



**Library Services and Technology Act
Five Year Plan Evaluation 2008-2012
For the State Library of Ohio**

**Evaluation Prepared by
Carol Pelz and Ryan McDonnell
Pelz Library Group
January 2011**

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**State Library of Ohio
LSTA Five Year Plan
2008-2012**

Evaluation Summary

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Introduction

Ohio's population of about 11.5 million (2010 Census) makes it the 7th most populous state in the Union, while it is 37th in land mass. With seven metropolitan areas of 500,000+ and suburbs boosting them to 1 million residents, Ohio is a very urban state which ranges from flourishing communities to the recovering rust belt. Ohio's economic success is still heavily defined by its geographic location. Because Ohio links the Northeast and Midwest with its vast highway system and waterways, it is within one day's drive of 70% of North America's manufacturing capacity and 50% of North America's population. Although numerous rural areas are quickly becoming bedroom communities, many vibrant small towns remain linked to their fertile farmlands and agrarian heritage. Because of Ohio's early and robust economic atmosphere, an emphasis of philanthropy and education evolved across the State.

Ohio's belief in education has produced a state that is home to some of the nation's highest ranked libraries. In the 2010 *Library Journal Rankings of Libraries*, Ohio had 36 libraries considered best in the nation. Of these, 15 were 5 star libraries, which are considered the top performers in the nation. With 118 academic libraries, over 3,500 school libraries, over 400 special libraries and 251 independent public libraries, Ohio has tried to ensure access for all of its residents. Since 2008, State funding for public libraries has decreased by nearly 23% (Ohio Library Council 2010). Though the funding cuts have been difficult, 67% of Ohio's Public Libraries now have local operating levies. Such voter acceptance of this added household expense is another measure of Ohio's deep dedication and belief in access to education and information for all residents. For academics, (post secondary and school libraries), the decrease in funding has caused falling budgets and fewer staff. In public schools alone, there has been a 25% decrease in qualified librarians, while only a 3% increase in library aides. (INFOhio 2011) This calls to the need for funds to be spent in support of programs which bolster academic libraries and library cooperatives which offer both on-site and off-site access to print and digital materials. The State Library has utilized its annual distribution of approximately 5.72 million dollars of LSTA funds across a broad spectrum of programs and services that yield the greatest positive impact on all residents of Ohio.

Intended Use of the Study

The Institute for Museum and Library Services requires states receiving Library Services and Technology Act funding to conduct an evaluation of LSTA fund use, as dictated by IMLS priorities and the subsequent goals, activities and targets developed by the State Library. This review verifies the alignment of State Goals to the IMLS Priorities and evaluates to what degree the State Library has accomplished its Five Year Plan. If there are gaps in meeting the goals, an investigation into why they were not met is conducted and a final evaluation of the gap is made. This is for the use of the State Library of Ohio Board, State Library of Ohio staff and IMLS in determining the successes of the current program and the possible direction for the future.

Summary of Evaluation Questions Asked and Research Conducted

To what degree did Ohio goals and activities align with the federal purposes? What were the key findings?

The State Library of Ohio's goals and activities were found to be in alignment with all the federal purposes. Of the activities which were amended, these amendments were related to changes made to the federal priorities or due to the SLO's reassessment and changes to activities for the betterment of the program. Some changes were made due to a lack of constituent Library interest in grants within a particular SLO goal or because of shifts in the economy since 2008. All changes were within the federal purposes.

Within the IMLS Congressional priorities existing at the time the last plan was enacted, all priorities were addressed by the SLO. The majority of activities have been completed, often surpassing their projected outcomes. The SLO did a responsible and effective job of responding to the IMLS priorities and working towards their goal's completion.

To what degree did the overall goals and activities expressed in the Ohio plan get accomplished?

The goals and activities of the SLO were successfully accomplished or were in process during the evaluation period. The SLO has shown excellent stewardship of the funds and has done an admirable job of identifying areas needing reassessment due to changes in Federal focus or lack of interest on the part of libraries, and using the money in ways which served their constituents well.

What impact did the various Ohio LSTA programs have on constituents, including end-users?

The use of the funds has been far reaching and has become deeply engrained in the lives of Ohioans. Though we are unable to quantify the fact that they have touched every Ohioan, it is fair to say that their activities do so, either directly or indirectly. Through the school and public library automation projects, their focus on digitization, online resources and reference service 24 hours a day, they are very present in customer's lives. The surveys confirmed that librarians and educators eagerly use the projects of the State Library of Ohio and would be unable to fund these projects if they were asked to do so. With the reductions in operating funds at the local level since 2008, LSTA programs have become highly relied upon by educators and public library users.

What were the challenges and successes related to the use of OBE (Outcome Based Evaluation)?

We reviewed and identified the use of benchmarks, metrics, and other evaluation methodologies in the development of LSTA programs and considered what methodologies should be employed within the next five year plan. The SLO has been very consistent in encouraging the use of OBE when it is applicable. Libraries are using OBE more readily but, due to budget constraints (lack of time, expertise and staff), they have often been unable to use OBE as a means to justify a particular library service or show the benefits libraries provide to their

communities. It is also true that certain types of projects are not easily assessed using OBE. We recommend that the SLO continue asking for OBE where appropriate, continue educating library leaders on the process of OBE, and assess the evaluation methodologies of each project independently. They have done an excellent job of measurement review and validation. In many cases, the end result of a project has exceeded expectations.

How have LSTA funds been used internally by the State Library of Ohio to advance the priorities and goals of LSTA and have they remained in compliance with the allowable funds for project management?

The SLO has been diligent in holding to the allowed 4% administrative allotment and has used the SLAA grants for projects which further and ensure the Priorities of LSTA. We found that the SLO has used the funds to manage projects and lay/maintain a solid foundation for existing projects and for anticipated projects in the next five years.

What has been the impact that statewide programs and projects have had on the end users and the rationale for their continuation or reduction/elimination in future LSTA five year plans?

Survey and interview results indicated that the impact of the SLO's use of funding has been highly beneficial to all libraries and their customers in the state. In reviewing the statistical outputs, our surveys, and project surveys by the recipients (where available), we found that projects were growing in use, were well administered, were highly valued and could not be funded on a local level. We have recommended the continuation of all current projects with possible enhancements, but that the SLO should challenge the projects to look at their current models of operation, as this has not been done for some time. This will ensure continued effectiveness and connection to their constituents.

An assessment of the competitive grant process and its relevancy for future LSTA five year plans.

The competitive grant process was evaluated through the *Competitive Grant Survey* and by doing an overview of the internal process. The survey included questions about the components of the grant process; the reasons organization requested grants and the value of the projects they conducted. Additionally, recipients were asked for suggestions on topics, such as on how to improve the grant process, suggested future project types, and grant related support or assistance needs. 78 of 103 grant recipients completed the survey. We found that the recipients expressed a high degree of satisfaction with the process. In looking at the cycles and the application process, we found it to be well designed and the reviewers to be well chosen. The staff of the SLO has, from time to time, changed the process and the demands upon grant applicants, to improve it. It is our opinion that the process is sound and that the SLO has produced, through a balanced mix of competitive and statewide projects, a highly successful program.

Recommendations

Based on interviews with staff at the State Library of Ohio, grant recipients, stakeholders and the surveys conducted by this firm; we have identified the following areas for consideration in the next Five Year Plan:

- 1. Attempt to keep the funding at the current ratio of statewide projects vs. competitive grants.** Leaders of statewide projects and the majority of survey participants see the need for statewide projects and funds for research and development. This allows libraries to explore better ways to use technology, provide digital media and serve those who are disadvantaged/disabled.
- 2. Continue with reading readiness programs.** They successfully and readily provide measurable participant benefit and improvement.
- 3. Continue with its current statewide projects.** SLO should continue asking all parties to review their fiscal policy and RFP (where applicable) on a regular schedule, compile statistical/user satisfaction analyses annually and to challenge their current models of operation.
- 4. Expand resource sharing and material delivery between schools, public and academic libraries.** There was an expressed need on the part of school libraries to be a part of the statewide delivery system. As school library funding reduces, as the number of college commuter students increase, and the overall funding of library services decreases, we recommend there be a planning process to develop a delivery co-op between all types of libraries and funding allocated for its support in the early stages.
- 5. Significantly increase the marketing of KnowItKnow, LCO and OLBPD services to students, teachers and public/academic library support staff.** Due to the loss of school librarians, there is a need for a stop gap for school staff and students for research assistance. It is recommended that the SLO work with existing statewide services to develop a marketing plan and related materials, in order to increase utilization of the services. The *Statewide Resource Sharing Survey* indicated a gap in knowledge which should be filled in school, public and academic libraries.
- 6. There is a need for instruction at the secondary level on research methodology.** The SLO, INFOhio and OhioLINK should develop a plan to advance research readiness and awareness of information resources for youth and adult students as they move from primary grades through college. Activities should include a cooperative and inclusive approach between all types of libraries. This was a need expressed by OhioLINK.
- 7. Develop Regional Digitization Sites.** It is recommended that the SLO consider funding the start-up costs of regional digitization sites capable of digitizing the most common sizes of documents and producing 3-D images of objects. Existing digitization sites could be augmented to become regional sites, for possible cost savings. Sites could be accessed by all types of libraries and institutions. Minimal fees could be charged to pay for future upgrades.

8. Consider creating a digitization knowledge base to inform libraries of current practices, archiving considerations, platform migration issues, etc. Many projects exist within the state and more will follow. A clearinghouse of project files, including best practices, should be created.

9. Continue to encourage libraries to join consortia and work on linkages to collections to promote sharing. Offer grants to defray the cost of joining established consortia.

10. OBE benchmarks, metrics, and other evaluation methodologies: The SLO should continue to stress OBE where appropriate. It is important to continue stressing OBE as a process, but if not realistically applicable, the SLO should continue to attempt to ensure that the outputs and results of a project are reasonable and be a cost/service productive effort.

11. Provide funding for apps to be developed for both KIN and LCO to encourage use from newer electronic devices. In addition to apps, LCO voiced a need for the parsing of data by audience type, particularly in academic libraries.

12. Encourage grants for ESL populations. Ohio has experienced significant growth in Spanish speaking and Somali residents in the past ten years and grants should be offered to encourage a library connection to these and other ESL populations.

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State Library of Ohio's LSTA Goals:

GOAL 1: To insure that all libraries use technology to improve services and facilities access to materials and information resources for all residents.

GOAL 2: Facilitate and conduct continuing education and training opportunities for library staff. All training will address the priorities of the LSTA legislation with particular emphasis on strengthening the abilities of library staff to access library resources and information to benefit the library user.

GOAL 3: Encourage libraries to provide information and access to library services to those having difficulty using the library.

GOAL 4: Support the role libraries play in children's lives, particularly children at risk, birth to age 5 and their ongoing success in school and as lifelong learners.

Evaluation Questions Asked and Research Conducted

1. To what degree did Ohio goals and activities align with the federal purposes?
2. To what degree did the overall goals and activities expressed in the Ohio plan get accomplished?
3. What impact did the various Ohio LSTA programs have on constituents, including end-users?
4. A review of performance metrics and outcomes-based data used in conjunction with LSTA supported programs and the discussion of challenges and successes related to the use of OBE (Outcome Based Evaluation).
5. Identification and recommendation on use of benchmarks, metrics, and other evaluation methodologies in the development of future LSTA programs and specifically, the next five year plan.
6. A review of the LSTA funds used internally by the State Library of Ohio to advance the priorities and goals of LSTA and compliance with the allowable funds for project management.
7. A review of the impact that statewide programs and projects have had on the end users and the rationale for their continuation or reduction/elimination in future LSTA five year plans.
8. An assessment of the competitive grant process and its relevancy for future LSTA five year plans.

Description of the Methodology Employed

Assessment research was divided into three components: review of existing documentation, interviews and surveys.

1. **Review of Documentation:** A review of grants during the study period and their outcomes was conducted. The review focused on looking for projects which are examples of *best practices* by their long term sustainability and ability to be replicated elsewhere, with high return for the dollar. In addition to an audit of the grants, other supporting documentation was reviewed. This included, but was not limited to, annual reports, surveys, statistics, marketing material and websites of grant recipients and major stakeholders. Ultimately, we were attempting to determine both the success of the projects and their long term sustainability. If we did not find this apparent, we asked the organization(s) for additional information during the interview stage of research.
2. **Interviews:** Personal interviews of the following major stakeholders were conducted: Libraries Connect Ohio (OPLIN, OhioLINK and INFOhio), KnowItKnow24/7, Ohio Library for the Blind and Physically Disabled, and INFOhio. These interviews centered upon their inclusion in the State Library's Five Year Plan, how knowledgeable they were of their role in it, their views on where the future of their services lie and where the funding for the next five years should be focused. We acknowledged early on that these interviews might reflect some measure of gate keeping on the part of the subjects. We were pleasantly surprised by their openness and willingness for a thorough review and they offered suggestions that might benefit the larger community as a whole.
3. **Surveys:** After a preliminary review of available documentation, two surveys were conducted. Questions within each survey were designed to validate information found in the review of documentation and to gauge the perceived success of statewide programs. Since OBE (Outcome Based Evaluation), is not used as an evaluation tool in most statewide and individual programs, annual project growth and community perception were used as one of our evaluation tools. See Appendix A for surveys.
 - a. Survey #1: Competitive Grant Survey. This survey was sent electronically to the coordinators of all grant recipients during the evaluation period (2008-2011).
 - b. Survey #2: Statewide Resources Survey. This survey was sent out electronically to all libraries (public, academic, school and special) through the statewide email lists of SLO, INFOhio, and OhioLink to research Ohio's statewide projects. These projects represent a majority of LSTA expenditures. Additionally, leaders from several statewide organizations sent out email reminders and posted notices in their newsletters encouraging their members to participate in the survey.

Key Findings:

Assessment of the State Library of Ohio's Alignment of Goals to IMLS Priorities

	<i>In assessing the alignment of the State Library's intended Goals for the five year plan beginning in 2008, we found that they indeed did fit into the IMLS LSTA Priorities. The following charts illustrate the alignment.</i>					
	IMLS	SLO	To ensure that all libraries use technology to improve services and facilitate access to materials and information resources for all residents.	training will address the priorities of the LSTA legislation with particular emphasis on strengthening the abilities of library staff to access library resources and information to benefit the library user.	Encourage libraries to provide information and access to library services to those having difficulty using the library.	Support the role libraries play in children's lives, particularly children at-risk, birth to age 5, and their ongoing success in school and as lifelong learners.
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;	1,2	x	x		
2	establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;	1,2	x	x		
3A	provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;	*				
3B	enhance efforts to recruit future professionals to the field of library and information services;	*				
4	develop public and private partnerships with other agencies and community-based organizations;	2,3		x	x	
5	target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;	2,3		x	x	
6	target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;	2,4		x		x
7	develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and	1,2	x	x		
8	carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.	*				

***When Congress enacted the Museum and Library Services Act of 2010 P.L.111-340 and when LSTA was reauthorized in P.L. 108-81, some SLAA revised their plans to align with the P.L. 108-81. The State Library of Ohio elected to remain with the original 08-12 priorities; hence there is nothing under 3a, 3b, and 8.**

State Library of Ohio's Best Use of Funding—2008 to Date


In response to the diverse demographics of Ohio's residents and in the spirit of Ohio's strong position regarding access to information for all residents, the State Library of Ohio (SLO) has been very aggressive in presenting ways of making information available to everyone, regardless of personal income or one's location.




It is nearly impossible to fully quantify the fact that every Ohioan has been touched by the programs of the State Library of Ohio. But there is sufficient quantitative and qualitative data through the key statewide initiatives using LSTA, as well as the more than 165 individual grants funded, that LSTA dollars have directly or indirectly touched the lives of most Ohio residents. User statistics and residual project impact suggests that SLO's choices in use of LSTA funds has greatly improved access to information and services for all Ohio libraries and residents. After reviewing the grants awarded during the evaluation period, two lists were created to highlight the SLO's best uses of LSTA funds. These projects were selected based on their overall success, impact they had on residents/community, and the sustainability of the projects.

Statewide Projects (Benefiting all Ohioans)

Assertive use of LSTA funds for statewide projects has enabled libraries to have service opportunities which could not be afforded under their current budgetary constraints.

Examples:

<p>Libraries Connect Ohio</p> <p><i>"Our district can't afford any electronic databases so if it wasn't for this our students would be using out of date material" (Pelz Library Group, 2011)</i></p>	<p>Libraries Connect Ohio (LCO) is a partnership of Ohio libraries and library organizations working together to build a core collection of information resources. This program represents an outstanding ten year partnership between OPLIN (Public Libraries), OhioLINK (academic libraries) and INFOhio (schools libraries). This collection of resources, called the <i>Ohio Web Library</i>, supports education, the workforce, business growth, and lifelong learning in Ohio. Purchasing resources statewide is a cost effective way to provide necessary information resources to all Ohioans, regardless of their location, age, education or economic status.</p>
 <p><i>"My librarian was awesome! Not only did she answer my question, she went above the call of duty and helped me find scholarships for each school I'm applying to college for!! I give her an A+. Thanks. Keep up the great work!" (Quality Assurance Committee for KnowItNow24x7, 09-10)</i></p>	<p>KnowItNow24x7 is an online reference service available to all residents of Ohio. Professional librarians are available 24 hours a day, seven days a week, to answer reference questions and to assist residents in finding information. The service is one of the busiest of its kind in the United States. <i>OhioLINK</i> formed a partnership with <i>KnowItNow24x7</i> in April 2008 to provide online reference service to their students. The OhioLINK service is named KnowItNow Academic.</p> <p>Librarians working in public, academic, and special libraries around the state staff <i>KnowItNow</i> and handle questions as part of their regular reference duties. Late night coverage is done by contractors in libraries across the state.</p>

<p><i>As of August 31, 2011, almost 60,000 unique library patrons have enjoyed the Ohio eBook Project holdings. The holdings include over 22,000 copies of more than 15,000 individual titles. - State Library</i></p>	<p>The Ohio eBook Project is a consortium of almost 80 Ohio libraries that provides downloadable eBooks, audio books, music and video to library patrons. Launched in 2005, this successful statewide project helps libraries provide e-formats at considerable savings. The State Library of Ohio, as project manager, contracts with OverDrive, Inc. in Cleveland, OH. Usage has been dramatically increasing due to rapid public acceptance of the formats and purchase of e-format devices.</p>
	<p>Ohio Libraries Share: MORE consists of 83 participating libraries containing nearly 17 million volumes and 2.5 million patrons. Patrons from any participating library can request an item from another participating library and pick it up at the patron's home library.</p> <p>OLS: MORE works across a variety of different library automation systems and enables libraries to provide their patrons with access to other library collections. Requested items are shipped to the patron's home library for patron to check out.</p>
	<p>Ohio Memory is a digital library project established in 2000 by the Ohio Historical Society in collaboration with the State Library of Ohio. It includes collections from more than 354 cultural heritage institutions from all of Ohio's 88 counties. The Ohio Memory Project provides access to the historical treasures of Ohio, bringing together primary sources from all parts of the state in an online scrapbook that:</p> <ul style="list-style-type: none"> • celebrates state and local history • encourages cooperation between archives, historical societies, libraries, museums, and other cultural organizations • allows the global community to discover and explore Ohio's rich past
<p><i>"Being a small rural library with very limited funds and personnel, the turn-key set of tools provided through the Statewide Summer Reading Program allows us to present a professional program at very little cost."</i> (Pelz Library Group, 2011)</p>	<p>Ohio Summer Reading Program: The State Library of Ohio has participated in the Collaborative Summer Library Program (CSLP) for eight years. CSLP is a grassroots consortium of states working together to provide high-quality summer reading program materials for children at the lowest cost possible for their public libraries. SLO provides funding support for workshops across the entire state. The majority of public libraries in Ohio participate. 230 libraries (92%) used the CSLP program in 2011. An estimated 451,143 people enrolled in the program and attendance at SRP-related programs was 504,242 in 2011.</p>
 <p><i>"It's a fantastic service. It fills my empty days. Stimulates my mind."</i> -Patron Survey (OLBPD 2010)</p>	<p>Ohio Library for the Blind and Physically Disabled (OLBPD) is part of the Cleveland Public Library. In partnership with the State Library of Ohio Talking Book Program, OLBPD serves as the Regional Library for the National Library Service for the Blind and Physically Handicapped (NLS) of the Library of Congress, and administers a free library program of braille and audio materials circulated to eligible borrowers in the State of Ohio by postage-free mail.</p>

Individual Grant Projects (Benefiting all Ohioans or Specific Needs Groups)


In addition to the statewide projects SLO supports with LSTA dollars, they also funded a significant number of individual organization projects through the competitive grant program. Through this program, applicants have an opportunity to expand their services, either replicating other successful programs funded by LSTA or by clearly communicating a unique need of their community which falls inside the defined goals of the LSTA program. What is innovative and necessary in Cleveland can be very different from the need for innovation in the small, agriculturally bound town of Plain City, Ohio. 93.6 % of the individual grant recipients surveyed said they would not be able to address or meet the needs identified in their grants without LSTA Funds (55.1 % probably no, 38.5% no). (Pelz Library Group 2011).

“The LSTA minigrant program continues to help libraries address the specific service needs identified in their community”, said Missy Lodge, Associate State Librarian for Library Development.

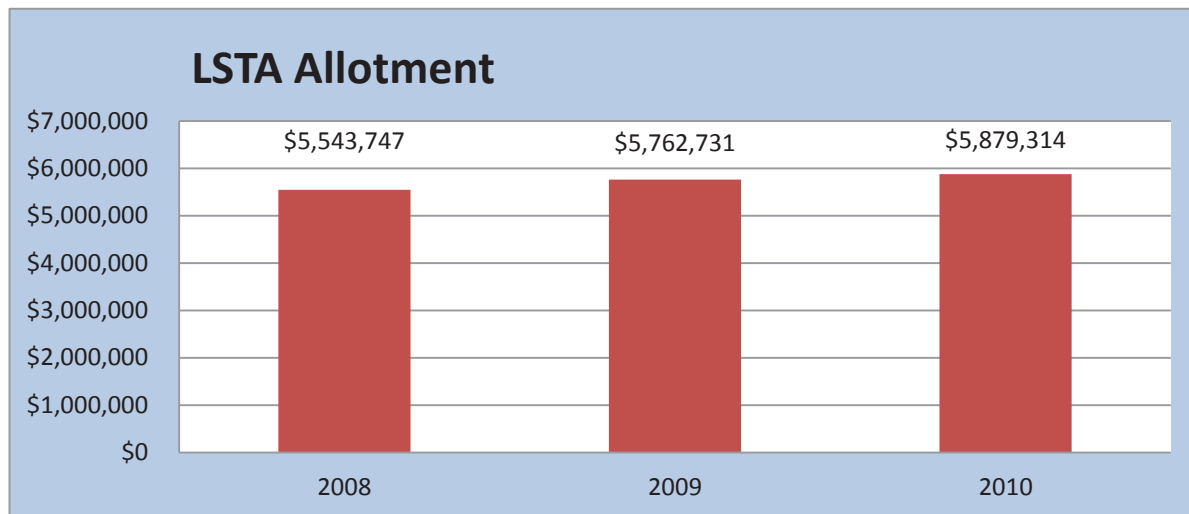
The State Library of Ohio has awarded funds to many notable projects. Here are outstanding examples from SLO'S *Services to Targeted Populations* and *Innovative Technology* grant categories.

Examples:

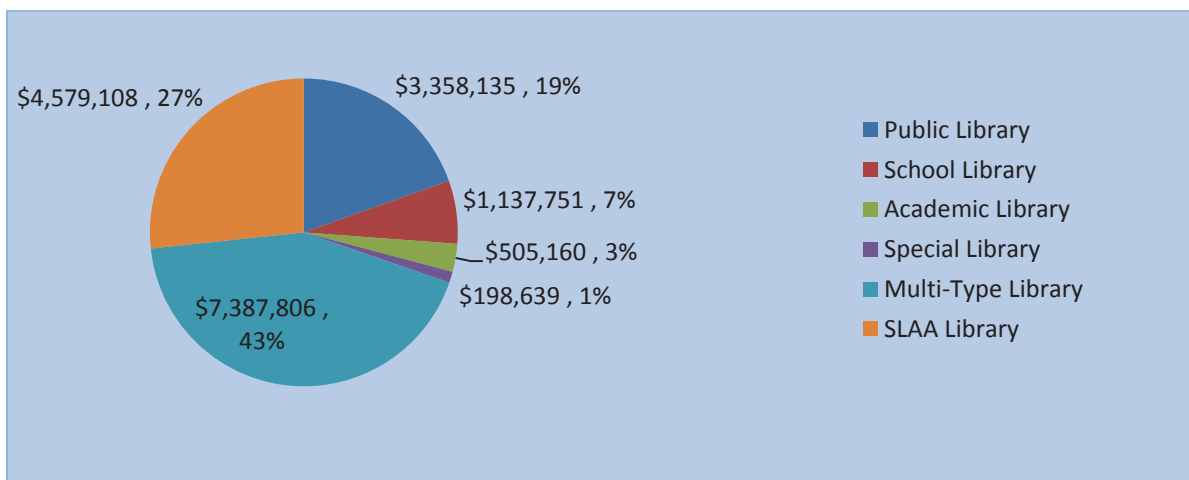
Digitization Grants <i>“I have been through countless online records searches, paid money to use sites, and you must imagine my bewilderment when I found all the data I had been searching for in one place and at no cost.”</i> (UC Digitization Grant, User Comment, 2011)	Digitization Grants: SLO's partnership with the Ohio Historical Society in the <i>Ohio Memory Project</i> delivered a format for all libraries to share local history with all users. In addition to this, academic libraries have been contributing vigorously to OhioLINK's Digital Resource Commons. An example of this is the University of Cincinnati Libraries' Digitization of Cincinnati Birth and Death records, 1865-1908, Morgue Records, House of Refuge and Civil War Exemptions, resulting in a total of 539,935 records now accessible by the public. A by-product of the Public Library of Cincinnati and Hamilton County's LSTA digitization project has been their willingness to help other libraries in their region with digitization and has generated the idea for Regional Centers for digitization. This idea is in the formation stages and being actively pursued. Within the evaluation period, 19 digitization projects have been funded. Grants awarded for implementation and experimentation in 3D digitizing shows growing interest in it for preservation and educational purposes, while also suggesting the need for developing a knowledge base for digitization.
Introducing Gaming to the Library <i>“Program attendance indicated a 10% increase in the 9 -18 male user population. Additionally, this age group demonstrated a positive relationship with senior citizens through gaming. Youth had such a positive experience with the senior citizens that the Library is continuing the joint game days.”</i> - Grand Valley Public	Introducing Gaming to the Library Grants: <i>Introducing Gaming</i> provided libraries with the seed funds necessary to purchase games and/or gaming systems for use in programming activities with all age groups. This special grant program was primarily aimed at small libraries who wished to introduce gaming to the library but did not have start-up funds to initiate this new library service. Involvement and collaborations with other community agencies and/or organizations, such as senior centers, game shops, bookstores, or other libraries was evident. Grants were

	<p>designed to bring in new users to the library and help libraries to become more of community hub. The inter-generational programs were surprisingly successful in many communities.</p>
<p>VictorReader Stream Grants.</p> <p><i>"The project has enhanced the Library's relationship with local organizations serving blind and visually impaired individuals."</i></p> <p>- Public Library of Cincinnati and Hamilton County</p>	<p>VictorReader Stream Grants: In an effort to introduce new technology to those with visual or physical impairment, the SLO offered minigrants to libraries for the purchase of a new, small, simple to use device for digital downloads. Promoting newer devices within individual communities grows awareness of the statewide services to the target audience, especially the younger users. They feel the new device to be more acceptable, or to quote Will Reed of Ohio Library for the Blind and Physically Disabled (OLBPD), they are "hipper and cool to use."</p>
 <p><i>"I really enjoyed our trip to the museum. It was very interesting to learn about all the different slave stories and all the visuals were amazing. I was very interested in the modern day slavery exhibit of human trafficking. It helped me realize that slavery didn't end with the Civil War. That was a trip I think I will remember forever."</i></p> <p>-Halie (Student, Fairland Local</p>	<p>Choose To Read Ohio Grants: This program spotlights Ohio authors and promotes reading across Ohio. The State Library of Ohio, in partnership with Ohioana Library Association, developed this initiative to encourage Ohioans of all ages to share literature by authors native to, residing in, or associated with Ohio. CTRO is adaptable for use in classrooms, libraries, bookstores, by book discussion groups, families, and other community groups. Grants are offered to libraries wishing to participate.</p> <p>One such grant was to Fairland Local Schools, a small rural school district of 1,900 students in southern Ohio. With \$11,199 they produced <i>The Lost Quilter Found: Southeastern Ohio's Legacy in the Underground Railroad</i>. In a school and community wide read of Jennifer Chiaverini's <i>The Lost Quilter</i>, the Federal funds were used for library materials, audio books, music, and admission to the Ohio's Freedom Center. This was a highly productive, successful learning event for an average cost of \$12.11 per participant.</p>
<p>Growing Community Grants</p> <p><i>"The Growing Communities grant has been an indispensable part of establishing the Plain City Public Library Garden Project which serves as an outdoor classroom, community gathering place, tourist destination, volunteer space, support system for educators and other community organizations, and a tie-in to a number of library programs and activities"</i></p> <p>-Plain City Public Library</p>	<p>Growing Community Grants: This special grant program was developed in recognition of the 2010 National Library Week theme, "Communities Thrive @ Your Library", and the water theme of the 2010 Summer Reading Program. Growing Community encouraged libraries to partner with other community entities to establish food gardens on library or school property, or other public land, during the 2010 growing season.</p> <p>In order to be funded, projects must demonstrate community partnerships and include library-based activities in the areas of health and nutrition, sustainability and ecology and/or hunger/poverty issues. Libraries receiving the grants partnered with area organizations to create a gardening experience for learning purposes and for bonding with other local organizations (Garden Clubs, social clubs, Chambers and schools).</p>

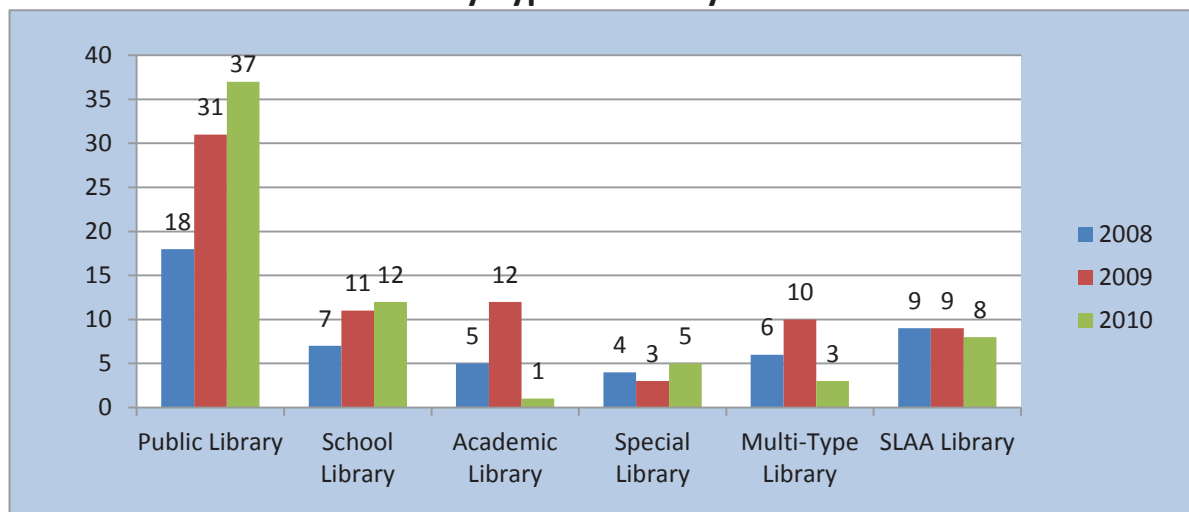
LSTA Allotment



Total Expenditures by Type of Library (2008-2010)



Number of Grants Awarded by Type of Library



Evaluation Report:

This is an evaluation of the State Library of Ohio's stated goals, activities and measurable targets. For each of these, we reviewed relevant documentation, interviewed staff and major stakeholders, reviewed grants, LSTA funds used internally, pertinent surveys and statistics for each goal. Following this investigation, we determined to what degree the SLO made progress towards achieving their stated goal. The commentary with each goal discusses what was done to achieve success and, if there were roadblocks to making progress, what obstacles were present.

GOAL 1: To insure that all libraries use technology to improve services and facilities access to materials and information resources for all residents

Overall Determination: GOAL SURPASSED

Aligns with the following IMLS Priorities: 1, 2, 7

ACTIVITY 1.1: A discretionary grant program will be offered to INFOhio to allow for the continued automation of school library media centers.

Activity Components:

a	Each year the State Library will determine an amount of funding for school library automation. (2008-2010)	Surpassed
b	INFOhio will determine school libraries to participate and administer the project. (2008-2010)	Complete
c	The need for and the desirability to continue the discretionary grant program will be evaluated. (2010)	Complete
d	Depending upon findings of the evaluation, the program will continue or will cease. (2011)	Complete

Number of Grants Awarded during Evaluation Period: 2 (71 Schools)

"The future of education seems to be inescapably technology based. INFOhio is the way we meet the needs of our students and teachers in the 21st Century."

User Survey (INFOhio 2011)

Narrative:

The SLO's plan called for an amount of money to be determined each year, 2008-2010, for school automation with INFOhio determining the school libraries to participate and administering the projects. In 2010, the program would be reevaluated and the program would either continue or cease in 2011. During 2008 and '09, NCOCC was the project manager for 2 grants, automating a total of 71 school libraries. Following informal and formal discussions with INFOhio's staff, it was decided that SLO's use of LSTA funds for school automation had reached a saturation point (see Appendix B for LSTA Grant History/INFOhio) and that a special program was no longer necessary. The schools have reverted to the competitive grant process.

The State Library has more than met its goal to automate and link school libraries via its collaboration with INFOhio. Of the 2,413 schools automated, 1,381 have been done through LSTA funds. The remaining 900 schools are either on stand-alone systems (Follett, primarily) or are not automated. Those with stand alone systems will probably seek grant options as they are forced to purchase new

equipment and do software upgrades. They are all being encouraged to apply for grants under the standard competitive process.

ACTIVITY 1.2: Competitive grants will be offered in the innovative technology category.

Activity Components:

a	Each year as part of the competitive grant cycles, a category on Innovative Technology will be offered. (Ongoing)	Complete
b	Twice a year as part of the competitive statewide continuing education grant cycle, funds will be made available for projects with learning objectives focusing on access to information and educational resources. (Ongoing)	Evaluated/ Ceased
c	The LPD Consultants will promote LSTA grant opportunities to libraries whenever possible. (Ongoing)	In process
d	To encourage future LSTA proposals, the State Library will publicize exemplary projects worthy of replication. (Ongoing)	Complete

Number of Grants Awarded during Evaluation Period: 25

"A local genealogist knew he had family living on the rough and tumble riverfront back in 1848. Using the digital magnifications, he went looking for visual evidence of where they had been. He found it. On a building selling groceries and liquor he saw the ornately painted name, "Fred Schierberg." "When I saw that, I almost jumped out of my pants," he said, "I thought, 'Oh my God, there's my great-great-granduncle's name right on that building.' It still blows my mind!"

-Patron feedback on the Public Library of Cincinnati and Hamilton County's Innovative Technology/The Panorama

Narrative:

To date, 25 grants have been awarded in this category, with excellent results for the projects chosen. Many of the grants awarded have been for digitization projects. SLO's LPD consultants and staff promote these grants regularly. Though they do not have statistics to substantiate this activity, there is sufficient anecdotal evidence to suggest this is being done and grant requests in this category are holding steady in number. As part of SLO's activities, they were planning on making funds available for projects with learning objectives, focused on access to information and educational resources. This component was discontinued following receipt of the 10/9/07 memo from IMLS on "The Role of CE in LSTA Grants to States Priorities." The final activity was to highlight exemplary projects worthy of replication. The staff at SLO provided press releases, highlighted the projects on their website and has encouraged other institutions to follow suit.

ACTIVITY 1.3: The Libraries Connect Ohio (LCO) core collection of databases from OPLIN, OhioLINK, INFOhio, and the State Library will be made available to all Ohio residents.

