databases at a significant decrease in cost.

We have a number of remote locatings. Students can access the databases from their homes or at the remote sites. It offers access to those materials the students would not have access to otherwise. The databases are essential to fulfill our mission of providing "Information Literacy" to all our students.



**1 Staff member who specified “Other Library” replied:**

If these databases were not provided by funding my school would not have any database access.
---

**Other Sources of Free Database Access in the Area (Besides the Library)**

15. To your knowledge, are there other sources of free access in your library service area to these or comparable databases for your library patrons? (Yes respondents).

**7 Public Library Staff Replied**

Great Basin College and Schools
Great Basin College and the local schools.
high school library / computer lab
I believe some of the schools provide various databases, some of which are paid through school funds.
Only if they are school children, through their school. Adults would only have access through our library.
University of Nevada students have access to the UNR resources including databases.
Vendors we also have included Gale, Proquest, Natural Standards, and WorldBook Online

## **14 Elementary School Librarians Replied:**

author sites
Clark County Library
I get worldbookonline, which I pay for.
LVCCLD
Mission US, 39 Clues (Elementary School)
nothing comparable - it's mostly from vendors that sell their products to schools (Trophies from the basal publishers, CompassLearning, etc.)
public libraries
public library (2 responses)
Public Library
Public Library (Las Vegas, Clark County Library District)
the public library also provides access to some of the databases
They are available through the County Library but most of our students do not use this. It is far from here and they do not have home computers.
UNLV Libraries, Las Vegas Clark County Library District

## **12 Middle School Librarians replied:**

All of our students have access to the databases available through the public library system. However, this requires a public library card in good standing, and that eliminates their availability to some of our students.
CCSD does fund several databases for our students to access.
I have other databases but I don't understand the questions. do you mean free to the library or to the patrons?
My students can also access the databases at a nearby public library.
Public libraries
public library
Public library
Public library system.
The ones that CCSD provide.
the public library
WebPath Express
World Book Online is free to students, the library budget covers the cost for the year.

### **15 High School Librarians replied:**

American Memory collection LOC.GOV
CCSD does fund several databases for our students to access.
CCSD provided Culturegrams
County libraries UNR, and TMCC
ERIC is available for free, though the full text option might be different; we also subscribe to a few databases from Gale, Infobase, and Rosen.
Gale, NCIS, Culturegrams, Grolier Online
Google, .gov, many other sites.
high school library / computer lab
Las Vegas Clark County Library District
public library
Public library
The public library, yet many of our students do not use that option.
Through the public library, they are able to access a wider range of databases. Do they? Probably not.
Washoe County Public Library

### **1 Academic (University or College) Librarian replied:**

Elko County Library
---------------------

## **Annex G. Statewide Digital Initiative**

### **Timeline of Program Milestones**

August 2008	NSDAC planning meeting
September 2008	Two-day leadership committee meeting to initiate planning process, explore collaborative approaches, identify shared vision/direction, gain understanding of CHI assets
December 2008	Two-day stakeholders meeting focusing on the question “What needs to occur for the people, government, and cultural heritage institutions of Nevada to identify, preserve, and make our State’s unique resources digitally available?”
October – November 2008	Nevada Statewide Digital Planning Survey
February 2009	Community forums facilitated by NSDAC (Reno, Henderson, Elko NSDAC meeting
March 2009	Centralized website launched with links to digital collections, existing best practices/standards, expertise, training, funding sources
January 2009	NSDAC meeting to report on status
June 2009	Nevada Statewide Digital Plan finalized
2009	National Best Practices training, Phoenix
January 2010	NSDAC meeting
May 2010	NSDAC meeting
August 2010	Digital Preservation for Collaboratives Workshop, San Jose
October 2010	Presentation at Nevada Library Association conference; Preservation Working Group established
January 2011	Paper on project published (Vaughan, 2011)
May 2011	Nevada Digital Collections Portal launched
October 2011	Representative collection-level records for 17 digital collections accessible via portal

## **Nevada Statewide Digital Planning Survey**

A statewide survey of Nevada's digital landscape in late 2008, the first statewide digital survey in the nation, established a baseline measure of digital activity in Nevada. Stakeholder engagement across the breadth of institution types was established with 61 of 110 CHIs reporting, including public libraries (29%); museums, archives, and historical societies (26%); academic and special libraries (18%); and archives and other institution types (27%).

The survey gathered data on information technology, digital collection management, selection of materials, training, digital collections rights and practices, partnerships and collaborations, preservation, and usage and evaluation. Information collected in the survey provides sizeable potential for future collaborative efforts, including topical information on collections and locations of primary source materials.

Key findings of the survey indicated that most institutions did not have written policies in any of these areas, although some policies were in development. Information technology support for digital asset management systems or publicly searchable collections was also not widely available. A need for and interest in training was high overall, with the most interest in copyright/rights management, funding of digitization projects, preservation, and understanding standards, procedures, and technologies.

Existing digital collections reported by respondents in 2008 included flat works on paper/photographic prints' maps, architectural drawings and posters; and film materials, as well as digitally born resources. Topical areas included Nevada and Western history, energy and water resources, geology/mining, and tourism. A full list of topical areas is provided in Table G1.

The survey collected topical information from repositories on physical collections across Nevada's cultural heritage institutions. The amount of materials in books, photographs, maps, manuscripts, as well as audio/visual formats varies across topic and across institutions, indicating a high potential for future collaboration. The most important selection criteria identified in the survey were increasing access to high value materials, local interests, fragile or deteriorating materials, and heavily used materials.

**Table G1. Topical Digital Collections in Nevada Repositories**

Nevada history	Music and literature
Energy resources	Climate
Water resources	Business
Western history	Local history
Tourism	Religion
Mining	Ethnicity
Geology	Transportation
Land use	Technology
Entertainment industry	Anthropology
Gaming	Nuclear testing
Ghost towns	Marriage and divorce
Politics	Brothels
Ranching	Extraterrestrials
Art and architecture	

### **Nevada Digital Collections Portal Inventory**

**Ten Famous Cases of the Nevada Supreme Court, 1865-1937.** Item 21. Audio and video presentation describing ten precedent-setting cases from the Nevada Supreme Court including rulings affecting minorities, women, Indians, and the first case in which a palm print was used for identification. Each case is narrated by a well-known Nevada public figure and illustrated with photographs. Creator: NSLA. Contributors: Nevada Judicial Historical Society; McDonald, Russell W.; Nevada Supreme Court; Nielson, Norm, 1944-; Mathwig, Cheryl; University of Nevada, Reno, Mathewson-IGT Knowledge Center, Special Collections Department.

Local project URL:

[http://nsla.nevadaculture.org/index.php?option=com\\_content&task=view&id=946&Itemid=418](http://nsla.nevadaculture.org/index.php?option=com_content&task=view&id=946&Itemid=418)

**The Historical Landscape of Nevada: Development, Water, and the Natural Environment.** Documents the historic role of water resource management in Southern Nevada. From the natural springs that attracted the earliest inhabitants and travelers, to the wells that supported early town development, to the massive federal reclamation projects that dammed the Colorado River to irrigate the California and Arizona deserts, water ruled. The basic issues of water use—its quantity, quality, and allocation—still dominate policy and politics in Nevada and the Southwest. This collection offers an

incredibly diverse range of media. It brings together pictures, technical reports, maps, letters, contracts, newspapers, postcards, licenses, meeting minutes, and charts. Additionally, reports, legislation, books, and provide a snapshot of conflicts and resolutions that shaped today's water issues. This collection also contains several Primary Source sets designed to immediately connect educators with historical materials. These sets can be used to supplement teaching in a wide range of disciplines. Temporal coverage: 1850-1980. Creator: UNLV University Libraries. Local Project URL:

<http://digital.library.unlv.edu/collections/historic-landscape>

**Online Nevada Encyclopedia: The Donner Party.** The history of one the most iconic stories of the American West can be found in the Donner Party module on the Online Nevada Encyclopedia. Comprised of an overview article, newspaper accounts contemporary to the tragedy, audio slideshows, frequently asked questions, and a list of the entire party, the Donner Party module offers an accessible compilation of material to provide a more thorough understanding of the experience. Creator and contributor: Nevada Humanities. Temporal coverage: 1846-1904. Local Project URL:

[http://www.onlinenevada.org/exploration and transportation?tag=Donner%20Party](http://www.onlinenevada.org/exploration%20and%20transportation?tag=Donner%20Party)

**Las Vegas Age.** Full complete digital images of the Las Vegas Age digitized from the print copies from the Special Collections of the Las Vegas-Clark County Library District. When published in 1905, the editors wrote: "The Age has been cordially welcomed to Las Vegas and will endeavor to express its appreciation by publishing a live, readable paper and one that truthfully reflect the onward March of progress in the beautiful Las Vegas Valley" (4/15/1905). The newspaper was published weekly to 1924. Creator: Las Vegas-Clark County Library District. Temporal coverage: 1905-1915; 1917-1922; 1924.

Local project URL: <http://digital.lvcclld.org/lvage.html>

**BMI (Basic Magnesium, Inc.) Photographs.** This collection includes a selection of digitized photographs taken at and around Basic Magnesium, Inc. (BMI) between 1941 and 1945. BMI, which was located in what would become the city of Henderson, Nevada, produced magnesium for use in World War II aircraft and bombs as well as for use in domestic products. The images in this collection document BMI plant construction, plant operations at both the Henderson and Gabbs, Nevada plant sites, and the development of the BMI townsite. Individual employees and residents, both at work and at play, are also featured. Some of these images were published in issues of The Big Job and Basic Bombardier, the newsletters published by BMI for its employees that comprise our BMI Newsletters collection. Creator: Henderson District Public Libraries. Contributor: BMI. Temporal coverage: 1941-1945.

Local project URL: [http://digitalcollections.mypubliclibrary.com/c/BMI-Photographs/?q=&fq\[\]=c](http://digitalcollections.mypubliclibrary.com/c/BMI-Photographs/?q=&fq[]=c)

**WomensCare Magazine.** WomensCare magazine has been published quarterly by St. Rose Dominican Hospitals since 1999. This collection includes all but two of the issues and will continue to be updated as new issues become available. WomensCare focuses on health issues that are important to women and children and also includes information about the many programs and events sponsored by the St. Rose Dominican Hospitals. Creator and contributor: St. Rose Dominican Hospitals. Temporal coverage: 1999- present.

Local Project URL: [http://digitalcollections.mypubliclibrary.com/c/WomensCare-Magazine/?q=&fq\[\]=c](http://digitalcollections.mypubliclibrary.com/c/WomensCare-Magazine/?q=&fq[]=c)

**Southern Nevada: The Boomtown Year, 1900-1925.** This LSTA grant-funded project documents both large historical events and the more private and social lives of individuals and their communities during the mining boom in Southern Nevada in 1900-1925. Material digitized includes postcards; photographs; material from mining companies such as stock certificates, maps, business records, reports, surveys, and prospectuses; personal and business correspondence; newspapers; maps; and ephemeral material such as hotel registers, memoirs, programs for various social and sporting events, and the minute book of the Goldfield Woman's Club. Southern Nevada: The Boomtown Years brings together a wide range of original source materials found in widely diverse collections from UNLV Libraries Special Collections, the Nevada State Museum, and Historical Society in Las Vegas and the Clark County Heritage Museum. In addition to original source materials, the collection provides a wide variety of standards-based activities for elementary and high schoolers. Creator: University of Nevada, Las Vegas Libraries. Contributor: Nevada State Museum, Clark County Museum, Nevada Historical Society in Las Vegas. Temporal coverage: 1900-1925.

Local Project URL: <http://digital.library.unlv.edu/boomtown/>

**Menus: The Art of Dining.** The LSTA-grant funded digital collection Menus: The Art of Dining brings together a wide assortment of menus selected from the Bohn-Bettoni Collection and the Las Vegas Menus Collection. The project contains over 1500 digitized items, including domestic and foreign menus from the 19th and 20th centuries. This project also includes menus from trains, airlines, ships, banquets, and other special events and holidays. Creator: University of Nevada, Las Vegas Libraries. Temporal coverage: 1870-1930; 1930 – 1970.

