



Evaluation of Library Services and Technology Act Five-Year Plan for Texas, 2008-2012

**Prepared for:
Texas State Library and
Archives Commission**

March 23, 2012

Submitted by

Shari Holland, M.P.Aff.
Morningside Research and Consulting, Inc.

Commissioned by

Peggy D. Rudd
Texas State Library and Archives Commission

MORNINGSIDE
R E S E A R C H A N D
C O N S U L T I N G , I N C

www.morningsideresearch.com

Evaluation of Library Services and Technology Act Five-Year Plan for Texas, 2008-2012

**Prepared for:
Texas State Library and Archives Commission**

March 23, 2012

Submitted by

Morningside Research and Consulting, Inc.
P.O. Box 4173
Austin, Texas 78765
Phone 512 302 4413 • Fax 512 302 4416
www.morningsideresearch.com

This study was funded with Library Services and Technology Act funds, administered by the Texas State and Archives Commission, through a grant from the Institute of Museum and Library Services.

**Evaluation of Library Services and Technology Act five-year
plan for Texas, 2008-2012 / prepared for Texas
State Library and Archives Commission. – Austin,
Tex. : Morningside Research and Consulting, [2012]
1 v. (various pagings) : ill. ; 28 cm.
"February 28, 2012**

**1. Federal aid to libraries—Texas. 2. Libraries—Texas.
3. Grants-in-aid—Libraries—Texas. I. Texas State Library
and Archives Commission. II. Morningside Research and
Consulting. III. Title: Library Services and Technology Act
five year plan for Texas, 2008-2012. IV. Title: LSTA five-
year plan for Texas, 2008-2012.**

Table of Contents

1. Evaluation Summary	1
Overview and Methodology	1
Key Findings	1
The Value of Public Libraries.....	1
Drastic Loss of Texas State Funding	1
Overall Performance by Priority	2
Development and Use of Performance Measures.....	2
2. Evaluation Methodology	3
Purpose.....	3
Background	3
The Library Services and Technology Act (LSTA) Strategic Plan.....	3
Data Collection.....	4
State Progress Reports	4
Surveys.....	4
Interviews	4
Focus Groups.....	5
Online Research.....	5
Selection of Evaluator	5
3. Evaluation Findings	6
The Value of Public Libraries	6
Strengthening the Economy.....	6
Public Appreciation.....	6
Drastic Loss of Texas State Funding	7
Overall Performance by Priority.....	7
Priority 1: Expand Services for Learning and Access to Information.....	9
Goal 1: Provide Access to a Broad Range of Materials.....	10
Goal 2: Support Literacy and Educational Attainment.....	13
Priority 2: Develop Library Services That Provide All Users Access to Information Through Electronic Networks.....	16
Goal 4: Assist Libraries with Technology to Serve the Information Needs of Texans.....	16
Priority 5: Develop Public and Private Partnerships with Other Agencies and Community Organizations	20
Goal 3: Assist Libraries in Providing Programs and Services to Meet the Needs of Their Populations.....	21
Priority 6: Target Library Services to Individuals of Diverse Backgrounds, Disabilities, and Limited Functional Literacy or Information Skills	24

Priority 7: Target Library and Information Services to Persons Having Difficulty Using a Library and to Underserved Urban and Rural Communities, Including Children from Families with Incomes Below the Poverty Line	24
Priority 8: Develop Library Services that Provide All Users Access to Information Through Local, State, Regional, National, and International Collaborations and Networks	25
Grants and the Grant Process	26
Development and Use of Performance Measures	26
Usefulness of Performance Measures	26
Obstacles to Using Performance Measures	28
Adjustments to Performance Measures	28
Recommendations	29
Appendix A: Definitions and Acronyms	A1
Appendix B: State Program Reports	B1
Appendix C: Survey Results	C1
Appendix D: Interviews	D1
Appendix E: Focus Groups	E1
Appendix F: Cost of Evaluation	F1

1. Evaluation Summary

Overview and Methodology

The Texas State Library and Archives Commission (TSLAC) receives Library Services and Technology Act (LSTA) funding from the federal Institute of Museum and Library Sciences (IMLS) through the Grants to States program. As part of the IMLS funding requirements, state library organizations are required to evaluate program performance every five years. This report evaluates whether Texas accomplished the priorities and goals as outlined in the LSTA Five-Year Plan for Texas, 2008-2012. In addition, this evaluation measures how effectively each program was functioning and was perceived by the libraries and library system coordinators utilizing the programs.

Program staff at TSLAC will carefully review, and share with the larger library community, the findings of this report, including the performance metrics and other evaluation-related information as the next five-year plan is crafted. The evaluation will be made available to staff and the larger library community via a webpage that will be widely publicized.

Several different methods were utilized to collect information and data about the LSTA-funded programs and services, including an analysis of State Program Report (SPR) data, online surveys, interviews, focus groups, and online research.

Key Findings

The Value of Public Libraries

Public libraries play a supporting role in local economies and in the quality of life of the populations they serve. Not only do public libraries strengthen the local and state economy, they are an educational and economic resource for millions of Americans. In recent years, as the economy has contracted, the number of registered borrowers and library visitation per capita has grown. In addition to being a place to borrow books, videos, and music, public libraries have become a place where Americans go for assistance with and online access to job search resources, small business development, government services, health care information, and educational resources.

Drastic Loss of Texas State Funding

In 2011, the Texas Legislature made drastic cuts to the state general revenue funding provided to TSLAC. These state funding cuts were signed into law in June 2011 and the evaluation of the LSTA plan began in August 2011. Not surprisingly, the looming funding cuts and elimination of programs overshadowed the evaluation process.

Overall Performance by Priority

The evaluation measured the ability of programs to meet performance measure targets and captured the opinions of library administrators and library system coordinators. Nearly all of the 72 LSTA targets were met or exceeded. Thirteen targets were partially met and one target was not met. Four targets could not be measured because data were unavailable.

Development and Use of Performance Measures

TSLAC has greatly improved performance metrics since the last evaluation in 2007. Most of the outputs and outcomes are measurable and quantifiable and, overall, most of the performance targets were met or exceeded.

Performance strategies were changed or adapted during the evaluation period for three programs when activities or measurement processes were altered during the course of the plan. In addition, some of the grant programs had to delay reporting their performance measures due to the time required to get grant projects up and running. Once the new grant-funded systems or projects were in place, the targets were almost always exceeded.

Despite improvements in the development of performance measures, challenges were encountered when analyzing the SPR reports; surveys and interviews also indicate that performance measures can continue to be improved in the following ways:

1. Rebuild the LSTA strategic plan around strategies rather than programs. Given the severe state funding cuts that TSLAC has experienced and may continue to experience, the number of programs funded will need to be streamlined and programming may need to be more focused rather than being provided to all libraries. A recent consulting report helped identify the competitive strategies for TSLAC and is a good starting point for determining what services TSLAC should be providing and to which libraries.
2. Reset output targets. In the past, many programs set output target numbers too high or too low, which made it challenging for the evaluators to determine the success of the program. The current evaluation plan overcame this obstacle by setting many targets in relation to previous periods. For example, instead of stating an exact number for the number of people trained or the number of materials distributed, the target stated a percentage increase each year. This effort should continue.
3. Continue to develop meaningful outcome measures. Several programs do not have outcome measures; outcomes are often challenging to identify and often more challenging to measure. However, measuring the impact of the services provided to librarians and libraries should be a focus of the strategic plan.

2. Evaluation Methodology

Purpose

This report is a component of the evaluation of the Library Services and Technology Act (LSTA) funding that the Texas State Library and Archives Commission (TSLAC) receives from the federal Institute of Museum and Library Sciences (IMLS) through the Grants to States program. This report analyzes data collected from TSLAC and library directors in the fall of 2011. The results of this evaluation are intended to be used when creating the next five-year LSTA plan.

Background

In the spring of 2011, the Texas Legislature reduced state general revenue funding for TSLAC by 64 percent and state funding to the state's library programs by 88 percent.¹ State funding cuts had the most severe impact on the Texas Library System, the Technology Assistance Negotiated Grant (TANG), TexShare databases, and the InterLibrary Loan (ILL) (program descriptions can be found in Appendix A). The Texas Library System will lose all funding by the end of state fiscal year (SFY) 2012; TexShare databases lost some state general funding and were required to increase fees by an average of 35 percent for individual libraries; and TANG will lose all funding after 2012. The ILL will continue to be federally funded.

The evaluation of the past four years of library activities and programs was conducted under a cloud of concern among Texas libraries over the loss of state funding. TSLAC administrators, public library directors, academic directors, and system coordinators were deeply concerned about the cuts, but the most intense concern centered on the loss of the Texas Library System. The climate of the state funding shortages for Texas libraries may have decreased the validity of some evaluation results because of a loss of objectivity.

The Library Services and Technology Act (LSTA) Strategic Plan

Every five years, TSLAC creates and submits a strategic plan to the IMLS. For the state LSTA plan dated SFY 2008- 2012, TSLAC created four goals to address six of the priorities selected from the IMLS Grants to States Program. This evaluation was conducted to help clarify whether TSLAC was meeting the six IMLS priorities, how effectively each program is functioning, how each program is perceived by the libraries utilizing the programs and library system coordinators, and how performance targets are used to modify program planning and administration.

¹ Kelley, Michael. "Texas Governor Signs Budget Cutting State Funding for Library Services by 88 Percent." *Library Journal*. July 29, 2011. Web. www.libraryjournal.com/lj/home/891465-264/texas_governor_signs_budget_cutting.html.csp. Accessed November 2011.

Data Collection

Data for this evaluation was collected using several different methods. Quantitative program data from the annual State Program Report (SPR) were reviewed and analyzed. Qualitative, self-reported data were collected from library directors and library system coordinators throughout Texas and was formatted as much as possible for quantitative use.

As with any self-report data, such as surveys and interviews, the responses may be subject to bias. While concerns about the significant loss of Texas state general revenue funding, and the subsequent effect on federally funded programs, are noted in the report, no other biases were identified.

State Progress Report

Data from the SPR were analyzed for each year from SFY 2008- 2010. Data available for a small portion of programs from SFY 2011 was also analyzed. The SPR data is available in narrative format; data were extracted from the text and placed into Excel tables in order to compare the targets from year to year (see Appendix B). The analysis focused on whether or not program performance measures and targets were achieved over time. In some cases, program data reporting methods had to be changed from year to year, rendering the analysis of some targets incomplete.

Surveys

Online surveys were administered to public library directors, academic directors, and library system coordinators. All library directors and library system coordinators received a survey invitation by email. The response rates were high: the response rate for public library directors was 66 percent (370/559), the response rate for library system coordinators was 92 percent (11/12), and the response rate for academic library directors was 60 percent (101/169).

Interviews

Fifteen interviews were conducted with a random sample of public library directors, academic directors, and system coordinators. A random list of interview respondents was generated and then stratified to reflect a balanced distribution of respondents across geographic areas and by size of library.

The respondents included nine public library directors, two academic directors and four system coordinators. The locale of the public libraries included two in rural areas, two in towns, one in a suburb, and three in cities. The two academic directors represented one small college and one large university.

Confidentiality of participant responses during the interviews was carefully preserved through the aggregation of responses and the removal of any identifying information in the final report.

Focus Groups

Three focus groups were conducted in distinct geographic areas of Texas: West (Lamesa), Central (Georgetown) and Southeast (Conroe). Six to eleven people participated in each group. All of the library directors within the region where each focus group was held were emailed an invitation to participate.

Confidentiality of participant responses during the focus groups was carefully preserved through the aggregation of responses and the removal of any identifying information in the final report.

Online Research

General research was collected about the libraries, population, and demographics of Texas and the United States through sources available on the Internet.

Selection of Evaluator

In June 2011, TSLAC posted a request for proposals to evaluate the Library Services and Technology Act (LSTA) Five-Year Plan. Morningside Research and Consulting was one of two vendors that submitted proposals in accordance with agency purchasing policy and in accordance with the laws of the State of Texas. In July, Morningside was selected as the vendor. The evaluation project began in August of 2011 with an initial consultation and continued through March 2012 with the final evaluation. The project timetable and costs can be found in Appendix F.

3. Evaluation Findings

The Value of Public Libraries

Public libraries play a supporting role in local economies and in the quality of life for individuals and communities. Not only do public libraries strengthen the local and state economy, they are an educational and economic resource for millions of Americans. In recent years, as the economy has contracted, the number of registered borrowers and library visitation per capita has grown.² In addition to being a place to borrow books, videos, and music, public libraries have become a place where Americans go for assistance with and online access to job search resources, small business development, government services, health care information, and educational resources.

Strengthening the Economy

In the most recent return-on-investment study of public libraries funded by the State of Florida, public libraries in Florida were found to strengthen the economy.³ For every tax dollar received, Florida libraries produced \$8.32 in value. Other findings include:

- One job was created for every \$3,491 of public investment in Florida libraries.
- Income or wages increased by \$22.97 for every dollar of public support to libraries.
- Gross Regional Product, the value of all goods and services produced in Florida, increased by \$10.57 for every dollar of public support to libraries.

The Bureau of Business Research at the University of Texas is in the process of conducting a return-on-investment study of Texas libraries, to be completed in October 2012.

Public Appreciation

In addition to measuring the economic impact of libraries, recent studies also measure the extent and the ways that the public values libraries. In a 2008 statewide poll of Texas voters,⁴ a large majority said their public library is very important (79 percent) or fairly important (13 percent) to the community, and 95 percent believed public libraries improve the quality of life in the community. Ninety percent of voters surveyed agreed that during hard economic times, public libraries provide important resources to families and job seekers. Eighty-three percent agreed that libraries support the economy through job skills training, career and job information, and resources for local businesses.

² "Public Libraries Survey: Fiscal Year 2009." Institute of Museum and Library Services. October 2011. p. 18. PDF file. Web. [Harvester.census.gov/imls/pubs/Publications/pls2009.pdf](http://harvester.census.gov/imls/pubs/Publications/pls2009.pdf). Accessed November 2011.

³ "Florida's Public Libraries Build Strong Economies." Division of Libraries and Information, Florida Department of State. 2004. PDF file. Web. dlis.dos.state.fl.us/bld/roi/pdfs/2005_SLAF_ROI_report.pdf. Accessed November 2011.

⁴ "Texas Voter Survey on Libraries," Texas Library Association. 2008. Web. www.txla.org/texas-voter-survey-on-libraries. Accessed November 2011.

Drastic Loss of Texas State Funding

In 2011, the Texas Legislature reduced state general revenue funding to the Texas State Library and Archives Commission (TSLAC) by 64 percent and state funding to the state's library programs by 88 percent.⁵ With the financial challenges ahead for Texas libraries comes the opportunity to focus resources and develop new ways to support the needs of libraries across the state.

Overall Performance by Priority

The Library Services and Technology Act (LSTA) is funded by the federal Institute of Museum and Library Services (IMLS), and the Texas State Library and Archives Commission (TSLAC) receives LSTA funds through the Grants to States Program. Every five years, TSLAC creates and submits a five-year strategic plan to the IMLS. The state LSTA plan dated 2008-2012 contains four goals that address the six IMLS priorities that TSLAC selected as the focus of the five-year plan. For each priority, TSLAC administers a variety of programs. Based on data from the State Program Reports (SPR), survey results, interviews, and focus groups, TSLAC is mostly meeting or exceeding their goals for the IMLS priorities.

The relationships between the IMLS priorities and the TSLAC LSTA goals and programs are shown in the table below.

Library Services and Technology Act (LSTA) Five-Year Plan 2008-2012 Evaluation Plan Priorities, Goals, and Programs		
Priorities from the IMLS Grants to States Program (1, 2, 5, 6, 7, 8)	TSLAC Goals from LSTA Plan	TSLAC Programs
1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.	Goal 1: To provide Texans with access to a broad range of library materials.	Goal 1: Interlibrary Loan (ILL), TexShare Databases, Archives and Information Services (ARIS), TexTreasures Grants
	Goal 2: Provide assistance to libraries to support literacy and educational attainment in their communities.	Goal 2: Texas Library System, Texas Reads Grants, Special Projects Grants
2. Develop library services that provide all users access to information through electronic networks.	Goal 1: To provide Texans with access to a broad range of library materials.	Goal 1: Interlibrary Loan (ILL), TexShare Databases, Archives and Information Services (ARIS), TexTreasures Grants
	Goal 4: Assist libraries with technology to serve the information needs of Texans.	Goal 4: Texas Library System, Technical Assistance Negotiated Grant (TANG), Library Cooperation Grants, Resource Discovery Services/Library of Texas Program (LoT), Continuing Education and Consulting (CEC)

⁵ Kelley, Michael. "Texas Governor Signs Budget Cutting State Funding for Library Services by 88 Percent." Library Journal. July 29, 2011. Web. www.libraryjournal.com/lj/home/891465-264/texas_governor_signs_budget_cutting.html.csp. Accessed November 2011.

5. Develop public and private partnerships with other agencies and community organizations.	Goal 2: Provide assistance to libraries to support literacy and educational attainment in their communities.	Goal 2: Texas Library System, Texas Reads Grants, Special Projects Grants
	Goal 3: Assist libraries in providing programs and services to meet the needs of their populations.	Goal 3: Texas Library System, Continuing Education and Consulting (CEC), Special Projects Grants, Talking Book Program
	Goal 4: Assist libraries with technology to serve the information needs of Texans.	Goal 4: Texas Library System, Technical Assistance Negotiated Grant (TANG), Library Cooperation Grants, Resource Discovery Services/Library of Texas Program (LoT), Continuing Education and Consulting (CEC)
6. Target library services to individuals of diverse backgrounds; disabilities and limited functional literacy or information skills.	Goal 2: Provide assistance to libraries to support literacy and educational attainment in their communities.	Goal 2: Texas Library System, Texas Reads Grants, Special Projects Grants
	Goal 3: Assist libraries in providing programs and services to meet the needs of their populations.	Goal 3: Texas Library System, Continuing Education and Consulting (CEC), Special Projects Grants, Talking Book Program
7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.	Goal 3: Assist libraries in providing programs and services to meet the needs of their populations.	Goal 3: Texas Library System, Continuing Education and Consulting (CEC), Special Projects Grants, Talking Book Program
8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.	Goal 4: Assist libraries with technology to serve the information needs of Texans.	Goal 4: Texas Library System, Technical Assistance Negotiated Grant (TANG), Library Cooperation Grants, Resource Discovery Services/Library of Texas Program (LoT), Continuing Education and Consulting (CEC)

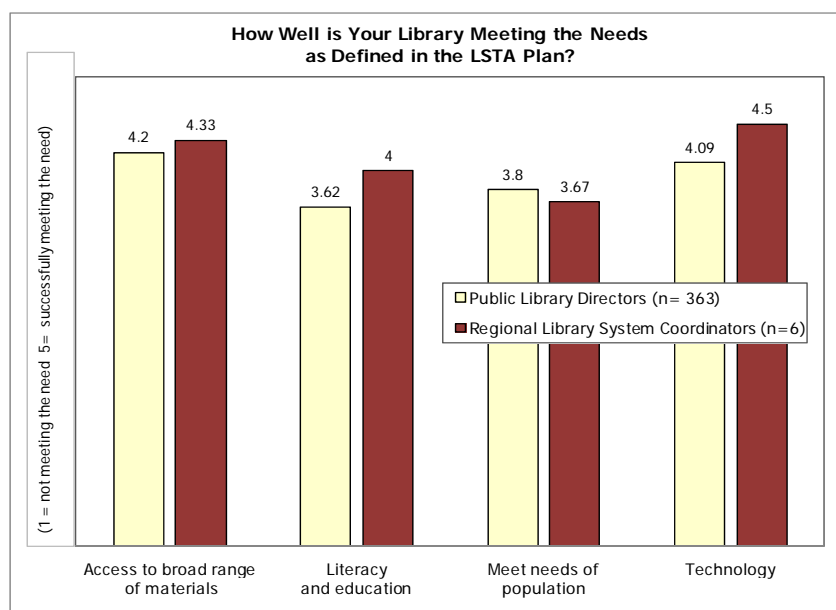
For this evaluation, numerical data, including counts and percentages, were extracted from the narratives in the SPR in order to tabulate whether the targets established for each program were met for each year. At the time this evaluation was conducted, complete SPRs were available from state fiscal year (SFY) 2008, SFY 2009, and SFY 2010. For some programs, SPR data were available for SFY 2011.

Based on the analysis of the data, the targets were categorized as:

- Exceeded (counts or percentages consistently exceeded the targets)
- Mostly met (counts or percentages met the target most of the time, with a few exceptions)
- Partially met (counts or percentages never quite met the target, but sometimes came close)
- Did not meet (counts or percentages never met the target and did not come close)
- Unable to fully measure (due to various reasons, the count or percentage was not measurable)

Nearly all of the 72 LSTA targets were met or exceeded. Thirteen targets were partially met and one target was not met. Four targets could not be measured because data were unavailable. For tables showing how each target was categorized, see Appendix B.

To further evaluate the accomplishment of the goals, library directors and library system coordinators were surveyed about their impressions of how well their libraries were meeting the four goals within the LSTA strategic plan. The responses are shown in the chart below.