Activity Components:

a	LCO members will meet monthly and LCO+ members will meet quarterly. (Ongoing)	Complete
b	LCO will assess the Ohio Web Library as a portal for all virtual users and based on the assessment expand development of the Ohio Web Library. (2008)	Complete
c	More effective and efficient ways for user authentication will be explored and developed. (2008-2010)	Complete
d	A reassessment of the core collection of databases will take place in 2008 with new RFPs issued and a potential new set of databases available in 2009.	Complete

e	A coordinated, centralized marketing plan for the LCO databases will be developed in 2008, and will focus on a different database or category of databases each year. The first year will focus on the Literature Databases.	Evaluated/ Ceased
f	State funds or another viable funding alternative for the databases will be sought to reduce their dependency on LSTA funds. (2008- 2010)	Evaluated/ Ceased
g	A strategic plan for the coordination and cooperation of the three networks and the State Library will be written. (2009)	Pending

Number of Grants Awarded during Evaluation Period: Annually

"I love using and encouraging students and staff to use INFOhio resources. They are awesome. The only improvement I can think of is just to keep adding things. Mango, Early World, & Ancestry are great."

(Pelz Library Group 2011)

Narrative:

Members of LCO are meeting monthly to discuss direction and progress towards the goals of providing seamless data to users and their changing needs. LCO was charged with assessing the *Ohio Web Library's* portal for users. There were major enhancements to the search tool and refinement continues. LCO expressed a realistic need for a new generation of search tool, such as: an app which will make searching easier from smart technologies; make searches more defined for academic use, (something which will parse data: e.g. search physics only) so that special interests are served. Make the display simpler for smart technologies.

All parties realized the need for comprehensive statistics to be kept and reported to the library community. This has been done and use has remained reasonably stable over the study years as noted by the cost per use. The cost per unit shows only modest increases in cost performance.

There was a desire to make authentication simpler for the end user. An automatic authentication of Ohio users was devised. LCO uses an IP address geolocation database, and if the user's computer is located in Ohio, they are passed through to the databases without any further authentication. Geolocation is accurate about 90% of the time. If their computer can't be located, the user is then asked for a public library card. None of this happens until after they have done a search and then clicked on a specific search result, so the authentication is as minimally intrusive as it can be without violating the vendors' licensing.

LCO has been asked to reassess and develop RFP's for their databases. This was done in 2008 and will take place again in 2012. The stress has always been on providing information essential to all members at a price which is cost effective. Should there be a decrease in funding, LCO said the first order of business would be renegotiating all contracts with the vendors.

SLO had hoped that there would be a coordinated, centralized marketing campaign, but this did not come to fruition. LCO came to the realization that the group would have to do a campaign with three focuses and that they didn't have the expertise to do a full blown campaign without considerable help and funds, neither of which any of the three agencies had available. They rely on presentations at conferences, libraries presenting it appropriately on their search sites and word of mouth.

The SLO asked LCO to look for other viable funding alternatives to reduce dependency on LSTA funding and that a strategic plan be developed. With reduced funding in the academic, school and public library worlds, this was not possible. Alternative funding has not been sought due to the massive time and effort required. A strategic plan has not been achieved for LCO but they have been treated in the

current SLO business plan. It is questionable that LCO will develop its own plan. See Appendix C for LCO usage overview.

Activity 1.4: KnowItNow (KIN) Virtual Reference Service will be made available to all Ohio residents.

Activity Components:

a	A contract will be given each year to Cleveland Public Library to oversee the KIN service.	Complete
b	A coordinated, centralized marketing plan for the KIN service will be developed in 2008 and continue each year.	Progress Made
c	State funds or another viable funding alternative for the KIN service will be sought to reduce their dependency on LSTA funds. (2008-2010)	Evaluated/ Ceased
d	Means, including open source, to make the KIN service more accessible to visually handicapped persons will be pursued and implemented. (2008-2009)	Complete

Number of Grants Awarded during Evaluation Period: Annually

"This is a great service. I work in marketing and need a lot of statistics and other information that is difficult to encounter. I find your service extremely valuable and such a time saver. Thank you for providing your services!"

(User comments from Quality Assurance Committees survey for KnowItNow24x7, 09-10)

Narrative:

The SLO has continued to contract with the Cleveland Public Library to oversee this service. It is fair to say that use of KIN has stayed stable over the years. Since statistics were counted somewhat differently early on, there is an image of decrease, but it has been a stable performance by the service. They now find that questions take longer and, as older students use the service in greater numbers, questions are more complex. Younger students view the service as a homework help source. Some marketing has been done to attract new users, educate new librarians to the resources and reeducate the State's professionals on the service's role. KIN has found making presentations at conferences, making promotional materials available and encouraging libraries to market the service appropriately at their web sites does an adequate job of encouraging use. They have developed bookmarks, posters, and flyers; the KIN and KIN Academic logos for use on library websites; a lesson plan and PowerPoint for educators (or librarians) to use; and a link to their Cafe Press store (which only sells items at cost - KIN receives no revenue from any sales at the site due to a number of legal considerations).

To make KIN more accessible to those with visual disabilities they implemented the open source platform SparkRef/Openfire in 9/2008. It then became possible to route traffic from instant messaging services to librarians using the new software. This change allowed the blind community to extensively use this service. Testing and refinement was done with community participants and went live 1/2010.

The SLO plan called for looking for alternative sources of funding, but due to the fiscal reductions since 2008, the staffs' ability to pursue this was highly limited and was abandoned. See Appendix D for KIN performance data.

Activity 1.5: The State Library will continue the Ohio E-Book Project

Activity Components:

a	The State Library will maintain its role as liaison between Overdrive and individual members. (Ongoing)	Surpassed
b	A marketing campaign will be undertaken to increase membership in the project. (2008)	Complete
c	The future of the Ohio E-Book Project will be assessed in 2009.	Complete

Narrative:

The project has grown phenomenally in the past year, with smaller libraries joining and doubling the number of members. As of September, 2011: Circulation has grown each year, surpassing 350,000 by midyear 2011, owns 16,000 titles and has touched 80,000 users. The use is trending upwards and it is anticipated to continue to grow at this rapid pace due to growing customer utilization of digital formats and devices. Clearly, the project has had great acceptance and will continue to grow.

Activity 1.6: The State Library will continue to support the SEO Center**Activity Components:**

a	The SEO Center will identify and obtain materials for libraries whose own collections are inadequate for user needs. (Ongoing)	Complete
b	As a partnership activity, SEO staff will pull and ship materials to state correctional facilities. (Ongoing)	Complete
c	As a partnership activity, SEO staff will ship public performance videos to Ohio Department of Natural Resources (ODNR). (Ongoing)	Complete
d	The SEO Automation Consortium will continue as a primary means for small public libraries to automate and to share resources. (Ongoing)	Surpassed
e	The Mobile Training Lab will be maintained as a means for libraries to provide access to training for staff and patrons. (Ongoing)	Complete
f	The State Library will evaluate the costs associated with purchasing, maintenance and staffing for a second mobile lab. (2008)	Complete
g	Depending upon the cost-benefit analysis results, a second Mobile Lab will be purchased, outfitted, and made available to Ohio libraries. (2009)	Complete

"There is nothing like a crisis to capture your undivided attention and pull you out of the rut of doing it like it's always been done. Joining the Serving Every Ohioan (SEO) consortium was our biggest leap this year. By sharing resources with 73 other library systems throughout Ohio, we have increased our collection by over 6 million items. Participating in a consortium is one of the best ways to enhance customer service in a cost effective way."

-By Babette Wofter, Assistant Director, Licking County Library (Wofter 2010)

Narrative:

SEO, as an inexpensive vehicle for library automation and resource sharing, has been highly successful in assisting small and medium sized libraries in presenting the best ILS technology available to their customers. Currently, SEO is planning a migration to SirsiDynix Symphony in 2012. Since 2008, the membership has grown from 71 to 81 (of which 4 entered on LSTA grants) and they have had a 9% increase in circulation in the same period, topping 14.5 million circulations. From 2008 to 2010, SEO has shipped an average of 12,875 items to 16 Ohio correctional institutions. Internally, SEO owns its own collection of materials (more than 200,000 volumes using LSTA funds) to complement member holdings for request, through ILL via Worldcat and to any Ohio Public Library. In 2011, they loaned 334,750 items.

Unique to SEO is the Mobile Lab, a 35' bus equipped with 10 networked PC's, a digital projector, and a networked printer. A wireless internet bridge connects the lab to the host library's router. Since 2008, more than 1,000 classes have been conducted for 5,413 library staff and patrons. Classes range from training staff on ILS software to the public's training on basic computer skills/search, job search/resume creation, and Microsoft software use. While very popular with the libraries and public, the high cost of the program has prevented a second unit from being purchased.

In cooperation with the Ohio Department of Natural Resources, SEO loaned ODNR 168 items with public performance rights. This will be abandoned, since the cost per person is high and the parks are purchasing from local vendors now.

SEO and its staff have done an admirable job of accounting for activity, serving their constituents and filling the expressed needs of its membership. See Appendix E for SEO Annual Reports 2008-2010.

Activity 1.7: The State Library will facilitate and promote the next generation of statewide resource sharing

Activity Components:

a	Evaluate existing resource sharing committees and task forces and other committees to determine future existence. (2008)	Progress Made
b	Explore developing a new statewide committee(s) designed to ensure active participation and communication with the entire library community. (2008 on)	Progress Made
c	The State Library will maintain the Ohio Libraries Share: MORE statewide resource sharing program, while at the same time investigating more cost-effective and efficient means of providing the service. (Ongoing)	Complete
d	The State Library will investigate open source as a means of providing statewide resource sharing. (2008 on)	Progress Made
e	OCLC WorldCat Group will be evaluated as a means of providing statewide resource sharing. (2008)	Complete
f	The State Library will investigate the feasibility of providing statewide delivery services to all libraries under one contract. (2011)	Complete

Narrative:

The State Library determined that using OCLC is too expensive as a means of streamlining the loan process, so a cooperative has been formed with other states to fund an open source product which will make the process easily performed. The connector piece, Fulfillment, will be tested in 2012 and will focus on major ILS providers in Ohio--Dynix products, Polaris and Innovative Interfaces. If testing goes well, the software will be implemented mid to late 2012. MORE has 83 library participants sharing resources within the state. Some libraries have left the resource sharing project, feeling that the current software is too time consuming. The libraries have lost staff in the past few years due to loss in funding and feel they do not have the time to devote to the project. It is hoped that, with the new software, those who left will return and that it will encourage others to join.

Activity 1.8: Promote distribution and access of information through digitization and reformatting of materials.

Activity Components:

a	A study on the state of digitization in Ohio will be commissioned. (2008)	Evaluated/ Ceased
b	Following the study a Long Range Plan for digitization in Ohio will be written. It will include standards on metadata, access points, location of data, and priority of materials to be digitized. (2008-2009)	Evaluated/ Ceased
c	The State Library will work closely with OhioLINK for use of the Digital Resource Commons as the statewide repository for digitized materials, in all formats. (Ongoing)	Progress Made

d	An LSTA digitization competitive grant program, including guidelines and selection criteria, will be developed. (2010)	Progress Made
e	The first LSTA grants to assist libraries in converting significant documents from their collections into digital format will take place in 2011.	Complete
f	The State Library will increase the amount of internal materials in the Ohio Digital Archives by 10% per year. (Ongoing)	Complete
g	The State Library will participate and provide leadership to groups interested in digital content and will encourage libraries to collaborate and partner with museums, historical societies and other repositories of legacy documents in their communities. (Ongoing)	Complete

"From Logan County District Library, "One man from outside the state restored a Model A Ford truck and wanted to paint the logo from his family's garage/repair business at Indian Lake on the door. We were able to refer him to a postcard that we'd uploaded to our project that included the location of the garage."

-Comment from Logan County District Library about the NORWELD Digitization Project (Grant Report)

Narrative:

The SLO's plan for a commissioned study/LRP and guidelines was abandoned with the realization that libraries, with LSTA funds, had been forging ahead with digitization and that the SLO could provide leadership in partnership with the Ohio Memory Project with the Ohio Historical Society and through Connecting Collections, a multi-type collaborative. The SLO staff has authored articles for Computers in Libraries and a chapter in the book, *Government Information Management in the 21st Century*. SLO also sits on the National Digital Newspaper Program in Ohio, which is a collaborative between libraries, Ohio Genealogical Society, and OHS (who receives NEH money for the project).

During the study years, SLO has awarded 19 digitization grants. These grants have made thousands of historically significant documents available to the entire end user community. Via the Competitive Grant program, the State Library has done an outstanding job of making projects possible and the idea for the need has been well promoted in the State. There is much room for growth in the number of projects and there is a move afoot among the libraries to ask that the SLO fund regional digitization centers to ensure quality and low cost access to equipment and to staff expertise.

GOAL 2: Facilitate and conduct continuing education and training opportunities for library staff. All training will address the priorities of LSTA

Overall Determination: Progress Made

Aligns with the following IMLS Priorities: 1, 2, 4, 5, 6, 7

Activity 2.1: The State Library will develop training opportunities for library staff and their customers for accessing and utilizing library resources and information.

Activity Components:

a	Using WebEx, librarians will receive basic training on using the LCO databases to answer customer queries and on techniques to train library users on accessing and utilizing these resources.(Ongoing)	Progress Made
b	The WebEx series for database training will be continued and assessed annually as to future agency application. (Ongoing)	Evaluated/ Ceased
c	The State Library will establish a videoconference network that will be used by the library community for distance learning opportunities which meet the priorities of the LSTA law as well as for virtual meetings. (2008)	Evaluated/ Ceased

d	New opportunities and partnerships for the delivery of Continuing Education content, such as the continuation of the eLearning Center and the OPAL web-conferencing system, will continually be assessed as to their viability and impact for providing training which will result in better access to information and resources to the end user. These opportunities and partnerships will be implemented if perceived as valuable. (Ongoing)	Evaluated/ Ceased
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Narrative:

This was highly modified from the original goal. Changes in fiscal ability forced the SLO to focus on other priorities. In addition to the changes in fiscal ability, this component was discontinued following receipt of the 10/9/07 memo from IMLS on The Role of CE in LSTA Grants to States Priorities. IMLS announced CE events were not a priority, which therefore was not a priority for SLO. Much of continuing education has been embedded in other programs within the study years due to the SLO's commitment to educational opportunities. This is particularly true of *Summer Reading Program, Ready to Read* and *Choose to Read Ohio*.

Activity 2.2: The State Library will make available consultant services to all types of libraries in developing and implementing services and programs that meet the priorities of the LSTA law.

Activity Components:

a	All Library Programs and Development (LPD) staff will respond within 72 hours to all requests received via mail, email, fax, phone, or in person. (Ongoing)	Complete
b	LPD staff will promote LSTA grants to libraries whenever possible.(Ongoing)	Complete
c	LPD staff will provide New Planning for Results services to public libraries as requested with a goal of providing the service to up to 10 public libraries per fiscal year. (Ongoing)	Complete
d	LPD staff will be encouraged to present programs in their areas of specialty at local, regional, and state workshops and conferences. (Ongoing)	Complete
e	LPD staff will be encouraged to take advantage of opportunities for new programs and services as well as partnerships which will benefit Ohio libraries and their customers. (Ongoing)	Complete

"The State Library staff was very supportive and patient with us. The grant process was simple and effective."
(Pelz Library Group 2011)

Narrative

Due to state budget cuts and downsizing, the SLO was hampered in filling open positions. Additionally, state travel restrictions and other state cutbacks were forced upon them. Currently, consultants are once again able to present at conferences and workshops, as well as make site visits. They are assisting libraries with planning, overseeing statewide projects such as E Books and MORE, and serving on committees/councils of interest.

Activity 2.3: The State Library will develop a competitive grant program which will evaluate and assess library issues and services impacted by the priorities of LSTA legislation.

Activity Components:

a	The State Library, in collaboration with an LSTA Advisory Council Sub-Committee, will develop the competitive grant program. (2008)	Reevaluated/ Discontinued
b	The LSTA Advisory Council and State Library Board will determine the first topic and an RFP will be issued. (2008)	Reevaluated/ Discontinued
c	The State Library, in collaboration with the LSTA Advisory Council, will determine the topic for subsequent years. (Ongoing from 2009).	Reevaluated/ Discontinued

d	Findings from each study will be widely disseminated through presentations and publications to the Ohio library community and beyond.	Reevaluated/ Discontinued
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Narrative:

Due to fiscal concerns and the higher priorities of providing more direct services to Ohio libraries and their users, this activity was not addressed.

GOAL 3. Encourage Libraries to provide information and access to library services to those having difficulty using the library

Overall Determination: Partially Met

Aligns with the following IMLS Priorities: 4, 5

Activity 3.1: The State Library will continue to support the Blind and Physically Disabled.

Activity Components:

a	The State Library will maintain the Talking Book Machines and provide them to Blind and Physically Handicapped patrons statewide. (Ongoing)	Complete
b	The State Library will contract with the Regional Library at Cleveland Public Library and the Public Library of Cincinnati and Hamilton County to provide materials to Talking Book patrons. (Ongoing)	Complete
c	Quarterly meetings of the Talking Books Consumer Advisory Council will be held and an annual Talking Books Conference will take place. (Ongoing)	Complete
d	Migration to KLAS Version 7 will take place in 2008.	Complete

"It's a great service and service to people blind or physically handicapped."

"It's a fantastic service. It fills my empty days. Stimulates my mind. I was an avid reader & this has been a great help to forgive lost of sight"

"The Talking Books arrive always on time, I like variety of themes and because I speak Spanish only, OLBPD makes things easy for me (Spanish books)"
-Patron Survey (OLBPD 2010)

Narrative:

The SLO has been diligent in assuring a high standard of service from SLO staff, its sub-lenders and from the Ohio Library for the Blind and Physically Disabled (OLBPD) in Cleveland. In a bid for efficiency and cost effectiveness, the two Regional Services were combined into a single site in Cleveland in 2009/10. The complicated move was invisible to the customer. Continuous upgrades to KLAS software will be made to ensure user satisfaction and ease of access to materials. Comprehensive statistics have been kept by the SLO regarding customer use and the Advisory Councils have been very active in advising on ways to enhance the service and on marketing issues. The SLO and OLBPD were co-recipients of the NLS Network Library of the Year Award for 2011. See Appendix F for support information regarding this program.

Activity 3.2: The State Library will coordinate the Summer Reading Program for children and young adults with the goal of having a minimum of 175 public libraries/branches participate in the statewide theme each year.

Activity Components:

a	The State Library will maintain its membership in the Collaborative Summer Library Program (CSLP). (Ongoing)	Surpassed
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"We have children who sit outside the doors of the library each year so they can be the "first" to receive their time sheets and sign up for the program!"

(Pelz Library Group, 2011)

Narrative:

451,143 children, teens and adults participated in 2011, while in 2010, 430,770 participated, representing 230 libraries. The program has been very successful and in the Statewide survey for this study, it met with great approval. The acceptance of the program is due to high quality support materials and program ideas. See Appendix G for Summer Reading Evaluations conducted by the SLO.

Activity 3.3: To work with libraries interested in pursuing services to their local Hispanic community with the goal of working closely with at least two libraries per year.

Activity Components:

a	Monitor statistics on Spanish-speaking populations in Ohio and target public libraries with growing populations. (Ongoing)	Partially Completed
b	Collaborate with the Department of Education, Office for Exceptional Children to target public libraries with a large school population of Spanish-speaking children. (Ongoing)	Partially Completed
c	Develop web-resources, community organization contacts, and publisher contacts which can be shared with libraries interested in providing services to the local Hispanic community. (Ongoing)	Partially Completed
d	Work with libraries that attended the WebJunction Spanish Language Outreach workshops to implement ideas and services learned. (2008-2009)	Progress Made
e	Develop activities and resources for correctional librarians wishing to serve their Spanish-speaking populations. (2008-2009)	Delayed

Narrative:

Until January 2011, the SLO was monitoring services to the target populations, but staff reductions impacted this process and they are now on hold until a later date. Activities were in the process of being completed through January 2011. LPD consultants now address issues as they are brought to the SLO for assistance. While this is not currently being pursued actively, there is great hope to re-energize activities for this population in the future.

There are some resources available as a part of WebJunction and through other partners of the SLO, from which libraries can get guidance regarding working with special communities. SLO used Gates Foundation monies to finance workshops to help implement services and engage the library community in meaningful responses to need. Some work has been done within correctional institutions, but there has been a lack of interest on the part of the institutions, due to dwindling staff in the correctional libraries.

Activity 3.4: Competitive grants will be offered in the areas of targeted persons with special emphasis on serving Spanish-speaking customers and those with mild disabilities.

Activity Components:

a	Each year as part of the competitive grant cycles, a category on Targeted Populations will be offered. (Ongoing)	Complete
b	Competitive grant programs will focus on the need to collaborate with other agencies/organizations which serve the same population. (Ongoing)	Complete
c	Twice a year as part of the competitive statewide continuing education grant cycle, funds will be made available for projects with learning objectives focusing on providing services to Targeted Populations. (Ongoing)	Reevaluated/ Discontinued
d	The State Library will identify other non-English speaking communities (2011) and establish that population as a targeted population with a special emphasis in 2012.	Reevaluated/ Discontinued
e	The LPD Consultants will promote LSTA grant opportunities to libraries whenever possible. (Ongoing)	Progress Made
f	To encourage future LSTA proposals, the State Library will publicize exemplary projects worthy of replication. (Ongoing)	Progress Made

Narrative:

The SLO did not receive many project proposals in these areas. Some of this was due to a lack of marketing on SLO's part with their decreased staff. But it was primarily due to libraries not viewing the grants in these areas as service priorities. However, this was a successful activity when considering the mild disabilities component and the VictorReader Stream Grants. The SLO has been diligent in having LPD consultants encourage libraries to apply for competitive grants in this area of service interest. It is recommended to return to this service issue in the next five year plan.

Activity 3.5: Competitive grants will be offered in the area of training needs in the local community with emphasis on projects that will train special populations, such as those with limited English skills, seniors, and the disadvantaged.

Activity Components:

a	Each year as part of the competitive grant cycles, a category on training will be offered. (Ongoing)	Complete
b	Competitive grant programs will focus on the need to collaborate with other agencies/organizations which serve the same population. (Ongoing)	Complete
c	The LPD Consultants will promote LSTA grant opportunities to libraries whenever possible. (Ongoing)	Progress Made
d	To encourage future LSTA proposals, the State Library will publicize exemplary projects worthy of replication. (Ongoing)	Complete

Narrative:

LPD consultants have encouraged grant applications, but libraries did not apply for grants in this category, as they did not see it as their current new service priorities and current funding constraints. It is recommended that the SLO return to this service issue in the next five year plan. Without doubt, lack of interest in using these funds for new service initiation is due to funding reductions to all libraries.

GOAL 4: Support the role libraries play in children's lives, particularly children at risk, birth to age 5 and their ongoing success in school and as lifelong learners.

Overall Determination: GOAL MET

Aligns with the following IMLS Priorities: 6

Activity 4.1: To help ensure that all children in the state, particularly those from families with incomes below the poverty line, enter kindergarten ready to read by supporting the role of public libraries and their partners can play in early learning activities or at-risk children ages birth through five.

Activity Components:

a	The State Library will collaborate with the Ohio Library Council on a Statewide Ready to Read initiative, designed to reach at-risk families and teach them the importance of early literacy and learning. (Ongoing)	Complete
b	A Ready to Read website will be developed and maintained for the Ready to Read project. The website will include resources, best practices, and links to other state agencies and organizations that support early literacy as part of their mission. (2008 and ongoing)	Complete
c	The State Library will coordinate a minimum of 17 Ready To Read and/or Storytime Application workshops for children's librarians per year with the goal of reaching 400 children's librarians and childcare partners. (2008-2010)	Complete
d	An external evaluation will be conducted to assess the impact of the workshops, including changes in how librarians conduct storytimes with young children and changes in parent attitudes. The evaluation will also allow for any needed modifications in the program. (2008-2011)	Partially Met
e	Librarians who attend the workshops will be encouraged to apply for LSTA grants to fully implement Ready to Read projects at their libraries. (2008-2011)	Complete

"Word is getting out in the community and county about the importance of early literacy in a child's life--current and future. Through efforts like this and others, Library staff fully believe parents and caregivers are beginning to understand the importance of taking whatever steps that are necessary to ensure their child has a productive future."

-Comment from Dr. Samuel L. Bossard Memorial Library
about their Spreading Early Literacy Skills Throughout the County grant (Grant Report)

Narrative:

The State Library, in collaboration with the Ohio Library Council (OLC), produced a statewide Ready to Read initiative, designed to reach at-risk families and teach them the importance of early literacy and learning. The SLO did an outstanding job getting the program started and touching the lives of at risk families. In the fall of 2007 and spring of 2008 there were 11 Basic Ready to Read workshops with 491 librarians and 32 early childhood educators in attendance. During the same period there were 9 story time workshops with 363 librarians and 7 early childhood educators. All attendees were highly encouraged to achieve a grant for implementation. The SLO hoped to have a 6 and 12 month evaluation process, to validate progress and help with the planning for the incoming 5 Year Plan. Some testing has been done by Kent State University's School of Library and Information Science, compliant with OBE. A 6 month evaluation was done by Kent State's Dr. Carolyn Brodie, but the response rate was very low, resulting in a decision not to pursue the 12 month follow-up.

In 2011, Star Power workshops focused on introducing PLA/ALSC's Every Child Ready to Read @ your library® 2nd edition. Workshop content also included connections between ECRR1 and ECRR2, story time enhancements, library environments, a showcase of existing Ohio library programs that support the five practices and an overview of resources and tools available from Ohio Ready to Read. Five programs were presented throughout the state to 297 participants. The SLO and OLC have developed and are supporting a website with substantial information for parents and practitioners at www.ohreadytoread.org.

Activity 4.2: Competitive grants will be offered in the areas of services to youth in poverty with special emphasis on ages birth through five

Activity Components:

a	Each year as part of the competitive grant cycles, a category on Services to Youth in Poverty will be offered. (Ongoing)	Complete
b	The LPD Consultants will promote LSTA grant opportunities to libraries whenever possible. (Ongoing)	Complete
c	Twice a year as part of the competitive statewide continuing education grant cycle, funds will be made available for projects with learning objectives focusing on providing services to Youth in Poverty. (Ongoing)	Complete
d	To encourage future LSTA proposals, the State Library will publicize exemplary projects worthy of replication. (Ongoing)	Complete

"The lasting effect of this project is the renewed perception of what a 21st century school library should look and act like."

- South Euclid-Lyndhurst City Schools

Narrative: The State Library of Ohio has awarded projects in this category, with good results. The Cleveland Heights-University Heights Public Library staff has written a guide for its PLAYroom grant for early childhood education centering on children, parents and caregivers. It outlines the considerations to be made and the steps to be taken to create an early learning environment and how to replicate some of the project goals and activities in any library. The PLAYroom guide will be available from the State Library's website. Such success and ability to replicate will further encourage other libraries to follow suit. In this grant, nearly 350 children and caregivers use the project each week. The SLO will continue promoting these grants and encouraging libraries to provide services to youth in poverty and those with strong learning components.

A Review of Performance Metrics and Outcomes Based Data

State Library of Ohio's progress towards Outcome Based Evaluation (OBE): The State Library continues to encourage libraries to use OBE with LSTA projects. Libraries are using OBE more readily but due to budget constraints (lack of time, expertise and staff), libraries have often been unable to use OBE as a means to justify a particular library service, as well as show the benefits libraries provide to the community.

Under LSTA, Early Literacy grants have successfully used OBE as a primary evaluation tool. There has been a statewide emphasis on children entering kindergarten ready to read. Changes in parental behavior toward reading and the use of dialogic reading skills among librarians and caregivers are ways to assess changes in knowledge, attitudes and behavior. The long-term impact will be assessed through KRA-L (kindergarten readiness assessment--literacy) scores. School projects that purchase equipment to teach INFOhio resources and information literacy utilize OBE to show impact of the project. Pre- and post-tests indicate whether or not students' attitudes toward these resources have changed and if their

skills have increased. In September, 2011 Every Child Ready to Read grants were awarded. All recipients received the IMLS Sample Measures for early literacy and will use those metrics for their evaluation. School projects purchasing equipment to teach INFOhio resources/information literacy utilize OBE to show impact of the project. Pre- and post-tests indicate changes in students' attitudes and increased skills.

LSTA staff continues to work with applicants on OBE, both when writing applications and during the implementation/reporting period. Application guidelines on evaluation have been strengthened and the grant writing webinar encourages applicants to use IMLS OBE resources. RFPs now state that "The State Library, in collaboration with IMLS, is currently developing standardized measurement tools. You may be requested to use these tools." Depending upon the project, subgrantees are provided the appropriate IMLS Sample Measures and SLO plans to use the benchmarks developed by the Measuring Success teams. Additionally, applicants are encouraged to use the IMLS outcome-based evaluation resources. To be fully successful in implementing OBE, considerable SLO resources would have to be used in further educating and assisting grantees. **It is not practical to assume all applicants have the ability and resources to use OBE, but the SLO has tried to encourage OBE where they have determined it to be appropriate.**

Assessment of the Competitive Grant Process

The competitive grant process was evaluated through the *Competitive Grant Survey*. The survey included questions about the components of the grant process; the reasons organizations requested grants and the value of the projects they conducted. Additionally, recipients were asked for suggestions on topics such as on how to improve the grant process, suggested future project types, and grant related support or assistance needs. 78 of 103 grant recipients completed the survey. The survey results summary is attached as Appendix A.

We found that the recipients expressed a high degree of satisfaction with the process. In looking at the cycles and the application process, we found it to be well designed and the reviewers to be well chosen. The staff of the SLO has, from time to time, changed the process and the demands upon grant applicants, to improve the process.

Highlights of the survey:

Survey ratings of the following components of the Ohio LSTA grant process:

"No changes - just continue emphasis on funding innovative technology and programs. This is what it takes for libraries to move forward and continue meeting patron needs. I believe that libraries should find local dollars to support operational-type technologies and use grant funds to push the envelope."

-Comment about the competitive grant process from survey (Pelz Library Group 2011)

	Excellent	Good	Average	Fair	Poor	Not Applicable
Two step review process	48.70%	41.00%	2.60%	0.00%	0.00%	7.70%
	38	32	2	0	0	6
Timetable for grant cycles	42.30%	46.20%	3.80%	2.60%	2.60%	2.60%
	33	36	3	2	2	2
Independence and fairness of grant review process in rating grants	60.30%	28.20%	5.10%	0.00%	0.00%	6.40%
	47	22	4	0	0	5
Emphasis on innovation	53.80%	42.30%	2.60%	0.00%	0.00%	1.30%

	42	33	2	0	0	1
Relevance and usefulness of LSTA information on the State Library's website	51.30%	38.50%	9.00%	1.30%	0.00%	0.00%
	40	30	7	1	0	0
Access to State Library staff & reviewers for advice during the grant writing process	83.30%	10.30%	2.60%	1.30%	0.00%	2.60%
	65	8	2	1	0	2

Ranking of LSTA Grant program categories in order of importance (1 being the most important)

Item	Total Score	Overall Rank
Library Entrepreneurship: to develop new solutions or alternatives to library issues from which all libraries can learn and benefit and if appropriate, replicate. Projects must meet the library users' needs in a fresh way, have the breadth to become a platform for related services, increase the library's value to the community, and offer an advantage over current services or processes.	290	1
Technological Innovation: projects that incorporate the use of new technologies or use current technology in different ways to improve access, services, or support to library customers.	260	2
Training: to provide technology literacy training on all levels to the user public.	242	3
Services to Youth: to provide services to youth, ages birth through 18, with a particular emphasis on youth in poverty and those children from families with incomes below the poverty line.	226	4
Automation: to allow libraries to automate, join a consortia or participate in statewide resource sharing.	194	5
Targeted Populations: to provide services to targeted populations including, but not limited to, people of diverse geographic, cultural and socioeconomic backgrounds, individuals with disabilities, persons with limited functional literacy and information skills, and those individuals having difficulty using a library.	193	6
Total Respondents: 76		
1 Score is a weighted calculation. Items ranked first are valued higher than the following ranks; the score is the sum of all weighted rank counts.		

Recommendations Regarding Future Use of LSTA Funds

Based on interviews with staff at the State Library of Ohio, grant recipients, stakeholders and the surveys conducted by this firm; we have identified the following areas for consideration in the next Five Year Plan:

- 1. Attempt to keep the funding at the current ratio of statewide projects vs. competitive grants.** Leaders of statewide projects and the majority of survey participants see the need for statewide projects and funds for research and development. This allows libraries to explore better ways to use technology, provide digital media and serve those who are disadvantaged/disabled.
- 2. Continue with reading readiness programs.** They successfully and readily provide measurable participant benefit and improvement.
- 3. Continue with its current statewide projects.** SLO should continue asking all parties to review their fiscal policy and RFP (where applicable) on a regular schedule, compile statistical/user satisfaction analyses annually and challenge their current models of operation.
- 4. Expand resource sharing and material delivery between schools, public and academic libraries.** There was an expressed need on the part of school libraries to be a part of the statewide delivery system. As school library funding reduces, as college commuter students increase, and the overall funding of library services decreases, we recommend there be a planning process to develop a delivery co-op between all types of libraries and funding allocated for its support in the early stages.
- 5. Significantly increase the marketing of KnowItKnow, LCO and OLBPD services to students, teachers and public/academic library support staff.** Due to the loss of school librarians, there is a need for a stop gap for school staff and students for research assistance. It is recommended that the SLO work with existing statewide services to develop a marketing plan and related materials, in order to increase utilization of the services. The *Statewide Resource Sharing Survey* indicated a gap in knowledge which should be filled in school, public and academic libraries.
- 6. There is a need for instruction at the secondary level on research methodology.** The SLO, INFOhio and OhioLINK should develop a plan to advance research readiness and awareness of information resources for youth and adult students as they move from primary grades through college. Activities should include a cooperative and inclusive approach between all types of libraries. This was a need expressed by OhioLINK.
- 7. Develop Regional Digitization Sites.** It is recommended that the SLO consider funding the start-up costs of regional digitization sites capable of digitizing the most common sizes of documents and producing 3-D images of objects. Existing digitization sites could be augmented to become regional sites, for possible cost savings. Sites could be accessed by all types of libraries and institutions. Minimal fees could be charged to pay for future upgrades.
- 8. Consider creating a digitization knowledge base** to inform libraries of current practices, archiving considerations, platform migration issues, etc. Many projects exist within the state and more will follow. A clearinghouse of project files, including best practices, should be created.
- 9. Continue to encourage libraries to join consortia** and work on linkages to collections to promote sharing. Offer grants to defray the cost of joining established consortia.
- 10. OBE benchmarks, metrics, and other evaluation methodologies:** The SLO should continue to stress OBE where appropriate. It is important to continue stressing OBE as a process, but if not realistically applicable, the SLO should continue to attempt to ensure that the outputs and results of a project are reasonable and be a cost/service productive effort.
- 11. Provide funding for apps to be developed for both KIN and LCO** to encourage use from newer electronic devices. In addition to apps, LCO voiced a need for the parsing of data by audience type, particularly in academic libraries.
- 12. Encourage grants for ESL populations.** Ohio has experienced significant growth in Spanish speaking and Somali residents in the past ten years and grants should be offered to encourage a library connection to these and other ESL populations.

Research Conducted Specifically for this Report

Competitive Grant Survey. Pelz Library Group, 2011.

Statewide Resources Survey. Pelz Library Group, 2011.

People Interviewed as Primary Stakeholders:

Libraries Connect Ohio: Stephen Hedges, Director, Ohio Public Library Information Network (OPLIN)

Terri Fredericka, Executive Director, INFOhio

John Magill, Executive Director, OhioLINK

KnowItKnow:

Donald Boozer, KnowItNow24x7 Coordinator

Bob Carterette, CPL Automation Administrator

Brian Leszcz , KIN24x7 Web Services Coordinator (CPL)

Noah Himes, NEO-RLS, AfterDark Virtual Reference Service Coordinator

Ohio Library for the Blind and Physically Disabled:

William Reed, OLBPD Manager, Cleveland Public Library, Ohio Library for the Blind & Physically Disabled

Carrie Krenicky, Finance Administrator, Cleveland Public Library

INFOhio:

Terri Fredericka, Executive Director

Appendixes

Appendix A: *Competitive Grant Survey & Statewide Resources Survey.* Pelz Library Group

Appendix B: XLs file of INFOhio LSTA Grant History

Appendix C: LCO Database Usage Overview

Appendix D: KIN Performance Data

Appendix E: SEO Annual Reports 2008-2010

Appendix F: OLBPD Statistics

Appendix G: SLO Summer Reading Program Reports

Appendix H: List of Acronyms

Appendix A:
Competitive Grant Survey & Statewide Resources Survey.
Pelz Library Group

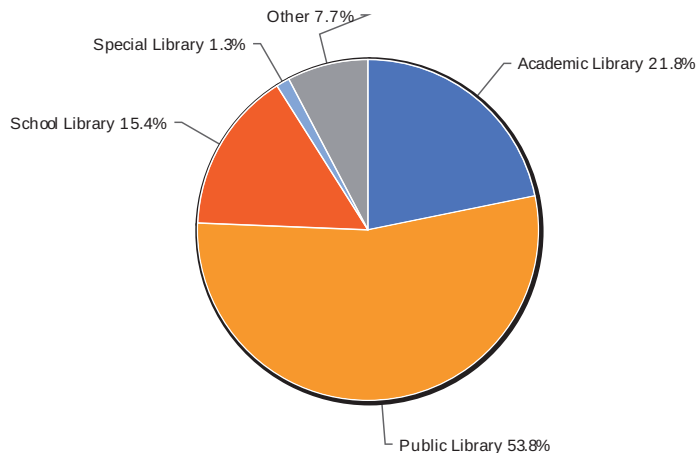
- a. Survey #1: Competitive Grant Survey. This survey was sent electronically to the coordinators of all grant recipients during the evaluation period (2008-2011). **Number of Responses: 78**
- b. Survey #2: Statewide Resources Survey. This survey was sent out electronically to all libraries (public, academic, school and special) through the statewide email lists of SLO, INFOhio, and OhioLink to research Ohio's statewide projects. These projects represent a majority of LSTA expenditures. Additionally, leaders from several statewide organizations sent out email reminders and posted notices in their newsletters encouraging their members to participate in the survey. **Number of Responses: 531**

Note: Respondents included individuals from school, academic and public libraries. Due to the high percentage of respondents from schools, data was tabulated by respondent's organization type when appropriate.