Local Project URL: <http://digital.library.unlv.edu/collections/menus>



**Nevada Test Site Oral History Project Digital Collection.** The Nevada Test Site Oral History Project at the University of Nevada, Las Vegas is a comprehensive program dedicated to documenting, preserving and disseminating the remembered past of persons affiliated with and affected by the Nevada Test Site during the era of Cold War nuclear testing. From September 2003 through January 2008 a wide range of oral history narrators participated in the project including: national laboratory scientists & engineers; labor trades and support personnel; cabinet-level officials, military personnel & corporate executives; Native American tribal & spiritual leaders; peace activists and protesters; Nevada ranchers, families & communities downwind of the test site. Interviews with more than 150 people totaling 335 hours, related transcripts, documents and photographs are housed in UNLV Lied Library's Department of Special Collections. Searchable transcripts, selected audio and video clips, scanned photographs and images are available on this website. Creator: University of Nevada, Las Vegas Libraries. Contributors: Palevsky, Mary; Futrell, Robert; Kirk, Andrew; Carr Childers, Leisl. Temporal coverage: 1945-1990.

Local Project URL: <http://digital.library.unlv.edu/ntsohp>

**Historic Aerial Photographs.** When the Forest Service and Soil Conservation Service photographers hung their cameras out of planes in consecutive summers in 1938 and 1939, they may not have known the historical or geographical significance of their images, but visitors to this digital collection will. The aerial photos in this collection were taken as part of a forest and soil survey. The original 9" x 7" versions of these aerial photos are the earliest aerial photographs housed in the files of the Information Office of the Nevada Bureau of Mines and Geology, located on the campus of the University of Nevada, Reno. Creator: University of Nevada Reno Library. Temporal coverage: 1938 -1939.

Local Project URL: <http://contentdm.library.unr.edu/digitalprojects/aerial/>

**Campus Images: University of Nevada, Reno.** This online exhibit contains photographs reflecting the early history of the University of Nevada, Reno campus from its beginnings in Elko in 1874 through the present. The scanned historical photographs include one of the first University of Nevada campus in Elko more than 125 years ago; the born-digital photographs document current campus activities and events. The collection is the result of a collaboration between the University Libraries and various campus entities that have contributed either historical or more recent images of UNR: the University Archives; Digital Initiatives; and Teaching and Learning Technologies. Creator: University of Nevada, Reno Library, Reno. Temporal coverage: 1874 – present.

Local Project URL:

<http://contentdm.library.unr.edu/cdm4/browse.php?CISOROOT=/campphotos>

**Nevada Agricultural Publications.** Nevada has a long history of agricultural activity, from range livestock production to alfalfa and food crop production. Initial content of the online collection includes over 1,000 full-text publications of the Agricultural Experiment Station and Nevada Cooperative Extension. Later content will include a range of materials from the collect chosen to highlight the history of agriculture in Nevada. Creator: University of Nevada, Reno Library. Temporal coverage: 1888-2002.

Local Project URL:

<http://www.knowledgecenter.unr.edu/subjects/guides/range/nvagpubs.html>

**Just Passin' Through: The Lincoln and Victory Highways in Nevada.** In September 1912 Carl Graham Fisher began promoting the idea of a transcontinental graveled highway, the Coast-to-Coast Rock Highway. By 1928 the Lincoln Highway, as it came to be called, and the parallel Victory Highway, a memorial to those who served in World War I, were marked across Nevada. The images selected for this site document places and activities along the highways in Nevada, eastern California and western Utah, and Reno's Transcontinental Highways Exposition of 1927 celebrating the completion of the roads. Creator: University of Nevada, Reno Library. Temporal coverage: 1914-1955.

Local Project URL: <http://www.knowledgecenter.unr.edu/specoll/photoweb/lincolnhwy/>

**Sagebrush Vernacular: Architecture of Rural Nevada.** The Sagebrush vernacular website is an online exhibition of 120 photographs of rural Nevada architecture. These photographs were exhibited in locations around Nevada along with the Smithsonian produced exhibition, Barn again : celebrating an American icon. The images in the exhibition were selected from approximately 500 photographs of rural Nevada architecture taken by advanced photography students from the University of Nevada, Reno. Creator: University of Nevada, Reno Library. Temporal coverage: 2001-2002.

Local Project URL:

<http://www.knowledgecenter.unr.edu/specoll/photoweb/barns/>

**Las Vegas Lives! 100 Years of Las Vegas Photographs.** An online exhibit of photographs highlighting important moments in Las Vegas and Clark County history. Creator: Nevada State Museum, Las Vegas, [www.nevadaculture.org](http://www.nevadaculture.org). Temporal coverage: 1905 – 1978.

Local Project URL:

[http://museums.nevadaculture.org/index.php?option=com\\_wrapper&view=wrapper&Itemid=425](http://museums.nevadaculture.org/index.php?option=com_wrapper&view=wrapper&Itemid=425)

**Images of Lake Tahoe.** Lake Tahoe has been called the jewel of the Sierra and for hundreds of years it has been a source of beauty and inspiration. The images in this collection represent only a small portion of the photographic images of Lake Tahoe in the Special Collections Department of the UNR Library. Images represent a wide range of topics, activities, geographical regions, and time periods. The online exhibit was created by the University of Nevada, Reno Library. Creator: University of Nevada, Reno Library. Temporal coverage: 1860-1975.

Local Project URL: <http://www.knowledgecenter.unr.edu/specoll/photoweb/tahoe/>

**First Records of Carson Valley Utah Territory 1851.** This record of transactions of the first government in what became Nevada was used to enter all legal recordings at what was then known as Mormon or Reese's Station (now Genoa) in western Utah Territory. Settlers established a provisional government in 1851 to protect their land claims and maintain civil order. Included are land surveys, claims, mortgages, and sales; toll road licenses; applications for attachments; performance/payment bonds; and court judgments. This site includes digital images and transcriptions of each page. Creator: Nevada State Library & Archives. Contributors: Utah Territory, [Carson Valley Citizens]; Barnard, Frank G.; Fain, James C. Temporal coverage: 1851-1855.

Local Project URL:

[http://nsla.nevadaculture.org/index.php?option=com\\_content&task=view&id=1575&Itemid=418](http://nsla.nevadaculture.org/index.php?option=com_content&task=view&id=1575&Itemid=418)

**Johnson-Jeffries Fight: A Centennial Exhibit.** A Collaboration Between UNR Special Collections and the Nevada Historical Society. [available on the University of Nevada, Reno University Library website] This exhibit commemorates the 100<sup>th</sup> anniversary of the historic heavyweight boxing match between James J. Jeffries and Jack Johnson that took place in Reno, Nevada on July 4, 1910. The fight was hailed as "The Fight of the Century." Jeffries, a white boxer and former undefeated heavyweight champion, came out of retirement to reclaim the championship from his black competitor Johnson. Jeffries was dubbed "The Great White Hope" and whites across the country hoped he would steal the title from Johnson, thus demonstrating racial superiority. The fight took place in front of approximately 20,000 people, at a ring built just for the occasion in downtown Reno. Johnson proved stronger and more nimble than Jeffries. In the 15th round, after Jeffries had been knocked down three times, his camp called it quits to prevent Johnson from knocking him out. The historical photographs included in the exhibit come from the collections of the [Nevada Historical Society](#) and the [Special Collections](#) of the University of Nevada, Reno Libraries.

Temporal coverage: 1910. Local project URL:

[http://knowledgecenter.unr.edu/digital\\_collections/exhibits/johnson\\_jeffries/](http://knowledgecenter.unr.edu/digital_collections/exhibits/johnson_jeffries/)

## Website usage<sup>1</sup>

Site/page	Page views
	July 1, 2009-June 30, 2010
Nevada Statewide Digital Initiative webpage on NSLA website (url)	333
Nevada Digital Resources	211
Nevada Digital Standards & Best Practices	73
Nevada Statewide Digital Advisory Committee	68
Nevada Digital Collections Portal	NA
CLAN ContentDM site (January 1, 2010-June 30, 2010)	16,253

---

<sup>1</sup> Multiple links on the Nevada Statewide Digital Initiative page point to non-NSLA web pages or to other files not counted by Google Analytics as implemented at the time, thus total page views for the Digital Initiative web page are not available. Nevada Digital Collections Portal does not have usage available at time of this report.

## Annex H. Talking Book Operations and Recording Programs

Table H1. Comparison of Nevada Talking Books Patrons Served to Nevada Population with a Vision Difficulty

	Persons	Total Talking Books Clients Percent of ACS Data	Active Talking Books Clients Percent of ACS Data
Nevada Talking Books Clients, April 2010 (active and inactive) *	1,850		
<b>Nevada Talking Books Active Clients, April 2010 *</b>	<b>1,425</b>		
2010 American Community Survey 1-year data, Population with Vision Difficulty Low Estimate **	44,413	4.2%	3.2%
2010 American Community Survey 1-year data, Population with Vision Difficulty Best Estimate **	51,021	3.6%	2.8%
2010 American Community Survey 1-year data, Population with Vision Difficulty High Estimate **	57,792	3.2%	2.5%
2008-2010 American Community Survey, 3-year data, Population with Vision Difficulty Low Estimate ***	46,740	4.0%	3.0%
2008-2010 American Community Survey, 3-year data, Population with Vision Difficulty Best Estimate ***	50,980	3.6%	2.8%
2008-2010 American Community Survey, 3-year data, Population with Vision Difficulty High Estimate ***	55,220	3.4%	2.6%

\* Source: Nevada State Library and Archives, Talking Books statistics for active and total clients (including inactive clients).

\*\* Source: U.S. Census Bureau, American Fact Finder, S1810, Disability Characteristics, 2010 American Community Survey 1-Year Estimates. According to Erickson, W., Lee, C., & von Schrader, S. (2011). 2009 Disability Status Report: Nevada. Ithaca, NY: Cornell Institute(EDI), University Employment and Disability, p. 3, the Census Bureau uses the term "vision difficulty" while Cornell University uses the term "visual disability" in its respected disability reports series. The American Community Survey (ACS) survey question since 2008 has read: "Is this person blind or does he/she have serious difficulty seeing even when wearing glasses?" The U.S. Census Bureau used a different survey question in ACS data collected before 2008. Therefore, pre-2008 ACS data is not comparable to ACS data gathered in 2008 and later. The ACS data is a reasonable starting point for estimating Talking Books need since 2008, under the definition given above. The U.S. Census Bureau data is self-reported and the Talking Books program requires a medical certification for qualification for the service. ACS data is also survey data rather than a full count. The "Best Estimate" figures in this chart are from the U.S. Census Bureau "Estimate" in its disability tables. The "Low Estimate" and "High Estimate" figures in this chart are lower and upper confidence bounds within

which the actual vision difficulty data has a 90 percent chance of falling. They are calculated as the "Best Estimate" minus and plus the margin of error given in the U.S. Census Bureau ACS Table S1810.

\*\* Source: U.S. Census Bureau, American Fact Finder, S1810, Disability Characteristics, 2008-2010 American Community Survey 3-Year Estimates. In 2011 the U.S. Census Bureau started releasing 3-year rolling estimates from the annual American Community Survey data. Since the estimates are based on combining results of three stratified random sample surveys they have a larger total number of case and so on statistical grounds to provide a better estimate of the actual population with less margin of error for smaller areas. The use of a three-year rolling average would also tend to smooth out year to year differences over the three-year time period. Nevada grew rapidly between 2000 and 2010 and was stabilizing its population growth or losing population between 2008 and 2010. Also see the note above.