In a pattern closely following the SPR results, the survey ratings reflect the perception that libraries are succeeding in meeting the goals of providing access to materials and technology, but are meeting the goals of literacy, education, and meeting the needs of the population to a lesser degree.

For each program under each priority and goal, data from the SPRs, surveys, interviews, and focus groups were analyzed and compared.

Priority 1: Expand Services for Learning and Access to Information

Priority 1 is to expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support the needs for education, lifelong learning, workforce development, and digital literacy skills. Goals 1 and 2 in the TSLAC LSTA 5-year plan address Priority 1.

The services provided under Goals 1 and 2 successfully expanded access to information and educational resources: TexShare databases, Texas Library System, Interlibrary Loan (ILL), TexTreasures grants, Archives and Information Services (ARIS), Texas Reads grants, and Special Projects grants.

The TexShare databases provide online access to a myriad of resources for patrons of all ages, both in public and academic libraries; academic library directors rate TexShare databases as the most valued service provided by TSLAC.

The Texas Library System provided training and assistance that improved the skills of library staff, allowing staff to expand learning and access for patrons. The services provided helped train library directors and staff so that they were able to provide group and individual lessons on digital literacy, online job searches, and completing online applications. Texas Library System staff provided a one-stop shop in each region for all questions or issues related to how to run a library and addressing the day-to-day challenges that arise when trying to improve services and access to patrons.

The ILL improved patrons' access to all types of books, including textbooks needed for university courses and other special interest books not carried by their local library. By digitizing and adding holdings to specialized databases, ARIS and TextTreasures grants expanded access to databases, government records, archival documents, and special collections including archival and historical photos, documents, and oral interviews. To promote literacy, the Texas Reads grants and the Special Projects grants supported introductory reading groups and classes, in addition to other activities. The results of these activities were increases in reading confidence, willingness, and enthusiasm to read.

Goal 1: Provide Access to a Broad Range of Materials

The programs under Goal 1 successfully accomplished 77 percent of their performance targets. The following programs support the goal of providing access to a broad range of library materials: ILL, TexShare databases, ARIS, and TextTreasures grants. Goal 1 addresses Priorities 1 and 2.

Interlibrary Loan (ILL). Managed by TSLAC, the ILL embodies several programs that work together to enable library patrons to access materials not available at the local library. ILL also works with other programs in Texas as well as throughout the southwest and the country to promote resource sharing and provide greater access to information for all Texans.

During this evaluation period, the ILL experienced a significant transformation. Until January 2010, ILL predominately consisted of a system of TexNet centers based in nine of the largest public libraries in Texas. TexNet centers were the primary conduits for ILL requests among a statewide interlibrary loan network, including academic, public, and special libraries. Following a 2007 study that found the TexNet centers to be financially unsustainable, TSLAC began the transition to a new system that phased out TexNet centers and gave public libraries more direct control of resource sharing as well as increasing the level of automation in the ILL process. Budgets for TexNet centers were reduced in SFY 2010 and SFY 2011; three of the original nine TexNet centers remain, but will close in SFY 2012. The ILL structure in Texas currently includes the following components: the TexNet Centers, the Texas Group program (190 libraries), and the TExpress courier service.

Performance Targets. Four years of data show that ILL increased participation rates and exceeded most targets. Libraries joining the Texas Group increased by 108 percent in SFY 2011 as some TexNet centers closed. Although costs were reduced as targeted, a qualifying statement in the SPR report for SFY 2010 stated that the transition to the new ILL system meant that this measure was no longer meaningful because all of the TexNet Centers are closing by the end of SFY 2012 as all public libraries move to the new system. ILL exceeded the goal of reducing overall turnaround time over the four-year time span; the goal of a 5 percent decrease in turnaround time each year was partially met.

Focus groups, interviews, and survey data show that most everyone agreed that ILL is a needed and beneficial service, but that it is becoming cost-prohibitive. In addition, feedback indicates that the change from the TexNet centers to the Texas Group libraries was perceived as difficult.

Survey Ratings. Based on a rating of 1 to 5, with 5 the most positive rating, ILL is rated 4.22 on average by library directors and 4.03 by library system coordinators. Some of the comments from public library directors indicate that while it is important to maintain ILL, there is a need to improve the software that tracks ILL requests; they also indicate that the ILL system can be confusing.

When asked to rank the usefulness of TSLAC programs on a scale of 1 to 6, with 6 being the most useful, public and academic library directors ranked ILL an average of 3.8 and 3.9, respectively. Library system coordinators gave a lower ranking of 2.7. When respondents are segregated by locale, the usefulness of ILL was ranked highest by urban respondents with 4.5 out of 6, followed by suburban respondents (4.1), and rural respondents (3.7).

Interview and Focus Group Comments. The interviews and focus groups reveal that directors of small and medium libraries appreciate ILL as an extension of their own limited collections. In addition, they perceived that patrons benefit by being able to access a wider variety of materials that can help with completing master's and doctoral degrees, as well as serve a range of other purposes. Among the drawbacks to ILL that were mentioned in focus groups are the time delays in getting books, increasing prices for the courier program, the postage costs that some libraries charge patrons, and the loss of ILL in prisons because of the cost.

Although the ILL transition was not a topic specifically addressed in interviews with library directors and library system coordinators, two of the nine public library directors interviewed mentioned the transition to the new ILL system as being "frustrating," "rocky" and time consuming. Another director recommended that the process for requesting material be made less time consuming by ensuring that more librarians are trained to use the system.

In focus groups, directors of small and medium libraries reported being overwhelmed by the loss of TexNet centers and found challenges to participating in the Texas Group due to a lack of staff, training, or time.

TexShare databases. The TexShare databases program provides electronic database resources to over 700 public, academic, and medical libraries throughout the state. These electronic

databases are available 24 hours a day and can be accessed from the libraries, homes, or offices of registered patrons of participating Texas libraries. They provide full-text articles from journals, newspapers, and magazines, as well as health information, business information, biography, genealogy, literature, and archival information.

Performance Targets. TexShare databases met or exceeded all of the targeted goals over the three state fiscal years for which data were provided. One of those targets was to achieve cost savings by providing the databases to libraries for one-eighth or less of quoted vendor prices. For example, the cost to the Austin Public Library for TexShare databases through TSLAC is \$21,366; the cost of the same databases through a public vendor would be \$974,156.⁶

The other targets that were met or exceeded include: an overall 10 percent increase in sessions, searches, and document retrievals; a minimum of 20 percent of users utilize TexShare databases for purposes of health and business research and school assignments; a 20 percent increase in sessions, searches, and document retrievals used in the Texas Association of Developing Colleges (TADC) schools; a minimum 1 percent increase each year by TADC; and a minimum 1 percent increase in sessions, searches and document retrievals overall.

Survey Ratings. The achievement of the performance targets for TexShare databases closely matches the positive reviews given by public and academic library directors as well as library system coordinators. TexShare databases are extremely important to those libraries that use them regularly. Academic libraries and urban libraries put TexShare databases at the top of the list of the most important services provided by TSLAC. TexShare databases were originally designed for academic libraries and continue to be the top TSLAC-funded service for these institutions.

The reasons provided for the importance of TexShare databases are that it achieves economies of scale, is extremely valuable to patrons, and is affordable for small libraries. One comment from the survey indicates that it is the most important service that TSLAC provides.

Although TexShare databases are currently functioning very well, respondents recommended some improvements for the databases, including adding more content, balancing the needs of academic and public libraries, improving the navigation system, promoting and marketing the databases, and providing more training. Some comments are related to concerns about cost increases.

Interview and Focus Group Comments. During the interviews, library system coordinators unanimously agreed that the TexShare databases are invaluable. When asked to talk about any drawbacks, the four system coordinators interviewed said that not enough librarians understand TexShare databases enough to realize its value and that TexShare requires more promoting by TSLAC.

Archives and Information Services (ARIS). ARIS acquires, assesses, organizes and preserves the valuable records and publications of Texas government agencies as well as federal agency

⁶ "TexShare Participation Summary for Austin Public Library." Texas State Library and Archives Commission. December 2011. Web. www.tsl.state.tx.us/sites/default/files/public/tslac/texshare/TPS/2012/426.pdf. Accessed January 2012.

publications and other library materials. Although documents are physically accessible to the public, ARIS works to increase universal access to holdings through the Internet.

Performance Targets. ARIS exceeded 3 output targets: add holdings to specialized databases, digitize archival documents, and have 500 visitors view the documents. They partially met the outcome target to increase visitation by 25 percent each year. Sufficient data were not provided to assess the remaining targets that 10 percent of users would benefit from LSTA-funded resources and the number benefitting would increase by 5 percent each year. Although new computers were purchased for the program in SFY 2009, a building renovation blocked patron access to the computers. As a result, the computer-based survey used to measure the target was not available to the public and sufficient data were not available to measure these targets.

Questions about ARIS were not included in the surveys, interviews, or focus groups because they are not utilized directly or administered by public library directors, academic directors, or library system coordinators.

TexTreasures grant. TexTreasures is an annual grant program designed to help libraries make their special collections more accessible for the people of Texas and beyond. Activities considered for possible funding include digitization, microfilming, and cataloging.

Performance Targets. TexTreasures began tracking performance measures in SFY 2009 and met or exceeded all targets for the two years that data were reported. These included digitizing over 12 special collections into the OCLC (a worldwide cooperative of libraries, museums, and archives that support both an online “collective collection” of library materials and an Internet platform for managing library services cooperatively) and collaborating and partnering with different types of organizations. Special populations and collections targeted were early Texas newspapers, oral history interviews with notable Tejanos and Tejanas, historical photos of central Texas, source materials from the Branch Davidian tragedy, photos of Lady Bird Johnson, photos from a prominent African-American photographer, and interviews with notable Houstonians. One target, to increase the use of materials from unique collections by 100 percent in SFY 2010, was met each year by digitizing materials that had never previously been available online.

For more information about the TexTreasures grants and other TSLAC grant programs, including comments from surveys, interviews, and focus groups, see the Grants and Grant Process section later in this chapter.

Goal 2: Support Literacy and Educational Attainment

The programs under Goal 2 successfully accomplished 90 percent of the performance measures and addresses Priorities 1, 5, and 6. The following programs support the goal of providing assistance to libraries to support literacy and educational attainment in their communities: Texas Library System, Texas Reads grants, and Special Projects grants.

Texas Library System. Texas has over 560 public libraries spread across the state. In the 1970s, the Texas Library System was created to provide each geographic area of the state with a central

contact and a source of customized services focused on the needs of the libraries in the region. The 10 library systems are listed in Appendix A. Due to drastic state general fund budget cuts, TSLAC will no longer be able to fund Texas Library System after SFY 2012.

Performance Targets. The performance targets for the Texas Library System focused on consulting and training, and are duplicated under Goals 2, 3 and 4. The Texas Library System had mixed results in meeting the targets: they exceeded four, mostly met one, and partially met two targets as described below.

The Texas Library System appears to assist with many activities that are not measured directly in the SPR. Survey, interview, and focus group data point to the impact of the Texas Library System in helping leveraging funding, sharing best practices, coordinating with local city and county officials, and serving as the primary source of general library knowledge for library directors and librarians in the region. These activities fall under the category of consulting services, but performance targets do not address these activities separately.

Because most of the performance targets are focused on consulting and training, the performance targets are discussed with the Continuing Education and Consulting (CEC) program under Priority 5, Goal 3.

Survey Ratings. When asked to rate the positive features of all LSTA funded programs, both directors and, perhaps not so surprisingly, library system coordinators, gave the Texas Library System the highest ratings of all the programs (4.4 out of 5, and 4.8 out of 5, respectively). The academic directors have very little involvement with the Texas Library System and were not asked to rate system programs and services.

When public library directors were asked if services from the library systems helped improve certain features of their libraries, they responded that the top two improved features were technology (4.18) and the quality of library services (4.07). Technology services are frequently associated with the Texas Library System; however, a separately funded program, the Technical Assistance Negotiated Grant (TANG), is co-located with library systems offices.

Overall, the services provided by the Texas Library System received an average rating of 3.9 out of 5 by directors. When library system coordinators were asked the same question, they responded with the same top two services: technology (4.83) and quality of services (4.5).

Survey respondents also rated workshops and training as the most important services of library systems that should be maintained. It is important to note that workshops and training are also provided directly by TSLAC through the CEC program. When library directors rated workshops and training, they did not distinguish between which entity provided the service.

Interview and Focus Group Comments. Library directors from rural areas, small towns, and suburbs depend on the library systems for a wider variety of services than do library directors from academic and larger public libraries, which tend to have more staff trained in library sciences and information technology. Even though the larger, urban libraries do not rely directly on the

library systems, they are indirectly affected because with the library systems in place, the smaller libraries do not request as much assistance from the larger libraries. Some focus group and interview participants believed that the Texas Library System helps to make the rural and suburban libraries more independent, knowledgeable, and well informed.

When asked to describe the major benefits that member libraries receive from the services provided to them through the Texas Library System, the most common response from library system coordinators is continuing education and consulting. System coordinators reported having consulted with libraries on the following issues:

- Best practices for running a library, such as customer service, cataloging, collection evaluations, technology evaluations, and planning
- Fostering partnerships with literacy councils to extend the reach of literacy programs to thousands of residents

Given the impending loss of the Texas Library System, interviewees and focus group participants expressed a desire to preserve the Texas Library System services in some form. Many library directors reported that having a consultant to contact who can answer library administration and technology questions was very important as are workshops, training, and consulting tailored to local, regional needs.

The evaluation process revealed anxiety over the future of basic support for local public libraries, and the evaluators question the influence this may have had on the comments and ratings for the Texas Library System, which has been a presence to public libraries for over 40 years.

Texas Reads grants. The Texas Reads grants fund public library programs to promote reading and literacy within local communities. About \$10,000 is available each year through Texas Reads grant, of which \$3,500 is from federal LSTA funds.

Performance Targets. Texas Reads grants met all but one targeted goal over the three fiscal years reported. The number of participants in the reading programs increased and participants reported increased levels of reading, enthusiasm for reading, and confidence. The populations that were reached included teens, teens with their parent, disabled adults in nursing homes, adults with literacy skills below a 5th grade level, seniors, adults with developmental disabilities, and economically disadvantaged children. The performance of one Texas Reads grant program in SFY 2010 could not be measured because the parents of the children served did not respond to surveys.

For more information about the Texas Reads grants and other TSLAC grant programs, including comments from surveys, interviews, and focus groups, see the Grants and Grant Process section later in this chapter.

Special Projects grants. The Special Projects grants provide funds for programs that expand library services to all members of the community. The grants enable libraries to develop programs for populations with special needs. Programs involving collaboration with other agencies and

community organizations are encouraged, and programs must emphasize improved services by the library to its customers. About \$200,000 is available each year through the Special Projects grants.

Performance targets. Special Projects began reporting key targets in SFY 2009. The grant-sponsored projects recorded the number of patrons attending programs. The populations served included parents and children receiving English as a Second Language (ESL) instruction, children enrolled in Head Start, adult students of literacy programs, adults and children with disabilities and special needs, and economically disadvantaged teenagers needing technology skills. Special Projects met the outcomes for increasing the literacy, language skills, and information skills of patrons through grant project-sponsored activities for both SFY 2009 and SFY 2010.

For more information about the Special Project grants and other TSLAC grant programs, including comments from surveys, interviews, and focus groups, see the Grants and Grant Process section later in this chapter.

Priority 2: Develop Library Services That Provide All Users Access to Information through Electronic Networks

Priority 2 is to provide all users access to information through electronic networks. Texas libraries continued to expand and sharpen their services related to technology provided to patrons. Goals 1 and 4 in the TSLAC LSTA 5-year plan address Priority 2. For a discussion of the performance of Goal 1, see Priority 1 above.

Programs that support Priority 2 include ILL, ARIS, TANG, CEC, TexTreasuries grants, Library Cooperation grants, Resource Discovery Services/Library of Texas (LoT), the Texas Library System, and TexShare databases.

TANG and CEC provided training, consultation, and workshops to library staff on technology topics. These activities increased the knowledge, skills, and confidence of library staff in using technology and online networks and databases. The LoT online database was utilized by over half of the state's libraries. Usage of LoT by public and academic libraries was successfully increased, thereby increasing the number of library collections available to Texas patrons.

The types of programs provided by the Library Cooperation grants ranged from establishing Integrated Library Systems and other interconnecting/sharing software, archiving historical documents from rural and underserved communities, and digitizing special materials and collections. These activities increased access to information via electronic networks.

Goal 4: Assist Libraries with Technology to Serve the Information Needs of Texans

The following programs support the goal of assisting libraries with technology to serve the information needs of Texans: the Texas Library System, TANG, Library Cooperation Grants,

CEC, and LoT. Programs under Goal 4 successfully accomplished 78 percent of the performance measures and are directed towards Priorities 2, 5, and 8.

Texas Library System. For an evaluation of the Texas Library System, see Priority 1, Goal 2 above and in Priority 5, Goal 3.

Technical Assistance Negotiated Grant (TANG). The TANG program, created in 1999, provides technical assistance and consulting services to libraries. Funding is provided to the 10 library systems in the state. The primary use of TANG funding has been to hire or contract for staff dedicated to providing on-site technology assistance and consulting to libraries. TANG has also provided funding for third-party training, workshops, and access to electronic training and support resources. The funding for TANG has been stable for 12 years (ranging from \$660,000 to \$800,000), but is expected to be eliminated by the state after SFY 2012.

Performance Targets. TANG exceeded four outcome targets and mostly met one. TANG successfully met the outcomes of increasing the knowledge, skills, or confidence of library staff after training or assistance was provided. TANG also enhanced the technology-based services offered by libraries (averages ranged from 82 percent to 97 percent). TANG partially met the output target to provide onsite or remote assistance to 300 libraries (numbers ranged from 268 to 292 per year).

In surveys, interviews, and focus groups, TANG is rated highly if it was used regularly by the library. Almost everyone was pleased with the services they received from TANG, but not everyone needed the services. The smaller, rural libraries are dependent on TANG for almost all technology assistance, while larger, urban, and academic libraries use TANG rarely or not at all.

Survey Results. Although TANG services in general were viewed as high quality, the necessity of the service varied widely depending on the size and location of the library. TANG is most valued by the smaller, rural libraries that currently have no other information technology resources. For them, the TANG representative can be the sole support for keeping the computers running, databases functioning, and the internet connected. Most of the rural and small libraries receive both phone consultations with a TANG specialist and, if necessary, an in-person visit. TANG specialists not only troubleshoot technology problems, but also assist in evaluating and improving automated systems and in finding grants for technology needs.

Larger, more urban libraries tend to have qualified technology support on staff. Similarly, academic libraries are usually supported by the college or university information technology (IT) department.

When public libraries were asked to rank all the programs in comparison to each other, the TANG program ranked fifth out of six programs overall. TANG received a mean rank of 3.18 on a scale of 1 (least useful) to 6 (most useful). When results were cross tabulated by locale (urban, suburban, rural), the highest rank, on a scale of 1 to 6, for TANG (3.5) was from the rural libraries. In comparison, the urban and suburban ranks were lower (2.1 and 2.2, respectively).

Interview and Focus Group Comments. Public library director comments on TANG were mixed. The most frequent comment about TANG was that it is valued greatly and that the library could not function without TANG services and expertise. In contrast, the second most frequent response was that the library did not use TANG because they had in-house or other IT resources. Focus group participants showed a similar pattern of mixed opinions.

Although highly valued by the rural libraries, two comments suggested that the TANG program is being used as a crutch by many of the smaller libraries, which have not developed support within the library or communities for technology services for the library. While one of these respondents felt that TANG should be eliminated because it encourages dependence on a grant-funded program, the other respondent supported a less intensive technology support program than TANG, such as remote access support and consulting.

The main challenge as TANG funding is eliminated by the state is for rural libraries to identify and fund the resources, such as hiring staff, obtaining training, and coordinating with other local entities to replace the services of TANG.

Since they have not been able to accomplish IT self-sufficiency for the 12 years that TANG has been operational, the libraries that depend on TANG may need some ideas, training, and support to become self-sufficient. Many ideas for helping small, rural libraries maintain quality IT services were generated by interview and focus group participants. They include:

- Working together with other libraries to share IT staff or resources
- Partnering with universities, colleges, local governments, or school districts to share IT resources.
- Continuing remote access to technology support and consulting services, possibly through a call center for rural libraries

Library Cooperation grants. Library Cooperation grants provide funds to promote cooperative services for learning and access to information. Grant projects involving collaboration are encouraged. Programs must emphasize improved services by the library to its customers. Just over \$200,000 is available for Library Cooperation grants per year.

Performance Targets. Four years of data show that Library Cooperation grants reported the number of participants in the program (398,806 persons and 1,472 librarians over 3 fiscal years) and reported increases in usage, access, and knowledge of newly implemented systems and materials. The populations served included African Americans in Southeast Texas, rural and underserved communities, and illiterate adults and children. The types of programs provided ranged from establishing Integrated Library Systems and other interconnecting/sharing software, archiving historical documents from rural and underserved communities, and digitizing special materials and collections.

For more information about the Library Cooperation grants and other TSLAC grant programs, including comments from surveys, interviews, and focus groups, see the Grants and Grant Process section later in this chapter.