Final Summary Report

Survey: Competitive Grant Survey (Ohio IMLS/LSTA 5 Year Evaluation)

Indicate the kind of library you represent:

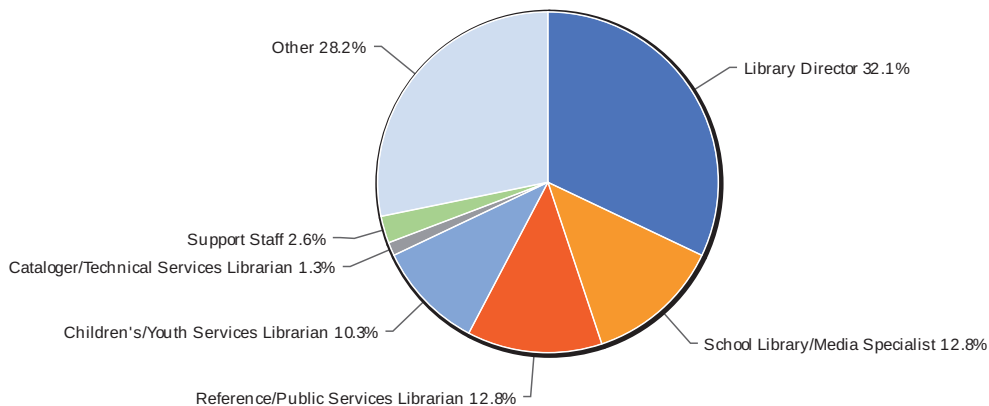


2. Indicate the kind of library you represent:

Value	Count	Percent %
Academic Library	17	21.8%
Public Library	42	53.8%
School Library	12	15.4%
Special Library	1	1.3%
Other	6	7.7%

Statistics	
Total Responses	78

Indicate your position in the library:

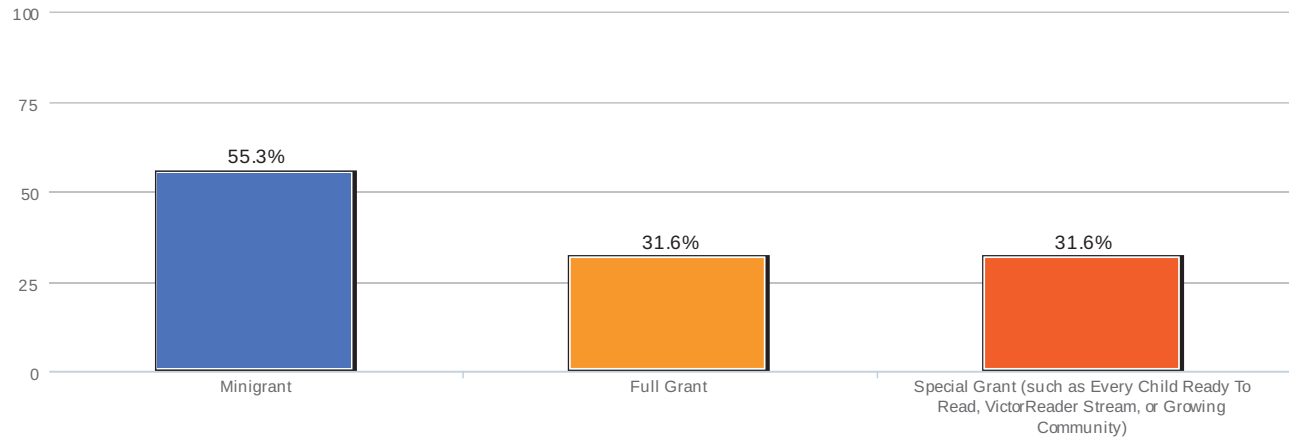


3. Indicate your position in the library:

Value	Count	Percent %
Library Director	25	32.1%
School Library/Media Specialist	10	12.8%
Reference/Public Services Librarian	10	12.8%
Children's/Youth Services Librarian	8	10.3%
Cataloger/Technical Services Librarian	1	1.3%
Support Staff	2	2.6%
Other	22	28.2%
Trustee	0	0%

Statistics	
Total Responses	78

What type of LSTA funded grants did you apply for since 2008? (check all that apply)



4. What type of LSTA funded grants did you apply for since 2008? (check all that apply)

Value	Count	Percent %
Minigrant	42	55.3%
Full Grant	24	31.6%
Special Grant (such as Every Child Ready To Read, VictorReader Stream, or Growing Community)	24	31.6%

Statistics

Total Responses	76
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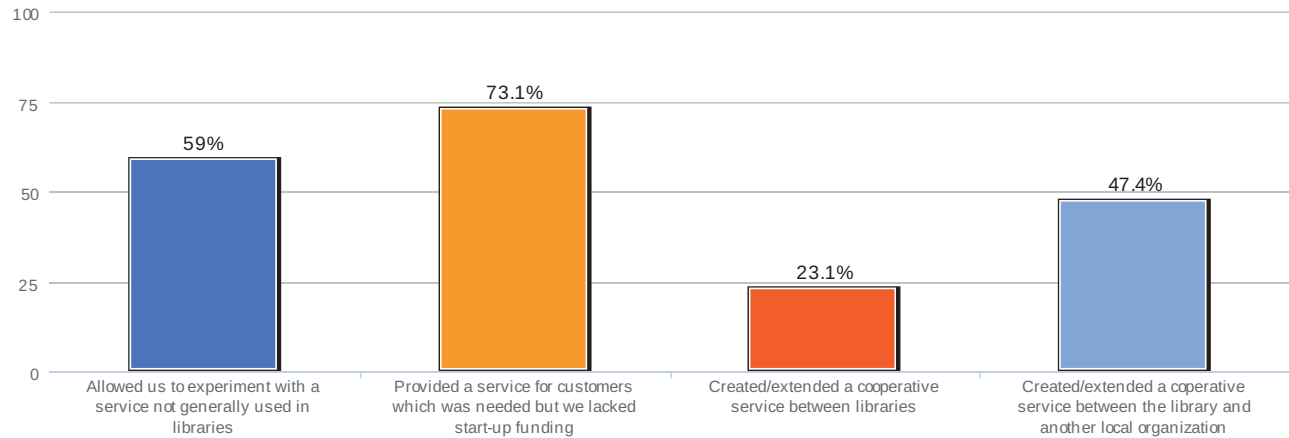
5. Please rate the following components of the Ohio LSTA Grant process:

	Excellent	Good	Average	Fair	Poor	NotApplicable	Total
Two step review process	48.7%	41.0%	2.6%	0.0%	0.0%	7.7%	100%
	38	32	2	0	0	6	78
Timetable for grant cycles	42.3%	46.2%	3.8%	2.6%	2.6%	2.6%	100%
	33	36	3	2	2	2	78
Independence and fairness of grant review process in rating grants	60.3%	28.2%	5.1%	0.0%	0.0%	6.4%	100%
	47	22	4	0	0	5	78
Emphasis on innovation	53.8%	42.3%	2.6%	0.0%	0.0%	1.3%	100%
	42	33	2	0	0	1	78
Relevance and usefulness of LSTA information on the State Library's website	51.3%	38.5%	9.0%	1.3%	0.0%	0.0%	100%
	40	30	7	1	0	0	78
Access to State Library staff & reviewers for advice during the grant writing process	83.3%	10.3%	2.6%	1.3%	0.0%	2.6%	100%
	65	8	2	1	0	2	78

6. Please indicate your response to the following statements about Ohio's LSTA Grants:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	NotApplicable	Total
The application guidelines were clear and understandable	48.7%	44.9%	3.8%	2.6%	0.0%	0.0%	100%
	38	35	3	2	0	0	78
The proposal format was easy to use	50.0%	44.9%	2.6%	2.6%	0.0%	0.0%	100%
	39	35	2	2	0	0	78
The grant workshops provided useful information	11.5%	14.1%	7.7%	2.6%	0.0%	64.1%	100%
	9	11	6	2	0	50	78
The application forms are easy to use	41.0%	51.3%	3.8%	2.6%	0.0%	1.3%	100%
	32	40	3	2	0	1	78
The electronic application submission was easy to do	48.7%	35.9%	3.8%	1.3%	0.0%	10.3%	100%
	38	28	3	1	0	8	78
Reporting requirements for the grant were clearly stated and easily performed	47.4%	39.7%	7.7%	5.1%	0.0%	0.0%	100%
	37	31	6	4	0	0	78
SLO Library Development staff follow-up on grant writing/grant reporting was helpful	56.4%	23.1%	9.0%	1.3%	0.0%	10.3%	100%
	44	18	7	1	0	8	78

For competitive grants your library has received, has LSTA funding helped you meet any of the following local needs? (Check all that apply)

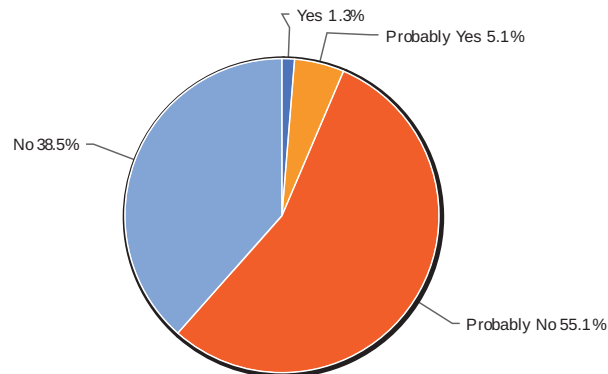


7. For competitive grants your library has received, has LSTA funding helped you meet any of the following local needs? (Check all that apply)

Value	Count	Percent %
Allowed us to experiment with a service not generally used in libraries	46	59%
Provided a service for customers which was needed but we lacked start-up funding	57	73.1%
Created/extended a cooperative service between libraries	18	23.1%
Created/extended a cooperative service between the library and another local organization	37	47.4%

Statistics	
Total Responses	78

Would the library have been able to address or meet the need(s) checked above without LSTA funds?



8. Would the library have been able to address or meet the need(s) checked above without LSTA funds?

Value	Count	Percent %
Yes	1	1.3%
Probably Yes	4	5.1%
Probably No	43	55.1%
No	30	38.5%

Statistics	
Total Responses	78

9. Did you produce a brochure, webpage or other promotional material that describes your grant project? If yes, please describe what you created and how it was used.

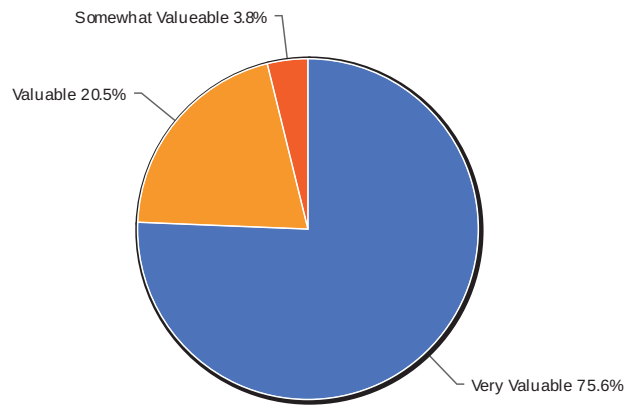
Count	Response
1	A marketing tool was created that also doubled as a literacy tool for students and teachers.
1	A short article was written for our district website and the local newspapers.
1	I presented a poster for ACRL about the grant project.
1	It was a series of mini-articles in the local paper.
1	No we did not.
1	No.
1	Students created a brochure describing our community program and the activities available.

1	We are in the process of this.
1	We created marketing press releases, but no formal brochures or webpages.
1	We created new information literacy assessments that are used internationally.
1	We did press releases, Board of Education Updates, and school newsletters.
1	We only produced flyers and news articles to promote the program while we were doing it.
1	We produced fliers and newspaper articles to inform the community of the programs.
1	We provided flyers to the public as well as advertising in local papers.
1	We used Publisher to create flyers and posters.
1	Web pages
1	Website and brochure
1	fliers, bookmarks
1	information booklet distributed to patrons and community stakeholders
1	The project itself was a web-based imaging project. In addition, the news release developed by the college for the project should be placed on the college web site.
1	Brochure for information provided to Media Specialists, news paper article, school news, parent information.
1	We loaded the recorded oral histories into Ohio Memory through an online collection, found here: http://www.ohiomemory.org/cdm4/index_p15005cdl37.php?CISOROOT=/p15005cdl37
1	We created a poster with screen shots from our web page and matching bookmarks to give to library users and townspeople.
1	We created signs to announce the availability of computers and computer classes, wrote articles for our local newspaper, and spoke at community meetings such as the Chamber of Commerce and senior citizen meetings.
1	TV and radio advertisements were used to raise awareness Press releases sent to local media outlets Display materials for use at public events
1	We designed a brochure to be used by our library patrons, and a manual for library staff to standardized the automation program we instituted.
1	"rack card" style brochure that had a calendar of events for the grant programming. A 11 X 17 poster using the same information was also created. Merchants in town displayed our poster, and brochures were available at different locations. The brochure was also shared with historical societies and groups and museums in the area
1	We gave public presentations at conferences and on campus, created a media site video on the topic, created lists of materials purchased which have been requested/used by students and faculty (including a doctoral student).
1	Our IT person revised all his training documents and handouts to include the ability to do hands on trainings. We credit both the State Library of Ohio and the IMLS on all handouts.
1	Yes, a simple film camera film was made of me interviewing the author; Andrea Cheng before she began her work in the elementary school. We also featured this film on our webpage in several places, may still be on the Kids Page! at www.lanepl.org .
1	We created flyers for our Teen Game Day and Family Game Night programs. They are updated monthly with dates and times of the programs and they give a brief description of what to expect when you attend. They announce prizes and acknowledge the generous businesses in our community which donated those prizes (e.g. gift certificates, discounts, etc at local businesses).
1	We create all of our promotional materials through Microsoft Publisher. We produce a monthly newsletter (paper and electronic) as well as a current website which highlights new services or programs. We also create posters and brochures for certain services and programs as needed. We create specific newsletters for different groups of people including teachers and seniors, so we can promote things of interest to the right groups. We have had several grant projects over that last few years, and have used a mixture of all these materials to promote them.
1	Local billboard to advertise room Brochure to hand out to patrons on first visit, to send to agencies with clients who would benefit from the service, to patrons eligible to use center Flyer to include with local chamber mailing also on website Ad to run in the local newspaper article in local newspaper
1	We created a web page and announced the project in our newsletters. The newsletters are sent to over 30,000 teachers in our membership area. The newsletters and web page were also distributed at local conferences.
1	Our project was to create a digital archive and we created a poster and bookmark. We also created a separate half sheet flyer targeted to educators.
1	I sent an article to our local community paper to announce the grant award so the community knew about it.
1	We used extensive newspaper articles and our website. For the Learning Garden Project we reported directly to all the cooperative partners.
1	I handed out a brochure to all the teachers describing the project. I also made announcements for a week describing the project to the students and teachers.
1	We sent announcements to a number of relevant websites and publications to promote the final product, and have also promoted the collection to scholars in the appropriate area of study. We've also created an exhibit that will be mounted in our library that explains the project and includes large scale reproductions of the materials in the project.
1	Article to be published in Oct. 2011 Teacher Librarian: Making a Difference with Smart Tablets Are iPads really beneficial for students with autism? They look so cool, those tablet devices with faster-than-lighting technology that provides access to just about any kind of information you can imagine. As a librarian at Oakstone Academy, a school where students with autism are immersed in all academic and social activities with their typically developing peers, I'm always on the look-out for tools that will enhance and help children with autism better access library materials. And as far as learning tools are concerned, these tablets offer a lot with their stunning visual and sound capabilities. My thought: Would iPads used as e-readers help increase comprehension among students who are significantly behind? To explore this possibility I approached the State Library of Ohio for a LSTA grant in the summer of 2010. What I proposed was conducting a small study that would measure the effectiveness of iPads (used as e-readers) with students who demonstrated significant deficits in reading comprehension. (In our case, we selected students who were at least four grade levels behind.) Our specific questions for the study: - Would students with autism show an increase in comprehension when using the iPad interactive e-books? - Could the iPad provide an avenue for individuals with autism to overcome information access barriers much in the same way that Braille provided access for the blind? With the support of the grant, we purchased ten 64 GB Wi-Fi iPads equipped with durable Otterbox cases and interactive e-book apps. Understanding the Challenge Individuals with autism have significantly impaired sensory input: they may over process sensory information or under process it. In either situation, the result is a deficiency. For example, an individual with autism may be so distracted by the over processing of the type of paper or the font that they can't concentrate on the letters on the page or they may have such poor visual processing that the letters get lost before they can be put together. Unlike a person who is blind and therefore lacking visual ability, individuals with autism typically have differences in all of their sensory systems. So, while audio books might be enormously helpful to a person with blindness, the same audio book would not provide the additional sensory input necessary for an individual with autism. For this reason, tablet technology was selected for the multi-sensory output it provides. Developing a Plan to Measure Results Over the next year, data was taken on 10 students in middle school grades 6-8, 10 students in high school grades 9-12 and 10 students over the age of 18 enrolled in state-mandated special education services for students ages 18-22. The data that was taken included results on four sets of comprehension questions. Each student was asked to read traditional printed book text and answer a set of comprehension questions twice. Then, each student was asked to read an interactive e-book and answer a set of comprehension questions twice. All interactive e-books in this study included full color pictures and simultaneous audio and text. With all of the participating students having a diagnosis of autism and being at least four grade levels behind in reading, we were sure to get a good look at students whose information access has been impacted by their disability. Overall Positive Results In our small sampling, every child with autism improved when using the iPad and interactive e-book over text books, except one. However, that student answered 100% of the comprehension questions correctly on all four assessments. There were no students who decreased when using the iPad and interactive e-book. The rate of increase in comprehension when using the iPad and interactive e-books was 21% in students in middle school grades, 25% in students in the high school grades, and 21% in students ages 18-22 receiving special education services after the age of 18. All three groups showed statistically significant improvements in information acquisition when using the iPad, interactive e-books. In addition, participating teachers completed several questionnaires including "Student Interest" and "Ease of Use," designed to provide greater insight into the feasibility of using this technology with this population. On the "Student Interest" questionnaire, teachers reported that students found the iPads motivating and that use of the iPad reduced off-task

behavior. Some students would even choose the iPad as a reward for appropriate behavior and there were no reports of students refusing to use the iPad or needing to have their iPad privileges revoked. Troubleshooting Results from the "Ease of Use" questionnaire were not as positive. While teachers found the iPad easy to charge and students found the touch screen easy to navigate, organizing the apps and the iTunes store was frustrating. The only organizational strategy for apps that is provided with the iPad is folders, which proved inadequate for the number of interactive e-book apps that teachers wanted to load on each iPad. In addition, most teachers are accustomed to searching books with full MARC records that provide reading level, interest level, and all the attributes of the book (books with many full page pictures are "picture books", original versions of classics are identified, etc.). There is no such data-base for e-readers. To help teachers access books using these parameters, I generated an excel spreadsheet to provide them with basic information about which apps had auto page turn verses manual, highlighted text, a "read to yourself" function, and chapter selection. However, this did not begin to satisfy the teachers need for information when selecting materials for a particular student. Many of the interactive e-books that are available are classic tales that have been published at varying reading levels from elementary to high school. It would be much more convenient when buying the app, as well as when using the app, if more detailed information was provided. For our purposes, we abandoned the idea of teachers buying and downloading the apps themselves and offered to provide the service through the library. In addition we found that turning to the iTunes store for assistance was difficult as search capabilities are limited and disorganized. For example, descriptions must be opened individually in order to try to find information about highlighted text, an audio component, etc. and that information is not always listed in the small review presented with each app. Over the last few months, Apple has made some improvements, but each app needs a record containing the content found in a MARC record, like those used for print books. Syncing was challenging also, due to the need to sync each iPad individually. The 10 iPads in the study took about four hours to sync individually when new materials was purchased. However, this stumbling block would be easily solved with an iPad cart or the new iPad "cloud" configuration; that was not yet available during our study. Finally, the use of the voiceover feature to read text was abandoned quickly as well. The voiceover feature is activated in the settings category and must be used for all features of the iPad once it is activated. Therefore, once voiceover is activated, touching an app results in the iPad reading the name of the app, not opening it. A double touch must be used to open the app. Using a single finger swipe is similar; a triple finger swipe is needed to result in the same action. This was too confusing for both teachers and students. The abandonment of the voiceover feature precluded us from using e-books checked out from local libraries. We were unable to find e-book in local libraries that were interactive and did not require the use of Adobe Flash Player, which is not yet compatible with the iPad. Despite these complications, all of the participating teachers said they found the benefit of the iPad worth the cost. The Final Verdict The results of this study show that the iPad is something that should be considered for schools, libraries, and professionals serving individuals with autism. However, one must keep in mind that no two individuals with autism are the same. The percent of increase in information acquisition when using the iPad was 0-50% in our study. While no student showed a decrease in information acquisition using the iPad and some students showed huge increases (up to 50%), some students did not show significant increases. Another important consideration is Wi-Fi availability. While the setting of the iPad including the ability to purchase apps, make in-app purchases, and delete apps can be password protected, the Wi-Fi feature can not. In our study Wi-Fi was not readily available, so students could not turn it on and "surf the net" instead of reading an interactive e-book. Our iPads also did not have movies or music loaded on them, which might prove to be a tempting distraction for some students if available. In addition, our iPads did not have 3G or 4G capabilities, which would make the internet more accessible and have filtering implications for schools and libraries. Another advantage of the iPad is the availability of communication apps for it. While we did not take data on the use of communication apps, we were able to expand our grant to purchase and use several. Both staff and parents commented that the iPad and communication apps were superior to traditional communication devices in the areas of durability, cost and appearance. More research is needed into new technologies as they emerge to help professionals and parents understand what would be worth the investment for their students. This small study gives us some statistical evidence that the iPad is worth the investment for most students with autism. As libraries, parents and professionals look to invest in adaptive equipment for individuals with autism, the iPad holds a lot of promise. About the Author Amy Price serves as the librarian at Oakstone Academy while she is completing her Master of Library and Information Science degree at Kent State. Oakstone Academy, located in central Ohio, serves students with autism ages 12 months to 22 years in four buildings; a preschool/daycare, elementary school, intermediate school and middle/high school. Founded by Dr. Rebecca Morrison in 1999, the school is based on the Social and Academic Immersion Model. This model features not only a classroom but a school-wide environment that fosters high expectations in behavior and academic achievement for all students.

- | | |
|---|---|
| 1 | We created some brochures and monthly newsletters both in print and electronic. We also produce pages on our website to highlight specific services and programs as needed. |
| 1 | I create fliers to advertise the Wii gaming programs we were able to have as a result of the grant. I also submit community event notifications to the newspaper as well as posting information on our website & Facebook pages. |
| 1 | I did not produce a webpage or brochure, but I did write articles for the DYS interoffice Intranet to promote it within our department. I also wrote articles for INTERFACE, which is a newsletter of ASCLA- a division of the American Library Association, and an article for the Wright State School of Library Science newsletter as well as The State Library of Ohio Newsletter. As a result of the Grant, I also applied for and was recommended for the Sara Jaffarian Library Humanities Award as part of the ALA Office of Public Programs and a Library-Teacher Classroom Cooperation Award as part of AASL, a division of ALA. The Grant was also mentioned in my application and nomination for the National Teachers Hall of Fame Award. |
| 1 | http://ashleyfoodgardens.blogspot.com/ We produced fliers for the first year and for individual programs and have had a regular feature on activities in our monthly newsletter. |
| 1 | We did all of the above. Our library hosted a "B is for Buckeye Festival" which was one of the books featured with the Choose to Read Ohio initiative. The webpage featured the book, activities to go along with the book, along with information about the Ohio author. We also featured the other children's books chosen for "Choose to Read Ohio. The festival information was also on this webpage which included pdfs of the flier, brochures, and contest application. The rest of our publicity consisted of fliers and bookmarks that were given out to the Richland County schools and local businesses promoting the "B is for Buckeye" Festival. All of our publicity included "This program funded in part through an Institute of Museum and Library Services LSTA grant awarded by the State Library of Ohio. |
| 1 | We created and distributed bookmarks and postcards with the URL and project description. We also presented the project at the state and national levels. |
| 1 | Promotional materials and email blast for Growing Community; the Entrepreneurial grant is still in progress but has already involved brochure production and PR; we use are website to promote all grants. |
| 1 | Bookmarks with original artwork and read-alike lists were shared at member libraries and in local high school English classes. |
| 1 | We created a booklet that describes some of the Underground Railroad sites in our county. We are still getting requests for the booklet after supplies have been exhausted. |
| 1 | yes. We made a Rothenbeg book of poetry and accompanying illustrations. It was submitted the LSTA website. |
| 1 | Yes, a poster to promote the use of the device. Worked with another campus department that services students, faculty and staff that have a need for the device. |
| 1 | A brochure was created that discusses the funding from the SLO. It is visible where our audio books are located. |

Overall, how would you rate the final outcome of your project?



9. Overall, how would you rate the final outcome of your project?

Value	Count	Percent %
Very Valuable	59	75.6%
Valuable	16	20.5%
Somewhat Valueable	3	3.8%
Not at all Valueable	0	0%
Undecided	0	0%

Statistics	
Total Responses	78

10. How can Ohio's LSTA Grants program be changed or improved to make it more effective for your organization?

Count	Response
1	Consider online submission for proposals.
1	Continue to simplify reporting procedures.
1	I am not sure.
1	I believe it is very effective and helpful to our organization.
1	I can't think of any way they need to change.
1	I think it is great. I have no suggestions for improvement.
1	I thought it was pretty well done, though reminder emails about deadlines would be appreciated.)
1	It is a great program. Maybe expand it to include teachers as well.
1	Make it easier to apply and to report.
1	More opportunities for special grants.
1	No opinion at this time to share with you.
1	Perhaps adding a month to the end of the grant expenditure time.
1	We are satisfied with the existing program.
1	We had no major problems, but it would be nice to be able to write in the online forms.
1	We have found it to be effective.
1	We need the be able to use grant funds to pay staff hours that support the grant program.
1	aLREADY WELL DONE
1	an opportunity to apply for full grants twice yearly would be helpful.
1	survey libraries to see what their most urgent needs are for the library
1	No changes - just continue emphasis on funding innovative technology and programs. This is what it takes for libraries to move forward and continue meeting patron needs. I believe that libraries should find local dollars to support operational-type technologies and use grant funds to push the envelope.
1	No improvement/changes necessary. Missy Lodge is very available to answer any questions in an extremely timely fashion.
1	It is a VERY efective program. In particular, The Choose to Read Ohio program was muc easier to navigate than the Mini Grant which I applied for previously. Janet Ingraham Dwyer was very very helpful in the putting together of the grant I received and the one for which I recently applied in cooperation with the Delaware County District Library.
1	I think the grant program is fine. The only way to make it easier is to just give the money to libraries, without the process.
1	My grant was very specialized and I have no other experience to draw upon directly in order to answer this question.
1	Requiring a smaller contribution from the library would allow us to apply for more grants. At this point in time the budget is so tight that we can't use grants that require us to match 25% of the grant award because we just don't have the extra money.
1	This is just a personal gripe: I think they should be for public libraries only. School and academic libraries have other grant sources.
1	It is good to have a variety of grants with different levels of funding. I thought that making it available through WebJunction was effective, from my perspective.
1	Our grant was for a scanning project to create a digital collection of special collections materials. The restriction against using staff paid through the grant forced us to use outside contractors to do the work of the grant (as the State Library advised). Since most of the cost of scanning projects is in the labor, the majority of project costs went to contractors. As a result the library is unable to develop its own expertise and capacity for future projects through grants like these. It is unclear to me whether this restriction is based on LSTA requirements or on the State Library's own requirement.
1	I especially like the minigrants because they are easily written. We don't often need a large grant and the minigrants are usually sufficient for our wants.

1	Choose to Read Ohio grants don't seem to line up with the school calendar. Changing this would be helpful. The Excel spreadsheet for reporting grant expenditures was pretty confusing.
1	The timeline for this particular grant was very inconvenient in relation to the growing season and our plans. The forms could be easier to use. It especially seems difficult to avoid what appear to be duplicate answers.
1	I think the system that is in place was excellent. The only thing I would change is maybe add other opportunities for such things as book grants.
1	We used our grant money to provide a year's worth of programming using books from the Choose to Read Ohio book list. It would have been helpful to have been notified of grant acceptance sooner. We had to plan early activities (January - March) on a conditional basis, not knowing if we would have the funds.
1	No real suggestions. Hopefully, as funding is available, grants will continue to allow for special projects.
1	The State Library staff was very supportive and patient with us. The grant process was simple and effective.
1	I have never applied or received a grant before, so I really don't know how to answer this question. Things were pretty straight-forward.
1	The SLO staff were so helpful during the writing of my grant. Missy and Janet are wonderful professionals.
1	Make sure that evaluators know about the topic they are evaluating... don't have a low-tech children's librarian evaluate a digitization grant.
1	I feel the program is ideal. I loved the variety of projects, for example, that we could fund a learning garden which solidified relations with over ten other local organizations. Diversity in projects is a very strong aspect.
1	The program is organized well and it was easy to meet the grant requirements. We were in the middle of a leadership transition during our grant period, which made the process a little more rocky for us than for some other libraries. But we made it through the process and our program is still active, so we're very pleased.

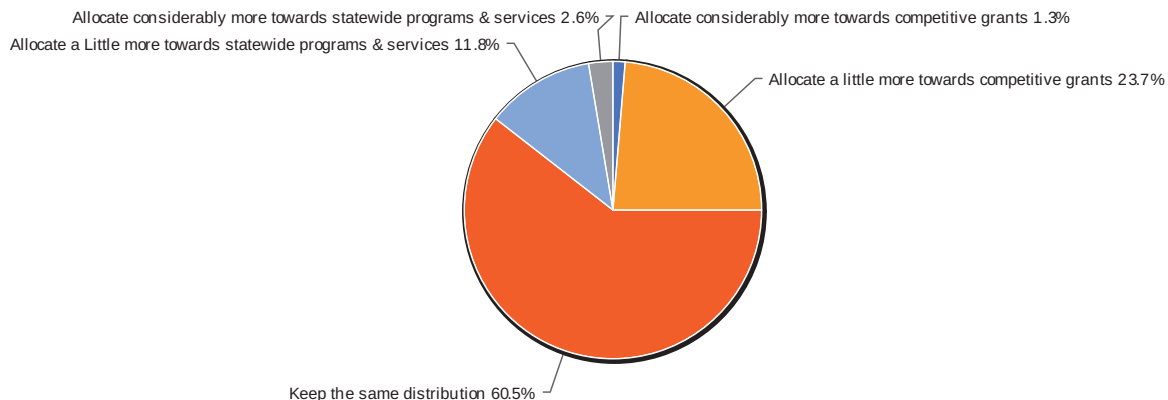
12. Please indicate your interest in the State Library offering additional grant related support or assistance to grant applicants:

	Very Interested	Somewhat Interested	Not Very Interested	Not at all Interested	Undecided	Total
Grant writing	39.5% 30	47.4% 36	5.3% 4	5.3% 4	2.6% 2	100% 76
Project management of grants	27.6% 21	48.7% 37	14.5% 11	6.6% 5	2.6% 2	100% 76
More explanation of Federal guidelines	23.7% 18	44.7% 34	21.1% 16	9.2% 7	1.3% 1	100% 76

13. For future planning purposes, please rank the following list of LSTA Grant programs categories in order of importance (1 being the most important to your library and 7 being the least important)

Item	Total Score ¹	Overall Rank
Library Entrepreneurship: to develop new solutions or alternatives to library issues from which all libraries can learn and benefit and if appropriate, replicate. Projects must meet the library users' needs in a fresh way, have the breadth to become a platform for related services, increase the library's value to the community, and offer an advantage over current services or processes.	290	1
Technological Innovation: projects that incorporate the use of new technologies or use current technology in different ways to improve access, services, or support to library customers.	260	2
Training: to provide technology literacy training on all levels to the user public.	242	3
Services to Youth: to provide services to youth, ages birth through 18, with a particular emphasis on youth in poverty and those children from families with incomes below the poverty line.	226	4
Automation: to allow libraries to automate, join a consortia or participate in statewide resource sharing.	194	5
Targeted Populations: to provide services to targeted populations including, but not limited to, people of diverse geographic, cultural and socioeconomic backgrounds, individuals with disabilities, persons with limited functional literacy and information skills, and those individuals having difficulty using a library.	193	6
Total Respondents: 76		
¹ Score is a weighted calculation. Items ranked first are valued higher than the following ranks, the score is the sum of all weighted rank counts.		

The state library distributes approximately 1/3 of LSTA funds towards competitive grants and 2/3 of the funds towards statewide programs and services. What would you recommend for future distributions?



14. The state library distributes approximately 1/3 of LSTA funds towards competitive grants and 2/3 of the funds towards statewide programs and services. What would you recommend for future distributions?

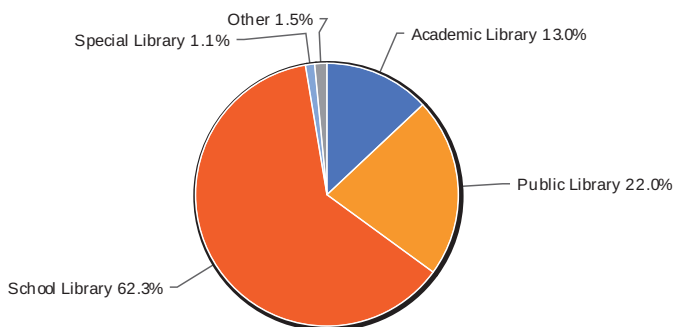
Value	Count	Percent %
Allocate considerably more towards competitive grants	1	1.3%
Allocate a little more towards competitive grants	18	23.7%
Keep the same distribution	46	60.5%
Allocate a Little more towards statewide programs & services	9	11.8%
Allocate considerably more towards statewide programs & services	2	2.6%

Statistics	
Total Responses	76

Summary Report - Jan 16, 2012

Survey: Statewide Resources Survey (Ohio IMLS/LSTA 5 Year Evaluation)

Indicate the kind of library or organization you represent:



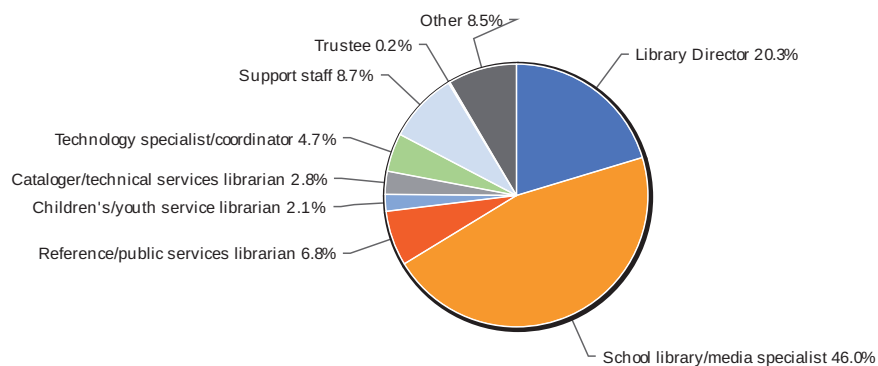
1. Indicate the kind of library or organization you represent:

Value	Count	Percent %
Academic Library	69	13%
Public Library	117	22%
School Library	331	62.3%
Special Library	6	1.1%
Other	8	1.5%

Statistics

Total Responses	531
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Indicate your position in the library:



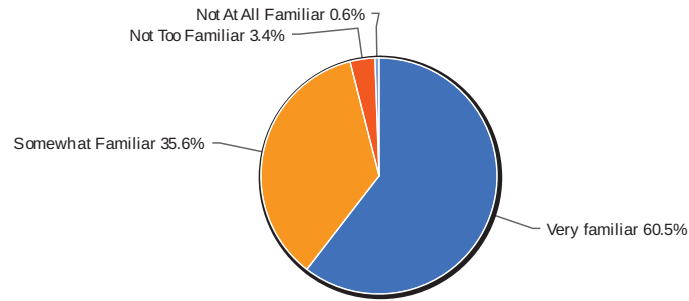
2. Indicate your position in the library:

Value	Count	Percent %
Library Director	108	20.3%
School library/media specialist	244	46%
Reference/public services librarian	36	6.8%
Children's/youth service librarian	11	2.1%
Cataloger/technical services librarian	15	2.8%
Technology specialist/coordinator	25	4.7%
Support staff	46	8.7%
Trustee	1	0.2%
Other	45	8.5%

Statistics

Total Responses	531
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How familiar are you with the statewide databases in the Ohio Web Library, offered through OPLIN, OhioLINK and INFOhio?