Table H2. Talking Book Clients and Visual Difficulty Populations by Nevada County and Carson City

	Active Talking Books Clients *	Percent of All Clients	American Community Survey, 2008-2010, 3-Yr. Est. Population with Visual Difficulties**					
			Total Estimated Population with Vision Difficulties	Percent of Nevada Population with Vision Difficulties	Ages Less than 5 with Vision Difficulties	Ages 5 to 17 with Vision Difficulties	Ages 18 to 64 with Vision Difficulties	Ages 65 and Over with Vision Difficulties
Carson City	95	7.2%	887	1.7%	19	29	480	359
Churchill County	18	1.4%	694	1.4%	0	0	362	332
Clark County	758	57.4%	37,947	74.4%	351	3,058	20,342	14,196
Douglas County	41	3.1%	738	1.4%	31	0	178	529
Elko County	28	2.1%	857	1.7%	0	103	620	134
Esmeralda County	1	0.1%	---	---	---	---	---	---
Eureka County	1	0.1%	---	---	---	---	---	---
Humboldt County	6	0.5%	---	---	---	---	---	---
Lander County	6	0.5%	---	---	---	---	---	---
Lincoln County	5	0.4%	---	---	---	---	---	---
Lyon County	48	3.6%	1,374	2.7%	151	52	658	513
Mineral County	3	0.2%	---	---	---	---	---	---
Nye County	36	2.7%	1,214	2.4%	0	18	535	661
Pershing County	8	0.6%	---	---	---	---	---	---
Storey County	3	0.2%	---	---	---	---	---	---
Washoe County	245	18.6%	6,049	11.9%	151	394	3,133	2,371
White Pine County	10	0.8%	---	---	---	---	---	---
[no name provided]	4	0.3%	1,220	2.4%	7	150	394	669
[no name provided]	4	0.3%	---	---	---	---	---	---
Total	1,320	100.0%	50,980	100.0%	710	3,804	26,702	19,764

\* Source: Nevada State Library and Archives, Talking Books program. \*\* Source: U.S. Census Bureau, American Factfinder, S1810, Disability Characteristics, 2008-2010 American Community Survey (ACS) 3-year Estimates, Nevada total and Nevada by County and Carson City. The American Community Survey does not provide estimates for counties marked with "---".

## **Geographic distribution of potential Talking Books service needs**

The maps on the next three pages give a visual image of where the potential need for Talking Books services are located in Nevada, and the relative size of that need. They show the number of people with vision difficulties ages 5 to 17, 18 to 64, and 65 and over as found in Table H2. They do not show the active Talking Books clients or the relative penetration to date into those potential markets.

### **List of books recorded**

2009

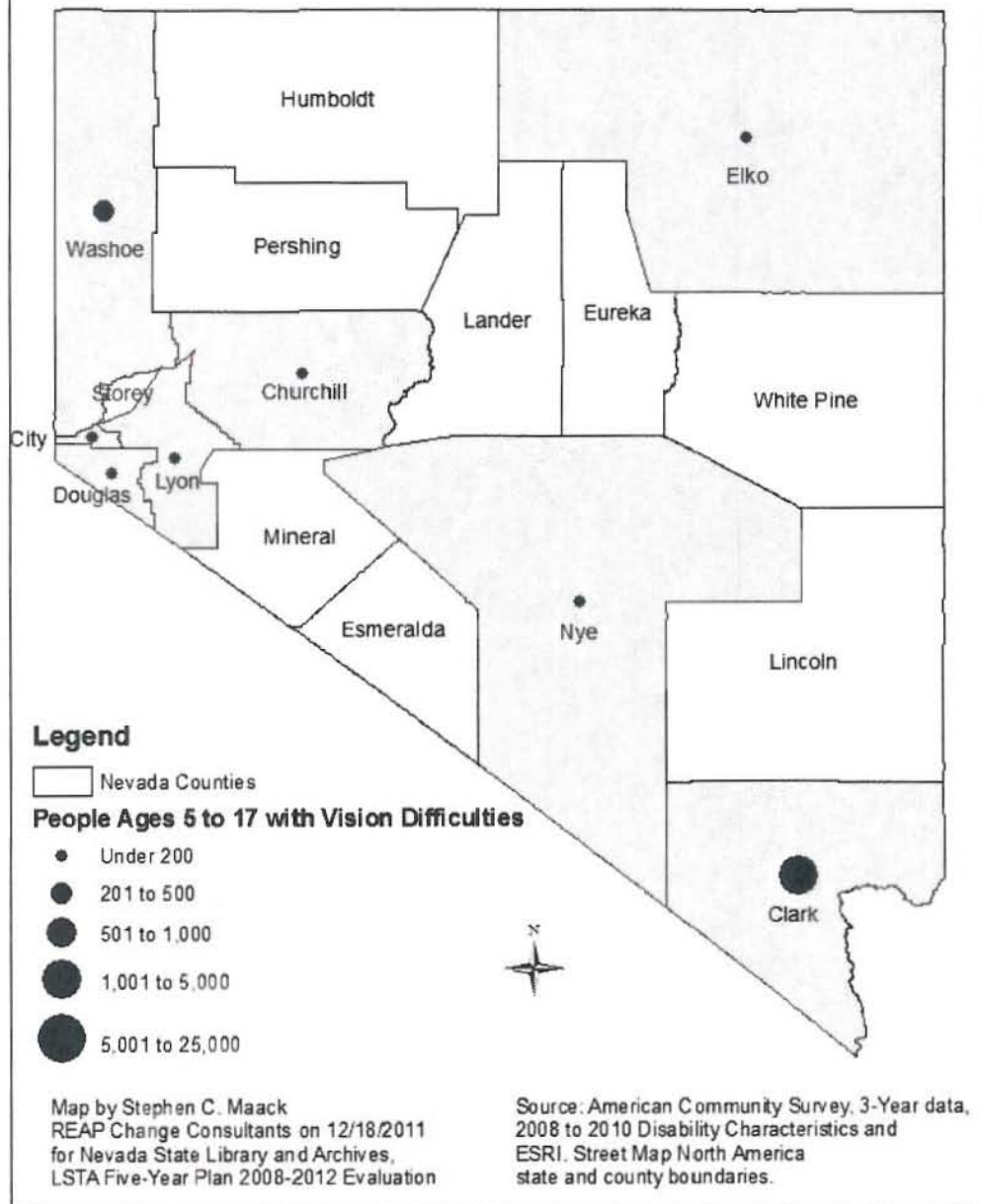
- Archer, M. (2004). *A patch of ground : Khe Sanh remembered, Hellgate memories*. Central Point, OR: Hellgate Press.
- Cage, C. S., & Tomlin, G. M. (2008). *The gods of Diyala : Transfer of command in Iraq*. College Station, TX: Texas A & M University.
- Gautreau, I. B. (2007). *It's okay to blush*. Henderson, NV: Mystic Publishers.
- Land, B. L. M. (1999). *A short history of Las Vegas*. Reno: University of Nevada Press.
- Rocha, G. (2009). *Nevada Historical Myths*.
- Sheehan, J. (1997). *The players : The men who made Las Vegas*. Reno: University of Nevada Press.
- State of Nevada (n.d.). *Nevada Blind Vendors Workbook*.
- State of Nevada Department of Employment, Training and Rehabilitation. (2004). *Program Services Policy and Procedure Manual*. Carson City, NV: State of Nevada.
- Zanjani, S. S. (2006). *Devils will reign: How Nevada began*. Reno: University of Nevada Press.

2010

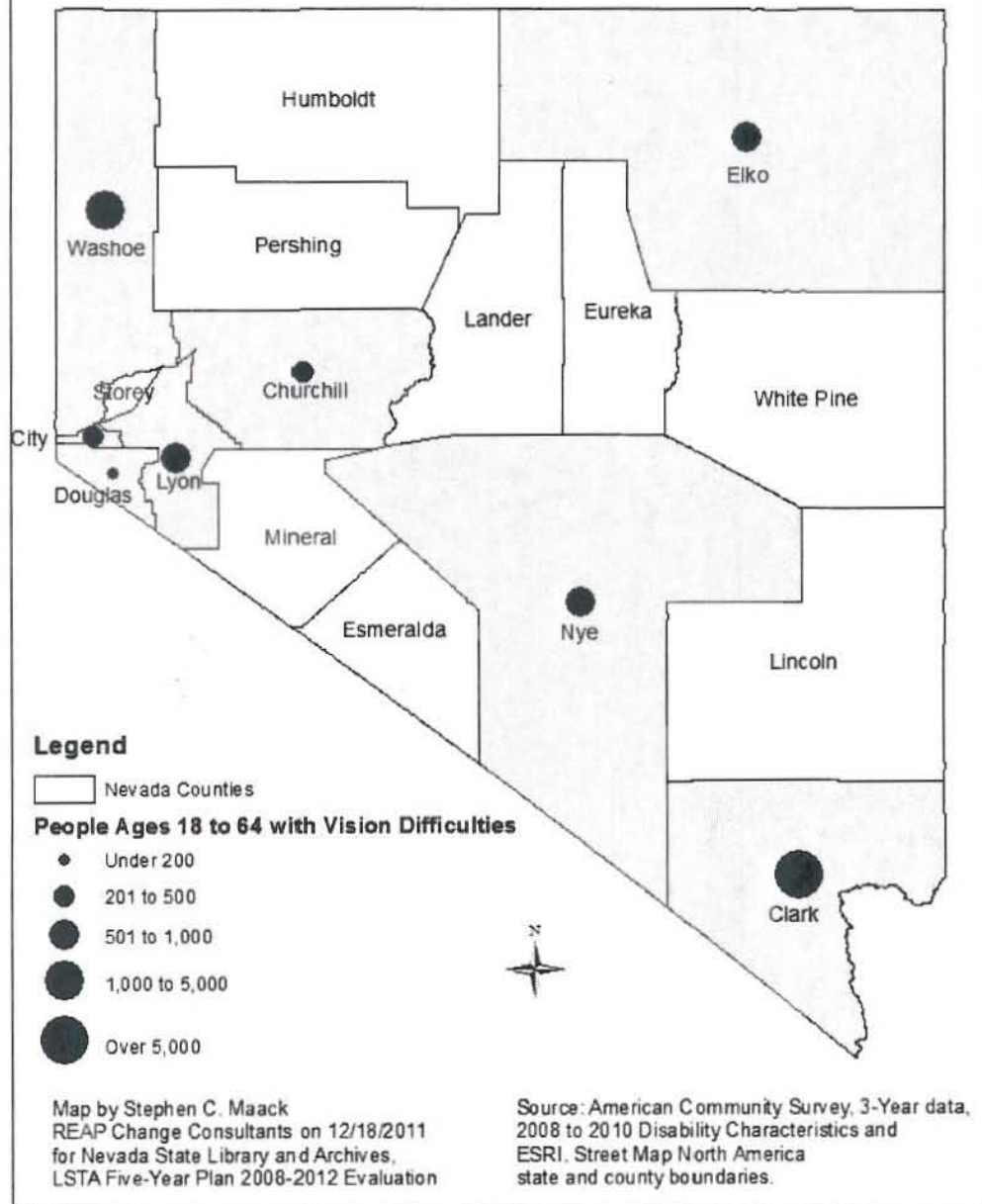
- Borg, T. (2001). *Tahoe deathfall*. South Lake Tahoe, CA: Thriller Press.
- Ford, J. F., & Ford, N. (2007). *Born in Dust*.
- Reno Regional Transit Commission RTC Rider's Manual. Reno, NV: Reno Regional Transit Commission.



