

Oklahoma Department of Libraries

**LSTA 5 Year Evaluation
2008-2012**

**Prepared by
Richard L. Waters
Godfrey's & Associates, Inc.
March 30, 2012
Commissioned by
Office of Library Development**

TABLE OF CONTENTS

	Page
Executive Summary	ES.1
ODL Goals and Projects	1
LSTA Purposes	1
Tasks Undertaken for the Evaluation	3
Program Evaluations	6
Literacy Newsletter	6
Literacy Student Development, Literacy & Technology, and GED Collaboration	7
Children's Services, Summer Reading, Emergent Literacy, and Children's Workshops	9
Continuing Education for Public Librarians	11
Certification for Public Librarians	12
Computer Lab Training	14
Interlibrary Loan	15
Statewide License for Information Databases	17
Library for the Blind	19
Institutions Program	19
Other programs	20
Technology	20
Library Materials	22
Library Staff Training and Consultative Services	22
Library Makeover	23
Annual Reports and LSTA Administration	24
New Program for FFY2013 – FFY2018	25

List of Tables

1 – Summary from IMLS Cover Page Reports	2
2 – Summary from ODL Use of LSTA Funds by ODL Approved Goals 2008 – 2010	3
3 – Online Survey Respondents by Type of Library	5
4 – Statewide Database Survey Results	5

List of Appendices

1. Oklahoma Department of Libraries - 2008 LSTA Programs, Funds, and Outcomes
2. Oklahoma Department of Libraries - 2009 LSTA Programs, Funds, and Outcomes
3. Oklahoma Department of Libraries - 2010 LSTA Programs, Funds, and Outcomes
4. Public Library Staff & Customer Interviews & Customer Focus Groups
5. Public Library Staff Interviewed
6. Statistical Summary of Libraries Visited As Part of LSTA Evaluation
7. Public Library Customers Interviewed or in Focus Groups
8. Questions Asked During LSTA Evaluation Site Visits
Appendices 9 -16 – Online Surveys, Results Of
9. Academic Library
10. Correctional Libraries
11. General Group
12. ILLiad Libraries
13. Literacy Provider's

14. School Library/Media Center
15. Special Library
16. WorldCat Public Libraries
17. Statewide Licensing Information Database Survey, Results Of
18. Continuing Education Grants For Public Librarians
19. Certification Of Public Librarians Course List And Certification Levels
20. Pioneer Library System EBSCOHost Database Usage Following Implementation of

APPENDICES

1. Oklahoma Department of Libraries - 2008 LSTA Programs, Funds, and Outcomes
2. Oklahoma Department of Libraries - 2009 LSTA Programs, Funds, and Outcomes
3. Oklahoma Department of Libraries - 2010 LSTA Programs, Funds, and Outcomes
4. Public Library Staff & Customer Interviews & Customer Focus Groups
5. Public Library Staff Interviewed
6. Statistical Summary of Libraries Visited As Part of LSTA Evaluation
7. Public Library Customers Interviewed or in Focus Groups
8. Questions Asked During LSTA Evaluation Site Visits
 - Appendices 9 -16 – Online Surveys, Results Of
9. Academic Library
10. Correctional Libraries
11. General Group
12. ILLiad Libraries
13. Literacy Provider's
14. School Library/Media Center
15. Special Library
16. WorldCat Public Libraries
17. Statewide Licensing Information Database Survey, Results Of
18. Continuing Education Grants For Public Librarians
19. Certification Of Public Librarians Course List and Certification Levels
20. Pioneer Library System EBSCOHost Database Usage Following Implementation of Marketing Plan

LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE-YEAR PLAN 2008 – 2012

An outside evaluator, Godfrey's Associates, Inc., a library consulting firm based in Dallas, Texas, has prepared the evaluation of the Oklahoma Department of Libraries Library Services and Technology Act Five-Year Plan 2008-2012. Richard L. Waters is serving as principal consultant for the evaluation. Assisting are consultants Jonelle Darr of Camp Hill, Pennsylvania, Carson Block of Fort Collins, Colorado, and William H. Wilson of Milton, Wisconsin. Susan McVey, director of the Department, Vicki Mohr, director of the Office of Library Development, Judy Tirey, LSTA coordinator, and others, has graciously and generously provided ODL staff assistance.

Godfrey's was selected as the evaluator on the basis of a response to Solicitation # 4300000019 issued by the Oklahoma Department of Central Services, Central Purchasing, and a subsequent proposal, evaluation, and contract negotiation.

ODL GOALS AND PROJECTS

The goals as stated for 2008 – 2012 numbered five. They are:

- 1 - In order to participate globally, Oklahoma citizens must have access to vital and cost effective resources available through the library. Oklahoma Department of Libraries (ODL) will assist communities attain these resources.
- 2 - ODL will assist Oklahoma librarians attain increased competencies to enable them to meet the information needs of their patrons.
- 3 - Oklahomans at risk due to educational, economic, physical, and social conditions will be provided resources and opportunities to acquire basic information skills.
- 4 - Assist libraries to identify and to adopt innovative technology and to incorporate these services into library operations.
- 5 - The Oklahoma Department of Libraries, Oklahoma's public libraries, as well as library-based and community-based literacy programs will strengthen and broaden their base of support.

For the three years that have been completed the consultant developed Table 1 on the next page that summarizes the project and other data taken from the IMLS cover page reports.

LSTA PURPOSES

An analysis of the annual reports filed by the ODL to IMLS reveals that ODL's five goals have substantially responded to the following three LSTA purposes:

- Library technology, connectivity, and services;
- Services for lifelong learning; and
- Services for persons having difficulty using libraries.

The three spreadsheets in appendices 1 - 3 provide further details regarding the programs, the cost of each, purposes responded to, primary and secondary IMLS performance categories, and primary and secondary users. Table 1 condenses the data in the spreadsheets.

TABLE 1
SUMMARY FROM IMLS COVER PAGE REPORTS

	2010	2009	2008
Total Projects	75	148	75
Allotment for 2010	\$2,328,783	\$2,283,382	\$2,100,996
Total LSTA Funds Expended	\$2,328,783	\$2,283,382	\$2,100,996
Number Libraries Submitting	24	95	34
Number Applications	79	148	75
Total Requested	\$2,475,291	\$2,283,382	\$2,100,996
Parent Libraries Receiving Grants	1	1	1
Parent Number Grants Funded	3	3	2
Child Libraries Receiving Grants	25	94	32
Child Number Grants Funded	51	128	60
Parent/Child Expended	\$143,347	\$229,976	\$189,193
Single Libraries Receiving Grants	2	1	2
Single Number Grants Funded	21	17	13
Single Total Expended	\$2,185,436	\$2,053,406	\$1,911,803
Total Libraries Receiving Grants	26	95	34
Total Number Grants Funded	75	148	75
Total Expended	\$2,328,783	\$2,283,382	\$2,100,996

The Oklahoma Department of Libraries, for the FFYs 2008 – 2010, has reached almost 12 million residents of the state via 59 programs that have addressed their five goals. With an expenditure of \$6.71M, the cost to reach the participants averaged \$0.56. The consultant considers this to be a very effective and efficient record.

TABLE 2
SUMMARY FROM ODL USE OF LSTA FUNDS BY ODL APPROVED GOALS 2008 - 2010

Goal	Number of Programs	Dollars Expended	Percent of Total	Number Participants	Cost per Participant
1 – Assist Communities Attain Effective Resources	28	\$5,072,908	75.57%	11,346,951	\$0.45
2 – Libraries Attain Competencies to Meet Needs	12	\$407,634	6.07%	115,873	\$3.52
3 – Assist Oklahomans At Risk Acquire Information Skills	11	\$676,480	10.08%	27,962	\$24.19
4 – Libraries Adopt Technology Into Operations	5	\$447,078	6.66%	433,654	\$1.03
5 – Library- and Literacy Based Program Broadens Support Base	3	\$109,057	1.62%	7,085	\$15.39
TOTALS	59	\$6,713,157	100.00%	11,931,525	\$0.56

TASKS UNDERTAKEN FOR THE EVALUATION

Initial Meeting

The principal consultant met with ODL director Susan McVey and the director of library development Vicki Mohr, plus other ODL staff members on the 8th of December 2011. LSTA Coordinator Judy Tirey was absent on family medical leave. She returned to work early January 2012.

The timeline for completing the evaluation was reviewed and modified as a result of the delay in finalizing the contract by the Central Services Department. The online survey methodology was discussed, and a tentative schedule was adopted for the site visits. ODL staff responsible for different programs joined the meeting and reviewed the programs and provided needed background data and information.

Collection and Analysis of ODL Data and Information

ODL staff has provided a wealth of background data and information. Whenever the consultant had questions, staff was quick to respond. In addition to the data provided in hardcopy and online, access to the IMLS report files for Oklahoma was also made available.

Site Visits

Three members of the consultant team visited 10 libraries. Visits were made to three multi-county library systems, one single-county system, and six independent municipal libraries. ODL, in conjunction with the consultant, developed the visit schedule and staff made the initial contact with each of the 10 libraries. The principal consultant then contacted, by telephone and email follow-up, each library director.

At each site the director of the library or library system was interviewed, as well as different staff members who had responsibilities for specific programs, e.g. interlibrary loan, online databases, literacy, etc. In two cases the library director has the bulk, if not all, of the responsibilities for the programs. Appendix 4 is Public Library Staff & Customer Interviews and Customer Focus Groups; Appendix 5 is Public Library Staff interviewed. In addition, Appendix 6 is a *Statistical Summary of Libraries Visited as Part of LSTA Evaluation*. The summary details populations served and demographics by county and library, and comparisons with the State of Oklahoma as a whole.

Customer contacts were a part of each site visit. A total of 76 customers were either interviewed one-on-one, or were part of a focus group (seven focus groups were facilitated). See Appendix 7 for a roster of the customers.

The customers were forthcoming. They were very appreciative of the services of their local libraries, and were grateful for the support provided by the Oklahoma Department of Libraries. It would be fair to state that most customers were unfamiliar with LSTA and IMLS. The consultant team did endeavor to provide them with some information regarding the program and the agency. Appendix 8 is a list of questions posed to customers and staff during the site visits. The responses to the questions are reflected in the consultant's analysis of the programs.

Surveys

Eight online surveys were developed and administered by the consultant team. The surveys and the number of respondents follow in Table 3.

ODL staff submitted a draft set of questions for each type of library/institution. Following subsequent revisions the instruments were approved. ODL communicated with all libraries/relevant institutions in the state of the availability of the survey, encouraged participation, and the completed surveys started to come in to the consultant team member whose responsibility it was to collect the data. Appendices 9 – 16 include all survey results.

TABLE 3
ONLINE SURVEY RESPONDENTS BY TYPE OF LIBRARY

<i>Type of Library</i>	<i>Number Responding</i>
Academic Libraries	26
ILLiad (13 public libraries & 1 tribal libraries using ILLiad for Interlibrary Loan)	14
General (public libraries)	20
Special Libraries	12
WorldCat Public Libraries	32
Correctional Institutions	15
Literacy Providers	12
School Libraries/Media Centers	101
TOTAL	232

A ninth online survey, independent of the eight described above, was administered to potential uses of the online databases ODL provides via the Ebsco customers. The company was most helpful in working with the consultant and ODL. There were 163 respondents. The primary location where database use took place was in a library, 81.3%.

Table 4 is a sampling of results. Appendix 17 has the full results.

TABLE 4
STATEWIDE DATABASE SURVEY RESULTS

<i>Type of Library</i>	<i>Percentage Responding</i>	<i>Reason for Use</i>
Academic	22.4%	
Hospital	0.0%	
Institutional	1.4%	
Public	6.3%	
School	69.9%	
Tribal	0.0%	
Homework		41.6%
Personal Interest		27.3%
Health		8.7%
Job		42.9%
Assist someone else find needed information		51.5%

Percentages exceed 100% due to selection of multiple uses of the databases.

PROGRAM EVALUATIONS

Literacy Newsletter

Key Findings:

- 1.7% (\$114,794) of LSTA funds expended for the Literacy Newsletter program. The salary for two full-time staff working part-time is included in the LSTA allocation.
- The cost per newsletter distributed (8,900 recipients) averaged \$12.90 each when the staff salary is included.
 - The Literacy Newsletter project is actually two publications, *Literacy Notes*, the statewide literacy newsletter, and *Celebrating Our Journey*, a collection of adult learner stories, is the other publication.
 - *Literacy Notes* is a networking, information, and resource-sharing source for Oklahoma's library and community-based literacy network. Previously it was USPS mailed but now most literacy programs and volunteers have Internet connectivity and publication is now emailed to an increasing number of recipients. The number USPS mailed has been reduced by about 60% in the last three years. While the number of newsletters mailed has decreased, the costs have increased due to postage, outsourcing printing, and fees for the address verification service (required by the USPS for bulk mailing).
 - Publication costs have risen as a result of doubling the publications size and an escalation in printing charges. To help keep costs manageable, authors are now allowed one story and must follow specific word count guidelines.

Results Achieved:

- All of the literacy providers rely on ODL literacy staff for technical assistance, training, networking opportunities and other literacy services and have participated in continuing education opportunities offered by ODL which all have found to be "helpful" (33.3%) or "very helpful" (66.7%).
- Respondents to the aforementioned online survey (Literacy Providers') indicate that without ODL LSTA support their program would have to reduce services.
- Learners and local programs anticipate *Celebrating Our Journey* as it illustrates the significant impact of literacy programs, volunteer tutors, and adult learners. In addition to providing adult learners a voice, it is also:
 - Highly motivating for adult learners;
 - An effective tool to encourage learner writing and editing;
 - Read by other students for practice and encouragement;
 - Used in tutor training;
 - Shared with literacy funders and supporters;
 - Used in local newspaper articles;
 - Provided to legislators; and
 - Highlighted on ODL's website.

Benefits to Targeted Individuals and Groups:

- A result of these two publications is that they assist in motivating adults to learn to read. This can be a real benefit for the individual and any group, especially the family group.

Challenges to Using Outcome-Based Data:

- Without drawing on the work of these other agencies and programs OBE will be primarily anecdotal in nature.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- Although unit costs are high, the economic benefits of reducing illiteracy far outweigh the costs.
- The consultant does recommend a continuation of reduced printing and more electronic distribution of the *Notes*.
- The consultant further recommends that sponsors be sought for the publication of *Celebrating Our Journey*.

**Literacy Student Development, Literacy & Technology, and GED Collaboration
Key Findings:**

- 2.7% (\$178,191) of LSTA funds expended for the Literacy Student Development program. Two full-time EE's working part-time is included in the total.
- There were 548 participants. Including the staff salary, average cost per participant was \$32.71.
- Literacy and Technology, reached 1,384 participants at a cost of \$41.99 each. Twelve literacy programs across the state participated.
- The GED Collaboration project, FFY09, cost \$31,236, had 285 participants, costing \$109.60 each.
- Program specifics vary from year to year but generally cover education and support resulting in improved services for adult literacy students.
- The primary focus is continuing education for learners and volunteer tutors who are better trained.
- Literacy Council representatives provide services to a high number of non-English speaking residents. Many rural counties have higher numbers of non-English speaking residents than metro Oklahoma City. These programs provide clients in their 20s through 50s the opportunity to learn to speak, read, and write English.
- In 2010, the Literacy Tracking System program expended \$50,000 of LSTA funds.
- Literacy council representatives believe bi-lingual education is the wave of the future.
- Oklahoma panhandle needs are underserved.
- LSTA funds administered via the ODL have a direct effect.

- Focus groups report that the tutoring effort was strong through their local Literacy offices.

Results Achieved:

- Local programs benefit greatly in the training and continuing educational opportunities ODL provides.

Benefits to Targeted Individuals and Groups:

- ODL contracts with the Oklahoma Literacy Coalition to coordinate scholarships to the state literacy conference. This streamlines the process. The Coalition does not use any of the funds for administrative costs. 100% of the contracted funds are applied to scholarships.
- There may be some duplication of scholarship recipients each year, however:
 - Generally speaking adult learners are unable to attend without scholarships; and
 - Many of the recipients are first time attendees.
- Representatives of Literacy Councils believe that the program builds bridges with immigrant populations and adult learners from all types of learning situations.
- The program helps by modeling the possibilities made available through literacy. Literacy is the first step; it leads to exploration, then to greater education. It creates a “burning desire” to be better. Anecdotal and transformational stories about participants demonstrate that the literacy program promotes the desire among students to further their education.
- ODL’s GED program purchased, for \$80 each, DVD sets that would have cost local libraries over \$5,000 per set. ODL can make these materials available throughout the state.
- Literacy & Technology training provided by ODL was rated “extremely satisfied” by five of the six volunteers who took the training; the sixth rated it “satisfactory.”
- ODL’s training is the only free training available for new and revised software for Project READ for several of the literacy providers

Challenges to Using Outcome-Based Data:

- ODL has improved its methods of obtaining statistical data and continues to analyze and adopt data collection methods in order to obtain the most accurate evaluative outcomes. Surveys, face-to-face communication, and email are used to determine program outcomes.
- Tutor training includes an evaluation after each workshop by the participating trainers. Each trainer submits three separate evaluations on the content and outcomes of the training.
- Other activities are measured against the goals of the program. Participants provide feedback, as appropriate. For example, learners who receive scholarships to the state conference provide feedback on how conference attendance increased their

- knowledge and skills. Those funded submit reports that are reviewed, with feedback summarized in the final reports.
- The Literacy Department continues to use surveys, pre- and post-testing, and reports obtained from literacy coordinators in order to obtain outcomes.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- The program should be marketed better. Awareness needs to increase if the program is to continue.
- There is a need in some of the locally funded programs for more educational materials and for additional space within the libraries in order to be able to work more effectively with students. Additional allocations of local funding will be required to address the materials need. The added space could most likely result by means of modest changes in existing space arrangements.

Children's Services, Summer Reading, Emergent Literacy, and Children's Workshops

Key Findings:

- 3.7% (\$251,576) of LSTA funds expended for the Summer Reading Program (SRP). The program includes one full-time staff member working on the SRP and other projects for services to children. The cost per attendee (409,180 participants) averaged \$0.61. This includes the salary costs.
- An additional \$50,936 was expended for workshops related to the SRP plus an "Authors/Illustrators for Youth" program and a "Professional Youth Speakers" program. These programs reached 226,935 participants at a cost per participant of \$0.22.
- The total funds allocated for Oklahoma youth equaled 4.5% of the LSTA funding at a cost per participant of \$0.48.
- Library staff view ODL support of SRP as an essential resource by providing the theme, graphics, posters, bookmarks, and the ODL's collection and computation of SRP statistics.
- ODL has joined the Collaborative Summer Reading Program (CSRP) to take advantage of savings in the acquisition of promotional materials and to save local libraries the time and expense of creating their own materials.

Results Achieved:

- The summer reading program purchases materials for participating libraries in Oklahoma, including:
 - Reading logs – children;
 - Reading certificates – children;
 - Posters – children and teens;
 - Bookmarks – children and teens;
 - Stickers – children;
 - Teen timed reading logs – teens;

- Sonic book bags;¹
 - Free comic books and posters for Free Comic Book Day;
 - Equipment for the Children and Young Adult Book Review Podcast;
 - Books for summer reading, Sequoyah book award and prizes; and
 - Teen Read Month lesson plans in The Oklahoman and prizes.
- Travel to ALA conferences and the CSLP annual meetings other results of the program.
- For the emerging literacy workshop, a collaboration between children's services and the literacy department, pre- and post-workshop test results indicated learning objectives were met at high rates. Pre-workshop test scores found that two-thirds of participants answered more than 50% of the questions incorrectly. Post-workshop test scores found that 90% of participants answered 80% or more of the questions correctly.

Benefits to Targeted Individuals and Groups:

- Library staffs believe the benefits are "big picture" in nature, including promoting early literacy, life-long learning, and engendering a love of reading in children and young people.
- A library trustee noted that ODL support of the SRP gives an energy and vibrancy to the program that would not be available through municipal funds alone, where local processes can restrict funding. ODL funding serves as a powerful starting point that local libraries can expand upon using other sources of funding such as donations. The online survey comments indicated that the Summer Reading Program creates a foundation for reading and can produce life-long library patrons.
- Focus group participants expressed that children love the exposure that SRP offers to reading and interactive social opportunities.
- Some children have experienced an increase in self-esteem after being recognized by a community librarian for participating in the SRP.
- The youth who participate in the SRP gain the love of reading for pleasure; they socialize with others in a safe setting; they are exposed to art, music, crafts; and they have a sense of accomplishment when they meet their own personal goals.

Challenges to Using Outcome-Based Data:

- The program director evaluates SRP each year in terms of registration, participation, library materials purchased, use of library materials, and funds spent by participating libraries. However, the statistical data does not deal with outcomes but rather provides "outputs" by providing increases in participation (approximately 85,000 more youth participated in 2010 than the previous year).
- Data that tracked the reading progress of participants when the new academic year begins vis-à-vis non-participants would be a powerful outcome – but without cooperation of parents and local schools extremely difficult to measure – if even measurable.

¹ The Oklahoma-based Sonic Corp. provides \$20,000; LSTA funds are used to cover the cost difference.

- For librarians who attended the emergent literacy workshop, it was not reported whether they implemented emergent literacy techniques or programs at their libraries; nor whether any emergent literacy programs reached targeted at-risk populations. Again, there did not seem to be a method to collect this outcome information from workshop attendees.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- Library staff interviewed would like to see more technology integrated (i.e. the use of eReaders or iPads) to be more relevant to new generations of children.
- Focus group participants enthusiastically recommended continuation of the program as an essential positive summer activity, especially in rural areas.

Continuing Education for Public Librarians

Key Findings:

- 1.7% (\$116,808) of LSTA funds provided subsidies for attendance by librarians at state and national conferences. The average grant was \$941.84 for the 124 Oklahoma library staff members receiving grants.

Results Achieved:

- LSTA funds supported state or national conference attendance for ODL staff. Two attended the Texas Library Association conference and three attended the conference of the Association of Rural and Small Public Libraries. All ODL staff that attended conferences submitted reports identifying ways they might share information and knowledge with Oklahoma librarians.
- LSTA funds also helped 124 local library staff members to attend state and national conferences. Recipients have attended the following conferences: Oklahoma Library Association, Texas Library Association, American Library Association, Association of Rural and Small Public Libraries, Mountain Plains Library Association, and the Public Library Association conference.
- Priority for funding was given to certified librarians and who had never attended a state or regional conference, or had not recently attended a conference. Fifty-five of the 124 staff members were first-time attendees. Local staff members also used funds remaining that allowed them to help pay for local workshops. All conference attendees submitted reports and identified ways in which the training could be instituted at the local level.

Benefits to Targeted Individuals and Groups:

- Libraries responding to the online survey believe that the grant program has provided excellent training, motivation, and networking possibilities for staff who have received a grant.
- All participating libraries believe ODL should continue the program. If the program were not continued the impact would limit the quality of service provided to customers.

Challenges to Using Outcome-Based Data:

- The CE program continues to require those attending a library association conference² to report acquired new skills or a changed attitude re librarianship. Obtaining more in-depth reporting has proven to be difficult. Nonetheless, ODL will continue to strive to identify methods by which participants' responses indicate how much the program improves librarians' performance and knowledge and aides library customers. Appendix 18 is a report prepared by one librarian about the worth of the grant received.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- This program helps staff learn about new ideas and techniques from around the state and nation and it should be continued. However, more effort should be given to ensuring that the information is shared with others in Oklahoma, and documenting if any new techniques or services are implemented as a result of conference or workshop attendance.

Certification for Public Librarians

Key Findings:

- The certification program used 1.7% or \$113,758 in LSTA funds to provide training for 1,690 individuals in classes through ODL's Institute in Public Librarianship. This is an average \$67.31 per person. With an average of 50 classes taught each year the cost per class is \$758.39.
- Classes were offered in spring and fall terms at four different locations in the state, making them accessible to a wider number of people. There are eight basic level and seven advanced level classes. There are seven levels of certification. Appendix 19 is a list of the classes and the certification levels.
- Certified librarians must renew their certificate every three years by obtaining approved continuing education. ODL's Institute of Public Librarianship provides eight basic classes for certification and seven advanced classes for renewal.
- ODL reports that some libraries require all staff members to attend the Institute; others require all full-time staff members to attend. Other libraries have varying requirements, with ODL encouraging all library staff to attend the voluntary program.
- The curriculum for the Institute in Public Librarianship is up-to-date. Three classes were added in 2010 – Marketing, Services to Youth, and Services to Adults.

Results Achieved:

- Pre- and post-class test results indicate that the learning goals for each class were met at high rates. Pre-class test score averages ranged from a low of 12% correct to

² Conferences most often attended were state association conferences in Oklahoma and Texas, the national annual conference of the American Library Association, the Public Library Association Conference, and the Mountain Plains Library Association Conference.

a high of 49% correct. Post-class test score averages for individuals ranged from a low of 78% correct to a high of 94% correct, with an overall average of 86% correct for all students.

- In site visits made by the consultant, evidence of solid training was seen in comments made by customers. All customers interviewed observed that library staff is well trained, with several observing that “cross-training among staff was evident” and that staff members could answer most questions posed by customers, or knowing where to find the right answer.

Benefits to Targeted Individuals and Groups:

- Customer comments during site visits indicate that staff were observed treating people from diverse cultural or socioeconomic backgrounds with fairness and equality.
- Staff report via the online surveys that classes taken have resulted in improved work performance, increased self-confidence, and being better prepared to respond to work assignments.
- A peer network of other students is another important benefit.

Challenges to Using Outcome-Based Data:

- OBE data was collected from each class participant to determine an increase in knowledge, skills, or change of attitude. Pre- and post-tests and evaluations were obtained from each student. Internet browser surveys were collected.³ Onsite evaluations requested the following:
 - What difference did the class make regarding obtaining knowledge and skills?
- Internet surveys determined changes that had been made in local libraries and/or if participants believed they were able to perform their duties more effectively and efficiently. The pre- and post-testing at each class increased the collection of outcome-based information.
- One of the anticipated outcomes for the Institute for attendees was to have each attendee apply at least one new skill within one year of training.
- Internet surveys are used as the method to collect outcomes and information about improved skill levels instituted at the local library level.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- This program is an excellent investment of LSTA money, ensuring that customers receive the **best** possible service from local libraries.
- Remote online courses should be considered to expand the enrollment to include more staff members.

³ Using Survey Monkey.

- The curriculum should be evaluated and updated, at minimum, every three years.

Computer Lab Training

Key Findings:

- 2.2% or \$150,235 of LSTA funds was used to fund Computer Lab training. This averaged \$130.30 per attendee (1,153 attendees).
- The training lab at the ODL facility in Oklahoma City is an excellent training facility. The layout of the computers allows for close interaction between instructors and students.
- Many rural library staff valued the training lab enough to make drive (some as much as two hours each direction) worth the effort. They enjoy and benefit from interaction opportunities with others, and coming to Oklahoma City also allows the opportunity for librarians to meet with ODL staff.
- ODL has been able to offer a broader variety of subjects and topics by bringing in outside instructors for some classes. ODL staff report that the quality and depth offered by outside experts is worth the expense.
- For four of the libraries visited by the consultant the Computer Lab was not visited or used.
- The primary reasons for non-use is the location of the ODL lab and the availability of training geographically closer to the library.

Results Achieved:

- Three of every four public librarians responding to the online survey have attended an ODL computer class held in the Lab and 91.7% report they have utilized the training they received.
- Survey respondents also indicated that without the ODL LSTA computer lab services many would be unable to obtain the services independently, customer services would be less, it would be hard to keep abreast of technology changes, and local budgets would be impacted as funds would have to be shifted for training received elsewhere and out of one or more current services.

Benefits to Targeted Individuals and Groups:

- ODL and local library staff agree that attendees need opportunities to network with each other, contact consultants, etc. so the long trip is worth the time and expense. There is value-added in a trip to the central location. In-person instruction and additional support when participants have questions outside the classroom are invaluable for rural librarians.
- Library staff report that the programming in the Lab provides access to essential technology skills allowing librarians to “keep up with the times” and perform services such as taking and editing photos for a library website which might otherwise have to be outsourced to a private business at higher cost.

- ODL staff report that the benefits to the training class have a multiplier effect. Many class participants are taking ODL lab class materials and using them to directly teach their own classes to library customers.
- “One of the best I’ve ever seen” summarizes the thoughts of one library visited. The training is practical and addresses the attendees at their level, which increases the value for the end users. From another, the Computer Lab Training at ODL is excellent, but distance precludes taking full advantage.

Challenges to Using Outcome-Based Data:

- Evaluations from each participant are collected by the Computer Lab.⁴ These evaluations have provided valuable insight into the benefits to both the librarians and the assistance provided to end users in each community.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- Without question this program should be continued and a full-time staff position should be funded aided by a part-time assistant. ODL staff assigned to the lab is now one part-time position. The workload is too much work for a part-time post, and menial tasks such as scheduling and participant coordination take time away from more important functions such as creating course materials.
- The consultant recommends ODL invest in the screen-capture tools (such as Camtasia) and the time to create “canned” courses to make available via the Internet. There may be usefulness of video-conferencing to teach distance-classes.
- Consider using laptops to create a mobile computer lab environment in the state.

Interlibrary Loan

Key Findings:

- Interlibrary Loan (ILL) in Oklahoma is strong because of partnerships with all types of libraries. Thirty-five libraries directly manage their requests through *WorldCat Resource Sharing*. These libraries become lending partners with other Oklahoma OCLC *WorldCat* libraries by loading their holdings into *WorldCat*. 107 libraries use ODLs’ ILL customer portal to mediate requests for materials.
- A total of 142 public, academic, school, institution, and special libraries now have access to *WorldCat* to provide educational and recreational resources that could not be supplied locally.
- 19.6%, or \$1,315,864 of LSTA funds was used for Interlibrary Loan services. There were 91,326 ILL transactions received at an average cost of \$14.41 each. The cost per transaction includes the cost of two staff working full-time on the project.
 - Provide OCLC *WorldCat* resource sharing subscriptions for 35 libraries who are direct partners with 33 OCLC libraries throughout Oklahoma;

⁴ Op. cit.