3. How familiar are you with the statewide databases in the Ohio Web Library, offered through OPLIN, OhioLINK and INFOhio?

Value	Count	Percent %
Very familiar	321	60.5%
Somewhat Familiar	189	35.6%
Not Too Familiar	18	3.4%
Not At All Familiar	3	0.6%

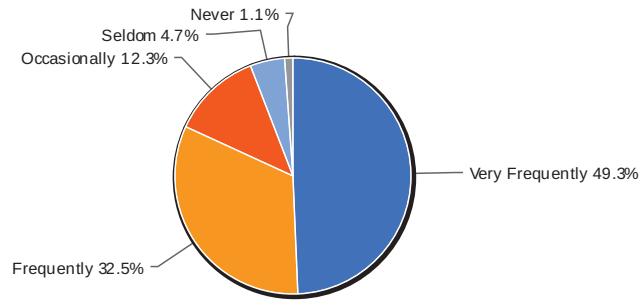
Statistics

Total Responses 531

How familiar are you with the statewide databases in the Ohio Web Library, offered through OPLIN, OhioLINK and INFOhio? (by library type)

Indicate the kind of library or organization you represent:													
How familiar are you with the statewide databases in the Ohio Web Library, offered through OPLIN, OhioLINK and INFOhio?		Academic Library		Public Library		School Library		Special Library		Other		Totals	
	Very familiar	54	16.8%	61	19.0%	202	62.9%	2	0.6%	2	0.6%	321	100%
		78.3%		52.1%		61.0%		33.3%		25.0%			
	Somewhat Familiar	14	7.4%	53	28.0%	113	59.8%	4	2.1%	5	2.6%	189	100%
		20.3%		45.3%		34.1%		66.7%		62.5%			
	Not Too Familiar	1	5.6%	3	16.7%	13	72.2%	0	0.0%	1	5.6%	18	100%
		1.4%		2.6%		3.9%		0.0%		12.5%			
Not At All Familiar	0	0.0%	0	0.0%	3	100.0%	0	0.0%	0	0.0%	3	100%	
	0.0%		0.0%		0.9%		0.0%		0.0%				
Totals	69		117		331		6		8				
	100%		100%		100%		100%		100%				

How often does your library/organization use the statewide databases supported by LSTA/SLO funding?



4. How often does your library/organization use the statewide databases supported by LSTA/SLO funding?

Value	Count	Percent %
Very Frequently	261	49.3%
Frequently	172	32.5%
Occasionally	65	12.3%
Seldom	25	4.7%
Never	6	1.1%

Statistics	
Total Responses	529

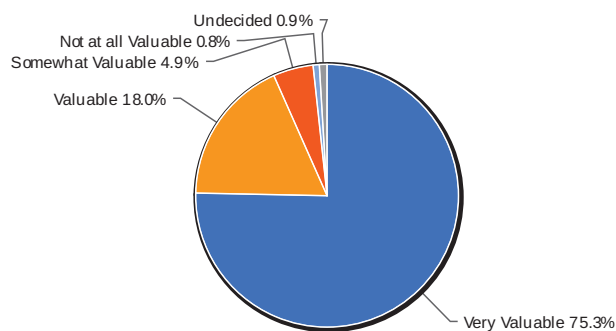
How often does your library/organization use the statewide databases supported by LSTA/SLO funding? (by library type)

Indicate the kind of library or organization you represent:													
How often does your library/organization use the statewide databases supported by LSTA/SLO funding?		Academic Library		Public Library		School Library		Special Library		Other		Totals	
	Very Frequently	50	19.2%	41	15.7%	163	62.5%	2	0.8%	5	1.9%	261	100%
		72.5%		35.7%		49.2%		33.3%		62.5%			
	Frequently	8	4.7%	45	26.2%	116	67.4%	3	1.7%	0	0.0%	172	100%
		11.6%		39.1%		35.0%		50.0%		0.0%			
	Occasionally	5	7.7%	24	36.9%	34	52.3%	0	0.0%	2	3.1%	65	100%
		7.2%		20.9%		10.3%		0.0%		25.0%			
	Seldom	5	20.0%	5	20.0%	14	56.0%	1	4.0%	0	0.0%	25	100%
	7.2%		4.3%		4.2%		16.7%		0.0%				
Never	1	16.7%	0	0.0%	4	66.7%	0	0.0%	1	16.7%	6	100%	
	1.4%		0.0%		1.2%		0.0%		12.5%				
Totals	69		115		331		6		8				
	100%		100%		100%		100%		100%				

5. Please indicate your response to the following statements about Statewide Databases:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable	Total
Statewide databases increases days/hours of library service available to my patrons	55.9% 294	27.0% 142	11.0% 58	1.0% 5	0.6% 3	4.6% 24	100% 526
Statewide databases reduces my cost of providing library reference resources	73.6% 387	19.0% 100	4.9% 26	0.4% 2	0.4% 2	1.7% 9	100% 526
Statewide databases increases the number of resources offered to my library's users	81.2% 427	15.2% 80	2.5% 13	0.0% 0	0.2% 1	1.0% 5	100% 526
Statewide databases provides access to materials my library could never afford	78.9% 415	15.6% 82	4.2% 22	0.4% 2	0.2% 1	0.8% 4	100% 526
Statewide databases provides valuable access to service from home, school, work or library at any hour	79.7% 419	15.8% 83	3.6% 19	0.2% 1	0.2% 1	0.6% 3	100% 526

Overall, how valuable are the statewide databases to you and your customers?



6. Overall, how valuable are the statewide databases to you and your customers?

Value	Count	Percent %
Very Valuable	397	75.3%
Valuable	95	18%
Somewhat Valuable	26	4.9%
Not at all Valuable	4	0.8%
Undecided	5	0.9%

Statistics	
Total Responses	527

Overall, how valuable are the statewide databases to you and your customers? (by library type)

Indicate the kind of library or organization you represent:													
Overall, how valuable are the statewide databases to you and your customers?	Academic Library		Public Library		School Library		Special Library		Other		Totals		
	Very Valuable	57 83.8%	14.4%	74 64.3%	18.6%	256 77.6%	64.5%	5 83.3%	1.3%	5 62.5%	1.3%	397 100%	
	Valuable	6 8.8%	6.3%	30 26.1%	31.6%	57 17.3%	60.0%	1 16.7%	1.1%	1 12.5%	1.1%	95 100%	
	Somewhat Valuable	2 2.9%	7.7%	10 8.7%	38.5%	13 3.9%	50.0%	0 0.0%	0.0%	1 12.5%	3.8%	26 100%	
	Not at all Valuable	2 2.9%	50.0%	0 0.0%	0.0%	1 0.3%	25.0%	0 0.0%	0.0%	1 12.5%	25.0%	4 100%	
	Undecided	1 1.5%	20.0%	1 0.9%	20.0%	3 0.9%	60.0%	0 0.0%	0.0%	0 0.0%	0.0%	5 100%	
	Totals	68 100%		115 100%		330 100%		6 100%		8 100%			

7. Do you have a story that shows statewide database program's importance?

Count	Response
1	- 0 -
1	As teacher learn and share these databases they are so pleased with the content and ease of use
1	Generally, having resources that you would otherwise not have access too is a story in itself.
1	I know that it cuts down on our cost for subscriptions to various databases.
1	INFOhio is used extensively by our English teachers when students are doing research.
1	Language Arts classes use Academic Search Premier for their research.
1	N. A.
2	N/A
1	No
1	Not at this time
1	Only that our school buys zero databases so we would have no databases if it wasn't for infohio.
1	Students are able to find up to date information.
1	Students love the Infohio resources that can be accessed from our School homepage.
1	We have regular patrons that come everyday to use the databases provided.
1	Without INFOHIO my student would NOT have resources to do their research papers and projects.
1	no
1	the resources are very important to my seniors as they complete senior exit projects.
1	I teach the 800+ students at my high school to use INFOhio resources for their academic research. If these resources were not available, they would not have access to other databases. I have had alumni return to tell me that they are more advanced in their research skills when they get to college because they learned how to use and the value of INFOhio.
1	We have created handouts about each of the databases. I give them out when I am at reference. Patrons particularly like AARC and Chiltons with home access. Several times I was able to find what they needed and printed it out for them.
1	The Infohio resources support the school libraries who's budgets have been drastically cut. Our students depend on them to complete their research assignments. These resources are introduced and used by all students within our school.
1	Each of the 3 grades here do research projects of different types and during different times of the year. InfoOhio resources are a valuable tool that all our students use in their research.
1	Our statewide resources (+ the Gale Virtual Reference Database) are so fantastic that all of our English teachers have decided that a majority of the resources for their research papers need to be print / database resources.
1	It is very important for my students to have free access to reliable resources. I am from a low-wealth district and our school system could not afford all of these awesome databases.
1	Learning Express is our only resource for test guides, computer skills, and career information. We no longer purchase books that would contain this information as they have limited availability. The database helps us to serve more with much.
1	Many students have found many appropriate and valuable resources for their research papers and were very pleased with the information which they found.
1	My students are not often allowed to go to the public library as they live in bad/poor areas(Cleveland) so using the resources in school are the only way that they get research accomplished
1	Patrons are always thrilled to find out that they can access Consumer Reports online, and love the PDF format--they say it's just like someone photocopied the article for them. And they love Learning Express Library--many test takers are "saved" by LEL, when all the books in the library have been checked out a couple weeks before an upcoming test.
1	Students are taught about the Infohio resources as freshmen, but they really appreciate infohio as seniors when they have to do their senior reports.
1	The databases available offer good, reliable information. For students doing research, these resources are excellent.
1	During a LearningExpress Library registration campaign at our county fair, a fair queen registered and added the ACT prep tests to her account. The following year during the fair and registration campaign for LearningExpress Library, she returned and told us that her practice on the ACT increased her score by 8 points which led to a \$8,000 scholarship.
1	The library budget has decreased from \$17,000/yr in 1999 to 9,500 in 2011/12 school year. We were cut \$500 from 2010/2011 to 2011/2012 (from 10,000 to 9,500). The statewide database program keeps us afloat. We no longer spend money cataloging and processing magazines, which allows our students to take the magazines out. If they don't return them, it's no big deal. Our students have access to magazine and journal articles 24/7 allowing them to explore

	subjects and do projects at home, rather than rushing to do everything in the school day.
1	We demonstrate the automotive repair databases to customers nearly every day. The diagrams and ease of use are very helpful.
1	It is the only database resources my school library can afford. Without it I would be limited in showing students how to do research with authoritative sources.
1	Our school is in a budget crunch due to levy failures and our number of librarians was cut from 3 to 1 part-time for 3 buildings. Students therefore can use the database programs offered.
1	Learning Express, Mango Languages are invaluable for our patrons and a huge savings for the collection budget. The patron has the up to date exam and can access freely.
1	Columbus City Schools does not fund all libraries equally nor equitable, therefore I am in a high school that has NOT received any funding since year 2000. This is my only reliable and current resource. I don't know what our audience would do without it.
1	We use these databases both at the public library and at the school library. It is amazing on Learning Express Library how vast the resources are for job hunting, resume writing, GED prep and all of the other preparations for other careers. I am currently working with a young man (20), who needs to up his ASVAB score to get into the Air Force. It is invaluable in the work and preparation he is doing!
1	Students at our high school use databases to do research on a variety of topics and subject areas. The information they retrieve from the databases is current, reliable, trustworthy, etc. Our library would never be able to afford current materials on all of the variety of topics our students are researching. Last year's seniors did research papers on current issues such as global warming, genocide, etc. and they found marvelous information using the various databases.
1	There are always last minute students with papers due, and suddenly they realize they need a citation to a magazine article and access to the full text so they can quote or cite correctly. EBSCO's magazine databases save their bacon! We also have difficulty having enough foreign language material for travelers and others interested in learning a foreign language. Mango was too expensive for our small library to purchase, but it really opens new opportunities for our patrons.
1	I frequently use HeinOnline to access old issues of the Federal Register. I would not be able to afford this database on my own.
1	As is the case for most public schools, we would never be able to afford even a small percentage of the resources available through this program. So...thanks to all who have a part in making this possible.
1	As an academic librarian volunteer for KIN Chat Reference service, I frequently direct users to the databases (often for questions that appear to be from students in middle school-high school), but have also referred college students to Mango, the Ancestry database, and Learning Express Library.
1	I teach research and technology in an inner ring school. These resources help minimize the digital divide with our students and supports their curiosity and schoolwork.
1	Helping the teachers to keep up with the needs and accomplishments of the students with the different reports. The improvement of the education of the students is the most important thing.
1	With budget cuts to the library program these past few years, some of our classes have been unable to afford updated textbooks. One new class is without any textbook. The statewide databases have enabled teachers and students to supplement the older texts with more up-to-date resources. In addition, the class that has no text uses the databases frequently in place of textbooks.
1	Our students really love EBSCO host images. Their teachers assign many projects where pictures are part of the display and EBSCO gives them the pictures they need without endless searches on the web.
1	my students would never be able to access material to help with reports on "breast" cancer or "sexually transmitted" diseases because of the wording and the district blocking. With Infoho, students can "safely" get the material that they need. This has been a lifesaver for our district.
1	No story but these databases are essential in our efforts to teach information literacy and research process across the curriculum.
1	We have small, but vibrant French and Spanish language programs at our school. Through the INFOhio resources, these teachers have access to newspapers and periodicals in both languages, representing different cultures. It is very difficult to spend money on a small program, but it is wonderful that there are electronic resources that will support their curriculum.
1	For example, last week I did a Library Instruction class for HST 290 (Special Problem Independent Study) last week. When I presented the best database resources available for their assignments and touched on the additional databases, the students and Instructor wanted more details concerning the additional databases. We went 30 minutes overtime and everyone left feeling jazzed up and grateful for the large number of database resources they had access to. Not an unusual event when access to so many databases are discussed. We're a regional campus library and would ordinarily have very few databases to offer of faculty, students and staff. Hurrah! for this gift.
1	Teachers in a post-secondary class use the databases to access upper level material their students would otherwise

	not be able to implement in their research projects. This is especially true for our International Relations class.
1	I recently shared with our Chamber of Commerce members how these databases could assist with their own staff development, especially the LearningExpress Library. The information was very well received!
1	+Last year, the library budgets in my school district were frozen and no purchases of any kind could be made. If it were not for INFO, my students' only resources would be Wikipedia and Google. As far as research involving periodicals, it would not have been possible without Ebsco.
1	Maybe I'm teaching them better, but this year's Freshmen class is in awe of what's available in INFOhio. At the middle school, my budget was cut from \$14,000 to \$6,000. I'd be DOA without INFOhio
1	I have had students call me at home asking for the passwords for infohio because they can't find the information that they need on "google."
1	Second grade through fifth grade students research topics in the areas of science and social studies. They utilize the state databases provided in INFOhio. They really enjoy using the information provided from these databases in their presentations. Without these databases students sources would be very limited to the few books we have available in our library. There would not be enough copies to go around.
1	This week at a joint meeting, the county's three library boards selected the Ohio Web Library from a list of common services to build our cooperative promotional campaign. Of all the options, this one offered the biggest bang for the buck, offering the most quality and relevance to the most diverse and largest audience.
1	Initially, we were going to buy Mango Languages but OPLIN picked it up which allowed us to expand our purchasing power to include Issues and Controversies. This gives us a more well-rounded offering of databases to our patrons.
1	These databases have proved invaluable in searches for Ohio biographies, animal projects, and 4th grade library instruction.
1	I use World Book Student with Students on IEP's in the junior high where work. The ability to click on a word you don't understand and get the definition or to click on an unfamiliar word and hear it pronounced is invaluable. We have a very limited budget - even more limited now due to budget cuts. We would not be able to afford to purchase World Book in addition to the basic databases we purchase now.
1	I use Ohio Web Library everyday. From the Ebsco periodical databases to World Book Encyclopedia and Learning Express Library. For the past year and a half one site I depend on daily to help patrons is the Job & Career Accelerator. It is a great help when people need to create and save resumes as well as search and apply for jobs. I have many stories I could tell, but the truth is these resources I would be unable to help fill patron needs.
1	I have no particular story, other than that I use them each day to help students with research and to teach life-long learning and information literacy skills to students and teachers of all ages.
1	Students rely on statewide databases to complete daily assignments in all content areas. Statewide databases give students access to scholarly journals that they would not be able to access otherwise.
1	Our budget has been cut in half for three straight years--we are down to the bare minimum. Having Infohio resources has helped us to keep on top of teaching students to use databases rather than search engines--preparing them for college and for successful research skills.
1	as a KIN academic librarian, I often get folks asking questions that can be answered with the databases in the statewide collection. this is both good and bad. good that they are there, but bad because the system is failing to properly route the users to the correct queue.
1	LearningExpress Library has been a Godsend to Brown County. In an area of Ohio that has been hardest hit by job loss, LEL provides free resources to economically depressed citizens for seeking and preparing for employment. The availability of LEL presented an opportunity for partnership with Jobs and Family Services and Workforce Connections locally, prior to the development of similar state and national initiatives. Recently, the public library teamed up with Southern State Community College and 4H groups to register people for LEL at the county fair, and to customize their accounts for college entrance exam preparation. We could never have accomplished this on our own!
1	I don't have a specific story but I'll just say that LSTA funded resources help level the playing field for all library patrons in Ohio. Quality resources for everyone, what a concept.
1	We have students who do not have transportation to libraries after school hours. With a internet access, they may continue on their school work.
1	Our students are currently working on a senior capstone project and this has afforded them the opportunity to research in a variety materials for information and photo images.
1	My students frequently use the resources available through infohio for research as well as reading e books.
1	Our students come to computer lab three times a week as a class and we sometimes show many things from INFOhio on the Smart Board. Then they do research individually. Some students do not really know but they think they know just how to navigate on the Internet and I show them how easy to find exactly what they need using the database programs, even in elementary.
1	We have had no district funds for materials in our libraries in the Columbus City Schools for several years. Without the INFOhio databases we would have no current reference material for students to use in our libraries. The databases

	also give us the ability to have reference resources on several different reading levels to accommodate our large ESL population.
1	Our school has made a concerted effort to ensure our high school students are signing up for the SAT and ACT practice tests offered in the Learning Express Library of Infohio. If they come to our school library, they will find Face Book blocked and other social sites discouraged--they are actively encouraged to spend any spare time in an educational pursuit.
1	I work with K-12 schools. The resources provided through INFOhio allow students and teachers to design and complete authentic, rigorous research projects that would be impossible without the wide range of resources. Additional support through professional resources within EBSCO and professional development resources provided in INFOhio are essential to getting teachers the training and skills they need in order to help students.
1	I had a teacher tell me that she couldn't use Mango because there was a cost associated with the service. I gladly told her that Mango is a part of Infohio resources, she smiled.
1	We teach all the freshman in our district guided research. The statewide database is at the core of our instruction. It shows students immediately what good sources look like and allow them easy access to the same.
1	As teachers develop curricula that are aligned to the new Common Core lessons can be made that use the INFOhio provided databases, and we can be sure that all students in the state will have access to the same content. These lessons can be shared statewide and teach students to use 21st century skills.
1	I am at a Career Center so the database is very valuable to the students and the staff. A lot of our students do not have transportation to use a library in their town so when they have projects to do the resources made available through infohio are used a great bit.
1	These resources help faculty, staff and students to access more comprehensive and extensive resources and research quickly and efficiently affording them more time to read and review their data. These tools improve quality; they complement the breadth and depth required to inform practice.
1	As our district's periodical budget has continued to shrink over the past 15 years, we have been able to maintain services to our students through the EBSCO Host databases available through INFOhio programs. Many of our students will attend Ohio schools for high education. Plus the coordination of INFOhio resources with the resources of Ohio's academic libraries provides a superlative opportunity for school library teachers and media specialists to instruct students about periodical databases using the materials they will most likely use in college.
1	After completing an analysis of my nonfiction collection, it was determined that over 90% of my collection is outdated. If and when I weed the collection, there will not be many resources for students to use for research. This makes the databases an invaluable resource.
1	We are a library with limited space in a small rural community, with a limited materials budget also. These databases help us meet the needs of our patron's needs. Patrons use these databases for everything from homework, to planning a family trip, to finding out what their car is worth. It is an invaluable resource for us.
1	Students frequently ask if they will have access to databases once they graduate. That is when I tell them about the statewide databases and I also encourage them to tell their friends, family and co-workers about them.
1	A local school library aide was delighted to learn "Pirate" from Mango Languages, which she used for a children's program at her school on "Talk Like a Pirate Day." The children were delighted, as well.
1	Our district can't afford any electronic databases so if it wasn't for this our students would be using out of date materials.
1	Every year our sophomore class must choose a problem and develop a possible solution for that problem. Each student must then choose someone who is in a position to effect the solution described by the student. Students often select problems so local or so current that they need more than book resources. The INFOhio databases provide the resources the students need. The classes were in the library for the past three days and some of the students used the INFOhio databases all three days. Our district could not afford any of the databases on the current library budget. Without INFOhio our students would have few resources for this project.
1	Recently, a gentleman needed a career test prep for the building trade that wasn't available anywhere I searched. I directed him to Job and Career Accelerator to practice on tests and job preparedness. He was thrilled.
1	Students, parents, and staff greatly benefit from the state database programs that we offer. From test preparation to career guidance, to research-based searches, these databases offer users invaluable resources.
1	Our students have learned to use the email alerts on EBSCOhost to keep abreast of their current issues research topics in their history classes. It has proved to be invaluable.
1	Today, a special needs teacher was searching for interactive programs that she could use with her class and together, we explored the new world book early learners site. She was so excited and will use some of the vocabulary games today! Teachers LOVE the "Discovery Portal".
1	My funding has always been very limited but has become non-existent since I have had zero funding for the past two years. INFOhio Resources provides 24/7 access to my rural community teachers and students. We especially appreciate World Book Kids due to the lower reading level for our littlest ones!

1	We have a student who was diagnosed with cancer and cannot attend school. The databases provide him access to resources in order to complete some of his assignments.
1	We always begin the school year with a 9th grade library orientation, where the statewide databases are highlighted. This initiates the students to the research process in the library. Throughout the year, teachers bring classes both to the library and the computer rooms to access the databases for research. This is very important, useful and indispensable for students because the databases are geared towards the appropriate age level, reading level and relate to the curriculum.
1	The statewide databases are part of our research projects done in our middle school -- 6, 7, & 8th grades.
1	In times of economic crisis and high unemployment rates, the career resources of LearningExpress - just one of the LSTA funded databases, made available to our constituents tells the story of how this grant impact individual lives, organization's success in reaching their customers, and state-wide growth when they can keep citizens in homes and jobs.
1	I work in an inner-city school district in Ohio. I teach information literacy, technology literacy, and media literacy to my students, including research skills that are essential to a K-12 education and beyond. We use INFOhio every single day. My students with Internet access use INFOhio from home, and for those without Internet access, I teach them how to use the public library to access the Internet, including research databases offered through INFOhio and the public libraries. My budget, if I am lucky, is around \$3000 to service 1,050 students and upwards of 50 teachers. That's less than \$2.75 per person for the entire school year. We could never, ever hope to afford access to databases on our own, and the Internet is not an appropriate substitute for quality, age-specific information. We NEED - not want - INFOhio in order to give our underprivileged kids a chance at succeeding academically, continuing on to higher education, and eventually participating as a contributing member of a global economy.
1	There is so many things that our staff and students can use, for reports, information on demand. I am still learning all the things that it has.
1	Everyday my 530 students at my middle school uses Infohio.org for the World Book Encyclopedia and all the other sites available once you go to this site. I cannot imagine teaching without Infohio.org
1	This program allows schools to provide quality and relevant database instruction that prepares students to transition to college libraries or the workplace. If you think about it, most jobs require workers to access databases--medical information, parts/items in a store, etc. Without the free databases, most schools in Ohio would NOT be able to teach these skills because school funding has been slashed to such low levels that even basic instructional necessities--such as databases--are viewed as luxuries that cannot be afforded. The Statewide databases are a perfect example of how cooperative purchasing and agency cooperation can most cost effectively serve Ohio's k-16 learning environment.
1	The study guides with sample tests for occupational testing has been a huge help with the library resources and our patrons appreciate the convenience of having the online resource.
1	Not all of our students have computer access at home. Kids can come in before, after and during school to work on any manner of projects. Not all have access to a public library. Our library is the only place many of them CAN get access. The students are taught how to use the infohio databases in freshman year. They rely on them for information for English, Science and government classes. We were searching for information on "biomes" in a biology class. One of the government results took us to a NASA web site. It was filled with understandable, reliable information. Kids would not normally go to NASA to get information for a school project on Biomes. The infohio databases can open their eyes to a world of accurate information that they would not normally get on Google or Bing.
1	Our science fair students need at least 5 resources and many times it is hard to find books on each specific project and these resources provide the many needed resources.
1	My daughter went to college in Indiana. In a class the professor mentioned the students needed to use EBSCO for a magazine article search. My daughter stated she had access to EBSCO in high school. Some of the other students were actually jealous that she had those resources available at the high school level. I thought it was interesting that young adults were able to appreciate the value of EBSCO and other databases.
1	Because of budget constraints, my patrons have been able to access information we couldn't afford to provide.
1	The original intent was to equalize the schools in Ohio and I think the concept has proven this importance since its creation.
1	Students doing research are able to access more reliable resources than they often find doing a general Google search.
1	Our district has a very diverse population. Our library services tries to support everyone, but it's difficult to afford something for everyone. This year, with the addition of the Early World of Learning, we have a very nice resource for our preschool population. The same holds true for our ESL population due the addition of Mango languages.
1	We have many 7th grade projects where Infohio is the only place where students can find resources. For example, when the 7th graders research "Foods," World Book Online is the only source which has articles on all the foods. With the new Common Core Standards emphasizing informational text, we need online reference sources which students can use for research.
1	1. I worked with a teacher, who is the coordinator for the gifted program in a local school district, on a project for her

	students on gathering many resources that support one fact. She was amazed at what was available through the databases.
1	I just moved here from Washington state and at my old school we were expected to purchase databases through our school's library budget. It was almost impossible to make those resources available to students. I have been so impressed with Infohio and excited that my students have access to it.
1	One student used the Learning Express ACT prep to bring up her score. The improvement made her eligible for a scholarship!
1	Our library previously did not offer software loans of any kind, and Mango was a unique addition that added to our offerings.
1	When my school library's budget was eliminated, the INFOhio databases were the only electronic resources my students had access to. It would have been impossible for me to teach the Ohio Library Guidelines without these databases.
1	We have implemented a new information literacy class for all of our ninth graders. We use Infohio as a resource and continue to promote and utilize it throughout the school in every class and year.
1	Without the genealogy databases my patrons would not be able to do genealogy research. Our budget does not allow for extra funds for us to purchase these databases on our own.
1	Just to confirm the above statements in the questions asked: These are resources we could never afford to buy individually and they absolutely provide valuable information to our students - particularly middle school and high school. The digital library is excellent. Without a doubt increases the amount of resources we can offer our students.
1	The library technicians in the district use the World Book Encyclopedia online to provide background information to their students.
1	We conducted a training for our staff on the databases and the staff was amazed by all the resources.
1	Our 6th grade LA classes do biography reports every year. We do not have the selection in the library needed to cover all students' needs. The Biography Reference Bank is a wonderful resource to support our curriculum needs.

8. Tell us how the statewide database program could be improved?

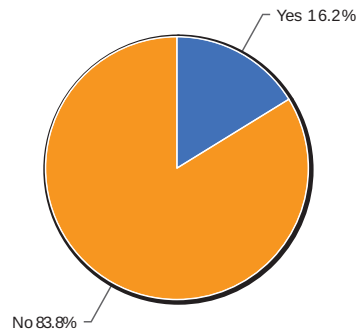
Count	Response
1	- 0 -
1	?
1	Access to Discovery Education streaming video
1	Access to more full text and collaborative funding to contain/reduce costs.
1	Add SIRS back, it's missed at the elementary and middle school levels.
1	Add more databases.
1	Add more resources !
1	Adding additional resources.
1	Adding even more resources would be an improvement.
1	Adding resources such as CQ Quarterly.
1	Adding resources such as the Oxford English Dictionary would be nice.
1	At this time, all is well and gladly used.
1	By providing even more resources
1	Continue funding.
1	Continue to offer the databases in multiple languages other than Spanish and French
1	Digital library needs to be expanded.
1	Have more!
1	High school pubic students need a literary criticism database.
1	I am very happy with the current resources provided.
1	I feel it is awesome! There are a variety of databases that can be implemented.
1	I find some of the links a little confusing.
1	I like it is great as it is.
1	I like the new additions to Infohio this year.
1	I love everything about it!
1	I miss SIRS Discoverer.
1	I think it is pretty good.
1	I would defer to our library media specialists on this.
1	I'd like to see Opposing Viewpoints added to INFOhio.
1	If we weren't so concerned about funding
1	It would be nice if the Digital Video collection was more robust.
1	Just keep it going, please.
1	Just keep updating all services available.
1	More access to quality ebooks for young students through pay services - for example, Tumblebooks.
1	More databases available.
1	More databases could be added when money is available.
1	More databases. We love it, but can always use more resources.
1	More dollars for more databases would be wonderful.
1	More elementary friendly use.
1	More home access - especially in genealogical products.
1	More publicity
1	More staff training online for the in depth use of databases.
1	More training to show a variety ways of using the resources.
1	More videos, which is already happening
1	No improvement needed. It is good the way it is.
1	Not Sure
1	Offer SIRS Discoverer again.
1	OhioLINK...it seems like it's always having maintenance issues.
1	Provide more online seminars/ workshops. Thanks, MaryAnn Harris

1	Purchase an interface that would allow for Google like searches across the databases.
1	Resources are great, adding Gale resources would assist student research.
1	The more the better.... free resources are always welcomed.
1	The website itself could have a more updated/colorful/fun look.
1	There could always be more databases for student use.
1	They are excellent as they are.
1	They could offer SIRS and Proquest databases that would reinforce the curriculum.
1	We are really happy with the choices that have been made. Please keep up the good work.
1	We like Encyclopedia Britanica Online better than World Book Online.
1	We miss the original science database.
1	We need more user friendly resources at the elementary level.
1	Whenever you can add databases for early elementary, it is appreciated.
1	You are doing a fine job of finding appropriate grade level resources!
1	add more databases
1	better tutorials
1	come in and train librarians and how to use materials to further education of the students
1	more secure funding
1	none needed
1	reading level specific databases
1	the way the databases are listed is confusing.. You have to go to Ebsco list in an odd way
1	too much of the same thing, and often just linked to something else
1	Seminars or webinars teaching employees the purpose and use of databases. When I came to this library in January 2010, databases were not used and are still not used because the staff is not familiar with them.
1	We seem to be lacking in a Social Studies database- we use US.gov but that is not a true database.
1	When I came to this library at the beginning of 2010, no one used the databases because they didn't know they were available, they didn't know the purpose, and they didn't know how to use them. I would like to see more seminars/webinars to teach staff the purpose and use of the available databases, basic info like how to access the database and what it would be used for, not necessarily detailed searches.
1	I would like to see them linked more obviously, very visibly, from the SLO website - I usually go there first and stumble around, trying to remember INFOhio...
1	Have the state demand that during one of our teacher inservice days that INFOHIO be EXPLAINED to the staff.
1	Additional products from Cengage would help with upper grades research. Having World Book Early World of Learning is wonderful for emerging and early readers!
1	Libraries could do a better job of marketing LearningExpress Library and particularly Job & Career Accelerator. Most students in our public schools do not know about LEL, nor do their parents. Job seekers are not aware of the Job & Career Accelerator. The computer skills programs in LEL are also useful to our adult and senior citizens in the state, and we should do a better job of marketing of these resources.
1	More money would allow a greater offering of databases for a variety of grade levels. There are so many good options, and budget is the constraining factor.
1	The databases are wonderful - we just need to better educate our patrons about their existence. Having statewide databases really helps smaller libraries which cannot afford to subscribe to the majority of the databases on their own funding and I know that we greatly appreciate them at my library.
1	Promotion and education campaign demonstrating how it can be relevant to academic libraries and their patrons.
1	This program could be improved through increased funding and through increased personnel. It would be nice to have access to more research databases.
1	We pay for Auto Repair Reference. Our patrons love it. Maybe it could be added to the list in the future.
1	We have discovered that at times it would be beneficial to have access to the Reader's Guide to Periodical Literature database.
1	Based on my above scenario, I would love to see higher level of databases offered such as literary criticism and Questia which ideally their accounts will travel with them to university and beyond.
1	More databases! We really miss NoveList! Our children's literature students and our teacher education students used it to locate literature for lesson plans and reading units.
1	I'd love to see a really good Social Studies database and an image database added to the collection.
1	as an academic librarian, most of the databases in the state program are redundant to what is available to me from

	other sources. There are a couple that I could not get otherwise, but it's only a few of them.
1	continue monitoring for additional databases to add. We realize that possible underutilized databases might need to be discontinued.
1	I love using and encouraging students and staff to use INFOhio resources. They are awesome. The only improvement I can think of is just to keep adding things. Mango, Early World, & Ancestry are great.
1	I really like the new expansion of "Early World of Learning". These resources allow us to introduce quality information to a younger audience. I would like to see more electronic databases to support the middle school students.
1	it is difficult to access the databases outside the Library - sometimes there are issues with public library not being listed, etc. Also, the databases themselves are very difficult to use - the database companies should make them easier and patrons would use them more.
1	The database program could be improved by offering even more high quality databases for K-12 student research. Databases are an important component of our goal to improve information, media and technology literacy. Since project based learning is an important aspect of 21st century skills, these products are essential.
1	If there weren't so many clicks to get to the resources it would help. When I'm demonstrating these to the students I can see their eyes glaze over when I there are more than 2 clicks. Sadly, I know that they won't remember how to access these when they get home.
1	LegalForms would be nice to have, and if decisions could be made earlier, individual libraries would have time to explore other databases they might want to purchase and drop others that the state is buying.
1	Additional resources to support even more rigorous content standards passed by the state in 2010 would be wonderful! I also think that expanding professional development resources within INFOhio would be invaluable to schools.
1	We use Discovery Portal to search many sources at the same time. It would be really convenient if we could go to INFOhio and search all their sources from one search.
1	Most references that teachers expect students to show can be found on Infohio.org. I want them to be able to copy and paste all references that they choose for their research papers and their bibliographies that are required for their research papers by their teachers.
1	I really don't see a need for improvement unless it would be to add additional databases. We are thrilled with the current statewide database collection!
1	Continue giving libraries the PR tools to showcase the databases. It will continue to help highlight this valuable resource.
1	Produce simple how-to handouts library staff can give patrons when they ask a question that could be answered with a database. Include info to push to database through KnowItNow and Afterdark. Do the same on school-age level.
1	I think it is excellent. As long as it stays current and offers different types of material and media it will always be successful!!!
1	I would like more training. Yes I know about and have participated in some of the webinars and they are very good. I understand how to use the databases and services provided but I always feel there is more I could be doing or there are aspects of the services I under use. I want to thoroughly understand all the bells and whistles so I may use all the information provided, to it's fullest capacity. Better (more intense or individualized) training would provide the greatest benefit.
1	A legal documents resource would be especially useful to our patrons as would a business and residential listing database.
1	Simplifying the look and layout of the site to make it more user friendly. There are a lot of words on the pages and it is overwhelming, especially for people who don't know what they're looking for and want quick access to find what they need instead of clicking 3 different times to get to the one source they want. This is needed for the Infohio site in general, but especially for the K-5 users.
1	The core collection is very good. It would be great to offer more in terms of social studies databases, literature, and current events/issues related databases.
1	Provide more seminars/workshops to increase awareness about the services. Thanks, MaryAnn Harris
1	Statewide subscription to Reference USA to include listings for individuals, businesses and small businesses. Secure a grant and then secure 'good will' monies from the business community as this sector surely would benefit.
1	More cooperation between school, public, and academic libraries, i.e., more sharing of databases and print resources
1	I would like to see some more of the ProQuest databases added to the collection. I believe SIRS Knowledge Source and Culture Grams would be valuable additions. We currently are paying for those subscriptions.
1	I think the number of kids resources could be reduced--there's lots of overlap between KidsSearch, Searchasaurus, and the Student Resource Center.
1	Maintaining databases for a given number of years. IT must be difficult for a public high school to spend time teaching a Single year database subscription.
1	I think you have it all covered. We are notified when there are changes, updates, etc. The database covers a wide variety of resources for our kids (grades K-12), and our staff. I would leave the need for improvement up to you- the experts.