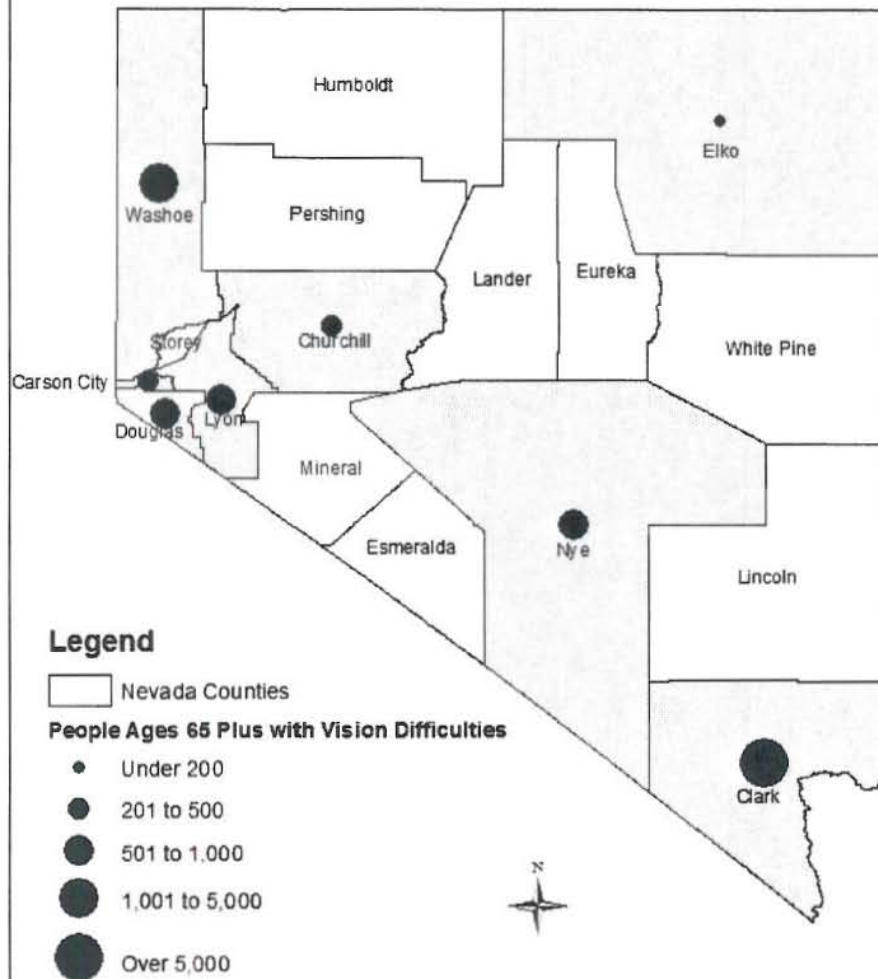
## Estimated Nevada Population Ages 5 to 17 With Vision Difficulties



## Estimated Nevada Population Ages 18 to 64 With Vision Difficulties



## Estimated Nevada Population Ages 65 and Older With Vision Difficulties



Map by Stephen C. Maack  
REAP Change Consultants on 12/18/2011  
for Nevada State Library and Archives,  
LSTA Five-Year Plan 2008-2012 Evaluation

Source: American Community Survey, 3-Year data,  
2008 to 2010 Disability Characteristics and  
ESRI, Street Map North America  
state and county boundaries.

## ANNEX I. LSTA Competitive Grants Program

**Table I1. LSTA Grant Applications, 2008-2011**

Year	Type	Applicant Jurisdiction	Library Type	Application Title	Rating	LSTA Funds	LSTA #
FUNDED							
2008	Mini-Grant	Beatty Library District	Public	Technology Upgrade	25.00	\$5,000	2
2008	Mini-Grant	University of Nevada, Reno	Academic	Oral History Video Transfer (Oral History Library)	25.00	\$4,253	1
2008	Mini-Grant	Washoe County School District	School	Natchez Elementary School – Books & Beyond	24.67	\$5,000	6
2008	Mini-Grant	Elko County Library System	Public	Continuing Education @ Your Desktop	24.00	\$5,000	1
2008	Mini-Grant	Amargosa Valley Library District	Public	Large Print Collection Expansion	23.67	\$4,000	5
2008	Mini-Grant	Cooperative Libraries Automated Network	Special	CLAN Librarie(Digital Information Access)	23.33	\$4,974	3
2008	Mini-Grant	Las Vegas-Clark County Library District	Public	Teen Oral History Project (West Las Vegas Library)	23.67	\$5,000	1,4
2008	Mini-Grant	White Pine County Library	Public	Conference Room Equipment	23.67	\$5,000	2
2008	Mini-Grant	Carson City Library	Public	Designed to Circulate	21.00	\$5,000	1
2008	Competitive	Nevada State Library and Archives	Special	Addressing Multiple Literacy Needs	91.78	\$23,111	6
2008	Competitive	North Las Vegas Library District	Public	Children's Opening Day Collection	90.18	\$50,000	6
2008	Competitive	University of Nevada, Las Vegas	Academic	Digitizing the Boom Years Collection	88.80	\$95,000	1,4
2008	Competitive	Washoe County Library System	Public	Demonstrating a Library's Worth	86.82	\$81,000	1
2008	Competitive	Henderson District Public Libraries	Public	Performing Arts Collection (Paseo Verde Library)	86.64	\$39,697	1,4

<b>Year</b>	<b>Type</b>	<b>Applicant Jurisdiction</b>	<b>Library Type</b>	<b>Application Title</b>	<b>Rating</b>	<b>LSTA Funds</b>	<b>LSTA #</b>
2008	Competitive	Washoe County School District	School	Empowered by Three (Warner Elementary School Library Project)	86.00	\$56,485	5
2008	Competitive	Nevada State Library and Archives	Special	Nevada Statewide Digitization Plan	84.30	\$79,096	1
2008	Competitive	Henderson District Public Libraries	Public	Gibson Club Tech (Gibson Branch Library)	83.82	\$8,500	1
2008	Competitive	Henderson District Public Libraries	Public	Nevada Nook (Gibson Branch Library)	82.82	\$44,320	1
2008	Competitive	Nevada State Library and Archives	Special	Talking Books Recording	82.80	\$29,150	5
2008	Competitive	Elko County Library System		PC and Print Management	79.50	\$11,600	1
2008	Competitive	Lyon County Library System	Public	RFID Conversion, Part Two (Self-Check Project)	77.55	\$89,500	2
2008	Competitive	Nevada State Library and Archives	Special	State Documents Assessment (Access to State Publication Information)	74.70	\$40,000	1
2008	Innovation	Washoe County Library System	Public	Expanding Tech Access	87.73	\$100,000	2, 6
2009	Mini-Grant	Lyon County Library System	Public	Kinder Kit Emergent Literacy	24.33	\$4,000	1, 5
2009	Mini-Grant	Carson City Library	Public	Early Literacy Success	23.67	\$5,000	1, 5
2009	Mini-Grant	Douglas County Public Library	Public	Preservation of Douglas County Microforms (Preserving Local Microfilm)	23.33	\$5,000	1
2009	Mini-Grant	Elko County School District	School	College Info Center Transition (College Information in the Library)	23.33	\$3,447	1
2009	Mini-Grant	Henderson District Public Libraries	Public	Enhanced Senior Library Services (Harrison Park Senior Center)	22.33	\$5,000	5, 6
2009	Mini-Grant	Elko County Library System	Public	Microfilm Preservation (Newspaper Microfilm Preservation)	22.00	\$5,000	1
2009	Mini-Grant	Lyon County School District	Public	Operation Audio-books	21.33	\$4,900	1
2009	Mini-Grant	Beatty Library District	Public	Technology Enhancement for the Public	20.00	\$5,000	2
2009	Mini-Grant	Pershing County Library	Public	Large Print Books	19.33	\$5,000	5
2009	Mini-Grant	White Pine County School District	School	Remembering Our Great Basin Heritage	17.00	\$5,000	1

<b>Year</b>	<b>Type</b>	<b>Applicant Jurisdiction</b>	<b>Library Type</b>	<b>Application Title</b>	<b>Rating</b>	<b>LSTA Funds</b>	<b>LSTA #</b>
2009	Competitive	Nevada State Library and Archives	Special	Nevada Statewide Digital Initiative	90.50	\$99,000	4
2009	Competitive	Henderson District Public Libraries	Public	Bright Spots Early Literacy	88.71	\$56,250	5
2009	Competitive	Washoe County Law Library	Special	Specialized Financial Literacy (Financial Literacy for the Public)	88.14	\$40,000	1
2009	Competitive	Elko County Library System	Public	Opening Day Collection (Carlin Branch Library)	86.57	\$30,000	1,5
2009	Competitive	University of Nevada, Las Vegas	Academic	Menus: The Art of Dining (Digitization)	85.33	\$50,000	1,4
2009	Competitive	Nevada Historical Society	Special	Library Cataloging	84.83	\$61,882	1
2009	Competitive	Nevada State Library and Archives	Special	Nevada Talking Books -- Nevada Recording Project	84.50	\$65,982	5
2009	Competitive	Carson City School District	School	District Automated Library Upgrade (Library Automation Upgrade)	84.43	\$80,500	2
2009	Competitive	Carson City Library	Public	Service and Automation	83.71	\$75,000	1,2
2009	Competitive	Washoe County Library	Public	Language Literacy at the Library	83.29	\$41,200	1,5
2009	Competitive	Nevada State Library and Archives	Special	New Vision for Resource Sharing (Nevada Resource Sharing Study)	81.50	\$63,500	2
2009	Competitive	Washoe County Library System	Public	Homework Help	81.43	\$35,000	1,4
2009	Competitive	Las Vegas-Clark County Library District	Public	Ready, Set, Kindergarten	80.71	\$40,000	1,4
2009	Competitive	Nevada State Library and Archives	Special	Literacy -- Addressing Multiple Needs	80.60	\$19,967	5
2009	Competitive	Las Vegas-Clark County Library District	Public	Library Programs on the Road, Virtually	77.29	\$10,675	1,4
2009	Competitive	Carson City Library	Public	One Book/One Community (Capital City Reads: Three Cups of Tea)	70.86	\$39,200	1,5
2009	Innovation	Las Vegas-Clark County Library District	Public	Customer First Business Intelligence	N.A.	\$81,800	1,4

<b>Year</b>	<b>Type</b>	<b>Applicant Jurisdiction</b>	<b>Library Type</b>	<b>Application Title</b>	<b>Rating</b>	<b>LSTA Funds</b>	<b>LSTA #</b>
2010	Mini-Grant	Beatty Library District	Public	Public Service Enhancement	N.A.	\$2,550	1
2010	Mini-Grant	Carson City Library	Public	Job Support Resource Project (Business Resources)	N.A.	\$5,000	1,6
2010	Mini-Grant	Elko County Library System	Public	Gaming at the Library	N.A.	\$5,000	1
2010	Mini-Grant	Pershing County School District	School	R.I.P.S. Reading in Pershing Schools	N.A.	\$4,907	1,6
2010	Competitive	Nevada State Library and Archives	Special	Nevada Talking Books Recording	92.50	\$34,900	5
2010	Competitive	Nevada State Library and Archives	Special	Statewide Digital Initiative	91.42	\$54,400	2
2010	Competitive	Washoe County Library System	Public	Text e-Books @ the Library	90.42	\$37,800	1
2010	Competitive	University of Nevada, Reno	Academic	Oral History Conversion	89.62	\$11,259	1
2010	Competitive	Washoe County School District	School	Sarah Winnemucca Elementary – Audio Bks	89.46	\$7,000	1,5
2010	Competitive	Henderson District Public Libraries	Public	Teen Time: Getting Teens Involved	88.82	\$30,000	1,5
2010	Competitive	Las Vegas-Clark County Library District	Public	Active Minds – WOW Senior Services	88.82	\$78,529	1,5
2010	Competitive	University of Nevada, Las Vegas	Academic	Historic Landscape of Nevada (Lied Library)	86.77	\$95,000	1,4
2010	Competitive	Las Vegas-Clark County Library District	Public	Upward Bound Homework Help	85.92	\$100,000	1.5
2010	Competitive	Elko County Library System	Public	All-Circ Disc Management Self-Check	85.23	\$25,000	2
2010	Competitive	Nevada State Library & Archives	Special	Building the Vision - Statewide Resource Sharing Plan	84.08	\$63,500	1
2010	Competitive	Washoe County Law Library	Special	Pay for Print System	84.08	\$9,695	1
2010	Competitive	Washoe County Law Library	Special	Self-Represent Litigant Reference & Forms	83.00	\$36,000	1,5
2010	Competitive	Tonopah Library District	Public	Xerox Digital Copier	82.08	\$7,394	1