- Provide referral and interlibrary loan services to 107 public, institution, academic, special, and school libraries using ILLiad software,
 - Respond to requests received by ODL from other libraries via OCLC WorldCat resource sharing.
- The 35 libraries using WorldCat referred 13,109 requests for FFY 09, a 23% increase over FFY2010. Fill rates are not available for the 35 libraries supported with LSTA funds.
- In FFY2008-2010, the 107 libraries referring requests through ODL's ILLiad software submitted 48,743 requests. ODL filled 34,443, a 71% fill rate.
- Of the 29,469 requests that ODL received from other libraries through OCLC WorldCat Resource Sharing, FFY2008-2010, 20,208 were filled, a 69% fill rate.
- Local libraries charge customers small fees of varying amounts to fill interlibrary loan requests.

Results Achieved:

- There were an identified total of 78,212 requests and 54,651 of those were filled, producing a "fill rate" of 70%. The cost per "fill" was \$14.56.
- Customer comments from site visits indicate that the service was used to obtain research and out-of-print materials. Comments indicated that while timeliness was sometimes a problem, the service is used and appreciated.

Benefits to Targeted Individuals and Groups:

- Survey data indicated that 99% of the respondents would definitely or probably use the service again, 80% would recommend it to others, and 7% indicated some problems they encountered with the service, i.e. material taking too long to reach them, borrowing time too brief, or the item they received was not what they had requested.

Challenges to Using Outcome-Based Data:

- An online survey notice, directed towards the end user and using the online tool, SurveyMonkey, was put in every book/audio/dvd ODL sent to in-state libraries. ODL also sent the survey to librarians for customers to use online. 548 surveys were returned. The results indicated the type of material requested:
 - 88.1% Books;
 - 3.1% Audio Books; and
 - 8.8% Videocassettes and/or DVDs.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- The program should definitely be continued. Without ILL services thousands of Sooner State residents would be forced to purchase needed materials, or go without.
- Comments from an online customer survey indicated that online request forms and ongoing tracking of the request's status for customers would be helpful additions to the service.

- A more consistent and effective method of collecting and analyzing output and outcome data is needed to improve the evaluation of the program's effectiveness.

Statewide License for Information Databases

Key Findings:

- 37.8% of LSTA funds, or \$2,536,240, was used to fund statewide databases. This averaged \$1,538.05 per participating library or \$0.02 per search.
- With the addition of the FFY10 Online Educational Databases OKconnect program in 44 libraries, the percentage of LSTA funds for online databases increased to 38.4%, or \$2,589,910, more than a one percent increase.
- Participating libraries now number 1,649. These include: 207 public, 1,264 school, 68 academic, and 110 special libraries. This is 100% of public, 69% of schools, 100% of academic, and 73% of special libraries. The first year of the program in this cycle there were 1,583 participating libraries, an increase of 17, or 1.1%.

Database Searches	Oct 2009- Sept 2010	Oct 2010- Sept 2011	% Change
Ebsco	50,134,692	115,900,952	131.2%
SIRS Discoverer	764,266	676,145	-11.8%
Books in Print	52,465	88,642	69.0%
TOTAL	50,951,423	116,665,739	130.0%

- Survey results indicated that the bulk of searches (81%) were made from library computers, with school and academic libraries overwhelmingly being the primary users (92%).
- Survey results indicated that slightly more than half of those who regularly used the databases were people who used them to assist others in finding information (such as librarians). Less than half of those using databases (about 42%) used them for either job-related or homework-related reasons.
- Survey results indicate that while 41% would not pay a fee to use the resources, 58% might pay a fee, depending upon the amount. This seems to indicate that the resources were useful and valued by customers.
- Site visits indicated that librarians value this service above all, believing that it provides a:
 - Consistent user experience across all types of libraries,
 - Wide range of full-text resources to libraries of all sizes, and
 - That it best leverages economies of scale and the state's purchasing power on behalf of libraries across the state.
- Local library customers report local staffs are very helpful with regard to accessing and using the databases.

Results Achieved:

- A wide range of libraries from throughout the state participates in the program, thereby making it available to Oklahomans across the state.

- A majority of the users are academic and school libraries/media centers.
- Site visits at seven municipal public libraries, two multi-county library systems serving 32 branch libraries, and one single-county system indicated that librarians believe the databases support adult and school-age learners' lifelong learning goals.

Benefits to Targeted Individuals and Groups:

- Those in formal education programs benefited the most from these databases, especially targeted populations in distance education programs.

Challenges to Using Outcome-Based Data:

- Vendors provide statistics on a monthly basis. Annual and on-demand statistics are also available. Increases or decreases in usage of each database is closely monitored and evaluated. Although *Books In Print* exhibited higher usage, it was not cost effective to continue this service.
- Libraries are provided opportunity to respond to a survey regarding value and usage of the databases.
- From surveys, statistics, and anecdotal evidence, it is difficult to determine with any certainty who is using the databases and the outcomes of use.
- Surveys and face-to-face communication assist in determining the outcomes of the program. There is on-going improvement of methods of obtaining statistical data and ODL continues to analyze and adopt data collection methods.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- Based on the program's cost per library (or by search), this program has the greatest cost-effectiveness of all ODL's programs. It should be continued with a stronger promotion of the program throughout the state.
- Based on consultant site visits, general awareness of databases among adults who are avid library users is very low. The online surveys did indicate the most used/popular database that ODL supports. Marketing programs that make adults aware of these resources at the point of need might improve awareness and use.⁵
- Based on consultant site visits, databases that adults have some knowledge of include genealogy resources, such as *Ancestry.com* and *HeritageQuest*. At least one of these databases should be considered for statewide subscription.
- Based on consultant site visits, librarians believe that tutoring services, such as *Tutor.com* or *Brainfuse*, would be useful in reaching underserved, targeted populations. If these databases were added, methods for collecting outcome data from library customers of diverse geographic, cultural or socioeconomic backgrounds should be part of the program.
- Based on consultant site visits, librarians believe licensing of digitization services, such as *ContentDM*, would leverage statewide buying power, and help preserve unique Oklahoma

⁵ A marketing program by the Pioneer Library System resulted in a 37.9% increase in use of the online databases in one year (2011 over 2010). See Appendix 20 for further details.

resources. Among the libraries visited there was high interest in this type of digital service and in ODL acting as a clearinghouse for digital projects.

Library for the Blind

Key Findings:

- The Oklahoma Department of Libraries does not operate the program. They make grants to the Oklahoma Library for the Blind program.
- 1.3% or \$90,000 of LSTA funds was used to fund the Library for the Blind Program. This averaged \$45.00 per customer served (2,000 attendees).⁶
- With very few exceptions, local library staff and customers interviewed knew of no one who used the service.

Results Achieved:

- ODL has received data that indicates the customers, e.g. the end users, of the program and its services are very pleased.

Benefits to Targeted Individuals and Groups:

- Without the infusion of LSTA funds it is highly likely that the Library for the Blind program would serve far fewer Oklahoma residents who are visually impaired.

Challenges to Using Outcome-Based Data:

- The ODL must rely on the department providing the direct service for OBE.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- Based upon the site visits made by the consultant there is a need to improve the marketing of the program at the local library level.
- The program should continue, at the same level of funding.

Institutions Program

Key Findings:

- 5.0% or \$335,336 of LSTA funds was used to fund the Institutions Program. The per participant cost was \$8.18. ODL's LSTA Administrator is a full-time employee who works part-time on both LSTA administrative matters and the Institutions program.
- All of the correctional institutions who responded to the online survey indicated that this program, along with ILL, were of greatest value.
- The items purchased are primarily for recreational and educational purposes.
- The impact of the program has a "High Impact" on the "offenders" (8 of 8 so stating).

⁶ There was no funding allocated in 2009.

Results Achieved:

- Many of the institutional libraries receive no support from the Institutions. Providing funds for this population is in keeping with a stated LSTA purpose.
- Books purchased on state contract receive a discount and therefore a higher quality of books are received as trained librarians are selecting instead of someone in the library for the sole purpose of keeping it open but without library experience.

Benefits to Targeted Individuals and Groups:

- The end-users benefit as the survey indicates.
- The consultant believes it is not unreasonable to state that all of Oklahoma indirectly benefits from this program given the high costs of operating correctional institutions.

Challenges to Using Outcome-Based Data:

- The ODL must rely on the institutions providing OBE.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- The program should continue.

OTHER PROGRMS

In addition to the ten (10) primary programs, the ODL planned and offered 21 other programs during FFY2008 – FFY2010. For this evaluation the consultant has organized these 21 programs into the following groups:

- Technology;
- Library Materials;
- Library Staff Training;
- Library Facility Improvement;
- Annual Reports; and
- LSTA Administration.

Technology

Key Findings:

- Seven programs were undertaken at a cost of \$679,503, or 10.1% of the total budget. Just fewer than 434,000 participants served at a cost per of \$15.48.
- Programs included:
 - Automation for Athena, Winnebago, and Follett users impacting 84 libraries, with \$87,142 of matching funds used to complete the program;
 - E-Learning, which was a training program, with 95% rating the training “excellent;”

- Netbook Circulation Pilot with 10 participating libraries, each receiving an average of 15 notebooks. This program took much longer to unfold, thus there is data lacking for meaningful OBE;
- Videoconferencing resulted in a substantial and long-needed upgrade to the facilities at ODL, improvements that will be most useful for quite some time;
- OKConnect Libraries, two programs, one placed 59 desktops and 44 handicap accessible carrels in 44 libraries and the other allowed for the purchase of routers and other equipment; and
- Website Template Libraries provided improvements in electronic communications with their customers for 19 Oklahoma public libraries.

Results Achieved:

- With the exception of the Netbook Pilot program the anticipated results were realized. The Netbook program may still prove to be of real value once the notebooks are all in place and adequate training has taken place.

Benefits to Targeted Individuals and Groups:

- All of these seven programs should be viewed as “investments” in improving library service in the state for years to come. Residents of Oklahoma will receive improved service at their local libraries.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- E-Learning and Website Template Libraries should be continued unless the latter program in FFY10 touched the last public library in the state.
- The OKConnect program that provided desktops and handicap accessible carrels should also be continued until every library used by the public has at least one handicap carrel or workstation.
- Judgment re the Netbook program needs to be held in abeyance until the program has been fully implemented and operational for at least two years.
- The other three programs may have solved problems for the affected libraries and thus there would be no further need for them in the next cycle of LSTA funding.

Library Materials

Key Findings:

- Four programs focused on strengthening library materials collections. There three programs cost \$236,485, or 3.5% of the total budget with 177,264 participants (\$37.88 per participant).
- Programs included:
 - eBooks and audiobooks for 17 small libraries. 4,083 items were acquired;
 - Homepalooza, \$4,000, 71 participants, two participating libraries;
 - Siga Adelante was available to six libraries. Materials were purchased at a cost of \$26,807 for an average cost of \$4,468 per library;
 - The Reference Titles program cost \$115,678 and reached 32,609 participants via 24 small libraries, each of which has a service area population of 2,000 or less.

Results Achieved:

- Except for the Reference Titles program the consultant believes that results were favorable. It is highly questionable that an expenditure of \$115,678 for print-on-paper reference titles will result in any meaningful service improvements, and may only serve to crowd already crowded bookshelves in small libraries.

Benefits to Targeted Individuals and Groups:

- Three of the four programs were beneficial to both individuals and groups. Reference Titles may have benefited the local librarians who received the items.
- Staff who are employed as police, firemen, EMT's, etc. have used the McGraw-Hill *Spanish for Professionals* to learn how to communicate better with the Hispanic population.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- Depending upon the need at other libraries in the state, the eBooks, Homepalooza, and Sign Adelante programs should be continued at about the same level of funding.
- The Reference Titles program should be discontinued.

Library Staff Training and Consultative Services

Key Findings:

- Three programs provided training for library staff, two programs at the local library level and one (Grant Procurement Training) for two ODL staffers. The three programs cost \$116,770, or 1.7% of the total budget with a cost per participant of \$217.
- Programs included:
 - Grant Procurement Training;

- Early Literacy for 42 participating organizations and 59 individuals; and
- Library Services, which was consulting services provided by ODL consultants. This program cost \$98,575 and reached 477 library personnel at public, academic, and special libraries in the state.

Results Achieved:

- The two ODL staff members are now in a much better position to seek outside funding for ODL programs and thus for Oklahoma libraries.
- Emergent literacy, which was the focus of the Early Literacy program, has already begun to pay dividends as the organizations and their staffs start to implement some of the techniques learned as a result of attending the sessions.
- The Library Services program was in FFY2008. ODL now funds this program with state dollars.

Benefits to Targeted Individuals and Groups:

- All three programs greatly benefited both the participating individuals and the organizations/libraries.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- The Grant Procurement Training program should be picked up again in FFY2012, given the need for additional funding at all levels and the changing landscape in grantsmanship and fundraising.
- Early Literacy should be continued, with an increase in funding of at least 50%.

Library Makeover

Key Findings:

- One program as funded each year. The cost for three years (FFY08 – FFY10) was \$139,247. Given that IMLS states that the participants can only be the staffs who were trained by a consultant, then the four staff participants are computed at a cost per of \$34,811.75.
- Three libraries participated one year in the “San Jose Way” workshop
- In FFY2010 the receiving library also secured matching grants totaling \$45,000 to supplement the \$68,296 grant.

Results Achieved:

- Discussions during the site visits indicate satisfactory results.

Benefits to Targeted Individuals and Groups:

- Without question the library staff have benefited. Of far greater importance, however, is the benefit to the end users – the library customers who have a more user-friendly, contemporary library to visit and use.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- This program should definitely be continued. The principal consultant noticed in every library visited that bookstacks were “beyond capacity,” meaning they were more than 80% full.
- Consideration should be given to a statewide workshop, perhaps at an Oklahoma Library Association conference, for a space planning workshop that address ways to determine whether or not a library is “overcrowded.”

Annual Reports and LSTA Administration

Key Findings:

- \$32,193, or 0.5%, has been allocated for Annual Reports, assisting now 217 local libraries submitting their annual reports electronically. The cost per library (participant) is \$49.43 (average for three years).
- Funds to administer the LSTA program in ODL cost \$22,466 including a full-time staff member who works part-time administering the program.
- Combined, the two programs totaled \$54,659, 0.8% of the total budget for three years. Cost per participant (libraries) was \$84.05 for the three years.
-

Results Achieved:

- Electronic filing of required Annual Report is a boom to both the local library and the ODL.
- A program as large and complex as LSTA requires administration.

Benefits to Targeted Individuals and Groups:

- The 217 libraries are benefited, and indirectly their customers are because less time is spent by staff away from providing direct public service. The ODL benefits because staff spend less time crunching numbers, correcting mistakes, etc.

Recommendations for Future (Continuation, Expansion, Elimination, etc.)

- Both programs should be, must be, continued.

Challenges to Using Outcome-Based Data for All of the Other Programs:

- **Technology** – Given the rapidity of technological change the OBE will most likely always trail the new developments. An online survey should be administered on an annual basis, but only to one-third of the libraries in the state every three years.
- **E-Learning** – Participating libraries and organizations should provide reports on quarterly basis providing usage data and improved skills and how those skills have been put to use;
- **Netbook Circulation** – Participating libraries should provide annual statistical data on use of the equipment and collect random customer comments on use and satisfaction levels;
- **Videoconferencing** – ODL should provide statistical data on attendance at programs/training sessions and collect at random from attendees/participants examples of growth and development.
- **Okconnect Libraries** – Participating libraries should provide annual statistical data on use of the equipment and collect random customer comments on use and satisfaction levels.

Library Materials

- For three of the four programs, Reference Titles the exception – Participating libraries should provide annual statistical data on use of the materials and randomly collect customer comments on use and life impacts.

Library Staff Training

- **Early Literacy** -- Participating libraries and organizations should provide reports on quarterly basis providing usage data and improved skills and how those skills have been put to use; and
- **Grant Procurement Training** – ODL should monitor the department's entire Grants program, collecting hard data on successful and unsuccessful applications and end results for the successful applications as measured by the end users.

Library Makeover

- The outcomes should relate to the use of the “made over library,” not the one or two library staffers who receive training. Real outcomes would detail usage of the library(ies) in question as measured by visits, use of materials, and customer comments collected at random.

Annual Reports and LSTA Administration

- Annual Reports outputs would be the number of times ODL staff has to communicate with local libraries regarding questionable data, errors, and tardy receipts of the reports. The frequency of the communications should decrease from one year to the next.

NEW PROGRAM FOR FFY2013 – FFY2018

Oklahoma is a large state geographically. It is sparsely populated in many of the rural areas. There are dozens of public libraries that serve less than 5,000 people, and several more that serve less than 10,000. These small libraries, if they are not members of one of the multi-county library systems in the state, face tremendous hurdles in providing quality library service for their residents.

**Appendices 1 – 3 OKLAHOMA DEPARTMENT OF LIBRARIES LSTA
PROGRAMS, FUNDS, AND OUTCOMES**

- 1. 2008**
- 2. 2009**
- 3. 2010**

**LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE-YEAR PLAN
2008 - 2012**

**Appendices 1 - 3 – Oklahoma Department of Libraries LSTA Programs, Funds,
and Outcomes**

Appendices Pages 1, 2, and 3.1

Appendix 1 - Oklahoma Department of Libraries - 2008 LSTA Programs, Funds, and Outcomes															
GA #		\$ Amount	% of Total	# Participants	\$ Per Participant Participant	LSTA Purpose	ODL Goal # (see list below)	IMLS Primary Performance Category	IMLS Secondary Performance Category	Primary Users	Secondary Users	Primary Services	Secondary Services	Notes	
1	Annual Report	\$18,117	0.86%	216	\$83.88	Lib tech, connectivity, & services #1	1	Provide access info, resources & ideas	Strengthen communities	Library staff & volunteers	NA	Info access & services	NA	216 libraries filed annual reports using technology.	
2	Certification for Public Librarians	\$46,784	2.23%	550	\$85.06	Services for lifelong learning #2	2	Same as #1	Provide tools for future	Same as #1	NA	Same as #1	NA		
3	Children's Services	\$8,007	0.38%	112,587	\$14.06	Same as #1	2	Same as #1	Enhance lifetime of learn opportunities	Same as #1	NA	Same as #1	NA	Part of Summer Reading Program.	
4	CE for Public Librarians	\$43,201	2.06%	48	\$900.02	Same as #2	2	Enhance lifetime of learn opportunities	Provide access to info & ideas	Same as #1	NA	Staff development education & trng.	NA	Library staff attended OLA, TLA, MPLA, & other conferences.	
5	Institutional Grant	\$145,992	6.95%	13,647	\$10.70	Services persons having difficulties use libs #3	3	Same as #1	Same as #2	Institutionalized persons	NA	Institutional library services	NA	Also \$24,000 from other sources.	
6	Interlibrary Loan	\$520,229	24.76%	41,065	\$12.67	Same as #1	1	Same as #1	Same as #3	Same as #1	NA	Same as #1	NA	OLTNCat last year?	
7	Library Makeover Project	\$55,282	2.63%	1	\$55,282	Same as #1	4	Same as #1	NA	Rural populations	NA	Same as #1	NA	Three libraries participated in San Jose Way workshop.	
8	Library Services	\$98,575	4.69%	477	\$206.66	Same as #2	1	Same as #1	NA	Same as #1	NA	Library development	NA	Consulting services provided by ODL consultants.	
9	Literacy Newsletter	\$22,797	1.09%	3,000	\$7.60	Same as #2	5	Same as #4	Same as #2	Same as #1	NA	Literacy programs	Adult literacy		
10	Literacy-Student Development	\$41,245	1.96%	2,500	\$16.50	Same as #2	3	Same as #4	NA	Adults	NA	Literacy programs	Same as #9		
11	LSTA Administration	\$16,793	0.80%	0	NA	Same as #1	1	Same as #1	Same as #2	Same as #1	NA	SLAA LSTA administration	NA	Salary of LSTA Coordinator.	
12	Computer Lab	\$54,529	2.60%	331	\$164.74	Same as #2	2	Provide tools for future	Same as #4	Same as #1	NA	Same as #4	Technical skills	Five classes taught off-site.	
13	OK LBPH	\$40,000	1.90%	221	\$181.00	Same as #3	3	Same as #1	Same as #3	Persons w/ special needs impaired	Blind & visually impaired	Same as #1	NA	Recording studio costs.	
14	Statewide Databases	\$900,290	42.85%	3,500,000	\$0.26	Same as #1	1	Same as #1	Same as #3	Statewide public	NA	Same as #1	Databases	1,583 registered libraries w/access to databases.	
15	Summer Reading Program	\$89,151	4.24%	112,517	\$0.79	Same as #2	1	Strengthen families & children	NA	Children	Disadvantaged children	Education-related svcs children/teens	Summer reading program	First year w/CSLP.	
TOTALS		\$2,100,992	100.00%	3,787,160	\$0.55										
ODL Program Goals & Programs Addressing Goals:															
						# of Programs:	Goals	Users	Users	Users	Users	Users	Users		
							Expenditures:	Percentages	Primary	Expenditures:	Percentages	Secondary	Expenditures:	Percentages	
1	Assist communities attain effective resources.			6	\$1,643,155	78.2%	Library staff/volunteers	\$829,032	39.5%	Blind & visually impaired	\$40,000	1.9%			
2	Librarians attain competencies to meet needs.			4	\$152,521	7.3%	Statewide public	\$900,290	42.9%	Impaired					
3	Assist Oklahomans at risk acquire information skills.			3	\$227,237	10.8%	Institutionalized persons	\$145,992	6.9%	Disadvantaged children	\$89,151	4.2%			
4	Libraries adopt technology into operations.			1	\$55,282	2.6%	People w/special needs	\$40,000	1.0%	children					
5	Libraries/literacy broaden support base.			1	\$22,797	1.1%	Rural populations	\$55,282	2.6%						
							Children	\$89,151	4.2%						
							Adults	\$41,245	2.0%						
						TOTALS			\$2,100,992	100.0%		\$2,100,992	100.0%	\$129,151	6.1%
IMLS Primary															
														IMLS Secondary	
LSTA Purpose:															
1	Library technology, connectivity & services.			6	\$1,518,718	72.3%	Provide access to information resources	\$1,850,069	88.1%	Strengthen communities	\$18,117	0.9%			
2	Services for lifelong learning.			7	\$396,282	18.3%	Provide tools for the future	\$54,529	2.6%	Enhance lifetime of learning opportunities	\$1,468,526	69.9%			
3	Services for persons having difficulty using libraries.			2	\$185,992	8.9%	Strengthen families & children	\$89,151	4.2%	Provide access to information resources & ideas	\$97,730	4.7%			
						TOTALS			\$2,100,992	100.0%		\$2,100,992	100.0%	\$1,816,739	86.5%

Appendix 2 - Oklahoma Department of Libraries - 2009 LSTA Programs, Funds, and Outcomes

GA #	Project Title	\$ Amount	% of Total	# Participants	\$ Per Participant	LSTA Purpose	ODL Goal # (see list below)	IMLS Primary Performance Category	IMLS Secondary Performance Category	Primary Users	Secondary Users	Primary Services	Secondary Services	Notes
1	Annual Report	\$6,090	0.27%	216	\$28.19	Lib tech, connectivity, & services #1	1	Provide access to info, resources, ideas	Provide tools for future	Library staff & volunteers	NA	Info access & services	NA	216 public libraries submitted annual reports electronically, online.
2	Automation for Athena, Winnebago, Follett Users	\$166,500	7.29%	433,055	\$0.38	Same as #1	4	Provide tools for future	NA	Same as #1	NA	Software & equipment	NA	Eighty-four (84) libraries able to upgrade tech equipment, \$87,142 matching grant also secured to supplement LSTA.
3	Certification for Public Librarians	\$37,391	1.64%	577	\$64.80	Services for lifelong learning #2	2	Same as #1	Same as #1	Same as #1	NA	Same as #1	NA	Forty-six (46) classes were held.
4	Children's Services	\$7,929	0.35%	112,587	\$0.07	Same as #1	1	Same as #1	Same as #1	Same as #1	NA	Same as #1	NA	Six (6) workshops held w/178 librarians participating.
5	CE for Public Librarians	\$37,389	1.64%	32	\$1,168.41	Same as #2	2	Enhance lifetime learning opportunities	Provide access to info, resources, ideas	Same as #1	NA	Staff development ed & trng.	NA	Grants for local library staff to attend OLA (in conjunction w/ MPLA, PLA, or ALA Annual Conferences).
6	Institutional Grant	\$97,215	4.26%	19	\$5,116.58	Services persons difficulty use libs #3	3	Same as #1	NA	Institutionalized persons	NA	Institutional library services	NA	Over 4,400 items purchased, distributed to correctional institutions. Dept. of Corrections has zero budget for library materials.
7	E-Learning	\$7,599	0.33%	260	\$29.23	Same as #2	2	Same as #5	NA	Same as #1	NA	Same as #5	NA	Ninety-five percent (95%) participants rated trgn. "excellent."
8	GED Collaboration	\$31,236	1.37%	285	\$109.60	Same as #2	3	Same as #5	NA	Adults	NA	Literacy programs	NA	ODL purchased dvd sets for \$80 each; savings of over \$5,000 per set, will be available for others to use.
9	Interlibrary Loan	\$399,558	17.50%	46,393	\$8.61	Same as #1	1	Same as #1	Enhance lifetime learning opportunities	Same as #1	NA	Same as #1	NA	134 participating libraries during year of transition.
10	Literacy Newsletter	\$25,737	1.13%	3,400	\$7.57	Same as #2	3	Same as #5	Same as #1	People w/ special needs	NA	Same as #8	Adult literacy	All recipients of the Newsletter reported they had received valuable information re literacy, tutoring, etc.
11	Literacy-Student Development	\$46,376	2.03%	2,500	\$18.55	Same as #2	3	Same as #5	NA	Same as #8	NA	Same as #8	Same as #10	Very high degree satisfaction w/1st Literacy Conference.
12	LSTA Administration	\$5,673	0.25%	NA	NA	Same as #1	1	Same as #1	NA	Same as #1	NA	SLAA LSTA Admin.	NA	146 projects administered.
13	Netbook Circ. Pilot	\$90,423	3.96%	10	\$9,042.30	Same as #1	1	Same as #1	NA	Same as #8	NA	Same as #1	NA	10 participating libraries, 155 notebooks purchased.
14	Computer Lab	\$55,905	2.45%	331	\$168.90	Same as #2	2	Same as #2	Same as #1	Same as #1	NA	Same as #5	Technical skills	Thirty-nine (39) classes w/84 different institutions participating.
15	Reference Titles	\$115,678	5.07%	32,609	\$3.55	Same as #2	1	Same as #1	NA	Same as #8	NA	Same as #1	NA	Twenty-four (24) libraries serving 2,000 or less participated.
16	Siga Adelante	\$26,087	1.14%	132,261	\$0.20	Same as #3	1	Same as #1	NA	Same as #8	NA	Same as #1	NA	Thirteen (13) libraries participated.
17	Library Makeover Project	\$15,039	0.66%	2	\$7,519.50	Same as #1	1	Same as #1	NA	Rural populations	NA	Same as #1	NA	Two libraries received "San Jose Way" training.
18	Statewide Databases	\$853,292	37.37%	3,500,000	\$0.24	Same as #1	1	Same as #9	Same as #9	Statewide public	NA	Same as #1	Database access	1,585 participating libraries, including 100% of public libraries.
19	Summer Reading Program	\$60,455	2.65%	105,915	\$0.57	Same as #2	1	Strengthen families & children	NA	Children	Disadvantaged children	Ed related services	Summer reading programs	ODL joined CLSP, a consortium of public libraries, for promotional materials, ideas, etc.
20	Videoconferencing	\$197,810	8.66%	50	\$3,956.20	Same as #1	4	Same as #1	NA	Same as #1	NA	Same as #2	NA	Upgrade of ODL videoconferencing capabilities.
TOTALS		\$2,283,382	100.00%	4,370,502	\$0.52									
ODL Program Goals & Programs Addressing Goals:														
						Goals:	Goals	Users	Users	Users	Users	Users	Users	
						Expenditures	Percentages	Primary	Expenditures	Percentages	Secondary	Expenditures	Percentages	
1	<i>Assist communities attain effective resources.</i>	10	\$1,580,224	69.2%	Adults	\$309,800	13.6%				<i>Disadvantaged children</i>	\$60,455	2.6%	
2	<i>Librarians attain competencies to meet needs.</i>	4	\$138,284	6.1%	Children	\$60,455	2.6%							
3	<i>Assist Oklahomans at risk acquire information skills.</i>	4	\$200,564	8.8%	Institutionalized persons	\$97,215	4.3%							
4	<i>Libraries adopt technology into operations.</i>	2	\$364,310	16.0%	People w/special needs	\$25,737	1.1%							
5	<i>Libraries/literacy broaden support base.</i>	0	\$0	0.0%	Rural populations	\$15,039	0.7%							
						Statewide public	\$853,292	37.4%						
						Library staff/volunteers	\$921,844	40.4%						
						TOTALS	20	\$2,283,382	100.00%	\$2,283,382	100.00%	\$60,455	2.6%	
ODL Program Primary & Secondary Services:														
						Services	Services	Services	Services	Services	Services	Services	Services	
						Expenditures	Percentages		Expenditures	Percentages				
Primary	<i>Education related services for children and teens.</i>	1	\$60,455	2.6%				Secondary						
	<i>Staff development education & training.</i>	3	\$100,893	4.4%				<i>Reading development.</i>	\$6,090	0.3%				
	<i>Software & equipment.</i>	2	\$364,310	16.0%				<i>Technical skills.</i>	\$55,905	2.4%				
	<i>SLAA LSTA Administration</i>	1	\$5,673	0.2%				<i>Database access</i>	\$853,292	37.4%				
	<i>Literacy programs</i>	3	\$103,349	4.5%				<i>Adult literacy.</i>	\$72,113	3.2%				
	<i>Institutional library services.</i>	1	\$97,215	4.3%				<i>Summer reading program</i>	\$60,455	2.6%				
	<i>Information access & services.</i>	9	\$1,551,487	67.9%										
						TOTALS	20	\$2,283,382	100.0%	\$1,047,855	45.9%			
LSTA Purpose:														
						# of Programs:	Expenditures:	Percentages:	Performance Category	Expenditures:	Percentages:	IMLS Primary	IMLS Secondary	
1	<i>Library technology, connectivity & services.</i>	9	\$1,742,314	76.3%					<i>Provide access to information resources & ideas</i>	\$998,893	43.7%			
2	<i>Services for lifelong learning.</i>	9	\$417,766	18.3%					<i>Enhance lifetime of learning opportunities</i>	\$133,052	5.8%			
3	<i>Services for persons having difficulty using libraries.</i>	2	\$123,302	5.4%					<i>Provide tools for the future</i>	\$1,252,850	54.9%			
									<i>Provide tools for the future</i>	\$1,075,697	47.1%			
									<i>Strengthen families & children</i>	\$60,455	2.6%			
						TOTALS	20	\$2,283,382	100.0%	\$2,283,382	100.0%	\$2,283,382	100.0%	