1	We need quality consumer health information, like EBSCO's Consumer Health Complete, and statewide access to DIY legal tools, like Gale's LegalForms.
1	Increase the number of databases available for school libraries. The database; Discoverer from SIRS was eliminated due to decrease budget. It needs to be reinstated along with the High School version Researcher and Renaissance.
1	At this time I could not suggest any improvement for I am just beginning to get deeper into the programs.
1	By doing away with the need for user names and passwords to: 1) get into infohio 2) get into the public library's on-line resources
1	I would like to see a current events /opposing viewpoints on current issues site if that would be possible; otherwise, everything is outstanding. Love the new Mango foreign language site.
1	Offering additional resources would be great. If high school students could also have access to some of the university sites, that would also be helpful. High School students need to learn there is more out there than just Google.
1	Actually, I believe that involves our own website organization. We need to place a link right up front on the initial web page so that patrons and students do not have to "seek and find!"
1	We appreciate having access to these databases that we would otherwise not be able to provide for our patrons.
1	It's wonderful now. Don't take anything away. Adding Gale' Opposing Viewpoints in Context would be a boon to any student needing current articles to think critically about an issue.
1	Webinars on individual databases to teach staff and patrons how to use. Small Engine Repair database Auto Repair database
1	The system has been revised and improved so effectively over the years there is little need to do much more tweaking.
1	Stop making changes/upgrades so often. This sounds odd but when students have to learn new interfaces, some of them avoid the features and turn back to google.
1	The addition of Mango this year is terrific, but we could always use more resources. A history database would be useful.

Do you use SEO services?



9. Do you use SEO services?

Value	Count	Percent %
Yes	85	16.2%
No	439	83.8%

Statistics

Total Responses	524
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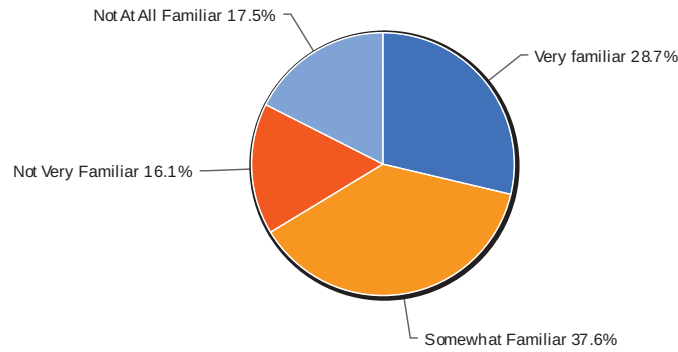
10. If you use SEO, please indicate your response to the following statements about SEO:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not Applicable	Total
SEO reduces my individual cost of providing library automation	47.4% 37	20.5% 16	6.4% 5	3.8% 3	1.3% 1	20.5% 16	100% 78
SEO reduces my individual cost of providing library materials to customers	60.5% 46	27.6% 21	6.6% 5	1.3% 1	0.0% 0	3.9% 3	100% 76
SEO expands types of library materials available to my customers	72.0% 54	18.7% 14	4.0% 3	2.7% 2	0.0% 0	2.7% 2	100% 75
I would be able to supply customers with similar services at my current cost, without the service of SEO.	7.7% 6	5.1% 4	7.7% 6	24.4% 19	50.0% 39	5.1% 4	100% 78

11. Overall, what is the value of the following SEO benefits to your organization:

	Very Valuable	Somewhat Valuable	Not Very Valuable	Not at all Valuable	Undecided	Total
Cost reduction	67.1% 51	23.7% 18	3.9% 3	2.6% 2	2.6% 2	100% 76
Time savings	57.9% 44	26.3% 20	3.9% 3	3.9% 3	7.9% 6	100% 76
Improved access to library services	66.2% 51	16.9% 13	3.9% 3	2.6% 2	10.4% 8	100% 77
Improved access to library materials	90.8% 69	5.3% 4	1.3% 1	1.3% 1	1.3% 1	100% 76

How familiar are you with the KnowItNow24x7 Virtual Reference Service?



12. How familiar are you with the KnowItNow24x7 Virtual Reference Service?

Value	Count	Percent %
Very familiar	144	28.7%
Somewhat Familiar	189	37.6%
Not Very Familiar	81	16.1%
Not At All Familiar	88	17.5%

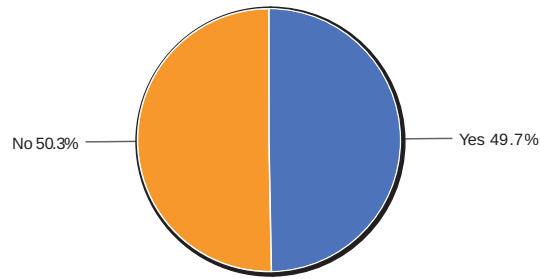
Statistics

Total Responses	502
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How familiar are you with the KnowItNow24x7 Virtual Reference Service? (by library type)

Indicate the kind of library or organization you represent:												
How familiar are you with the KnowItNow24x7 Virtual Reference Service?		Academic Library		Public Library		School Library		Special Library		Other		Totals
	Very familiar	36	25.0%	47	32.6%	57	39.6%	1	0.7%	3	2.1%	144 100%
		53.7%		42.7%		18.2%		20.0%		42.9%		
	Somewhat Familiar	25	13.2%	52	27.5%	106	56.1%	4	2.1%	2	1.1%	189 100%
		37.3%		47.3%		33.9%		80.0%		28.6%		
	Not Very Familiar	4	4.9%	7	8.6%	70	86.4%	0	0.0%	0	0.0%	81 100%
		6.0%		6.4%		22.4%		0.0%		0.0%		
	Not At All Familiar	2	2.3%	4	4.5%	80	90.9%	0	0.0%	2	2.3%	88 100%
		3.0%		3.6%		25.6%		0.0%		28.6%		
	Totals	67		110		313		5		7		
		100%		100%		100%		100%		100%		

Do you market the KnowItNow24x7 service to your patrons



13. Do you market the KnowItNow24x7 service to your patrons

Value	Count	Percent %
Yes	249	49.7%
No	252	50.3%

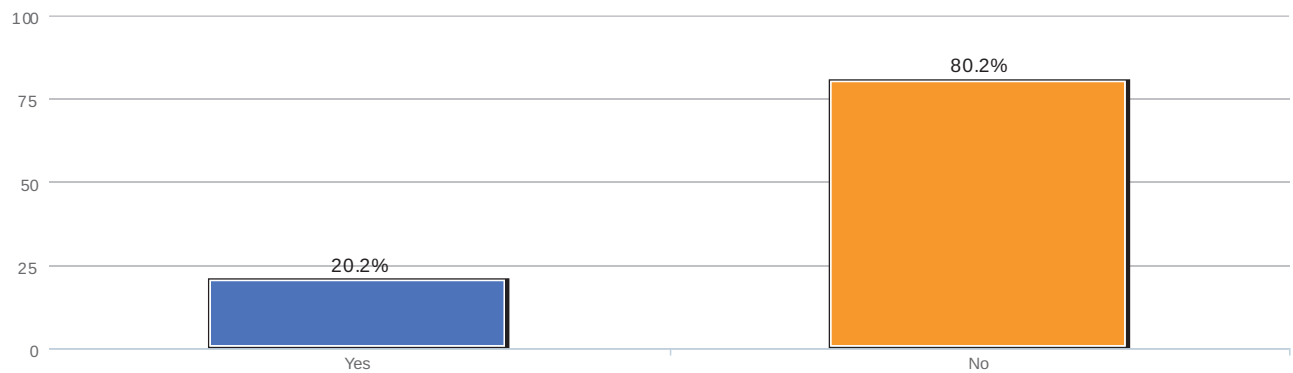
Statistics

Total Responses	501
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Do you market the KnowItNow24x7 service to your patrons? (by library type)

		Indicate the kind of library or organization you represent:									
		Academic Library		Public Library		School Library		Special Library		Other	Totals
Do you market the KnowItNow24x7 service to your patrons	Yes	46	18.5%	92	36.9%	107	43.0%	1	0.4%	3	249 100%
	No	21	8.3%	18	7.1%	206	81.7%	4	1.6%	3	252 100%
	Totals	67	100%	110	100%	313	100%	5	100%	6	

Is your library a KnowItNow24x7 provider?



14. Is your library a KnowItNow24x7 provider?

Value	Count	Percent %
Yes	101	20.2%
No	402	80.2%

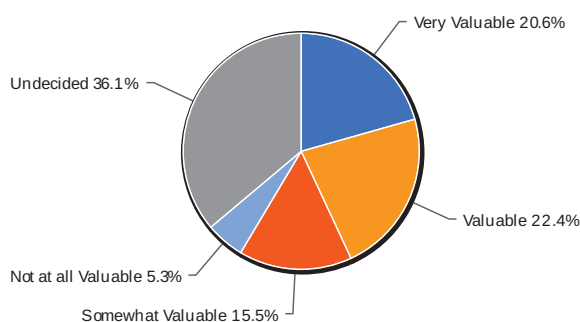
Statistics

Total Responses	501
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15. Please indicate your response to the following statements about KnowItNow24x7:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable	Total
KnowItNow24x7 increases the days/hours of reference service available to our customers.	33.1% 166	19.8% 99	14.4% 72	0.6% 3	0.2% 1	31.9% 160	100% 501
KnowItNow24x7 increases our ability to do research for customers in subject areas we were unable to fill previous to KnowItNow24x7.	22.8% 114	18.8% 94	21.0% 105	3.8% 19	0.6% 3	33.1% 166	100% 501
KnowItNow24x7 reduces our cost of maintaining a larger print and online library reference collection.	18.6% 93	16.6% 83	24.4% 122	6.8% 34	0.8% 4	32.9% 165	100% 501
KnowItNow24x7 helps promoting and improving access to our library services & collections.	24.8% 124	19.0% 95	21.0% 105	2.4% 12	0.2% 1	32.7% 164	100% 501

Overall, how valuable is the KnowItNow24x7 reference service to you and your customers?



16. Overall, how valuable is the KnowItNow24x7 reference service to you and your customers?

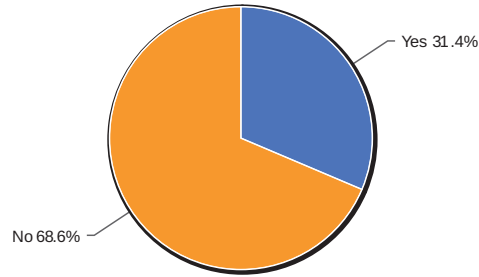
Value	Count	Percent %
Very Valuable	101	20.6%
Valuable	110	22.4%
Somewhat Valuable	76	15.5%
Not at all Valuable	26	5.3%
Undecided	177	36.1%

Statistics	
Total Responses	490

Overall, how valuable is the KnowItNow24x7 reference service to you and your customers? (by library type)

Indicate the kind of library or organization you represent:												
Overall, how valuable is the KnowItNow24x7 reference service to you and your customers?		Academic Library		Public Library		School Library		Special Library		Other		Totals
	Very Valuable	24	23.8%	33	32.7%	40	39.6%	2	2.0%	2	2.0%	101 100%
	Valuable	13	11.8%	39	35.5%	57	51.8%	0	0.0%	1	0.9%	110 100%
	Somewhat Valuable	11	14.5%	24	31.6%	39	51.3%	2	2.6%	0	0.0%	76 100%
	Not at all Valuable	6	23.1%	4	15.4%	13	50.0%	1	3.8%	2	7.7%	26 100%
	Undecided	11	6.2%	9	5.1%	156	88.1%	0	0.0%	1	0.6%	177 100%
	Totals	65	100%	109	100%	305	100%	5	100%	6	100%	

Have you participated in a SLO/LSTA funded continuing education program?



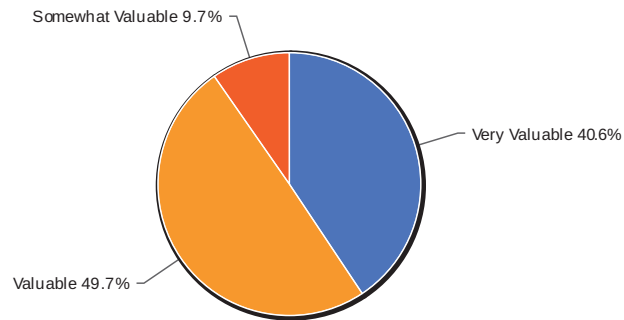
17. Have you participated in a SLO/LSTA funded continuing education program?

Value	Count	Percent %
Yes	156	31.4%
No	341	68.6%

Statistics

Total Responses	497
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If Yes, how valuable were the continuing education opportunities?



18. If Yes, how valuable were the continuing education opportunities?

Value	Count	Percent %
Very Valuable	63	40.6%
Valuable	77	49.7%
Somewhat Valuable	15	9.7%
Not at all Valuable	0	0%
Undecided	0	0%

Statistics

Total Responses	155
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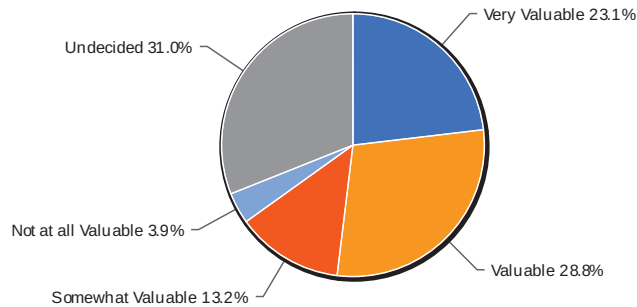
19. Tell us what recommendations would you make regarding the future use of LSTA funding for continuing education?

Count	Response
1	Additional on-line courses dealing with day-to-day issues for front-line staff.
1	Better marketing - better description of the offerings.
1	Collaborate with ALAO more directly for programs relevant to academic librarians
1	Continue funding.
1	Continue!
1	Extremely valuable and important
1	I wish my staff was more interested in taking online classes.
1	I would not be able to run my automated library without it!
1	I would recommend continuing it as in the past five years.
1	Improve the funding levels to increase the services lost thru cuts.
1	Keep webjunction training free for Ohio libraries.
1	Make grant writing training a priority.
1	Market the services more.
1	More tech tools' instruction
1	More training and learning all the options. How to use them creatively
1	None
1	Online web-based workshops and programs would be useful to cut down on travel.
1	Please continue as many libraries are cutting travel for professional development
1	Smartboard training Common Core Standards training
1	Some of the webinars were much better than others.
1	This funding is very important for libraries, whose funding is being cut all over in many ways.
1	Tutorials or webinars regarding technology in regards to libraries is helpful.
1	Very useful
1	Webinars are always easy to access.
1	Webinars through Ohio Webjunction are a great resource.
1	Webjunction should be continued.
1	broader offerings in beginning technology (e.g. basic programming)
1	more "live" webinars
1	more available training using Webinars and online training available at home and after work hours
1	more on-line opportunities
1	more regional and web session offerings. less travel required for participation.
1	please continue
1	I like the webinars (in person and archived) every month or so. I view almost all of them. Much better than the distance learning because of the problems connected with the connectivity etc. Stopped trying to participate in them so was happy to have the webinars. Wish Columbus wasn't the only geographical spot for meetings and other PD.
1	Continue to make virtual or online opportunities available. While we prefer to attend professional training in person, the reality is that our budget and staffing level do not allow us to travel for continuing education purposes as we have in the past.
1	Offering free participation in webinars that have some cost associated for various library types and the staff of same.
1	Please make continuing education opportunities available. These help tremendously when trying to offer the best customer service to our members.
1	Perhaps hosting a regional/statewide event for school and public librarians that are working together?
1	Programs about new and evolving library services and products, such as institutional digital repositories and embedded librarians.
1	we provide time each week for staff training and use the webjunction materials extensively in improving our staff's skills.
1	More inexpensive staff development opportunities in central ohio or webinars- For staff at all levels
1	Emphasize how these resources can be used specifically in lessons. Perhaps have teachers/librarians who use the resources share actual projects that have been successful with their students. Not just about what is available but how

	to successfully use the materials.
1	Do not switch the majority of sessions to webinar unless they include videoconferencing as well. Webinars can cut out the "networking with colleagues" aspects of attending a seminar and can only be preserved, though weakly, with videoconferencing in my option.
1	CE such as Project Compass is very valuable and practical for our libraries. Tools on Webjunction are great, too, and accesible when a need arises.
1	I think the State Library has become more aggressive in their communication to the school libraries. Knowing about the services and the personnel helps the entire state of Ohio improve literacy and research skills.
1	Continue the funding process, as dollars become less available for travel and online cont'd educ. opportunities the funding thru LSTA permits an alternative for us to have an avenue to staying current and up-to-date.
1	It is imperative in our current economic crisis and lack of jobs for all people! Makes them more marketable and shows that they are taking some responsibility and self-discipline for their own future.
1	Have Web Junction be easier and quicker to have access to classes. The registration process and figuring out which courses are free is very frustrating.
1	To preserve the funding at least as it is this year. If we could add to it, I'd love to see more newspapers, such as the Cincinnati Enquirer on-line. We no longer have a school subscription.
1	Classes that are held over a period of time are harder to attend as often there are weeks when duties explode and the later classes are wasted. Single classes seem to fit our smaller library better.
1	No substantive suggestions, just more please! It would be great if there was a place for SEO training up here in the northern part of the state. I'd be able to send staff more frequently.
1	I have used Webjunction but kind of forget it is there. I really like the new INFOhio Learning Commons. There are many valuable lessons in the 21 things. I like that you can do it at your own pace and pick and choose what to investigate.
1	"Supporting continuing education" shouldn't be a top strategic objective of LSTA funds as that is too unfocused. Where appropriate, LSTA funds could be used for continuing education in support of more important objectives
1	It is SO HELPFUL to have courses like WebJunction available and FREE for my staff! Not everyone on my staff has a background in libraries. They are all very good at what they do, but the courses have helped give them a more thorough knowledge of library functions and goals. The courses have also been very helpful in training staff that have transitioned between positions at my library. All of my staff are required to take at least one WebJunction course per year to improve their skills.

OLBPD (Ohio Library for the Blind and Physically Disabled) Services

As a library whose customers can use this service, how do you value the service?



20. As a library whose customers can use this service, how do you value the service?

Value	Count	Percent %
Very Valuable	114	23.1%
Valuable	142	28.8%
Somewhat Valuable	65	13.2%
Not at all Valuable	19	3.9%
Undecided	153	31%

Statistics

Total Responses	493
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As a library whose customers can use this service, how do you value the service? (by library type)

Indicate the kind of library or organization you represent:													
As a library whose customers can use this service, how do you value the service?		Academic Library		Public Library		School Library		Special Library		Other		Totals	
	Very Valuable	18	15.8%	36	31.6%	58	50.9%	1	0.9%	1	0.9%	114	100%
		27.3%		33.0%		18.9%		20.0%		16.7%			
	Valuable	13	9.2%	37	26.1%	88	62.0%	2	1.4%	2	1.4%	142	100%
		19.7%		33.9%		28.7%		40.0%		33.3%			
	Somewhat Valuable	14	21.5%	19	29.2%	32	49.2%	0	0.0%	0	0.0%	65	100%
		21.2%		17.4%		10.4%		0.0%		0.0%			
	Not at all Valuable	3	15.8%	1	5.3%	13	68.4%	0	0.0%	2	10.5%	19	100%
		4.5%		0.9%		4.2%		0.0%		33.3%			
	Undecided	18	11.8%	16	10.5%	116	75.8%	2	1.3%	1	0.7%	153	100%
27.3%			14.7%		37.8%		40.0%		16.7%				
Totals	66		109		307		5		6				
	100%		100%		100%		100%		100%				

21. In what ways can the services for the blind and physically disabled programs be improved?

Count	Response
1	- 0 -
1	Advertising locally and state-wide
1	Better marketing and outreach.
1	Better promotion and instructions
1	Better statewide promotion; target MRDD & DD facilities
1	Books could be read in a more natural voice not computer generated.
1	By offer more things to them.
1	Definitely valuable for students who need this service.
1	Deliver/loan materials to the schools
1	Does not apply for our use
1	Don't know. Haven't had a need to use this.
1	Have never used
1	How can academic libraries promote this service to their students and departments?
1	I am not sure.
1	I am unaware if my academic library uses this service.
1	I am unfamiliar with these services.
1	I did not know about this service- I would like more details.
1	I don't know
1	I think a better and consistent marketing program would good.
1	In the last 10 years I have had no opportunity to use this service.
1	It is fine.
1	Many people still don't understand the service or know that it exists.
1	Maybe publicize it better?
1	More advertising to make more aware of what is offered.
1	More children's titles.
1	More closed captioning of older video resources that schools use.
1	More current selection of titles.
1	More promotion of these services
1	More promotion of this with County Boards of Developmental Disabilities.
1	More publicity! Not enough people know it's there.
1	More resources that they need available.
4	N/A
1	NA
1	Not enough people are aware that these materials are free and accessible to them.
1	Not so much improved but advertised.
1	Not sure
1	Offer it at all public Libraries
1	Ordering books in advance is sometimes difficult--catalog is a bit hard to use.
1	Outreach to schools. It would be nice to have Talking Books delivered.
1	Provide academic/college level resources--not just public library collections.
1	Provide further marketing to teacher/librarians to know how to access these materials.
1	Provide information to school libraries that service blind and disabled students.
1	Providing more printed or recorded books.
1	Sorry, I am a school library and do not have these patrons.
1	We do not have anyone who is blind to use the program, but I am sure others benefit very much.
1	We do not use this service, so I can't comment on this.
1	We have multi-handicapped students in our schools. hearing/ vision disabled also in years
1	We have no current need for these services.

1	additional materials added to the collection
1	haven't really used it but it would be invaluable if we had students who needed the services
1	market it more
1	more awareness
1	provide more sources for the special ed population.
1	we have not had a blind person in about 7 years.
1	They need more publicity and promotion. There are still so many people that are not aware that they exist.
1	I would like more information, I have legally blind students for whom I would like to use this service.
1	As technology has improved and become more widely available, we make less use of this resource. However, it seems we are serving more customers with physical disabilities each day. Perhaps we need more overt marketing to library staff of what services are available and how to access them.
1	communication to the sub-lending agencies as to what is happening would be great. If there has been a list-serv established or another venue provided, our library was not informed.
1	The program runs very well currently. More resources for publicizing the service would be useful, but that's the case with most things.
1	Make it easier to receive and open up the program to more disabilities. My sister is disabled and is on medication the makes her eyes twitch constantly which prevents her from reading but she does not qualify for the program.
1	have specific program that can be used in school libraries which have students with blindness or physical
1	I do not a the need for this program in the school library at this time. I do feel that it is very important to help the disable in every way to give them a better education.
1	We only have a few patrons that need these services. But if only to help one person, it is worth it.
1	The technology is somewhat antiquated. It could be improved by moving to more flexible media. However, that said, the technology is easy to use and patrons appreciate that. Any technological shift would need to be very easy to use. Currently, books on CD and the current model of e-audio book lending would not suffice.
1	A lot of our patrons do not like the new digital players and would prefer to continue using the cassette players. However, the cassettes are now limited and this is a problem. We would like the State Library to address this problem.
1	I'm not aware of customers in my area asking for these services. We generally have no requests in person.
1	I'm not familiar with the program, but this will not be valuable to my students who are not blind or physically disabled.
1	I would like to see large print books available to our students in fiction and nonfiction. I am not sure how the state library can help but I would like to find textbooks available large print. (I did send an email but have not heard back)
1	Braille titles and call numbers on everyday audio books, Playaways, etc. It does not have to be a "special" service.
1	More marketing and information. Again, when I began this job at the beginning of 2010, there were shelves of unused tape players and no one knew what to do with them because it was something the previous director handled, and she was very hands-off with the service.
1	They could make the cartridges available for check out to libraries instead of just individual patrons. We have Victor Reader streams that were designed to be able to use the cartridges, but they will not check the cartridges out to libraries.
1	Allow my library to distribute the talking book machines when requested rather than having to refer patrons to another library.
1	I think we run into challenges with finding large print versions of our text books and other resources.
1	Better advertising/marketing tools for the libraries. They may exist and just don't know about it, but the more we can advertise the service, the more our members will use the service.
1	My outreach staff thinks the new digital machines are wonderful. The patrons do not have to change tapes or flip buttons, so it's much easier to use. And the reduced paperwork/administration on our end is much appreciated. Better mechanisms for patrons to pick their own titles or manage their preferences would be great.
1	We have not taken enough of advantage of the program. Perhaps better marketing would increase our use.
1	I think our patrons would use them more, and we'd refer them to their services more if we knew more about what they offered.
1	Availability of Braille Note a small computer and K-NFB Reader by Mobile Products. The K-NFB Reader is small enough to carry around. Each Library should have a K-NFB Reader so blind patrons can read any book in the library. Michael Hingson has one, the author of "Thunder Dog."
1	Make school librarians aware of these services, especially when we might only have 1 or 2 students who might need to take advantage of these services.
1	I was unaware this service was available (if it is to schools). Our special education teachers may know of this service but if not, more awareness is needed.

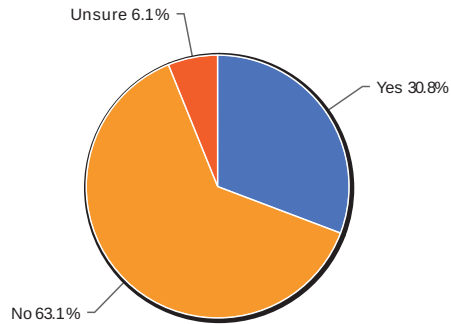
- 1 Market the info better, supply Ohio libraries with info about this program, so in return the libraries can understand and market it to their patrons.

22. Do you have a story that shows the importance of the services for the Blind and physically disabled? If yes, please describe.

Count	Response
1	- 0 -
4	N/A
2	NA
2	No
1	No I do not.
1	No.
1	Not Applicable
1	Not at this time.
1	Sorry, I don't.
1	We had a blind student several years back, and at that time we used the service extensively.
1	n/a
2	no
1	My sister is disabled and is on medication the makes her eyes twitch constantly which prevents her from reading but she does not qualify for the program. Allot of red tape is what my experience is with the program.
1	We have several blind and physically disabled student in our building. It important that they have access to ZOOM TEXT and other adaptive resources so that they learn that they too have equal access in libraries. Schools need to model this so that the impaired see lifelong access to libraries as part of their lifestyle.
1	A gentleman who got a digital machine and was so excited about it. His wife could download books on the computer to his flashdrive and he could put his flashdrive into the digital machine and listen to even more books. Being homebound is hard. Reaching the outside world is often impossible. So when we deliver or the state mails audio books or other material it's viable to their health and their social well being. Often times when we visit them it is their only contact for the entire month. It tightens their lives.
1	We had a visually impaired student in our district a few years ago. She was an avid reader. As her vision degenerated, we relied on the audio and large print books more and more. It was wonderful to be able to meet her needs.
1	My husband lives in nursing home. He is unable to read due to physical handicaps. The books on tape through the agency are a huge asset to him and others who are shut ins.
1	I wanted to let you know what a great idea I think this iPD subscription is! Kimberly is taking Current Events this year, and there is an expectations that students in the class are aware of major stories going on in the news, both locally and nationally. In fact, her teacher informed me that he will quiz the students three different times solely on stories that have "grabbed the headlines" and that all well-informed students should be aware of. For Kimberly, accessing the local newspaper has been difficult, as she had to use Cleveland.com, a difficult website for her to navigate using the screenreading program on her computer. However, iPD is wonderfully user friendly for her! I am very excited, and grateful to you for being so forward thinking and bringing the latest technologies to the students. I realize Kim is only one student among many, but I am sure so many of her peers will also benefit from this subscription.
1	My late husband was a user of talking books. He was legally blind for 10 years and was deeply appreciative that he could still listen to books.
1	We had a youngster who could not commu icate we needed a braile writer for her to communicate and special books.
1	We have a student new to our building this year that is legally blind. He has to hold regular print materials up to his glasses to read. He has not had access to large print or recorded books up to this point. How does a student make it to 5th grade without any assistance?
1	Not a single story, but for many of our patrons this service is a lifeline. They would be completely lost without it.
1	I don't know of this program, but it would be valuable to us. We have a blind student who borrows materials from somewhere through her SPED coordinator. I've never been able to provide materials for her through the library except her checking books out that others will read to her. She is now in the middle school and is reading chapter books.
1	I serve a 5th grade student. We request materials in braille for those topic the student is learning in his class.
1	I see elders who are getting hard on sight who do appreciate audiobooks on CD and Playaways. All they need to do is tactily learn where the function buttons are located on the Playaway unit or CD player, and they are pretty much good to go other than that they are unable to select a title as they cannot read them. I can direct these patrons to the screen reader features on the computers so that this can facilitate interacting with an OPAC, but it still does not alleviate the need to be able to "see" the titles in person. Braille or encouraging patrons to call to have "titles pulled" for them could be feasible.
1	These materials are often very expensive, but the Cleveland lending program is efficient and helpful. Our seniors

appreciated the more current options available thru them.

Do you use the statewide summer reading program?

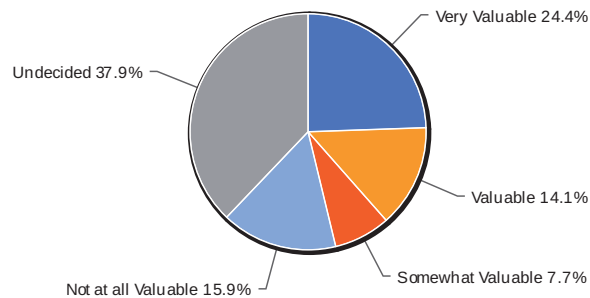


23. Do you use the statewide summer reading program?

Value	Count	Percent %
Yes	151	30.8%
No	310	63.1%
Unsure	30	6.1%

Statistics	
Total Responses	491

What is the value of the State Library Summer Reading Program to your organization?



24. What is the value of the State Library Summer Reading Program to your organization?

Value	Count	Percent %
Very Valuable	120	24.4%
Valuable	69	14.1%
Somewhat Valuable	38	7.7%
Not at all Valuable	78	15.9%
Undecided	186	37.9%

Statistics	
Total Responses	491

25. In what ways can the State Library of Ohio Summer Reading Program be improved?

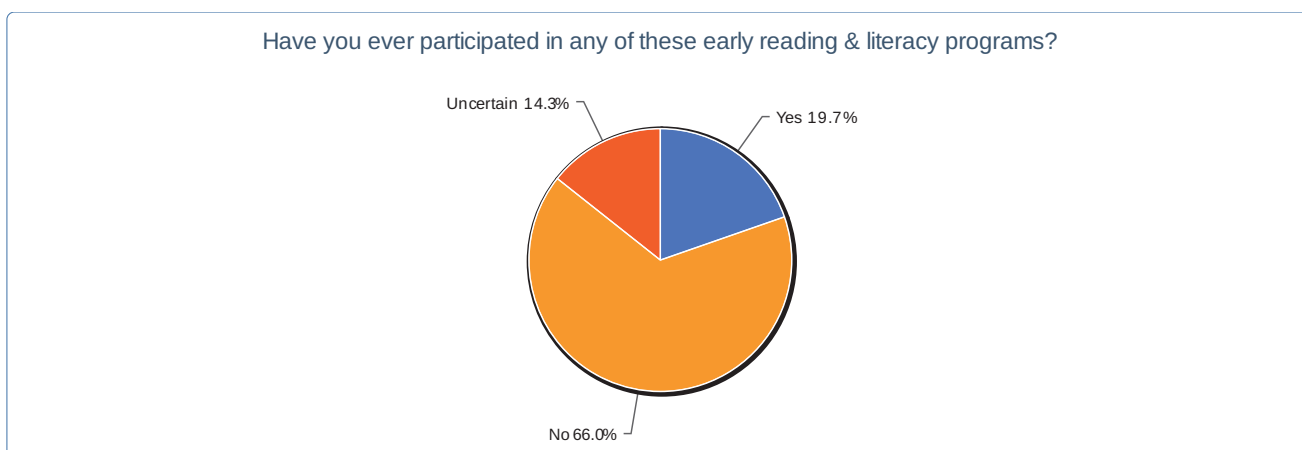
Count	Response
1	- 0 -
1	Better themes.
1	By having more books available in more libraries.
1	Different variety of prizes.
1	Earlier workshops so we can get ideas and have more time to prepare for the SRP.
1	Enrollment needs to go up.
1	How can academic libraries promote this and/or use this program better?
1	I don't know anything about this program so promotion of this program should be improved.
1	I don't know.
1	I use the public library summer reading program.
1	I would like to know more about this program.
1	Include the schools!!
1	It is a great program and the resources are invaluable to our very limited staff.
1	It's just fine as it is.
1	Just continue to offer the service. It's a tremendous asset.
1	Maybe a statewide publicity campaign?
1	More and more PR. Advertise, market - always can use more
1	More awareness
1	More varied information and less recycling of previous years program/craft ideas
2	N/A
1	NA
1	Not sure
1	Please ask a Children's Librarian. The programs always look great to me.
1	So happy with it!
1	Some years we use it. Other times we choose something different!
1	The themes can be bizarre at times - keep it simple!
1	The themes can sometimes be too similar.
1	We do not use this service.
1	We use our own Reading Program as we are a small school
1	continue low cost special program opportunities
1	excellent as it is
1	more workshops in more service areas so staff can attend training
1	none needed
1	perhaps some more upbeat themes for the teens...recent ones have seemed rather drab and boring
1	Include Library/Media Specialists so we can support public library reading programs better, especially in districts that don't have mandatory summer reading programs.
1	This would be great if public school libraries could use this program, but our community library uses this program.
1	Although we do not take advantage directly, the summer reading program is valuable because it helps improve literacy among Ohioans who may then choose to go to college and further their education. And a well-educated electorate is a great advantage to society in general.
1	Themes often seem to work better in larger library settings than in smaller library settings due to cultural differences. Make sure representatives from small libraries are involved in the brainstorming process -- even if they or their organizations need extra compensation for their participation.
1	Provide information to the local schools early enough, so that teachers and library staff and promote the program.
1	As a school, this is a great way to make connections between the public and the school libraries.
1	We cannot use the DVDR format. A staff member has to transfer it to a flash drive on her home computer in order for the library to access it.
1	At times we feel the theme is hard to be geared toward the younger children, of which we have a lot of.
1	Our school library is not open during the summer. If it were, I'm sure we would be using the summer reading program.