<b>Year</b>	<b>Type</b>	<b>Applicant Jurisdiction</b>	<b>Library Type</b>	<b>Application Title</b>	<b>Rating</b>	<b>LSTA Funds</b>	<b>LSTA #</b>
2010	Competitive	Douglas County Public Library	Public	Douglas County Library Long Range Plan	81.58	\$55,000	2
2010	Competitive	Douglas County Public Library	Public	One Book Douglas	80.92	\$19,500	1,5
2010	Competitive	Carson City Library	Public	Silver State Virtual Library Education Portal	78.85	\$54,816	1, 3, 4
2010	Competitive	University of Nevada, Las Vegas	Academic	Nevada Supreme Court 1865-2000: Cases (Wiener Library)	73.38	\$67,670	2
2010	Innovation	Carson City Library	Public	Capitol City Business Resource Center	96.54	\$100,000	1, 4
2010	Innovation	Las Vegas-Clark County Library District	Public	Customer First Business Intelligence	90.08	\$90,000	1, 3, 4
2011	Mini-Grant	Henderson District Public Libraries	Public	Bright Starts: Supporting Preschool Teachers		\$5,000	4,5
2011	Mini-Grant	Sierra Nevada College Library	Public	What's in Our Past- Local History Digitization		\$5,000	1,4
2011	Mini-Grant	Mineral County Library	Public	On the Road Again		\$4,325	1,5
2011	Mini-Grant	Beatty Library District	Public	Technology Upgrade		\$3,680	2, 4
2011	Mini-Grant	Pershing County Library	Public	Playaways		\$5,000	1,5
2011	Mini-Grant	Elko County Library System	Public	Preventing Reading Difficulties in Young		\$5,000	1,4
2011	Mini-Grant	Lyon County School District	School	Increasing Use of Nonfiction		\$4,990	1
2011	Mini-Grant	Cooperative Libraries Automated Network (CLAN)	Special	Have Training - Need Travel		\$4,743	2,3
2011	Mini-Grant	Amargosa Valley Library District	Public	Technology Upgrade		\$5,000	1, 4
2011	Competitive	Nevada State Library and Archives	Special	Recording Nevada for Talking Books...	91.64	\$25,970	5
2011	Competitive	University of Nevada, Reno	Academic	UNR OHP - Oral History Audio Conversion	89.94	\$22,896	1
2011	Competitive	Washoe County School District	School	21st Century Learning (Galena High School)	88.56	\$27,574	1,2



Year	Type	Applicant Jurisdiction	Library Type	Application Title	Rating	LSTA Funds	LSTA #
2011	Competitive	University of Nevada, Las Vegas	Academic	Dreaming the Skyline (Digitization, Lied Library)	87.75	\$80,000	1,4
2011	Competitive	Washoe County Library System	Public	Self Service Kiosks	86.38	\$34,900	1, 2
2011	Competitive	Carson City Library District	Public	Overdrive Downloadable Audio	86.90	\$20,000	1
2011	Competitive	Elko County Library System District	Public	Tri-county Library Needs	82.31	\$50,000	1
2011	Competitive	Henderson District Public Libraries	Public	Hawaiian Cultural Collection	82.00	\$37,000	5
2011	Competitive	Cooperative Libraries Automated Network (CLAN)	Special	CLAN - Public Computing Centers Printing Operations	79.56	\$46,890	2, 3
2011	Competitive	Las Vegas-Clark County Library District	Public	Customer Connect	80.19	\$100,000	3, 4
2011	Competitive	Henderson District Public Libraries	Public	Read, Play, Grow	79.14	\$21,120	4,5
2011	Competitive	Sierra Nevada College Library	Academic	Sustainability Resource	77.31	\$39,754	1
2011	Competitive	Henderson District Public Libraries	Public	60 Days to Better Health	75.86	\$14,500	1
2011	Innovation	Carson City Library	Public	Boys & Girls Club Automated Branch	96.20	\$100,000	1, 2,4
NOT FUNDED							
2008	Competitive	Las Vegas-Clark County Library District	Public	Supersizing Customer Service	73.91	\$100,000	1,2
2008	Competitive	Douglas County Public Library	Public	3 County Courier Project	73.90	\$86,900	4
2008	Innovation	Las Vegas-Clark Co Library District	Public	Charting a New Course for Children's Services	58.45	\$100,000	2
2009	Mini-Grant	Washoe County School District	School	Library Tech and Media Center	14.67	\$5,000	1,4
2011	Mini-Grant	Carson City Library	Public	Lego Technology Program	N.A.	\$5,000	1,4

# **Nevada LSTA Sub-Grants Survey Results**

## **Executive Summary**

The 43 usable responses from an online survey represented primarily LSTA Sub-Grant recipients and 39% to 42% of all grant applicants since 2008. Librarians from across Nevada replied.

Survey respondents for the most part knew about the LSTA Sub-Grant program run by NSLA and how it operates. About 61% were satisfied with it overall.

NSLA staff has been doing a superior job with the LSTA grant program communication, with almost unheard of ratings of 88% or more on several questions.

Similarly, 90% indicated that overall, NSLA ran the LSTA sub-grants award process in a transparent way and 88% that it is run in a fair way. What is more, 92% agreed or strongly agreed that SCLL rated LSTA sub-grant applications in a fair way.

The LSTA Coordinator also received exceptionally high ratings for both the optional Proposal and required Application workshops that she does yearly. The main suggestion was to use more exercises and examples in the presentations.

Outcomes-based evaluation was an area in which respondents were hesitant and felt additional training would be helpful. Most understood the difference between outputs and outcomes, but getting to outcomes measurement and reporting was another matter. It was progressively more difficult for greater numbers of librarians to determine whether a grant succeeded in meeting its outcomes, to gather data to measure grant outcomes, to present grant outcome data, to determine an appropriate indicator of a grant outcome, to identify an appropriate grant outcome, to develop ways to capture data for an outcome indicator, to analyze grant outcome indicator data, and to set a target level for "success" of an outcome.

## Background, Demographics, and Survey Limitations

The LSTA Sub-grants survey results were collected online using a Survey Monkey questionnaire that was open between late afternoon Friday, October 14, 2011 and 11 p.m. on November 3, 2011 (after an extension because of Nevada Day holiday on October 28, 2011). It was not possible to determine the exact population since some requests had to go through a District office. Also, some Districts had multiple grant writers, and 12 individuals who were known to have written grants since 2008 had retired or left their libraries. When the survey closed there were 44 respondents and 43 agreed to participate in the survey. Of these, 27 (63%) had applied for an LSTA grant since 2008 or intended to apply for one in 2012. Nevada State Library and Archive (NSLA) staff estimated that there were 65 or 70 potential respondents, not counting the 12 who had retired or left their libraries. Assuming that the NSLA count was of grant writers, between 39% and 42% of potential grant applicants responded after a request and four reminders.

Academic libraries were over-represented and school libraries under-represented in this sample. There were approximately 13 academic libraries, 552 school and 83 public library sites that were covered by a recent RFP for electronic database services<sup>5</sup> and the 2010 Nevada Library Directory<sup>6</sup> showed a similar distribution of academic, school, and public libraries. In addition, the 2010 Nevada Library Directory listed 26 special or cooperative libraries, including NSLA itself, some of which might not be open to the public (and so not eligible for LSTA grant funding). In general if there had been responses from all libraries, one would logically have expected the majority to have come from school libraries, then public libraries, and academic and special libraries. A complicating factor was that if a library or District/System had submitted more than one grant application, then they were allowed to submit as many responses as there were grant writers. In fact the actual responses included 23 (53%) from public libraries, nine (21%) from Pre-K to 12 school libraries, eight (19%) from academic libraries and three (7%) from special libraries. Part of the reason for the skewed response distribution was that it was difficult to reach some school libraries because e-mail requests for participation had to pass through some District offices (and may not have been forwarded) and because relatively few school libraries have submitted LSTA grant applications since 2008 (so might have felt that the survey was irrelevant to them). Several of the academic and special libraries have applied for and received LSTA grant funds since 2008, which might have encouraged their staffs to respond to the survey.

The survey does primarily represent the perspectives of LSTA grant applicants. About 81% of public library, 63% of school library/school district, 40% of academic library and all of the special and cooperative library organizations had applied for an LSTA grant at least once since 2008. Despite requests in two e-mail reminders stressing the importance of

---

<sup>5</sup> State of Nevada, Request for Proposal 110, April 27, 2011.

<sup>6</sup> Retrieved from

[http://nsla.nevadaculture.org/index.php?option=com\\_content&task=view&id=547&Itemid=107](http://nsla.nevadaculture.org/index.php?option=com_content&task=view&id=547&Itemid=107), November 11, 2011, at 10:12 a.m.

hearing from non-respondents, only 10 respondents represented viewpoints of non-applicants. Since the majority of public and school library outlets in the state have never applied for an LSTA grant since 2008 the survey provides only limited insights into the opinions of non-applicants about the LSTA sub-grants program.

Libraries are found throughout the state of Nevada. The library respondents were more evenly distributed geographically than the population of Nevada as a whole. According to the 2010 U.S. Census data, 72% of the Nevada population lives in Clark County, 16% in Washoe County, 3% in Carson City and less than 2% in any other Nevada county. The respondents characterized the setting of their libraries as rural (39%), urban (33%) and suburban (28%), and the characterization made sense in relation to characteristics of the counties in which they are located. The urban and suburban libraries are all in Clark and Washoe counties and in Carson City (as might be expected based on the population distribution). The rural libraries are located in Douglas, Elko, Esmeralda, Mineral, Nye, Pershing and White Pine counties as well as Carson City. With the possible exception of Carson City the rural libraries are found in counties widely recognized as predominantly rural.

In terms of library size, about 81% of the libraries had only one director or head librarian – so the responses tended to be more given by individual libraries than by library districts/systems. Of the 43 respondents, 26 (61%) reported one to 25 or more MLS librarians on the library staff, even though a Nevada library certificate was sufficient to work as a librarian in some public libraries, and a school library endorsement on top of a teaching license or a Media Specialist degree or designation qualified one to work as a professional in school or public libraries. Three public libraries reported having one to 24 Media Specialists on staff, two school libraries had one Media Specialist each, and two academic libraries reported two to four Media Specialists each on their staffs. Respondents included one to four archivists working in four public, two academic (college/university) and one special library.

The library operating budget distribution of responding libraries was fairly evenly distributed in size. Among the 33 libraries whose operating budget was reported, 30% had budgets under \$100,000 (24% at \$50,000 or less), another 24% had budgets of \$100,001 to \$250,000, 15% had budgets of \$250,001 to \$1,000,000 (all but one in the \$100,000 to \$250,000 range), and 30% over \$1 million. The overall distribution of library operating budgets in the state, however, was much more oriented toward lower budgets. All of the school library respondents had budgets of \$50,000 or less, the special libraries were in the \$50,000 to \$500,000 range, four of the six academic libraries had operating budgets of \$100,001 to \$250,000 with the other two in the \$1 million to \$2.5 million and \$5 million or more ranges. Public libraries were represented in each of the price ranges, although 47% had operating budgets of \$1 million or more. Therefore the opinions of relatively wealthier libraries/library districts were likely to be over-represented in these survey results.

No matter the size of the operating budgets, the direction of budgets is clear. About 72% of all libraries reported a decrease since 2008, 20% remained about the same, and only 7% increased. Like many public institutions in Nevada, in the current economic climate and

throughout the evaluation period libraries have been and are being starved of fiscal resources.

### **Knowledge of and Overall Satisfaction with the LSTA Sub-Grant Program**

Survey respondents for the most part knew about the LSTA Sub-Grant program run by NSLA. Fully 92% of respondents strongly agreed or agreed that, before taking the survey, they were aware of the Nevada LSTA sub-grant proposal announcements that come out each year. Similarly, 92% were aware that the LSTA grant to Nevada depended on federal funds. Also, 83% knew that the State Council on Libraries and Literacy (SCLL) rated sub-grant applications.

About 78% reported some knowledge or a great deal of knowledge about the LSTA grant process. Although most (61%) were satisfied or very satisfied with the process, 31% were neutral on the matter. This was a slightly lower than normal satisfaction level, since as a rule of thumb, when there are no known big problems with a program or process satisfied plus very satisfied levels often fall into the 67% to 75% range on a variety of questions.

### **Opinions about Aspects of the LSTA Sub-Grant Program**

A multi-part survey question asked respondents to indicate their level of agreement with a variety of positively phrased statements about the LSTA sub-grants program and the grant decision-making process. The results indicated that NSLA staff have been doing a superior job with the LSTA grant program communication. Especially notable was that everyone who provided a rating other than “Don’t Know” strongly agreed or agreed that NSLA staff provided good information when asked about the proposal process. About 97% agreed or strongly agreed that LSTA application guidelines were understandable and that proposal instructions were clear, and 91% agreed or strongly agreed that the information about the Nevada LSTA process on the NSLA website was useful. Similarly, 92% agreed or strongly agreed that SCLL rated LSTA sub-grant applications in a fair way. What is more, 90% indicated that overall, NSLA ran the LSTA sub-grants award process in a transparent way and 88% that it was run in a fair way.