Appendix 3 - Oklahoma Department of Libraries - 2010 LSTA Programs, Funds, and Outcomes														
GA #	Project Title	\$ Amount	% of Total	# Participants	\$ Per Participant	LSTA Purpose	ODL Goal # (see list below)	IMLS Primary Performance Category	IMLS Secondary Performance Category	Primary Users	Secondary Users	Primary Services	Secondary Services	Notes
1	Authors/Illustrators for Youth	\$20,000	0.86%	1,535	\$13.03	Services for lifelong learning #2	5	Provide access to info, resources, ideas	NA	Young adults & teens	NA	Ed related services for children/teens	Reading development	Four libraries participated: Alva, Miami, Chickasaw and Western Plains regions.
2	Certification for Public Librarians	\$29,043	1.25%	563	\$51.59	Lib tech. connectivity & services #1	2	Same as #1	NA	Library staff & volunteers	NA	Staff development, ed. & trng.	NA	Fifty (50) classes: cost per class = \$580.86.
3	Computer Lab	\$39,801	1.71%	491	\$81.06	Same as #2	2	Provide tools for future	Provide access to info, resources, ideas	Same as #2	NA	Same as #2	Technical skills	Computer Lab at ODL + classes elsewhere w/ contractors.
4	Computers for OkConnect Libraries	\$144,621	6.21%	373	\$387.72	Same as #1	1	Same as #1	NA	Rural populations	NA	Software & equip.	NA	59 desktop & 44 handicap accessible barrels for 44 libraries. Item cost average = \$1,011.34.
5	CE Conference Grant	\$36,218	1.56%	44	\$823.14	Same as #1	2	Same as #1	NA	same as #2	NA	Same as #2	NA	Grants for local library staff to attend OLA, TLA, PLA, or ALA Annual Conferences.
6	E-Books & Audio Books for Public Libraries	\$90,000	3.86%	12,323	\$7.30	Same as #1	1	Same as #1	Same as #3	Statewide public	NA	Virtual library services	NA	17 small (service less than 100,000) participated: 4,083 items purchased. Cost per library = \$5,294.12 & cost per item purchased = \$22.04.
7	Early Literacy	\$11,767	0.51%	59	\$199.44	Same as #2	2	Same as #1	NA	Same as #2	NA	Same as #1	Reading readiness	42 organizations participated at cost per = \$280.17.
8	Grant Procurement Training	\$6,428	0.28%	2	\$3,214.00	Same as #1	1	Strengthen communities	NA	Same as #2	NA	Library development	NA	In-house for 2 ODL staffers.
9	Homepaloza	\$4,000	0.17%	71	\$56.34	Same as #2	1	Enhance lifetime learning opportunities	NA	Children	NA	Same as #1	NA	2 libraries participated at cost per = \$2,000.00.
10	Institution Grant	\$92,129	3.96%	27,344	\$3.37	Services persons difficulty use libs #3	1	Same as #1	NA	Institutionalized persons	NA	Institutional library services	NA	16 institutions participated at cost per = \$5,758.06; in-kind assistance = \$6,032.
11	Interlibrary Loan	\$396,077	17.01%	35,827	\$11.06	Same as #1	1	Same as #1	NA	Same as #6	NA	Information access and services	NA	209 libraries participating at cost per = #1,895.11.
12	Literacy and Technology	\$58,109	2.50%	1,384	\$41.99	Same as #2	3	Same as #3	NA	Adults	NA	Literacy programs	Adult literacy	12 programs participating at cost per = \$4,842.42.
13	Literacy Notes	\$66,260	2.85%	2,550	\$25.98	Same as #2	5	Same as #9	NA	Same as #12	NA	Same as #12	NA	28 participating agencies at cost per = \$2,366.43.
14	Literacy Tracking System	\$50,000	2.15%	1,779	\$28.11	Same as #1	3	Same as #1	NA	People w/special needs	Blind & visually impaired persons	Same as #11	NA	Produces books, large books, braille, & info service.
15	Literacy-Student Development	\$90,570	3.89%	448	\$202.17	Same as #2	3	Same as #3	NA	Same as #12	NA	Same as #12	Adult literacy	Statewide conference plus training sessions.
16	OkConnect Internal Connections	\$103,050	4.43%	44	\$2,342.05	Same as #1	1	Same as #1	NA	Same as #4	NA	Same as #11	NA	For equipment, i.e. routers, to stretch ODL dollars.
17	OK LBPH	\$50,000	2.15%	1,779	\$28.11	Same as #3	3	Same as #1	NA	Same as #14	Same as #14	Same as #1	See #14.	
18	Online Educational Databases	\$44,670	1.92%	1,600	\$27.92	Same as #2	1	Same as #9	NA	Same as #12	NA	CE for the public	Lifelong learning	12 libraries in pilot project at cost per = \$3,722.50.
19	Professional Youth Speakers	\$15,000	0.64%	225	\$66.67	Same as #1	1	Same as #1	NA	Same as #1	NA	Same as #1	NA	15 libraries & other organizations @ cost per = \$1,000.
20	Library Makeover Project	\$68,926	2.96%	1	\$68,926.00	Same as #1	1	Same as #1	NA	Same as #4	NA	Same as #11	NA	\$25K matching grant for facility renovation project.
21	Statewide Databases	\$782,658	33.61%	3,500,000	\$0.22	Same as #2	1	Same as #1	NA	Same as #6	NA	Same as #11	NA	1,600 participating libraries @ cost per = \$489.16.
22	Summer Reading Program	\$101,970	4.38%	190,748	\$0.53	Same as #2	1	Strengthen families & children	NA	Same as #9	NA	Same as #1	NA	Member Collaborative Summer Reading Program.
23	Annual Report	\$7,986	0.34%	217	\$28.11	Same as #1	4	Same as #1	NA	Same as #2	NA	Same as #11	NA	217 reports prepared & submitted at cost per = \$36.80.
24	Website Template Libraries	\$19,500	0.84%	NA	NA	Same as #1	4	Same as #1	NA	Same as #6	NA	Same as #11	NA	19 participating libraries @ cost per = \$1,026.32.
TOTALS		\$2,328,783	100.00%		3,779,407	\$0.62								
ODL Program Goals & Programs Addressing Goals:														
						Goals	Goals	Users	Users	Users	Users	Users	Users	
						Expenditures	Percentages	Primary	Expenditures	Percentages	Secondary	Expenditures	Percentages	
1	Assist communities attain effective resources.	12	\$1,849,529	79.4%	Adults	\$259,609	11.15%	Blind & visually impaired persons	\$100,000	4.3%				
2	Librarians attain competencies to meet needs.	4	\$116,629	5.0%	Children	\$105,970	4.55%							
3	Assist Oklahomans at risk acquire information skills.	4	\$246,779	10.7%	Institutionalized persons	\$92,129	3.96%							
4	Libraries adopt technology into operations.	2	\$27,466	1.2%	People w/special needs	\$17,000	4.2%							
5	Libraries/literacy broaden support base.	2	\$86,260	3.7%	Rural populations	\$24,671	10.64%							
	TOTALS	24	\$2,328,783	100.0%	Statewide public	\$1,523,404	65.42%							
														\$100,000
ODL Program Primary & Secondary Services:														
						Services	Services	Services	Services	Services	Services	Services	Services	
						Expenditures	Percentages		Expenditures	Percentages				
	Primary Education related services for children and teens.	6	\$20,737	8.7%	Secondary									
	Staff development/education & training.	3	\$105,662	4.5%	Reading development.	\$20,000	0.9%							
	Computers & equipment.	1	\$30,000	6.2%	Technical skills.	\$39,601	1.7%							
	Virtual library services.	1	\$30,000	3.3%	Readiness/readiness.	\$11,767	0.5%							
	Library development.	1	\$6,428	0.3%	Adult literacy.	\$90,570	3.9%							
	Institutional library services.	1	\$92,129	4.0%	Lifelong learning.	\$44,670	1.9%							
	Information access & services.	7	\$1,428,197	61.3%										
	Literacy programs.	3	\$214,939	9.2%										
	Continuing education for the public.	1	\$44,670	1.9%										
	TOTALS	24	\$2,328,783	100.0%										
LSTA Purpose:														
						# of Programs:	Expenditures:	Percentages:	Performance Category	Expenditures:	Percentages:	Performance Category	Expenditures:	Percentages:
1	Library technology, connectivity & services.	12	\$966,849	41.5%					Provide access to the future	\$1,290,637	88.3%	Provide tools for the future	\$116,260	5.0%
2	Services for lifelong learning.	10	\$1,219,805	52.4%					information resources & ideas					
3	Services for persons having difficulty using libraries.	2	\$142,129	6.1%					Enhance lifetime learning opportunities	\$94,670	6.5%	learning opportunities	\$782,658	33.6%
									Provide tools for the future	\$68,926	4.7%	Provide access to information resources & ideas	\$68,926	3.0%
	TOTALS	24	\$2,328,783	100.0%										

Appendix 4 - PUBLIC LIBRARY STAFF & CUSTOMER INTERVIEWS & CUSTOMER FOCUS GROUPS

Ardmore Public Library Monday, February 6, 2012

The **Certification for Public Librarians** program has been “great.” The **Continuing Education for Public Librarians** program has allowed all staff to attend the Oklahoma Library Association (OLA) conference. “The CE grants have made conference going possible because our own budget would not cover the expenses. Now, we have staff going on their own because they have found the Conferences so good and important.”

The ODL’s evolution of computer service on a statewide basis, from OLTN to OTIS to the present has been “excellent.” For a single small or medium-sized library the cost of OCLC is prohibitive. ODL is a highly visible organization, very involved with libraries throughout the state.

Ardmore also benefits from **Interlibrary Loan** (“the staff is great, very helpful”). As for the **Statewide License for Information Databases**, elementary school children who access one or more of the databases designed for them advance to middle- and high-school and use the information that is for that age level. This continues into college and beyond. There is “no way we would ever have this service without the LSTA funding.” That funding has also allowed the Library to acquire databases with its own funds. Regarding the frequency of use, the APL believes that the databases are “only used as much as people are directed to them” which underscores the need for increased promotion of the databases.

The **Summer Reading Program** is a huge success, with thousands participating. The Library will request temporary staff for Summer 2012 to help with the crowds of customers. The coordination of the sponsorships by the ODL is extremely helpful. The Program for tweens and teens is becoming very popular. “We were losing them” before the tweens/teens program was adopted. The adult summer program is not part of the Library’s service due to a lack of staff.

“One of the best I’ve every seen” summarizes APL’s thoughts about the **Computer Lab Training**. The training is practical and addresses the attendees at their level, which increases the value for the end users. The Library does not offer computer training for the public or its staff, although the City of Ardmore does offer classes that Library staff can attend.

ODL staff does not visit very much, would welcome more visits. Could use advice on working with teens and how to encourage parents to help teens. Another great need is

training on new customer skills, almost life skills, for better interaction with the customers, especially those first time customers.

Training should not, however, be exclusive video conferencing or online as it is very important for the human touch and interaction one gets when in a class with others and you can talk to them before, during, and after. It is difficult to have this in a remote setting.

Libraries should be viewed as “The Helping Place.” Libraries could also be most helpful in “Getting ready for the New Economy.” These might be new programs, or a marketing focus, of the next five-year LSTA plan submitted by ODL.

Bartlesville’s literacy program is very successful, especially since a larger space for the students and the tutors was made available. The need is great since about one in four adults are considered functionally illiterate. **Literacy Notes** should probably be converted to an electronic publication, dispensing with the paper copies.

Bartlesville Public Library
Tuesday, February 7, 2012

The **Statewide License for Information Databases** are the most highly valued LSTA service provided by ODL per Library staff. The BPL staff says that the databases definitely meet middle/high school and adult lifelong learning goals. The databases are very important for returning adult college students who have no access to any nearby college library resources. Ebsco is used the most by staff. SIRS is not used much by staff. Customers did not indicate using them. Several recalled using BPL’s genealogy database, but none recalled using Ebsco or SIRS.

BPL currently serves 55 students with 26 tutors in their literacy program. The next most highly used service is literacy. The ESL program has about two-thirds of those served. BPL’s literacy service also works with the Youth Service Coordinator on family literacy programs at a number of area daycare/Head start centers. Staff said that ODL provided invaluable on-site and remote support to help them get their program up and running when the local non-profit literacy council disbanded and the library assumed responsibilities. ODL provides outstanding service, training, and support for both literacy and ESL services. ODL is in frequent touch with BPL staff. There was no mention of **Literacy Notes**.

The **Certification for Librarians Program** continues to be used, albeit less frequently because of low staff turnover and the increased availability of online MLS programs. The basic and advanced courses are required of all full-time staff; part-time staff also can request to take the basic courses. The locations for

the training and the timing of them seem to work well for BPL. Comments from customers about staff competence confirm the quality of staffing at Bartlesville.

The **Summer Reading Program** support is also highly valued by staff. The CLSP materials (bookmarks, manuals, posters) and Sonic bags/coupons are especially appreciated. ODL's Youth Services Consultant helps "keep everyone on the same page" through proactive communications, the excellent Summer Reading Program workshop, and the annual Share Fair. The Program is also significant for customers. Children and parents alike all commented that the program is invaluable in a small community like Bartlesville, and as one child put it "It's the best!"

Support for the eRate program has been useful to BPL. Staff relies on ODL to answer eRate questions each year quite frequently. However, staff commented that the contract with Kellogg & Sovereign Consulting to file eRate forms statewide has actually been more time consuming for them than when they filed them locally.¹

The public and the staff value **Interlibrary Loan**. Several customers commented that the ILL service is invaluable. They "don't know where they get some of the research material that they have received." One customer commented that the service is "fairly fast and efficient" and that BPL's \$2.50 fee is reasonable. Staff are surprised that BPL is now a net lender, and grumbled a bit about the accompanying postage costs.

Many BPL staff does not use the **Continuing Education for Public Librarians** program. The Bartlesville Literacy Coordinator attended the National Literacy Conference and is now playing a leadership role in the state. However, several others who have attended OLA conferences have not had the opportunity to participate at the state level.

Staff could not recall receiving any marketing training, or training that would help them target groups with low socioeconomic/educational status. Staff recalled attending some teen service workshops, but BPL continues to struggle with establishing teen services.

Computer Lab Training is not highly valued. At one time, BPL staff used ODL's computer lab, but other than recent ILL training, they have not done so in years. Neither the **Library for the Blind** nor the **Institutions** programs were mentioned during the site visit.

¹ It should be noted that the filing done by K&S included forming a consortium of the 44 Okconnect libraries and requesting many high-end videoconferencing items as well as routers, firewalls, and switches to allow an increase in broadband speeds.

When ODL provides pre-configured computer equipment, it should get input from local library staff about what is needed. Some software (like Photoshop) was never used.

The distance from Oklahoma City and other training sites was frequently mentioned as a problem. BPL staff is looking forward to using new teleconferencing equipment to reduce travel time and costs.

Looking forward to the next five-year LSTA program, the BPL would like it to include:

- Support for Digitization Services is highly desired. This would include support for training, staff and equipment;
- Support for marketing the library is also highly desired. Staff want to learn more effective ways to ‘tell the library’s story’ in order to better promote library services to specific audiences. This training might include storytelling, developing a marketing plan, how to prepare news releases; and
- Support for the development of local PC class curriculums is also on the BPL “wish list.” Staff would like to have an outline of a basic PC curriculum for the public. Commercial curriculums are expensive and often excessively promote a particular brand of software or operating system.

**Chickasaw Regional (Public) Library System
Tuesday, February 7, 2012**

The ODL staff has “really been put through the hoops the past five years. Their assistance is very important to the entire library system. The grants we have received for facility improvements have been most helpful as well.”

The computers the CRLS now has in the children’s area at the headquarters facility are there thanks to the assistance of the Oklahoma Department of Libraries.

The CRLS has had eight or nine staff on the receiving end of the grants as part of the **Continuing Education for Public Librarians** program the last four years. The **Certification for Public Librarians** program, while it does present scheduling problems inasmuch as only one person staffs the branch libraries, is invaluable and results in better service for the end users.

The **Literacy Student Development** program is primarily a service at the Ardmore Public Library. The Library System supports it and believes the program meets a real need in Carter County. Staff at the System has not seen nor aware of the **Literacy Newsletter**.

There are no users of the **Library for the Blind** that access those services through the CRLS. The System has expended more than \$10,000 on E-books and E-readers, an expenditure that would not have been possible without the LSTA programs available from ODL. **Interlibrary Loan** is a “valuable tool for the reference services of the System, both for the staff and patrons.” The program as it is now managed is easy to use. A lot of people initiate ILL requests from their home computers. A larger workspace for CRLS staff would be helpful.

There are a lot of lower income children in the System’s five-county service area. That makes the **Summer Reading Program** so very important. The manual, the training offered by ODL, and the materials would not be available without LSTA support. “We expect 300 – 350 children participating this summer.”

The EBSCO Host database is another important service via the **Statewide License for Information Databases** program. The high school students find the databases “easy to navigate.” Classes on use of the databases have drawn 37 participants most recently.

Eastern Oklahoma District Library System **Thursday, February 2, 2012**

The **Statewide License for Information Databases** provides a lot of access that would otherwise not be available, but the use is not very high. When used, the academic community is the primary user group, followed by high school students and then elementary students.

The District offers some **Computer Lab Training**, and some staff has attended classes at ODL. The District believes that the Computer Lab Training should “travel” as it is easier for one person to come to them (or others) than the reverse. Classes on use of the online databases are another District service. Staff estimates that about 90% of the customers are not “computer proficient” even though there are classes offered in the public schools. A very popular and successful program the District has started is “Book A Librarian,” a service that provides 45 minutes of one-on-one computer training – from the very basic to how to maximize database searches.

The EODLS has three (3) literacy coordinators. The training that is part of the **Literacy Student Development** program is “excellent.” In the service area of the District one in every four adults is not functionally literate. The needs provided by the Library and the tutors include ESL, GED, Math, Citizenship, and Test skills. The age of the participants ranges from 20 – 70. The gender divide is about 50 – 50. Most are Hispanic. The program serves “like a stepping stone” for the participants. Staff reports that they are also beginning to see more family

participation. Sixteen tutors are now in the program; the next training class will be March 2012. The staff members that receive the **Literacy Newsletter** like it and they read it. It is not, however, going to all of the tutors. Hard copy production should continue, but those with a home computer or access to a computer could probably use an electronic copy.

The **Summer Reading Program** is one that the District and its customers could not do without. The EODLS will have programs for all three age levels this year. The Share Fair is a great success. It would be very helpful if over the next five-year cycle of LSTA funding the fees/expenses of the presenters could be included. The cost now is \$300 - \$600 for one presenter for one hour.

With regard to **Interlibrary Loan** the District is a new borrower. The program works exceptionally well, and those who take advantage of it love it. If a lending library does levy a charge the District customer has the option of accepting and paying the charge, or asking staff to search again for a free ILL.

The EODLS is sold on both the **Certification for Public Librarians** and the **Continuing Education for Public Librarians** programs. Staff and customers have benefited greatly from both.

Staff is aware of the **Library for the Blind** program but have no personal experience and do not know of anyone who has utilized the program. Knowledge of the **Institutions Program** was non-existent.

Lawton Public Library **Wednesday, January 25, 2012**

At this time there is no involvement with the **Literacy Student Development** and no awareness by staff of the **Literacy Newsletter**. Recently, the City of Lawton Auditor and Attorney have looked at the former literacy information and bank account to see if funds that remain in the account (that was closed more than 10 years ago) could be given to the Library and possibly used to start a new literacy program. The Children's Services Librarian is in the early stages of planning a literacy program for children

A member of the Reference staff teaches classes on how to search and make use of the databases available via the **Statewide License for Information Databases**. College students make the greatest use of the databases, included persons enrolled in distance learning classes. High school students are also users of the databases, with SIRS being quite popular.

There is minimal use of the databases for reference work by the LPL staff. One drawback to use in the Library is that there is only one printer, and it does not have color printing capability.

For the classes to be most effective there is a need for equipment, video, etc. Computers are aging and there is no replacement schedule.

Computer Lab Training at ODL is excellent, but distance precludes taking full advantage. Training in Lawton is spotty because the PCs, which are old, often “freeze.” Another handicap is that there are two networks within the Library, a City network that is for staff computers and a Library network that is for the public use computers. Public can have email accounts via Yahoo. The Library will be installing some “express” PCs for email use. The Great Plains Technology Center is often called on for repairs.

Lawton Library staff has benefited from both the **Certification for Public Librarians** and the **Continuing Education for Public Librarians** programs.

The **Summer Reading Program** is eagerly awaited for each year and Lawton has an active program. The manual and other resources provided via LSTA funding through the ODL is greatly appreciated, and results in a better program for all parties.

Neither staff nor the public had any awareness of participants or participation in either the **Library for the Blind** or the **Institutions** programs.

Norman Public Library (Pioneer Library System)
Tuesday, January 31, 2012

A recipient of a CE Grant as part of the **Continuing Education for Public Librarians** attended the Texas Library Association (TLA) Annual Conference. The librarian (MLS and Oklahoma Certification) identified three (3) primary benefits from attendance/participation:

Educational aspects, gaining a broader view of public libraries and public librarianship;
Level of networking; and
Broadening of personal perspective of the profession.

“Attending the TLA conference was a good experience.”

This librarian, by means of careful budgeting and expenditures, was able to attend a second conference using CE Grant funds; *iCon 2011: An Information Conference* presented by the Information Technology Roundtable of the Oklahoma Library

Association. See Appendix 18 for a report on the two conferences attended by the recipient.

A staff member who has taken only one class in the **Certification of Public Librarians** program believes it is invaluable for the smaller libraries in Oklahoma.

As for the **Library for the Blind** program Norman PL staff is of the opinion that it is a good and needed program. However, they have no statistical data re the number of participants. Antidotal information confirms their opinions.

The **Statewide License for Information Databases** is a rousing success as far as the Norman PL is concerned. The EBSCO databases are used more heavily than SIRS, which is more popular with students enrolled in elementary/secondary schools. A strong marketing program of the databases – flyers, classes, email notification, bookmarks, and instruction in the rural areas of the Pioneer Library System's service area – all of resulted in a significant uptick in end user use of the databases. See Appendix 20 for a statistical tabulation.

The NPL staff is keen on the database training offered by the Oklahoma Department of Libraries (ODL). The EBSCO staff is the trainers. Another valuable component of the program is the monthly newsletter published by EBSCO. Norman staff would like for there to be additional training on use of *Books in Print*, and would like to know the ins and outs of the process of how specific databases are added or subtracted.

"The Norman Public Library could not deliver the services we do without the Statewide License for Information Databases."

Glover Spencer Memorial Library in Rush Springs Thursday, January 26, 2012

The LSTA funded programs provided via the ODL have aided this library, with only one staff member, quite a bit. It is doubtful if the Library would survive without the assistance they receive.

Specifically, the **Interlibrary Loan** program supplements their collection of owned materials. The **Statewide License for Information Databases**, although not used a great deal, provides resources that would otherwise "never be available to the community."

Children in grades K – 6 actively participate in the **Summer Reading Program**, and ODL's emphasis on emergent and early childhood literacy via the program for **Literacy Student Development** is important in this small community (population about 1,200).

The director (the lone staffer) is participating in the **Certification for Public Librarians** program, and especially benefits from the opportunity to talk with other small town library staffers. An application has been submitted for a CE Grant (**Continuing Education for Public Librarians** program). The Director has taken classes at ODL.

There is one person with severe visual impairments in the community but that person does not come into the Library and staff is unaware of use of the **Library for the Blind**. There is no knowledge of any connection to the **Institutions Program** or the **Literacy Newsletter**.

Tulsa City-County Library
Monday, February 6, 2012

The **Statewide License for Information Databases** is the most highly valued ODL service among staff (although six customers interviewed had never used the databases). Staff say the databases provide "a consistent, core, baseline experience" that residents can expect from school and public libraries. TCCL offers in-person and over-the-phone support for customers who want to learn how to use the databases. Reference staff also offers "Research Tutorials" in database use to visiting school classes. Staff reports that Ebsco is used heavily (over 81,000 annual searches and 96,000 documents examined). They believe the databases offer very effective support for lifelong learners, especially adults returning to school. For students, Ebsco meets student learning needs. SIRS Discoverer is not heavily used (perhaps because they have to 'find it' through Electric Library. Staff were not sure if this was unique to TC-CL, or if this problem was experienced across the state.) Staff commented that full-text and Spanish language access is important. Ready reference service staff commented that questions most frequently answered via databases were newspapers (obits, business research); consumer product ratings, medical and full-text journal articles for adults who have returned to school.

The next most valued LSTA service is the **Literacy Program**. CEO Shaffer is "constantly surprised by the very high profile that these services have in Tulsa." TCCL has about 250 students and 200 tutors. Computer software instruction is available for those who test slightly above the 6th grade reading level. Forty-three percent are ESL learners. The Literacy Service Coordinator mentioned the outstanding support that she receives from ODL. The support from ODL has a direct impact on TC-CL's Literacy Services. As a result, TCCL now has an effective ESL assessment test, and it has a much more effective phonics program. ODL is regarded as the "standard setter" and "knowledgebase" by TC-CL staff. Tutors each commented on the excellent training and support that they receive from TCCL staff. Staff is "extraordinarily competent" and always

available to help. They also commented that TCCL's matching of students with tutors shows a great deal of care and thought.

Third on Tulsa's list of valued LSTA programs is the **Summer Reading Program**. TC-CL has a high participation rate; one out of three children ages birth to 17 in Tulsa County participate, a total of 45,639 children and teens. They have a 55 percent completion rate (52% for teens). Staff reports that ODL's participation in CLSP has been beneficial, saving TCCL staff time and money. In addition, ODL's purchase of posters, bookmarks, stickers, and manuals allows their local funds to be used for other items that support the Program. By having a nationwide theme more effective promotion results. Staff indicated that outreach to at-risk youth, and the appeal of the program for teens, has greatly improved over the years. TCCL's bookmobiles now go to Tulsa Housing Authority sites and offer programming. ODL's Share Fair conference is helpful for networking and hearing other libraries' ideas.

Only the Literacy Services staff mentioned the outstanding nature of ODL's training services. Youth services staff said the emergent literacy training was helpful. Reference staff, when queried about training, said that ODL actively provides support and training for government documents librarians and the public. They believe the government documents training would be a good model for other ODL staffers to follow for proactive communications and support.

Staff did not know if ODL's **Certification for Public Librarians Program** was used. **Computer Training Lab** is not used by TCCL.

Communications Issues — Timeliness, frequency, and consistency of ODL communications were frequently cited as a problem by TC-CL staff, exclusive of the Literacy staff. Local staff need more advance notice of training opportunities (database trainings were specifically mentioned as only receiving two days notice) and events. They also want ODL to serve as a statewide clearinghouse ("one-stop listing") for training events.

Staff commented that databases suddenly appear, and then disappear without warning. Tulsa staff has been unsuccessful in getting on ODL's Electronic Resources Librarian's official email list for updates. Staff believes listservs should be established and maintained. Also, the *NetLibrary* eBook titles in Ebsco are very old and dated and should be removed.

Staff does not think database services are promoted effectively across the state. Database use among students is dependent on the school media librarian. TCCL's own database use greatly improved when it started linking indexed journals in its catalog. Perhaps this could be done across the state.

Travel time for training in Oklahoma City was cited as a problem. Staff would welcome more opportunities for high-quality training via webinar or teleconference. ODL's summer reading program workshops occur too late in TCCL's planning process to be useful. Workshop timing would be of greater use if they were scheduled in December or January.

As for programs that the TC-CL would like to see in the next five-year plan:

- **Homework tutoring service** should be added (TCCL has started using *Brainfuse*);
- **Online component for summer reading program** is needed; and
- **Leadership Role in Digitization** (TCCL believes ODL should take a leadership role in coordinating digitization of Oklahoma's resources -- perhaps by obtaining statewide licensing for *ContentDM* and/or acting as a clearinghouse for digitization projects. They would like to know about other projects and link to other sites. Until recently, TCCL staff did not know that ODL also had a digitization program, and would like to know more about it and ODL's future plans.

Wagoner Public Library
Wednesday, February 1, 2012

As a World Cat library, the WPL finds the **Interlibrary Loan** system easy to use and very productive for staff and the public. The 30-day turnaround provides the users of the system ample time to request, receive, read, and return the item(s) they need. There is a "gentlemen's agreement" that one library does not endeavor to borrow from another library a book that has been published with the past six months or less. For Wagoner, "99.9 percent of our use of ILL is for borrowing."