Continuing Education and Consulting (CEC). For an evaluation of CEC, see Priority 5, Goal 3 below.

Resource Discovery Services/Library of Texas Program (LoT). LoT is an integrated, one-stop online search portal that enables patrons to locate materials in nearby libraries, TexShare online databases, and other collections. Once information is located, the material may be viewed online, requested through ILL, or borrowed directly from the holding library.

Performance Targets. SPR data show that LoT exceeded four performance targets, partially met one, and was unable to fully measure one outcome. The targets that were exceeded included: providing functional services accessible to all TexShare databases member libraries with a 95 percent uptime, increasing the number of library collections accessible through LoT by 5 percent each year, providing access to 50 percent of the largest public and academic libraries, and that 50 percent of TexShare databases member libraries will use the LoT services in any given month.

LoT partially met the target to train 50 librarians in interoperability and technology to improve access to information through LoT. This target was met in SFY 2008 when fifty-five librarians were trained, but no formal trainings were scheduled for the following years; as an alternative, the Networked Information Librarian responded to over 300 queries from library staff regarding options for using the LoT search engine. However, this change was not reflected in the performance measures.

One target could not be fully measured: the percentage of TexShare databases member libraries that provide a link from their Web sites to LoT will grow at least 5 percent each year to reach 80 percent. In SFY 2010, the TexShare database menu was combined with the LoT site and as a result, the count of links no longer provided a good indication of which libraries were actually conducting searches using LoT.

Survey Results. In the surveys, only academic library directors were asked about LoT. On a scale of 1 (least useful) to 5 (most useful), academic library directors gave LoT an average rating of 3.22, a higher average rating than grants and continuing education and consulting. More than half of academic respondents (55 percent) gave a 3 or 4 rating to LoT, while 20 percent of respondents said they “don’t know.”

Interview and Focus Group Comments. Opinions of LoT vary. Of public library directors who were familiar with LoT, one director regarded it as a great but under-publicized service, and a focus group participant believed LoT was “a good idea when it started.” Similarly, a system coordinator said that if it were properly funded, the public “could see some benefit.”

A common issue raised about LoT from the interviews and focus groups was that staff was not familiar with or knowledgeable about LoT, and thus did not utilize it. Not enough library

directors had used the program to provide opinions about LoT. Directors were aware that it was a feature in the online directory, but either did not know how to use it or found it too confusing. Most of the small library directors interviewed were not familiar with LoT.

Among the shortcomings mentioned were that the results generated by the LoT universal search engine were not yet reliable enough, functionality is poor, and users are confused about how to use the system. Some held the opinion that LoT was a duplication of existing services, such as OCLC (an online reference/search database) and TexShare databases.

Priority 5: Develop Public and Private Partnerships with Other Agencies and Community Organizations

Priority 5 is to develop public and private partnerships to expand the reach of libraries. Goals 2, 3, and 4 in the TSLAC LSTA 5-year plan address Priority 5. For a discussion of the performance of Goal 2, see Priority 1 above. Goal 3 is discussed below. For a discussion of Goal 4, see Priority 2 above.

The programs that support Priority 5 include the Texas Library System, Texas Reads grants, Special Projects grants, CEC, Talking Book program, TANG, Library Cooperation grants, and LoT. Texas public and academic libraries reported forming partnerships with other agencies and community organizations during this evaluation period.

For one Special Projects grant, partnerships were formed with sixteen public libraries, three Head Start agencies, and one foundation to provide books and “Ready to Read” learning opportunities to economically disadvantaged children. In another Special Projects grant, a public library joined with AVANCE, an organization that promotes positive parenting for Hispanic families, along with the local school district and a Catholic church to provide ESL programming for parents and children. Another public library partnered with the Mexican Consulate to provide ESL classes for families with children.

One Texas Reads grant resulted in a partnership between a public library and a local college and school district to promote adult literacy and ESL through a book club project. In another Texas Reads grant, a public library worked with a local college, a bus service, and the Kiwanis Club to provide a special “Read and Feed” summer reading program to disadvantaged children. A summer reading project for adults with disabilities paired a public library with a local university.

Library Cooperation grants partnered the University of Texas with the Bartlett Activities Center and a historical society to preserve rural newspapers. Another Library Cooperation grant formed a partnership between Texas A&M University, rural libraries, and a historical association to preserve and expand historical collections. In another grant year, this project paired the university with 12 counties, several public libraries, museums, churches, alumni associations, and community clubs to tackle an Heirloom Project that focused on preserving and recording the history of African Americans in the region.

Specifically related to technology, three Library Cooperation grants resulted in groups of local libraries forming common bibliographic databases and integrated library and circulation systems to broaden access to materials and information to all their patrons. A technology-related Library Cooperation grant adopted software to increase literacy and information skills and partnered with local community organizations to refer participants. Another Library Cooperation grant paired a large urban library with a local university health center to promote health literacy among its patrons.

Although TexTreasures grants and ARIS are not included in Priority 5, both programs resulted in the formation of partnerships. Several partnerships were formed using TexTreasures grants: between the Houston Public Library and the Houston Metropolitan Research Center (HMRC) to convert audiotapes of notable Houstonians from cassette or reel-to-reel formats to digital format; between the University of North Texas and the Center for American History at the University of Texas to digitize Texas' earliest newspapers; and between the Austin Public Library, the Austin History Center, Texas Archival Resources, and the Online Texas heritage Digitization Initiative to digitize glass plates of early central Texas photos.

ARIS formed several partnerships with the Texas General Land Office to digitize Conservation Civilian Corps drawings, the Texas Parks Board, and with The Commons on Flickr in order to provide easier and broader access to archival images.

Goal 3: Assist Libraries in Providing Programs and Services to Meet the Needs of their Populations.

The following programs support the priority to assist libraries in providing programs and services to meet the needs of their populations: the Texas Library System, CEC, Special Projects Grants, and the Talking Book Program. Programs under Goal 3 successfully accomplished 57 percent of the performance measures and address Priorities 5, 6, and 7.

Texas Library System and CEC: Workshops and Training. Workshops and training are provided by both the CEC program and the Texas Library System. All librarians are invited to attend the workshops provided through either program and librarians do not usually differentiate the source of the training. Although CEC and Texas Library System have separate SPR targets and reporting, responses from the surveys, interviews, and focus groups, are related to workshops and training in general and do not distinguish between the two sources.

The activities of the CEC are to train and assist library staff in developing and providing programs to diverse populations and technology initiatives through workshops, programs, and consulting services. In addition, the CEC monitors and evaluates services to underserved populations in Texas libraries and maintains a current library service collection available to all Texas librarians. Similarly, the Texas Library System offers continuing education and consulting services to libraries that raise the awareness of issues and promote best practices to meet the needs of their communities.

Performance targets. There is a slight disconnect between the mostly favorable ratings from library directors concerning workshops and training and the mixed results reported in the SPR. Although the training provided was perceived as valuable to smaller, rural, and suburban libraries, the CEC and Texas Library System had difficulty meeting the targets for the number of people served per year. It is important to note that CEC reports data in the SPR for only the technology training provided to libraries. Therefore, although the surveys, interviews, and focus group feedback on training and workshops are related to all the CEC training provided by TSLAC, the SPR data is limited to the one CEC program that provides technical training.

CEC partially met the target to train 500 library staff each year (the numbers ranged from 143 to 441) but exceeded the target in SFY 2011 due to the introduction of Webinars (1,254 people trained). CEC also partially met the target to provide consulting to 250 staff per year (numbers ranged from 98 to 223).

Another target, that workshop participants would accomplish immediate outcomes such as learning the material presented, was also partially met. The average over the four-year period was 63 percent and the goal was 70 percent.

CEC exceeded the target for the outcome that participants would implement what they had learned within the activities or services at the libraries. This goal was reached for three fiscal years. The survey of participants was changed in SFY 2011 to reflect an updated Likert scale, so data could not be directly compared to previous years.

The Texas Library System exceeded five targets, including: provide training to at least 80 percent of public libraries for SFY 2008-2010, provide consulting to 90 percent of public libraries for SFY 2008-2010, have at least 70 percent of attendees accomplish the immediate outcomes of training provided, have at least 40 percent of attendees successfully accomplish the intermediate outcomes of workshops, and provide consulting to 95 percent of public libraries (SFY 2011-2012). One outcome that was partially met was that the Texas library system would provide training to 90 percent of public libraries in SFY 2011-2012. This target increased by 10 percentage points in SFY 2011.

The system was not as successful in meeting output targets. Specific numbers were determined for the following output targets: number of literacy-tutoring contacts per year, number of access sessions to electronic learning, and number of library staff trained. For these outputs, the targets were either met once, had to be changed, or were never met.

Overall, CEC and the Texas Library System accomplished the outcomes for workshops and training, but missed some of the outputs by varying amounts.

Survey results. The attainment of outcome measures as shown in the SPR, along with the high ratings by library directors (discussed under Goal 2, above), indicate the quality of continuing education and training programming.

Interview and focus group comments. During the interviews, library directors placed a high value on in-person workshops and trainings. Not only do in-person training sessions provide valuable information, they also bring librarians together to network, troubleshoot problems, and share best practices and experiences. Many directors also noted the value of online trainings and Webinars for quick, expert advice that did not involve travel or too much time away from the library. In addition, online trainings allow directors to schedule librarians for specialized trainings series that will ensure they have the knowledge they need to address the current needs of patrons.

Many libraries from small and rural areas do not have librarians and directors who have been formally educated in library sciences. For these libraries, trainings and workshops have been the primary way they learn how to run the library and serve patrons. This holds true for in-person workshops and online training. Accordingly, directors from larger libraries commented that most workshops and training topics were more appropriate for entry-level staff and thus did not participate in them as much.

A library system coordinator said that while in-person workshops have been tailored to the needs of different communities, attendance has suffered due to lack of travel funds in this particularly rural region. Another system coordinator mentioned that libraries are increasingly short on time for trainings as budget cuts have led to staffing cuts. The system coordinator commented that half-day training would be a better option for libraries with limited staffing.

Special Projects grants. Please see a description of the Special Projects grants in Goal 2 under Priority 1. Under Goal 3, Special Projects met the output target to report the number of participants receiving services. The population served included disadvantaged children and their families who received Ready to Read early literacy services. The grant-sponsored program met the outcome target to increase the number of patrons attending the programming from the previous year (87 percent the first year and 38 percent the second year). In addition, 87 percent of participants reported that they were planning to obtain a library card after the program ended.

For more information about the Special Projects Grants and other TSLAC grant programs, including comments from surveys, interviews, and focus groups, see the Grants and Grant Process section later in this chapter.

Talking Book Program. Administered by TSLAC, the Talking Book program is a free service to Texans of all ages who are unable to read standard print material due to visual, physical, or reading disabilities, whether permanent or temporary.

Performance targets. Overall, the Talking Book program exceeded three of the six performance targets identified for the program: provide information about the program to six rural and isolated counties, provide outreach to nine counties with less than three percent of possible eligible users enrolled, and provide increased outreach to five counties with the largest possible eligible users.

Two targets were partially met: in nine counties with less than three percent enrolled, increase enrollment by two percent and in five counties with the most potential users, increase enrollment by two percent. One target was not met: educational outreach in the targeted rural and isolated counties

did not result in three percent of eligible users being enrolled in the program and receiving library services.

The Talking Book program was not included in the surveys, interviews, or focus group content, because it is not utilized or administered directly by public library directors, academic library directors, or library system coordinators.

Priority 6: Target Library Services to Individuals of Diverse Backgrounds, Disabilities, and Limited Functional Literacy or Information Skills

Priority 6 is to meet the needs of specific populations. Goals 2 and 3 in the TSLAC LSTA 5-year plan address Priority 6. For a discussion of Goal 2, see Priority 1 above. For a discussion of Goal 3, see Priority 5 above. Texas libraries were successful in reaching individuals of diverse backgrounds, disabilities, and limited functional literacy or information skills through the activities of the Texas Library System, CEC, Special Projects grants, Texas Reads grants, and the Talking Book program.

A broad array of short-term projects focused on individuals with Hispanic, Latino, and African-American backgrounds, a whole spectrum of age ranges, literacy challenges, disabilities (mostly involving vision), and persons with limited digital or library information skills. One long-term activity, the Talking Book program, continues to reach out to persons with low vision.

Special populations that received targeted services during the evaluation period included children and parents needing ESL training, deaf adults and children, adults with limited functional literacy, children enrolled in Head Start programs, disabled and special needs adults and children, and economically disadvantaged teens and children.

Three Special Projects grants provided family literacy classes to individuals who live in neighborhoods with large Hispanic populations, with low rates of high school graduation, and high rates of speaking Spanish at home. These classes emphasized the practice of parents and children learning together and from one another.

Priority 7: Target Library and Information Services to Persons Having Difficulty Using a Library and To Underserved Urban and Rural Communities, Including Children from Families with Incomes below the Poverty Line

Priority 7 targets special populations in the community. Goal 3 in the TSLAC LSTA 5-year plan addresses Priority 7. For a discussion of the performance of Goal 3, see Priority 5 above. Below is a description of the populations that were served.

Several activities were undertaken to target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line. The programs supporting these efforts included the Talking Book program, Special Projects grants, CEC, and the Texas Library System.

The Talking Book program serves people who are blind or physically disabled in both urban and rural communities by providing outreach, materials and services. The public awareness coordinator of the Talking Book program travels throughout Texas and targets outreach efforts to senior citizen centers, assisted living facilities, low vision groups, and professional staff who serve persons with disabilities.

The Special Projects grants impacted the school readiness of disadvantaged children by providing early literacy parenting classes to parents and teachers.

A separate Special Projects grant promoted universal access to materials and services within their libraries to individuals with disabilities such as low vision. This population included underserved and rural communities and children living below the poverty line.

Priority 8: Develop Library Services That Provide All Users Access to Information through Local, State, Regional, National, and International Collaborations and Networks

Priority 8 is to expand access by collaborating and networking. Goal 4 in the TSLAC LSTA 5-year plan addresses Priority 8. For a discussion of the performance of Goal 4, see Priority 2, above. TSLAC has provided many ongoing activities that ensure all users access to information through local, state, regional, national, and international collaborations and networks.

Activities that relate to Priority 8 include TexShare databases and ILL, which provide worldwide access to online books, magazines, and networks and hard copy books and publications for Texas library patrons. ARIS also provides online, worldwide access to unique, archival, and historical documents and images.

TANG addresses Priority 8 by enhancing the technology infrastructure, technology skills of librarians, and the functionality of online networks, programs, and connections to allow local, state, regional, national, and international access to information.

In a smaller capacity, TexTreasures grants also promotes local and worldwide access to special Texas collections of audio recordings, historical newspapers, and glass plate images of Texas history, among others.

Grants and the Grant Process

TSLAC offers funding for individual library needs through four competitive grant programs. Grants have allowed libraries to implement programs and acquire equipment that they would not otherwise have been able to afford. A limited amount of funds is available each year and each library must prepare and write a grant request to apply for funding. Most grant programs are funded for one or two years. The four grant programs are TexTreasures (Priority 1; Goal 1), Texas Reads (Priority 1; Goal 2), Special Projects (Priority 1; Goal 2 and Priority 6; Goal 3), and Library Cooperation (Priority 2; Goal 4). Descriptions of each grant program can be found in Appendix A.

Competitive grants serve a small percentage of libraries in Texas per grant cycle. Thirteen percent of public libraries and 10 percent of academic libraries surveyed had received or participated in a TSLAC grant. All of the library system coordinators had obtained or participated in at least one of the grants. Libraries in rural parts of the state received 60 percent of the grants awarded.

As described under each priority above, all four grant programs have either mostly met or exceeded the output and outcome targets. In the surveys of all public and academic library directors and library system coordinators, grant programs rank lowest among TSLAC programs because of the small percentage of libraries that have experience with grants. Although the average ranking (from a scale of 1 to 6) is 2.8 among public library directors, it is slightly higher (3.1) among directors from academic libraries and the lowest among library system coordinators (1.8). However, the 49 directors who said their library had obtained at least one grant rank the usefulness of the grants much higher (3.5) and viewed the grant process and outcomes favorably. For more details on survey responses related to grants, please see Appendix C.

In interviews, one system coordinator said that the reason for not applying for a grant was the burdensome reporting requirements for a small staff. In contrast, public library directors refer to the experience with the grant process as “user friendly.”

Development and Use of Performance Measures

Library system coordinators were asked in surveys and interviews about the use of performance measures in planning, policy making, and administration from SFY 2008 to SFY 2011. Only the system coordinators were asked about the quality and usefulness of performance measures, because they have been responsible for reporting performance measures to TSLAC.

Usefulness of Performance Measures

Based on survey results, the library system coordinators did not rate the performance measure system highly. As seen in the table below, system coordinators rated the outputs and outcomes a little above average (2.6/5) when they were asked if the measures accurately reflected the effectiveness of programs or had been useful in making program changes.

Performance Measure Data: Library System Coordinators 1=Not at all, 5=Very much	
How well do you think the outputs and outcomes in the LSTA Evaluation Plan:	Mean Rating (N=6)
Accurately reflect the effectiveness of your programs?	2.67
Have been useful in making program changes or updates?	2.60

As shown in the table below, only one-third of the system coordinators were using the performance measures to make program changes or updates.

Use of Performance Measure Data: Library System Coordinators	
Have you utilized output or outcome data to make program changes or updates?	Percent of Responses (N=6)
Yes	33.3%
No	33.3%
Not Sure	33.3%

Comments from the interviews were more positive. Two of the system coordinators felt that, while the performance measurement process took considerable time to understand, it had proved useful to the library system as a guide for planning and making managerial decisions. Coordinators commented that the initial process for designing performance measures was confusing, as was the training, but once they started using the system, it got easier. After awhile, they began to value the measures as a tool for planning.

The coordinators who supported the use of performance measures mentioned specific programs that had been enhanced by monitoring outputs and outcomes, including: literacy programs, teen services, and outreach and training to assist patrons with filing unemployment insurance claims or searching for employment. Although the outcomes seemed to show that programs were effective, some of the coordinators felt that the data collected was confusing to interpret.

One coordinator commented that they had put more resources towards the literacy program after receiving outputs and outcomes from the libraries that used it. Another coordinator commented that all the outputs and outcomes they were collecting were meeting the targets, so changes were not warranted.

Overall, system coordinators seemed to initially have trouble with the performance measures, but as they became more experienced with them, appreciation increased. There also seemed to be room for improvement in making the outputs and outcomes more relevant.

Obstacles to Utilizing Performance Measures

When asked about the outcome process, two coordinators said that they found the process of collecting data to be problematic. Library system coordinators mentioned the following obstacles to collecting and using performance measures to guide decision making:

- Patrons did not want to complete surveys.
- Surveys often missed something that was important or “what was really going on.”
- Much of the information was anecdotal, incomplete, and difficult to collect.
- Some libraries were better at telling their story than others, but their work was just as valid.
- The measures are one dimensional, and do not give enough information as to why something did or did not work.
- It was confusing to interpret the data.

Adjustments to Performance Measures

Three performance strategies were changed or adapted during the evaluation period for the following programs: ILL, the Texas Library System, and LoT. Changes were made to performance measures when activities or measurement processes were altered during the course of the five-year plan.

ILL (Priorities 1 and 2; Goal 1) underwent significant changes in SFY 2010 in order to make the program financially sustainable in the future (these changes are summarized under Priority 1, Goal 1). This led to an increase in transactions and requests, a partial reduction in turnaround time for loan requests, and the program is expected to show an efficiency improvement reflected by a decreased cost per transaction at the end of the five-year plan.

For the Texas Library System (Priorities 1, 2, 5, 6 and 8; Goals 2, 3, and 4), changes and updates to measuring the number of literacy-tutoring contacts per year led to the performance measure target being changed. With this revised target in place, measurements showed that the number of contacts per year was mostly met.

For LoT (Priorities 2, 5, and 8; Goal 4), one of their performance measures required reporting the number of libraries that provided a link to LoT. After a year of implementation, the TexShare database menu was combined with LoT to make access easier for patrons. Consequently, the count of links no longer provided a good indicator of which libraries were actually conducting LoT searches. According to the SPR, improvements in the data logging for LoT have made the actual count of libraries using the service available, so this count is now being used. This target was exceeded during the period it was measured.

In addition, some of the grant programs had to delay reporting their performance measures due to the time required to get grant projects up and running. Once the new grant-funded systems or projects were in place, the targets were almost always exceeded.

Recommendations

TSLAC has greatly improved performance metrics since the last evaluation in 2007. Almost all of the outputs and outcomes are measurable and quantifiable. Despite the improvements, challenges were encountered when analyzing the SPR reports and surveys, and interviews indicate that performance measures can continue to be improved. The following are recommendations to TSLAC to strengthen the LSTA strategic plan and continue to improve the measurement of program outputs and outcomes.

1. Rebuild the LSTA strategic plan around strategies rather than programs. Given the severe Texas state funding cuts that TSLAC has experienced and may continue to experience, the number of programs funded will need to be streamlined and programming may need to be more focused rather than being provided to all libraries. A recent consulting report helped identify the core competencies for TSLAC and is a good starting point for determining what services TSLAC should be providing and to which libraries.