While 89% agreed or strongly agreed that NSLA distributed LSTA funding in a timely manner as soon as it receives the funds, receipt of funding from the federal government in a timely fashion was an issue. While still a respectable rating, 72% agreed or strongly agreed that Federal LSTA funding arrived in a timely enough fashion that libraries can readily finish LSTA projects before the grant year is done. Over one-fifth of the respondents disagreed with that statement, and 7% strongly disagreed, so this was a definite issue with LSTA funding from the perspective of potential sub-grant recipients. However, there is little to nothing that NSLA can do to act on this information. The matter of when Congress passes the federal budget and LSTA funds are sent to the state is outside the control of NSLA.

Open-ended comments about ways to make the LSTA granting process in Nevada better included the following:

- *I think that the process works well for the varying needs of libraries in Nevada*

- *It'd be nice to see the SCLL rankings for the grants . . . I think this information is shared, but usually like 2-3 years after the fact it seems. The application deadline of Dec 1 or so is always tricky to meet, right after Thanksgiving w/ all the approval steps needed at my own institution. If federal funding continues to trend being awarded in Spring, it seems to me the deadline could be pushed perhaps to Dec 15 or something.*
- *The rating system seems to be biased toward public libraries. It would be better if the funds were distributed with a larger emphasis to k-12 school libraries than has been done in the past.*
- *streamline the application and reporting process for Mini-grants*
- *Is the first application process necessary? At times, it would be helpful to have the flexibility to submit a complete proposal as part of the process even if it was not preliminarily vetted in the application process (I may have my vernacular incorrect or switched--application=due in October, proposal=due in December)*
- *Get information out sooner. Sometimes there is only days to write or prepare something.*
- *The time during which we are allowed to spend the funds should be longer. More instructions about what is allowable or not allowable should be available. We have only received the LSTA SRP grant funds.*

### **LSTA Sub-grants Related Training**

During the evaluation timeframe NSLA offered applicants two types of training in relation to the LSTA sub-grant process. First, there was an LSTA Proposal Writing Workshop that was not required. Almost two-thirds (64%) of those who responded to the survey had participated in an LSTA Proposal Writing workshop since 2007. These workshops were exceptionally well-received. Among the 25 who had participated in a Proposal Writing Workshop, 96% strongly agreed or agreed that the trainer answered questions from the class in a helpful way, 92% that the trainer presented workshop material clearly, and 88% that the training helped them understand outcomes based evaluation better. While the rating was in the acceptable range, an area for improvement might be in the use of exercises to help trainees better understand how to write an LSTA grant proposal. Around 72% agreed (44%) or strongly agreed (28%) that the trainer used exercises to help them understand how to write an LSTA grant proposal.

The second type of LSTA Sub-Grants related training that has been offered by NSLA was a Grant Writing workshop that was required of all prospective Nevada LSTA grant applicants after their proposals have been reviewed and vetted for eligibility for LSTA funding. About 58% of respondents to a question as to whether they had personally participated in an

LSTA Grant Writing Workshop since 2007 indicated that they had, in fact, done so. While 73% of respondents indicated in a different question that their library had applied for one or more LSTA sub-grants between FY 2008 and FY 2011, or intended to apply for FY 2012, the required LSTA Grant Writing workshops for FY 2012 applicants had not yet taken place during the survey data collection period. That plus the possibility that someone in the library other than the person who responded to the survey could account for the discrepancy between the percentage of LSTA Grant Writing Workshop participants, and the number of grants proposed or intended to be proposed.

The 22 respondents who had taken Grant Writing Workshops and gave their opinions about them rated them exceptionally well in general. About 95% strongly agreed or agreed that the trainer presented material clearly and also that the trainer answered class questions in a helpful way. About 82% agreed or strongly agreed that the LSTA grant workshop training had helped them understand outcomes-based evaluation better. Use of exercises was less well-received. About 59% strongly agreed or agreed that the trainer had used exercises to help them better understand how to write an LSTA grant proposal.

Use of exercises is known to be an effective way to engage adults in training or education. Adding one or two exercises to the training, if possible given time limitations, might be a way to further improve them. One respondent suggested the following approach:

- *Examples during the mandatory workshop that are applicable to those attending. Those conducting the workshops know, for the most part, who is going to be attending so they also know the proposals that were submitted by these participants. I don't think it is too much to ask to use concrete examples that relate to those proposals.*

Other individuals made general comments about the Proposal and Grant Writing workshops that were generally positive with some suggestions for modification.

- *In my opinion the LSTA grant writing process with the help of the grant writing workshop and trainer a pretty straight-forward and uncomplicated process.*
- *The calendar always seems to change and very little notice is given for meetings- a more static calendar and more notice of meeting dates would be helpful. The LSTA training has been the same for many years and should be updated.*
- *Having the workshops and assistance in Reno would help to promote this grant process. School librarians are very busy, as they work alone in the library. They cannot afford the time to shut down to attend a workshop without repercussion./sic/*
- *my biggest obstacle in writing the grant was understanding the terms and how they applied to my proposal. I made my outcomes and evaluations too complicated and detailed, thinking that was what was being asked. Now I realize that they could have been much more simple. However, I loved getting the grant and being able to implement it, and when I write another one, I will know better what I am doing.*

In regards to the comment on training location, in November 2011, after preliminary proposals were submitted and reviewed for eligibility, NSLA staff held the mandatory Grant Writing Workshops in three locations throughout Nevada: Carson City, Henderson, and Elko.

All survey respondents were asked “How much might additional LSTA grant related training in the following be helpful to you?” and 79% to 86% of the 43 potential respondents gave an answer other than “Don’t Know.” About 81% to 92% of the respondents who answered indicated that additional training would be either helpful (61% to 70%) or very helpful (15% to 22%) in the areas probed. The other respondents were much more likely to reply that such training was not needed (8% to 18%) rather than that it would not be helpful (0% to 3% -- representing no or one person). Table I3 below shows the areas in which additional grant related training would be considered helpful or very helpful.

**Table I3. Additional Training by Helpfulness**

<b>13. How much might additional LSTA grant related training in the following be helpful to you?</b>	<b>Very Helpful</b>	<b>Helpful</b>	<b>Helpful or Very Helpful</b>
Writing outcomes statements for grant programs.	22%	70%	92%
Tracking outcomes for grant programs.	20%	69%	89%
Grant project management.	22%	61%	83%
Information on Nevada and federal grant guidelines.	15%	68%	82%
Grant writing in general.	19%	62%	81%

While reflecting on this table one should recall that since 2007 64% of all survey takers had personally participated in an LSTA Proposal Writing workshop and 58% in an LSTA Grant Writing Workshop. Nevertheless, additional training in these more general grant areas would be well-received if it were able to be offered.

Because of staff turnover there is also always going to be some need for training related to grant writing, whether for LSTA grants or other grants. This is, of course, why NSLA offered the Proposal Writing Workshop and the mandatory Grant Writing Workshop every year to prospective LSTA grant proposal writers and applicants. The training is also needed on an annual basis since LSTA requirements or Nevada requirements regarding federal grants awarded to state agencies change, as happened in the last legislative sessions.

### **LSTA Competitive Sub-Grant Reporting**

The 24 libraries that obtained LSTA sub-grants had to or will eventually have to report on them. The survey probed their satisfaction with the reporting process and training, with results shown in Table I5.



**Table I5. Satisfaction with LSTA Reporting and Reporting Assistance**

<b>26. Please indicate your satisfaction with each of the following.</b>	<b>Satisfied</b>	<b>Satisfied</b>	<b>Neutral</b>	<b>Dissatisfied</b>	<b>Very Dissatisfied</b>
Clarity of LSTA grant reporting requirements.	9%	70%	17%	4%	0%
Help provided by NSLA in completing reports.	18%	50%	27%	5%	0%
Staff ability to track program outcomes	5%	64%	27%	5%	0%
Time needed to complete reports.	13%	48%	35%	4%	0%
NSLA training in LSTA reporting.	14%	45%	36%	5%	0%
Staff understanding of how to report out program outcomes.	4%	48%	39%	4%	4%

Based on Table 3 results, NSLA did best in clearly communicating LSTA grant reporting requirements and acceptably well in provision of help in completing reports. The librarians were generally satisfied more than very satisfied in the ability of their staffs to track program outcomes. However, time needed to complete reports and NSLA training in LSTA reporting might need attention since both are rated slightly below the rule-of-thumb “no major problems” level of two-thirds to three-quarters satisfied or very satisfied responses. Librarians were least satisfied or very satisfied (52%) with the understanding of their staffs about how to report out program outcomes. However, in that regard, as with the other statements in this set, librarians were much more likely to be neutral than dissatisfied or very dissatisfied. Outcomes-based evaluation, including reporting, is explored more fully at the end of this report.

When asked “What additional information, training, or technical assistance might help you library produce, track or report LSTA grant outcomes?” substantive responses included:

- *Experience is the best teacher. Once you have done this, you know how to do it better next time. It helped me to have someone that I worked with who had written a grant previously give me feedback as I was writing mine.*
- *I have not yet completed a grant cycle, so I have minimal experience with reporting.*
- *Training provided is adequate.*
- *We have a new district librarian this year. She will need to be trained.*
- *Specific workshops on tracking LSTA grant outcomes would be helpful--as well as determining what they should be in the first place.*

- *In some cases, especially Innovation grants, it would be helpful to have a 2-year grant cycle to more adequately establish baseline data and have enough assessment data to be meaningful*
- *Reminders, etc.*
- *This year the grant final narratives were due one day apart from the proposals two big deadlines like that together are very tough to meet-no matter the size of the library- at least a week apart would be better.*
- *I understand that we are not in control of this deadline -- but having final reports due at the end of September is always tricky. Due to the nature of our projects, we don't complete them til the end of the fiscal year, and aren't able to really start assessing the outcomes and success until, say, July at the earliest. Having a final report due a few months after that always proves challenging in terms of reporting. We can report what we did, but it's hard to have a lot of data talking about impact and success with our goals.*

The first four quotations serve as a reminder that annual training in outcomes reporting is important both because of staff turnover and librarians applying for LSTA sub-grants for the first time. The comment about outcomes reporting is explored more fully at the end of this report. Given concerns expressed earlier about time availability for LSTA grant applications and implementation, consistency of reporting outcomes from one year to the next would help those who apply often to schedule their time better. Since it is IMLS rather than NSLA that sets annual reporting requirements and deadlines there may be little that NSLA can do in response to the last two comments other than send out reminders about reporting deadlines and perhaps try to schedule proposal applications later, NSLA staff work schedules permitting. NSLA might consider passing on the comments about a two- year grant cycle for large innovation grants to IMLS and also note to IMLS the timing difficulties of doing reporting, especially when grant implementation starts are delayed by late approval of the federal budget and receipt and redistribution by NSLA of the Nevada LSTA funds allocation.

## **Outcomes-Based Evaluation**

The Institute of Museum and Library Services (IMLS) is especially interested in fostering outcomes-based evaluation and the Request for Proposal (RFP) for the evaluation specifically charged the evaluator with exploring key lessons that NSLA has learned about using outcome based evaluation, what worked, and what should be changed. The survey therefore asked all respondents to indicate, in general, how difficult or easy it was for them to do 9 things involved with outcomes based evaluations.

**Table I7. Outcomes Based Evaluation**

<b>28. In general, how difficult is for you to do the following:</b>	<b>Very Difficult</b>	<b>Difficult</b>	<b>Neither Difficult nor Easy</b>	<b>Easy</b>	<b>Very Easy</b>
Understand the difference between grant outputs and outcomes.	3%	6%	55%	19%	16%
Determine whether the grant succeeded in meeting its outcomes.	3%	9%	47%	28%	13%
Gather data to measure grant outcomes.	6%	13%	38%	41%	3%
Present grant outcome data.	3%	16%	42%	32%	6%
Determine an appropriate indicator of a grant outcome.	3%	19%	45%	26%	6%
Identify an appropriate grant outcome.	3%	19%	52%	16%	10%
Develop ways to capture data for an outcome indicator.	9%	16%	38%	34%	3%
Analyze grant outcome indicator data.	3%	22%	41%	31%	3%
Set a target level for "success" of an outcome.	3%	29%	32%	32%	3%

The results are shown in Table I7. The percentages are based on the 31 or 32 of 43 respondents who answered the sub-questions and gave a difficulty rating other than “Don’t Know”.