It is believed that ILL does provide service for the **Institutions Program**.

During the summer there is one or two persons living in Wagoner who utilize the services of the **Library for the Blind**.

The Library really appreciates both the **Certification for Public Librarians** and the **Continuing Education for Public Librarians** programs. "I have learned something in all of the classes I have taken," stated on staffer who will soon receive certification.

Adult literacy is a real need in the community. Tutoring for the **Literacy** program is done in the Library. The tutors tend to specialize. That is, they may do ESL or Math or GED or Reading Improvement – but not more than one type of tutoring. The WPL does

not offer tutoring classes. The **Literacy Newsletter** is received by the Director and shared with the staff.

The **Summer Reading Program** is a fantastic success. Young and old alike anticipate it every year. The age range of participants last year was from two to 78. Fifty-seven percent (57%) of the households in Wagoner are lead by grandparents. “Parents are not in the picture in too many instances.”

The manual is most helpful. More information about the presenters listed in the manual would be helpful. Share Fair is very important.

The AARP is again helping senior citizens with their tax preparation. The Library’s collection of large print materials is large for a library the size of Wagoner.

The electronic resources, including the **Statewide License for Information Databases**, are most often used for job applications and resume writing/polishing. Several residents have their email accounts at the Library. A volunteer teaches different classes on computer use. Some are for beginners and others for more advanced matters. However, there have not been any classes offered for how to use the Information Databases.

Woodward Public Library **Wednesday, January 25, 2012**

Interlibrary Loan is a critical service inasmuch as there is no bookstore closer than Enid or Oklahoma City. Use is increasing, and customers are seeking books that are no longer in publication. The ODL blog page is very effective for “heads up” on issues; staff checks it three – four times a day. The OCLC training was not so good – gets a C+ grade. Also, there is some degree of frustration with the OCLC interface.

The **Summer Reading Program** provides the “big picture” by broadening knowledge, helping children develop and learn, and an increased awareness of other countries and the people in those countries. The promotional materials are super and they help the children of the community participate in the SRP. Without question, the Program should be continued. The early literacy summer programs are fun and thus the Library is fun. There is much to offer. The Program shows the importance of LSTA. The foundation of SRP creates lifelong customers.

The **Literacy Program** includes adult education (reading, writing, and speaking English). Clients include young 20s through older 50s, folks who never learned to read. Harper County has higher numbers of non-English speaking residents than Oklahoma City. Having locally available resources is important. Through

the Literacy Council the Woodward program is able to update computers on the road. Building bridges with the immigrant populations as well as all adult learners is the major worth of the Program. It would be helpful if they were less stringent on measured evaluations. There was no mention of the **Literacy Newsletter**.

Bi-lingual is the wave of the future and the needs in the Panhandle are not being adequately met.

Two members of the WPL staff are currently enrolled in the **Certification for Public Librarians** program. The Director has Level III certification. The customers of the Library value the service they receive from staff and attribute that to good leadership and the Certification program. Staff has participated in the **Continuing Education for Public Librarians** program.

The **Computer Lab Training** that staff has participated in was/is highly valued, not only for the assistance from the instructor but also the opportunity to interact with other library staff from throughout the state. The Training helps “expand our horizons.” An interesting comment stating it would be worthwhile to bring classes closer was expressed. “It could make it easier for some of the people in the Panhandle area, but it would actually take away networking opportunities for all the attendees, since you wouldn’t have such a large sample of the libraries represented.”

The **Statewide License for Information Databases**, if it is to continue as a program, needs to be marketed more than is now the case.

The WPL has a good relationship with ODL and that relationship gives energy and vibrancy to use the LSTA funds for projects not possible through municipal dollars. Having an outside source of funding not tied to local processes is powerful. The state is a great resource. The Library does not feel bound inside a box, but the state funding serves as a starting place, therefore there is no “starting and stopping.” In Woodward, the Library does not stop at the end of state resources; it serves as a starting point.

When asked about the next LSTA program:

- Young adult books “searching for home” about the Oklahoma land rush;
- Expense of college books for rural residents and other learning materials; can ODL help;
- Building grants;
- More technology to help establish a technology area within the Library
- Assistance getting maximum use of the newer technologies, e.g. an iPad;

- Serve students through e-textbooks; Northwest Oklahoma State University has a branch campus in Woodward, the provision of cooperative services to serve college students;
- Ebooks for Fiction.

Appendix 5 - PUBLIC LIBRARY STAFF INTERVIEWED

<i>Library</i>	<i>Staff Member</i>	<i>Program Emphasis</i>
Ardmore Public Library	Gibbs, Daniel	Director (All Programs)
Bartlesville Public Library	DeGreer, Beth Goff, Denise	Assistant Director (All Programs) Interlibrary Loan, Certification for Public Librarians
	Hawke, Nadine	Statewide License for Information Databases, Interlibrary Loan
	Kerr, Karen	Literacy Student Development/Literacy Newsletter
	Pryce, Laura Singleton, Joan	Summer Reading Program Director (All Programs)
Chickasaw Regional (Public) Library System	Bean, Pam	Statewide License for Information Databases/Interlibrary Loan
	Bever, Shannon	Interlibrary Loan/Certification for Public Librarians/Continuing Education for Public Librarians
	Brown, Shawn Hayes, Allison	Summer Reading Program Certification for Public Librarians/ Continuing Education for Public Librarians/Computer Lab Training/Interlibrary Loan
	Henthorn, Michael	Statewide License for Information Databases/Continuing Education for Public Librarians
	McIntosh, Lynn Rankin, Louise	Director (All Programs) Interlibrary Loan
Eastern Oklahoma District Library System	Chastain, Penny	Literacy Student Development/ Literacy Newsletter
	Ghormley, SueAn Gibson, Laurie Gonzalez, Juan	Summer Reading Program Interlibrary Loan Computer lab training/Statewide License for Information Databases
	Maroney, Mary	Director (All Programs)

<i>Library</i>	<i>Staff Member</i>	<i>Program Emphasis</i>
Lawton Public Library	Everett, Heather Flusche, Denise Graeber, Diane Graham, Kathy Maroon, James	Summer Reading Program Interlibrary Loan Computer Lab Training/Statewide License for Information Databases
	Muhammad, Afzal	Computer Lab Training/Statewide License for Information Databases
	Thomas, Dory Thompson, Sharon Tovar, Reanna Wallace, Barbara	
Norman Public Library	Douglas, Jane	Literacy Student Development/ Literacy Newsletter
	Edwards-Johnson, Adri	Statewide License for Information Databases
	Hembree, Galyn, Losoya, Adriana Chavez Masters, Anne Mix, Penny	Summer Reading Program Literacy Student Development/ Literacy Newsletter Director (All Programs) Certification for Public Librarians (Graduate)
	Stenis, Jenny Streetman, Steven	Summer Reading Program Continuing Education for Public Librarians (Recipient of a CE Grant)
	Tittle, Theresa	Statewide License for Information Databases
	Whitaker, Louise	Certification for Public Librarians/ Continuing Education for Public Librarians
Glover Spencer Memorial Library in Rush Springs	Gashlin, Tom	Director (All Programs)

<i>Library</i>	<i>Staff Member</i>	<i>Program Emphasis</i>
Tulsa City-County Library	Combs, Terry	Statewide License for Information Databases
	Cummings, Ellen	Statewide License for Information Databases
	Fox, Angela Koehn, Shona	Summer Reading Program Statewide License for Information Databases
	Kuhns, Amanda Mann, Sherry	Summer Reading Program Statewide License for Information Databases
	Shaffer, Gary Sundborg, Laurie Tichenor, Emily Tudyk, Cassie	CEO (All Programs) COO (All Programs) Summer Reading Program Literacy Student Development/Literacy Newsletter
	Wymer, Emily	Deputy Director (All Programs)
	Barnett, Janie Fink, Majic Frisby, Leila	Director (All Programs) Interlibrary Loan Statewide License for Information Databases
Wagoner Public Library	Hall, Sabine	Computer Lab Training/Statewide License for Information Databases
	Feerer, Martha Odell, Paula Terry, Connie	Summer Reading Club Interlibrary Loan Director (All Programs)
Woodward Public Library		

Appendix 6 - STATISTICAL SUMMARY OF LIBRARIES VISITED AS PART OF LSTA EVALUATION

All data for the State and Counties provided by *Quick Facts* from the US Census Bureau

	System	County	Population Served	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage	Population
				American	Black	Hispanic/Latino	Population 65 or +	Population Below Poverty Level	Population w/HS Education	Population w/BS or +	per Square Mile
				Indian							
Oklahoma Department of Libraries	NA	All	3,751,351 ¹	8.6	7.4	8.9	13.5	16.2	85.4	22.6	54.7
Admore Public Library	NA	Carter	47,511	8.9	6.7	5.3	14.9	16.5	83.2	16.4	57.8
Chickasaw Regional Library System	CRLS	Carter	47,511	8.9	6.7	5.3	14.9	16.5	83.2	16.4	57.8
Hdqs - Ardmore ²											
Eastern Oklahoma District Library System	EODLS	Muskogee	70,990	17.5	11.3	5.2	14.7	19.1	82.9	17.5	87.6
Hdqs - Muskogee ³											
Pioneer Library System	PLS	Cleveland	255,755	4.7	4.2	7	10.2	12.1	90.4	31.2	474.7
Hdqs - Norman ⁴											
Tulsa City-County Library System	TCCLS	Tulsa	603,403	6.0	10.7	11.0	12.1	15.1	88.0	28.8	1058.1
Hdqs - Tulsa ⁷											
Bartlesville Public Library	NA	Washington	50,976	10.3	2.4	5	17.8	13.2	88.1	26.1	122.7
Lawton Public Library	NA	Comanche	124,996	5.9	17.5	11.2	10.2	17.4	88.5	19.8	116.1
Glover Spencer Memorial Library in Rush Springs	NA	Grady	52,431	5.4	2.4	4.6	13.7	14.8	85.3	16.8	47.6
Wagoner Public Library	NA	Wagoner	73,085	10.0	3.7	4.8	12.5	11.7	87.9	20.8	130.1
Woodward Public Library	NA	Woodward	20,081	2.8	1.6	10.6	14.2	12.2	83.3	17.4	16.2

1. Estimated 2011 population is 3,791,508.

2. Headquarters also in Ardmore, separate building, and provides direct public service.

3. Headquarters in separate building across street from Muskogee Public Library. No public services at Hdqs.

4. Muskogee Public Library is, for all practical purposes, the "main library" of the system. No public services at Hdqs.

5. Headquarters in Norman Public Library. Public services at Hdqs.

6. Norman Public Library is, for all practical purposes, the "main library" of the system.

7. Tulsa Ceter Library is the headquarters library of the system.

Appendix Page 6-1

Appendix 7 - PUBLIC LIBRARY CUSTOMERS INTERVIEWED OR IN FOCUS GROUPS

* Individual interviewees.

<i>Library</i>	<i>Person</i>
Ardmore Public Library	Aljoe, Shelly Ashley, Diane Bakie, Robert S. Palmer, Linda Peery, Monica L. Staggs, Mary Weaver-Meyers, Pat
Bartlesville Public Library	Beck, Carol Crawford, Paul Doenges, Body Doenges, Kim Doenges, William Halkiades, George Kittrell, Bill Kittrell, Yvonne Leach, Patty Pendley, Suzanne Robin, Annabeth Todd, Joe Whitte, Barbara Winn, Sarah Yokley, Jeanette
Chickasaw Regional (Public) Library System	Benson, Jerry * Cypert, Molly Ann * Heubelink, Janet * McCann, Vivian * May, Jane * Moxley, Lockie * Popejoy, Mona * Powell, Vanesa * Snow, Cherlyn * Willis, Beth *
Eastern Oklahoma District Library System	Kovacs, Laura Mantz, Barbara Plumlee, Beth Willis, Jerry

Library Person

Lawton Public Library	Anders, Karolyn *
	Shady, Debbie *
Norman Public Library (Pioneer Library System)	Bethke, Kathy * Brown, Betty * Cottingham, Sharon Flygare, Ann Hardcastle, Debra * Hornback, Nova Khan, Nahar Malysa, Lani Nanny, Chris Park, Norm * Smith, Barbara Veal, Tracy
Glover Spencer Memorial Library in Rush Springs	Birchell, Treva Crow, Charles Crow, Sandie White, Ed
Tulsa City-County Library	Anderson, Vicki * Farrior, Donna * Hastings, Terry * Lee, Carolyn * Smith, Mary * Swann, Lisa *
Wagoner Public Library	Cochran, Jane Hash, Rhonda McKinney, Patty O'Dell, Duane
Woodward Public Library	Baker, Betsy Custar, Kari Millard, Jo * Myers-Barnett, Angie Perkins, C. D. Robinson, Tonya Steenbergen, Laurie * Stout, Ruby Vanderpool, Jessie * Williams, Ryan Woodson, Tina Yandon, Krista *

Appendix 8 - QUESTIONS ASKED DURING LSTA EVALUATION SITE VISITS

These questions should be asked of customers:

1. Do you believe you receive superior service from library staff? Why? Why not?
2. Has there been computer training classes offered to the public at your library? Yes? No? If there has been, have you participated? Yes? No? If yes, did the class meet your expectations? Yes? No? If you did not attend, why did you not attend?
3. Has there been instruction provided for the public at your library about how to make efficient use of online databases? Yes? No? Did you participate? Yes? No? If No, why not?
4. Has there been emergent literacy training for caregivers and parents at your library? Yes? No? If Yes, did you participate? Yes? No? If Yes, was the training of value to you? Yes? No?
5. Is your library offering any special programs, or an increased number of programs and other services for the seniors community? Yes? No? If Yes, can you tell me about one such service and/or program?

These questions should be asked of library personnel, including the directors:

1. Do students and adults, as lifelong learners, have access to electronic resources that help them to achieve their goals? Yes? No? If no, why not?
2. Has there been computer training classes offered to the public at your library? Yes? No? If yes, did your staff serve as the instructor(s)? Or from ODL? Or a third party? Do you believe the class(es) was effective? Yes? No? If no, why so?
3. Has there been instruction provided for the public at your library about how to make efficient use of online databases? Yes? No? Were there many participants? Yes? No? If No, why not?
4. Has there been emergent literacy training for librarians, caregivers, and parents at your library? Yes? No? If Yes, did you participate? Yes? No? If Yes, was the training of value to you? Yes? No?
5. Were you aware that ODL staff would serve as a resource for libraries and literacy programs that serve the ESL community? Yes? No? If Yes, has your library requested such service? Yes? No? If Yes, was the service of value to your library? Yes? No? If No, why not?
6. Is your library offering any special programs, or an increased number of programs and other services for the seniors community? Yes? No? If Yes, can you tell me about one such service and/or program?
7. How often has your library been visited by a member of the ODL staff? Are you notified in advance that ODL will be visiting? Yes? No?

These questions should be asked of the Directors only:

1. Has there been training, e.g. workshops or teleconferences, etc. in marketing that has resulted in an increase in effective promotions targeting individuals of diverse geographic, cultural, and socioeconomic backgrounds? Yes? No? If yes, what has worked best? If no, why not?
2. What about individuals with disabilities, limited functional literacy or informational skills, or persons in underserved urban or rural areas? Yes? No? If yes, what has worked best? If no, why not?
3. Has there been instruction provided for the public at your library about how to make efficient use of online databases? Yes? No? Were there many participants? Yes? No? If No, why not?
4. Has there been emergent literacy training for caregivers and parents at your library? Yes? No? If Yes, did your staff participate? Yes? No? If Yes, was the training of value to your staff? Yes? No?
5. Is your library offering any special programs, or an increased number of programs and other services for the seniors community? Yes? No? If Yes, can you tell me about one such service and/or program?
6. Has ODL offered to provide assistance, guidance, and the required certification plans for technology that has enabled your library to seek e-rate funds for Internet and/or telephone services? Yes? No? If No, why not?
7. Do you believe that ODL is doing as much as it can in helping your library and other libraries secure grants for technology? Has your library received a grant for technology? Yes? No? Did you apply for a grant and not receive it? What was the stated reason(s) for not receiving the grant?
8. How often has your library visited by a member of the ODL staff? Are you notified in advance that ODL will be visiting? Yes? No?

Appendices 9 - 16 ONLINE SURVEYS, RESULTS OF

- 9. Academic Library**
- 10. Correctional Libraries**
- 11. General Group**
- 12. ILLiad Libraries**
- 13. Literacy Provider's**
- 14. School Library/Media Center**
- 15. Special Library**
- 16. WorldCat Public Libraries**

Oklahoma Academic Library Survey

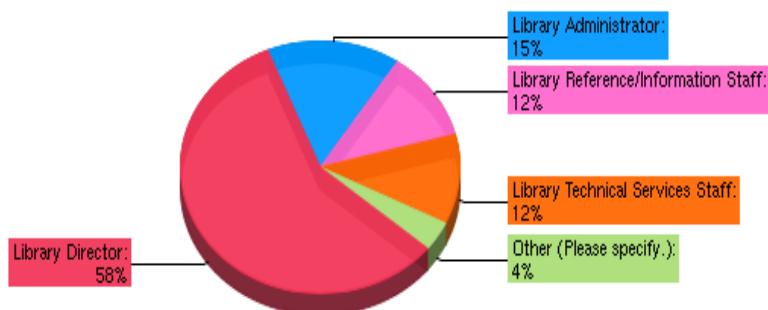
1. Following is a list of some of the services/initiatives that are partially or fully funded with LSTA dollars. Which of the following services were you aware were funded with LSTA dollars BEFORE you saw this list? (Please check all that you were aware were LSTA funded prior to seeing this list.)

Value	Count	Percent %
Certification of Public Library Staff	8	33.3%
ODL Computer lab	7	29.2%
Continuing Education Programs/Events	12	50%
Institutional Library Services	7	29.2%
Interlibrary Loan Services	16	66.7%
Library for the Blind	15	62.5%
Literacy Newsletter	1	4.2%
Literacy Student Development Conference/Workshops	3	12.5%
Statewide Database Licensing	24	100%
Summer Reading Program	10	41.7%

2. Please select the type of organization in which you work.

Value	Count	Percent %
Academic Library	26	100%

3. Please select the work assignment category from the list below that most closely reflects your primary duties.



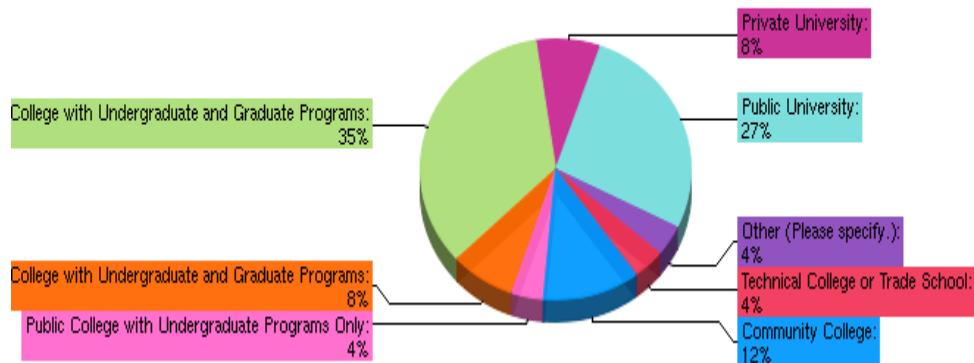
Appendix 9 – Academic Library

Value	Count	Percent %
Library Director	15	57.7%
Library Administrator	4	15.4%
Library Reference/Information Staff	3	11.5%
Library Technical Services	3	11.5%
Other (Please specify.)	1	3.8%

If you selected "other," please specify here.

Count	Response
1	Coordinator of Education and Outreach, Supervisor, Assistant Professor

4. Please indicate the type of academic library in which you work.



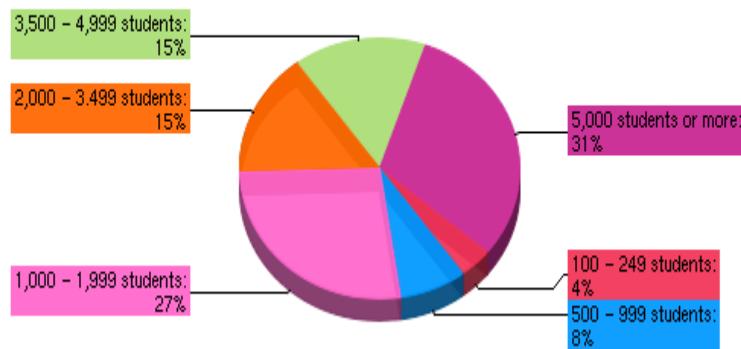
Value	Count	Percent %
Technical College or Trade School	1	3.8%
Community College	3	11.5%
Public College with Undergraduate Programs Only	1	3.8%
Private College with Undergraduate and Graduate Programs	2	7.7%
Public College with Undergraduate and Graduate Programs	9	34.6%
Private University	2	7.7%
Public University	7	26.9%
Other (Please specify.)	1	3.8%
Private College with Undergraduate Programs Only	0	0%

Appendix 9 – Academic Library

If you selected "other," please specify here.

Count	Response
1	Private College - graduate only

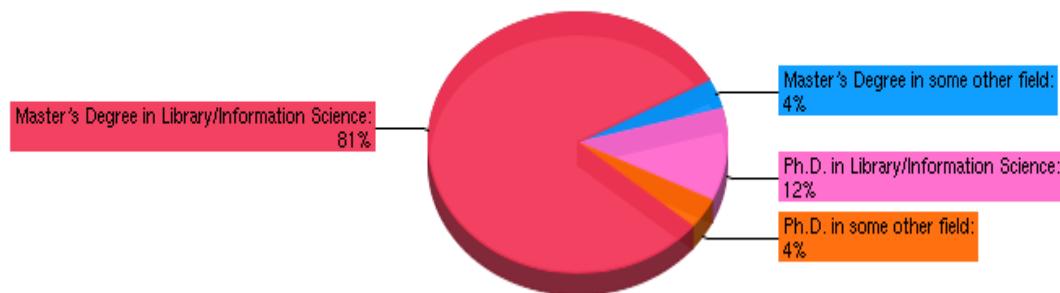
5. Please select the category that reflects the size of the student body in the institution in which you work.



Value	Count	Percent %
100 - 249 students	1	3.8%
500 - 999 students	2	7.7%
1,000 - 1,999 students	7	26.9%
2,000 - 3,499 students	4	15.4%
3,500 - 4,999 students	4	15.4%
5,000 students or more	8	30.8%
Less than 100 students	0	0%
250 - 499 students	0	0%

Appendix 9 – Academic Library

6. Please select the choice from the list below that most closely reflects your level of library training/education.



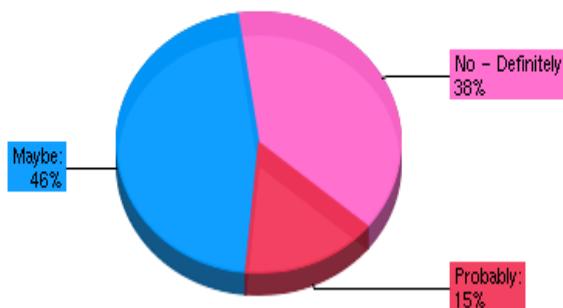
Value	Count	Percent %
Master's Degree in Library/Information Science	21	80.8%
Master's Degree in some other field	1	3.8%
Ph.D. in Library/Information Science	3	11.5%
Ph.D. in some other field	1	3.8%
On the job training	0	0%
Library Technical Assistant Certificate	0	0%
Other (Please specify.)	0	0%

7. Before participating in this survey, were you aware that the Oklahoma Department of Libraries uses LSTA funds to provide access to EBSCO and SIRS Discoverer for all libraries in the State?

Value	Count	Percent %
Yes	26	100%
No	0	0%

Appendix 9 – Academic Library

8. If ODL wasn't able to pay for access to the EBSCO databases and to SIRS Discoverer, would your library be able to provide this service?



Value	Count	Percent %
Probably	4	15.4%
Maybe	12	46.2%
No - Definitely	10	38.5%
Yes - Definitely	0	0%

9. Which three databases are most used by your students/customers?

Cited as most used: (Note: Number next to item indicates the number of individuals identifying that resource.)

(2) Academic Complete
(10) Academic Search Premier
(2) Academic Search Elite
Chronicle of Higher Education
Ebsco - Academic Abstracts
EBSCO Academic Search Elite
(5) EBSCOHost
Ovid Medline

Cited as second most used: (Note: Number next to item indicates the number of individuals identifying that resource.)

Academic Search Premier
Business Complete
(3) Business Source
Business Source Elite

Appendix 9 – Academic Library

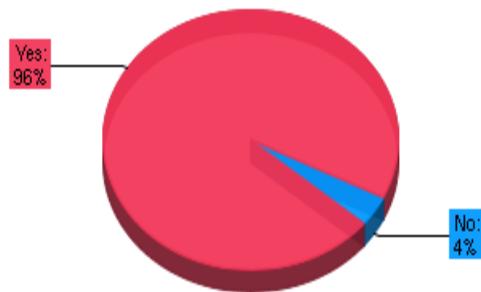
(4) Business Source Premier
Cinahl
CQ Researcher
ERIC
Health Source
(2) Health Source: Nursing
JStor
Nursing: Academic
Proquest
PsychArticles
PsycInfo
ScienceDirect
SIRS Issues Researcher
World Cat

Cited as third most used: (Note: Number next to item indicates the number of individuals identifying that resource.)

Business Source
(3) Business Source Premier
Credo
EBSCO CINAHL
EBSCO Health Source: Nursing/Academic Edition
Education Research
Education Research Complete
Health Consumer
Health Source
Health Source Academic
JSTOR
Newspapers
OVID
(2) Professional Development Collection
ProQuest Direct
PsychArticles
(2) Psychinfo
WorldCat

Appendix 9 – Academic Library

10. Does your library license any databases other than those provided by ODL?



Value	Count	Percent %
Yes	25	96.2%
No	1	3.8%

If "Yes," which database or databases does your library license?

Count	Response
1	ATLA Old testament Abstracts New Testament Abstracts SocIndex ATLA Catholic Periodicals
1	About 100 subject specific databases
1	I'm not sure
1	MEDLINE Full text CINAHL Full text
1	ProQuest several Gale databases WestLaw Morningstar Mergent
1	PsycInfo; PsycArticles; Mental Measurements Yearbook; Cinahl; several others
1	Several, too many to name.
2	Too many to list
1	Too many to mention.
1	Um. Well over 100; I'm not going to try to list them all. :-)
1	many titles
1	over 350 indexes & databases over 70,000 electronic serials
1	too many to list
1	Too many to list.
1	African American Newspapers African American Studies Center CINAHL Plus with Full Text Cochrane Database of Systemic Reviews Communication & Mass Media Complete Criminal Justice Abstracts / Full Text Criminal Justice Periodicals DynaMed EconLit Entrepreneurship

Appendix 9 – Academic Library

Count	Response
	Ethnic News Watch Learning Express Library Literature Resource Center National Criminal Justice Reference Service Abstracts Newbank PsychInfo ScienceDirect Taxation Resources
1	Additional EBSCOHost databases, ProQuest, JSTOR, Elsevier, professional society databases and Gale products.
1	JSTOR, ProjectMuse, other EBSCO databases, ProQuest Education Journals, Alexander Street Press, Oxford Music, Oxford Art, Cambridge Collections Online, ARTStor, America's Historical Newspapers, CQ Researcher, Literature Resource Center,
1	SIRS Issues Researcher & Renaissance Credo Reference ebrary Community College Collection Films on Demand
1	Gale Virtual Reference Library CredoReference Education Journals Agriculture Journals CINAHL Full-Text Agriculture Collection Learning Express Newbank Nursing and Allied Health Source Nursing and Allied Health Collection Nursing Resource Center Opposing Viewpoints Psychology Collection SIRS Knowledge Source
1	American Chemical Society, Biblical Archeology, Classical Music, Credo Reference, Culturegrams, Encyclopaedia Britannica, International Phonetic Alphabet, Learning Express, Oxford Music Online, Oxford Reference Online, Points of View, Psychiatry Online
	AGRICOLA - Agricultural Online Access bibliographic database of citations to the agricultural literature created by the National Agricultural Library and its cooperators. AN@TOMY TV - Anatomy TV presents complete, interactive, functional human anatomy. 360 degree rotation, zoom, removable layers (from skin to bone), detailed text for each bone, muscle, artery, etc., MRI images, and radiological slides are just a few of the features. CQ RESEARCHER - Fully searchable database of the very popular print version of CQ Researcher. Articles from this background resource cover the issues from both the Pro and Con sides. Areas of interest include the social sciences, humanities, education, business, and more. ENCYCLOPEDIA AMERICANA ENCYCLOPEDIA BRITANNICA ENERGY CITATIONS DATABASE - Developed by the United States Department of Energy's Office of Scientific and Technical Information, this database contains citations from 1948 to the present including links to full-text items. FACTS ON FILE - Current events, biographies of newsmakers, maps of the world, and more, including Issues and Controversies. FIRST SEARCH - Article First, Contents First, ERIC, MEDLINE, NetFirst, WorldCat, and more (You must request User ID and Password from library circulation desk.) INFOTRAC - Infotrac includes full text from Health Reference Center Academic, Gale Virtual Reference Library, Literature Criticism Online, and Something About the Author Online.
1	LITERATURE CRITICISM ONLINE- Literature Criticism Online provides full-text access to Contemporary Literary Criticism, Nineteenth Century Literary Criticism, Twentieth Century Literary Criticism, Shakespearean Criticism, Short Story Criticism, and Children's Literature Review.
	NATIONAL FIRE CODES - NFPA Codes Online includes: NFPA 101: Life Safety Code, NFPA 72: National Fire Alarm Code, NFPA 13: Installation of Sprinkler Systems, NFPA 70: National Electrical Code, NFPA 70E: Standard for Electrical Safety in the Workplace, and the nearly 300 other NFPA documents that define fire, electrical, and building safety today. NATIONAL LIBRARY OF MEDICINE INTERNET SITE - Includes Medline and Medline Plus (consumer health). Search medical and nursing journals and other medical directories. Citations and Abstracts only.
	ORIGINAL SOURCES - Original Source documents from World History, Science & Mathematics, Literature, U.S. History, Political Science & Law, Language, Sociology, and Philosophy.
	PROQUEST DIRECT - Magazine, journal and newspaper articles from over 5,000 general and business titles, including the New York Times in full text. SIRS GOVERNMENT REPORTER - Full text government reports and documents, select Supreme Court decisions and directory of government officials. STAT!Ref - Provides 24/7 access to cross-searchable nursing print titles, including drug guides, care plans, lab and diagnostic guides, MedCalc3000, and core nursing titles. An interactive medical dictionary, seamless searching, charts and other images that can be

Appendix 9 – Academic Library

Count	Response
	exported or printed for later use, add to the database's appeal. TABER'S ONLINE - Taber's Cyclopedic Medical Dictionary. TURFGRASS INFORMATION CENTER - A bibliographic computer database to provide access to all published materials reporting on aspects of turfgrass and its maintenance. When you click the above line, you will need to press "Log on" and will be taken to the site. WESTLAW CAMPUS RESEARCH - Westlaw Campus Research provides a comprehensive collection of news, business, and law related information for students. WORLD AND I JOURNAL - Originally a monthly journal, WAIJ is an academic source of articles in five main areas: Global Studies, Liberal Arts, Fine and Applied Arts, General Science, and Spanish. Additional collections cover a wide range of topics from the Supreme Court to biotechnology to ESL help.
1	Library licenses over 165 databases: examples: OVID Medline, EBMR, Embase, AMED, HAPI; EBSCO Psychinfo, DynaMed, CINAHL; BIOIS; UpToDate; Web Knowledge; VisualDX
1	140 different databases, some additional FirstSearch, additional Ebsco, Proquest, Science Direct, Westlaw, Gale, some Ref databases, etc.
1	ABI/Inform, Access Medicine, AH Search, Alt Press Index, ACS Web, Art & Humanities, Applied Science & Technology, Art Index, Biography & Genealogy Index, Biological & Agricultural Index, Biology Digest, BioOne, Book Review Index, Business, Business Dateline, Business Management Practice, CCH Tax Resource, Clase Periodica, Contemporary Women's Issues, Digital Sanborn Maps, Dissertation Abstracts, Electronic Collections Online, Economic Literature, Education, EJS, General Science, GeoBase, Global Road Warrior, Grove Music Index, Homeland Security Digital Library, Ingenta, JSTOR, Legal Periodicals Index, Leisure Tourism Database, Library & Information Science, Literature Resource Center, MD Consult, Medline, Mergent, Morningstar, Mosby's Nursing Consult, Naxos Music Library, NetAdvantage, New York Times, NewsBank, Newspaper Abstracts, Oklahoman Archive, Ovid, Oxford English Dictionary, Papers First, Periodicals Abstracts, Proceedings First, Readers' Guide, Reference USA, Research Institute of America, SciFinder, Science Direct, SIRS, Social Sciences, SourceOECD, ThomsonOne, Ulrich's Periodicals Directory, Union Lists, ValueLine, VisionCite, Visionnet, Westlaw, Wilson OmniFile, World Almanac, WorldCat, WorldCat Dissertation and Theses, WorldScope, Women's and Wear Daily.