The state funding cuts will drastically limit the ability of TSLAC to continue to provide direct funding and services. The agency will need to consider its role as a facilitator in helping libraries leverage local public and private funds, create cooperatives for services such as technical support and grant writing, and provide support to libraries so that they can become more self-sufficient. Some of the strategic directions might include:

- Build capacity for small and rural libraries
- Sustain and increase electronic resources and access to those resources
- Create, facilitate, and share best practices for library networking and information sharing
- Develop a mentoring program that pairs large libraries with small libraries for consultation and advice

2. Reset output targets. In the past, many programs had set output target numbers too high or too low, which made it challenging for the evaluators to determine the success of the program. The current evaluation plan overcame this obstacle by setting many targets in relation to previous periods. For example, instead of stating an exact number for the number of people trained or the number of materials distributed, the target stated a percentage increase each year.

Nonetheless, some output targets were still set as specific numbers, and as a result, the output targets were either almost met or were never met, or had to be changed due to changes in the program or measurement system. One example is the CEC program. The CEC is a valued program that was rated very highly by library directors and coordinators in surveys, interviews, and focus groups. In contrast, the program only narrowly met most of the targeted outputs. The output target for the number of people trained was the most difficult to reach, although the numbers came close at times. Missing the target of a specific number of people trained is not a good indicator of whether or not the programs are performing as intended.

3. Continue to develop meaningful outcome measures. Several programs do not have outcome measures; outcomes are often challenging to identify and often more challenging to measure. However, measuring the impact of the services provided to librarians and libraries should be a focus of the strategic plan. For example, if the goals of training are to introduce new programs, spread different types of programming to more libraries, or just to improve the knowledge or skill of library staff, TSLAC should identify ways to measure those outcomes specifically.

One outcome that exceeded its target was a measure based on a follow-up survey of participants in training programs. Although TSLAC mentioned that it is difficult to get librarians to return the survey, the outcomes showed that up to 60 percent of training participants had implemented what they learned within their own libraries. In addition to following up with attendees after they have participated in a training program, TSLAC could administer a short annual survey of the library directors receiving TSLAC-funded programs and services to ask about how the services provided by the library changed in the past year. One question could include a list of programs that a library might offer and the respondent would include which of the programs on the list the library is:

- currently providing and have never provided before
- currently provided and have been providing prior to this year
- not providing but were providing prior to this year
- not providing and never provided

With this information, TSLAC would be able to track programming from year to year to see if it is expanding or changing within the strategic guidelines set for Texas libraries.

Appendix A: Definitions and Acronyms

Archives and Information Services (ARIS). A division of the Texas State Library and Archives Commission (TSLAC), ARIS acquires, assesses, organizes and preserves the valuable records and publications of Texas government agencies, as well as federal agency publications and other library materials. Although documents are physically accessible to the public, ARIS works to increase universal access to holdings through the Internet.

Continuing Education and Consulting (CEC). TSLAC staff provides technical assistance and consulting by request to librarians, library staff, regional system personnel, trustees, advisory councils, and others in order to support libraries in meeting the needs of patrons and communities. CEC activities also include workshops on a wide range of topics designed to meet library educational needs, which are identified through surveys, specific requests that have statewide implications, and in response to changes occurring in the profession.

Interlibrary Loan (ILL). The Interlibrary Loan program facilitates sharing materials among Texas libraries, thereby providing Texans with more resources than the local library can supply. Funded solely by LSTA, the statewide Interlibrary Loan project consists of the following components: the TexNet Centers, the Texas Group program, and the Project Loan reimbursement program. In addition, libraries can subscribe to the TExpress courier service to deliver materials.

Institute of Museum and Library Services (IMLS). The Institute of Museum and Library Services is the primary source of federal support for the 123,000 libraries and 17,500 museums nationwide. The mission is to create strong libraries and museums that connect people to information and ideas. The Institute works at the national level and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development.

Library Cooperation Grants. Library Cooperation Grants are funded by LSTA and administered by TSLAC. This grant program provides funds to promote cooperative services for learning and access to information. Grant projects involving collaboration are encouraged. Programs must emphasize improved services by the library to patrons. Programs may be in the following categories:

- Expand services for learning and access to information and educational resources in a variety of formats
- Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks
- Provide electronic and other linkages between and among all types of libraries
- Develop public and private partnerships with other agencies and community-based organizations

Library of Texas (LoT). See Resource Discovery Services.

Library Services and Technology Act (LSTA). The LSTA Grants to States Program supports the delivery of library services in the United States. The Grants to States Program is the largest grant program run by the Institute of Museum and Library Services (IMLS); it provides funds to State Library Administrative Agencies (SLAAs) using a population-based formula. SLAAs may use federal funds to support statewide initiatives and services; they also may distribute the funds through subgrant competitions or cooperative agreements to public, academic, research, school, and special libraries in their state. The program has the benefit of building the capacity of states to develop statewide plans for library services and to evaluate those services every five years (for more information, see www.ims.gov/programs/).

Loan Star Libraries Grants. Commonly referred to as Loan Star grants, Loan Star was a \$13.4 million state-funded grant program that was eliminated by the 82nd Texas Legislature in 2011. The program provided direct aid to Texas public libraries through TSLAC.

OCLC, Inc. The OCLC is a worldwide cooperative of more than 29,500 libraries, museums, and archives that support both an online “collective collection” of library materials and an Internet platform for managing library services cooperatively, including integrated acquisitions, cataloging, circulation, patron administration, resource sharing and e-resource management. For more information, see www.oclc.org.

Regional Library Systems. See Texas Library System.

Resource Discovery Services/Library of Texas (LoT). Resource Discovery Services facilitate the process of locating desired information. One of these services is LoT, an integrated, one-stop online search portal that enables patrons to locate materials in nearby libraries, TexShare online databases, and other collections. Once information is located, the material may be viewed online, requested through Interlibrary Loan, or borrowed directly from the holding library.

Special Projects Grants. Special Projects Grants are funded by LSTA and administered by TSLAC. This grant program provides funds for programs that expand library services to all members of the community. The grants enable libraries to develop programs for populations with special needs. Programs involving collaboration are encouraged. Programs must emphasize improved services by the library to patrons. Programs may be in one of the following categories:

- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families below the poverty line

System(s). See Texas Library System.

Talking Book Program. Administered by TSLAC, the Talking Book Program is a free library service to Texans of all ages who are unable to read standard print material due to visual, physical, or reading disabilities, whether permanent or temporary. The books are available on digital cartridge, Braille, large print, and cassette. Playback equipment to be used with TBP materials is also available to borrow. Materials may be downloaded from the Internet or mailed at no charge to the patron. The program offers more than 80,000 titles in fiction and nonfiction, plus 80 national magazines for adults and children.

Technical Assistance Negotiated Grant (TANG). This federal grant focuses on improving the selection, maintenance, and use of technology equipment in libraries. To these ends, the funds may be used for personnel, equipment/property, supplies, telecommunications, travel and professional services. Priority for application for these funds is given to the Texas Library Systems, which administer the grants through the regional library systems. Eight of the 10 regional library systems use TANG to hire a staff member to provide on-site and remote technical assistance and consulting to meet the program objectives. One regional library system contracts with a third-party vendor to provide similar services to libraries and another system uses TANG to provide personalized technology assessment services to libraries.

Texas Library System. Funded by LSTA through a contract with TSLAC, the Texas Library System is comprised of ten library systems and has been part of the infrastructure for delivering programs and services to Texas public and academic libraries. Libraries accredited by TSLAC are eligible for membership in a system.¹ The library systems are listed below:

- Alamo Area Library System (AALS)- San Antonio area
- Big Country Library System (BCLS)- Abilene/San Angelo area
- Central Texas Library System (CTLS)
- Houston Area Library System (HALS)
- Harrington Library Consortium (HLC)-North Texas Panhandle area
- Northeast Texas Library System (NETLS)
- North Texas Library Partners (NTLP)- Dallas/Fort Worth area
- South Texas Library System (STLS)
- Texas Trans-Pecos Library System (TTPLS)
- West Texas Library System (WTLS)

System services include consulting and continuing education services, and support for programs such as literacy and automation projects. The Systems Negotiated Grant (SYNG) program supported efforts to meet the statewide needs of early childhood literacy, family literacy, and workforce development. Due to budget cuts from LSTA and the 82nd Texas Legislature in 2011, many of the ten library systems are expected to close as TSLAC develops a financially feasible system for delivering programs and services to Texas libraries.

¹ The Library Systems Act, Government Code, Title 4. Executive Branch, Subtitle D. History, Culture, and Education. Chapter 441. Libraries and Archives, Subchapter I, Library Systems, Sec. 441.127. <http://www.statutes.legis.state.tx.us/Docs/GV/htm/GV.441.htm#441.121>. Accessed December 2011.

Texas Reads Grants. Texas Reads Grants are partially funded by LSTA and administered by TSLAC. The Texas Reads Grants fund public library programs to promote reading and literacy within local communities.

Texas State Library and Archives Commission (TSLAC). An agency of the Texas state government, the mission of the Texas State Library and Archives Commission is to preserve the record of government for public scrutiny, to secure and make accessible historically significant records and other valuable resources, to meet the reading needs of Texans with disabilities, to build and sustain statewide partnerships to improve library programs and services, and to enhance the capacity for achievement of individuals and institutions served by TSLAC.

TexTreasures Grants. TexTreasures Grants are funded by LSTA and administered by TSLAC. TexTreasures is an annual grant program designed to help libraries make special collections of that library more accessible for the people of Texas and beyond. Activities considered for possible funding include digitization, microfilming, and cataloging.

TexNet Centers. Currently, three TexNet Interlibrary Loan Centers are located around the state in Dallas, Lubbock and San Antonio. The TexNet Centers provide Interlibrary Loan and OCLC referral services for smaller, primarily public, non-OCLC member libraries in the service region (and sometimes outside their region). They also loan materials to other libraries throughout Texas and the world.

TExpress courier service. TExpress facilitates the Interlibrary Loan program. For an annual fee, the TExpress courier service provides an unlimited pickup and delivery service to participating libraries, with deliveries of library books and other materials around Texas. Libraries have the option of subscribing to the two-day, three-day or five-day service. TSLAC subsidizes TExpress for participating libraries. With state budget cuts for FY 2011 and FY 2012, the subsidies for TExpress have been reduced by roughly one-third, raising the fee that libraries must pay to use the service.

TexShare databases. The TexShare database program provides electronic database resources to over 700 public, academic, and medical libraries throughout the state. These electronic databases are powerful research tools available 24 hours a day in the homes or offices of registered patrons of participating Texas libraries. They provide full-text articles from journals, newspapers, magazines, and many other sources. Books can be read online. Database topics include homework help for students, health information, business information, biography and genealogy, as well as literature and archival information.

Appendix B: State Program Reports

Overview and Methodology

The Library Services and Technology Act (LSTA) is funded by the federal Institute of Museum and Library Services (IMLS) and the Texas State Library and Archives Commission (TSLAC) receives LSTA funds through the Grants to States Program. Every five years, TSLAC creates and submits a five-year strategic plan to IMLS. The state LSTA plan dated 2008-2012 contains four goals that address the six IMLS priorities that TSLAC selected as the focus of the five-year plan. For each priority, TSLAC administers a variety of programs. The relationships between the IMLS priorities and the TSLAC LSTA goals and programs are shown in the Evaluation Findings section of this evaluation report.

According to IMLS, the purpose of the State Program Report (SPR) data is to provide state and federal policymakers, researchers, and other interested users with descriptive information about state library agencies. The data collected are useful to (1) chief officers of state library agencies; (2) policymakers in the executive and legislative branches of federal and state governments; (3) government and library administrators at the federal, state, and local levels; (4) the American Library Association and its members or customers; (5) library and public policy researchers; and (6) the public, journalists, and others.¹

SPR data is reported annually and sent by TSLAC to IMLS for review. The SPRs are documents that contain a written narrative describing the performance of each LSTA-funded program for that fiscal year. For this analysis, output and outcome numbers and percentages that were described in the SPR narrative were manually extracted and entered into an Excel file. At the time of this evaluation, program data was available for state fiscal year (SFY) 2008 through SFY 2010. For a few programs Interlibrary Loan (ILL), Archives and Information Services (ARIS), Continuing Education and Consulting (CEC), and Library Cooperation grants, SFY 2011 data was also available.

SPR Performance Target Achievement

Performance targets for each program in the LSTA plan were reviewed over the three- or four-year evaluation period. The tables in this appendix illustrate the success of each program, showing the outputs and outcome targets from the LSTA five-year plan. Depending on the results, the targets were categorized as:

- Exceeded (counts or percentages consistently exceeded the targets)
- Mostly met (counts or percentages met the target most of the time, with a few exceptions)
- Partially met (counts or percentages never quite met the target, but sometimes came close)

¹ www.imls.gov. Accessed on 01/11/2012.

- Did not meet (counts or percentages never met the target and did not come close)
- Unable to fully measure (due to various reasons, the count or percentage was not measurable)

As seen in the table, the programs under Goals 1, 2, and 4 exceeded or mostly met the majority of the targets (at 77 percent, 90 percent, and 78 percent, respectively), followed by the programs under Goal 3, which exceeded or mostly met 57 percent of the targets.

How Well Are the LSTA Goals Being Met?				
	Priorities 1, 2	Priorities 1, 5, 6	Priorities 5, 6, 7	Priorities 2, 5, 8
Performance	Goal 1: Access to broad range of materials	Goal 2: Literacy and education	Goal 3: Meet needs of population	Goal 4: Technology
Exceeded targets	58% (15)	20% (2)	43% (9)	64% (9)
Mostly met targets	19% (5)	70% (7)	14% (3)	14% (2)
Partially met targets	12% (3)		38% (8)	14% (2)
Did not meet targets			5% (1)	
Unable to fully measure	12% (3)	10% (1)		7% (1)

Priority 1: Expand Services for Learning and Access to Information

Goal 1: Provide Texans with access to a broad range of library materials. Under Goal 1 there are four programs: ILL, TexShare databases, ARIS, and TexTreasures grants. Goal 1 programs address IMLS Priorities 1 and 2. The success of each program in meeting performance measures is shown in the following tables.

Success of Interlibrary Loan (ILL) in Meeting Goal 1 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> ▪ There will be a 5 percent increase each year in the number of persons participating in interlibrary loan service training. ▪ The Texas Group will show an increase in participation by 5 percent by the end of the five-year plan. ▪ The Texas Group will show a 10 percent increase in the total number of transactions by the end of the five-year plan. ▪ The Texas Group will show a 10 percent increase in the total number of requests by the end of the five-year plan. ▪ The overall turnaround time for loan requests processed by both the Texas Group libraries and the ILCs will decrease by 5 percent by the end of the five-year plan.
Mostly met targets	<ul style="list-style-type: none"> ▪ The Texas Group will show a minimum increase of 1 percent each year in the total number of requests.
Partially met targets	<ul style="list-style-type: none"> ▪ The overall turnaround time for loan requests processed by both the Texas Group libraries and the ILCs will decrease by a minimum of 0.5 percent each year. ▪ The Texas Group will show a minimum increase of 1 percent each year of the plan in the total number of transactions.
Did not meet targets	None
Unable to fully measure	<ul style="list-style-type: none"> ▪ The Interlibrary Loan Centers (ILCs) will show an efficiency improvement reflected by a decreased cost per transaction at the end of the five-year plan (Costs were reduced in SFY 2008 and SFY 2009, but target was not measurable in SFY 2010 and SFY 2011 because the Centers began closing in SFY2010 and libraries moved to the new ILL system).

Success of TexShare Databases in Meeting Goal 1 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> By the end of the five-year plan, the TexShare databases will see an overall 10 percent increase in sessions, searches and document retrievals. By year-end SFY 2010, a statewide survey of staff at TexShare member libraries will indicate that a minimum of 20 percent of users will go to licensed online databases (such as those provided by TexShare) in addition to Internet search engines for purposes of health and business research and school assignments. At the end of the five-year plan, the TexShare databases will see a 20 percent overall increase in sessions, searches, and document retrievals used in the Texas Association of Developing Colleges (TADC) schools. The TexShare databases will see with a minimum 1 percent increase each year in sessions, searches, and document retrievals used in the Texas Association of Developing Colleges (TADC) schools. TexShare member institutions realize a cost savings over quoted vendor list prices for core databases, reflected by cost avoidance calculations showing library cost to be 1/8 or less than that quoted on vendor price lists.
Mostly met targets	<ul style="list-style-type: none"> The TexShare databases will see a minimum 1 percent increase each year in sessions, searches and document retrievals.
Partially met targets	None
Did not meet targets	None
Unable to fully measure	None

Success of Archives and Information Services (ARIS) in Meeting Goal 1 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> Beginning in the second year of the plan, add to the holdings at least one specialized database per biennium. For each year of the plan, digitize approximately two hundred large format unique archival documents, and ensure public and staff access to those and other digital resources by procuring appropriate technology. By the second year of the plan, five hundred unique visitors will view digital images of the converted large format archival documents.
Mostly met targets	None
Partially met targets	<ul style="list-style-type: none"> For each year after the second year of the plan, there will be a 25 percent increase in visitors who view digital images of the converted large format archival documents.
Did not meet targets	None
Unable to fully measure	<ul style="list-style-type: none"> By the end of SFY 2010, a survey will show 10 percent of users have benefited from additional LSTA-funded resources. After SFY 2010, a survey will show an estimated five percent increase each fiscal year in visitors who have benefited from additional LSTA-funded resources.

Success of TexTreasures Grants in Meeting Goal 1 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> For each fiscal year of two through four of the plan, a minimum of four special collections will be digitized or cataloged into OCLC according to recognized standards (such as those described by the Texas Heritage Digitization Initiative) using funds from a TexTreasures grant. 80 percent of projects digitizing materials with grant funds will make their collections accessible through Texas Heritage Online.
Mostly met targets	<ul style="list-style-type: none"> An average of one project per year will be awarded to a collaborative project with partnerships among two or more institutions. At least two awards over the course of the plan will involve partnerships between different types of organizations (such as museums and libraries) in accordance with LSTA goals. Grantees will show a 100 percent increase in use of materials from special or unique collections as measured by standard counts such as those derived from computer logs and re-shelving tallies.
Partially met targets	None
Did not meet targets	None
Unable to fully measure	None

Goal 2: Provide assistance to libraries to support literacy and educational attainment in their communities. Under Goal 2 there are three programs: Texas Library System, Texas Reads grants, and Special Projects grants. Goal 2 programs address IMLS Priorities 1, 5, and 6. The success of each program in meeting performance measures is shown in the following tables.

The Texas Library System is included in Goals 2, 3 and 4. Because the outputs and outcomes are the same for each goal, the performance measures for the Texas Library System were reviewed once and can be found under Goal 3.

Success of Texas Reads Grant in Meeting Goal 2 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> Libraries receiving a grant will report the number of participants attending grant-sponsored programs (SFY 2008-2012). Libraries receiving a grant will report an increase (from previous year) in the number of participants attending library-sponsored programming directly attributable to the grant program (SFY 2008-2012).
Mostly met targets	<ul style="list-style-type: none"> Libraries receiving a grant will report the number of new library cards issued that are directly attributable to the grant program (SFY 2008-2012). Libraries receiving a grant will report the number of library materials purchased and circulated with grant funds (SFY 2008-2012). Through a survey, patrons attending programs will report an increase in reading-related activities (SFY 2008-2012). Through a survey, patrons attending programs will report increased enthusiasm for reading (SFY 2008-2012). Through a survey, patrons attending programs will report increased confidence in their reading ability (SFY 2008-2012).
Partially met targets	None
Did not meet targets	None
Unable to fully measure	<ul style="list-style-type: none"> Through a survey, parents /caregivers of young children attending programs will report an increase in the amount of time spent in pre-emergent literacy activities (such as looking at books) (SFY 2008-2012).

Success of Special Projects Grants in Meeting Goal 2 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	None
Mostly met targets	<ul style="list-style-type: none"> ▪ Libraries receiving a grant will report the number of participants in grant funded programs or services (SFY 2009-2012). ▪ Participants in grant funded programs or services will report an increase in literacy or information skills (SFY 2009-2012).
Partially met targets	None
Did not meet targets	None
Unable to fully measure	None

Priority 2: Develop Library Services That Provide All Users Access to Information through Electronic Networks

Goal 1: Provide Texans with access to a broad range of library materials. The tables for the programs supporting Goal 1 are shown in Priority 1 above.

Goal 4: Assist libraries with technology to serve the information needs of Texans. Under Goal 4 there are five programs: Texas Library System, Technical Assistance Negotiated Grant (TANG), Library Cooperation Grants, Resource Discovery Services/Library of Texas Program, and Continuing Education and Consulting (CEC). Goal 4 programs address IMLS Priorities 2, 5, and 8. The success of each program in meeting performance measures is shown in the following tables.

The Texas Library System supports Goals 2, 3 and 4. Because the outputs and outcomes are the same for each goal, the performance measures for the Texas Library System were reviewed once and can be found under Priority 5, Goal 3 below.