Perhaps partly due to attention by NSLA staff to outcomes based evaluation, especially in the mandatory Grant Writing Workshop for prospective LSTA grants applicants, librarians did understand outcomes based evaluation to some extent. Working with outcomes based evaluation approaches was not second nature to librarians interested in LSTA sub-grant applications, since the plurality to majority of answers were always in the “Neither Difficult nor Easy” category. On the other hand, one might argue that this was the appropriate response since the answer of an experienced outcomes-based evaluator to most of these questions might, in fact, be “in depends on the project, the expected outcomes, and the indicators needed.”

If one adds together the “Neither Difficult nor Easy” to “Very Easy” categories most respondents (90%) understood the difference between a grant output and a grant outcome. About 88% gave neutral to “Very Easy” responses to being able to determine whether a grant succeeded in meeting its outcomes. About 81% considered it “Neither Difficult nor Easy” to “Very Easy” to gather data to measure grant outcomes and present that outcome data.

Getting to outcomes measurement and reporting was another matter. An acceptable 77% of respondents give a neutral to “Very Easy” response regarding how hard it is to identify an appropriate grant outcome. Respondents were more neutral on that score than on their ability to determine appropriate indicators of grant outcomes. Identification of outcome indicators logically should follow identification of what the outcomes to be measured are. However, about 22% of respondents viewed identification of outcome indicators to be difficult or very difficult to do. Furthermore, about 25% of respondents checked that it was difficult or very difficult to develop ways to capture data for an outcome indicator. Since 9% found this to be “very difficult” to do, this is the task on the list that the greatest proportion of librarians find hardest to do. In contrast, while about 25% of respondents viewed analysis of grant outcome indicator data as difficult or very difficult, only 3% found that to be “very difficult.”

However, the overall most difficult thing to do was setting a target level for “success” of an outcome. The respondents were nearly evenly split into three groups as to whether setting a target level for “success” was difficult or very difficult, easy or very easy, or somewhere in between easy and difficult. Almost one out of three librarians (32%) considered it difficult or very difficult to set a target outcomes level for success of their programs. This is in marked contrast to the 13% who found it difficult or very difficult to determine whether the grant succeeded in meeting its outcomes – which task pre-supposes that a definition of or target level for “success” was pre-defined.

It appears that where Nevada librarians need help, advice or experience regarding outcomes evaluation is in evaluation design and implementation -- identifying appropriate grant outcomes, determining appropriate indicators of those outcomes, developing ways to analyze outcome indicator data, analyzing indicator data, and matching that against a

target level for “success”. Only between 26% and 35% of respondents considered these tasks to be very easy to easy to do. Just one in four respondents (26%) found it easy or very easy to identify an appropriate grant outcome – once that was done around one in three would find it easy or very easy to accomplish the other tasks in this list. Were NSLA to provide more training or technical assistance in relation to outcomes based evaluation the areas to concentrate on would be providing explanations, exercises or help in choosing an appropriate grant outcome or outcomes related to the project that might be reachable in a year, selecting appropriate indicators for the outcomes, setting a target level for “success,” determining how to gather and analyze the indicator data, (doing that) and then analyzing the indicator data against the target.

# NSLA LSTA Sub-Grants Evaluation

## Introduction and Permission

Nevada State Library and Archives (NSLA) has contracted REAP Change Consultants to evaluate its state plan and LSTA grant program for federal fiscal year (FY) 2008-2012. NSLA will use evaluation results to review how well it has done and to inform its next five-year LSTA Plan.

As part of the evaluation we are surveying both libraries that applied and those that did not apply for LSTA Mini-grant, Competitive, or Innovation grant funds for those federal fiscal years. Your response to this survey is essential for giving us a good sense of what libraries and archives throughout Nevada think of these LSTA subgrant programs. It should take you no more than 10 to 15 minutes to complete.

**We invite responses from any staff person from a library District, school District, library or library outlet (e.g., branch library) who submitted a proposal to NSLA or applied to NSLA for an LSTA grant for FY 2008 to FY2012.** If since 2008 only one person has submitted all of the LSTA proposals/applications for a library or library outlet the survey is designed so that it only needs to be completed once. If a large library, library district or school district has a grant writer who writes all proposals and applications then the jurisdiction should decide whether the grant writer should respond once for all projects or whether each project manager should respond. **We are also interested in getting one response per District, Library, or library outlet that did not submit any proposals or applications at all for any LSTA Mini-grant, Competitive, or Innovation grant funding between 2008 and now.**

We have asked only general demographic questions in order to protect confidentiality of responses. The summary report will only contain aggregate information and selected quotes from open-ended responses (without attribution to specific respondents).

If you have any questions or comments about this survey or the use to be made of it, please contact Dr. Stephen C. Maack, Owner, REAP Change Consultants at [consultant@reapchange.com](mailto:consultant@reapchange.com) or at (310) 384-9717. A paper version of the survey is available on request. Thank you for your assistance.

Comments in red did not show up on the online version of the survey.

Question numbering in Survey Monkey is dynamic, depending on prior answers, so the online survey question numbers in the online survey will differ at times from those shown here. Survey "branching" is also dynamic online so you will be taken to the correct next question depending on your answer to the question on the previous page.

Items marked with an \* are required.

### **\*1. I voluntarily agree to participate in this survey.**

43 Yes, take me to the first page of the survey.

1 No, take me out of this survey.

This question required an answer (indicated by the \*) so all 44 people who responded to the survey gave some answer. It was a screening question.

A "Yes" answer took one to question 2. For the rest of this document only the 43 respondents who answered "Yes" to this question are counted. 38 respondents completed the entire survey.

A "No" answer took one to the last "Thank You" page and from there out of the survey.

## Background Information

**\*2. In what kind of a library or archive do you work? If you work in more than one kind of library or archive, please choose the one that you will be referring to in your answers to the rest of this survey.** (43 answered)

0 Library in an Archive

23 Public Library

1 Elementary School Library: grades K-5

1 Middle School/Junior High Library: grades 6-8

4 High School Library: grades 9-12

8 College/University Library

2 Special Library

4 Other (please specify, e.g. K-8 School Library))

Cooperative library organization, k12 school district (10 schools), Pre -K-5,  
School District Library Services Dept.

**3. Public and School Library staff -- in what kind of a setting is your library?** (39 answered, 4 skipped question)

15 Rural

11 Suburban

13 Urban

**\*4. In what Nevada County is your library or archive located?** (43 answered)

In the online survey this question has a drop-down menu with the Nevada County names plus Carson City.

### County

5 Carson City

0 Churchill

16 Clark

1 Douglas

2 Elko

1 Esmeralda

0 Eureka

0 Humboldt

0 Lander

0 Lincoln

0 Lyon

1 Mineral

3 Nye

4 Pershing

0 Storey

9 Washoe

1 White Pine

# NSLA LSTA Sub-Grants Evaluation

## Questions about this Library or Archive

### 5. Including yourself, how many individual people (not FTE) who work in your library or archive are: (38 answered, 5 skipped question)

	1	2-4	5-9	10-14	15-19	20-24	25 or more
Directors/Head Librarians	25	3	1	1	0	0	1
Librarians (MLS or equivalent)	8	6	1	3	0	2	6
Archivists	4	3	0	0	0	0	0
Media Specialists	3	3	0	0	0	1	0
Other library or archive paid staff (non-MLS)	5	6	3	2	3	4	6
Volunteers	2	3	3	0	0	1	6

### 6. Which response best reflects the most recent total operating budget for your library?

(38 answered, 10 skipped question)

- 8 \$50,000 or less
- 2 \$50,001 to \$100,000
- 8 \$100,001 to \$250,000
- 4 \$250,001 to \$500,000
- 1 \$500,001 to \$1,000,000
- 4 \$1,000,001 to \$2,500,000
- 3 \$2,500,001 to \$5,000,000
- 3 \$5,000,0001 or more
- 5 Don't Know

### 7. Since Fiscal Year 2008 has your library or archive budget ...(39 answered, 4 skipped question)

- 3 Increased
- 8 Remained about the Same
- 28 Decreased
- 0 Other (please specify)

### \*8. How much do you know about the LSTA grant process run by NSLA? (40 answered and 3 skipped question.

This question required an answer, as indicated by the \*, so 3 people had stopped doing the survey by this point. It was not a screening question.).

13 A Great Deal  
Go to Q9

18 Some  
Go to Q9

4 A Little  
Go to Q9

5 Almost Nothing  
Go to Q9



# NSLA LSTA Sub-Grants Evaluation

## LSTA Grant Process Ratings

Nevada runs a two-step LSTA sub-grant award process. The first step involves any eligible Nevada library or archive writing a two-page LSTA proposal for review by NSLA and IMLS. Once the proposal is accepted, the second step involves libraries and archives writing and submitting complete LSTA sub-grant applications for Mini-grants, Competitive Grants or Innovation Grants. The Nevada State Council on Libraries and Literacy (SCLL) ranks LSTA sub-grant applications within the categories using standard rating rubrics that averages ratings. Actual award of funding for a sub-grant depends on passage of the federal budget and the allocation awarded to Nevada by IMLS. The Nevada LSTA funding allocation is based on a formula that includes a state population component. NSLA distributes LSTA sub-grant funds to as many approved applications as possible, based on the SCLL rankings.

### 9. How satisfied are you with the federally funded LSTA grant process in

**Nevada?** (39 answered this question, 4 skipped it – including 3 who had stopped taking the survey)

8 Very Satisfied      16 Satisfied      12 Neutral      2 Dissatisfied      1 Very Dissatisfied

### 10. Please indicate the extent to which you agree or disagree with each of the statements

**below.** (39 answered this question, 4 skipped it – including 3 who had stopped taking the survey)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Before taking this survey I was aware that the LSTA grant to Nevada depends on federal funds.	26	10	3	0	0
Before taking this survey I was aware of the Nevada LSTA sub-grant proposal announcement each year.	20	14	1	2	2
The LSTA application guidelines are understandable.	10	22	0	1	5
The LSTA proposal instructions are clear.	10	21	0	1	6
NSLA staff provide good information when asked about the proposal process.	18	12	0	0	0
The information about the Nevada LSTA process on the NSLA website is useful.	6	24	3	0	5
Overall, NSLA runs the LSTA sub-grant award process in a transparent way.	10	18	0	3	8
NSLA runs the LSTA sub-grant award process in a fair way.	10	18	1	3	7
Before taking this survey I knew that the State Council on Libraries and Literacy (SCLL) rates Nevada LSTA sub-grant applications.	11	13	4	1	9
The SCLL rates LSTA sub-grant applications in a fair way.	10	14	1	1	1
Federal LSTA funding arrives in a timely enough fashion that libraries can readily finish LSTA projects before the grant year is done.	3	18	6	2	10
NSLA distributes LSTA sub-grant funding in a timely way as soon as it receives the Nevada LSTA grant award from IMLS.	3	21	1	2	12

## NSLA LSTA Sub-Grants Evaluation

**\*11. NSLA offers an LSTA Proposal Writing Workshop that is not required. Have you personally participated in an LSTA Proposal Writing workshop since 2007?**

(39 answered this required screening question, so 4 had stopped taking the survey by this point)

25 Yes

[Go to Question 12](#)

14 No

[Go to Question 13](#)

# NSLA LSTA Sub-Grants Evaluation

## Nevada LSTA Proposal Training

**12. If you personally participated in an LSTA Proposal Writing Workshop, please indicate how much you agree with each of the following statements about the Proposal Training. Otherwise, go on to the next question.** (all 25 routed here by the question 11 screening answered this question)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The trainer presented material clearly.	12	11	0	1	1	0
The trainer used exercises to help me better understand how to write an LSTA grant proposal.	7	11	0	6	1	0
The training helped me understand outcomes based evaluation better.	8	13	0	1	2	0
The trainer answered questions from the class in a helpful way.	13	11	0	1	0	0

Those who responded to question 12 went on to question 13.