11. Is your library able to purchase other materials such as playaways, e-books or DVDs as a result of ODL paying for access to the Ebsco databases and SIRS Discoverer?



Appendix 9 – Academic Library

Value	Count	Percent %
Yes	23	88.5%
No	3	11.5%

12. What types of additional resources are you able to purchase?

Count	Response
1	Additional databases and AV and book material.
1	Additional needed databases
1	Books and Video's
1	Books, e-books and DVDs
1	DVD's, e-books
1	E-books and AV materials.
1	Full-text resources that leverage the investment made by ODL--e-books and e-journals
1	Hard-copy resources McNaughton lease program for popular fiction and DVD's
1	Monographs and DVDs
1	Nursing DVD's, Nursing books, McNaughton Lease Program
1	Playaways, e-books or DVDs
1	We do not have playaways. We do have a few e-books and DVDs for instructional purposes.
1	databases and other electronic resources
1	e-books, and DVD's,
1	e-books
1	e-books (1mill+), DVDs,
1	e-books and e-journals
1	e-books, other databases
1	Primarily E-Resources for Reference, Multimedia, and other journal databases (both abstracting and full text)
1	e-books, DVDs, online streaming videos, online tutorials, print books, print magazines, other databases, etc.
1	I don't know what the EBSCO resources would cost us without ODL's base subscriptions, so I can't quantify this. But losing the ODL databases would likely mean cancelling less-used databases and print journals, as well as possibly making a dent in e-book and print monographs.

Appendix 9 – Academic Library

13. Please rank the different purposes for which your students/customers use the Ebsco databases and SIRS Discoverer. (Drag and drop the most frequent purpose from the left column to the top of the right column, the second into the second position on the right and so forth. You can rearrange your choices on the right after you initially move them.)

Item	Total Score ¹	Overall Rank
School Work	128	1
Health Information	77	2
Consumer Information	72	3
Business	58	4
Other (Please specify.)	13	5

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.

If you selected "other," please specify here.

Count	Response
1	Blackboard, Google, Facebook, email, etc.
1	Faculty Research
1	Personal research
1	Preparing course work materials
1	Research
1	Travel - for mission trips and education

14. On a scale of 1 to 5, with 1 representing "Very Difficult" and 5 representing "Very Easy," please indicate how you would rate the ease or difficulty of using the following resources. (Select "0 - Have Not Used/Don't Know" if you do not have experience using the resource.)

	0 - Have Not Used/Don't Know	1 - Very Difficult	2	3 - Neither Difficult nor Easy	4	5 - Very Easy	Responses
Ebsco Databases	0.0% 0	0.0% 0	0.0% 0	11.5% 3	26.9% 7	61.5% 16	26
SIRS Discoverer	40.0% 10	0.0% 0	0.0% 0	8.0% 2	16.0% 4	36.0% 9	25

Appendix 9 – Academic Library

15. Following is a list of online databases that ARE NOT currently provided by ODL. Which THREE of these databases do you believe would be most valuable to your students/customers?

Value	Count	Percent %
Tutor.com/Brainfuse/Learning Express	7	26.9%
LEXUS/Nexus	20	76.9%
Foreign Language Resources (e.g., Mango)	13	50%
Auto/Farm Equipment Repair	1	3.8%
Readers' Advisory (e.g., Novelist)	4	15.4%
Fundraising	7	26.9%
Investment/Financial (e.g., Morningstar)	13	50%
Other (Please specify.)	6	23.1%
Genealogy (e.g., Heritage Quest)	0	0%
Home Improvement	0	0%
Crafts	0	0%

If you selected "other," please specify here.

Count	Response
1	Agricultural databases.
1	Communication and Mass Media, Academic Premier, Ebsco's history databases, Point of View, Credo
1	Currently have Learning Express, Lexis, etc.
1	None of the rest listed, maybe some we already take JSTOR Project Muse
1	Nursing; Consumers
1	PsychArticles/CINAHL
1	Web of Science
1	audiobooks

16. If ODL did not fund the Ebsco databases and SIRS Discoverer with LSTA, how would it impact your organization's services?

Count	Response
1	Cut it in half.
1	Greatly impact and severely limit the amount of academic resources available to our students.

Appendix 9 – Academic Library

Count	Response
1	It would be devastating.
1	It would greatly reduce our ability to provide current information sources to our students.
1	Loss of databases, other resources
1	Please see answer to 13.
1	The Library would take an approx. \$30,000 hit in the budget for databases
1	We would have funding issues if we were required to pay this from our budget.
1	We would have to divert funding from other resources to continue to fund access to EBSCOHost.
1	We would have to make difficult choices in regard to the databases we fund.
1	We would have to shift resources away from book and video purchases to purchase EBSCO
1	We would not be able to offer as much full text online articles to our students.
1	We would pick up the subscriptions or substitute with similar content.
1	Would severely impact what we are able to offer our students.
1	We would attempt to pay for those databases most used by our students by priority. We would need to request additional funds for library materials.
1	Our resources would be greatly reduced. We do not have the budget to maintain our existing subscriptions without the assistance from the State of Oklahoma's LSTA Grants.
1	We would be decimated. Last year, our 2,000 students searched and found 1,800,000 on EbscoHost. We currently spend 1/4 of our total library budget on databases. If we also had to license the databases paid by the state, we would have to lay off library staff (there are 5) and curtail library hours of service (85 hours per week).
1	We would have to cut back SEVERELY on monograph purchases as well as eliminate a number of other databases. It would be devastating.
1	We definitely wouldn't be able to offer the full range of electronic resources that we now have available for our students.
1	It would not only impact our own students' access to resources, it would mean we would less readily teach information literacy--knowing that the state-wide databases would be available to them after graduation.
1	The Ebsco databases form the foundation of our electronic resources. If ODL did not fund these, our library would have to use existing resources to cover the cost of these databases, requiring that we cut service to most if not all the other important, content-specific databases that are necessary for our students and faculty.
1	Significantly. It would reduce funds used to purchase electronic databases and other electronic resources.
1	We would have to offer Academic Search and Business Search; we would forgo the other EBSCO databases. We do not use SIRS
1	It would be very difficult to purchase EBSCO databases, and that would adversely affect student outcomes at our institution.
1	We would have to cut book purchases and extra databases to fund Ebsco. EbscoHost is our core and most used database, we would have to keep it.

Appendix 9 – Academic Library

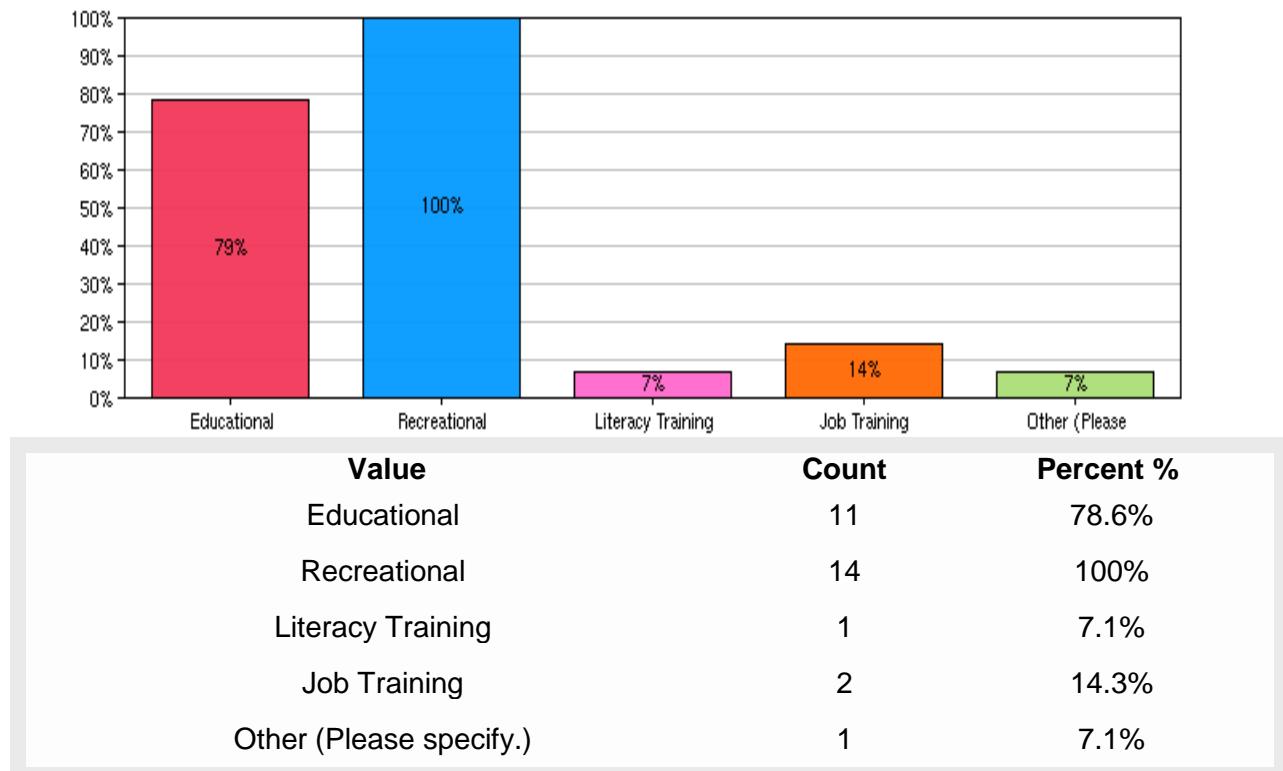
Count	Response
1	It would not be pretty. We already have to stretch our budget just to cover the essentials. If we had to pay for Academic Search Premier we would have to drop at least 3 other databases that we need just to buy that one.

Oklahoma Correctional Library LSTA Survey

1. Are you aware that the Oklahoma Department of Libraries provides LSTA funds to institutional libraries to purchase books, magazines, newspapers and audiobooks for individuals incarcerated in the Oklahoma Department of Corrections facilities?

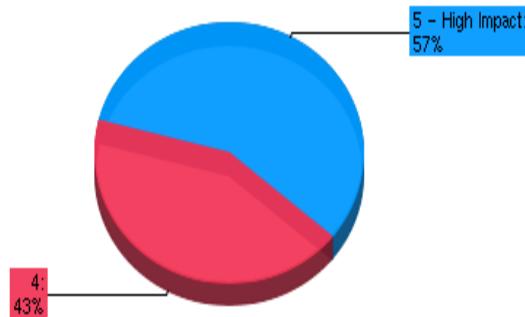
Value	Count	Percent %
YES	14	93.3%
NO	1	6.7%

2. For what purpose(s) are the materials/resources purchased with grant funds used by your customers? (Please check all that apply.)



Appendix 10 – Correctional Libraries

3. On a scale of 1 to 5 with 1 representing "Low Impact" and 5 representing "High Impact," please rate the level of impact that these materials have had on the offenders served by your library.



Value	Count	Percent %
4	6	42.9%
5 - High Impact	8	57.1%
0 - Don't Know/Unable to Rate	0	0%
1 - Low Impact	0	0%
2	0	0%
3 - Moderate Impact	0	0%

4. Please share the nature of the impact(s) that the materials and resources provided under this program have had on your customers.

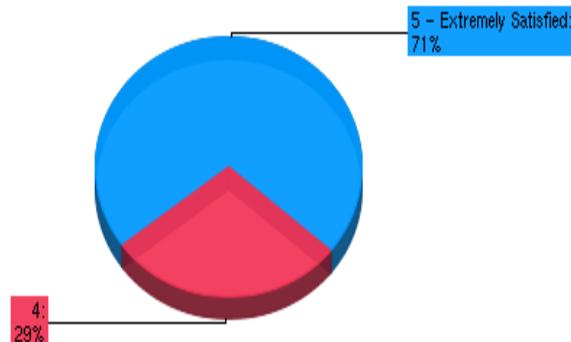
Count	Response
1	Just being able to receive new books every year is a major impact!
1	encourages learning and reading by having materials that is germane to their situation and area
1	Until ODL started providing books, we had few other resources for new material. Many times we had to go to municipal libraries after they would weed out books that they no longer needed.
1	Our readers have found the books, from grants from ODL, very informative and enjoyable. The main purpose for reading on our medium yard is recreational reading. On the minimum yard, there are more readers that have requested job related materials. Both yards appreciate the new books for the leisure libraries.
1	The materials provided through this program are vital to the successful operation of this

Appendix 10 – Correctional Libraries

Count	Response
	library. We get little money from DOC for library materials, and depend on donations a great deal.
1	We have a large number of readers in our facility who utilize these materials and appreciate having something new to read. It also gives a moral boost to long term offenders who believe there is someone on the outside who cares.
1	It increased the number of offenders checking out books. They were so excited to have "the latest" novels. They loved the selection of books we got. For the first time we were able to create a "sports" section on one bookcase.
1	Keeps them up with current reading material and peaks their interest with the current trends in reading and events in the world. They have limited access to any recreational activities so this is what they do for recreation.
1	Our patron's are always ecstatic about the new books and materials. Our library functions about 50% on the items provided by ODL's LSTA grant.
1	Offenders using this library have shown a marked eagerness to attend the library and to use library services. Without these programs library resources would be limited to those donated by outside agencies and generally would not be up-to-date and relevant to the expressed needs of offenders at this institution.
1	We use the Accelerated Reader program as a part of our elementary reading program; the books purchased with the grant monies help the clients earn points and certificates to acknowledge growth in reading fluency and comprehension. Our goal is to have our students build a strong reading foundation to pass state-mandated tests, graduate and become productive citizens of Oklahoma. Our books are also read for information and leisure reading; the grants have helped provide more books on the students' interest levels.
1	Inmates are limited in things to do with their time. Providing new books at our facility gives the inmate population something to look forward to something to do when the books arrive and are processed for use. It reduces negative inmate behavior,
1	- New book purchases has increased causing an expansion of library patron readership and interest. - Improvement in technology - Enhanced learning opportunities

Appendix 10 – Correctional Libraries

5. On a scale of 1 to 5 with 1 representing "Not at all Satisfied" and 5 representing "Extremely Satisfied," please indicate your level of satisfaction with this program.



Value	Count	Percent %
4	4	28.6%
5 - Extremely Satisfied	10	71.4%
0 - Don't Know/Unable to Rate	0	0%
1 - Not at all Satisfied	0	0%
2	0	0%
3 - Moderately Satisfied	0	0%

6. Please complete the following sentence. The LSTA program that provides funding for materials and resources in Department of Corrections facilities:

Value	Count	Percent %
complements other programs available to offenders	8	57.1%
supplements other programs available to offenders	6	42.9%
duplicates other programs available to offenders	0	0%

Appendix 10 – Correctional Libraries

7. Please indicate the way(s) in which the program duplicates, complements or supplements what your library is able to do with funds from other sources.

Count	Response
1	Our Library has no other funding. So It complements our Library very much !
1	We have an existing library and the new materials help us to bring variety to our readers.
1	We have very little funds from other sources
1	provides additional library materials that are unavailable to us because of limited funding
1	The materials provided enable us to offer current and up-to-date reading material to the offenders housed at our institution.
1	It supports the educational programs by providing material at their reading level Offers information for some other social improvement and self-help related programs. - Enhances new book purchases - Created opportunities for offenders to learn other languages - Provided audio books for the visually impaired - Provided educational videos via "DVDs"
1	most of our materials are acquired through donations. Therefore, the LSTA materials add new titles to our collections therefore complementing or completing our resources.
1	We are able to purchase items that would not be available to us otherwise. It supplements some materials that do not provide as in depth information.
1	Without the books purchased from the grant money, we would not have any new books to add to our library. We rely almost totally on the LSTA grant to add new books to our library allowing us to add to our collection. This is important because as books wear out, without the grant, we wouldn't have any new books.
1	Other than DOC funding, which is minimal for library materials, these programs are our only source of funding.
1	The libraries on both yards are used primarily for recreational reading. The books received from ODL supplement the books already on the shelves and books received as donations.
1	We are not a prison. We receive funds from the state, but, due to budget cuts, sometimes they are not enough to provide all the materials that are needed for the library. We use the LSTA grant to supplement what we receive from the state, and as a way to start new programs.

Appendix 10 – Correctional Libraries

8. What changes or modifications to the program would improve it?

Count	Response
1	Being able to request specific books to be sent out
1	I can think of no changes at this time.
1	More funding for more reading and reference books !
1	Possibly a survey asking what products the libraries are in need of other than books.
1	more books
1	none works very well for us
1	I would contact the institutions and ask what type of books are read the most and what type are needing to be replaced. For example, our inmates read westerns more than any other genre, but we did not get that many new westerns.
1	Offering a wider variety of reading material such as, newspapers, magazines and bilingual materials.
1	It would be preferred if Brodart would ship books in one shipment and not in several mailings over several weeks.
1	I would like to see the program continue without the competitive grants. If the program is supplementary, then everyone should receive the same amount of money each year.
1	Having two types of grants is too confusing; the timing would work better if only one grant is provided. My institution is on the state fiscal year, not the federal and sometimes the grants overlap.

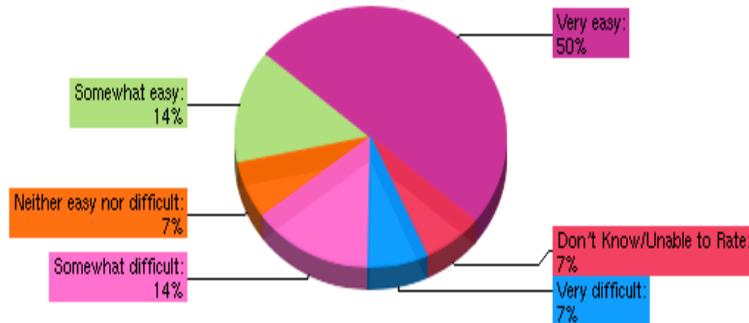
9. In addition to the "basic grant," what additional service or services (if any) has/have your library been able to provide through competitive LSTA grants?

Count	Response
1	Unknown
1	Updated the bilingual services, research material and updated equipment
1	We have not received any competitive grants.
1	library computer we haven't added other services because due to our environment our greatest need is for the pleasure reading selection of books. We need something that allows the inmate to take the material to his cell and "curl up with a good book"
1	The Rosetta Stone language series have been incorporated in our library. The interest level has been outstanding. Approximately 100 offenders have taken the opportunity to learn a new language.

Appendix 10 – Correctional Libraries

Count	Response
1	Our facility has recently opened a new minimum yard. The LSTA grant has allowed the purchase of books and magazine subscriptions.
1	We have only received the basic grants, although one year I was granted a large amount to furnish the remodeled library, and another year I was able to automate the library. I am not aware if either of these were competitive or basic.
1	The Dept. of Libraries has provided two computers which the offenders use to practice typing skills and they also have an interactive encyclopedia, which is invaluable for them.
1	A computer for the offenders only. it sits idle most of the time as we are not open enough to use it properly and it can't be used for anything else
1	We have been able to improve our technology by the competitive grant. We have also been able to update the furniture used by patrons and clerks.

10. How would you rate the ease/difficulty of the interlibrary loan process?



Value	Count	Percent %
Don't Know/Unable to Rate	1	7.1%
Very difficult	1	7.1%
Somewhat difficult	2	14.3%
Neither easy nor difficult	1	7.1%
Somewhat easy	2	14.3%
Very easy	7	50%

Appendix 10 – Correctional Libraries

11. How would you rate the training you received to use interlibrary loan?

Didnt receive training	2	14.3%
Poor	1	7.1%
Average	3	21.4%
Good	4	28.6%
Excellent	4	28.6%
Very Poor	0	0%

Value	Count	Percent %
Didn't receive training	2	14.3%
Poor	1	7.1%
Average	3	21.4%
Good	4	28.6%
Excellent	4	28.6%
Very Poor	0	0%

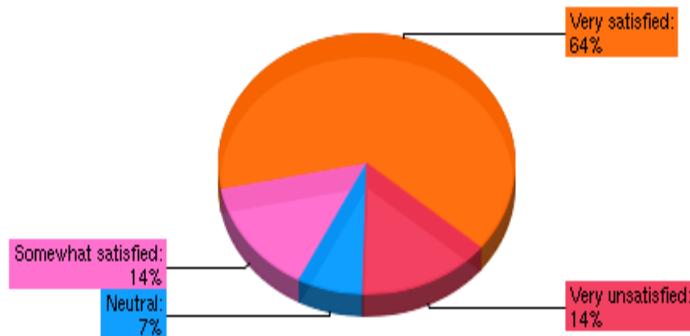
12. If you could change one thing about the interlibrary loan process, what would it be?

Count	Response
1	I would not change it
1	Mail tracking.
1	Occasionally a book will be sent to the wrong place and I have no way of knowing it.
1	The search engine.
1	Unknown
1	cut it out!
1	Nothing
1	It is inconvenient to have to wait almost the entire month of December and into January to interlibrary loan a book because they close it down for the holidays.
1	The interlibrary loan process has worked very well. At this time, I cannot find any flaws. Keep on doing, what you have been doing.

Appendix 10 – Correctional Libraries

Count	Response
1	Our process has been somewhat ceased due to changes in correctional policies regarding usage of interlibrary loans.
1	in regard to the service itself our only problem is not knowing when or if a particular book will be arriving. If a requested book has not arrived within three months I must assume it will not come and must reorder it.
1	DOC now requires that offenders using the interlibrary loan program pay the postage to return the borrowed materials. This has cut down drastically on our use of the Interlibrary loan program.

13. How would you rate your satisfaction of ODL (OKD) as a lender?



Value	Count	Percent %
Very unsatisfied	2	14.3%
Neutral	1	7.1%
Somewhat satisfied	2	14.3%
Very satisfied	9	64.3%
Unable to rate	0	0%
Somewhat unsatisfied	0	0%

Appendix 10 – Correctional Libraries

14. For what purposes do your customers use interlibrary loan? (Please check all that apply.)

The major service activity is displayed			
Value	Count	Percent %	
Educational	7	50%	
Recreational	14	100%	
Job training	4	28.6%	
Other (Please specify)	1	7.1%	
Literacy training	0	0%	

If you selected "other," please specify here.

Count	Response
1	mainly just to make staff work for them. Most don't even read the books

15. How would you rate the impact of the availability of interlibrary loan service for your customers?

Count	Response
1	Excellent!
1	Low
1	Average
1	books have been easy obtain
1	Moderate

Appendix 10 – Correctional Libraries

Count	Response
1	moderate impact
1	Without the interlibrary loans, our customers would be limited on the selections offered at our facility. The service would receive a good to excellent rating.
1	The impact has been great in the past. The policy of DOC regarding Interlibrary Loans changed last Fall. Offenders who request an Interlibrary Loan book must now pay the postage to return it to the lending library. This new policy has reduced drastically the number of offenders using this service.
1	It allows them to get books we don't have; for example, if we are missing some books from a series, they can get them from the inter-library loan program
1	Prior to the changing of our facility policy, we used the process abundantly, and it had a high impact.
1	Poor, the inmates rarely read the materials. it is just a status thing. The inmate just wants the staff to WORK for them. they don't want to read the books no the shelves they just want to ask for something special.
1	It's great! I have one young man who is very particular about the books he reads and he really appreciates that I can find books for him that we don't have. Also, when research papers are being written it is helpful to interlibrary loan books on topics that I don't have. Everyone appreciates when I offer the service.
1	Interlibrary loan has been a very popular service in the past, but is much reduced now due to the new procedures put in place by DOC.

16. How would it impact your organization's services if ODL did not fund interlibrary loan services with LSTA funds?

Count	Response
1	At this time it would not impact it at this time due to the changes in our facility policy.
1	It would decrease the activities and probably the interest level of many library patrons.
1	It would limit the availability of books to our customers.
1	It would not impact our services now as much as it would have in previous years.
1	Limited reading material for our customers
1	None
1	Not as much resources would be available.
1	The ILS is not utilized very much at our facility.
1	We would not have it available if ODL did not fund it
1	services would be severely curtailed

Appendix 10 – Correctional Libraries

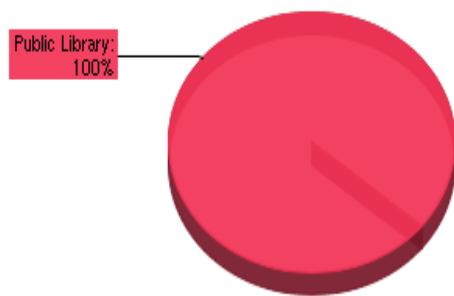
Count	Response
1	It would not impact us greatly since the offenders now have to read the inter-library loan books here in the library. They don't have that much time when the library is open, and so they have stopped ordering as many books using inter-library loan.
1	It would be very hard on the teachers and students if we did not have the service from ODL. We are a residential school and students do not have the freedom to go to the local public library to borrow books, neither are they able to in most cases because most students are not residents of the Chickasaw Library System counties (our students come from all over the state). Our local library hours are not conducive to easy use by our teachers, nor do they have time to leave campus to pick up books.
1	The impact would not be as great now as it would have been before DOC's new policy went into effect.

Oklahoma Public Libraries – General Group

1. Following is a list of some of the services/initiatives that are partially or fully funded with LSTA dollars. Which of the following services were you aware were funded with LSTA dollars BEFORE you saw this list? (Please check all that you were aware were LSTA funded prior to seeing this list.)

Value	Count	Percent %
Certification of Public Library Staff	16	80%
ODL Computer lab	15	75%
Continuing Education Programs/Events	17	85%
Institutional Library Services	12	60%
Interlibrary Loan Services	10	50%
Library for the Blind	11	55%
Literacy Newsletter	7	35%
Literacy Student Development Conference/Workshops	11	55%
Statewide Database Licensing	15	75%
Summer Reading Program	17	85%

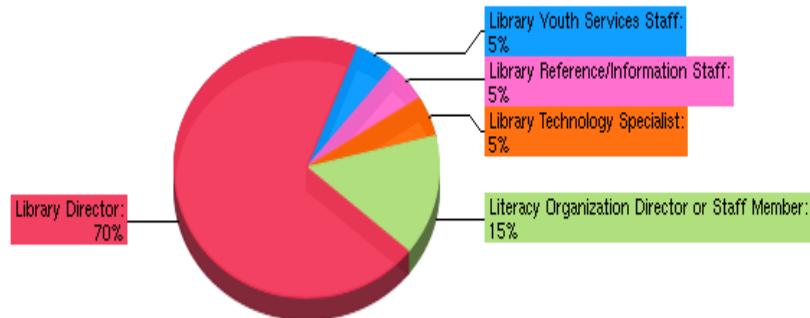
2. Please select the type of organization in which you work.