1	The design this year was awful. The "hero" was confusing and not aesthetically pleasing. Perhaps a design consultant would be valuable.
1	Our school has a summer reading program for all students; I was not aware of one for the State Library of Ohio.
1	Continue to provide the manuals for SRP and workshops to help get ideas to present for our library. The workshops fill up quickly and we can not afford to travel over 1 hr in distance. So more workshops in smaller communities are needed
1	Our use is sporadic based on whether/how much staff like a given year's themes. I don't know how the themes are chosen, but perhaps incorporating an opportunity for broader feedback in the development/choice of themes would help.
1	As an academic library, we do not have need to use the summer reading program. Therefore, I cannot place a value on it.
1	It offers many programs to students of all ages. I would have to say that getting teens involved in reading more would be an area to look at for increasing participation.
1	Since we are a school we do not use the summer reading program. However, we do try to tie in some of our lessons to the summer reading theme.
1	By partnering with the K-12 schools statewide for a summer reading initiative which would integrate common core reading standards with services provided through the public library when schools are not in session. A
1	It would be great if there was a shared online component for the public that libraries could (optionally) use. Each library could have its own space to post material. It could also allow online sign-up and progress tracking. Obviously this is a bit ambitious though.
1	Perhaps provide workshops for the "adult" program, similar to what is provided for the children's program.
1	Would love to have the rights to print SRP artwork on our own t-shirts and bookbags! The current SRP t-shirts and bags that are sold are way too expensive. We can get much better deals printing our own locally, but we have to design our own artwork everytime. Would be so much more helpful to have the rights to print SRP artwork.
1	If you would like school libraries to promote the public library summer reading program, please send us promotional materials.
1	So many Ohio public libraries have had cuts in hours and personnel, and the summer reading program helps all students maintain their reading skills so beginning school is easier. Establishing themes and materials is important to every community in Ohio. Continue the support you already provide!
1	We have our own reading program and we piggy back on the local public library. I am interested in learning more about the state's program.
1	Request high school participation and provide opportunities for high school students statewide to attend a Summer Reading Program conference.
1	I love it so much it is hard to think of anything. One idea would be to contract with a set of entertainers who can be scheduled by the libraries. This may reduce the cost for everyone, if an entertainer is able to be given a full schedule without setting up all the gigs one-by-one. Taking it a step further, each entertainer could be assigned to a different region of Ohio each week further reducing travel expenses.
1	The craft ideas supplied are often expensive, cheesy or impractical. Let's work on better crafts for the kids. Perhaps craft idea supplies could be added to things that we collaborate together on to get a better price.
1	More clip-art/line-art options. Perhaps an online registration/tracking program for the state, similar to http://www.readingrecord.org/ in Colorado.
1	Use more updated materials - newer books, craft ideas, younger staff to promote who understand social media
1	I am sure there are ways, but I do have to say the state library of Ohio summer reading program is wonderful. I love the books sent out associated with each year's theme. Excellent job.
1	I love what is available from the SLO and the CD's are really valuable for us to use! The information is also extremely flexible to use and can be adapted in a variety of ways.
1	I never knew that it was available. I would probably have promoted it if I had more information. Does this apply to school libraries?
1	It is a fabulous program to continue to reach the younger children when school is not in session. Keep up the good work and vary and choose different themes, as you always do.

26. Do you have a story that shows the Statewide Summer Reading Program's importance?

Count	Response
1	- 0 -
1	Especially good for children...
1	I think the importance is a given in every Ohio community!
3	N/A
1	NA
4	No
1	No I do not.
1	Not really
1	Parents continually compliment the library for having a good Summer Reading Program.
1	The Statewide Reading Program saves us money and staff time in planning, printing etc.
1	Without reading program's most kids would not read in summer. Very Important!
1	no
1	students who participate return to school better prepared in reading
1	Without the summer program manual and resources, we could not provide the quality of programming that we maintain. Since the budget cuts, our staff is very small and very limited in time.
1	our students love to read books over the summer when our library is closed and the summer reading program provides them with new books
1	We dont have it in our school program but our local city library does. ALSO our city library offers the computer lab which is very helpful to our parents Over 100 children take our summer program.
1	Not a single story, but the program does make a lot of children happy who don't use the library the rest of the year. There are also a lot of children's groups--YMCA, daycares, etc.--who come for these programs.
1	Many of our children participate through our local public library. Many of them have commented on how much they enjoyed it and what books they read over the summer.
1	Even though I am not involved in this program I know several parents that utilizes it in the summer and really likes it.
1	I would not be able to provide nearly the same amount of fun activities and educational content without the services provided in the Statewide Summer Reading Program. The cost of supplies alone is worth it!
1	It depends on the individual libraries, but the ideas generated lead to a variety of workshops for patrons of all ages; such as last summer, kids brought pictures from their trips and these were posted on US maps, we had individuals working with the following countries who could speak the language and project the culture - China, France, Great Britain, Italy, Mexico! The students learned, sang, danced & ate their way to understand what other countries are famous for! This is only one venue that we promoted.
1	My students bring in their list of books that they read over the summer. I give them an incentive for reading over the summer. Having this program available to students encourages literacy through out the year.
1	This service is extremely valuable to our small library. Gives the girls guidance on what to use and how to put the summer reading program together. Great service for the children of our community. Summer Reading programs help children love books and become familiar with the library.
1	Being a small rural library with very limited funds and personnel, the turn-key set of tools provided through the Statewide Summer Reading Program allows us to present a professional program at very little cost.
1	I do not have a specific story, but I do know it helps motivate kids to continue reading throughout the summer.
1	I do not use the program because my school is not in session during the summer, but our community public library does use it and provides a summer reading program for all teh students my media center services during the school year.
1	We reached a record number of participants for our Summer Reading Program this year. I'm so proud of our children for reading and being excited about reading during the summer. This is our most successful program at the library.
1	The value provided to the library of belonging to a national collaborative give us better buying power. The prizes for all ages are in a good price range. I appreciate SLO providing the manual (full of programming and marketing ideas) for free to each library in our system. The artwork CD is invaluable. Additionally, every summer we see children who need the incentive to read; providing a summer reading program with prizes, performers and great programs draws them to the library. While I do not have statistics to show that the children are better prepared to start the next grade in school, when we considered not going to the schools to promote summer reading there was an outcry from the teachers and principals.
1	Our circulation goes up every summer as soon as the SRP begins. It really does give people more incentive to come into the library and use our resources.

1	Since I am a school media specialist, I do not participate in the summer program when we aren't in school.
1	As a parent, I involve my children in the local library's Summer Reading Program every year. It is extremely important to me.
1	One year my daughter needed to read some books and I had a hard time finding them for her. I did end up getting them at a discount book store. It would have been better if she could have checked them out at the local library.
1	Our schools do not have a summer reading program but the local library provides a motivation for students to read throughout the summer.
1	Though my school library does not use the summer reading program, our students participate at the local public library and that reading time is very valuable.
1	Just reading 4 books over the summer can increase student achievement and retention... this is why the summer reading program is so very important
1	We have children who sit outside the doors of the library each year so they can be the "first" to receive their time sheets and sign up for the program! (One young lady argued that she'd rather miss a soccer game, than wait to sign up for SRP; her mother disagreed, but told us the story.)
1	We encourage all of our elementary school students to participate in the summer reading program at their local library and one of our 4th graders won the bicycle for the boys!



27. Have you ever participated in any of these early reading & literacy programs?

Value	Count	Percent %	Statistics	
Yes	96	19.7%	Total Responses	488
No	322	66%		
Uncertain	70	14.3%		

28. In what ways can these early reading & literacy programs be improved?

Count	Response
1	
1	- 0 -
1	Anytime you can promote reading to the younger students will be beneficial.
1	Better focus when doing children's programs.
1	Distance continuing education.
1	Do not know enough to answer the question.
1	I do not think these programs are valuable at all to anyone.
1	I don't know.
1	I have no answer to this as I do not use this as a teacher.
1	More training opportunities
1	My library is for grades 9-12.
3	N/A
1	NA
1	Offer more details online and more central ohio training opportunities.
1	Our public did not seem interested even after workshops explaining it!
1	Pleased with current programs.
1	Providing advertizements to public schools that this program is available would be helpful.
1	They are fine as they are.
1	none needed
1	not sure
1	partner with academic libraries to offer to children of students and faculty and staff
1	target poor readers
1	we participated in the recent grant opportunity. please continue the opportunity in the future
1	I appreciate that you include training for the public but with a small staff and no budget it isn't realistic
1	Perhaps programming money could be provided through the grant for early reading & literacy coaching at the library?
1	The changes this year have been great, making the language more user-friendly and less intimidating to parents.
1	These programs need to be as broad as possible to reach out to as many young children as possible. When children are exposed to reading and literacy programs before entering elementary school, their odds of succeeding in school increase dramatically. We know that many children who have no access to these kind of programs struggle with reading and literacy throughout their school career.
1	May have used this service several years ago in another school district that was Urban in its demographic.
1	Advertise these resources through every public school in Ohio. Some public schools may not know that these programs are available.
1	By emphasizing the fact that story times already include all aspects of the 6 skills that are being focused upon in the Ohio Ready to Read program, children's librarians would not have to feel/believe that they need to include extra planning/work for their programs. They are already doing the work needed.
1	Shortly after I had gone through the Ohio Ready to Read training I found that the information had been changed somewhat and marketed materials changed as well. I can understand changing to make the information more clear and easier to absorb or when new research findings require the materials to be updated, but I hope it wasn't changed just for the sake of change.
1	Staff are uncomfortable in the role of teacher and find parents have little interest in parental involvement. The programs have not been too successful for us despite a lot of effort to create and market them by staff.

29. Do you have a story that shows the importance of these early reading & literacy programs to your organization?

Count	Response
1	- 0 -
1	I have seen where children will learn to love reading if it is introduced to them at a early age.
1	I would like to see more targeting in our older student also.
3	N/A
1	NA
3	No
1	No I do not.
1	Not at this time.
1	Our library has incorporated in the "Every Child Ready to Read" into its story times.
1	We are reaching more parents with models for early education skills.
1	n/a
1	we are in a very strong partnership with our local Headstart!!!!!! They have been very receptive
1	I think that children exposed to early literacy programs get turned on to reading being fun. One of the hard parts of my job is to help students find books they will enjoy reading. Most of them tell me right up front that they do not like to read. I think that is because it has never been something fun for them.
1	When I teach children's literature (college course), we meet at the local public library so that students can meet the staff and hear from them about these programs.
1	STAR POWER--AWESOME, hopefully workshop will be offered again. We want every staff member to attend--so far 6 have attended this summer.
1	Reading is so important, that when the reading specialist in the local school system retired, my former library hired her part-time to continue this passion for children reading initiatives.
1	We have more than doubled the size of our children's staff this year, and these programs have been invaluable in developing our new librarians and specialists. We commit to sending all children's programming to staff to at least one early literacy program every year.
1	Our local Rotary recently raised \$5000 to purchase two early literacy AWE stations for our library as part of our plan to meet the early literacy needs of our community. The SLO/LSTA programs helped us understand that we could answer the need in this way and gave us the tools to inform the public and to obtain the community support.
1	Parents express their appreciation for the direction the staff gives them from what they have learned from the Star Power program and the Ohio Ready to Read Initiatives.
1	Our library has teamed up with our county family services to provide education about early literacy within their parenting courses.

Appendix B:
Xls file of INFOhio LSTA Grant History

LSTA Grants History for K-12
Grants for K-12 and INFOhio Library Automation/Training Purposes

11/03/2011

Award Cycle	INFOhio			Other		Purpose
	Amount	Bldg's	# Grants	Amount	# Grants	
2011 Full Grants	\$ 39,971	8	1			INFOhio Automation K-12 Schools (incl. 4 participating Public libs)
				\$ 200,351	3	
2011 Mini-Grants	\$ 21,000	2	1	\$ 46,439	2	INFOhio Automation K-12 Schools
2010 Full Grants	\$ 132,279	26	2	\$ 85,166	2	INFOhio Automation K-12 Schools
2010 Mini-Grants	-	-	-	\$ 11,250	`	K-12 Schools
2009 Full Grants	\$ 141,587	35	1	\$ 141,739	2	INFOhio Automation K-12 Schools
2007 Disability	-	-	-	\$ 23,861	1	INFOhio Related K-12 Schools
2009 Mini-Grants	-	-	-	\$ 52,960	4	INFOhio Related K-12 Schools
2008 Full Grants	-	-	-	\$ 79,702	1	INFOhio Related K-12 Schools (cyber café)
2008 Automation	\$ 201,873	36	1	-	-	INFOhio Automation
2008 Disability	-	-	-	-	-	INFOhio Related K-12 Schools
2008 Mini-Grants	-	-	-	\$ 79,962	5	INFOhio Related K-12 Schools
2007 Full Grants	-	-	-	-	-	INFOhio Related K-12 Schools
2007 Automation	\$ 207,834	37	1	-	-	INFOhio Automation
2007 Disability	-	-	-	\$ 67,207	3	INFOhio Related K-12 Schools
2007 Mini-Grants	-	-	-	\$ 48,838	4	INFOhio Related K-12 Schools
2006 Full Grants	-	-	-	\$ 59,394	1	INFOhio Related K-12 Schools

2006 Automation	\$ 173,362	37	2	\$ 89,460	1	INFOhio Automation Non-INFOhio Purposes
2006 Disability	\$ -	-	-	\$ 98,488	5	INFOhio Related K-12 Schools
2005 Full-Grants	\$ -	0	0	\$ 136,173	2	INFOhio Related Non-INFOhio Purpses
2005 Automation	\$ 407,532	74	6	\$ -	-	INFOhio Automation Non-INFOhio Purposes
2005 Disability	\$ -	-	-	\$ -	-	INFOhio Related K-12 Schools
2005 Continuing Education Grants	\$ 10,000	-	1	\$ -	-	INFOhio Related K-12 Schools
2005 Mini-Grants	\$ -	-	-	\$ 212,125	11	INFOhio Related Non-INFOhio Purposes
2004 Full-Grants	\$ -	-	-	\$ 55,097	1	INFOhio Related Non-INFOhio Purpses (Wireless lab)
2004 Automation	\$ 766,323	152	3	\$ -	-	INFOhio Automation Non-INFOhio Purposes
2004 Continuing Education Grants	\$ -	-	-	\$ 9,750	1	INFOhio Related K-12 OELMA Conference
2004 Mini-Grants	\$ 10,912	n/a	1	\$ 227,880	13	INFOhio Online Cataloging Training Wireless labs, assistive tech., other
2003 Full-Grants	\$ -	0	0	\$ 96,126	1	INFOhio Related Non-INFOhio Purposes
2003 Automation	\$ 1,400,812	179	9	\$ -	-	INFOhio Automation Non-INFOhio Purposes
2003 Mini-Grants	\$ 60,943	n/a	4	\$ 52,657	5	INFOhio Related Non-INFOhio Purposes
2002 Full-Grants	\$ 80,923	16	1	\$ 131,853	2	INFOhio Related Non-INFOhio Purposes
2002 Mini-Grants	\$ 19,743	0	2	\$ 113,959	10	Traing Labs. Non-INFOhio Purposes
2002 Automation	\$ 1,547,688	144	13			INFOhio Library

				\$ -	-	Non-INFOhio Purposes
2001 Full-Grants	\$ -	0	0	\$ 56,787	1	Non-INFOhio Purposes
2001 Mini-Grants	\$ 147,570	0	11	\$ 104,911	8	INFOhio Related Non-INFOhio Purposes
2001 Automation	\$ 1,917,487	236	13	\$ -	-	INFOhio Automation
2000 Full-Grants	\$ 1,177,878	123	7	\$ -	-	INFOhio Library Automation and Training
2000 Mini-Grants	\$ 212,715	39	18	\$ 67,665	5	INFOhio/Medianet Automation Non-INFOhio Purposes
1999 Full-Grants	\$ 2,429,716	259	18	\$ 130,256	3	INFOhio/Medianet Automation and Training Non-INFOhio Purposes
1999 Mini-Grants	\$ 412,646	67	32	\$ 68,878	5	INFOhio Automation Non-INFOhio Purposes
1998 Full-Grants	\$ 1,162,746	119	8	\$ 230,816	4	INFOhio Automation Non-INFOhio Purposes
1998 Mini-Grants	\$ 357,445	54	27	\$ 94,039	7	INFOhio Automation Non-INFOhio Purposes
Total-to-Date:	\$ 13,040,985	1,643	183	\$ 2,873,789	113	
K-12 Total	\$ 12,791,817	1,643				
K-12 Total Grants	\$ 15,914,774					
K-12 Total # of	296					

Appendix C: LCO Database Usage Overview

[illegible]

	INFOhio July '08 - March '09	OhioLINK July '08 - March '09	OPLIN July '08 - March '09	<u>TOTAL</u> July '08 - March '09	INFOhio July '09 - March '10	OhioLINK July '09 - March '10	OPLIN July '09 - March '10	<u>TOTAL</u> July '09 - March '10	INFOhio July '10 - March '11	OhioLINK July '10 - March '11	OPLIN July '10 - March '11	<u>TOTAL</u> July '10 - March '11
<u>NewsBank</u>												
Queries/Searches	138,870	141,294	337,402	617,566	111,351	81,013	223,177	415,541	98,050	56,018	174,891	328,959
Full Text Articles	71,101	107,245	339,350	517,696	72,938	74,281	260,039	407,258	56,716	70,797	285,412	412,925
9-month Cost				\$288,000				\$240,000				\$240,000
Cost per SEARCH				\$0.466				\$0.578				\$0.730
Cost per FULL TEXT				\$0.556				\$0.589				\$0.581
<u>Oxford Reference Online</u>												
Queries/Searches	427,383	350,644	201,282	979,309	156,448	133,952	156,680	447,080	156,195	101,127	139,242	396,564
Full Text Articles	85,674	67,177	22,616	175,467	70,349	50,662	22,008	143,019	69,554	63,939	16,789	150,282
9-month Cost				\$76,245				\$76,245				\$78,914
Cost per SEARCH				\$0.078				\$0.171				\$0.199
Cost per FULL TEXT				\$0.435				\$0.533				\$0.525
<u>Science Online</u> (Facts on File)												
Queries/Searches	668,704	10,637	195,050	874,391	441,870	12,180	176,351	630,401	429,283	10,989	221,877	662,149
Full Text Articles	2,377,004	35,323	378,404	2,790,731	1,363,215	38,465	354,419	1,756,099	1,255,853	35,544	321,046	1,612,443
9-month Cost				\$98,556				\$93,628				\$93,628
Cost per SEARCH				\$0.113				\$0.149				\$0.141
Cost per FULL TEXT				\$0.035				\$0.053				\$0.058
<u>World Book Online</u>												
Queries/Searches	2,540,567	21,034	543,951	3,105,552	1,833,923	22,651	349,555	2,206,129	1,946,524	11,931	208,296	2,166,751
Content Views	2,481,966	27,459	106,120	2,615,545	1,820,138	23,366	72,951	1,916,455	2,260,308	16,223	63,614	2,340,145
9-month Cost				\$262,177				\$280,927				\$280,927
Cost per SEARCH				\$0.084				\$0.127				\$0.130
Cost per VIEW				\$0.100				\$0.147				\$0.120

Appendix D: KIN Performance Data

		Chat	Email	IM	Text/SMS	Monthly Total
2007	January	11125				11125
	February	10634				10634
	March	12986				12986
	April	9651				9651
	May	11403				11403
	June	3950				3950
	July	3321				3321
	August	3563				3563
	September	7259				7259
	October	9762				9762
	November	9187				9187
	December	6755				6755
2008	January	10581				10581
	February	10377				10377
	March	8394				8394
	April	9616				9616
	May	9223				9223
	June	2986				2986
	July	2440				2440
	August	3123				3123
	September	6317				6317
	October	11868	120			11988
	November	12851	338			13189
	December	8866	193			9059
2009	January	9649	234			9883
	February	12511	255			12766
	March	12714	220			12934
	April	11117	174			11291
	May	12652	173			12825
	June	3276	142			3418
	July	2816	88			2904
	August	3106	82			3188
	September	8113	161			8274
	October	9818	156			9974
	November	7829	168			7997
	December	7674	153			7827
2010	January	7314	173	31		7518
	February	8033	149	18		8200
	March	10801	153	30		10984
	April	7772	94	15		7881
	May	8839	125	11		8975
	June	2826	78	19		2923
	July	2493	83	19		2595
	August	2873	66	20		2959
	September	7410	104	15		7529
	October	8295	141	25		8461

2011	November	8013	148	24		8185
	December	6076	120	18		6214
	January	7607	137	16		7760
	February	7331	138	16	118	7603
	March	8056	113	15	149	8333
	April	7558	73	20	217	7868
	May	8664	141	13	196	9014
	June	2459	42	25	112	2638
	July	1968	53	17	75	2113
	August	2508	79	13	255	2855
	September	5228	84	14	214	5540

Library (Alphabetical)	TOTAL KnowItNow24x7 Sessions in 2010 Initiated by Patrons of...	TOTAL KnowItNow24x7 Sessions in 2010 Handled By...
Ada Public Library	17	
Akron-Summit County Public Library	6,018	1,965
Alexandria Public Library	46	
Alger Public Library of the Upper Scioto Valley School District	5	
Amos Memorial Public Library	768	
Andover Public Library	62	
Arcanum Public Library	2	
Archbold Community Library	81	
Ashland Public Library	185	
Ashtabula County District Library	812	508
Athens County Public Libraries	141	
Auglaize County District Public Library	24	
Avon Lake Public Library	179	
Barberton Public Library	87	
Barnesville Hutton Memorial Library	26	
Belle Center Free Public Library	21	
Bellevue Public Library	69	
Bexley Public Library	46	
Birchard Public Library	70	297
Bliss Memorial Public Library	51	
Bluffton Public Library	1	
Bowerston Public Library	4	
Bradford Public Library	2	
Briggs Lawrence County Public Library	168	
Bristol Public Library	32	
Brown County Public Library	53	
Brown Memorial Library	9	
Brumback Library	4	
Bucyrus Public Library	52	
Burton Public Library	4	
Caldwell Public Library	35	
Canal Fulton Public Library	172	53
Cardington-Lincoln Public Library	3	
Carnegie Public Library	64	
Carroll County District Library	10	
Centerburg Public Library	17	
Centerville Library	332	129
Champaign County Library	85	
Chillicothe & Ross County Public Library - Main Library	129	
Clark County Public Library	406	187
Claymont Public Library	37	
Cleveland Heights-University Heights Public Library	597	200

Cleveland Public Library	4,364	22,207
Clyde Public Library	8	
Coldwater Public Library	6	
Columbiana Public Library	8	
Columbus Metropolitan Library	6,470	1,909
Community Library	140	
Conneaut Public Libray	97	
Coshocton Public Library	24	
Cuyahoga County Public Library	7,518	4,702
Cuyahoga Falls Library	560	
Dayton Metro Library	899	49
Defiance Public Library	174	35
Delaware County District Library	3,671	125
Delphos Public Library	38	
Delta Public Library	77	
Deshler Edwin Wood Memorial Library	2	
Dorcas Carey Public	82	
Dover Public Library	52	
Dr. Samuel L.Bossard Memorial Library	30	
East Cleveland Public Library	28	
East Palestine Memorial Public Library	3	
Elyria Public Library	525	362
Euclid Public Library	200	208
Fairfield County District Library	996	
Fairport Harbor Public Library	29	
Flesh Public Library	7	
Fort Recovery Public Library	1	
Franklin Public Library	128	
Galion Public Library Association	86	
Garnet A. Wilson Public Library of Pike County	362	
Geauga County Public Library	1,302	271
Germantown Public Library	14	
Girard Free Library	57	
Gnadenhutten Public Library	21	
Grafton-Midview Public Library	38	
Grand Valley Public Library	18	
Grandview Heights Public Library	43	
Granville Public Library	52	
Greene County Public Library	662	358
Greenville Public Library	84	
Guernsey County District Public Library	102	
Harbor-Topky Memorial Library	63	
Hardin-Northern Public Library	4	
Harris-Elmore Public Library	44	
Henderson Memorial Public Library	153	
Herbert Wescoat Memorial Library	61	
Herrick Memorial Library	44	

Highland County District Library	56	
Holmes County District Public Library	411	
Hubbard Public Library	36	
Hudson Library & Historical Society	2,371	
Huron Public Library	50	
Hurt/Battelle Memorial Library of West Jefferson	106	
Ida Rupp Public Library	8	
J. R. Clarke Public Library	7	
Jackson City Library	5	
Kate Love Simpson Morgan County Library	112	
Kaubisch Memorial Public Library	394	
Kent Free Library	93	
Kingsville Public Library	92	
Kinsman Free Public Library	21	
Kirtland Public Library	72	229
Lakewood Public Library	581	
Lane Public Library	710	239
Leetonia Community Public Library	127	
Lepper Public Library	88	
Liberty Center Public Library	3	
Lima Public Library	172	157
Logan County District Library	427	668
Logan-Hocking County District Library	121	
London Public Library	88	
Lorain Public Library System	724	619
Louisville Public Library	9	
Madison Public Library	174	
Mansfield/Richland County Public Library	587	470
Marion Lawrence Memorial Library	1	
Marion Public Library	262	
Martins Ferry Public Library	147	183
Marvin Memorial Library	57	
Mary L. Cook Public Library	168	
Marysville Public Library	312	
Mason Public Library	651	
Massillon Public Library	732	74
McComb Public Library	3	
McKinley Memorial Library	50	
Mechanicsburg Public Library	34	
Medina County District Library	1,148	361
Meigs County District Public Library	370	
Mentor Public Library	269	
Mercer County Public Library	52	
Middletown Public Library	77	
Milan-Berlin Township Public Library	428	
Milton-Union Public Library	11	
Minerva Public Library	241	

MLJ-Hardin County District Library	5	
Mohawk Community Library	14	
Monroe County District Library	34	
Monroeville Public Library	63	
Montpelier Public Library	23	
Morley Library	202	
Mount Sterling Public Library	128	
Mt. Gilead Public Library	149	
Muskingum County Library System	267	
Napoleon Public Library	777	
Nelsonville Public Library	14	
New Carlisle Public Library	136	
New London Public Library	1	
New Madison Public Library	41	
Newark Public Library	657	
Newton Falls Public Library	195	
North Baltimore Public Library	2	
Norwalk Public Library	81	
Oak Harbor Public Library	17	
Oak Hill Public Library	88	
Oberlin Public Library	20	
Orrville Public Library	118	455
Patrick Henry School District Public Library	22	
Paulding County Carnegie Library	516	
Pemberville Public Library	74	
Peninsula Library & Historical Society	36	
Perry County District Library	583	
Pickaway County District Public Library	2,004	
Pickerington Public Library	221	
Piqua Public Library	18	
Plain City Public Library	280	
Portage County District Library	1,407	
Portsmouth Public Library	273	
Preble County District Library	114	
Public Library of Cincinnati & Hamilton County	3,961	775
Public Library of Mt. Vernon & Knox County	41	
Public Library of Steubenville & Jefferson County	21	
Public Library of Youngstown & Mahoning County	2,044	362
Puskarich Public Library	74	
Putnam County District Library	172	
Reed Memorial Library	196	
Ridgemont Public Library	13	
Ritter Public Library	97	
Rock Creek Public	87	
Rockford Carnegie	1	
Rocky River Public Library	84	
Rodman Public Library	19	

Rossford Public Library	238	
Sabina Public Library	3	
Salem Public Library	205	
Salem Township Public Library	71	
Sandusky Library	168	
Selover Public Library	2	
Seneca East Public Library	17	
SEO Library Center	14	
Shaker Heights Public Library	589	159
Southwest Public Libraries	134	
St. Clairsville Public Library	413	
St. Marys Community Public Library	9	
Stark County District Library	1,100	
State Library of Ohio	105	336
Stow-Munroe Falls Public Library	272	
Swanton LSD Public Library	3	
Sylvester Memorial Wellston Public Library	7	
Tiffin-Seneca Public Library	814	
Toledo-Lucas County Public Library	745	149
Troy - Miami Public Library	155	
Tuscarawas County Public Library	104	
Twinsburg Public Library	87	314
Union Township Public Library	499	
Upper Arlington Public Library	228	50
Upper Sandusky Community Library	19	
Wadsworth Public Library	420	
Warren-Trumbull County Public Library	916	
Washington County Public Library	705	173
Way Public Library	157	
Wayne County Public Library	265	78
Wellsville Carnegie Public Library	1	
Westerville Public Library	246	135
Westlake Porter Public Library	132	255
Weston Public Library	2	
Wickliffe Public Library	165	
Willard Memorial Library	116	
Williams County Public Library	15	
Willoughby-Eastlake Public Library	365	357
Wilmington Public Library of Clinton County	162	
Wood County District Public Library	145	
Woodbourne Library	142	
Worch Memorial Public Library	54	
Wornstaff Memorial Public Library	3	
Worthington Libraries	3,099	728
Wright Memorial Public Library	51	269

	TOTAL KnowItNow24x7 Sessions in 2010 Initiated by Patrons of...	TOTAL KnowItNow24x7 Sessions in 2010 Handled By...
Library (By Total Patron-Initiated Sessions)		
Cuyahoga County Public Library	7,518	4,702
Columbus Metropolitan Library	6,470	1,909
Akron-Summit County Public Library	6,018	1,965
Cleveland Public Library	4,364	22,207
Public Library of Cincinnati & Hamilton County	3,961	775
Delaware County District Library	3,671	125
Worthington Libraries	3,099	728
Hudson Library & Historical Society	2,371	
Public Library of Youngstown & Mahoning County	2,044	362
Pickaway County District Public Library	2,004	
Portage County District Library	1,407	
Geauga County Public Library	1,302	271
Medina County District Library	1,148	361
Stark County District Library	1,100	
Fairfield County District Library	996	
Warren-Trumbull County Public Library	916	
Dayton Metro Library	899	49
Tiffin-Seneca Public Library	814	
Ashtabula County District Library	812	508
Napoleon Public Library	777	
Amos Memorial Public Library	768	
Toledo-Lucas County Public Library	745	149
Massillon Public Library	732	74
Lorain Public Library System	724	619
Lane Public Library	710	239
Washington County Public Library	705	173
Greene County Public Library	662	358
Newark Public Library	657	
Mason Public Library	651	
Cleveland Heights-University Heights Public Library	597	200
Shaker Heights Public Library	589	159
Mansfield/Richland County Public Library	587	470
Perry County District Library	583	
Lakewood Public Library	581	
Cuyahoga Falls Library	560	
Elyria Public Library	525	362
Paulding County Carnegie Library	516	
Union Township Public Library	499	
Milan-Berlin Township Public Library	428	
Logan County District Library	427	668
Wadsworth Public Library	420	
St. Clairsville Public Library	413	
Holmes County District Public Library	411	
Clark County Public Library	406	187

Kaubisch Memorial Public Library	394	
Meigs County District Public Library	370	
Willoughby-Eastlake Public Library	365	357
Garnet A. Wilson Public Library of Pike County	362	
Centerville Library	332	129
Marysville Public Library	312	
Plain City Public Library	280	
Portsmouth Public Library	273	
Stow-Munroe Falls Public Library	272	
Mentor Public Library	269	
Muskingum County Library System	267	
Wayne County Public Library	265	78
Marion Public Library	262	
Westerville Public Library	246	135
Minerva Public Library	241	
Rossford Public Library	238	
Upper Arlington Public Library	228	50
Pickerington Public Library	221	
Salem Public Library	205	
Morley Library	202	
Euclid Public Library	200	208
Reed Memorial Library	196	
Newton Falls Public Library	195	
Ashland Public Library	185	
Avon Lake Public Library	179	
Defiance Public Library	174	35
Madison Public Library	174	
Canal Fulton Public Library	172	53
Lima Public Library	172	157
Putnam County District Library	172	
Briggs Lawrence County Public Library	168	
Mary L. Cook Public Library	168	
Sandusky Library	168	
Wickliffe Public Library	165	
Wilmington Public Library of Clinton County	162	
Way Public Library	157	
Troy - Miami Public Library	155	
Henderson Memorial Public Library	153	
Mt. Gilead Public Library	149	
Martins Ferry Public Library	147	183
Wood County District Public Library	145	
Woodbourne Library	142	
Athens County Public Libraries	141	
Community Library	140	
New Carlisle Public Library	136	
Southwest Public Libraries	134	
Westlake Porter Public Library	132	255
Chillicothe & Ross County Public Library - Main Library	129	
Franklin Public Library	128	

Mount Sterling Public Library	128	
Leetonia Community Public Library	127	
Logan-Hocking County District Library	121	
Orrville Public Library	118	455
Willard Memorial Library	116	
Preble County District Library	114	
Kate Love Simpson Morgan County Library	112	
Hurt/Battelle Memorial Library of West Jefferson	106	
State Library of Ohio	105	336
Tuscarawas County Public Library	104	
Guernsey County District Public Library	102	
Conneaut Public Libray	97	
Ritter Public Library	97	
Kent Free Library	93	
Kingsville Public Library	92	
Lepper Public Library	88	
London Public Library	88	
Oak Hill Public Library	88	
Barberton Public Library	87	
Rock Creek Public	87	
Twinsburg Public Library	87	314
Galion Public Library Association	86	
Champaign County Library	85	
Greenville Public Library	84	
Rocky River Public Library	84	
Dorcas Carey Public	82	
Archbold Community Library	81	
Norwalk Public Library	81	
Delta Public Library	77	
Middletown Public Library	77	
Pemberville Public Library	74	
Puskarich Public Library	74	
Kirtland Public Library	72	229
Salem Township Public Library	71	
Birchard Public Library	70	297
Bellevue Public Library	69	
Carnegie Public Library	64	
Harbor-Topky Memorial Library	63	
Monroeville Public Library	63	
Andover Public Library	62	
Herbert Wescoat Memorial Library	61	
Girard Free Library	57	
Marvin Memorial Library	57	
Highland County District Library	56	
Worch Memorial Public Library	54	
Brown County Public Library	53	
Bucyrus Public Library	52	
Dover Public Library	52	
Granville Public Library	52	

Mercer County Public Library	52	
Bliss Memorial Public Library	51	
Wright Memorial Public Library	51	269
Huron Public Library	50	
McKinley Memorial Library	50	
Alexandria Public Library	46	
Bexley Public Library	46	
Harris-Elmore Public Library	44	
Herrick Memorial Library	44	
Grandview Heights Public Library	43	
New Madison Public Library	41	
Public Library of Mt. Vernon & Knox County	41	
Delphos Public Library	38	
Grafton-Midview Public Library	38	
Claymont Public Library	37	
Hubbard Public Library	36	
Peninsula Library & Historical Society	36	
Caldwell Public Library	35	
Mechanicsburg Public Library	34	
Monroe County District Library	34	
Bristol Public Library	32	
Dr. Samuel L.Bossard Memorial Library	30	
Fairport Harbor Public Library	29	
East Cleveland Public Library	28	
Barnesville Hutton Memorial Library	26	
Auglaize County District Public Library	24	
Coshocton Public Library	24	
Montpelier Public Library	23	
Patrick Henry School District Public Library	22	
Belle Center Free Public Library	21	
Gnadenhutten Public Library	21	
Kinsman Free Public Library	21	
Public Library of Steubenville & Jefferson County	21	
Oberlin Public Library	20	
Rodman Public Library	19	
Upper Sandusky Community Library	19	
Grand Valley Public Library	18	
Piqua Public Library	18	
Ada Public Library	17	
Centerburg Public Library	17	
Oak Harbor Public Library	17	
Seneca East Public Library	17	
Williams County Public Library	15	
Germantown Public Library	14	
Mohawk Community Library	14	
Nelsonville Public Library	14	
SEO Library Center	14	
Ridgemont Public Library	13	
Milton-Union Public Library	11	

Carroll County District Library	10	
Brown Memorial Library	9	
Louisville Public Library	9	
St. Marys Community Public Library	9	
Clyde Public Library	8	
Columbiana Public Library	8	
Ida Rupp Public Library	8	
Flesh Public Library	7	
J. R. Clarke Public Library	7	
Sylvester Memorial Wellston Public Library	7	
Coldwater Public Library	6	
Alger Public Library of the Upper Scioto Valley School District	5	
Jackson City Library	5	
MLJ-Hardin County District Library	5	
Bowerston Public Library	4	
Brumback Library	4	
Burton Public Library	4	
Hardin-Northern Public Library	4	
Cardington-Lincoln Public Library	3	
East Palestine Memorial Public Library	3	
Liberty Center Public Library	3	
McComb Public Library	3	
Sabina Public Library	3	
Swanton LSD Public Library	3	
Wornstaff Memorial Public Library	3	
Arcanum Public Library	2	
Bradford Public Library	2	
Deshler Edwin Wood Memorial Library	2	
North Baltimore Public Library	2	
Selover Public Library	2	
Weston Public Library	2	
Bluffton Public Library	1	
Fort Recovery Public Library	1	
Marion Lawrence Memorial Library	1	
New London Public Library	1	
Rockford Carnegie	1	
Wellsville Carnegie Public Library	1	

KnowItNow24x7-Participating Institution/Organization	TOTAL KnowItNow24x7 Sessions in 2010 Handled By...
Total for NEO-RLS	33,798
Total for Cleveland Public Library	22,207
Total for Cuyahoga County Public Library	4,702
Total for Akron-Summit County Public Library	1,965
Total for Columbus Metropolitan Library	1,909
Total for Public Library of Cincinnati & Hamilton County	775
Total for Worthington Libraries	728
Total for Logan County District Library	668
Total for Lorain Public Library System	619
KnowItNow24x7 (Coordinator, volunteers, interns)	566
Total for University of Cincinnati	536
Total for Ashtabula County District Library	508
Total for Bowling Green State University	501
Total for Columbus State Community College	489
Total for Mansfield/Richland County Public Library	470
Total for Orrville Public Library	455
Total for Oberlin College	377
Total for Elyria Public Library	362
Total for Public Library of Youngstown & Mahoning County	362
Total for Medina County District Library	361
Total for Greene County Public Library	358
Total for Willoughby-Eastlake Public Library	357
Total for Sinclair Community College	354
Total for Wright State University	344
Total for Owens Community College	339
Total for State Library of Ohio	336
Total for Twinsburg Public Library	314
Total for Birchard Public Library	297
Total for Geauga County Public Library	271
Total for Wright Memorial Public Library	269
Total for Westlake Porter Public Library	255
Total for Lane Public Library	239
Total for Kirtland Public Library	229
Total for Rio Grande Community College	213
Total for Euclid Public Library	208
Total for Cleveland Heights-University Heights Public Library	200
Total for Ohio Wesleyan University	196
Total for Shawnee State University	196
Total for Clark County Public Library	187
Total for Martins Ferry Public Library	183
Total for Washington County Public Library	173
Total for Muskingum College	167
Total for Cleveland State University	163

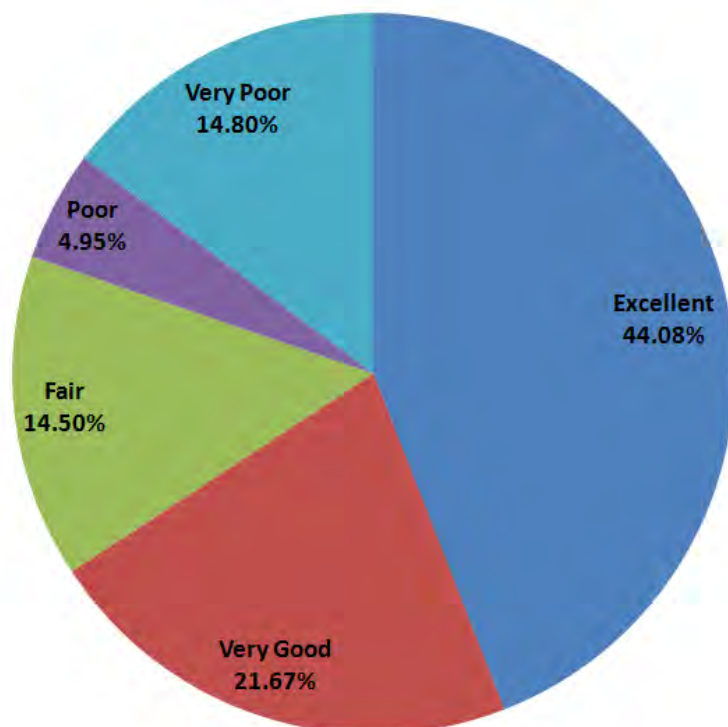
Total for Shaker Heights Public Library	159
Total for Kent State School of Library and Information Science	157
Total for Lima Public Library	157
Total for Lorain County Community College	157
Total for Toledo-Lucas County Public Library	149
Total for Lakeland Community College	147
Total for Westerville Public Library	135
Total for Defiance College	132
Total for Washington-Centerville Public Library	129
Total for Delaware County District Library	125
Total for Marietta College	97
Total for Urbana University	95
Total for Mount Union College	80
Total for Chancellor University	79
Total for Wayne County Public Library	78
Total for Southern State Community College	76
Total for Massillon Public Library	74
Total for Case Western Reserve University	72
Total for Cleveland Law Library Association	72
Total for Canal Fulton Public Library	53
Total for Upper Arlington Public Library	50
Total for Dayton Metro Library	49
Total for Defiance Public Library	35
Total for Ohio Northern University	32
Total for Xavier University	24
Total for Cuyahoga Community College	22
Total for University of Mount Union	18
Total for Ohio Dominican University	16

KnowItNow24x7 Patron Survey Results 2007—2011

The following survey results reflect the input of KnowItNow24x7 patrons from July 1, 2007 through October 14, 2011 on the quality of service received. Not all patrons completed a survey; however, the numbers in the following charts provide a good snapshot of the quality of service provided by librarians staffing KnowItNow24x7 at public, academic, and special libraries as well as the NEO-RLS AfterDark Virtual Reference Service (contracted by Cleveland Public Library to provide after-hours/additional coverage).