CEC supports Goals 3 and 4. Because the outputs and outcomes are the same for each goal, the performance measures for CEC were reviewed once and can be found under Priority 5, Goal 3 below.

Success of Technical Assistance Negotiated Grant (TANG) in Meeting Goal 4 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> Services provided through the program will result in at least 95 percent of library staff experiencing increased technical knowledge, skills, and/or confidence on the topics of training or assistance provided (SFY 2008-2012). Services provided through the program will result in at least 90 percent of library staff attempting more technical processes on their own and experiencing more success (increase in technological self-sufficiency) (SFY 2008-2012). Services provided through the program will result in at least 30 percent of libraries improving or enhancing current technology-based services or offering new technology-based services (SFY 2008-2012). Services provided through the program will result in at least 80 percent of library staff experiencing increased technical knowledge, skills, and/or confidence in areas of planning and implementing for new technology (SFY 2008-2012).
Mostly met targets	<ul style="list-style-type: none"> Services provided through the program will result in at least 95 percent of library staff experiencing increased confidence in their ability to maintain technology (SFY 2008-2012).
Partially met targets	<ul style="list-style-type: none"> TANG will provide onsite or remote assistance to at least 300 libraries (SFY 2008-2012).
Did not meet targets	None
Unable to fully measure	None

Success of Library Cooperation Grants in Meeting Goal 4 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> Libraries receiving a grant will report the number of participants in grant funded programs or services.
Mostly met targets	<ul style="list-style-type: none"> Libraries receiving a grant will report an increase (from previous year) in the number of patrons attending or using library-sponsored programming or services directly attributable to the grant program.
Partially met targets	None
Did not meet targets	None
Unable to fully measure	None

Success of Resource Discovery Services/Library of Texas (LoT) in Meeting Goal 4 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> LoT will provide a functional service accessible to all TexShare member libraries with 95 percent uptime. The number of library collections accessible through LoT will increase by at least 5 percent per year. LoT will provide access to at least 10 out of the largest 20 public libraries and 10 out of the largest 20 academic libraries and all TexShare Databases throughout the plan period. 50 percent of TexShare member libraries will use the LoT service in any given month, as shown in LoT transaction logs
Mostly met targets	None
Partially met targets	<ul style="list-style-type: none"> A minimum of 50 librarians will be trained in interoperability and technologies to improve access to information through resource discovery services in each year of the plan.

Did not meet targets	None
Unable to fully measure	<ul style="list-style-type: none"> The percentage of TexShare member libraries that provide a link from their Web sites to LoT will grow at least 5 percent annually until we reach 80%.

Priority 5: Develop Public and Private Partnerships with Other Agencies and Community Organizations

Goal 2: Provide assistance to libraries to support literacy and educational attainment in their communities. The tables for the programs supporting Goal 2 are shown in Priority 1 above.

Goal 3: Assist libraries in providing programs and services to meet the needs of their populations. Under Goal 3 there are four programs: Texas Library System, Continuing Education and Consulting (CEC), Special Projects Grants, and the Talking Book Program. Goal 3 programs address IMLS Priorities 5, 6, and 7. The success of each program in meeting performance measures is shown in the following tables.

Success of Texas Library System in Meeting Goal 3 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> Systems will provide training to at least 80 percent of public libraries (SFY 2008-2010). Systems will provide consulting to at least 90 percent of public libraries (SFY 2008-2010). Continuing education services will result in at least 70 percent of attendees successfully accomplishing the immediate outcomes of the workshops (SFY 2008-2012). Continuing education services will result in at least 40 percent of attendees successfully accomplishing the intermediate outcomes of the workshops (SFY 2008-2012). Systems will provide consulting to at least 95 percent of public libraries (SFY 2011-2012).
Mostly met targets	<ul style="list-style-type: none"> Systems will support programs that provide at least 39,000 literacy-tutoring contacts per year (SFY 2008) (This target was revised to 3,200 literacy-tutoring contacts per year for SFY 2009-2012).
Partially met targets	<ul style="list-style-type: none"> Systems will provide at least 33,000 access sessions to electronic resources related to lifelong learning and literacy (SFY 2008-2009). Systems will provide training to at least 6,300 library staff or related personnel (volunteers, trustees, and related advisory positions) (SFY 2008-2012). Systems will provide training to at least 90 percent of public libraries (SFY 2011-2012).
Did not meet targets	None
Unable to fully measure	None

Success of Continuing Education and Consulting (CEC) in Meeting Goal 3 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> Continuing education services will result in at least 40 percent of attendees successfully accomplishing the intermediate outcomes of the workshops (SFY 2008-2012).
Mostly met targets	None
Partially met targets	<ul style="list-style-type: none"> In each year of the grant, provide continuing education to 500 library staff/related personnel. In each year of the grant, provide consulting to 250 library staff/related personnel. Continuing education services will result in at least 70 percent of attendees successfully accomplishing the immediate outcomes of the workshops (SFY 2008-2012).

Did not meet targets	None
Unable to fully measure	None

Success of Special Projects Grants in Meeting Goal 3 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	None
Mostly met targets	<ul style="list-style-type: none"> Libraries receiving a grant will report the number of participants in grant funded programs or services (SFY 2009-2012). Participants in grant funded programs or services will report an increase in literacy or information skills (SFY 2009-2012).
Partially met targets	None
Did not meet targets	None
Unable to fully measure	None

Success of Talking Books in Meeting Goal 3 Performance Measures	
Performance	Program Outputs and Outcomes
Exceeded targets	<ul style="list-style-type: none"> Over the course of the five-year plan (SFY 2008-2012), eligible users in six targeted rural and isolated counties of the state will receive information about the program. By the end of the five year plan (SFY 2008-2012), 9 counties with less than 3 percent of possible eligible users enrolled will receive increased educational outreach. By the end of the five year plan (SFY 2008-2012), the five counties with the largest possible eligible users will receive increased educational outreach.
Mostly met targets	None
Partially met targets	<ul style="list-style-type: none"> In the nine counties with less than 3 percent of eligible users enrolled, educational outreach will increase overall enrollments by 2 percent. In the five counties with the most potential eligible users, educational outreach will increase and maintain enrollments in each county by 2 percent.
Did not meet targets	<ul style="list-style-type: none"> Educational outreach in the targeted rural and isolated counties will result in 3 percent of eligible users being enrolled in the program and receiving library services.
Unable to fully measure	None

Goal 4: Assist libraries with technology to serve the information needs of Texans. The tables for the programs supporting Goal 4 are shown in Priority 2 above.

Priority 6: Target Library Services to Individuals of Diverse Backgrounds, Disabilities, and Limited Functional Literacy or Information Skills

Goal 2: Provide assistance to libraries to support literacy and educational attainment in their communities. The tables for the programs supporting Goal 2 are shown in Priority 1 above.

Goal 3: Assist libraries in providing programs and services to meet the needs of their populations. The tables for the programs supporting Goal 3 are shown in Priority 5 above.

Priority 7: Target Library and Information Services to Persons Having Difficulty Using a Library and To Underserved Urban and Rural Communities, Including Children from Families with Incomes below the Poverty Line

Goal 3: Assist libraries in providing programs and services to meet the needs of their populations. The tables for the programs supporting Goal 3 are shown in Priority 5 above.

Priority 8: Develop Library Services That Provide All Users Access to Information through Local, State, Regional, National, and International Collaborations and Networks

Goal 4: Assist libraries with technology to serve the information needs of Texans. The tables for the programs supporting Goal 4 are shown in Priority 2 above.

Appendix C: Survey Results

Overview and Methodology

Online surveys were administered to three groups of librarians: public library directors, academic directors, and library system coordinators to obtain feedback on the programs and services funded by the Library Services and Technology Act (LSTA). Each survey contained similar information but was tailored to the varying roles of each of the three types of respondent groups. Surveys were open for a two-week period, with reminders given during the last week. Surveys were sent to a total of 740 individuals. The response rates were as follows:

Public library directors response rate = 66 percent (370/559)

Academic library director response rate = 60 percent (101/169)

Library system coordinators response rate = 92 percent (11/12)

A copy of each of the three surveys is included at the end of this Appendix.

Public Library Director Responses

Public library directors from every library system participated in the survey. The distribution of survey responses by region, type of library, and size of population served are shown in the tables below.

Public Library Director Distribution of Survey Responses by Region		
Region	Percent of Survey Respondents (n=372) ¹	Percent of Texas Libraries ² (n=565)
Alamo Area Library System (AALS)	9.4%	8.3%
Big Country Library System (BCLS)	7.8%	7.6%
Central Texas Library System (CTLS)	14.2%	14.2%
Houston Area Library System (HALS)	11.0%	12.4%
Harrington Library Consortium (HLC)-North Texas Panhandle	5.9%	5.1%
Northeast Texas Library System (NETLS)	18.3%	20%
North Texas Library Partners (NTLP)- Dallas/Fort Worth area	12.6%	13.8%
South Texas Library System (STLS)	10.2%	9.9%
Texas Trans-Pecos Library System (TTPLS)	3.2%	2.7%
West Texas Library System (WTLS)	7.3%	6.5%

¹ Some public library directors filled out the first page of the survey and then declined to answer any other questions. Therefore, the total number of completed surveys is 370, but the demographic questions show response rates of 371 to 372.

² Data provided by TSLAC.

Public Library Director Distribution of Survey Responses by Library Locale		
Library Locale	Percent of Survey Respondents (n=369)	Percent of Texas Residents (n=25.7 million)
Rural	76%	22.1%
Suburban	19%	24.4%
Urban	5%	53.5%

Source: Public Libraries Survey, Fiscal Year 2009, Institute of Museum and Library Services, October 2011. p. 32, and U.S. Census, July 2011.

Public Library Director Distribution of Survey Responses by Population Served		
Population Served	Percent of Survey Respondents (n=371)	Percent of Libraries (n=565)*
1 to 1,999	13.7%	12.2%
2,000 to 4,999	21.6%	22.1%
5,000 to 9,999	22.1%	20.2%
10,000 to 14,999	8.9%	10.1%
15,000 to 24,999	9.4%	9.9%
25,000 to 49,999	12.1%	12.7%
50,000 to 99,999	5.1%	5.3%
100,000 to 249,999	4%	5.0%
Over 250,000	2.4%	2.5%
Don't know	0.5%	0%

*Data provided by TSLAC.

Academic Library Director Responses

Forty-six percent of academic library respondents were from community college libraries. The second largest group of academic respondents (27 percent) was from a private four-year institution, followed closely by those from a public four-year institution (23 percent). Five percent of respondents represent a medical or health science center library.

Library System Coordinator Responses

Library system coordinators and some TANG specialists participated from all library systems except West Texas Library System and Big Country Library System.

Program Ratings

Respondents were asked to rate TSLAC programs on the following criteria, depending on which questions were relevant to each program:

- Is well utilized by patrons
- Is important to patrons
- Has had a positive impact on patron's knowledge or skills

- Is well utilized by library staff
- Is important to library staff
- Has had a positive impact on staff's knowledge or skills
- Has had a positive impact on the services provided to patrons
- Needs some improvements

The ratings from each of the questions above were averaged together for one score, entitled “Positive features of program” in the table below. The last question, “Needs some improvements”, was scored on a reverse scale and was excluded from this average.

Average Ratings for Each LSTA Funded Program Scale of 1 (low) to 5 (high)					
	LSTA Programs				
	CEC	ILL	TANG	TexShare	Texas Library System
Public library directors (n=370)					
Positive features of program	4.3	4.22	4.19	3.88	4.4
Needs some improvements	2.8	2.9	2.6	2.9	2.7
Academic library directors* (n=100)					
Positive features of program	3.62	N/A	N/A	4.79	N/A
Needs some improvements	2.96	N/A	N/A	2.86	N/A
Texas library system coordinators (n=6)					
Positive features of program	3.88	4.03	4.79	2.92	4.84
Needs some improvements	3.5	3.25	2.33	4.0	3.0

*Academics rated only programs they utilize on a regular basis. Others are labeled “N/A”.

Ranking the Programs in Relation to Each Other

Respondents were asked to rank the LSTA funded programs in relation to each other by assigning a number from 1 (least useful) to 6 (most useful) to each program, using each number only once. Public library directors ranked Continuing Education and Consulting (CEC) and the Texas Library System the highest among all programs, while library system coordinators ranked the Technology Assistance and Negotiated Grant (TANG) and academic library directors ranked the TexShare databases the highest among all programs.

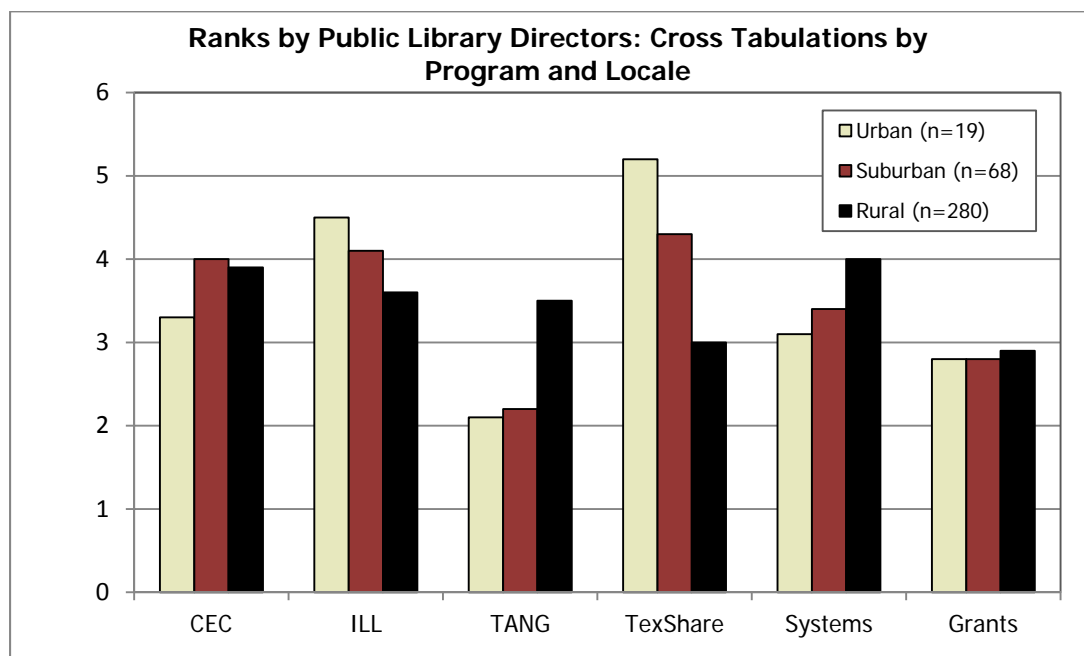
Please Rank Each LSTA Funded Program in Relation to Each Other: (1= Least useful, 6=Most useful)						
Type of Respondent	CEC	ILL	TANG	TexShare Databases	Texas Library System	Grant Programs
Public library directors (n=370)	3.9	3.8	3.2	3.4	3.9	2.9
Texas library system coordinators (n=98)	4.2	2.7	5.2	2.3	4.8	1.8
Academic library directors	2.9	3.9	N/A	5.0	3.2	3.1

Ranking of Programs by Library Type

The value placed upon these services or programs tends to vary by locale and type of library. For example, although urban libraries appreciate the cost-saving and informational value of TexShare, the rural libraries are more likely to perceive the library systems and TANG as crucial to their delivery of library services, as illustrated in the following table.

Public Library Directors: Cross Tabulations by Rank and Area (1= Least useful, 6=Most useful)						
Area	CEC	ILL	TANG	TexShare	Texas Library System	Grant Programs
Urban (n=19)	3.3	4.5	2.1	5.2	3.1	2.8
Suburban (n=68)	4	4.1	2.2	4.3	3.4	2.8
Rural (n=280)	3.9	3.7	3.5	3.0	4.0	2.9

The chart below demonstrates the differences in ranks given to programs by urban, suburban, and rural public library directors.



Survey Results for the Texas Library System

Public library directors and library system coordinators were asked to rate the services provided by the library systems from 1 to 5, with 5 being the most favorable rating. In the table below, the

ratings provided by the system coordinators are more favorable than that of public library directors. Technology services, which are associated with the library systems because technology staff are co-located with library system staff, are rated the highest by public library directors.

To What Extent Have the Services Provided by the Texas Library System Helped Improve the Following in Your Library or Region:		
Service	Rating Average	
	Public library directors (n=367)	Library system coordinators (n=6)
Collection	3.87	4.33
Technology	4.18	4.83
Operations	3.65	4.17
Management	3.76	4.0
Planning	3.74	4.33
Funding	3.76	3.83
Range of services	3.88	4.17
Quality of services	4.07	4.5
Ability to serve individuals the library could not serve before	3.72	4.33

Public library directors were asked to rate what type of service provided by the library systems had most improved the services in their libraries. In a similar question, system coordinators were asked “Since 2008, to what extent do you attribute the improvements in your region's libraries to (the following).” As seen in the table below, library directors believed workshops were the most helpful, while system coordinators thought workshops and consulting were equally the most helpful.

To What Extent Do You Attribute Your Library's Improvements to:		
Program	Rating Average	
	Public library directors (n=368)	Library system coordinators (n=6)
One-one consulting & training	3.75	5
Workshops	4.25	5
Other: Planning & management Someone to call Remote access assistance	4	4.3

The table below indicates the percentage of respondents who want to continue the services listed after funding for the Texas Library System is eliminated. Workshops and training were the number one choice by library directors (90 percent) and were also endorsed by 100 percent of system coordinators.

Texas Library System Services, in Order of Top Choices (5-10) by Directors to Maintain		
Type of Texas Library System Service	Public library directors (n=366)	Texas library system coordinators (n=6)
Workshops and training: job search, story times, ESL, teens, summer reading programs,	90%	100%

collections, etc.	(n=329)	
Consulting: on-site or via phone	68% (n=248)	100%
Grants: write, research, edit	65% (n=236)	50%
Computer hardware: trouble shoot, obtain, update, maintain	50% (n=181)	100%
Online databases: install, train, update	46% (n=170)	17%
Computer software: trouble shoot, obtain, update, maintain	43% (n=157)	100%
Wifi and internet: install, update, train	39% (n=141)	17%
Announcements about new websites, policies, rules	37% (n=135)	0%
Collections: management	35% (n=129)	67%
Collaborations: set up, assist, recommend	35% (n=129)	17%
Website: design & make improvements	34% (n=126)	33%
Collections: weeding	27% (n=100)	17%
Cataloguing: assist, maintain	21% (n=76)	0%

Grants

As shown in the table below, a small percentage of libraries receive grants from TSLAC.

Did Your Library Receive any of the Following TSLAC Grants During the Time Period from 2008-2011? (Library Cooperation, Special Projects, Texas Reads, TexTreasures)		
	Yes	No or Don't know
Public library directors (n=369)	13% (n=49)	87% (n=320)
Academic library directors (n=97)	10% (n=10)	90% (n=87)
Library system coordinators (n=6)	100% (n=6)	0% (n=6)

Public library directors and library system coordinators who have received grants from TSLAC indicate that the grants have a very favorable impact. The following table illustrates the average level of agreement among public library directors, academic library directors, and library system coordinators on specific statements relating to each of four grants: Library Cooperation, Special Projects, Texas Reads, and TexTreasures. On a scale of one to five, one is strongly disagree and five is strongly agree. Overall, the scores indicate that the grant process does not need significant changes or alterations.

Survey Responses Libraries and Systems that Received Grants 2008-2011 Scale of 1 (low) to 5 (high)				
Questions	Library Cooperation	Special Projects	Texas Reads	TexTreasures
Public library directors	(n=17)	(n=12)	(n=21)	(n=3)
Has positively impacted staff's knowledge or skills.	4.71	4.38	4.27	4.67

Has positively impacted the services provided to patrons.	4.6	4.62	4.61	5.00
This grant program was important to our library.	4.6	4.62	4.70	5.00
Our library would recommend the program/grant to other libraries.	4.53	4.58	4.74	5.00
The grant application process was easy.	3.14	3.92	4.36	4.33
The grant process needs to be changed or altered (lower score indicates more positive response)	2.54	2.73	2.52	3.00
Academic library directors	(n=5)	(n=1)	N/A	(n=6)
Has positively impacted staff's knowledge or skills.	4.20	5.00	N/A	4.80
Has positively impacted the services provided to patrons.	4.20	5.00	N/A	4.83
This grant program was important to our library.	4.40	5.00	N/A	4.83
Our library would recommend the program/grant to other libraries.	4.40	5.00	N/A	4.83
The grant application process was easy.	3.80	5.00	N/A	4.33
The grant process needs to be changed or altered (lower score indicates more positive response).	2.20	3.00	N/A	2.50
Library system coordinators	(n=2)	(n=3)	N/A	(n=1)
Has positively impacted staff's knowledge or skills.	5.00	4.67	N/A	4.00
Has positively impacted the services provided to patrons.	5.00	4.67	N/A	4.00
This grant program was important to our region.	4.50	4.67	N/A	4.00
Our region would recommend the program/grant to other libraries.	5.00	4.67	N/A	4.00
The grant application process was easy.	2.00	2.00	N/A	2.00
The grant process needs to be changed or altered (lower score indicates more positive response).	4.50	3.67	N/A	3.00

Open-Ended Comments by Program

Respondents were given the opportunity to provide written comments for each program they rated. The tables in this section show the comments from public library directors. The comments were categorized due to the high volume (an average of 20 to 50 comments per question, with numbers ranging from 200 to 300 for some questions). Much fewer comments were provided by academic library directors and library system coordinators; their comments are summarized in the text.