Value	Count	Percent %
Public Library	20	100%

Appendix 11 – General Group

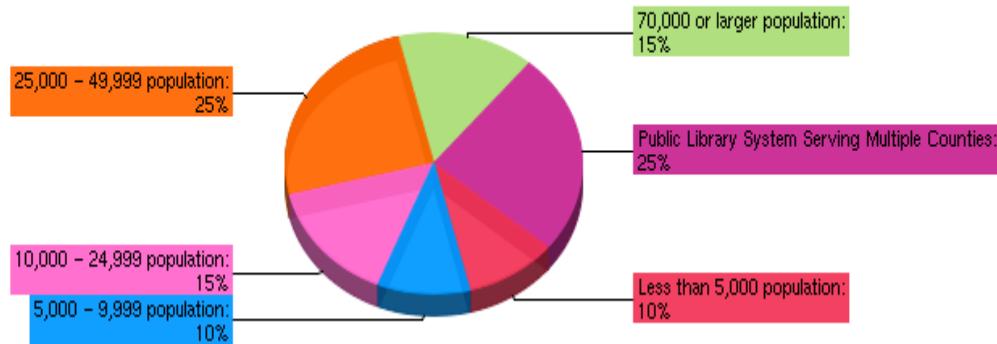
3. Please select the work assignment category from the list below that most closely reflects your primary duties.



Value	Count	Percent %
Library Director	14	70%
Library Youth Services Staff	1	5%
Library Reference/Information Staff	1	5%
Library Technology Specialist	1	5%
Literacy Organization Staff Member	3	15%
Library Administrator	0	0%
Library Circulation Staff	0	0%
Library Staff in a Small or "One-Person" Library (I do it all!)	0	0%
Library Technical Services	0	0%
Library Public Services Staff	0	0%
School Librarian/Media Center Director	0	0%
Other (Please specify.)	0	0%

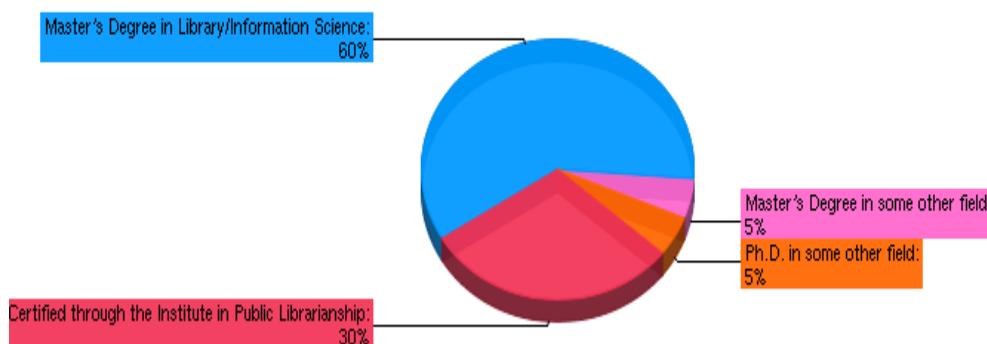
Appendix 11 – General Group

4. Please select the population category that reflects the size of the community in which your library is located.



Value	Count	Percent %
Less than 5,000 population	2	10%
5,000 - 9,999 population	2	10%
10,000 - 24,999 population	3	15%
25,000 - 49,999 population	5	25%
70,000 or larger population	3	15%
Public Library System Serving Multiple Counties	5	25%
50,000 - 69,999 population	0	0%

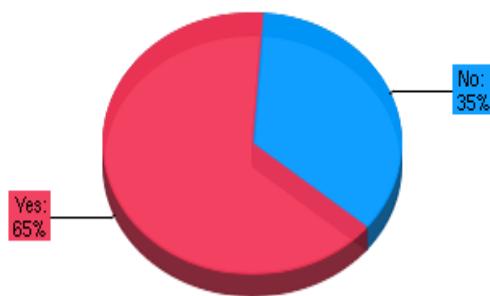
5. Please select the choice from the list below that most closely reflects your level of library training/education.



Appendix 11 – General Group

Value	Count	Percent %
Certified through the Institute in Public Librarianship	6	30%
Master's Degree in Library/Information Science	12	60%
Master's Degree in some other field	1	5%
Ph.D. in some other field	1	5%
On the job training	0	0%
In the process of becoming certified through the Institute in Public Librarianship	0	0%
Library Technical Assistant Certificate	0	0%
Certified as a School Library Media Specialist	0	0%
Ph.D. in Library/Information Science	0	0%
Other (Please specify.)	0	0%

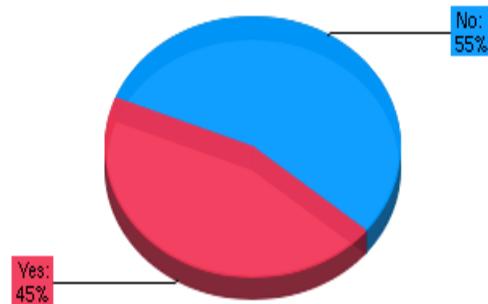
6. Are you a certified librarian?



Value	Count	Percent %
Yes	13	65%
No	7	35%

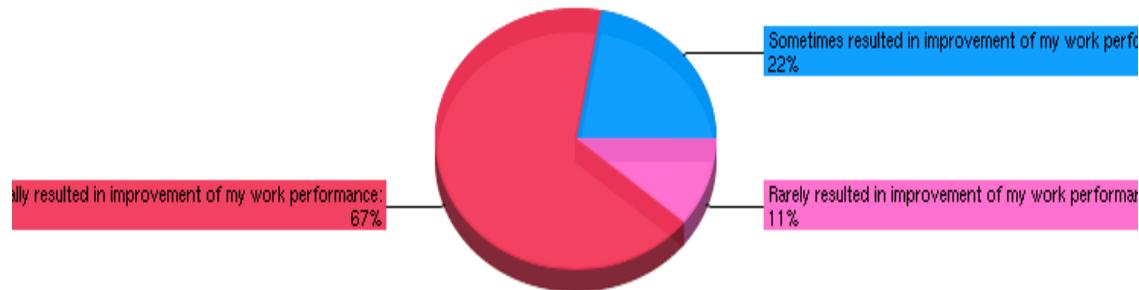
Appendix 11 – General Group

7. Have you personally taken any of the certification classes offered by ODL?



Value	Count	Percent %
Yes	9	45%
No	11	55%

8. Generally speaking, to what degree did the information presented in the certification classes you have taken help you improve your work performance?



Value	Count	Percent %
Usually resulted in improvement of my work performance	6	66.7%
Sometimes resulted in improvement of my work performance	2	22.2%
Rarely resulted in improvement of my work performance	1	11.1%
Never resulted in improvement of my work performance	0	0%
Don't know/Doesn't apply	0	0%

Appendix 11 – General Group

9. How has your personal participation in certification classes resulted in positive change? (Please check all that apply.)

Value	Count	Percent %
I have become more self-confident	6	66.7%
I am better prepared to respond to work assignments	5	55.6%
I feel that I have a peer network of fellow students that I can turn to with a problem or for ideas	7	77.8%
I have received a salary increase	1	11.1%
Little or no change	1	11.1%
I have received a promotion	0	0%
Other (Please specify.)	0	0%

10. Please rank the following ways of earning continuing education units (CEUs) in terms of convenience. (Drag and drop your choices from the left column to the right column in the order of your preference with the most preferred listed first. You can continue to rearrange them after you have moved them to the right column.)

Item	Total Score ¹	Overall Rank
Basic and advanced courses offered regionally	36	1
Video conferences of basic and advanced classes (live or archived for later viewing)	24	2
One or two workshops offered in a single central location by outside presenters	20	3
Online course through Le@d	19	4
Hybrid of in person and online classes	14	5
Other (Please specify.)	0	6

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.

Appendix 11 – General Group

11. I find earning 4 CEUs for certification renewal to be:

<input type="checkbox"/> This page cannot be printed or copied.

Value	Count	Percent %
Very Easy	2	22.2%
Relatively Easy	2	22.2%
Neither Easy nor Difficult	2	22.2%
Somewhat Difficult	2	22.2%
Very Difficult	1	11.1%

12. If you rated earning CEUs as "Somewhat Difficult" or "Very Difficult," why is it difficult?

Value	Count	Percent %
Can't get the time off work to attend classes	3	75%
Classes are not offered in my area	4	100%
Cost of traveling to classes is prohibitive	2	50%
Classes are not offered at times that are convenient for me	0	0%
Classes are not of interest to me	0	0%
Classes are not relevant to my work	0	0%
Other (Please specify.)	0	0%

Appendix 11 – General Group

13. Do you manage other staff members who have participated in certification classes?

[The image contains a large empty rectangular area for responses.]

Value	Count	Percent %
Yes	14	70%
No	6	30%

14. In your opinion, to what degree did the information presented in the certification classes your staff members have taken help them improve their work performance?

[The image contains a large empty rectangular area for responses.]

Value	Count	Percent %
Usually resulted in improvement of their work performance	8	61.5%
Sometimes resulted in improvement of their work performance	4	30.8%
Rarely resulted in improvement of their work performance	1	7.7%
Never resulted in improvement of their work performance	0	0%
Don't know/Doesn't apply	0	0%

Appendix 11 – General Group

15. In your opinion, how has the participation of your staff members in certification classes resulted in positive change? (Please check all that apply.)

Value	Count	Percent %
They have become more self-confident	11	84.6%
They are better prepared to respond to work assignments	9	69.2%
They have a peer network of fellow students that they can turn to with a problem or for ideas	7	53.8%
One or more have received a promotion	2	15.4%
One or more have received a salary increase	6	46.2%
Other (Please specify.)	1	7.7%
There has been little or no change	0	0%

If you selected "other," please specify here.

Count	Response
1	They ask questions about what they learned in class - how does that work here at our place?

16. Please rank the following ways of earning continuing education units (CEUs) in terms of convenience FOR YOUR STAFF. (Drag and drop your choices from the left column to the right column in the order of your preference with the most preferred listed first. You can continue to rearrange them after you have moved them to the right column.)

Item	Total Score ¹	Overall Rank
Basic and advanced courses offered regionally	66	1
Video conferences of basic and advanced classes (live or archived for later viewing)	44	2
One or two workshops offered in a single central location by outside presenters	38	3
Hybrid of in person and online classes	29	4
Online course through Le@d	29	5
Other (Please specify.)	7	6

Appendix 11 – General Group

17. In my opinion, my staff finds earning 4 CEUs for certification renewal to be:

The value cannot be calculated.

Value	Count	Percent %
Very Easy	1	7.7%
Relatively Easy	4	30.8%
Neither Easy nor Difficult	6	46.2%
Somewhat Difficult	1	7.7%
Very Difficult	1	7.7%

18. If you rated earning CEUs as being "Somewhat Difficult" or "Very Difficult" for your staff, why do you think it is difficult for them?

Value	Count	Percent %
They can't get the time off work to attend classes	3	75%
The classes are not offered in our area of the State	3	75%
The cost of traveling to classes is prohibitive	2	50%
Classes are not of interest to them	1	25%
Classes are not offered at times that are convenient for them	0	0%
Classes are not relevant to their work	0	0%
Other (Please specify.)	0	0%

Appendix 11 – General Group

19. In your opinion, how is the certification project meeting the needs of your library staff?

Count	Response
1	Not too well, as my staff is all part-time and the cost of attendance is too high for my city.
1	Provides needed content for Library Assistants.
1	The interaction with other librarians and discussing the day to day issues they deal with reinforces and educates them in dealing with frustrating or difficult situations. Just learning new ways to deal with old problems can be good. Or just learning how the "system" works is very good for new employees.
1	It provides my staff with experience and familiarity regarding the library field which makes them more confident about their job.
1	Some of them have not had library experience so the classes introduce them to new ideas and methods to better serve our community.
1	It has made a huge difference for them, giving them a more solid foundation as librarians and then prodding them to keep learning and growing. As librarianship keeps changing, that is vital.
1	Making them more prepared to handle their jobs! Some examples: Knowing how to deal with difficult people, knowing the laws of Oklahoma concerning libraries. Be a better librarian.
1	The certification project is an invaluable resource that clearly enhances the knowledge, skills, and abilities of library workers who for whatever reason cannot attend formal MLIS courses.
1	It is somewhat difficult to get people scheduled and travel to the classes. It meets our needs by being a requirement on our job descriptions so the city must fund the travel for people to go. Participants always say they come back knowing more than they did before and how interesting it is to learn how other libraries do things.
1	They seem to feel more comfortable in their library knowledge, and there is a positive morale boost in being rewarded with an opportunity to travel and meet their counterparts from other libraries.
1	Very few have worked in other libraries. Attending certification classes gives them basic knowledge but also lets them know that "home" is on the right track. They enjoy visiting with others too.
1	It gives them a basic background in libraries. How libraries operate - how they are funded - why we do the things we do.

Appendix 11 – General Group

20. Do you have any suggestions on how ODL might change or improve the certification program?

Count	Response
1	I would LOVE to see more online availability.
1	Adding additional ways to access the classes online would be great and convenient.
1	Homework. Needs to be something more than going to a class and just sitting there to pass.
1	I do not have any suggestions at this time.
1	I suggest doing most of the classes by videoconferencing.
1	Maybe an online component or blog for new employees while they are learning.
1	More online offerings; keep up the incredible work!
1	Some of the classes might need to be refreshed.
1	I really am not up-to-date with the classes. All I can say now is to keep up with current trends in librarianship.
1	Sometimes the distance to drive to class is very long. There are times it may take two hours to get to class. Gas alone is a lot to pay for. So shorter distance to travel.
1	Some blended learning arrangement involving face-to-face, online and videoconferencing would be valuable. I wouldn't want to give up the face-to-face learning opportunities because the opportunities to see other libraries and to become acquainted with other library staff members are valuable.
1	Have a web site where staff members can ask for a class and time and place. Let ODL know what they want & need.
1	Don't fix something that isn't broken. Because of the distance that classes are offered it can be difficult or impossible for a person to attend, but we know it will be offered at another time. I haven't had a class yet that wasn't worth waiting for. Unless the certification has a deadline, I'm happy with the program as is.

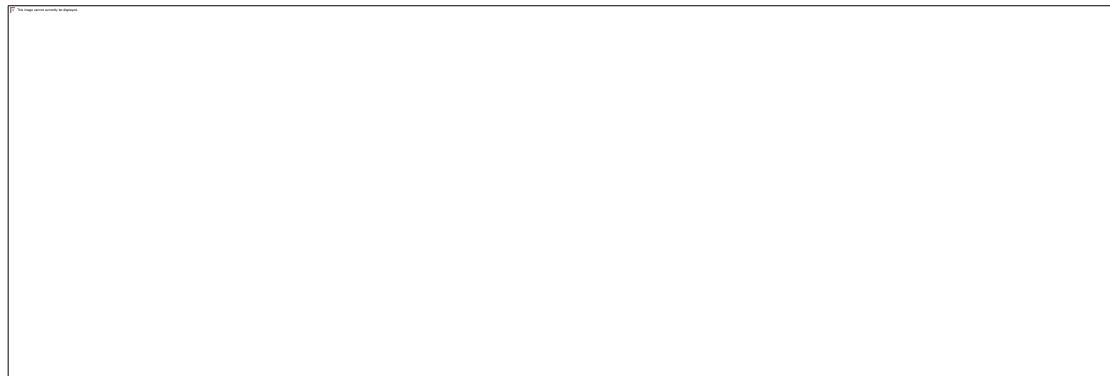
21. How would it impact your Library and its services if ODL did not fund this project?

Count	Response
1	Negatively. We would not as easily be able to keep up with the rapidly changing library world.
1	Our staff would be unable to serve the patrons efficiently.
1	We wouldn't be able to have a large group of children because of the cost. The cost of materials would be too much for us to pay. There would not be any money to pay performers to come

Appendix 11 – General Group

Count	Response
1	It would diminish the quality of service our library provides the community somewhat by due to the decreased level of trained staff.
1	I feel ODL does an excellent job of training. I appreciate the variety of classes offered and the in-depth coverage of each topic. My library would not be able to train staff to the depth that ODL does so the community would miss out on services available to them.
1	This program offers a good dose of self-confidence. An employee ceases to be just an employee, but an informed library employee with tools and information that can be implemented. I would be disappointed to not have this program for me and my employees. It also supplies us with a network of people with ideas and solutions.
1	We are committed to Certification. We would have to find another source for the classes.
1	We would pay for the classes to continue. We think it is important for everyone to know how public libraries got organized in OK and how they are run.
1	We couldn't afford to send as many employees to training opportunities, or I would have to do more in-house.
1	It would be a great impact. Over 90% of our staff does not have library training and most of those do not have any college education. The classes help them to understand why admin promotes what they do. It also helps the staff better relate to customer needs.
1	It would be a blow to our professional image to not have a certification program. Staff would likely not ever learn more than what training we give them locally.
1	While we have system training program, we could not replicate the kind of experience provided by the certification program.
1	We would be unable to replace most of the training, so it would be a great setback to our ability to provide good services.
1	Discontinuing the project would cause a major detrimental impact. My staff is well trained because of, and enhances their knowledge through, the project.

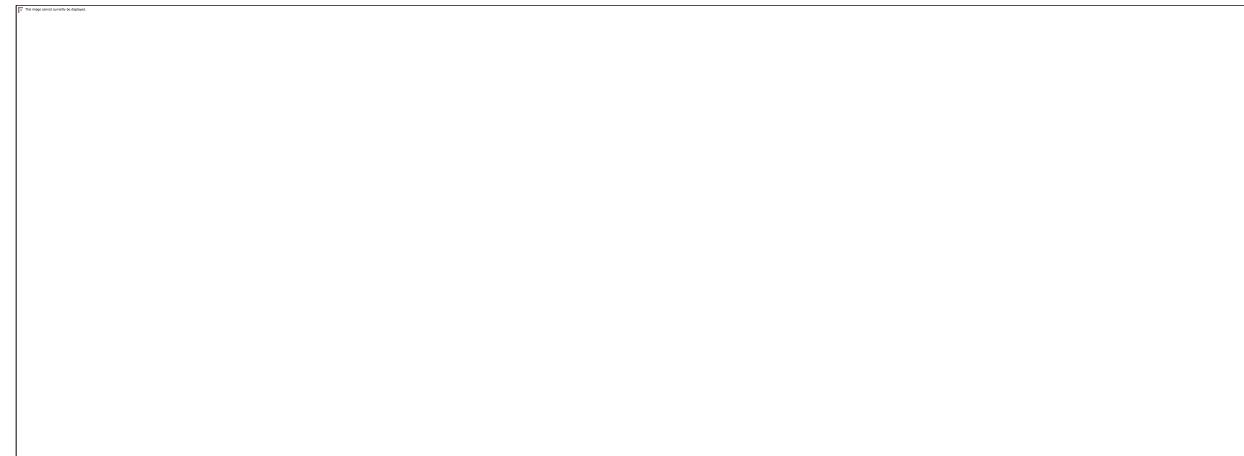
22. Before participating in this survey, were you aware that the Oklahoma Department of Libraries uses LSTA funds to provide access to EBSCO and SIRS Discoverer for all libraries in the State?



Appendix 11 – General Group

Value	Count	Percent %
Yes	18	90%
No	2	10%

23. If ODL wasn't able to pay for access to the EBSCO databases and to SIRS Discoverer, would your library be able to provide this service?



Value	Count	Percent %
Yes - Definitely	3	15%
Probably	2	10%
Maybe	7	35%
No - Definitely	8	40%

24. If you don't use the Ebsco databases or SIRS Discoverer, please indicate the two most important reasons why you don't.

Value	Count	Percent %
They are too difficult to use	3	50%
I don't have time because of other job duties	2	33.3%
The databases provided aren't relevant to my clientele	1	16.7%
Other (Please specify.)	2	33.3%
I don't have time to learn how to use them	0	0%
I tried them but couldn't find what I was looking for	0	0%
I prefer to use print resources	0	0%

Appendix 11 – General Group

If you selected "other," please specify here.

Count	Response
1	Not part of my daily job.
1	We haven't trained ourselves to use them on a regular basis. Mostly when all else fails...

25. Which three databases are most used by your students/customers?

Cited as most used: (Note: The bracketed number before an item indicates the number of respondents giving this response.)

Academic Search Premiere
Digital Prairie
(5) EBSCOHost
EBSCO Image Collection
Heritage Quest Online
(3) Learning Express
(2) Masterfile Premier
Not Used
Novelist Plus
Student Research Center

Cited as second most used: (Note: The bracketed number before an item indicates the number of respondents giving this response.)

Ancestry
(3) EBSCOHost
EBSCO Academic Search Premier
First Search/Oklahoman Archives (tied)
Health Source Consumer
Image Collection
MAS Ultra - School Edition
Not used
P4 Antiques
(3) SIRS Discover
WorldCat

Cited as third most used: (Note: The bracketed number before an item indicates the number of respondents giving this response.)

EBSCO Masterfile Premier
EBSCOHost

Appendix 11 – General Group

(2) HeritageQuest
Homework Help
Kids Search
MAS Ultra School Edition
Medline
Not used
Searchasaurus
SIRS Discoverer

26. Does your library license any databases other than those provided by ODL?

[Redacted]

Value	Count	Percent %
Yes	18	90%
No	2	10%

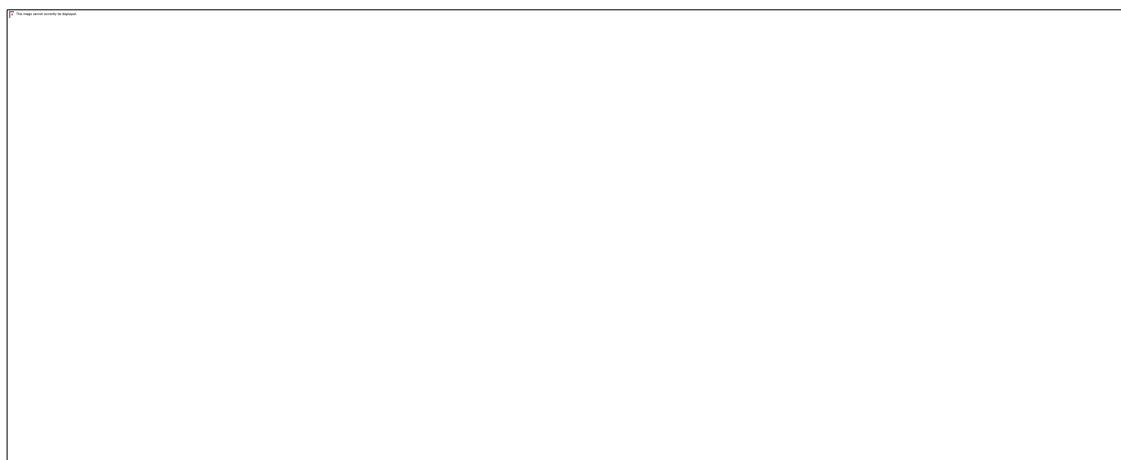
If "Yes," which database or databases does your library license?

Count	Response
1	Ancestry, HeritageQuest, Learning ExpressLibrary, Foundation Center Grants Database
1	Ancestry.com
1	BIP, genealogy resources, Reference USA, Novelist.
1	EBSCO "how-to" reference (4) Consumer Reports Mango Languages Novelist Genealogy (2)
1	Heritage Quest and Ancestry.com
1	Heritage Quest, Ancestry, Valueline, Daily Oklahoman Archives
1	Learning Express Library

Appendix 11 – General Group

Count	Response
1	Mango OCIS Tumble Book Universal Class Ancestry.com Fold Three Small Business Reference
1	ProQuest, Learning Express, P4A,
1	SEPLSO
1	Too many to list here
1	too many to list
1	Brainfuse, World Book, Ancestry, Heritage Quest, Auto Repair, Novelist Plus, Learning Express, Mango Language, Credo Ref, Universal Class, NewsOK.com, Newsbank, Tumblebooks, Enchanted Learning
1	LearningExpress Library, Brainfuse, Mango Languages, Newsbank, The Oklahoman, Heritage Quest, Ancestry, Gale, Dawes Rolls Final Index, Chilton's
1	Brainfuse Learn-a-Test Ancestry.com Foundation Directory Online Grants to Individuals Business Decision Reference USA NoveList Litfinder Literary Resource Center Literature Reference Center
1	Ancestry Credo Reference CustomGuide EBSCO Auto Repair Ref Center EBSCO NoveList Plus EBSCO Small Business Ref Center EBSCO Small Engine Repair Ref Center Fold3 Job Now Help Now Heritage Quest Online Learning Express Mango Newsbank Newspaper Archive Oklahoman OneClickDigital One More Story Tumblebooks Universal Class Well Connected World Book
1	NewsBank Ebsco DIY Mango Languages World Book Ancestry HeritageQuest Literary Reference Center Live Homework Help Learning Express Library Oklahoma Legal Forms Wilson Core Collections TumbleBooks

27. Is your library able to purchase other materials such as playaways, e-books or DVDs as a result of ODL paying for access to the Ebsco databases and SIRS Discoverer?



Appendix 11 – General Group

Value	Count	Percent %
Yes	15	78.9%
No	4	21.1%

28. What types of additional resources are you able to purchase?

Count	Response
1	Books, DVD'S, other data bases
1	DVD
1	DVD's, audio books, and e-books
1	DVDs
1	Download e-books and audios
1	One Click Digital Xbox Wii Laptops
1	Playaways, Downloadable audios, DVD's
1	Playaways, DVDs
1	Playaways, DVDs, and downloadable audiobooks.
1	Reference materials Books periodicals
1	Additional databases.
1	e-books downloadable audio books
1	e-books, DVDs
1	e-books, DVDs, Learning Express
1	e-books
1	playaways, e-books, audio books, DVDs and other materials
1	Overdrive e-books, audiobooks and videos Primarily, additional databases We do provide DVDs. We do not provide playaways.

Appendix 11 – General Group

29. Please rank the different purposes for which your students/customers use the Ebsco databases and SIRS Discoverer. (Drag and drop the most frequent purpose from the left column to the top of the right column, the second into the second position on the right and so forth. You can rearrange your choices on the right after you initially move them.)

Item	Total Score ¹	Overall Rank
School Work	79	1
Consumer Information	64	2
Health Information	49	3
Business	29	4
Other (Please specify.)	5	5

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.

If you selected "other," please specify here.

Count	Response
1	General Reference
1	Job Seeking
1	to become more well informed

30. On a scale of 1 to 5, with 1 representing "Very Difficult" and 5 representing "Very Easy," please indicate how you would rate the ease or difficulty of using the following resources. (Select "0 - Have Not Used/Don't Know" if you do not have experience using the resource.)

	0 - Have Not Used/Don't Know	1 - Very Difficult	2	3 - Neither Difficult nor Easy	4	5 - Very Easy	Responses
Ebsco Databases	0.0% 0	15.8% 3	15.8% 3	15.8% 3	36.8% 7	15.8% 3	19
SIRS Discoverer	36.8% 7	0.0% 0	5.3% 1	15.8% 3	31.6% 6	10.5% 2	19

Appendix 11 – General Group

31. Following is a list of online databases that ARE NOT currently provided by ODL. Which THREE of these databases do you believe would be most valuable to your students/customers?

Value	Count	Percent %
Tutor.com/Brainfuse/Learning Express	14	70%
LEXUS/Nexus	2	10%
Foreign Language Resources (e.g., Mango)	7	35%
Auto/Farm Equipment Repair	10	50%
Genealogy (e.g., Heritage Quest)	8	40%
Home Improvement	1	5%
Crafts	2	10%
Readers' Advisory (e.g., Novelist)	7	35%
Fundraising	1	5%
Investment/Financial (e.g., Morningstar)	4	20%
Other (Please specify.)	3	15%

If you selected "other," please specify here.

Count	Response
1	Mango Languages
1	NewsBank
1	Some kind of service such as Overdrive for e-books

32. If ODL did not fund the Ebsco databases and SIRS Discoverer with LSTA, how would it impact your organization's services?

Count	Response
1	Somewhat. We don't have a lot of people using these databases
1	Unsure because they're not used nearly enough.
1	We would have to spend book money to cover expense or try to borrow copies of articles.
1	We would not be able to provide as many of the additional databases and downloadables.

Appendix 11 – General Group

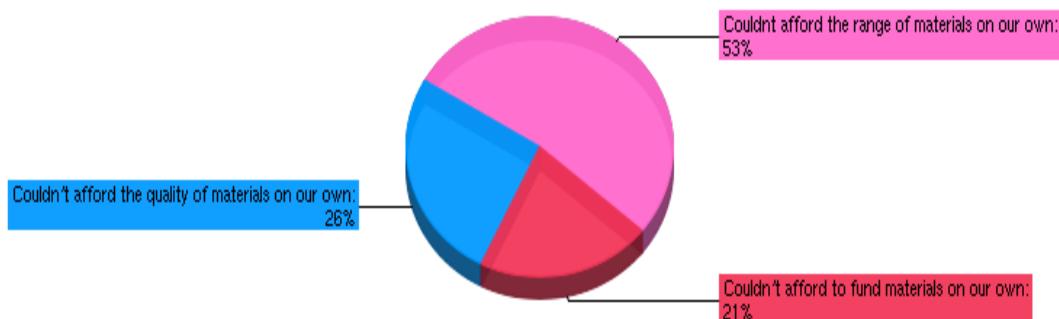
Count	Response
1	We would not be able to purchase as many additional resources for our community.
1	We'd have to pay for it and buy fewer materials.
1	Would have to eliminate some of the databases we provide.
1	we would have to pay for those databases with our money which would impact our revenue/expenses
1	We would not be able to provide those valuable resources. Our budget is very tight; we receive most of our funding from State Aid, our Friends of the Library group, and local business donations. ODLs provision of these resources is incredibly helpful to our customers.
1	We don't use it enough to know. I would like to see the money spent for things that we would use.
1	We would not be able to help patrons needing articles for school assignments. We could never afford access on our own to these kinds of databases.
1	It would really hurt our city funded library serving a city of under 25,000, as well as being a key library in the county. I really do not know what we would need to cut to try to afford the key databases.
1	It would be challenging, as we have moved away from paper indexes for the most part and have shifted some purchases due to content.
1	We would probably have to find the money to pay for them ourselves - which reduce the number of books we would purchase.
1	We would have fewer databases to offer. We also would have to determine the value of EBSCO and Sirs compared to what we buy now. Before ODL offered databases, we had none.
1	It would significantly impact the quality of information that we might be able to provide library customers. As a library staff member we are continually battling the flow of quality information that our consumers have access to. Specifically the accuracy and relevancy of the information (Google information vs. database information). I firmly believe that the tide will turn and customers will demand accurate information in the near future on the whole. With our library budget being affected adversely over the last year, losing funding for these databases would make us re-evaluate which online services we would have to drop to make these available if possible.
1	We would have to fund either Ebsco's MasterFILE Premier or an alternative database to provide access to magazines and journals.