These survey results reflect numbers from the live chat reference service which accounts for over 90% of all customer traffic on KnowItNow24x7.

Quality of Service - 2007

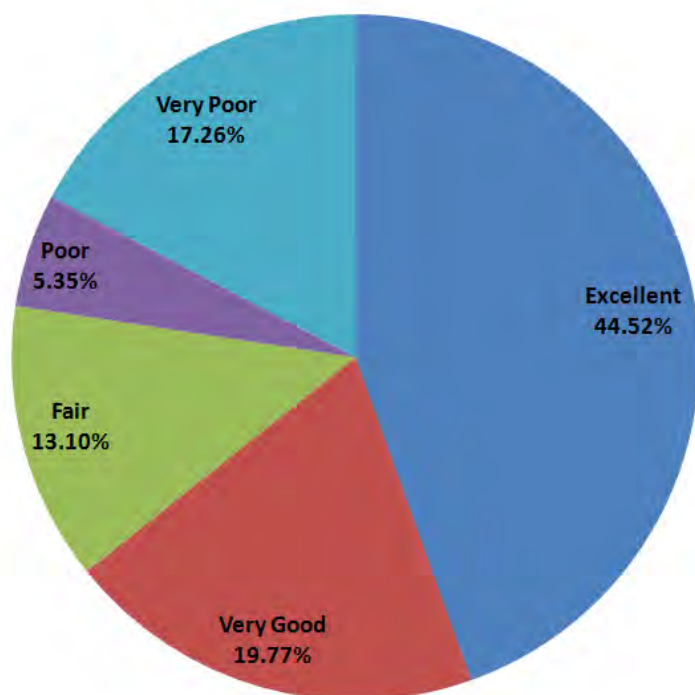


Excellent + Very Good = 65.75%
Fair (Average) = 14.50%
Poor + Very Poor = 19.75%

Total Responses: 6,441
(16.16% response rate)

In 2007, administration of KnowItNow24x7 was consolidated under Cleveland Public Library (CPL). Statistics for 2007 reflect only the surveys from the six months (July—December) that KnowItNow24x7 was under that administrative model.

Quality of Service - 2008



Excellent + Very Good = 64.29%

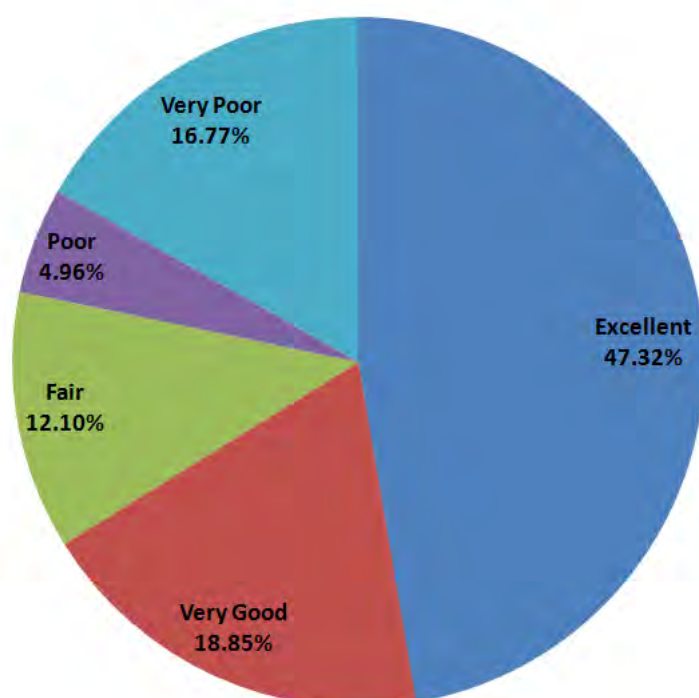
Fair (Average) = 13.10%

Poor + Very Poor = 22.61%

Total Responses: 16,454

(17.03% response rate)

Quality of Service - 2009



Excellent + Very Good = 66.17%

Fair (Average) = 12.10%

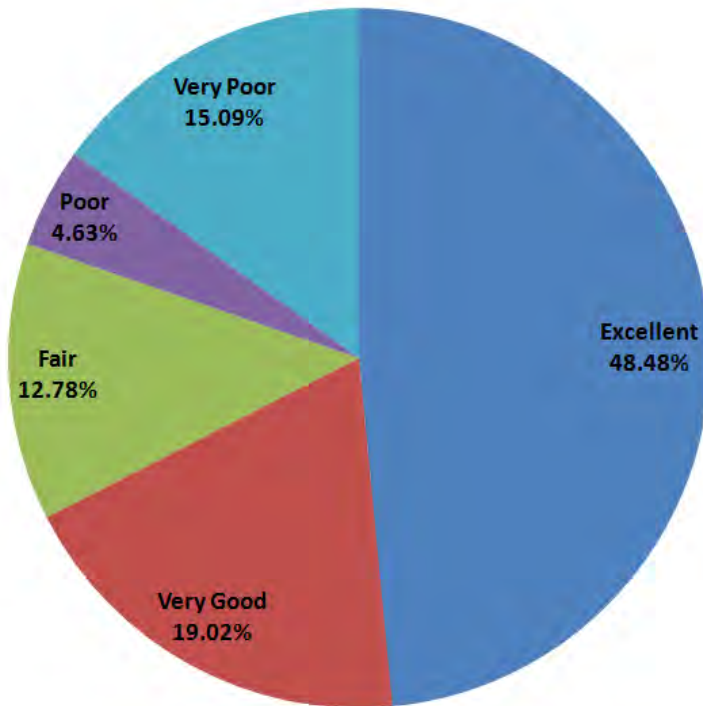
Poor + Very Poor = 21.73%

Total Responses: 21,020

(20.75% response rate)

In July 2009, the Quality Assurance Committee for KnowItNow24x7 (QuACK) began posting exemplary transcripts each month.

Quality of Service - 2010



Excellent + Very Good = 67.50%

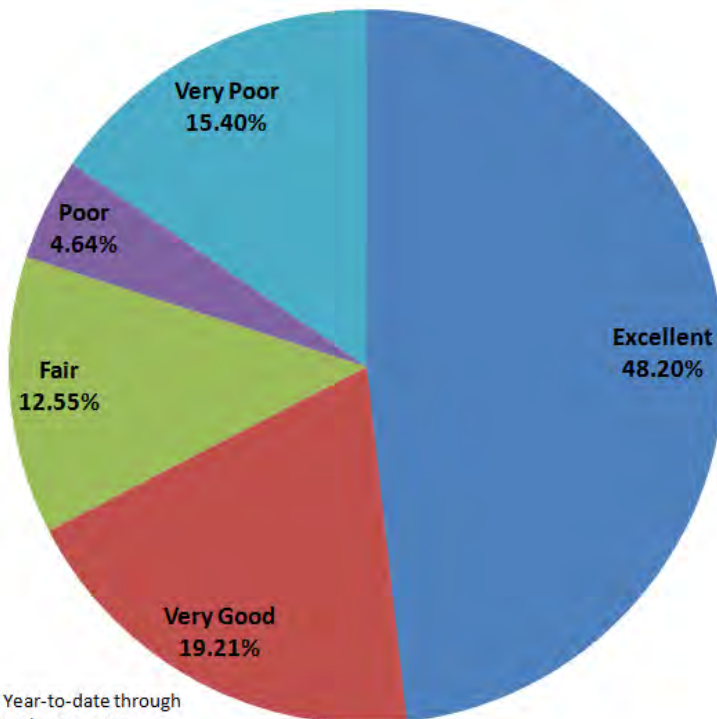
Fair (Average) = 12.78%

Poor + Very Poor = 19.72%

Total Responses: 14,177

(17.56% response rate)

Quality of Service - 2011*



Excellent + Very Good = 67.41%

Fair (Average) = 12.55%

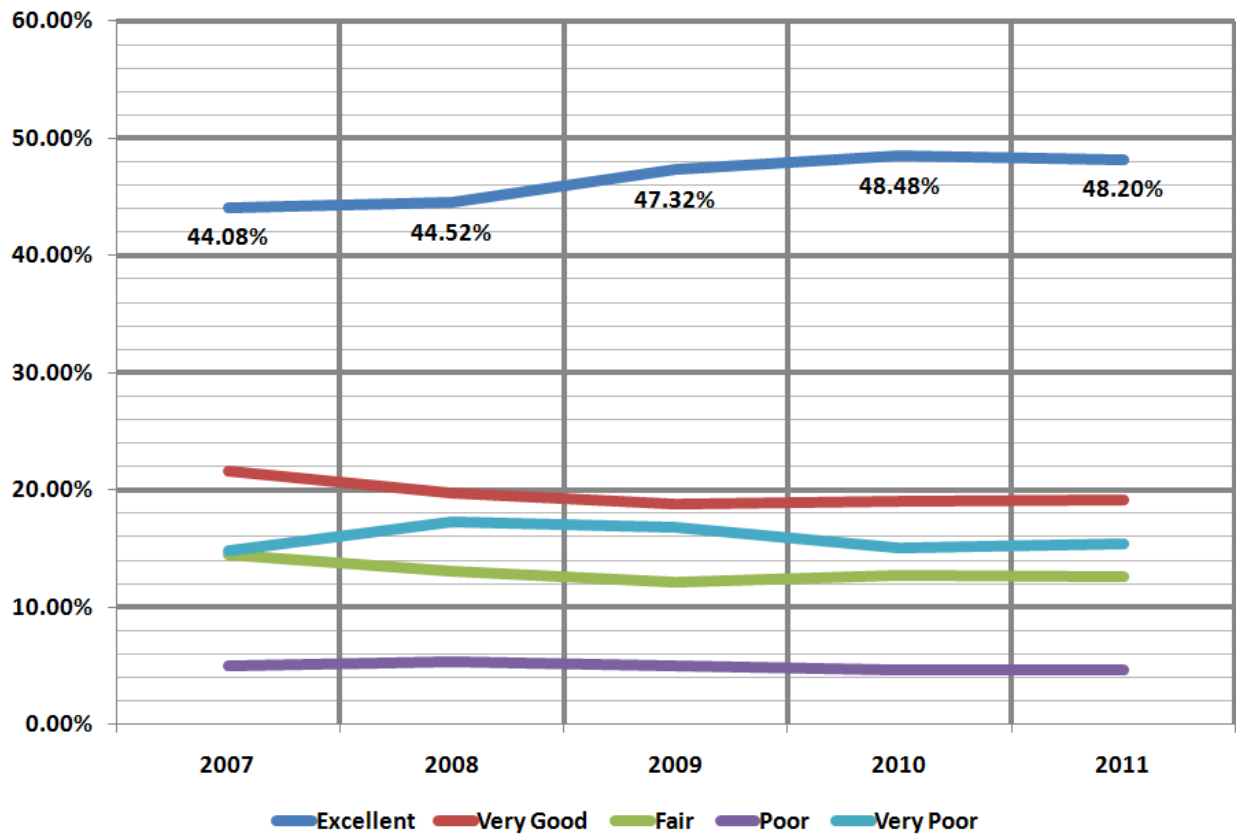
Poor + Very Poor = 20.03%

Total Responses: 10,093

(18% response rate—estimated)

* Year-to-date through
October 14, 2011

Quality of Service Timeline: 2007 - 2011*



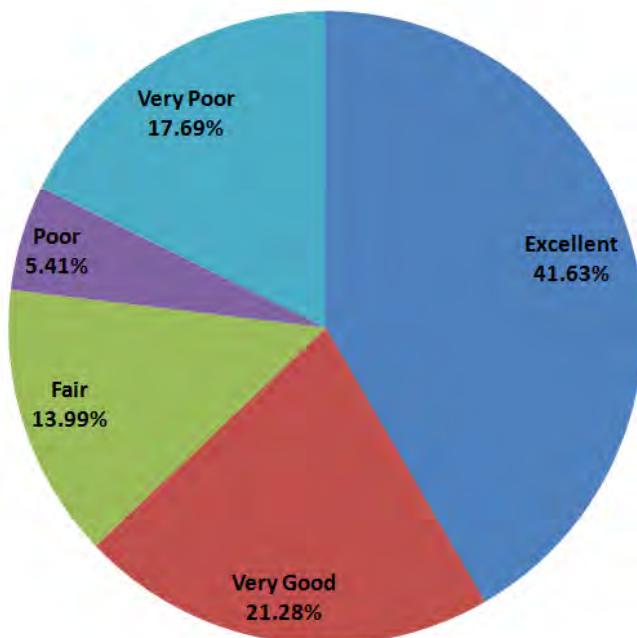
Quality of Service Cumulative
2007 - 2011*

Excellent + Very Good = 62.91%

Fair (Average) = 13.99%

Poor + Very Poor = 23.09%

Total Responses: 68,185



Appendix E:
SEO annual reports 2008-2010

SEO Annual Report January—December 31, 2008

SEO Consortium

- ◆ 72 library systems representing 36 Ohio counties
- ◆ 5.9 million items in the database
- ◆ 660,089 registered borrowers
- ◆ 999,244 Bibliographic records

Annual Consortium Circulation

- ◆ Total SEO Automation Consortium—13,970,007
- ◆ Resource Sharing to 126 Non-member Ohio Public Libraries—153,440
- ◆ Resource Sharing to 19 Ohio Correctional Institutions—17,373

Annual SEO Circulation

- ◆ Total SEO Circulated—318,831
- ◆ SEO staff brokered 18,422 OCLC requests for member libraries in Ohio
- ◆ Periodical requests filled—809
- ◆ Reference questions filled—336

Medianet Circulation

- ◆ Ellison Dies —2,044
- ◆ Videos with Public Performance Rights (PPR) — 209
- ◆ 16MM Films with PPR —211
- ◆ DVDs with PPR —9

Cargo

Grand Total: 93,362



Training Facilities

Mobile Lab

(October 2007—September 2008)

- ◆ 29 visits with 5 new libraries and 5 multiple visits
- ◆ 357 classes taught
- ◆ 2,027 people participating in classes

F. Ward Murrey Annex

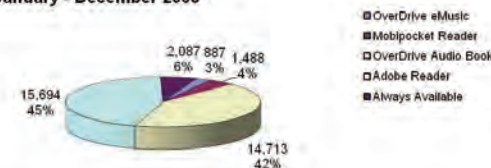
- ◆ There were 26 workshops held at either the F. Ward Murrey Annex or the SEO Library Center with 219 people participating.

Membership services

- ◆ Original bibliographic records—1,037
- ◆ Member Catexpress bibliographic records—51,136
- ◆ Copy cataloging—7,113
- ◆ Cataloging support questions—1,359
- ◆ Circulation support questions—1,358
- ◆ Overdues generated and sorted—440,010
- ◆ IT support questions—2,442

eResources

Digital Circulation Activity by Format
January - December 2008



Grand Total: 34,869



HIGHLIGHTS

- ◆ Launched the SEO Medianet News and SEO Expo newsletter for improved awareness of the die-cut patterns collection and the media collection with the Public Performance Rights for group showings in the Ohio Library community.
- ◆ Collection project where the Dewey collection was evaluated for withdraw or inclusion into the Library of Congress collection.
- ◆ Visit from the IMLS program officer for a tour of SEO, F. Ward Murrey Annex & the Mobile Computer Training lab.
- ◆ Enhancement to the member libraries catalogs through the public access 'HIP' for a more user friendly experience. A fresh look and increase of indexes available were based on comments from a Customer Survey conducted last April with over 1,400 responding.
- ◆ Purchased eBook MP3s and Blu-Rays for collection.
- ◆ Implemented Help Desk Software package to assist the IT staff on providing more efficient and consistent Horizon support to membership.
- ◆ Negotiated a PC management and print management group purchase with Envisionware for member libraries.
- ◆ Visit from David Barber, Director for Information Technology Programs at the Ohio Board of Regents, Jo Budler, State Librarian and Ward Murrey, State Library board member for a tour of SEO.



Serving Every Ohioan

40780 Marietta Road
Caldwell, Ohio 43724

Tel: 740-783-5705
877-552-4262

<http://seoweb.seo.lib.oh.us>



Serving Every Ohioan

Annual Report

*Knowledge ~
Power~
Opportunity~*

08'

SEO Annual Report January-December 31, 2009

SEO Consortium

- ◆ 76 library systems representing 38 Ohio counties
- ◆ 6.6 million items in the database
- ◆ 759,451 registered borrowers
- ◆ 1,075,260 Bibliographic records

Annual Consortium Circulation

- ◆ Total SEO Automation Consortium—13,990,751
- ◆ Resource Sharing to 96 Non-member Ohio Public Libraries—104,784
- ◆ Resource Sharing to 14 Ohio Correctional Institutions—11,908

Annual SEO Circulation

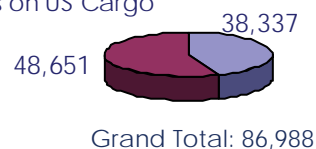
- ◆ Total SEO Circulated—302,820
- ◆ SEO staff brokered 13,505 OCLC requests for member libraries in Ohio
- ◆ Periodical requests filled—776
- ◆ Reference questions filled—255
- ◆ OLS: MORE filled-1,846

Medianet Circulation

- ◆ Ellison Dies — 2,174
- ◆ Videos with Public Performance Rights (PPR) — 147
- ◆ 16MM Films with PPR — 222
- ◆ DVDs with PPR — 37

Cargo

- SEO received and checked in bags of library materials on US Cargo
- SEO checked out and sent bags of library materials on US Cargo



Training Facilities

(October 2008—September 2009)

Mobile Lab

- ◆ 33 libraries visited
- ◆ 398 classes taught
- ◆ 1,880 people participating in classes

F. Ward Murrey Annex

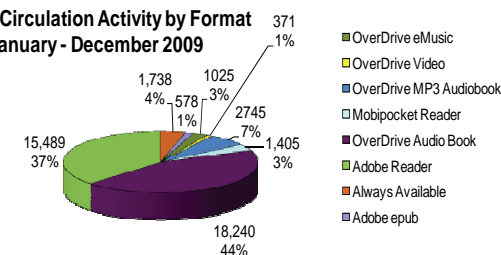
- ◆ 17 workshops held at either the F. Ward Murrey Annex or the SEO Library Center with 106 people participating.

Membership services

- ◆ Original bibliographic records—1,001
- ◆ Member Catexpress bibliographic records—51,023
- ◆ Copy cataloging—5,462
- ◆ Cataloging support questions—1,081
- ◆ Circulation support questions—859
- ◆ Overdues generated and sorted—327,124
- ◆ IT support questions—1,959

eResources

Digital Circulation Activity by Format
January - December 2009

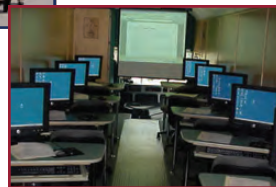


Grand Total: 41,591



Highlights

- ◆ Upgraded to Horizon 7.4.2 and Horizon Information Portal (HIP) 3.10
- ◆ The newest members joining SEO consortium are Tiffin-Seneca Public Library, Granville Public Library and Licking County—Newark Public Library
- ◆ Implemented the Directors Dashboard
- ◆ SEO User's Group held May 7-8, 2009 at Mohican State Park in Loudonville
- ◆ Introduced the "Best Practices" wiki
- ◆ With the upgrade to Horizon 7.4.2 SEO gained the ability to utilize the new NCIP responder from SirsiDynix
- ◆ SEO is participating in OLS: MORE as a responder with SEO materials
- ◆ Narrowcast setup that allows for the delivery of broadcast messages for library announcements or events
- ◆ Open Source ILS software, Evergreen, has been installed at the SEO Library Center as an opportunity for an evaluation and demo database
- ◆ Introduced eBooks in EPUB format
- ◆ Functionality to post details about a download title to the social networking sites Facebook and Twitter is available in the iDownloads center



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**Annual
Report
09'**

Knowledge ~ Power ~ Opportunity



**SEO Library Center
40780 Marietta Road
Caldwell, Ohio 43724**

**Tel: 740-783-5705
877-552-4262**

<http://library.ohio.gov/SEO>

Training Facilities

(October 2009—September 2010)

Mobile Lab

- ♦ 38 libraries visited
- ♦ 346 classes taught
- ♦ 1,506 people participating in classes

F. Ward Murrey Annex

- ♦ 3 workshops held at either the F. Ward Murrey Annex or the SEO Library Center with 35 people participating. 52 meetings scheduled using either video-conferencing or webinars for internal staff trainings.



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ANNUAL REPORT

2010



SERVING EVERY OHIOAN SEO ANNUAL REPORT JANUARY—DECEMBER 31, 2010

SEO Consortium

- ◆ 76 library systems at 174 locations representing 39 Ohio counties
- ◆ 6.7 million items in the database
- ◆ 778,555 registered borrowers
- ◆ 1,106,114 Bibliographic records



Membership services

- ◆ Original bibliographic records—1,175
- ◆ Member Catexpress bibliographic records—43,042
- ◆ Copy cataloging—7,115
- ◆ Cataloging support questions—1,467
- ◆ Circulation support questions—442
- ◆ Overdues generated and sorted—246,308
- ◆ IT support questions—1,803

Annual Consortium Circulation

- ◆ Total SEO Automation Consortium—14,570,884
- ◆ Resource Sharing ILL contract:
 - * 61 Public Libraries—110,566
 - * 6 Correctional Institutions—5,348
- ◆ OCLC ILL filled—8,664
- ◆ Periodical requests filled—769
- ◆ Reference questions filled—202

Annual SEO Library Circulation

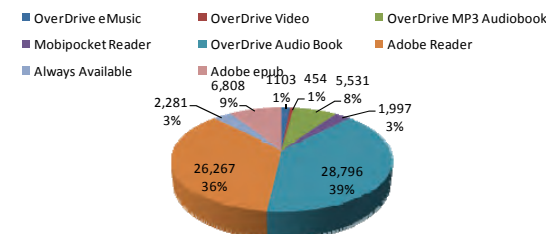
- ◆ Total SEO Collection Resource Sharing—326,147
 - * SEO volumes—208,706
- ◆ OLS: MORE filled—3,678
- ◆ Resource Sharing to 16 Ohio Corrections—9,345
- ◆ Ohio Libraries Served—237
 - * Public Libraries—209
 - * Academics/Schools—28
 - * Out of State Libraries—267
- ◆ OCLC ILL—10,356

Medianet Circulation

- ◆ Ellison Dies — 1,632
- ◆ Videos with Public Performance Rights (PPR) — 70
- ◆ 16MM Films with PPR — 169
- ◆ DVDs with PPR — 38

eResources

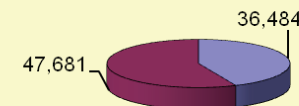
Digital Circulation Activity by Format January - December 2010



Grand Total: 73,237

Cargo

- SEO received and checked in bags of library materials on US Cargo
- SEO checked out and sent bags of library materials on US Cargo



Grand Total: 84,165

Appendix F: OLBPD Statistics

Network Library Services: Review Circulation Information

Review Circulation record for Library OH1A

Fiscal Year: 2008

Report Period: Oct. 1, 2007 - Sept. 30, 2008 (12 Months)

Circulation for OH1A using materials in NLS formats - Braille (BR), Digital Book (DB), Recorded Cassette (RC), and Recorded Disc (RD, FD). This includes volunteer-produced, and/or commercial BR, DB, or RC.

Note: Web-Braille, BARD, and Direct Magazine statistics will be entered by NLS.

Format	Individual Readers	Deposit Collections	Interlibrary Loan	Direct Magazine
Braille (BR)	4794	131		7657
Recorded cassette (RC)	474788	11047		72290
Recorded disc (RD, FD)				

Circulation for OH1A of the following network-provided materials:

Format	Individual Readers	Deposit Collections	Interlibrary Loan
Large Print Books			
Descriptive Video	1866	20	
Other (Specify) On-Line Downloads			
Other (Specify) Playaways	3349	59	

Explanation for OH1A

If there has been any decrease, or an increase of more than 15%, in these statistics for your library since last year's report, please explain: (3000 characters maximum, including spaces.)

No longer able to determine no. of on-line downloads, part of parent agency circulation now.

Circulation for OH1A of optional reporting items:

	LP	BR	RC	Computer Diskette
TBTs				
BBRs				
NLS Catalogs				
Network Catalogs				
NLS Bibliographies				
Network Bibliographies				
Network Newsletters				
Sample NLS Magazines				
Other (Specify) CyberWire				
Other (Specify) Dimensions	20938	80	200	

Other (Specify)

Network Library Services: Review Circulation Information

Review Circulation record for Library OH1A

Fiscal Year: 2011

Report Period: Oct. 1, 2010 - Sept. 30, 2011 (12 Months)

Circulation for OH1A using materials in NLS formats - Braille (BR), Digital Book (DB), Recorded Cassette (RC), and Recorded Disc (RD, FD). This includes volunteer-produced, and/or commercial BR, DB, or RC.

Note: Web-Braille, BARD, and Direct Magazine statistics will be entered by NLS.

Format	Individual Readers	Deposit Collections	Interlibrary Loan	Direct Magazine
Braille (BR)	6040	675		
Digital book (DB)	302334	4652		
Recorded cassette (RC)	355059		11510	
Recorded disc (RD, FD)				

Circulation for OH1A of the following network-provided materials:

Format	Individual Readers	Deposit Collections	Interlibrary Loan
Large Print Books			
Descriptive Video	1345	16	
Other (Specify) DVD	1365	66	
Other (Specify) Playaways	1692	30	

Explanation for OH1A

If there has been any decrease, or an increase of more than 15%, in these statistics for your library since last year's report, please explain: (3000 characters maximum, including spaces.)

Due to cost saving benefits and no significant funding cut from FY 2011 budget, quarterly production of library newsletters resumed to all patrons.

Circulation for OH1A of optional reporting items:

	LP	BR	RC	Computer Diskette
TBTs				
BBRs				
NLS Catalogs				
Network Catalogs				
NLS Bibliographies				
Network Bibliographies				
Network Newsletters				
Sample NLS Magazines				
Other (Specify) CyberWire				

Other (Specify)	Dimensions	58908	360	560	
Other (Specify)	Locally Produced Ma			7223	

<< Back Reset

Appendix G:
SLO Summer Reading Program Reports

2008 Ohio Reading Program Evaluation

Final Report

A total of 259 libraries completed the online survey. Of these libraries 232 or 90.6% used the 2008 State Library “Catch the Reading Bug” theme for their summer reading program. Out of 259 respondents, 27 libraries or 8.6% did not use the 2008 summer reading “bugs” theme. Comments included:

Decision made by the Children and YA departments at John McNityre

Uninteresting theme...teen's did not like the theme

We decided to use a local theme.

Different theme selected relating to the Chautauqua programs held in New Concord, OH.

We loved the song...everyone is singing "Catch the Reading Bug"!

We did "Read For The Gold" Olympic theme

We wanted to support our Olympians so we did the theme: "Be a Gold Medal Reader"

We decided doing a bug theme would be very difficult. So we did camping which incorporated some bugs, but other things as well.

Of the 259 respondents, 251 or 97.7% offered a children's summer reading program, while 8 libraries responding (or 3%) did not. A total of 115,848 children enrolled in these programs while 53,990 completed the programs. Selected comments on this question included:

Weekly programs included Book Beginnings for birth through 3 years and caregiver program, middle school program for 10 weeks and a family program for 10 weeks.

We offered 3-5 yr. old Read-to-Me Club, a Grades K-4 Club, Grades 5-8 Club (passive program), and a (Grades 9-12 w/ Adult SummeRead)

We offered storytimes for different age groups as well as special programs for different age groups

We used the theme “Be a Gold Medal Reader” to go along with the Olympics. I'm happy to share that we had a Sportacular Summer Reading Program! We learned a lot about the Olympics & China. Huge hit was our "Worm Race" & after the race we served Dirt Cupcakes with worms. We had worms of all sizes & no worms were Discrawlified! They loved our Gold Medals that had an open book on it & said "Readers are Leaders". Each time we presented medals for our Games with did the music/ceremony just like at the Olympics. The children's faces just beamed. As a Team effort we went "Bookin to Beijing" & we are proud to say they checked out enough books each week to get all the way to Beijing.

Of the 259 respondents, 197 or 76.7% did offer a separate teen summer reading program in 2008, while 62 libraries or 23.3% did not. A total of 16,620 teens enrolled in the library programs, while 8,401 completed them. Selected comments on this question included:

Yes, but we did not use the "metamorphosis theme" for the teen program

Yes we had a separate teen program, but we used our own theme: “Catch a Title Wave”

We did a tween program

We capped off the SRP to the 6th grade. Now we are running a Teen Read month. We are having Teen Talk Tuesday to discuss books and share different genres.

Yes, but they used a different theme "Be Anything, Do Anything"

We offered a separate "Twins & Teens Program" for ages 10 - 16. Older teens are invited to participate in the Adult Reading Club.

We had an Adult/YA reading club combined

The majority of the libraries responding (or 50.4%) hosted summer programs that were five to eight weeks long. Some library programs (or 29.8%) were four to six weeks long with the longest range being twelve weeks.

On the question regarding methods used to track the summer reading program, there were a variety of responses. Of the 259 libraries responding, 127 or 49.8% counted number of books read while 121 or 47.5% counted the number of hours or minutes read. A total of 11 libraries or 2.7% used a different method to track their program. Some of the comments included:

We had three elements: 1) "Bee A Reader" Reading element--for each book checked out the child received a paper bee for decorating the library. 2) Catch the Reading Bug daily incentive. Children tossed bugs into a bug net for a daily reading incentive. 3) Library visits - Each child who visited the library received a bug sticker for their "buggy" bookmark. After five stickers were in place he/she received a lunch bag (sponsored by McDonalds) and the buggy bookmark to take home.

Preschool - number of books read Elementary - number of hours read YA - number of books/magazines read

Points were given to number of chapters read or number of books read to a non-reader.

Goal 5,500 books. Total 6,865! Fourteen children read 100 books and received a special "centiread" bookmark!

We tracked weeks of reading. Participants turned in logs on a weekly basis and received incentive prizes and tickets to register for "grand prize drawings."

Children counted items checked out, including DVD's. Teens counted items checked out, attendance and internet use.

Kids- number of minutes read Teens- number of pages read

Children was points per type of books and teen was pages read.

Kids read for 5, 10 and 15 hours, 15 minute intervals. Teens read for points. Adults read a certain number of books. Everyone also got credit for donations to our local food bank (we collected 1,792 pounds of food). We had a nationally advertised bake sale that raised money for charity.

We asked participants to mark each day that they read at least 20 minutes within a certain number of Days. This supported the program at their schools of sustained silent reading, so they continued this over the summer.

Teens contracted for number of pages read.

Number of books read = 2267 Number of pages read = 7111

Number of books for read-to-me and independent readers and number of minutes for teens.

We don't keep track. We encourage the kids to read and participate in the program.

Of the total responding (259), only 244 answered the question regarding the 2008 “Catch the Reading Bug” And “Metamorphosis” summer reading manuals. Of these 119 or 47% thought the manual was very good and 106 or 41.9% thought the manual was good. Twelve of the respondents or 4.7% felt that the manual was acceptable. Some of the comments included:

Positive:

Thanks! This manual is a great help...many of our ideas come from this manual.

Teen Librarian really liked the theme and teens really liked the clip art and graphics.

Outstanding! Loved them!

We only used the Catch the Reading bug manual and it was very good.

I loved a lot of the ideas, especially the snack ideas. Everything was very helpful and easily adaptable for the children.

I found some ideas in the manual and the print-offs were helpful. We do a lot of crafts at our reading program and generally I go on-line and use other resources for our craft projects.

Negative:

Actual patterns in the book would have been helpful. A few ideas dealing with crafts were incomplete.

We didn't like Metamorphosis, so we went with our own "Catch a Title Wave" and our own graphics.

The best manual you've offered to date was the Dreams, Daring Deeds - that was fabulous! I'm still looking for better skits to present to the schools promoting the SRP.

Would like more dot-to-dot, mazes, word searches that can be used for contests

On the question regarding the CD ROM clip art provided by CSLP, responses were mixed. Of the 249 who answered the question, 108 or 43.4% felt that the clip art was very good, while 86 or 34.5% felt it was good. Twenty-Five of the respondents or 10% felt the clip art was acceptable while 3 respondents or 1.2% felt the artwork was poor. Selected comments included:

Positive:

The clip art came in handy.

Couldn't plan my program without them!

The quality of the work was good but our marketing person thought they were too alien-looking.

Clip art was fabulous!

We did use the clip art and thought it was great!

Again we use this a lot especially for decorating the department. We used some of the skits this year to start our family program. :-) THANKS!

Catch the reading bug clip art was very helpful.

This year's art was the best YA art we've ever had. The children's artwork was very good too.

Negative:

An improved certificate of completion (in multiple colors) would be useful.

Metamorphosis was good, but could have had a larger clip art selection.

There did not seem to be as many different illustrations (color) as in past years. Some of the more generic Black and white drawings were not cute.

I didn't really care for the artwork this year. We used the posters and stickers and made our own reading records and other materials.

Providing some less 'structured' or specific clip art would be nice for those libraries that wish to customize them in their programs - including coloring page type clip art.

The metamorphosis clip art was so different for us and as a result we did not use it.