Continuing Education and Consulting (CEC). In addition to the comments from public library directors shown in the table below, a few academic library directors commented that their budgets lack the funding for trainings or that the staff did not have enough time to participate in trainings. Some academic library directors also expressed a lack of awareness about the training and a sense that the training is often not relevant to academic librarians or non-MLS librarians.

Public Library Director Comments on Continuing Education (CEC) (n=57)	
Categories	Number of Comments
Different types of training needed	14
In-person workshops are preferred	12
Important to maintain	10
Have workshops closer to our library	8

One library system coordinator commented that CEC provides training in topics that librarians really want.

Grants. While ratings for grants were generally positive, two library system coordinators indicated in written comments their concerns about the scoring system, the selection of the scorers, and a lack of feedback to unsuccessful applicants.

Interlibrary Loan (ILL). In addition to the comments from public library directors shown in the table below, one library system coordinator suggested a need to develop a new ILL system given the recent changes to the funding level.

Public Library Director Comments on Interlibrary Loan (ILL) (n=48)	
Categories	Number of Comments
Important to maintain	12
Improve software/Tracking	12
Confusing system	10
Cost prohibitive	9
Transition from TexNet centers was difficult	6

Technical Assistance Negotiated Grant (TANG). The table below contains comments about TANG from public library directors. Academic library directors and library system coordinators did not provide written comments about TANG.

Public Library Director Comments on Technical Assistance Negotiated Grants (TANG) (n=45)	
Categories	Number of Comments
Highly valued: Library could not function without TANG services and expertise.	19
Rarely used: Have in-house or other IT sources.	12
Need staff or training to replace TANG if it goes away.	4

TexShare databases. In addition to the comments from public library directors shown in the table below, academic library directors suggest that the TexShare databases should have more state funding, a more diverse base for funding, and better pricing through alternative packages for academic libraries. Academic library directors also expressed an appreciation for TexShare as well as a desire for additions to the database, such as more specialized databases for academics, more databases in the health sciences and biomedical databases, and more e-book content.

Public Library Director Comments on TexShare (n=73)	
Categories	Number of Comments
Need more relevant content: Balance academic with public Library content. Add more databases.	21
Improve navigation.	18
Need marketing assistance and continued promotion of the databases.	12
Training is important for new staff and for continued development.	11
Cost concerns: Is currently cost effective; do not want rates to go up.	11

Library system coordinators expressed several concerns about the TexShare databases, such as that the databases may not be as relevant to public libraries, academic libraries are driving which databases are chosen, the interface is difficult to use for patrons who are familiar with Google, and smaller libraries may not have staff who are trained or experienced in using the databases.

Texas Library System. In addition to the comments by public library directors shown in the table below, two library system coordinators expressed disappointment and frustration about the loss of the Texas Library System.

Public Library Director Comments on Library Systems (n=58)	
Categories	Number of Comments
Systems are invaluable: Please maintain the systems.	35
Need funds/staff.	10
Need from TSLAC: Solutions and architecture to replace systems.	6
We don't utilize the systems.	6
Small libraries hit hardest by elimination of the systems.	4

Performance Measures

Library system coordinators were the only respondents who were asked questions about performance measures, because they compile and report outputs and outcomes. The opinions expressed about the use of performance measures are low. Coordinators are mixed in their use of

performance data to make program changes or updates. One-third report using data to make program changes and one-third report that they do not use performance data to make programmatic changes. The remaining third are not sure how performance measure data is used.

Have You Utilized Output or Outcome Data to Make Program Changes or Updates? Library System Coordinators (n=6)	
Answer Option	Percent of Respondents
Yes	33.3%
No	33.3%
Not Sure	33.3%

As shown in the table below, library system coordinators do not have a high level of confidence that the performance measures accurately reflect the effectiveness of their programs nor have they been particularly useful in making program changes or updates.

How Well do You Think the Outputs and Outcomes in the LSTA Evaluation Plan? Scale of 1 (low) to 5 (high) Library System Coordinators (n=6)	
Answer Option	Rating
Accurately reflect the effectiveness of your programs?	2.7
Have been useful in making program changes or updates?	2.6

Community Needs and Priorities

The surveys asked about the needs of the communities served by the libraries and about the priorities for services to patrons. Among academic library directors, the majority of the responses indicate that more electronic resources and better technology are the most significant needs. Another need identified by a number of public library directors is information literacy training for patrons. A few respondents indicate that more staff is needed at their academic library, more building space is needed and more marketing and promotion of library resources is needed.

A library system coordinator suggested an analysis of each part of the region to determine regional needs. Other system coordinators expressed a need for more e-books and audio book downloads, collection department grants, and generally, “more of everything!”

Public Library Directors: What Does Your Community Need from its Library (That Your Library is not Already Providing)? (n=259)	
Categories	Number of Comments
Computers/Technology/Technology Training/Online programs	87
More building space/More and better trained staff/Funds to stay open for longer hours	62
E-books	53
Literacy/GED/ESL/Job Search	50
Programming (including after school, kids, teens, seniors)	36

Library directors and system coordinators were asked to comment on how well their library or region was meeting the priorities and goals as set forth in the LSTA plan. In addition, they were asked to comment on which were a priority for their library. In a pattern closely following the SPR results, the survey ratings reflect the fact that although the goals of providing access to materials and technology are succeeding, the goals of literacy and education, and especially diversity, are not performing as well.

Which Goals are Priorities for Your Library and How Well are You Meeting the Needs? Scale of 1 (low) to 5 (high)			
LSTA Goal	Type of Respondent	What is a priority for your library?	How well is your library meeting the needs?
Technology - Provide technology to serve the information needs of your patrons.	Public library directors (n=364)	4.60	4.09
	Academic library directors (n=99)	4.55	4.23
	Library system coordinators (n=6)	5.00	4.50
Access - Provide patrons with a broad range of library materials.	Public library directors (n=363)	4.54	4.20
	Academic library directors (n=99)	4.6	4.43
	Library system coordinators (n=6)	4.33	4.33
Literacy and Education – Support literacy and educational attainment in your community.	Public library directors (n=364)	4.08	3.62
	Academic library directors (n=99)	4.14	4.07
	Library system coordinators (n=6)	4.83	4.00
Diversity - Provide programs and services to meet the needs of your specific population.	Public library directors (n=362)	4.06	3.80
	Academic library directors (n=99)	3.98	4.08
	Library system coordinators (n=6)	4.00	3.67

Academic and public library directors were asked to comment on any other priorities for their communities. The most common responses from public library directors were:

- The library as a community hub
- Computers/technology
- Job search assistance
- Programs and materials for senior citizens
- Programs and materials for Spanish speaking populations

Several academic library directors believed that priorities include serving distance learners, addressing costs and funding issues, and supporting and educating students transitioning to a four-year institution.

The priorities listed by a library system coordinator were local history conservation and preservation and support for keeping technology current and in working order.

The Most Important Challenges Facing Libraries in Texas

Overwhelmingly, the biggest challenge identified by all survey respondents is the level of funding for libraries. Academic directors also mentioned electronic resources, staffing issues, and the need for more building space as challenges. Library system coordinators identified the following challenges:

- Sufficient salaries for educated, trained librarians
- Technology support
- Assisting patrons with electronic books and other new media

Texas Library Director & Administrator Survey

Introduction and demographics:

Thank you for consenting to take this survey of the Library Services and Technology Act (LSTA) funded programs and activities for the time period 2008-2011.

This survey is part of the evaluation being conducted by Morningside Research and Consulting to meet the requirements of the 5 year LSTA evaluation required by the Institute of Museum and Library Services (IMLS).

The objective of this survey is to provide ANONYMOUS feedback to the Texas State Library and Archives Commission (TSLAC) and IMLS about how library services, programs, and activities are performing in Texas. In addition, this survey, along with other documentation, will be used to help design the next 5 year LSTA plan.

Your responses to this survey will be aggregated; individual data will not be identified. If you have any questions or comments about this survey, contact information is provided at the end of the survey.

Thank you for your time.

Texas Library Director & Administrator Survey

1. In which region is your library based?

- ☐ Alamo Area Library System (AALS)
- ☐ Big Country Library System (BCLS)
- ☐ Central Texas Library System (CTLS)
- ☐ Houston Area Library System (HALS)
- ☐ Harrington Library Consortium (HLC)
- ☐ Northeast Texas Library System (NETLS)
- ☐ North Texas Library Partners (NTLP)
- ☐ South Texas Library System (STLS)
- ☐ Texas Trans-Pecos Library System (TTPLS)
- ☐ West Texas Library System (WTLS)

2. What is your position?

- ☐ Director
- ☐ Manager/Supervisor
- ☐ Other

If other, please specify:

3. Which area does your library primarily serve?

- ☐ Rural (Territory that is 5 miles or more outside of an urbanized area)
- ☐ Suburban (Territory inside an urbanized area but outside of the main city)
- ☐ Urban (Territory inside an urbanized area and inside the main city with a population of 100,000 or more)

Texas Library Director & Administrator Survey

4. What size is the population served by your library?

- ☐ 1-1,999
- ☐ 2,000-4,999
- ☐ 5,000-9,999
- ☐ 10,000-14,999
- ☐ 15,000-24,999
- ☐ 25,000-49,999
- ☐ 50,000-99,999
- ☐ 100,000-249,999
- ☐ Over 250,000
- ☐ Don't know

Texas Library Director & Administrator Survey

Please rate the following TSLAC programs from 2008-2011:

5. Please rate the Continuing Education and Consulting program (CEC) from 2008 to 2011:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/ Don't know
Is well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

6. Please rate the Interlibrary Loan (ILL) program from 2008-2011 on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/ Don't know
Is well utilized by patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on patron's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

Texas Library Director & Administrator Survey

7. Please rate the Technical Assistance Negotiated Grants (TANG) program from 2008-2011 on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely Agree	Not applicable/ Don't know
Is well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

8. Please rate the TexShare Databases from 2008-2011 on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/ Don't know
Are well utilized by patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are important to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have had a positive impact on patron's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

Texas Library Director & Administrator Survey

9. Please rate your Texas Library System from 2008-2011 on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/ Don't know
Is well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

Texas Library Director & Administrator Survey

Please compare the TSLAC programs in relation to each other:

***10. Please rank the following LSTA funded programs in relation to each other. Each number may be used only once – i.e. only one of the programs will receive the rank of 1, 2, etc . Assign the number 6 to the most useful program and 1 to the least useful program.**

	1 Least useful	2	3	4	5	6 Most useful
Continuing Education and Consulting (CEC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary Loan (ILL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Assistance Negotiated Grants (TANG) program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TexShare Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texas Library System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant programs (Library Cooperation, Special Projects, Texas Reads, TexTreasuries)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Texas Library Director & Administrator Survey

Please rate the TSLAC grant programs, if applicable:

11. Did your library receive any of the following TSLAC Grants during the time period from 2008-2011?

a. Library Cooperation Grant: Promote cooperative services for learning and access to information.

b. Special Projects Grant: Expand library services to individuals with limited literacy or information skills.

c. Texas Reads Grant: Promote reading and literacy within local communities.

d. TexTreasures Grant: Make special or unique collections more accessible to researchers.

- ☐ Yes
- ☐ No (skip grant questions)
- ☐ Don't know (skip grant questions)

12. Did your library receive a Library Cooperation Grant anytime between 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

Texas Library Director & Administrator Survey

13. Please rate the Library Cooperation Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/ Don't know
Has positively impacted staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has positively impacted the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our library would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

14. Did your library receive a Special Projects Grant anytime between 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

Texas Library Director & Administrator Survey

15. Please rate the Special Projects Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/ Don't know
Has positively impacted staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has positively impacted the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our library would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

16. Did your library receive a Texas Reads Grant anytime between 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

Texas Library Director & Administrator Survey

17. Please rate the Texas Reads Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/ Don't know
Has positively impacted staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has positively impacted the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our library would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

18. Did your library receive a TexTreasures Grant anytime from 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

Texas Library Director & Administrator Survey

19. Please rate the TexTreasures Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/ Don't know
Has positively impacted staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has positively impacted the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our library would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

Texas Library Director & Administrator Survey

Please rate your Library System and training resources.

20. Since 2008, to what extent have the services you received from your Library System helped improve your library's:

	1 Not at all	2	3	4	5 Very much	Not applicable/ Don't know
Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Range of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to serve individuals the library could not serve before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

21. Since 2008, to what extent do you attribute your library's improvements to:

	1 Not at all	2	3	4	5 Very much	Not applicable/ Don't know
One-one consulting & training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please comment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Texas Library Director & Administrator Survey

Please review the services that the Library Systems have provided.

22. Below is a list of many of the services that the Library Systems have provided within the past three years. Out of all the services provided, please choose the top five to ten that will be the most important to be maintained during the next five years.

- ☐ Collections: weeding
- ☐ Collections: management
- ☐ Grants: write, research, edit
- ☐ Wifi and internet: install, update, train
- ☐ Consulting: on-site or via phone
- ☐ Website: design & make improvements
- ☐ Online databases: install, train, update
- ☐ Computer hardware: trouble shoot, obtain, update, maintain
- ☐ Computer software: trouble shoot, obtain, update, maintain
- ☐ Collaborations: set up, assist, recommend
- ☐ Announcements about new websites, policies, rules
- ☐ Cataloguing: assist, maintain
- ☐ Workshops and training: job search, story times, ESL, teens, summer reading programs, collections, etc.

Please add any topics that are important and not included in your top five.

Texas Library Director & Administrator Survey

23. Below is a list of some of the programs and materials that Texas libraries have provided to their patrons in the past three years. Which programs would you like to receive workshops/training on in the next five years?

	1 Low priority	2	3	4	5	6	7 Extremely high priority
Job search and resume assistance/classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Story times: early literacy, preschool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer classes: basic skills, internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESL: materials, programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teens: materials, programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GED and adult literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online resources and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer reading programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homebound deliveries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seniors: programs and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large print books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list other programs that are important:

Texas Library Director & Administrator Survey

Thinking ahead.

24. How well is your library meeting the four needs of Texans as outlined in the Library Services and Technology Act (LSTA) plan?

	Not meeting the need	Struggling to meet the need	Partially meeting the need	Mostly meeting the need	Successfully meeting the need	Not applicable/ Don't know
Access: Texans need high quality, reliable information to meet their educational and informational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy and Education: Texans need enhanced literacy and educational attainment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity: Texas' diverse populations need a wide variety of responsive, high quality library services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology: Texans need technology based services to help them achieve economic, educational, and other personal goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

25. What does your community need from its library (that your library is not already providing)?

Texas Library Director & Administrator Survey

26. Please choose which goals are a priority for your library, based on the four goals defined in the Library Services and Technology Act (LSTA) plan?

	Not a priority	Low priority	Medium priority	High priority	Extremely high priority	Not applicable/ Don't know
Access - Provide patrons with a broad range of library materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy & Education - Support literacy and educational attainment in your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity - Provide programs and services to meet the needs of your specific population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology - Provide technology to serve the information needs of your patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

27. What other priorities does your community have?

28. What are the most important challenges facing your library in the next 5 years?

29. Are there any concerns about LSTA funding and programs that this survey has not addressed?

Texas Library Director & Administrator Survey

Thank you very much for your participation in this survey!

If you have any questions or concerns about this survey, please contact Jennifer Sabolcik, Evaluation Specialist at Morningside Research and Consulting:

Email: jsabolcik@morningsideresearch.com

Phone: 512-302-4413

Mailing address: P.O. Box 4174, Austin, TX, 78765

Texas Library Systems Coordinator Survey

Introduction and demographics:

Thank you for consenting to take this survey of the Library Services and Technology Act (LSTA) funded programs and activities for the time period 2008-2011.

This survey is part of the evaluation being conducted by Morningside Research and Consulting to meet the requirements of the 5 year LSTA evaluation required by the Institute of Museum and Library Services (IMLS).

The objective of this survey is to provide ANONYMOUS feedback to the Texas State Library and Archives Commission (TSLAC) and IMLS about how library services, programs, and activities are performing in Texas. In addition, this survey, along with other documentation, will be used to help design the next 5 year LSTA plan.

Your responses to this survey will be aggregated; individual data will not be identified. If you have any questions or comments about this survey, contact information is provided at the end of the survey.

Thank you for your time.

Texas Library Systems Coordinator Survey

1. In which region is your Library System based?

- ☐ Alamo Area Library System (AALS)
- ☐ Big Country Library System (BCLS)
- ☐ Central Texas Library System (CTLS)
- ☐ Houston Area Library System (HALS)
- ☐ Harrington Library Consortium (HLC)
- ☐ Northeast Texas Library System (NETLS)
- ☐ North Texas Library Partners (NTLP)
- ☐ South Texas Library System (STLS)
- ☐ Texas Trans-Pecos Library System (TTPLS)
- ☐ West Texas Library System (WTLS)

Texas Library Systems Coordinator Survey

Please rate the following TSLAC programs from 2008-2011:

2. Please rate the Continuing Education and Consulting program (CEC) from 2008 to 2011:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Is well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

3. Please rate the Interlibrary Loan (ILL) program from 2008-2011 on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Is well utilized by patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on patron's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

Texas Library Systems Coordinator Survey

4. Please rate the Technical Assistance Negotiated Grants (TANG) program from 2008-2011 on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely Agree	Not applicable/Don't know
Is well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

5. Please rate the TexShare Databases from 2008-2011 on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Are well utilized by patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are important to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have had a positive impact on patron's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

Texas Library Systems Coordinator Survey

6. Please rate your Texas Library System from 2008-2011 on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Is well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

Texas Library Systems Coordinator Survey

Please compare the TSLAC programs in relation to each other:

***7. Please rank the following LSTA funded programs in relation to each other. Each number may be used only once – i.e. only one of the programs will receive the rank of 1, 2, etc . Assign the number 6 to the most useful program and 1 to the least useful program.**

	1 Least useful	2	3	4	5	6 Most useful
Continuing Education and Consulting (CEC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary Loan (ILL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Assistance Negotiated Grants (TANG) program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TexShare Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Texas Library System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grant programs (Library Cooperation, Special Projects, Texas Reads, TexTreasures, Systems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Texas Library Systems Coordinator Survey

Please rate the TSLAC grant programs, if applicable:

8. Did your region receive any of the following TSLAC Grants during the time period from 2008-2011?

a. Library Cooperation Grant: Promote cooperative services for learning and access to information.

b. Special Projects Grant: Expand library services to individuals with limited literacy or information skills.

c. Texas Reads Grant: Promote reading and literacy within local communities.

d. TexTreasures Grant: Make special or unique collections more accessible to researchers.

e. Systems Grant

- ☐ Yes
- ☐ No (skip grant questions)
- ☐ Don't know (skip grant questions)

9. Did your region receive a Library Cooperation Grant anytime between 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

Texas Library Systems Coordinator Survey

10. Please rate the Library Cooperation Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our region would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

11. Did your region receive a Special Projects Grant anytime between 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

Texas Library Systems Coordinator Survey

12. Please rate the Special Projects Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our region would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

13. Did your region receive a Texas Reads Grant anytime between 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

Texas Library Systems Coordinator Survey

14. Please rate the Texas Reads Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our region would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

15. Did your region receive a TexTreasures Grant anytime from 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

Texas Library Systems Coordinator Survey

16. Please rate the TexTreasures Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Has positively impacted staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has positively impacted the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our region would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

17. Did your region receive a Systems Grant anytime from 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

Texas Library Systems Coordinator Survey

18. Please rate the Systems Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our region would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

Texas Library Systems Coordinator Survey

Please rate your Library System and training resources.

19. Since 2008, to what extent have the services you provided as a Library System helped improved the following parts of your region's libraries:

	1 Not at all	2	3	4	5 Very much	Not applicable/ Don't know
Collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Range of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to serve individuals the library could not serve before	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

20. Since 2008, to what extent do you attribute the improvements in your region's libraries to:

	1 Not at all	2	3	4	5 Very much	Not applicable/ Don't know
One-one consulting & training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please comment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Texas Library Systems Coordinator Survey

Please review the services that the Library Systems have provided.

21. Below is a list of many of the services that the Library Systems have provided within the past three years. Out of all the services provided, please choose the top five to ten that will be the most important to be maintained during the next five years.

- ☐ Collections: weeding
- ☐ Collections: management
- ☐ Grants: write, research, edit
- ☐ Wifi and internet: install, update, train
- ☐ Consulting: on-site or via phone
- ☐ Website: design & make improvements
- ☐ Online databases: install, train, update
- ☐ Computer hardware: trouble shoot, obtain, update, maintain
- ☐ Computer software: trouble shoot, obtain, update, maintain
- ☐ Collaborations: set up, assist, recommend
- ☐ Announcements about new websites, policies, rules
- ☐ Cataloguing: assist, maintain
- ☐ Workshops and training: job search, story times, ESL, teens, summer reading programs, collections, etc.