Appendix 11 – General Group

33. For which age groups does your library offer a summer reading program? (Please check all that apply.)

Value	Count	Percent %
Pre-school/early childhood	16	80%
Primary-aged children	20	100%
Intermediate-aged children	19	95%
Young Adults/Teens	17	85%
Adults	8	40%
Seniors	3	15%
"Tweens"	13	65%
My library does not offer a summer reading program	0	0%

34. How important are the materials and resources furnished by ODL (e.g., manuals, reading logs, posters, bookmarks, etc.) to the success of your summer reading program?



Value	Count	Percent %
Couldn't afford to fund materials on our own	4	21.1%
Couldn't afford the quality of materials on our own	5	26.3%
Couldn't afford the range of materials on our own	10	52.6%
Don't use the materials and/or resources provided by ODL	0	0%

Appendix 11 – General Group

35. Why do you believe that it is important for your library to offer a summer reading program?

Count	Response
1	Keeps the kids engaged. Sometimes the only time of the year they use the public library
1	Offers live performances offered nowhere else in area and stimulates reading and performance.
1	Reading! It helps to keep the children reading during the summer.
1	It is important for our children, families and seniors to retain, review, and renew their literacy skills to make them productive citizens of the community. Offers an outlet a common thread between all groups regardless of their socio-economic circumstances.
1	Helps to keep children reading in the summer, keeps their skill levels up; teachers tell us it helps student retain their reading levels and means less remedial work at the beginning of the school year; variety of other reasons as well
1	It keeps children reading through the summer or rather the biggest part of it. We have a 6 week program. It also furnishes children with a positive atmosphere to have summer fun.
1	Until the schools change to a year-round schedule, the summer reading program is vital to under-occupied youths.
1	If children are not encouraged to read during the summer some will digress to a lower reading level. Readers are leaders and as a community service we are helping our community economically by participating in a summer reading program.
1	To help children maintain reading skills thru the summer. That allows them to move on in the fall rather than repeat learning from previous grade. To allow adults the joy of continued learning. For all ages, to help them learn about library services and meet new people.
1	It is an absolute necessity in our small town. Kids have few other options, and literacy is terribly important for our children to have a future.
1	Studies show that kids lose learning over the summer, especially in reading and math. We are the only ones who can offer them programs and materials during the summer months so this is less likely to happen.
1	It's important to positively impact the growing illiteracy rate in our community (currently hovering around 25%). Due to the lack of diverse educational opportunities in our community it is important to fill those gaps and give our community experiences and opportunities to expand their knowledge and abilities.
1	To keep children and teens reading through the summer, thus enabling them to do better in school that fall; to engage with the community and encourage participation in library events through exciting and compelling programs and incentives; to support family literacy.
1	It is a VERY important part of promoting literacy in our communities because it brings children, parents, and daycares into the library for fun free programming that encourages

Appendix 11 – General Group

Count	Response
	reading and using library resources.
1	It brings in children of all ages, involving them in a diversity of programs and activities, motivating them to read and learn more about our summer reading theme each year. We always have an amazing attendance for all programs.
1	Through summer reading, students maintain their reading abilities. Participation encourages familiarity with the library and encourages students to continue to use their public library.
1	A variety of reasons- both necessary to engage children during summer months, and also develop a long term base of library support.

36. What segments of the community benefit most from the summer reading program?

Count	Response
1	All who participate. If you snooze you lose.
1	Children's, Teens, poor, under privileged.
1	Children, families, grandparents, adults, children in daycare facilities.
1	Children, teens, families, older adults
1	Families with kids who are not in daycare.
1	Low income families
1	Low to middle income families with children.
1	Lower income, but everyone to some extent.
1	Parents and children, especially those who cannot afford expensive summer activities.
1	Pre K and Intermediate
1	The families with elementary aged children.
1	Youth, 0-18
1	All
1	We get fabulous turnout from all segments of the community, but last year we had a huge teen turnout for our programs. This included a lot of kids in group home type situations. From this, we have started a small teen advisory council and hope to have teen volunteers during the next summer's programs.
1	All segments. Students come with parents, with their daycare center groups, with other care givers. Students from all socio-economic groups participate and benefit.
1	All segments benefit - mostly the educational parts because we bridge the gap from one school year to the next.

Appendix 11 – General Group

Count	Response
1	The children that are in daycare or families that can't afford summer entertainment for their children. Probably the lower income families benefit the most.
1	The children because they learn. The school teachers because they do not have to repeat last year's teaching. The adults because they enhance their lives.

37. If ODL did not help support summer reading programs by providing resources and materials with LSTA funds, how would it impact your organization's services?

Count	Response
1	No Summer reading
1	ODL not supporting the SRP would have a crippling impact on us.
1	Our summer reading program would likely be shorter, and would not reach as large of an audience.
1	The quality and appeal of our summer reading programs would suffer dreadfully.
1	We would find a way to do it ourselves, but we may be limited on materials to support it.
1	We would have no organized program. It would be hit and miss among our branches.
1	We would have to scramble for funds.
1	We would need to find additional program sponsors.
1	would have to pay for more materials ourselves
1	We would not be able to offer the range of programs or support materials if we did not have the funding.
1	With our budget for services and materials being cut drastically, without LSTA funds we would not be able to reach as many youth as possible, potentially.
1	It would reduce the total of children that would be able to come and how many events we could have during the summer.
1	We would offer fewer programs, services, and material and would not have the big impact of the great themes and promotional materials, etc. provided by ODL.
1	We would have to divert money from our materials budget to buy summer reading materials. We might have to hire a person to plan and organize a program. Our SRP would be much less impressive to our customers.
1	It would be very difficult. Our budget is limited already. It would also hinder the quality of the program.
1	We would probably not attract the number of individuals that participate. It is our busiest circulation time of the year.
1	There is benefit in having a statewide program that is promoted in all libraries. Our

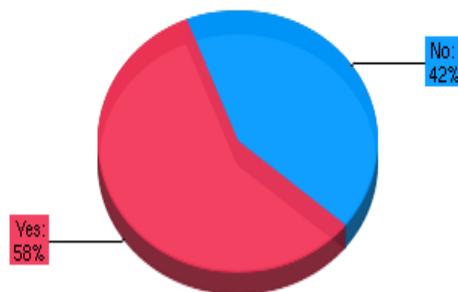
Appendix 11 – General Group

Count

Response

library system would continue to have a summer reading program, but we would not have the shared resources and expertise now provided through ODL's coordination. In many libraries, the summer reading program would be greatly diminished or even eliminated if ODL were not able to provide support.

38. Has your library received a continuing education grant for certified staff from the Oklahoma Department of Libraries in the last 4 years?



Value

Count

Percent %

Yes

11

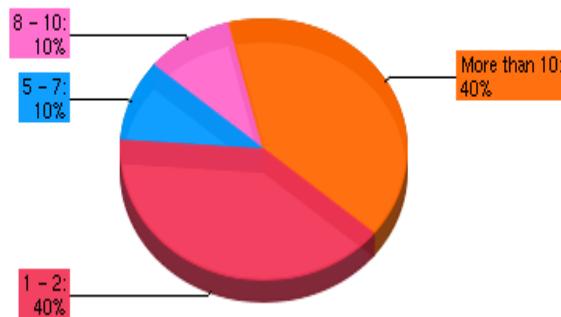
57.9%

No

8

42.1%

39. Approximately how many continuing education grants has your library received in the past 4 years?



Appendix 11 – General Group

	Value	Count	Percent %
	1 - 2	4	40%
	5 - 7	1	10%
	8 - 10	1	10%
	More than 10	4	40%
0 - My library has not received a continuing education grant in the last 4 years		0	0%
	3 - 5	0	0%

40. In your opinion, how has staff attendance at ODL sponsored continuing education events/conferences improved the quality of the services your library provides?

Count	Response
1	Implementing new ideas and better ways to serve our patrons.
1	It has hugely improved the quality of service at our library.
1	very much
1	Yes.
1	They are a great source of help in planning and getting the word out on new and innovative ways to serve our community.
1	The events are an excellent place to develop a solid knowledge base, network, and learn about best practices so that every Oklahoma library can offer a better level of service to their community.
1	It has opened their minds to new possibilities to use in their work place and made them aware of the significance of public libraries to society. It has helped them make friends with librarians in other locations. It has made them proud of their own positions and being able to offer ideas to others. And they have fun.
1	Staff members have implemented new programs and improvements and improved existing programs as a result of the ideas they have gained at these events.
1	Substantially. Our staff has been exposed to issues, approaches, services, and products that would not otherwise come their way. Some of them have also benefited from being able to network with staff from other libraries.
1	We use these funds to send clerks who wouldn't normally get to attend OLA. It is a great eye opener for them and they always come back enthused about some new idea they heard.

Appendix 11 – General Group

41. Has your library continued to fund/sustain attendance at ODL sponsored continuing education events at the same level as was originally funded by ODL?



Value	Count	Percent %
Yes	7	70%
No	3	30%

42. If "NO," why hasn't your library continued to fund/sustain attendance at ODL sponsored continuing education events at the same level as was originally funded by ODL?

Count	Response
1	Budget cuts
1	Distance/mileage costs are a major impediment for us.
1	Monies/ tax base is lower and budget cuts.
1	Not enough money in the training budget.

43. Do you believe that ODL should continue to fund continuing education grants?

Value	Count	Percent %
Yes	11	100%
No	0	0%

Appendix 11 – General Group

44. If ODL did not continue to support continuing education grants with LSTA funds, how would it impact your organization's services?

Count	Response
1	Clerks wouldn't attend OLA as frequently.
1	Far fewer of our staff would benefit from these opportunities.
1	Fewer staff members would receive the benefit of attending CE events.
1	Significant negative impact
1	Some events we would simply not be able to attend and others we would have to send fewer staff.
1	We could not afford staff development for our district to meet requirements for certification
1	We would have to limit our attendance at conferences.
1	We would send fewer newly certified persons and focus on more experienced people.
1	Staff would have to rely on director to provide training, and we small library directors have our plates so full I don't know how we could manage.
1	I think that we become very stagnant and out of touch with new trends. Libraries are changing and to meet those changes we need to be educated.

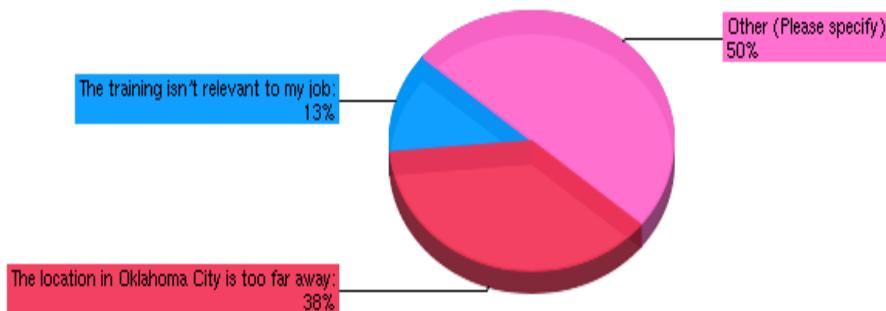
45. Have you attended an ODL computer lab class?



Value	Count	Percent %
YES	12	60%
NO	8	40%

Appendix 11 – General Group

If NO, what is the primary reason you have not attended?



Value	Count	Percent %
The location in Oklahoma City is too far away	3	37.5%
The training isn't relevant to my job	1	12.5%
Other (Please specify)	4	50%
I don't like computers	0	0%
I don't have enough time	0	0%

If you selected "other," please specify here.

Count	Response
1	Not needed
1	Not yet attended; look forward to using this valuable resource.
1	Staffing issues
1	provide our own in house training

If YES, have you utilized the training that you received?

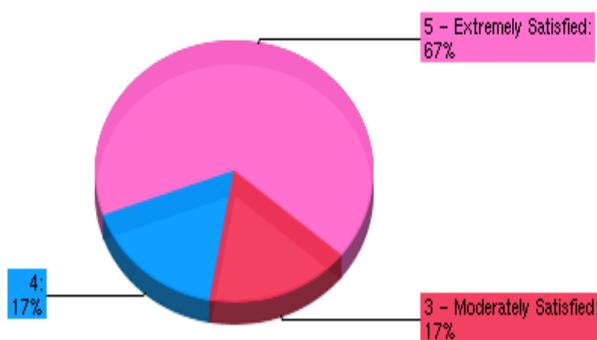
Value	Count	Percent %
YES	10	90.9%
NO	1	9.1%

Appendix 11 – General Group

46. How have you used the training?

Count	Response
1	Assisted others with digital photography.
1	Everyday work in helping customers
1	I have brought back information to share with other librarians.
1	I used the training to improve upon a service we were providing.
1	Library does not have monies to upgrade computers.
1	Made me more organized, helped in making presentations and made my job a lot more easier.
1	Survey Monkey. Use in-house to get anonymous feedback from staff.
1	To learn new technology to improve communication with staff and board.
1	Took photo shop to help prepare pictures for Facebook.
1	Website maintenance, photos
1	Our website has been updated, has a great new appearance, and is more frequently used. We have gotten great craft ideas and connected with other OK librarians, and so much more.
1	I use most of it every day. When I was first employed as a librarian I was not very proficient in computer programs. I have used some training more than others but am very grateful for the training they've offered me for the cost of my time and gasoline.

47. On a scale of 1 - 5 with 1 representing "Not at all Satisfied" and 5 representing "Extremely Satisfied," how satisfied would you say you are with the staff and volunteers in the computer training lab?



Appendix 11 – General Group

Value	Count	Percent %
3 - Moderately Satisfied	2	16.7%
4	2	16.7%
5 - Extremely Satisfied	8	66.7%
0 - Don't Know/Unable to Answer	0	0%
1 - Not at all Satisfied	0	0%
2	0	0%

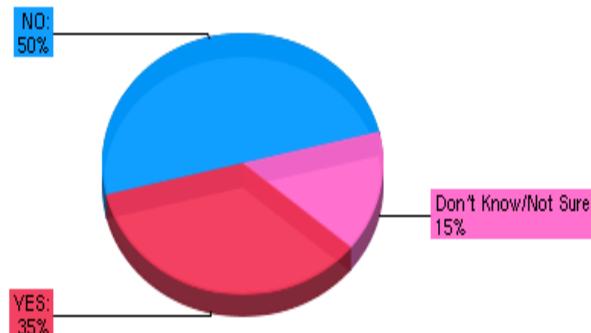
48. If ODL did not fund the computer lab services with LSTA, how would it impact your organization's services?

Count	Response
1	Can no longer attend due to budget cuts.
1	NA
1	No impact
1	Not much, because I would avail myself of software company's online training.
1	Significant negative impact
1	We would have to pay for classes from the Vo-Tech or hire an in-house trainer.
1	We would have to pay for it ourselves and the cost would be too much.
1	no impact
1	The knowledge to use computers prepares us to do our work. I can't image running a library without computers.
1	We would have fewer training opportunities on software and less access to try new technological library skills.
1	We would not be able to provide the variety of training opportunities. Although we provide training, we do not provide all the technology opportunities provided by ODL
1	We would use the Career Tech classes. Might possibly take classes from local college if we had money.
1	Not immediately, but as time goes by and computers upgrade and change, it would impact our ability to assist patrons and transition with the changes.
1	ODL is our key source for computer classes. For the price of travel we have been able to participate in the most outstanding classes with ODL staff, as well as others, such as the person from Medline.
1	It might force Oklahoma libraries to undertake a shared training initiative, or it might leave smaller, rural libraries in the lurch.

Appendix 11 – General Group

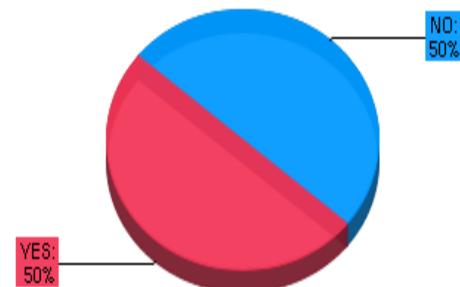
Count	Response
1	We would have to look to alternative avenues of training for staff. When we have looked at other educational opportunities similar to what ODL provides with the computer lab the cost has been near prohibitive.

49. Is similar computer training available in your community?



Value	Count	Percent %
YES	7	35%
NO	10	50%
Don't Know/Not Sure	3	15%

If "YES," would your organization be able to afford to send staff to this training?



Appendix 11 – General Group

Value	Count	Percent %
YES	6	50%
NO	6	50%

50. On a scale of 1 to 5, with 1 representing "Least Important" and 5 representing "Most Important," please indicate how important you think it is for ODL to consider allocating a portion of its LSTA funding for the following purposes. Keep in mind that the amount of LSTA funding is likely to decline and that something currently offered would likely need to be cut or reduced if ODL allocated funds for these new priorities. Please select "0 - No Opinion" if you don't feel strongly about a particular service.

	0 - No Opinion	1 - Least Important	2	3	4	5 - Very Important	Responses
Digitization of historic or rare resources	10.5% 2	15.8% 3	15.8% 3	31.6% 6	15.8% 3	10.5% 2	19
Early literacy initiatives and/or grants	5.0% 1	10.0% 2	10.0% 2	35.0% 7	15.0% 3	25.0% 5	20
Public Library Trustee training	10.5% 2	26.3% 5	21.1% 4	26.3% 5	5.3% 1	10.5% 2	19
Job and career development programs/resources and/or grants	5.3% 1	10.5% 2	10.5% 2	15.8% 3	21.1% 4	36.8% 7	19
Additional Online Content (e.g., databases)	10.5% 2	5.3% 1	15.8% 3	0.0% 0	26.3% 5	42.1% 8	19
Grants for piloting new or innovative technologies	0.0% 0	0.0% 0	25.0% 5	15.0% 3	35.0% 7	25.0% 5	20
Training and collection development grants targeting populations with special needs (e.g., troubled teens, autistic children, adults with developmental disabilities, English as a second language, etc.)	10.0% 2	25.0% 5	25.0% 5	20.0% 4	5.0% 1	15.0% 3	20
Grants for purchasing adaptive technology software and/or equipment	20.0% 4	25.0% 5	15.0% 3	30.0% 6	5.0% 1	5.0% 1	20
Other (Please specify.)	66.7% 2	0.0% 0	0.0% 0	0.0% 0	0.0% 0	33.3% 1	3

Appendix 11 – General Group

If you selected "other," please specify here.

Count	Response
1	Broadband access

51. Which of the following services/initiatives that are partially or fully funded with LSTA dollars would you be willing to see reduced or eliminated in order to implement the new services/initiatives you identified above?

Value	Count	Percent %
Certification of Library Staff	4	25%
ODL Computer lab	5	31.3%
Continuing Education Programs/Events	1	6.3%
Institutional Library Services	5	31.3%
Interlibrary Loan Services	3	18.8%
Library for the Blind	1	6.3%
Literacy Newsletter	12	75%
Literacy Student Development Conference/Workshops	5	31.3%
Statewide Database Licensing	1	6.3%
Summer Reading Program	1	6.3%

52. If you selected additional online content above, what type of content or databases would you like to see offered?

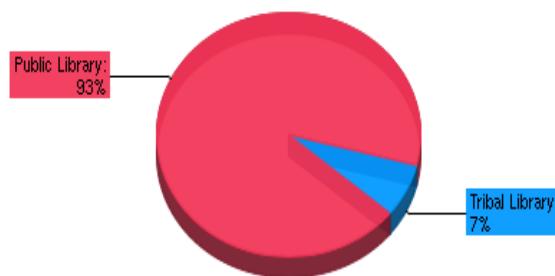
Count	Response
1	Learning Express Library databases
1	Mango or other language learning software
1	NewsBank (all Oklahoma papers available)
1	I am very happy with the funding that ODL has currently in place. I think ODL has covered all the bases.
1	Agriculture databases from Ovid or others atoztheusa.com from World Trade Press biography reference center from EBSCO or other companies footnote archives from EBSCO country watch from Facts on File eldercare from EBSCO AWE Stations with early literacy info

Oklahoma LSTA Survey – ILLiad Libraries (Public [13] & Tribal [1])

1. Following is a list of some of the services/initiatives that are partially or fully funded with LSTA dollars. Which of the following services were you aware were funded with LSTA dollars BEFORE you saw this list? (Please check all that you were aware were LSTA funded prior to seeing this list.)

Value	Count	Percent %
Certification of Public Library Staff	10	83.3%
ODL Computer lab	10	83.3%
Continuing Education Programs/Events	9	75%
Institutional Library Services	2	16.7%
Interlibrary Loan Services	9	75%
Library for the Blind	3	25%
Literacy Newsletter	2	16.7%
Literacy Student Development Conference/Workshops	3	25%
Statewide Database Licensing	7	58.3%
Summer Reading Program	10	83.3%

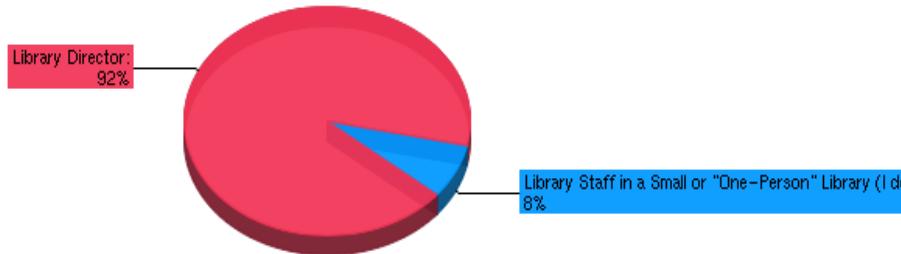
2. Please select the type of organization in which you work.



Value	Count	Percent %
Public Library	13	92.9%
Tribal Library	1	7.1%
None of the Above	0	0%

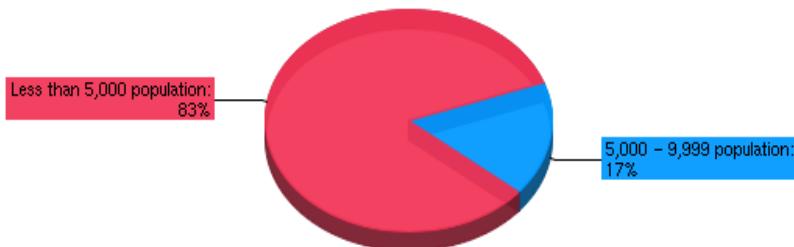
Appendix 12 – ILLiad Libraries

3. Please select the work assignment category from the list below that most closely reflects your primary duties.



Value	Count	Percent %
Library Director	12	92.3%
Library Staff in a Small or "One-Person" Library (I do it all!)	1	7.7%
Library Administrator	0	0%
Library Youth Services Staff	0	0%
Library Circulation Staff	0	0%
Library Reference/Information Staff	0	0%
Library Technical Services	0	0%
Library Technology Specialist	0	0%
Library Public Services Staff	0	0%
Other (Please specify.)	0	0%

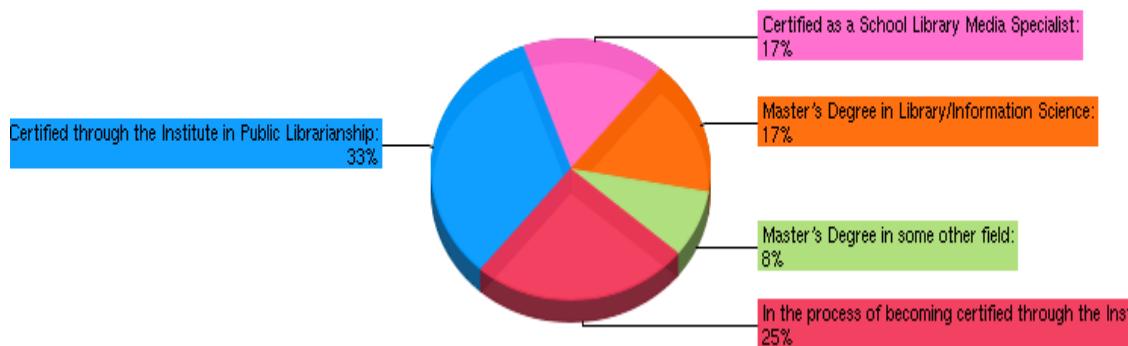
4. Please select the population category that reflects the size of the community in which your library is located.



Appendix 12 – ILLiad Libraries

Value	Count	Percent %
Less than 5,000 population	10	83.3%
5,000 - 9,999 population	2	16.7%
10,000 - 24,999 population	0	0%
25,000 - 49,999 population	0	0%
50,000 - 69,999 population	0	0%
70,000 or larger population	0	0%
Public Library System Serving Multiple Counties	0	0%

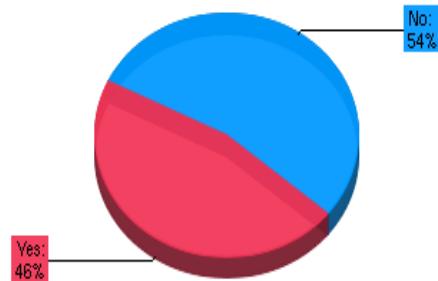
5. Please select the choice from the list below that most closely reflects your level of library training/education.



Value	Count	Percent %
In the process of becoming certified through the Institute in Public Librarianship	3	25%
Certified through the Institute in Public Librarianship	4	33.3%
Certified as a School Library Media Specialist	2	16.7%
Master's Degree in Library/Information Science	2	16.7%
Master's Degree in some other field	1	8.3%
On the job training	0	0%
Library Technical Assistant Certificate	0	0%
Other (Please specify.)	0	0%

Appendix 12 – ILLiad Libraries

6. Are you a certified librarian?



Value	Count	Percent %
Yes	6	46.2%
No	7	53.8%

7. Have you personally taken any of the certification classes offered by ODL?



Value	Count	Percent %
Yes	9	69.2%
No	4	30.8%

Appendix 12 – ILLiad Libraries

8. Generally speaking, to what degree did the information presented in the certification classes you have taken help you improve your work performance?



Value	Count	Percent %
Usually resulted in improvement of my work performance	6	66.7%
Sometimes resulted in improvement of my work performance	2	22.2%
Rarely resulted in improvement of my work performance	1	11.1%
Never resulted in improvement of my work performance	0	0%
Don't know/Doesn't apply	0	0%

9. How has your personal participation in certification classes resulted in positive change? (Please check all that apply.)

Value	Count	Percent %
I have become more self-confident	5	55.6%
I am better prepared to respond to work assignments	8	88.9%
I feel that I have a peer network of fellow students that I can turn to with a problem or for ideas	5	55.6%
I have received a salary increase	1	11.1%
Little or no change	2	22.2%
I have received a promotion	0	0%
Other (Please specify.)	0	0%

Appendix 12 – ILLiad Libraries

10. Please rank the following ways of earning continuing education units (CEUs) in terms of convenience. (Drag and drop your choices from the left column to the right column in the order of your preference with the most preferred listed first. You can continue to rearrange them after you have moved them to the right column.)

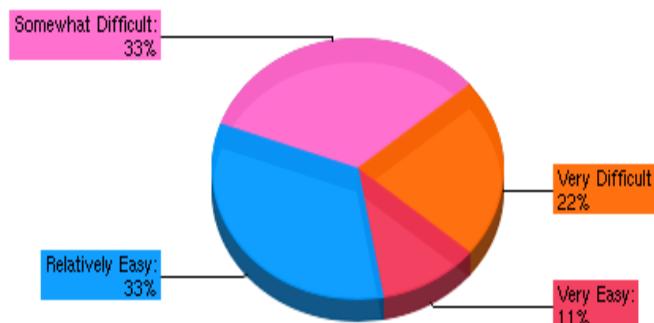
Item	Total Score ¹	Overall Rank
Basic and advanced courses offered regionally	39	1
Video conferences of basic and advanced classes (live or archived for later viewing)	34	2
One or two workshops offered in a single central location by outside presenters	32	3
Online course through Le@d	23	4
Hybrid of in person and online classes	22	5
Other (Please specify.)	7	6

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.

If you selected "other," please specify here.