# NSLA LSTA Sub-Grants Evaluation

## LSTA Grant Writing Training

NSLA offers a Grant Writing Workshop that is required of prospective Nevada LSTA sub-grant applicants whose two-page proposals have been approved by NSLA and IMLS.

### 13. How much might additional LSTA grant related training in the following be helpful to you?

(38 answered this question)

	Very Helpful	Helpful	Not Helpful	Not Needed	Don't Know
Information on Nevada and federal grant guidelines	5	23	0	6	3
Grant writing in general	7	23	1	6	1
Writing outcomes statements for grant programs	8	26	0	3	1
Tracking outcomes for grant programs	7	24	1	3	3
Reporting outcomes for grant	8	22	1	5	2
Grant project management	4	24	2	5	2

### \*14. Have you personally participated in an LSTA Grant Writing workshop since 2007?

(38 answered this required screening question so 5 people had left the survey completely by this point.)

22 Yes [Go to Question 15](#)

16 No [Go to Question 16](#)

# NSLA LSTA Sub-Grants Evaluation

## LSTA Grant Writing Workshop

**15. If you personally participated in an LSTA Grant Writing Workshop, please indicate how much you agree or disagree with each of the following statements about the LSTA Grant Writing Training. Otherwise, go on to the next question.**

(22 answered this question out of the 25 routed here by screening question 14(

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The trainer presented material clearly.	12	9	0	1	0	0
The trainer used exercises to help me better understand how to write an LSTA grant application.	7	6	0	7	2	0
The training helped me understand outcomes based evaluation better.	7	11	0	3	1	0
The trainer answered questions from the class in a helpful way.	12	9	0	1	0	0

# NSLA LSTA Sub-Grants Evaluation

## Nevada LSTA Sub-grant Process

**16. Assuming that state and federal requirements are still met, what changes would you suggest to make the LSTA granting process in Nevada better?** (20 answered this question.)

?
Examples during the mandatory workshop that are applicable to those attending. Those conducting the workshops know, for the most part, who is going to be attending so they also know the proposals that were submitted by these participants. I don't think it is too much to ask to use concrete examples that relate to those proposals.
Get information out sooner. Sometimes there is only days to write or prepare something.
Having the workshops and assistance in Reno would help to promote this grant process. School librarians are very busy, as they work alone in the library. They cannot afford the time to shut down to attend a workshop without reproccussion.
I don't know enough about it to comment on it.
I think that the process works well for the varying needs of libraries in Nevada.
In my opinion the LSTA grant writing process with the help of the grant writing workshop and trainer a pretty straight-forward and uncomplicated process.
Is the first application process necessary? At times, it would be helpful to have the flexibility to submit a complete proposal as part of the process even if it was not preliminarily vetted in the application process (I may have my vernacular incorrect or switched-- application=due in October, proposal=due in December)
It'd be nice to see the SCLL rankings for the grants . . . I think this information is shared, but usually like 2-3 years after the fact it seems. The application deadline of Dec 1 or so is always tricky to meet, right after Thanksgiving w/ all the approval steps needed at my own institution. If federal funding continues to trend being awarded in Spring, it seems to me the deadline could be pushed perhaps to Dec 15 or something.
my biggest obstacle in writing the grant was understanding the terms and how they applied to my proposal. I made my outcomes and evaluations too complicated and detailed, thinking that was what was being asked. Now I realize that they could have been much more simple. However, I loved getting the grant and being able to implement it, and when I write another one, I will know better what I am doing.
N/A
None (2 responses)
none at this time.
not sure
NSLA Administration makes SCLL feel as if they are required to do her bidding
streamline the application and reporting process for Mini-grants
The calendar always seems to change and very little notice is given for meetings- a more static calendar and more notice of meeting dates would be helpful. The LSTA training has been the same for many years and should be updated.
The rating system seems to be biased toward public libraries. It would be better if the funds were distributed with a larger emphasis to k-12 school libraries than has been done in the past.
The time during which we are allowed to spend the funds should be longer. More instructions about what is allowable or not allowable should be available. We have only received the LSTA SRP grant funds.

**\*17. Did your library apply for any Nevada LSTA sub-grant (i.e., a Mini-Grant, Competitive Grant, or Innovation Grant) between FY 2008 and FY 2011 or does it intend to apply for one in FY 2012?**

(38 answered this required screening question. See below for branching)

- 27 Yes [Go to Question 22](#)  
10 No [Go to Question 18](#).  
1 Don't Know [Go to Question 18](#).

# NSLA LSTA Sub-Grants Evaluation

## Non-Applicants

**18. Did your library ever consider applying to NSLA for a Nevada LSTA sub-grant (i.e., Mini-Grant, Competitive Grant or Innovation Grant) for any of the following years and then not apply? Check all that apply.** (All 11 people routed to this page answered this question)

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Yes	1	1	2	1	2
No	7	7	7	8	7
Don't Know	1	0	0	0	0

**19. If your library considered applying for one or more LSTA sub-grants in any years and did not apply, what kinds of sub-grants were considered? Check all that are applicable.** (7 out of 11 routed to this page answered this question)

- 5 LSTA Mini-Grant(s) (up to \$5,000)
- 2 Competitive LSTA grant(s)
- 0 Innovation LSTA grant(s)

**20. Did any of the following discourage your library from applying for an LSTA grant? Check all that apply.** (9 of the 11 potential respondents answered this question)

- 0 No one here knew that the library was eligible to apply.
- 4 It takes too much time to apply.
- 4 Too much red tape in the proposal/application process.
- 1 Insufficient experience in writing grant proposals.
- 4 Budget cuts or staff cuts at my library.
- 0 Not enough LSTA money available for the effort.
- 4 No matching funds available for an Innovation grant.
- 3 Insufficient library staff or other resources to handle a grant project.
- 2 CIPA is restrictive.
- 2 The grant cycle doesn't fit with the time that the library has available to do a special project.
- 2 Too much reporting red tape for grant recipients.
- 2 LSTA funds wouldn't arrive soon enough for the library to complete its project in the grant year.
- 3 Other (please specify)

Bad advice;  
Had no projects in mind;  
The process penalizes school libraries as the materials are bought for the students of the school and cannot be "interlibrary loaned" to other entities.

## NSLA LSTA Sub-Grants Evaluation

### 21. What would your library need in order to be able to apply for LSTA sub-grant funds in the future?

(7 answered this question)

Assistance in for the form of human help for the proposal and other needs.
Begin the process sooner.
I guess just some hand holding *s*
Money & staff
More time in order to be able to attend workshops. (More staff to be able to meet requirements)
The funding categories don't fit our mission. They seem to be more oriented toward public and school libraries.
The interlibrary loan requirement to be lifted. We voluntarily loan to each other in the school district but cannot loan outside of our school district. School library budgets are too small to begin with. If we loan our materials out, then they are not there to serve the students and teachers of that school.

[Go to Question 28](#)



# NSLA LSTA Sub-Grants Evaluation

## LSTA Grant Applicants

### 22. What kind(s) of LSTA grants did your library apply for between FY 2008 and FY 2011 or consider applying for in FY 2012? (check as many as apply)

(24 of 27 people routed to this page answered this question)

	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Mini-Grant(s) (Up to \$5,000)	11	10	10	16	12
Competitive Grant(s)	12	12	11	15	13
Innovation Grant(s)	2	2	2	1	1

### 23. Why didn't your library apply for LSTA funds in some years? (17 answered this question)

During certain years there was not enough available staff or staff time to write and supervise a grant.
I applied for the FY2011 in my first year as Director, but I assume that previous Directors may have felt it entailed too much work. I wasn't here in prior years. Don't know what the previous library director did.
Innovation Grants - Being a small rural county, it is hard for us to compete with larger counties on Innovation Grants because what is "new" for us is old hat for the larger counties.
Lack of staff time to write the grant and manage new projects.
N/A
No one took the initiative to do the work. As a new resident (fall 2007), I did not know this was a possibility.
not aware they are available.
The competitive grant process is extremely time consuming, and our regular jobs need to be a priority.
We always have applied as long as I have been here (8 years) - more than one each year.
We did not have a project that required looking outside for funding.
We had a high turn over rate in staff.
We might have applied for more, I am not sure.
With drastic cuts to staff it has not been feasible to dedicate staff time to the types of new and innovative programs that are often funded. Our emphasis has been on keeping our doors open and the provision of core services.

### 24. Please indicate the extent to which you agree or disagree with each of the statements below. (26 of 27 people routed to this page answered this question)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The LSTA grant application instructions are clear.	7	15	1	0	3
The proposal form is easy to use.	7	11	4	1	3
The final application form is easy to use	7	11	3	1	4
The electronic application submission works well	9	11	1	0	5
NSLA staff are helpful when I have questions about an LSTA application.	11	12	0	0	3

# NSLA LSTA Sub-Grants Evaluation

## LSTA Grant Applicants

### 25. Was your library ever awarded an LSTA grant between FY 2008 and FY 2011? (Check years that apply)

(25 of 27 possible respondents answered this question).

	FY 2008	FY 2009	FY 2010	FY 2011
Yes	15	15	15	21
No	0	0	0	0
Don't Know	3	2	1	1

## LSTA Grant Reporting

### 26. Please indicate your satisfaction with each of the following:

(26 of 27 potential respondents answered this question)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Not Applicable
Clarity of LSTA grant reporting requirements.	2	16	4	1	0	3
NSLA training in LSTA reporting.	3	10	8	1	0	4
Help provided by NSLA in completing reports.	4	11	6	1	0	4
Time needed to complete reports.	3	11	8	1	0	3
Staff understanding of how to report out program outcomes.	1	11	9	1	1	3
Staff ability to track program outcomes.	1	14	6	1	0	4

### 27. What additional information, training, or technical assistance might help your library produce, track or report LSTA grant outcomes? (13 of 27potential respondents answered this question)

Experience is the best teacher. Once you have done this, you know how to do it better next time. It helped me to have someone that I worked with who had written a grant previously give me feedback as I was writing mine.
I have not yet completed a grant cycle, so I have minimal experience with reporting.
I understand that we are in control of this deadline -- but having final reports due at the end of September is always tricky. Due to the nature of our projects, we don't complete them til the end of the fiscal year, and aren't able to really start assessing the outcomes and success until, say, July at the earliest. Having a final report due a few months after that always proves challenging in terms of reporting. We can report what we did, but it's hard to have a lot of data talking about impact and success with our goals.
In some cases, especially Innovation grants, it would be helpful to have a 2-year granty cycle to more adequately establish baseline data and have enough assessment data to be meaningful
It would save time if the proposal and the application form were more similar so I could use the same language.
n/a
N/A
Reminders, etc.
Specific workshops on tracking LSTA grant outcomes would be helpful--as well as determining what they should be in the first place.
Teh reporting requirments have not been consistent from year to year--sometimes I submit quarterly reports and sometimes it is semi-annually.
This year the grant final narratives were due one day apart from the proposals two big deadlines like that together are very tough to meet--no matter the size of the library- at least a week apart would be better.
Training provided is adequate.
We have a new district librarian this year. She will need to be trained.

# NSLA LSTA Sub-Grants Evaluation

## Outcomes Based Evaluation

### 28. In general, how difficult is it for you to do the following:

(37 of 43 potential respondents answered this question)

	Very difficult	Difficult	Neither Difficult nor Easy	Easy	Very Easy	Don't Know
Understand the difference between grant outputs and outcomes.	1	2	17	6	5	6
Identify an appropriate grant outcome.	1	6	16	5	3	6
Set a target level for "success" of an outcome.	1	9	10	10	1	6
Determine an appropriate indicator of a grant outcome.	1	6	14	8	2	6
Develop ways to capture data for an outcome indicator.	3	5	12	11	1	5
Gather data to measure grant outcomes.	2	4	12	13	1	5
Analyze grant outcome indicator data.	1	3	15	9	4	5
Determine whether the grant succeeded in meeting its outcomes.	1	3	15	9	4	5
Present grant outcome data.	1	5	13	10	2	5

## THANK YOU

**THANK YOU for your help.** For further information about this survey or to make additional comments please contact Dr. Stephen C. Maack, Owner, REAP Change Consultants at [consultant@reapchange.com](mailto:consultant@reapchange.com) or at (310) 384-9717. To exit the survey click on "Done" below.