Please add any topics that are important and not listed above:

Texas Library Systems Coordinator Survey

22. Below is a list of some of the programs and materials that Texas libraries have provided to their patrons in the past three years. Which programs should be continued to be supported with workshops and training during the next five years?

	1 Low priority	2	3	4	5	6	7 Extremely high priority
Job search and resume assistance/classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Story times: early literacy, preschool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer classes: basic skills, internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ESL: materials, programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teens: materials, programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GED and adult literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online resources and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer reading programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homebound deliveries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seniors: programs and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large print books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please list other programs that are important:

Texas Library Systems Coordinator Survey

Thinking ahead.

23. How well do you think the outputs and outcomes in the LSTA Evaluation Plan:

	Not at all				Very much	Not applicable/ Don't know
Accurately reflect the effectiveness of your programs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have been useful in making program changes or updates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

24. During the time period 2008-2011, have you utilized output or outcome data to make program changes or updates?

- ☐ Yes
- ☐ No
- ☐ Not sure

Why or why not?

Texas Library Systems Coordinator Survey

25. How well is your region meeting the four needs of Texans as outlined in the Library Services and Technology Act (LSTA) plan?

	Not meeting the need	Struggling to meet the need	Partially meeting the need	Mostly meeting the need	Successfully meeting the need	Not applicable/ Don't know
Access: Texans need high quality, reliable information to meet their educational and informational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy and Education: Texans need enhanced literacy and educational attainment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity: Texas' diverse populations need a wide variety of responsive, high quality library services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology: Texans need technology based services to help them achieve economic, educational, and other personal goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

26. What does your region need from its libraries (that they are not already providing)?

Texas Library Systems Coordinator Survey

27. Please choose which goals are a priority for your region, based on the four goals defined in the Library Services and Technology Act (LSTA) plan?

	Not a priority	Low priority	Medium priority	High priority	Extremely high priority	Not applicable/ Don't know
Access - Provide patrons with a broad range of library materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy & Education - Support literacy and educational attainment in your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity - Provide programs and services to meet the needs of your specific population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology - Provide technology to serve the information needs of your patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

28. What other priorities does your region have?

29. What are the most important challenges facing your region in the next 5 years?

30. Are there any concerns about LSTA funding and programs that this survey has not addressed?

Texas Library Systems Coordinator Survey

Thank you very much for your participation in this survey!

If you have any questions or concerns about this survey, please contact Jennifer Sabolcik, Evaluation Specialist at Morningside Research and Consulting:

Email: jsabolcik@morningsideresearch.com

Phone: 512-302-4413

Mailing address: P.O. Box 4174, Austin, TX, 78765

Texas Academic Library Survey

Introduction and demographics:

Thank you for consenting to take this survey of the Library Services and Technology Act (LSTA) funded programs and activities for the time period 2008-2011.

This survey is part of the evaluation being conducted by Morningside Research and Consulting to meet the requirements of the 5 year LSTA evaluation required by the Institute of Museum and Library Services (IMLS).

The objective of this survey is to provide ANONYMOUS feedback to the Texas State Library and Archives Commission (TSLAC) and IMLS about how library services, programs, and activities are performing in Texas. In addition, this survey, along with other documentation, will be used to help design the next 5 year LSTA plan.

Your responses to this survey will be aggregated; individual data will not be identified. If you have any questions or comments about this survey, contact information is provided at the end of the survey.

Thank you for your time.

1. What is your position?

- ☐ Director
- ☐ Manager/Supervisor
- ☐ Other

If other, please specify:

2. In which type of academic institution is your library located?

- ☐ Public 4 year institution
- ☐ Private 4 year institution
- ☐ Community college
- ☐ Medical/Health science center

Texas Academic Library Survey

Please rate the following TSLAC programs from 2008-2011:

3. Please rate the Continuing Education and Consulting program (CEC) from 2008 to 2011:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Is well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has had a positive impact on the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Needs some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

4. Please rate the TexShare Databases from 2008-2011 on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Are well utilized by patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are important to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have had a positive impact on patron's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are well utilized by library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are important to library staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have had a positive impact on staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need some improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If improvements are needed, what would you suggest?

Texas Academic Library Survey

Please compare the TSLAC programs:

5. Please rate the following TSLAC programs in terms of how useful they are to your library.

	1 Not useful	2	3	4	5 Very useful	Not applicable/Don't know
Continuing Education and Consulting (CEC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TexShare Databases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary Loan (ILL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library of Texas (LoT)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Texas Academic Library Survey

Please rate the TSLAC grant programs, if applicable:

6. Did your library receive any of the following TSLAC Grants during the time period from 2008-2011?

a. Library Cooperation Grant: Promote cooperative services for learning and access to information.

b. Special Projects Grant: Expand library services to individuals with limited literacy or information skills.

c. TexTreasures Grant: Make special or unique collections more accessible to researchers.

- ☐ Yes
- ☐ No (skip grant questions)
- ☐ Don't know (skip grant questions)

7. Did your library receive a Library Cooperation Grant anytime between 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

8. Please rate the Library Cooperation Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Has positively impacted staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has positively impacted the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our library would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

9. Did your library receive a Special Projects Grant anytime between 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

10. Please rate the Special Projects Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Has positively impacted staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has positively impacted the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our library would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

11. Did your library receive a TexTreasures Grant anytime from 2008-2011?

- ☐ Yes
- ☐ No (skip to next question)
- ☐ Don't know (skip to next question)

12. Please rate the TexTreasures Grant on the following items:

	Completely disagree	Disagree	Neither agree nor disagree	Agree	Completely agree	Not applicable/Don't know
Has positively impacted staff's knowledge or skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has positively impacted the services provided to patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This grant program was important to our library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our library would recommend the program/grant to other libraries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant application process was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grant process needs to be changed or altered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If changes are needed, what would you suggest?

Texas Academic Library Survey

Thinking ahead.

13. How well is your library meeting the four needs of Texans as outlined in the Library Services and Technology Act (LSTA) plan?

	Not meeting the need	Struggling to meet the need	Partially meeting the need	Mostly meeting the need	Successfully meeting the need	Not applicable/Don't know
Access: Texans need high quality, reliable information to meet their educational and informational needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy and Education: Texans need enhanced literacy and educational attainment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity: Texas' diverse populations need a wide variety of responsive, high quality library services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology: Texans need technology based services to help them achieve economic, educational, and other personal goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

14. What does your academic community need from its library (that your library is not already providing)?

Texas Academic Library Survey

15. Please choose which goals are a priority for your library, based on the four goals defined in the Library Services and Technology Act (LSTA) plan?

	Not a priority	Low priority	Medium priority	High priority	Extremely high priority	Not applicable/Don't know
Access - Provide patrons with a broad range of library materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy & Education - Support literacy and educational attainment in your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity - Provide programs and services to meet the needs of your specific population.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology - Provide technology to serve the information needs of your patrons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

16. What other priorities does your academic community have?

17. What are the most important challenges facing your library in the next 5 years?

18. Are there any concerns about LSTA funding and programs that this survey has not addressed?

Texas Academic Library Survey

Thank you very much for your participation in this survey!

If you have any questions or concerns about this survey, please contact Jennifer Sabolcik, Evaluation Specialist at Morningside Research and Consulting:

Email: jsabolcik@morningsideresearch.com

Phone: 512-302-4413

Mailing address: P.O. Box 4174, Austin, TX, 78765

Appendix D: Interviews

Overview and Methodology

In addition to conducting focus groups and surveys of the public and academic library directors and library system coordinators, Morningside Research and Consulting, Inc., conducted fifteen individual telephone interviews with public library directors, academic library directors, and library system coordinators.

The interviews were conducted with a random sample of nine public library directors, two academic directors, and four library system coordinators from a wide geographic and population diversified strata. A random list of interview respondents was generated and then stratified to reflect a balanced distribution of respondents across geographic areas of Texas and size of library represented. The two academic directors represented one small college and one large university.

The respondents represented a variety of geographical areas, as well as city, suburban, town and rural locales. The twelve locale codes¹ used to stratify the locales were:

- City, Large
- City, Midsize
- City, Small
- Suburb, Large
- Suburb, Midsize
- Suburb, Small
- Town, Fringe
- Town, Distant
- Town, Remote
- Rural, Fringe
- Rural, Distant
- Rural, Remote

The table below describes the distribution of the nine public library director interviewees.

Public Library Director Interviewees				
Texas Region	City	Suburb	Town	Rural
Central				Distant
Southeast				Distant
South Central		Large	Remote	
Northeast			Remote	Fringe
South	Small			
West	Midsize			
North	Large			

The interview questions were designed to discover the experience, perceptions, and recommendations relating to the services provided by the Texas State Library and Archives Commission (TSLAC) and the Texas Library System. A copy of the interview questions for each group is included at the end of this appendix. A description of the services and programs provided by TSLAC can be found in Appendix A.

Confidentiality of participant responses during the interviews was carefully preserved through the aggregation of responses and the removal of any identifying information in the final report.

¹ <http://nces.ed.gov/ccd/commonfiles/localedescription.asp>. Accessed December 2011.

Program Priorities

Interviewees were asked which issues TSLAC should focus on in the next five years and which programs need to be preserved after the Texas Library System is no longer funded. The most common responses among interviewees are illustrated in the following tables.

Interviews: On Which Issues Should TSLAC Focus?			
Most Common Responses	Public Library Directors	Academic Library Directors	Texas Library System Coordinators
First	Workshops & Training	TexShare Databases	Workshops & Training
Second	Financial or Grant writing Assistance	TexShare trainings TEExpress for ILL	Technology Support
Third	Technology Support	N/A	Consulting
Fourth	TexShare Databases Resource Sharing	N/A	TexShare Databases Advocacy Funding Standard Setting Literacy Archive
Fifth	Consulting	N/A	N/A

Interviews: Which Programs Need Preserving?		
Most Common Responses	Public Library Directors	Texas Library System Coordinators
First	Workshops & Training	Workshops & Training Technology Support
Second	Consulting	Consulting
Third	Technology Support Financial Assistance	ILL TexShare Advocacy
Fourth	ILL TexShare Databases	N/A

Note: Academic library directors were not asked this question.

Interview Comments by Program

Responses among interviewees are reported according to the topics addressed in the interviews: Texas Library System, workshops and trainings, Technical Assistance Negotiated Grant (TANG), consulting, grants, TexShare databases, and other programs and activities.

Texas Library System

Interviewers asked interviewees about the experiences, perceptions, and recommendations related to the programs and services provided by TSLAC and the Texas Library System.

Texas Library System as a delivery conduit for valued services. Library directors, particularly directors from towns and rural areas named a variety of benefits they enjoy from the Texas Library System:

- Consulting on purchasing, selling books on the Internet, personnel policies, long-range planning, training of boards of trustees, applying for grants, and children's programming
- Technical consulting and assistance for converting a catalogue system to a digital system, advanced information technology problems
- Workshops and training
- Site visits to assist with weeding library collections

Among all interviewees, the most frequently mentioned benefits of the Texas Library System are workshops and trainings, consulting and assistance by phone and in person, and technology support from TANG specialists, who are based in library system offices.

Texas Library System as a lifeline for small libraries. A common theme across all interviews is that the library systems have met the needs of small libraries well. Library directors from rural areas, towns, and suburbs depend on the library systems for a wider variety of services than do library directors from academic and large public libraries, which are more likely to have staff trained in library sciences and information technology.

While the directors from large city libraries said they do not rely on the library system the way smaller libraries do, one director believed the benefit of the library system was to strengthen libraries in smaller surrounding communities so that those residents do not rely on the larger libraries as much. Likewise, all of the library system coordinators interviewed said that they met the needs of small libraries well. Two of the library system coordinators did not feel or did not know whether the services offered, other than the TexShare databases, are meeting the needs of large libraries.

When asked about use of the library systems, all of the public library directors mentioned specific ways that they have used the services since 2008. One librarian credited the Texas Library System with moving the library from a volunteer-run venture into a library with a sales tax funding stream and trained librarians. The Texas Library System is "like the extension agency for a librarian," said the director of this distant rural library.

Workshops and Trainings

As already discussed above, public library directors were asked which programs need to be preserved when funding for the Texas Library System is discontinued after 2012. All but two directors said that trainings or workshops need to continue. Three of these seven said that training opportunities should bring librarians together to network and to share ideas and experiences. One director suggested that statewide meetings or trainings could be used to support cooperation and resource sharing among libraries of all sizes.

In-person trainings vs. online trainings. With the exception of the directors of academic and large city libraries, public library directors tended to value in-person trainings more than online trainings, in part for the opportunities to network and learn best practices from other libraries. Directors from smaller libraries mentioned a preference for in-person trainings over online trainings due to the lack of technological skills to participate or not having enough privacy in the library to participate in a Webinar. Both online and in-person trainings were valued by one recently credentialed librarian as well as one with decades of experience for updating both skills and knowledge for an increasingly technological age. Perceived drawbacks among directors and library system coordinators of the TSLAC-funded workshops and training were that the topics are more commonly targeted to small libraries. “There is not much flexibility in the subjects that TSLAC can offer,” said one library system coordinator.

Online trainings and workshops were highly valued by the director of a large city library, who found them to be of good quality and convenient. The director also appreciated the consistency of offerings by the new online training vendor, WebJunction, and hopes that these trainings will be targeted to all levels of staff. Although the academic library directors interviewed value TexShare databases above trainings, one academic director valued the staff development workshops related to TexShare, commenting that they are free and well advertised.

Perspective of Texas Library System coordinators. Of the library system coordinators who said they are meeting the needs of large libraries well, one mentioned continuing education opportunities as one way they are meeting that need. Another system coordinator credited an approach to community-based workshops for creating a stronger network of resources in a community. Similarly, continuing education is among the top five issues, programs, or activities that system coordinators thought TSLAC should focus on for the next five years.

“The smaller communities benefit enormously from hands-on and face-to-face opportunities.”

–Library system coordinator

“It’s nice to be able to make a five-year training plan for an employee and know that those courses will be available from year to year.”

– Large city public library director

Two system coordinators described the value of the workshops they offered and said they often tailored them to the needs of a specific geographic area. One system coordinator believed the workshops are a tool for bringing everyone in the community together for a training to introduce each other to resources and the population they serve. For instance, for a workshop about employment resources available online, the library system staff invited high school counselors and workforce development staff in addition to library staff. One librarian mentioned that she had never met the local high school counselor until a training brought them together. One system coordinator said that while in-person workshops have been tailored to the needs of different communities and are well received, attendance suffers due to lack of travel funds in this particularly rural region. Another system coordinator believed that libraries are increasingly short on time for training as budget cuts have led to staff reductions.

Recommendations from library directors. A few directors from rural areas requested that there be more in-person trainings near the town or city where they are located, or to make a workshop a half day rather than full day to allow for travel time. Not only is money and time for travel scarcer for small library staffs, but the physical privacy necessary to participate in a Webinar is also an obstacle to online training. These directors also tended to want more in-person networking opportunities as a result of a sense of isolation.

Another director suggested that workshop evaluation emails be sent sooner after the workshop concludes and that an online discussion be offered later to continue the dialogue and “reinforce what I learned.” One director recommended that workshops focus more on technology and social media as a means of facilitating networking among library directors.

Technical Assistance Negotiated Grant (TANG)

A highly valued program. Public library directors and library system coordinators were asked which programs should be preserved in 2012. While continuing education was the most common response, technology support, including TANG, and general consulting were also top concerns among both groups.

Similarly, among the issues TSLAC should focus on in the next five years, technology support, including TANG, was among the top three most common responses from library system coordinators and public library directors.

“Most of our small towns don’t have access to any type of skilled IT assistance... [and] are vulnerable to vendors who really aren’t qualified to service their systems... The libraries know that our TANG staff member is qualified and can help them remotely and occasionally in person.”

– *Library system coordinator*

Based on interviews with public library directors, many of the rural and small libraries reported that they did not have a technology specialist on staff trained to assist with technology needs. Directors received both phone consultations with a TANG specialist and, if necessary, a visit. One director kept a list of problems for the TANG specialist to address when that specialist is able to visit the library. TANG specialists reportedly not only

troubleshoot technology problems, but also assist in evaluating and improving computer systems, as well as assist in finding grants for technology needs.

Perspective of Texas Library System coordinators. When asked specific questions about TANG, library system coordinators were split in their views, despite a perceived need for TSLAC to provide some form of technology support. Two system coordinators said that the TANG program is being used “as a crutch” by many of the smaller libraries, which have not developed support within the library or communities for technology services for the library. The other two system coordinators interviewed placed a high value on the services provided through TANG to the rural areas. One said that 85 percent of the libraries that rely on TANG support are rural.

Recommendations from library directors. Though most public library directors interviewed wanted to preserve TANG, they did not offer specific recommendations related to TANG other than continued or increased funding. A library system coordinator who valued TANG recommended providing more financial support for TANG. This coordinator said that the region needed more people to support technology at the rural libraries, particularly in an emergency, such as a storm, when all computers are out of use for several days, until a TANG specialist can visit. While one system coordinator recommended that TANG be eliminated because it encourages dependence on a grant-funded program, another supported a less intensive technology support program than TANG, such as remote access support and consulting.

Consulting

When asked to describe the major benefits that member libraries received from the services provided to them through the Texas Library System, library system coordinators named consulting as a top benefit to member libraries. Consulting on various topics is an activity that five of the nine public library directors said needs preserving. Although consulting on a variety of issues relating to library management and programming was valued, several directors recommended new topics for consulting, such as successor planning.

One director from a large suburban library expressed a need for more consulting to support libraries in moving forward with their technology services, such as moving from the server model to cloud-based computing, helping patrons develop digital literacy, keeping pace with growing resources available online, and reaching the right balance between print resources and digital resources. Helping patrons develop digital literacy also was a top issue for a library director from a remote town.

Library system coordinators reported consulting with libraries on the following issues:

- Best practices for running a library, such as customer service, cataloguing, collection evaluations, and technology evaluations and planning
- Fostering partnerships with literacy councils to extend the reach of literacy programs

Grants

Financial assistance as a top need for libraries. Most directors said that financial aid, the state-funded Loan Star grant, other competitive grants, and assistance with grant writing were top issues. Four directors said that TSLAC should foster resource sharing and partnerships, both among libraries and with local entities to support a variety of activities.

Loan Star grants (state funded). Although interviewees were not asked specifically about the Loan Star grant program, many of the public library directors mentioned the benefit of the Loan Star grants to libraries. On the topic of activities that needed preserving, the third most common response among public library directors was financial assistance. Financial assistance includes grant programs, particularly the Loan Star grant program, and other “occasional financial help.”

Loan Star grants are sometimes mentioned by these library directors as the way they finance collection development, computer equipment, furniture for a children’s area, and programs to serve families, such as the summer reading program.

The grant process. Public library directors who had experience with the grant process often called it “user friendly.” As a result of the grant process, directors have achieved the following goals:

- A cooperative project with a nearby library, resulting in good public relations for both libraries, improved library services for the smaller library, and expanded opportunities to promote library services
- New computers that are reliable and more efficient to update and administrate, freeing up time for librarians and patrons
- New laptops and job training services to help patrons find work

“I think there should be a certain amount of grant money set aside for libraries serving populations under 12,000, so at least there is the hope that a small library could get something.”

– Rural library director

Among the five directors from rural areas or remote towns who were interviewed, one reported having experience with the grant process on the Library Cooperation, Special Projects, and TexTreasures grants. However, the library was awarded none of these grants. Regarding the TSLAC grants, this director said that because small libraries do not have a large population to impact, the directors felt discouraged from applying for these grants.

Of the library system coordinators interviewed, one had applied for and received grants in the last four years. Another library system coordinator said that the reason for not applying was “burdensome” reporting requirements for a small staff.

The system coordinator whose region has received grants said that they were used for programs that otherwise would not have happened. These programs included services related to job training and employment searches, literacy, and services for homebound patrons. The one

recommendation made by this system coordinator was that the grants continue for more than one or two years.

Unanticipated consequences of grant-funded technology projects. In interviews, two directors described the unanticipated consequences of grant-funded projects, both related to connectivity. One library participated in a consortium in order to improve connectivity for the automated circulation and card catalogue systems. Because connectivity was too slow as a result of the heavy traffic from the consortium, this director used a LoanStar grant to develop a computerized system independent from the consortium to achieve efficient speed.

A second director who received grant money to acquire 20 new laptops for the purpose of conducting job search trainings found that the only local Internet provider would not support connectivity for this number of users. As a result, the director had to limit trainings to a few patrons at a time.

“The TexShare databases are incredibly important if not the most important services that TSLAC can offer, in order to use our combined purchasing power for these database.”

TexShare Databases

–Large city library director

A highly valued program. Based on the telephone interviews, TexShare databases appeared to be valued most by academic library and urban library directors, but was also mentioned by a director in a distant rural area as a top issue for TSLAC to focus on in the next five years.

TexShare databases were the top issue that academic directors believed TSLAC should focus on in the next five years. “It is the most important aspect of our subscription to TSLAC services.”