I didn't find it very useful this year. I used other sources for my clip-art.

The teen art was too detailed to copy in black and white clearly.

Make the Time Log (p. 59) go the other direction (landscape rather than portrait) so we could use it as a 2-page spread inside our 8 1/2" x 5 1/2" booklet reading log. (The way it is now, I end up photocopying the Time Log, cutting it apart and putting it back together in the shape I want.)

On the question regarding incentives and products offered by Highsmith for the program, 249 libraries responded. Of these twenty-four or 9.6% thought they were very good, while Fifty-eight or 23.3% thought they were good. Seventy-nine respondents or 31.7% thought the products were acceptable; Twenty-eight or 11.2% thought they were poor and six or 2.4% thought the products offered were poor. Some comments included:

Positive:

Completion certificates and bookmarks were great

Our patrons LOVED the t-shirts and the plush bugs

The children always like the note pads. They are one of the first prizes to be chosen.

We liked them a lot! We purchased many items that we were very pleased with.

We would have ordered more but some items were no longer available- Really liked the green t shirts

Thank you for offering T-shirts for women. Our staff was very happy with the sizing; However, the fabric quality could be better.

We had several positive comments on the green "Catch the Reading Bug" shirts.

I loved everything I bought - prices were great - hope you will continue making these incentives available!

The stickers and other paper items we ordered were fine.

Negative:

We did not use Highsmith incentives.

Too expensive/uninteresting for teen incentives

Teens did not like the posters, magnets, cell phone charms.

The plastic draw string bags we received were NOT well made at all.

Adult t-shirts were of poor quality - material was thin.

We are always looking for lower prices on bulk items, since we have so many participants to buy for and our budget is so limited.

The insect rings were very flimsy. Most didn't even stay in one piece long enough for the kids to get them home.

Try to get more books for prizes instead of lots of little prizes

Items somewhat expensive for small libraries on tight budget

On the questions regarding the State Library's summer reading website we received a variety of responses. A total of 248 answered this question. Of these, one hundred fifty-nine or 64.1% found the website useful in their planning. Sixty-three or 25.4% did not find the State Library's website useful. Comments included:

The manual was so complete, we did not need to go to the website.

Only used as a gateway to order materials.

Did not access it as much as I wanted to.

I'm sure it was useful, but I didn't actually use it. I would like to try and use it more next year

We get lots of ideas from summer reading workshop and manual. We really don't need more.

We used this sight minimally. We had better ideas of our own in relation to the patrons we serve.

I generally take the theme and suit it to my needs. Our community is small and with lesser amount of children I am able to branch out in different directions.

We liked parts of it, but would like more statewide incentives.

There is so much information in the manual and at the SRP workshop along with the State Library sending us email information, I don't refer to the state website as often.

On the question regarding the Ohio Resources provided on the State Library's website, a total of 234 answered the question. Of this number 42 or 17.9% found the resources to be very good while 103 or 44% found them to be good. Twenty-nine of the respondents or 12.4% found them to be acceptable. Comments included:

I guess I didn't know there was anything on the state library website that might be used for summer reading.

Used several when planning my programs

Did not use much. This was my first summer reading and I was overwhelmed with information.

I did not have time to get on the website

I referred more to the manual and the DVD than I did the website.

On the question regarding the incentives provided by the State Library, a total of 249 responded. Of these twenty-four or 9.6% found the State Fair coupons to be very good while fifty-eight or 23.3% found them to be good. Only 79 or 31.7% found them to be acceptable while 28 or 11.2% found them to be poor and 6 respondents or 2.4% found them to be very poor. Comments included:

Positive:

Used the state fair coupon. Our community appreciates very much the State Fair coupons.

We are happy to receive any kind of discount - but for many of our customers - it is still too expensive – half off would be great!

We LOVED the students from OSU! That was a great program for \$100.(our only paid program)

Negative:

Not of much interest in our service area. These incentives are useless to libraries that are so far from the Columbus area.

Our patrons seem not to be interested in these coupons - could be the distance to travel.

I wish there were more incentives. Many of our children never have the opportunity to attend the fair so the tickets go unused.

Did not use. Our library is 2 1/2 hours away from Columbus, so we feel most of our patrons would not be able to attend.

The state fair was too far for many families to drive, especially with the cost of gas. Is there any way that the State Library can broker more coupon deals like this for incentives?

Not many of our patrons travel to the State Fair. Our local "Great Geauga County Fair" is still a big attraction in this area. Though we offer the coupons, most patrons decline them.

There is not much interest in these coupons here in Grafton. We include them in the end-of-the program packets and keep a pile on hand for the few who choose to go to the State Fair. We dispose of most of them in the trash.

Not many families can afford to attend. Also, teens could not use coupons because of 12 year old age limit.

Not many Bellevue patrons have ever been interested in the free coupons when we offered them, because of the distance.

The age range, and the value, were not worth the travel expense for our patrons

With regard to the CSLP website use, a total of 234 answered this question. Of these respondents, Forty-seven or 20.1% thought the site was very good while 113 or 48.3% thought it was good. Twenty-six respondents or 11.1% thought the site was acceptable. Most respondents stated that they used the manual and not the website to plan their programs. Comments included:

We tended to use the print manual rather than the website.

We looked at it, but did not find it useful.

Did not use it except to order materials

The layout of this year's website was hard to use. The 2007 site was much better.

On the question of attendance at Ohio's summer reading workshops, a total of 80 librarians responded. Of these 34 or 42.5% chose not to attend and 6 or 7.5% said that the workshop they wanted to attend was filled. Comments included:

The workshops were so far away and the library board felt that I didn't need to attend.

The workshops aren't offered early enough. We have to plan our programs early so we can print our brochures. This years deadline was March 12th.

This is my first year as Children's Librarian. I haven't had a chance to attend the workshop.

Some of my staff attended a workshop and were unhappy with what was provided.

Representatives from the Main Library attended and shared ideas.

Our programming deadline was before the workshops. Plus limited funds in the system to send people.

We had to have our programs planned by February 15, 2008, so there wasn't much point getting lots of new ideas at the workshops. Hopefully we won't have such an early program planning deadline in 2009.

We attended the workshop in Westlake. This was VERY convenient for us, thank you. With the price of gas now, It is more important than ever to have workshops closer to local libraries.

I had all of my programming planned by the time the workshops in my area were scheduled.

We attend to get fresh ideas not just see the examples provided in the manual

On the question of plans for using the 2009 summer reading program, a total of 253 librarians responded. Of these, one hundred eighty-three or 72.3% indicated that they would be using the theme. Six librarians or 2.4% indicated they would not use the theme, while 62 librarians or 24.5% Stated they were undecided at this point. Comments included:

We plan to use both in 2009

We will use the theme but probably change the title. The theme is not as catchy or clever as the 2008 one.

We are not convinced that the theme would attract the very young participants. Creativity is good-but the theme description is NOT very creative!

Anticipating having difficulty with finding programming (guest speakers) to go with this theme

We will be doing our own theme: "Heroes & Superheroes" @ Your Library. My staff feel it offers more opportunities for creative decorating and promotion.

Many suggestions were offered for future themes including:

Western/cowboy theme, beach theme, amusement park, under the sea

Transportation (ie. planes, trains, automobiles)

Picture this (photos, movies, scrapbooks, etc) or Games, Circus, or Egypt/Mummies

Farm theme, or Community Helpers, bettering our communities

Travel (world or U.S.) or Outer Space

Dinosaurs, Science Fiction, Books to Movies, Vampires (for Teens)

Maybe a 50's-60's theme. Oldies but Goodies- Classic Books

Conservation, Ecology, Recycling, Green" living/ Save the planet

Whale/Dolphin/Under the Sea, Dinosaurs, Circus & Open the Door to Wonder Adventures with Aladdin & Beauty and the Beast (Or any other Book Characters)

Children Read Around the World or Reading Is for All Seasons

Every year the number of actual participants at our library decreases. I would like to see a new way to reach today's families, maybe a manual that is formatted as an actual program, instead of just a bunch of random ideas, thrown in a binder

Finally, Librarians are always willing to share their thoughts, ideas and final comments. Many of them had several parting thoughts:

The Bug theme was a great one and easy to work with. We really value the summer reading workshops and look forward to going to them.

This is the first year we have gone with the state theme and it was wonderful! So many people put so much time and effort into making our lives easier and it shows! I will likely use the state theme from here on out. Thank you!!!!!!!

Thanks for all of the hard work. This was a great theme! The children loved the live bugs.

Thanks so much for the hard work putting together the packet. I used the one-person skit in the schools and we used several of the program ideas.

I really enjoyed the theme this year and thought that all the resources were great! Thank you!

This was the best theme we've had in the 6 years I've been doing SRC. Kids loved it.

The children have loved the bug theme especially the song. We always have an opening rhyme or something and the song was perfect! One of our staff heard her 20 year old son singing "catch the reading bug" in the shower because he had heard his mom singing it! A patron said her children sing it all the time...it is the best one yet! Thanks.

The workshop is always informational. It gets us inspired to start the program. The Hosts and workshop team put a lot of time and planning into the program.

The theme was easy to implement and fun to organize. Every theme should be that way!

The workshop (Columbus) I attended was excellent. Many good ideas and performers.

We had a great summer! Thank you

I am glad that our state participates in the summer reading consortium--it provides so many good ideas and saves us time having to come up with our own idea every year. We could do this, but it takes so much more time creating it from scratch. I especially like the workshops offered around the state. The ones I have attended have been so creative and inspirational, with many concrete ideas for implementation. The prepared notebook and promotional materials are great and such a help in achieving our goal. Thanks to all who participate!

We had great fun with this years theme. We had more boys involved with the independent reading and the other activities.

One of the Best Themes we have had in the 17 years I've done Summer Reading Programs. The kids loved it!

We had the Entomology students from OSU for a program and it was excellent! Very affordable, entertaining and as a plus very educational. The kids had a good time!

I feel the Summer reading program went very well here at the Library and I am already looking forward to next year. I love working on new projects.

The children who enrolled in the Book Club read almost 6,000 books- due to a dare. I ended-up on the roof of our library for 1 hour. We are so PROUD of our kids! Thanks for all of your assistance and suggestions - we LOVED the theme this year. The Reading Bug will be with us for a long time. Maria Selak

The kids liked the buggy theme. There was a lot of opportunity to use a number of local program presenters – park rangers, entomology students, beekeepers, etc. I kept a display of assorted bugs, either dead or alive. We watched a praying mantis hatch out in a jar, went in our library flower bed to search for bugs, checked out ant hills, and had lots of fun stuff for the kids.

We had a very good summer. The manual was full of such good ideas that I plan to continue with "bugs" for fall pre-school story hour to use more of them.

We used the theme, "Lights Camera BOOKS", a Hollywood/movies theme. Highlights included gathering library staff autographs, making our own Hollywood handprint casts in plaster of Paris, voting for nominated books and movies, and a concluding awards gala!

I loved the theme as did the children. There were a lot of good books on this topic. I'm looking forward to next year's theme.

What a great theme this year. The children learned a lot - especially from Mark Berman's (the Bugman) program.

**We wish to thank all of you who submitted responses to the online Summer Reading Evaluation!
We will utilize your comments to make the program better!**

2009 Ohio Summer Reading Program Evaluation

Final Report

11/5/09

Prepared by Janet Ingraham Dwyer

181 libraries responded to the online survey, "Ohio Reading Program 2009 Evaluation Report Form" between July-September 2009.

Theme:

175 responding libraries, or 96.7% of respondents, used the 2009 State Library "Be Creative @ Your Library" theme for their summer reading programs. 6 libraries (3.3%) did not use this theme.

Type of Program / Participation:

176 responding libraries (98.9%) reported offering a children's Summer Reading Program. No respondents (0.0%) indicated that they did not offer a children's program.

173 respondents reported the number of children participating in the SRP. Enrollment by library ranged from 15 to 8,029 children. A total of 77,093 children enrolled in the SRP at the 173 libraries. 157 respondents also provided the number of completions: 33,292 total. 16 libraries reporting enrollment did not report on completions or indicated they did not track completions.

138 responding libraries (77.1%) reported offering a teen Summer Reading Program. 32 respondents (17.9%) indicated that they did not offer a teen program.

125 libraries reported the number of teens participating in the SRP. Enrollment by library ranged from 2 to 2,834 teens. A total of 13,637 teens enrolled in the SRP at the 125 libraries. 104 libraries also provided the number of completions: 4,750 total. 21 libraries reporting enrollment in the teen SRP did not report on completions or indicated they did not track completions.

53 responding libraries (29.4%) used the 2009 CSLP "Master the Art of Reading" adult Summer Reading Program. 100 respondents (61.1%) did not use this theme. Comments, and responses to the participation question, indicate some of these libraries offered an adult SRP with a different theme.

61 libraries reported the number of adults participating in the SRP. Enrollment by library ranged from 5 to 3,743 adults. A total of 12,391 adults enrolled in the SRP at the 61 libraries. 46 libraries also reported on completions: 5,304 total. 15 libraries reporting enrollment in the adult SRP did not report on completions or indicated they did not track completions.

Program length/tracking methods:

Respondents were asked about the length of their SRP. 103 respondents (56.9%) reported hosting a five- to eight-week SRP. 27 respondents reported longer programs, including 22 nine-week programs. Only one library reported a program less than four weeks long.

Respondents were closely split on the method of tracking participation, with 89 libraries (49.2%) reporting tracking by number of books read and 94 libraries (51.9%) reporting tracking by number of minutes/hours read. Several libraries reported separate tracking methods for children, teens, and/or adults. A few libraries commented that they tracked number of pages read. A few others indicated that they left the tracking method up to the individual reader.

Resources:

The Collaborative Summer Library Program "Be Creative @ Your Library" and "Express Yourself @ Your Library" planning manuals were rated as "Very Good" by 63 (35.4%), "Good" by 96 (53.9%), and "Acceptable" by 18 (10.1%) of 178 respondents. The clip art provided by CSLP was rated "Very Good" or "Good" by 134 respondents (76.6%), "Acceptable" by 26 (14.9%) and "Poor" or "Very Poor" by 8 (4.6%). Several respondents commented that they did not use the clip art. The CSLP website was rated "Very Good" or "Good" by 107 respondents (67.3%) and "Acceptable" by 27 (17.0%). Several respondents commented that they did not use the CSLP website.

84 respondents (48.8%) reported that they found the Webjunction Ohio summer reading page useful in planning their SRP. 58 respondents (33.7%) reported they did not. Respondents answering "No" to this question were invited to provide their reasons. The majority of comments indicated that the respondent did not use Webjunction. Common reasons for not accessing the page included: lack of awareness, lack of time, sufficiency of the CSLP manual and/or in-house creativity for SRP planning.

151 respondents answered the question regarding Ohio resources on the Webjunction Ohio summer reading page, of which 15 (9.9%) rated them "Very Good", 67 (44.4%) rated them "Good", and 23 (15.2%) rated them "Acceptable". 51 respondents (33.8%) commented that they did not see/use the Webjunction resources.

Incentives:

Responses to the incentives provided by the State Library of Ohio (State Fair coupons) were mixed. 54 libraries (32.0%) rated them "Very Good" or "Good". 62 libraries (36.7%) rated them "Acceptable". 12 libraries (7.1%) rated them "Poor" or "Very Poor". A frequent comment was that the State Fair coupon is not attractive to SRP participants who live far from Columbus.

Response to the incentives/products provided by CSLP/Highsmith were also mixed. 124 libraries (72.1%) rated them "Very Good" or "Good". 35 libraries (20.3%) rated them "Acceptable". 4 libraries (2.3%) rated them "Poor". Frequent comments were that the available items were expensive or of low quality.

Planning:

The majority of respondents plan to use the 2010 CSLP children's and/or teen theme ("Make A Splash - READ"/"Make Waves @ Your Library- READ"), with 136 libraries (76.8%) indicating that they will use this theme and 4 libraries (2.3%) reporting that they will not. Several undecided libraries cited funding uncertainties.

Respondents were invited to suggest themes for future SRPs. 30 themes were suggested. Themes suggested by more than one respondent included: Sports (suggested 4 times), Food/healthy living (3), Jungle (3), Animals (2), Circus (2), Cowboy/western (2), Egypt (2), Pirates (2), Safari (2), and Space (2).

2010 Ohio Summer Reading Program Evaluation Report

11/2/2010

Prepared by Janet Ingraham Dwyer, Library Consultant, State Library of Ohio

253 individuals representing 218 public library systems responded to the online survey, "2010 Summer Reading Program Evaluation" between July-September 2010.

These respondents reported a total of 386,683 individuals participating in summer reading programs across Ohio in 2010.

Participation:

Responding libraries all indicated that they offered a children's SRP in 2010. 86% of respondents (203) offered a teen SRP, and 67% (152) offered an adult SRP.

The following table shows total statewide enrollment and completion by type of SRP.

Program type	Total enrollment	Total completion*	Enrollment range per library system
Children	269,662	119,320	6 – 49,134
Teen	50,819	21,163	2 – 15,730
Adult	66,202	29,737	2 – 20,394
Total	386,683	170,220	

*Completion figures include only libraries which define, track, and report completion of their SRP. This is not universal for Ohio libraries.

29 libraries reported enrolling people for SRP at outreach locations (besides bookmobile) such as camps, daycares, and summer nutrition programs. The total outreach enrollment was 16,258, or 4% of the statewide total enrollment.

112 libraries (45%) reported that SRP participation increased over last year. 85 libraries (34%) reported that SRP participation decreased, and 51 (21%) reported no change. Economic/budgetary realities were most frequently cited as contributing to changes in participation over last year. Reductions in libraries' budgets meant no or fewer SRP prizes, less publicity and promotional materials, reduced outreach, and, most profoundly, reduced staffing and library hours, all of which were reported to decrease participation in SRP. Several libraries also noted area population decreases as residents look elsewhere for jobs.

On the other hand, depressed economic circumstances in communities were reported to increase SRP participation at some libraries, due to families seeking out free activities, and unemployed adults having more time to do an adult SRP.

Other factors associated with increased SRP participation included the addition of an adult program, a 0-5 program, a grand prize, or a tie-in with local schools. Also mentioned: increased outreach, increased programming, new staff with fresh ideas.

146 libraries (59%) reported offering separate SRP activities and/or materials for children ages 0-5. Most of these libraries offered SRP-themed storytimes. Other offerings included preschool programs, tie-ins to early literacy resources, parent/child activities, and separate SRP registration/tracking materials for young children.

Theme:

221 respondents (94%) used the 2010 CSLP children's theme, "Make a Splash – Read!" 24 respondents (10%) developed their own SRP theme. Several of the locally-developed themes played on the water concept (e.g. "Books Ahoy", "Float Your Boat – Read", "Everything's Beachy", "Catch the Reading Wave", "Dive Into a Good Book"). Other libraries celebrated a milestone anniversary, created a "green"/environmental theme, or developed other concepts.

162 libraries used the 2010 CSLP teen theme, "Make Waves at Your Library". 97 libraries used the adult theme, "Water Your Mind – Read". A sizable number of libraries (63, or 27%) offered an adult SRP but did not use the CSLP theme. Many of these created a variation on the water concept or used "Make a Splash – Read!" Others developed a unique theme in-house.

Program length/tracking methods:

Library SRPs ranged from 3-14 weeks in length. The majority were between 6-9 weeks long, with 8 weeks being the most popular length.

Respondents were closely split on the method of tracking participation, with 82 libraries (33%) reporting tracking by number of books read and 81 libraries (33%) reporting tracking by amount of time spent reading. A few libraries track number of pages read or activities completed. 71 libraries (29%) used multiple or alternative tracking methods, including a few that do not track participation, and a few that allow readers to choose their own method.

Resources and Incentives:

Libraries were asked to rate shared SRP resources including the CSLP manual, CSLP illustrator artwork and other visuals on DVD, CSLP website, CSLP early literacy manual, Ohio SRP page on WebJunction, Ohio State Fair incentive, Ohio State Parks incentive, Upstart/Highsmith incentive catalog, and SRP workshops offered by the regional library systems.

The majority of libraries using each of the above resources rated them “Good” or “Excellent”, with the CSLP artwork/downloads on DVD and the SRP workshops rated most highly by those who used them. A significant number of libraries were unaware of the CSLP early literacy manual (17%) and the Ohio SRP page on WebJunction (9%). Future communications from State Library will emphasize these resources for general awareness. Substantial numbers of libraries (38% - 48%) did NOT use each of the following: CSLP early literacy manual, CSLP website, Ohio SRP page, State Fair coupon, State Parks certificate, SRP workshop.

Respondents were invited to comment on any of these SRP resources, and to suggest additional resources that would be of benefit. Many respondents posted comments and offered suggestions. These are compiled in the report appendixes “2010 Ohio SRP Evaluation – Comments and Suggestions” and “2010 Ohio SRP Evaluation – SRP Workshops”.

Planning:

The majority of respondents plan to use the 2011 CSLP theme(s) (“One World, Many Stories”; “You Are Here”; “Novel Destinations”), with 201 (80%) indicating that they will use the CSLP theme(s) and 6 (2%) reporting that they will not. 43 respondents (17%) were undecided.

Comments on the upcoming themes were generally enthusiastic; however, some respondents indicated that they think the theme will be challenging to use with younger children. A few respondents mentioned that they were waiting to see the 2011 artwork (not available at the time the survey was done). Several indicated that they would produce variations on the CSLP theme (e.g. “Read Around the World”, “Passport to Reading”) or would use the children’s theme for all age groups, or the teen theme for children. Comments on the 2011 CSLP theme are compiled in the report appendix “2010 Ohio SRP Evaluation – Comments and Suggestions”.

Workshops:

144 respondents (58%) indicated that staff from their libraries attended a 2010 SRP workshop hosted by the regional library systems (NEO-RLS, NORWELD, SERLS, SWON Libraries). 103 respondents (42%) indicated that no one from their library attended a workshop. Libraries participating in workshops sent between 1-10 staff members, with most sending 1 or 2.

The majority of libraries not attending workshops indicated timing of the workshops (49 respondents/48%) and/or cost (48 respondents/47%) as reasons for not attending. 34 respondents (33%) noted distance to the workshop as a reason for not attending, and 20 (20%) indicated the workshop content was not of interest. 4 respondents (4%) indicated they were unaware of the workshops.

Comments about the workshops included suggestions that workshops be held earlier in the planning process, that workshops be offered for adult and teen SRP, that more workshops be

offered around the state, and that workshop materials be made available online. All comments and suggestions regarding the workshops may be found in the appendix, “2010 Ohio SRP Evaluation – SRP Workshops”.

Looking ahead:

The 2011 CSLP concept is world cultures/travel and the themes are “One World, Many Stories” (children’s), “You Are Here” (teen), and “Novel Destinations” (adult).

For the 2011 SRP evaluation, libraries should expect questions on active and passive programming and on use of social media. This will help us put together a more complete snapshot of the variety and creativity of Ohio libraries’ summer reading programs. Libraries will no longer be asked to report the number of people completing the requirements of their SRP, just the number of people registering/participating. The 2011 SRP evaluation survey will be open from early July through mid-September 2011.

Additional comments or suggestions about Ohio Summer Reading Program resources are welcome at any time. Contact library consultant Janet Ingraham Dwyer at jdwyer@library.ohio.gov or 614-644-6910 to share your feedback.

See also these appendices:

2010 Ohio SRP Evaluation – Comments and Suggestions

2010 Ohio SRP Evaluation – SRP Workshops

If the appendices are not attached to this report or available at the same location you downloaded the report, please contact jdwyer@library.ohio.gov to request copies.

2011 Ohio Summer Reading Program Evaluation Report

12/6/2011

Prepared by Janet Ingraham Dwyer, Library Consultant, State Library of Ohio

241 individuals representing 230 public library systems responded to the online survey, "2011 Summer Reading Program Evaluation" between July-December 2011.

These respondents reported a total of **451,143** individuals participating in summer reading programs across Ohio in 2011 as registrants in a library summer reading program. The respondents also reported a total attendance of **504,242** at SRP-related library programs (storytimes, performers, parties, etc.).

This report describes participation in 2011 Ohio library summer reading programs, themes and tracking methods used, assessment of state and CSLP resources and incentives and of regional workshops, and additional feedback from libraries. Evaluative comments and suggestions are included in an appendix. Representative comments about changes in participation, 0-5 programming, tracking methods, etc. are included in this report. If you would like to review all the responses to a particular question or would like a copy of the complete survey results, please contact Janet Ingraham Dwyer at jdwyer@library.ohio.gov.

Participation:

Responding libraries all indicated that they offered a children's SRP in 2010. 86% of respondents (204) offered a teen SRP, and 69% (159) offered an adult SRP.

This table shows total statewide SRP enrollment and participation by age level.

Program type	Total enrollment	Total program attendance**	Enrollment range per library system
Children	299,910	440,835***	3 – 56,544
Teen	61,495	32,602	2 – 12,055
Adult	85,144	30,805	1 – 15,194
Total	451,143*	504,242	

*This is the number of people who registered for a public library summer reading program at any of the 230 responding libraries (including, in the case of one metropolitan library that does not register individuals for summer reading, an estimated number of participants based on return of prize drawing forms distributed to participants). 21 Ohio public libraries did not respond to the survey, so their SRP enrollment is not reflected in this number.

**These numbers are total attendance at responding libraries' SRP-related library programs (storytimes, performers, parties, etc.). It is not expected that these numbers indicate unique attendees, because of the likelihood that individuals attended multiple programs. 13 responding libraries did not indicate program attendance figures.

*** This number includes attendance at "Children's and family programs".

Only 158 respondents indicated the number of individuals who completed the requirements of their SRP. Since many libraries do not define, track, and report completion of their SRP, this question will be dropped in future Ohio SRP evaluations.

98 respondents (42%) reported that SRP participation increased over last year. 86 libraries (37%) reported that SRP participation decreased, and 51 (22%) reported no change. A slightly higher percentage of libraries reported a decrease in participation in 2011 than did so in 2010.

The most frequently cited factors that may have contributed to an increase in participation were improved publicity, attractive events/programs, public perception of free quality entertainment, and inclusion of activities for children aged 0-5. Respondents whose participation increased in 2011 also mentioned: favorable response to the CSLP theme, inclusion of e-readers as reading platforms or prizes, offering a summer lunch program, increased outreach, incentives/prizes, revamping the format of SRP, increased programming, increased library hours, and addition of an adult programming specialist.

The most frequently cited factors that may have contributed to a decrease in participation were gas prices, population shifts (people moving away from the community), reduced staffing, fewer prizes, and other economic factors affecting either the library's capacity or the community members' daily lives. Respondents whose participation decreased in 2011 also mentioned: reduced hours, need to charge fees, weather, competition from other summer activities, unfavorable response to the CSLP theme, reduced ability to hand-sell to patrons because of self-checkout, fewer programs offered, and loss of summer camps.

129 respondents (54%) reported offering separate SRP activities and/or materials for children ages 0-5. Most of these libraries offered SRP-themed storytimes and/or a separate reading log or "passport" with different SRP completion requirements for younger children. While the survey indicated "ages 0-5" to cover early literacy activities, many libraries specified that they targeted a different age range for special early literacy programming, such as 0-3, 2-5, 0-24 months, or 18 months – 5 years. A representative response from a library offering separate programming: "We offered a separate version for Babies & Toddlers, where parents accumulated points for any early literacy activity, while the older children tracked minutes of reading or being read to." A representative response from a library not offering separate programming: "Too much work with not enough employees."

Theme:

215 respondents (90%) used the 2011 CSLP children's theme, "One World, Many Stories". 24 respondents (10%) developed or adapted a different children's SRP theme. Themes used included: Dig Up a Good Book / Read and Roar; Summer of Heroes; Make a Splash, Read! (CSLP 2010 theme); Reading Rocks!; Be a Hero. Read; Experience the World---One Page at a Time; Join the Celebration @ The Amherst Public Library (based on town's bicentennial); Get a Clue @ Your Library; Read Around the World; Happy Birthday Madison Township; Passport to Adventure; Super Readers; The Case of the Summer Reader; You Are Here (CSLP teen theme); Wild West Reading Round Up; Book A Trip,, Driven to Read; Read Around Westlake, Follow the Yellow Book Road!; Where In The World Will The Pigeon Drive The Bus? (Mo Willems' Pigeon); Reading Road Trip USA; Go Green – Read; and Novel Destinations (CSLP adult theme).

139 respondents used the 2011 CSLP teen theme, "You Are Here". Many libraries used "One World, Many Stories" for all ages. Several used "Novel Destinations" for adults and teens. Several used no SRP theme in their summer programming for teens such as book clubs and gaming programs. Other teen themes included: A Summer in the Kitchen (all the programs revolved around food, and tied in with teens donating items to the local food pantry); Summer of Heroes; Heroes @ Your Library; Eat, Sleep, Read; Zombies; Be a Hero. Read; Experience the World---One Page at a Time; Join the Celebration @ The Amherst Public Library; Road Trip!; Read Around the World; Happy Birthday Madison Township; It's Legendary @ Your Library;

Summer Reading Challenge; The Poisoned Pen; Where is Crockey?; Passport to Reading; Go Green – Read; RE/AD "Read like a Rockstar"; and Where in the world are you reading?

128 respondents used the 2011 CSLP adult theme, "Novel Destinations". Other libraries offering an adult SRP used "One World, Many Stories" for all ages, used no theme, or developed their own theme, including: Summer Readin' Round Up; Summer of Heroes; Be a Hero. Read; Experience the World---One Page at a Time; A Perfect Recipe for Summer Reading; Join the Celebration @ The Amherst Public Library; Get a Clue @ Your Library; Read Around the World; Happy Birthday Madison Township; and Go Green – Read.

Tracking methods:

75 respondents (31%) reported tracking SRP participation by counting number of books read and 68 respondents (28.5%) counted amount of time spent reading. A few libraries track number of pages read or activities completed, and several do not track participation. 74 libraries (31%) used multiple or alternative tracking methods, generally differentiated by age level, such as having children track time spent reading and adults track number of books read. Here are some examples of alternate tracking methods used by libraries:

- We have participants select their goal of 25 books, 25 days or 25 hours.
- We ask individuals to check out a minimum number of books per week and/or attend activities (kids) or write book reviews (adults, teens) to get entries in a drawing for prizes at the end of SRP.
- Scratch-off cards were handed out based on circulation. The cards were then able to be entered for the "Grand Prize" drawing at the end of the summer. Staff tracked how many cards were entered into the grand prize drawings for each age group. We used the number of cards turned in to estimate the number of "books read."
- YA and Adults had Bingo records which included attending library activities, reading, using a database, like us on Facebook, etc.
- For the independent children's reading program the children must read or be read to for 90 min. per week for a six week period. We devised our own passports for the children to keep track of their reading time. Each week completed they received a small prize. If they completed the entire six weeks they received a certificate, pizza coupon, Texas Roadhouse coupon, were able to select a book for their own and were invited to a pool party.
- Children ages 0-12 had a passport which contained activities based on the concept of a trip. When their trip was completed they were given a prize. There were three prizes given plus they could complete additional activities for a drawing for a prize at the end of the program. Teens completed activities and for each activity they chose they were awarded a ticket for weekly drawings and at the end of the program a drawing occurred for a laptop computer.
- We DO provide reading records that encourage our participants to read, but they receive prizes just for attendance at our programs. I judge the success of my summer reading program by attendance at all of our various activities and by how many happy faces I see!

Resources and Incentives:

Libraries were asked to rate shared SRP resources including the CSLP manual, CSLP illustrator artwork and other visuals on DVD, CSLP website, CSLP early literacy manual, Ohio SRP page on WebJunction, Ohio State Fair incentive, Ohio State Parks incentive, Ohio Caverns incentive, Upstart/Highsmith incentive catalog, TeachingBooks.net online author/book resources available through CSLP, and SRP workshops offered by the regional library systems. A chart of responses may be found here: <http://oh.webjunction.org/ohsumread/-/articles/content/130510985>

The majority of libraries using each of these resources rated them “Good” or “Excellent”. The CSLP artwork/DVD and the SRP workshops were rated most highly by those who used them.

For all listed resources except the CSLP manual, CSLP artwork, and Upstart products and incentives, a large number of respondents (37.3% - 62%) indicated they did not use the resource. Between 12%-24% each were unaware of the CSLP early literacy manual (new in 2010), the Ohio Caverns incentive (one-time offer for 2011, mailed directly to library directors), and the Teaching Books.net resource via CSLP (new in 2010). Future communications from State Library will emphasize new statewide and CSLP SRP resources, to help keep everyone in the community informed of resources available for their planning.

Respondents were invited to comment on any of these SRP resources, and to suggest additional resources that would be of benefit. Many respondents posted comments and offered suggestions. These are compiled in the report appendix “2011 Ohio SRP Evaluation – Comments and Suggestions”.

115 respondents (48%) distributed the Ohio State Fair coupon, with a total of 27,926+ coupons distributed. 98 respondents (48%) distributed the Ohio State Parks certificate, with a total of 11,299+ certificates distributed.

Planning:

The majority of respondents plan to use the 2012 CSLP theme(s) (“Dream Big – Read!”; “Own the Night”; “Between the Covers”), with 200 (80%) indicating that they will use CSLP theme(s) and 11 (5%) reporting that they will not. 30 respondents (12%) were undecided.

Comments on the upcoming themes were mixed. Some respondents voiced excitement about “Dream Big – Read!”, while others noted concerns with the theme or artwork. Representative comments: “Most in the Children's Department do not like the theme, mainly because the artwork is so dark compared to the colorful art of this year's theme”; “Doesn't get dark until 9 pm around here so our outdoor story times will be difficult to create atmosphere”.

Several libraries expressed significant concerns with the adult theme, “Between the Covers”. Representative comments: “Not sure about adult theme! A little risque!”; “Some of our branches may not use ‘Between the Covers’ because they think adults would not respond well”. Some respondents indicated that they will use “Dream Big – Read!” for all age groups.

Comments on the CSLP themes are compiled in the report appendix “2011 Ohio SRP Evaluation – Comments and Suggestions”. These comments have also been shared with the CSLP.

Workshops:

135 respondents (56%) indicated that staff from their libraries attended a 2010 SRP workshop hosted by the regional library systems (NEO-RLS, NORWELD, SERLS, SWON Libraries). 105 respondents (44%) indicated that no one from their library attended a workshop. Libraries participating in workshops sent between 1-10 staff members, with most sending 1 or 2.

The majority of libraries not attending workshops indicated timing of the workshops (49 respondents and/or cost (37 respondents) as reasons for not attending. 27 respondents noted distance to the workshop as a reason for not attending, and 23 indicated the workshop content was not of interest. 8 respondents indicated they were unaware of the workshops.

In their comments, several respondents noted additional barriers to workshop attendance including staffing/scheduling/library budget concerns, attendance at an alternate workshop, and the weather-related cancellation of several Teen SRP Videoconference locations. Several respondents requested that workshops be held earlier to accommodate libraries’ planning cycles. Others requested that workshop content be revised for increased relevance.

Comments about the workshops are compiled in the report appendix “2011 Ohio SRP Evaluation – Comments and Suggestions”. These comments have also been shared with the Regional Library Systems.

Additional information:

Additional comments or suggestions about Ohio Summer Reading Program resources are welcome at any time. Contact library consultant Janet Ingraham Dwyer at jdwyer@library.ohio.gov or 614-644-6910 to share your feedback.

See also these appendices:

2011 Ohio SRP Evaluation – Comments and Suggestions

2011 Ohio SRP Evaluation – List of questions asked

If the appendices are not attached to this report or available at the same location you downloaded the report, please contact jdwyer@library.ohio.gov to request copies.

Appendix H: List of Acronyms

ALSC	Association for Library Services to Children
CSLP	Collaborative Summer Library Program
CTRO	Chose to Read Ohio
ECRR	Every Child Ready to Read
ILL	Interlibrary Loan
IMLS	Institute of Museum and Library Service
INFOhio	Information Network for Ohio Schools
KIN	KnowItNow Virtual Reference Service
KLAS	Keystone Library Automation System
LCO	Libraries Connect Ohio
LPD	Library Programs and Development
LSTA	Library Services and Technology Act
MORE	Moving Ohio Resources Everywhere
NCOCC	North Central Ohio Computer Cooperative
NEH	National Endowment for the Humanities
NLS	National Library Service
OBE	Outcome Based Evaluation
OCLC	Online Computer Library Service
ODNR	Ohio Dept. of Natural Resources
OhioLINK	Ohio Library and Information Network
OHS	Ohio Historical Society
OLC	Ohio Library Council
OLS	Ohio Libraries Share
OLBPD	Ohio Library for the Blind and Physically Disabled
OPAL	Ohio Private Academic Libraries
OPLIN	Ohio Public Library Network
PLA	Public Library Association
SEO	Serving Every Ohioan
SLO	State Library of Ohio