One academic library director made positive comments about the content management of TexShare databases. “[The TexShare databases] are an integral part of our electronic resources and are very important. Some databases had to be cut, but they keep a good selection of core subjects, and have been thoughtful about the cuts they need to make.” When asked if there were any recommendations to be made about TexShare, this academic director mentioned that a more comprehensive science database would be beneficial.

“Searching is very awkward. You often have to go into individual databases to get the result you need, and patrons are rarely dogged enough to do the same search six times. The interface for each database is different, and I wish this was more user-friendly.”

– Rural library director

Each of the library system coordinators said that TexShare databases are a valuable resource. TexShare databases are called “the most valuable of the [TSLAC] services” and “the best thing the library does” by two system coordinators. A credentialed director in a rural library valued TexShare because the library would be unable to afford any databases without TexShare databases.

Drawbacks. All of the system coordinators interviewed said that librarians do not understand TexShare sufficiently to realize the value, and that TexShare databases needed more promoting by TSLAC. One system coordinator said that TSLAC should maintain training for TexShare databases and regularly send library directors reminders and hints for using TexShare.

In contrast to the academic and urban libraries, the many directors from smaller libraries did not tend to rely heavily on TexShare databases. While all of the directors interviewed were familiar with TexShare, some did not have sufficient training about TexShare databases or believed that patrons were not interested in using it.

For the small city and large suburban libraries, directors reported that the TexShare databases were used primarily by high school students for school-related research. When rural distant and remote town directors commented on the use of TexShare databases, they indicated that patrons primarily use it for genealogy research.

Recommendations from library directors. The director from a large city library said that online collection development, such as e-books, downloadable audio books, and other downloadable learning resources would be useful additions to TexShare databases. A rural director suggested that the search engine be made more reliable. Another requested that “Novelist” be added to TexShare databases if funds are available. A director in a remote town requested TexShare databases training for librarians.

Additional Programs and Activities

Although some programs and activities did not emerge as major themes among the interviews, interviewees shared the experiences with and perspectives on several more TSLAC-funded activities and programs.

Advocacy. Two library system coordinators, two public library directors, and one academic director mentioned the need for more advocacy for libraries, both at the community level and the state level in order to better position libraries in funding decisions.

A system coordinator said that support is needed to raise community awareness around the value of public libraries, in addition to support for technology needs and literacy efforts. Two system coordinators were critical of TSLAC and the support they provide to libraries.

“I would appreciate if [TSLAC] would be more vocal about the value of their services to our libraries.”

–Academic library director

Interlibrary Loan (ILL). All of the library system coordinators interviewed said that ILL was a needed service, but that it is becoming cost prohibitive as state funding for ILL has diminished. ILL is an especially valuable service for libraries with small budgets for purchasing books. Those libraries tend to be “net borrowers”; they borrow more books from other libraries than they lend

to other libraries. Of the libraries that reported using ILL, a considerable number often mentioned that they cover the cost of postage for patrons. The directors from two rural libraries mentioned the transition to the new ILL system as being “rocky” and time consuming. One of these directors recommended that the process for requesting material be made less time consuming by ensuring that more librarians are trained to use the system.

The TExpress courier service that expedites ILL was rated as the second most valued resource by the director of a large academic library system. As a net lender, this library director anticipated additional expenses to mail books to libraries that are not a part of the courier services, though the director said the expense will not prevent the library from participating in ILL.

Library of Texas (LoT). LoT is a resource that a minority of the directors interviewed has used. Of those who are familiar with it, one director commented that it is a great service that is not publicized enough. Most of the small library directors interviewed were not familiar with LoT.

Among library system coordinators interviewed, opinions of the LoT vary. While they all commented that LoT has shortcomings, two mentioned the lack of interest among member libraries in LoT. One coordinator believed that LoT is moving in the right direction and that if there was funding to move the project forward, the public “could see some benefit.” One system coordinator said the execution of a good concept has led to poor functionality and confusion among users. This same coordinator urged funding of LoT to be re-directed to either TexShare databases or TANG.

Performance measures. The four library system coordinators who were interviewed were asked about the use of performance measures in planning, policy making, and administration from 2008 to 2011. Only system coordinators were asked about performance measures, as opposed to the public and academic library directors, because they are responsible for reporting performance measures. Most of the system coordinators said they found outcomes to be useful or “sometimes useful” in guiding managerial decisions.

Among the impressions of the output/outcome design process, two of the library system coordinators believed that the process took considerable time to understand, but that it proved useful to the system as a guide for planning and managerial decisions.

Of the system coordinators who supported the use of performance measures, one said that they have been useful in designing some programs, such as literacy programs. The other system coordinator said that new programs have been introduced as a result of performance measures. These included teen services and outreach and training to assist patrons with filing for unemployment insurance or searching for employment. Both system coordinators said that outcomes seemed to show that programs were effective. One of the coordinators, however, believed that the data collected was confusing to interpret.

A third system coordinator stated that what matters to member libraries was not represented in the five-year LSTA plan. For this library system, the coordinator said that spending decisions

“became ‘We have this money and we’re going to make it fit,’ rather than ‘Is this a good direction for us?’”

When asked about the outcome process, two system coordinators said that they found the process of collecting data to be problematic. One said that the public does not want to complete surveys and surveys often miss something that is important or “what’s really going on.” Another stated that the way information is collected leads to anecdotal and incomplete information, and that “some libraries are better at telling their story than others, but their work is just as valid.”

Interview Questions for Public Library Directors

1. Please describe briefly your service area, population, and any special characteristics of your library, visitors, or programs.
2. I would like to ask you about the Texas State Library and Archives Commission (TSLAC) funded programs and activities that you have used within your library from 2008-2011.
 - a. Workshops and training
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - b. Interlibrary Loan (ILL)
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - c. Technical Assistance Negotiated Grant (TANG)
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - d. TexShare Databases
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - e. Library of Texas (LoT)
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - f. Your Texas Library System
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
3. Did your library apply for and receive any grants within the past four years?

- a. Grant programs
 1. Library Cooperation Grants
 2. Special Project Grants
 3. Texas Reads Grants
 4. TexTreasures Grants
- b. What were your impressions of the grant program?
 1. What worked well?
 2. What could be changed?
 3. Were there any unintended benefits or drawbacks to programs, services or activities?
 4. What have been the greatest benefits you perceived for librarians and patrons?
4. What services and programs will need to be preserved when the library systems are not funded after 2012?
5. What are your unmet needs that TSLAC could be addressing?
6. What are the top one to five issues, programs or activities that you think TSLAC should focus on for the next five years?
7. Would you like to mention any issues that were not addressed in this interview?

Interview Questions for Academic Library Directors

1. Please describe briefly your service area, population, and any special characteristics of your library, visitors, or programs.
2. I would like to ask you about the Texas State Library and Archives Commission (TSLAC) funded programs and activities that you have used within your library from 2008-2011.
 - a. Workshops and training
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - b. TexShare
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
3. Did your library apply for and receive any grants within the past four years?

- a. Grant programs
 - 1. Library Cooperation Grants
 - 2. Special Project Grants
 - 3. Texas Reads Grants
 - 4. TexTreasures Grants
 - b. What were your impressions of the grant program?
 - 1. What worked well?
 - 2. What could be changed?
 - 3. Were there any unintended benefits or drawbacks to programs, services or activities?
 - 4. What have been the greatest benefits you perceived for librarians and patrons?
4. What are your unmet needs that TSLAC could be addressing?
5. What are the top one to five issues, programs or activities that you think TSLAC should focus on for the next five years?
6. Would you like to mention any issues that were not addressed in this interview?

Interview Questions for Library System Coordinators

- 1. Please describe briefly your service area, population, and any special characteristics of your region or libraries.
- 2. I would like to ask you about the Texas State Library and Archives Commission (TSLAC) funded programs and activities that your region has utilized from 2008-2011.
 - a. Workshops and training
 - 1. What were the benefits?
 - 2. What were the drawbacks?
 - 3. Do you have any recommendations?
 - b. Interlibrary Loan (ILL)
 - 1. What were the benefits?
 - 2. What were the drawbacks?
 - 3. Do you have any recommendations?
 - c. Technical Assistance Negotiated Grant (TANG)
 - 1. What were the benefits?
 - 2. What were the drawbacks?
 - 3. Do you have any recommendations?
 - d. TexShare
 - 1. What were the benefits?
 - 2. What were the drawbacks?

3. Do you have any recommendations?
- e. Library of Texas (LoT)
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
3. Did your region apply for and receive any grants within the past 4 years?
 - a. Grant programs
 1. Library Cooperation Grants
 2. Special Project Grants
 3. Texas Reads Grants
 4. TexTreasures Grants
 5. Other grants
 - b. What were your impressions of the TSLAC grant programs?
 1. What worked well?
 2. What could be changed?
 3. Were there any unintended benefits or drawbacks to programs, services or activities?
 4. What have been the greatest benefits you perceived for librarians and patrons?
4. Please describe the major benefits that your member libraries derived from the services you provided to them through the Systems Grants 2008-2012.
5. In the past four years, please describe how well your region has:
 - a. Met the needs of small libraries?
 - b. Met the needs of large libraries?
 - c. Met the unique needs of individual libraries?
6. Please think about the use of performance measures in planning, policy making and administration from 2008-2011.
 - a. What were your impressions of the output/outcome design process?
 - b. How well do you think the outcomes represent the effectiveness of your programs?
 - c. How have performance measures been used to guide policy and managerial decisions?
 - d. What have been the challenges and/or obstacles to using output and outcome data to guide policy and managerial decisions?
7. What support does your region need most?

8. What services and programs will need to be preserved when the library systems are not funded after 2012?
9. What are the top one to five issues, programs or activities that you think TSLAC should focus on for the next five years?
10. Would you like to mention any issues that were not addressed in this interview?

Appendix E: Focus Groups

Overview and Methodology

In addition to conducting individual interviews and surveys of public and academic library directors and library system coordinators, three focus groups were conducted to obtain feedback on the programs and services funded by the Library Services and Technology Act (LSTA).

Three focus groups were conducted in distinct geographic areas of Texas: West (Lamesa), Central (Georgetown) and Southeast (Conroe). Six to eleven people participated in each group. All of the library directors within the region where each focus group was held were emailed an invitation to participate.

Confidentiality of participant responses during the focus groups was carefully preserved through the aggregation of responses and the removal of any identifying information in the final report.

Participants were asked to review the benefits and drawbacks of each of the programs funded through the LSTA grant and to rank the LSTA programs most important to them.

Program Priorities

The table below shows how each focus group ranked the LSTA programs. Participants were asked to select their first, second, and third priority among all of the programs.

Focus Groups: Which Programs or Services are Utilized and Valued the Most?			
Rank	West Texas Libraries (mostly rural)	Central Texas Libraries (mostly suburban)	Southeast Texas Libraries (mostly urban)
First	Texas Library System	Texas Library System	TexShare Databases
Second	TANG	Workshops and Training	Texas Library System
Third	ILL, TexShare Databases, and Grants	TexShare Databases	ILL and Loan Star Grants (Loan Star is state-funded)

During two of the focus groups (Central and Southeast Texas), participants were asked at the conclusion of the focus group to indicate the topics that should be addressed by TSLAC over the next five years. The results are shown in the table below. This ranking activity was not conducted in the West Texas focus group due to time limitations.

Focus Groups: What Should be the Focus for the Next 5 Years?			
Rank	Rural Libraries	Suburban Libraries	Urban Libraries
First	Funding and grants for small libraries (including state-funded Loan Star grants)	Connecting and networking libraries	TSLAC as a leadership entity
Second	Reinstating Texas Library System	Knowledgeable contact person/consulting	TSLAC advocating at the Texas State Legislature
Third	Technology support	TSLAC marketing the value of libraries	How to maintain Texas Library System services
Fourth	Databases	Definition and classification of what a library is in Texas	

Focus Group Comments by Program

Below are the comments from focus group participants for each of the programs, divided into “benefits” and “drawbacks.” Descriptions of each program can be found in Appendix A.

Texas Library Systems

Overall, library directors from rural, suburban, and urban libraries said they would like to preserve the services provided through the Texas Library System. The Texas Library System will be eliminated as a result of recent funding cuts.

Benefits. Individual comments regarding the benefits of the Texas Library System included:

- There is a person to contact who can answer library/technology questions.
- Some of the library directors called the library system coordinator every day to learn about running libraries.
- A good relationship exists with the director and staff.
- The Texas Library System brings a wide diversity of libraries together.
- This is an essential service.
- The staff writes grants, has connections about where grants are, and knows what terminology to use in grant applications.
- The Texas Library System delivers TANG, computers, and computer support.
- Governing board includes lay people, which brings patrons into library decision making.
- The Texas Library System makes libraries cohesive.
- Our county never had a summer reading program, but with help from the library system staff, they were able to put one in place.
- The Texas Library System develops partnerships with local community.

Drawbacks. Individual comments regarding the drawbacks of the Texas Library System included:

- The Texas Library System should be open to other types of libraries (i.e. public schools) and will need to do this for the future.
- The Texas Library Association (TLA) legislative committee is talking about the different types of libraries working together. This will have to be coordinated some other way than through the Texas Library System.
- Experience and knowledge of the library system coordinator and staff are cut when Texas Library System is cut.

TexShare Databases

TexShare databases were rated as most important to large public libraries and academic libraries. The main challenges to TexShare databases were providing a range of content to serve the different needs of academic versus public library patrons, to keep the costs manageable, and to continue to improve the interface.

Benefits. Individual comments regarding the benefits of TexShare databases included:

- Provides periodicals and full text documents
- Economy of scale
- Collective bargaining power
- Affordable for small libraries
- Extremely valuable to patrons
- Losing TexShare databases would be the single most negative impact on library patrons
- The most important service that TSLAC provides
- Irreplaceable
- Don't have to subscribe to multiple periodicals
- Saves on space to store periodicals
- Without TexShare databases, it would be very time consuming to negotiate with the individual vendors
- Accessible from home, not just in library
- Wouldn't have any databases—too expensive for individual libraries
- \$627 in payment for TexShare valued at \$147,000 in individual periodical subscriptions

Drawbacks. Individual comments regarding the drawbacks of TexShare databases included:

- Need consistent interface with all databases
- Need to balance academic with public content; content has been mishandled
- Keep databases relevant
- Expect more funding cutbacks
- Price increased 35 percent
- With budget cuts more periodicals are cut (loss of money)
- Down to 30 databases from 100

Workshops and Training

One of the most commonly mentioned benefits of TSLAC and the Texas Library System was workshops and training. During the focus groups, the majority of directors said that trainings or workshops need to continue. Not only did in-person training sessions provide valuable information, they also brought librarians together to network, brainstorm problems, and share ideas and experiences. Webinars appealed to librarians who said they did not have the time or resources to travel to on-site workshops and who needed regular continuing education.

Benefits. Individual comments regarding the benefits of workshops and training included:

- Librarians are required to obtain continuing education.
- Wiki and Webinars are great.
- Face-to-face interaction is important because things can be discussed that are not on the agenda.
- Trainings provide good handouts (i.e. screenshots).
- Webinar archives are useful for remembering and reviewing what was learned.
- For many library directors, their first career was not in libraries, some do not have a master's degree in library science, and some did not work in libraries previously, so the continuing education is really important.
- It's good to be off-site to focus on the training and not be distracted.
- Trainings and workshops are essential.
- We learn from other librarians.
- The Texas Library System provides excellent in-person workshops.
- The Continuing Education and Consulting (CEC) program provides good training on library management.
- The new advisory committee for the CEC is a great idea.

Drawbacks. Individual comments regarding the drawbacks of workshops and training included:

- Presenters may not have experience with West Texas, rural, or small libraries.
- There are distractions when participating in Webinars that lead to doing other things at the same time.
- Timing of Webinars is not good. For example, they might be scheduled at 10:00 a.m., which will not work for a children's librarian.
- Continuing education credit is not available for archived Webinars, only for Webinars as they are occurring.
- Distance and time away can make offsite training cost prohibitive.
- Some have found that online courses took much longer than specified.

Technical Assistance Negotiated Grant (TANG)

TANG was ranked as most important to rural and small libraries. Larger, urban libraries typically have their own in-house information technology staff.

Benefits. Individual comments regarding the benefits of TANG included:

- TANG is wonderful.
- Without TANG, one librarian would have to take a broken computer two hours away to get it fixed; it could cost \$600 just to get the computer picked up.
- In a small library, there is no expertise or time to deal with computers.
- TANG brings all libraries to a higher level of competency and use.
- This is the first year that our county had to buy computers. Up to now, they have always been purchased through TANG.
- Our TANG specialist teaches librarians how to do things they did not know.
- Libraries may be only place in town that has a wireless network for connecting to the Internet.

Drawbacks. Individual comments regarding the drawbacks of TANG included:

- There are none!
- Distance creates a wait time. The TANG specialist may not be back in a timely manner due to the distance he has to cover.
- There will be drawbacks if TANG goes away.

Interlibrary Loan (ILL)

ILL was important to directors of all libraries, including academic libraries. The challenges have been the increasing cost, the change from the TexNet centers to the Texas Group system (creating pressure on staff time, resources, and training), and the sometimes increasing cost for courier services.

Benefits. Individual comments regarding the benefits of ILL included:

- ILL benefits patrons and libraries.
- Patrons have completed doctoral and masters programs (including MLS) through ILL.
- Patrons can go to OCLC and choose which library they want the book to come from.
- Small libraries couldn't house all those books or carry all the esoteric sources.
- The TExpress courier service is important to academic libraries which partner with public libraries on deliveries.

Drawbacks. Individual comments regarding the drawbacks of ILL included:

- Small and medium libraries are overwhelmed by ILL because of: lack of staff, lack of training, and lack of time.
- Libraries have to place limits on the number of ILL requests handled each week.
- Prices keep going up for the courier program.
- Distance determines what service you get (for academic libraries).
- Libraries pay postage for ILL deliveries; some charge patrons.
- ILL used to serve five prisons (not federal) until the state started charging for it.

Grants

There are four LSTA-funded competitive grants that are available to Texas libraries: Special Projects, Texas Reads, TexTreasures, and Library Cooperation. For those libraries that received the grants, their opinions of the grants were very favorable. The main challenges of the grants have been the staff and expertise required to apply successfully for a grant.

Benefits. Individual comments regarding the benefits of grants included:

- The few rural libraries who have received grants have really appreciated them.
- The TexTreasures grant enabled them to digitize rare materials.
- One grant provided \$10,000 worth of bilingual children's books.
- Libraries love these grants.
- With the grant, we can focus in on a particular need.

Drawbacks. Individual comments regarding the drawbacks of grants included:

- In general, grants favor those who can prepare them; i.e. we need to know the correct terminology.
- One rural town pooled resources from five entities to hire a grant writer (county, city, library, ISD, community college).

Loan Star Libraries Grants

In 2012, Loan Star funding of \$13.4 million (FY 2010 - FY 2011) was eliminated (Loan Star is a state-funding, not a LSTA-funded, program). This program was highly valued and praised by all library directors and was mentioned during the focus groups, even though participants were not specifically asked about the program.

Focus Group Guide

1. Please describe briefly your service area, population, and any special characteristics of your library, visitors, or programs.
2. I'd like to ask you about the Texas State Library and Archives Commission (TSLAC) funded programs and activities that you have used within your library from 2008-2011.
 - a. Workshops and training
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - b. Interlibrary Loan, ILL
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - c. Technical Assistance Negotiated Grant, TANG
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - d. TexShare Databases
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - e. Library of Texas, LoT
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
 - f. Your Texas Library System
 1. What were the benefits?
 2. What were the drawbacks?
 3. Do you have any recommendations?
3. Did your library apply for and receive any grants within the past four years?
 - a. Grant programs
 1. Library Cooperation Grants
 2. Special Project Grants
 3. Texas Reads Grants
 4. TexTreasures Grants
 - b. What were your impressions of the grant program?
 1. What worked well?
 2. What could be changed?
 3. Were there any unintended benefits or drawbacks to programs, services or activities?
 4. What have been the greatest benefits you perceived for librarians and patrons?

4. What services and programs will need to be preserved when the Texas Library System is not funded after 2012?
5. What are your unmet needs that TSLAC could be addressing?
6. What are the top one to five issues, programs or activities that you think TSLAC should focus on for the next five years?
7. Would you like to mention any issues that were not addressed in this focus group?

Appendix F: Cost of Evaluation

TSLAC contracted with Morningside Research and Consulting of Austin, Texas, to conduct the evaluation for a cost of \$54,500.

Tasks	Aug 2011	Sept 2011	Oct 2011	Nov 2011	Dec 2011	Jan 2012	Feb 2012	Mar 2012
Phase 1. Project Initiation								
Task 1.a: Project initiation meeting.								
Task 1.b: Review material provided by TSLAC.								
Task 1.c: Finalize the evaluation plan.								
Phase 2. Data Collection								
Task 2.a: Review existing data for completeness and readiness for analysis.								
Task 2.b: Conduct interviews.								
Task 2.c: Administer Web-based survey.								
Phase 3. Data Analysis								
Task 3.a: Perform qualitative and quantitative data analysis.								
Task 3.b: Develop findings and recommendations.								
Phase 4. Evaluation Report								
Task 4.a: Submit draft evaluation report.								
Task 4.b: Submit final report.								