Count	Response
1	Basic and advanced courses offered at ODL

11. I find earning 4 CEUs for certification renewal to be:



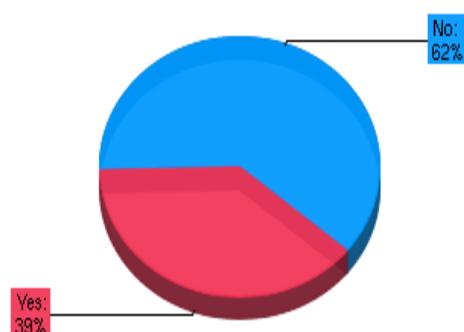
Appendix 12 – ILLiad Libraries

Value	Count	Percent %
Very Easy	1	11.1%
Relatively Easy	3	33.3%
Somewhat Difficult	3	33.3%
Very Difficult	2	22.2%
Neither Easy nor Difficult	0	0%

12. If you rated earning CEUs as "Somewhat Difficult" or "Very Difficult," why is it difficult?

Value	Count	Percent %
Can't get the time off work to attend classes	2	40%
Classes are not offered in my area	3	60%
Cost of traveling to classes is prohibitive	3	60%
Classes are not offered at times that are convenient for me	2	40%
Classes are not of interest to me	1	20%
Classes are not relevant to my work	0	0%
Other (Please specify.)	0	0%

13. Do you manage other staff members who have participated in certification classes?



Value	Count	Percent %
Yes	5	38.5%
No	8	61.5%

Appendix 12 – ILLiad Libraries

14. In your opinion, to what degree did the information presented in the certification classes your staff members have taken help them improve their work performance?



15. In your opinion, how has the participation of your staff members in certification classes resulted in positive change? (Please check all that apply.)

Value	Count	Percent %
They have become more self-confident	2	40%
They are better prepared to respond to work assignments	4	80%
They have a peer network of fellow students that they can turn to with a problem or for ideas	1	20%
One or more have received a salary increase	2	40%
There has been little or no change	1	20%
One or more have received a promotion	0	0%
Other (Please specify.)	0	0%

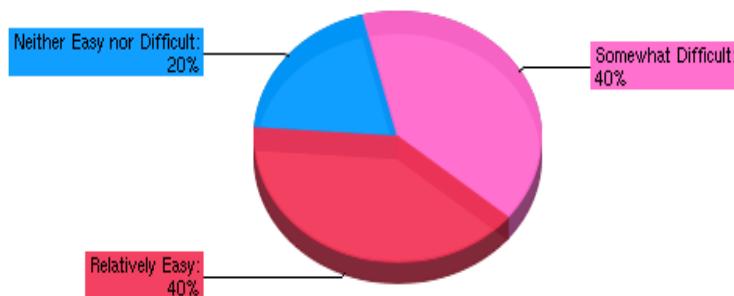
Appendix 12 – ILLiad Libraries

16. Please rank the following ways of earning continuing education units (CEUs) in terms of convenience FOR YOUR STAFF. (Drag and drop your choices from the left column to the right column in the order of your preference with the most preferred listed first. You can continue to rearrange them after you have moved them to the right column.)

Item	Total Score ¹	Overall Rank
Basic and advanced courses offered regionally	22	1
One or two workshops offered in a single central location by outside presenters	19	2
Video conferences of basic and advanced classes (live or archived for later viewing)	18	3
Online course through Le@d	11	4
Hybrid of in person and online classes	9	5
Other (Please specify.)	6	6

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.

17. In my opinion, my staff finds earning 4 CEUs for certification renewal to be:



Value	Count	Percent %
Relatively Easy	2	40%
Neither Easy nor Difficult	1	20%
Somewhat Difficult	2	40%
Very Easy	0	0%
Very Difficult	0	0%

Appendix 12 – ILLiad Libraries

18. If you rated earning CEUs as being "Somewhat Difficult" or "Very Difficult" for your staff, why do you think it is difficult for them?

Value	Count	Percent %
They can't get the time off work to attend classes	1	50%
The classes are not offered in our area of the State	2	100%
The cost of traveling to classes is prohibitive	1	50%
Classes are not offered at times that are convenient for them	0	0%
Classes are not of interest to them	0	0%
Classes are not relevant to their work	0	0%
Other (Please specify.)	0	0%

19. In your opinion, how is the certification project meeting your needs and the needs of your library staff?

Count	Response
1	new ideas, and help with connecting with the public
1	When the classes we need are offered in our area we attend. In some cases they were just too far for us to attend due to cost and having to spend the night in order to be there on time.
1	I think it is great and really helps, but it has been extremely difficult to get the time off to attend the classes
1	Education always improves ones abilities and performance. It helps them to accomplish their job without difficulty and free from anxiety.

20. Do you have any suggestions on how ODL might change or improve the certification program?

Count	Response
1	The only thing would be the distance one has to travel to a class.
1	no
1	The biggest help would be to centralize classes in OKC. Next biggest would be to give more time to complete the requirements because those of us that are continually short staffed do not have the opportunities to attend all the classes we would like.

Appendix 12 – ILLiad Libraries

21. How would it impact your Library and its services if ODL did not fund this project?

Count	Response
1	would not allow us to better our performance
1	We would be running a library with a lot of employees that were not trained. The service would be very poor to our customers.
1	We would not be able to get certified. These classes offer us information we can use at our libraries that we would otherwise not have.
1	It would be a negative impact. Virtually all my knowledge of library practices and procedures comes from these classes.

22. Before participating in this survey, were you aware that the Oklahoma Department of Libraries uses LSTA funds to provide access to EBSCO and SIRS Discoverer for all libraries in the State?



Value	Count	Percent %
Yes	11	84.6%
No	2	15.4%

Appendix 12 – ILLiad Libraries

23. If ODL wasn't able to pay for access to the EBSCO databases and to SIRS Discoverer, would your library be able to provide this service?



Value	Count	Percent %
Maybe	1	7.7%
No - Definitely	12	92.3%
Yes - Definitely	0	0%
Probably	0	0%

24. If you don't use the Ebsco databases or SIRS Discoverer, please indicate the two most important reasons why you don't.

Value	Count	Percent %
I don't have time to learn how to use them	3	50%
I don't have time because of other job duties	2	33.3%
I tried them but couldn't find what I was looking for	1	16.7%
I prefer to use print resources	1	16.7%
The databases provided aren't relevant to my clientele	3	50%
They are too difficult to use	0	0%
Other (Please specify.)	0	0%

Appendix 12 – ILLiad Libraries

25. Which three databases are most used by your students/customers?

Cited as most used:

Digital Prairie - Children - all

EBSCO

Ebsco

Have not seen anyone use data base nor have they requested or
Yahoo

Cited as second most used:

Ebsco

Google

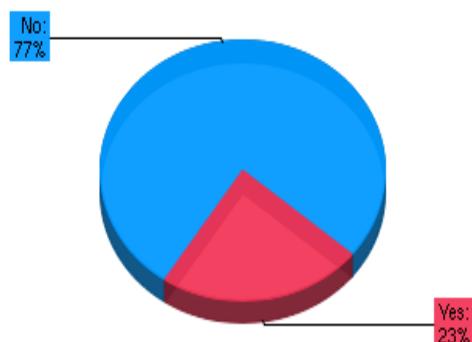
Sirs

Cited as third most used:

Accelerated Reader

Consumer Health

26. Does your library license any databases other than those provided by ODL?



Value	Count	Percent %
Yes	3	23.1%
No	10	76.9%

Appendix 12 – ILLiad Libraries

If "Yes," which database or databases does your library license?

Count	Response
1	Ancestry.com, HeritageQuest
1	Learning Express Library with Career and Employment resources and Basic computer skills
1	Movies and Follett

27. Is your library able to purchase other materials such as playaways, e-books or DVDs as a result of ODL paying for access to the Ebsco databases and SIRS Discoverer?



Value	Count	Percent %
Yes	2	15.4%
No	11	84.6%

28. What types of additional resources are you able to purchase?

Count	Response
1	Books
1	Learning Express - books and materials for collection
2	none

Appendix 12 – ILLiad Libraries

29. Please rank the different purposes for which your students/customers use the Ebsco databases and SIRS Discoverer. (Drag and drop the most frequent purpose from the left column to the top of the right column, the second into the second position on the right and so forth. You can rearrange your choices on the right after you initially move them.)

Item	Total Score ¹	Overall Rank
School Work	42	1
Consumer Information	33	2
Health Information	30	3
Business	14	4
Other (Please specify.)	6	5

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.

If you selected "other," please specify here.

Count	Response
1	They do not use here. School provides some data bases and provides links to them for parents and students

30. On a scale of 1 to 5, with 1 representing "Very Difficult" and 5 representing "Very Easy," please indicate how you would rate the ease or difficulty of using the following resources. (Select "0 - Have Not Used/Don't Know" if you do not have experience using the resource.)

	0 - Have Not Used/Don't Know	1 - Very Difficult	2	3 - Neither Difficult nor Easy	4	5 - Very Easy	Responses
Ebsco Databases	30.8% 4	0.0% 0	7.7% 1	46.2% 6	0.0% 0	15.4% 2	13
SIRS Discoverer	46.2% 6	0.0% 0	0.0% 0	38.5% 5	0.0% 0	15.4% 2	13

Appendix 12 – ILLiad Libraries

31. Following is a list of online databases that ARE NOT currently provided by ODL. Which THREE of these databases do you believe would be most valuable to your students/customers?

Value	Count	Percent %
Tutor.com/Brainfuse/Learning Express	8	61.5%
Auto/Farm Equipment Repair	7	53.8%
Genealogy (e.g., Heritage Quest)	11	84.6%
Home Improvement	4	30.8%
Crafts	3	23.1%
Readers' Advisory (e.g., Novelist)	1	7.7%
Other (Please specify.)	1	7.7%
LEXUS/Nexus	0	0%
Foreign Language Resources (e.g., Mango)	0	0%
Fundraising	0	0%
Investment/Financial (e.g., Morningstar)	0	0%

If you selected "other," please specify here.

Count	Response
1	Career and Job

32. If ODL did not fund the Ebsco databases and SIRS Discoverer with LSTA, how would it impact your organization's services?

Count	Response
1	Our patrons depend on EBSCO. I think it is our most important database.
1	We could not afford to offer them.
1	We wouldn't be able to offer any databases at all to the patrons.
1	Would not impact this library at all
1	No difference
1	Not very much because we don't use it on a regular bases.
1	Unknown

Appendix 12 – ILLiad Libraries

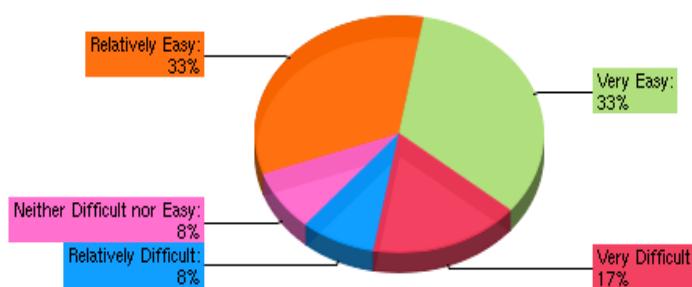
Count	Response
1	Our library would not be able to purchase them - at one time we were using Gale for Health - the cost was \$1,700 per year - Consumer Health is easier for our patrons to use - many have limited reading ability.
1	It wouldn't impact us. I think in the last year. I have had five or six customer that used the Ebsco.

33. Have you used the ODL's current interlibrary loan system (as opposed to Autographics)?



Value	Count	Percent %
Yes	13	92.9%
Don't Know/Not Sure	1	7.1%
No	0	0%

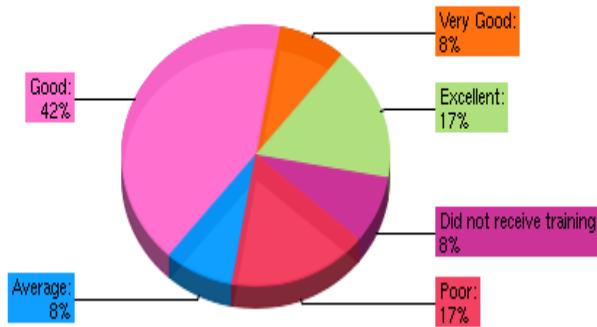
34. How would you rate the difficulty of the interlibrary loan process using the current ODL-supported system?



Appendix 12 – ILLiad Libraries

Value	Count	Percent %
1 - Very Hard	2	16.7%
2	1	8.3%
3 - Neither Hard nor Easy	1	8.3%
4	4	33.3%
5 - Very Easy	4	33.3%
Have not used ILLiad	0	0%

35. How would you rate the training you received to use the current ODL-supported interlibrary loan system?



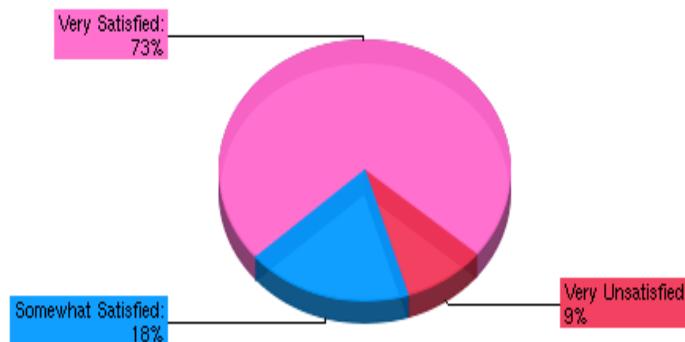
Value	Count	Percent %
Poor	2	16.7%
Average	1	8.3%
Good	5	41.7%
Very Good	1	8.3%
Excellent	2	16.7%
Did not receive training	1	8.3%
Very Poor	0	0%

Appendix 12 – ILLiad Libraries

36. If you could change one thing about the interlibrary loan process, what would it be?

Count	Response
1	Maybe to have the materials to come sooner.
1	a manual
1	Notice would be sent that your request had been received and processed. Notice when loan was sent or cancelled.
1	I don't know if the books were ordered or not, maybe I'm not in the right area. It's not until the book comes in the mail that I know it got through. If it doesn't come then I have to find an excuse to why it hasn't come... I liked the old way better at least you knew where the book was coming from.
1	I always have to call and do the request over the telephone. It is because our library has very few requests - in between requests I forget how to use the system and there is a lot of pages to work through. I also have too many passwords to keep up with.

37. How satisfied are you with the Oklahoma Department of Libraries as a lender?



Value	Count	Percent %
Very Unsatisfied	1	9.1%
Somewhat Satisfied	2	18.2%
Very Satisfied	8	72.7%
Somewhat Unsatisfied	0	0%
Neither Unsatisfied nor Satisfied	0	0%
Don't Know/Unsure	0	0%

Appendix 12 – ILLiad Libraries

38. If ODL did not fund the interlibrary loan system with LSTA dollars, how would it impact your organization's services?

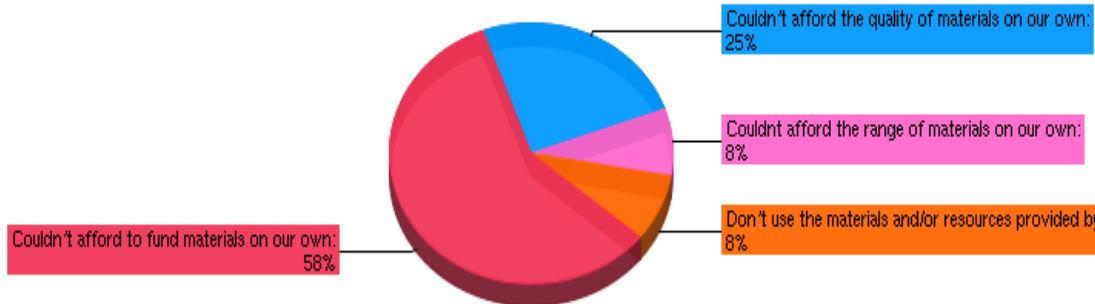
Count	Response
1	A lot. We don't have a lot of reference books and don't have the budget to buy them.
1	It would be greatly missed. We have limited budget to purchase what people are requesting.
1	Our patrons would be more limited in what they could access.
1	We depend on this service when we do not or cannot obtain materials wanted by our patrons.
1	Minimal
1	some what
1	Patrons would have to do without the materials they want or go buy them themselves. We don't have the space or funds to buy everything they request.
1	I am a very small library and some of the books that I need are expensive, if I could not use ILL, we would be in trouble and lose patrons to bigger systems!
1	We haven't had much luck with the new interlibrary system and with the increase in postage we don't use it much.
1	We have used the service for books that we cannot afford to purchase or would not add to our collections.
1	We wouldn't be able to receive the books that customers want. Since we are such a small rural library and a limited budget we rely on this system to get the books that we might not generally have.

39. For which age groups does your library offer a summer reading program? (Please check all that apply.)

Value	Count	Percent %
Pre-school/early childhood	9	75%
Primary-aged children	11	91.7%
Intermediate-aged children	6	50%
Young Adults/Teens	1	8.3%
Adults	2	16.7%
Seniors	1	8.3%
"Tweens"	2	16.7%
My library does not offer a summer reading program	0	0%

Appendix 12 – ILLiad Libraries

40. How important are the materials and resources furnished by ODL (e.g., manuals, reading logs, posters, bookmarks, etc.) to the success of your summer reading program?



Value	Count	Percent %
Couldn't afford to fund materials on our own	7	58.3%
Couldn't afford the quality of materials on our own	3	25%
Couldn't afford the range of materials on our own	1	8.3%
Don't use the materials and/or resources provided by ODL	1	8.3%

41. Why do you believe that it is important for your library to offer a summer reading program?

Count	Response
1	In a rural area like ours sometimes that is the only time of year we see some of our patrons
1	It is important to offer SRP to get kids in the library during summer to keep reading.
1	It keeps students interested in reading during the summer.
1	Our children look forward to this program every year. We get new readers from this program.
1	To encourage reading
1	To promote literacy during the non-school months.
1	the children love it and it keeps them reading during the summer
1	To get our children in the library to check out more of our materials and to bring their parents into the library too.
1	The children learn to read better, use social skills, and just generally have a good time learning something new that they can't get anywhere else.

Appendix 12 – ILLiad Libraries

Count	Response
1	It gives the children something to look forward to! They know what the programs are going to be beforehand so they get excited! Without it the money for these things would be out of my pocket and therefore probably would not have as much
1	The program helps children to keep their reading skills active. The programs make it fun to learn. For some this is the only activities they get to do for the summer.

42. What segments of the community benefit most from the summer reading program?

Count	Response
1	Ages 4 through 13.
1	Elementary aged children as well as high school students looking for community service hours.
1	Juveniles
1	The younger children
1	The children and their families.
1	Children 4-12 yrs.
1	Parents and children
1	Primary-aged children
1	All of the younger children. For our open programs the whole community benefits by being able to come to the library for a special free program.
1	all areas but mostly the lower income families and the students who want to maintain their reading level over the summer.

43. If ODL did not help support summer reading programs by providing resources and materials with LSTA funds, how would it impact your organization's services?

Count	Response
1	Couldn't afford the program.
1	It would probably cut our program in half or maybe drop it all together.
1	It would be a big negative impact.
1	The program would not have nice materials.
1	Very little...the resources and materials are not my biggest cost
1	We probably wouldn't have much of a program.

Appendix 12 – ILLiad Libraries

Count	Response
1	We would have to cut back on programs and materials.
1	We wouldn't be able to provide programs for the children.
1	we would still have summer programs but not as much stuff to hand out.
1	The children look forward every year to the Summer Reading Program. It is the only child literacy program we offer at this time.
1	We would have to cut back on programs, plus we wouldn't be able to give incentives to motivate them to read. Each year the attendance keeps going. We have went from 35 children to over a 100 and still growing!

44. Has your library received a continuing education grant for certified staff from the Oklahoma Department of Libraries in the last 4 years?



Value	Count	Percent %
Yes	2	15.4%
No	11	84.6%

45. Approximately how many continuing education grants has your library received in the past 4 years?

Value	Count	Percent %
1 - 2	2	100%
0 - My library has not received a continuing education grant in the last 4 years	0	0%
3 - 5	0	0%

Appendix 12 – ILLiad Libraries

46. In your opinion, how has staff attendance at ODL sponsored continuing education events/conferences improved the quality of the services your library provides?

No responses

47. Has your library continued to fund/sustain attendance at ODL sponsored continuing education events at the same level as was originally funded by ODL?

Value	Count	Percent %
Yes	2	100%
No	0	0%

48. If "NO," why hasn't your library continued to fund/sustain attendance at ODL sponsored continuing education events at the same level as was originally funded by ODL?

No responses

49. Do you believe that ODL should continue to fund continuing education grants

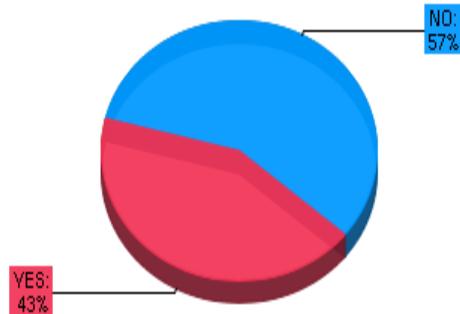
Value	Count	Percent %
Yes	2	100%
No	0	0%

50. If ODL did not continue to support continuing education grants with LSTA funds, how would it impact your organization's services?

Count	Response
1	I wouldn't be able to attend.

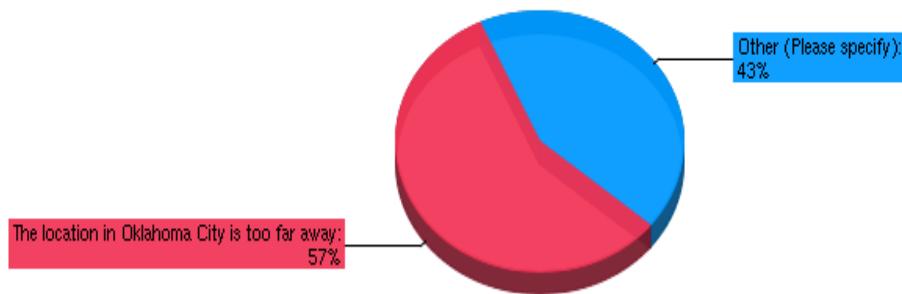
Appendix 12 – ILLiad Libraries

51. Have you attended an ODL computer lab class?



Value	Count	Percent %
YES	6	42.9%
NO	8	57.1%

If NO, what is the primary reason you have not attended?



Value	Count	Percent %
The location in Oklahoma City is too far away	4	57.1%
Other (Please specify)	3	42.9%
The training isn't relevant to my job	0	0%
I don't like computers	0	0%
I don't have enough time	0	0%

Appendix 12 – ILLiad Libraries

If you selected "other," please specify here.

Count	Response
1	I do not drive in Oklahoma City; therefore I do not go to classes in Oklahoma City!
1	I have had extensive training in this field
1	Some of these labs offer training in services that we are not able to provide.

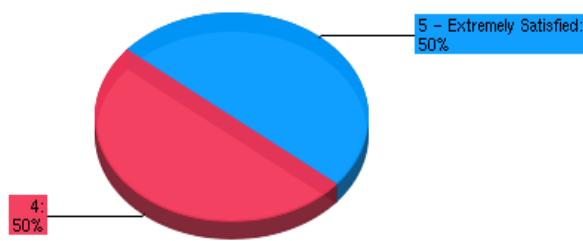
If YES, have you utilized the training that you received?

Value	Count	Percent %
YES	5	100%
NO	0	0%

How have you used the training?

Count	Response
1	It is usually implemented into our library.
1	created and update library's webpage
1	on an everyday bases
1	Training for Digital Prairie - excellent and at least three other classes. All of the training was wonderful and the trainers were very patient.
1	Helped in knowing how to create folders, understanding the computer, what web sites were facts and not just someone's thoughts

52. On a scale of 1 - 5 with 1 representing "Not at all Satisfied" and 5 representing "Extremely Satisfied," how satisfied would you say you are with the staff and volunteers in the computer training lab?



Appendix 12 – ILLiad Libraries

Value	Count	Percent %
4	3	50%
5 - Extremely Satisfied	3	50%
0 - Don't Know/Unable to Answer	0	0%
1 - Not at all Satisfied	0	0%
2	0	0%
3 - Moderately Satisfied	0	0%

53. If ODL did not fund the computer lab services with LSTA, how would it impact your organization's services?

Count	Response
1	There is no other way for us to receive training.
1	Wouldn't affect it
1	negatively
1	not as knowledgeable
1	unknown
1	Computer technology changes all the time. Without being able stay updated it would be would make it very hard for us to stay working at a library. We help a lot of customers with the use of a computer.
1	I would go without training. I would know about Digital Prairie but would not know that the connection could be put on our Public Library computers and webpage.

54. Is similar computer training available in your community?



Appendix 12 – ILLiad Libraries

Value	Count	Percent %
YES	2	16.7%
NO	10	83.3%
Don't Know/Not Sure	0	0%

If "YES," would your organization be able to afford to send staff to this training?



Value	Count	Percent %
YES	1	11.1%
NO	8	88.9%

55. On a scale of 1 to 5, with 1 representing "Least Important" and 5 representing "Most Important," please indicate how important you think it is for ODL to consider allocating a portion of its LSTA funding for the following purposes. Keep in mind that the amount of LSTA funding is likely to decline and that something currently offered would likely need to be cut or reduced if ODL allocated funds for these new priorities. Please select "0 - No Opinion" if you don't feel strongly about a particular service.

	0 - No Opinion	1 - Least Important	2	3	4	5 - Very Important	Responses
Digitization of historic or rare resources	0.0% 0	41.7% 5	8.3% 1	8.3% 1	16.7% 2	25.0% 3	12
Early literacy initiatives and/or grants	0.0% 0	16.7% 2	25.0% 3	8.3% 1	16.7% 2	33.3% 4	12
Public Library Trustee training	0.0% 0	41.7% 5	16.7% 2	8.3% 1	25.0% 3	8.3% 1	12

Appendix 12 – ILLiad Libraries

Job and career development programs/resources and/or grants	8.3% 1	16.7% 2	8.3% 1	25.0% 3	33.3% 4	8.3% 1	12
Additional Online Content (e.g., databases)	16.7% 2	16.7% 2	8.3% 1	25.0% 3	16.7% 2	16.7% 2	12
Grants for piloting new or innovative technologies	8.3% 1	8.3% 1	25.0% 3	8.3% 1	25.0% 3	25.0% 3	12
Training and collection development grants targeting populations with special needs (e.g., troubled teens, autistic children, adults with developmental disabilities, English as a second language, etc.)	16.7% 2	25.0% 3	16.7% 2	0.0% 0	25.0% 3	16.7% 2	12
Grants for purchasing adaptive technology software and/or equipment	8.3% 1	8.3% 1	0.0% 0	25.0% 3	0.0% 0	58.3% 7	12
Other (Please specify.)	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0.0% 0	0

56. Which of the following services/initiatives that are partially or fully funded with LSTA dollars would you be willing to see reduced or eliminated in order to implement the new services/initiatives you identified above?

Value	Count	Percent %
Certification of Library Staff	1	10%
ODL Computer lab	2	20%
Institutional Library Services	2	20%
Interlibrary Loan Services	2	20%
Literacy Newsletter	8	80%
Literacy Student Development Conference/Workshops	5	50%
Statewide Database Licensing	2	20%
Continuing Education Programs/Events	0	0%
Library for the Blind	0	0%
Summer Reading Program	0	0%

Appendix 12 – ILLiad Libraries

57. If you selected additional online content above, what type of content or databases would you like to see offered?

No responses

Appendix 13 – Literacy Providers

Oklahoma LSTA Literacy Providers' Survey

1. Following is a list of some of the services/initiatives that are partially or fully funded with LSTA dollars. Which of the following services were you aware were funded with LSTA dollars BEFORE you saw this list? (Please check all that you were aware were LSTA funded prior to seeing this list.)

Value	Count	Percent %
Certification of Public Library Staff	2	18.2%
ODL Computer lab	8	72.7%
Continuing Education Programs/Events	9	81.8%
Institutional Library Services	4	36.4%
Interlibrary Loan Services	5	45.5%
Library for the Blind	2	18.2%
Literacy Newsletter	10	90.9%
Literacy Student Development Conference/Workshops	9	81.8%
Statewide Database Licensing	3	27.3%
Summer Reading Program	4	36.4%

2. Please select the type of organization in which you work.

Value	Count	Percent %
Literacy Organization	12	100%

3. Please select the work assignment category from the list below that most closely reflects your primary duties.

Value	Count	Percent %
Literacy Organization Staff Member	12	100%
Library Director	0	0%
Library Administrator	0	0%
Library Youth Services Staff	0	0%
Library Circulation Staff	0	0%
Library Staff in a Small or "One-Person" Library (I do it all!)	0	0%

Appendix 13 – Literacy Providers

Library Reference/Information Staff	0	0%
Library Technical Services	0	0%
Library Technology Specialist	0	0%
Library Public Services Staff	0	0%
School Librarian/Media Center Director	0	0%
Other (Please specify.)	0	0%

4. Following is a list of some of the services/initiatives that are funded with LSTA dollars. Which of the following services were you aware were funded with LSTA dollars BEFORE you saw this list? (Please check all that you were aware were LSTA funded prior to seeing this list.)

Value	Count	Percent %
Two full-time literacy staff	1	9.1%
Publications such as Literacy Notes newsletter, Celebrating Our Journey student book, posters, etc.	11	100%
State literacy conference support and scholarships	10	90.9%
Adult learner support including learner sessions at State conference and scholarships	9	81.8%
Special initiatives such as GED connection materials, emergent literacy efforts, Open Minds trainer project	8	72.7%
Technology and materials grants	9	81.8%

5. Please indicate your primary role in your literacy organization.

[The page cannot be displayed]

Appendix 13 – Literacy Providers

Value	Count	Percent %
Director	10	83.3%
Staff	2	16.7%
Volunteer	0	0%
Other (Please specify.)	0	0%

6. How long have you been a literacy director? (Asked of those identifying themselves as literacy directors only.)



Value	Count	Percent %
Less than 1 year	2	20%
1 - 2 years	1	10%
3 - 5 years	4	40%
6 - 10 years	2	20%
More than 10 years	1	10%

Appendix 13 – Literacy Providers

7. In an average year, how often would you say you rely on the Oklahoma Department of Libraries' (ODL) literacy staff for technical assistance, information, training, networking opportunities, web information or other literacy services?

[The page where survey is taken]

Value	Count	Percent %
1 - 5 times	1	10%
6 - 10 times	3	30%
11 - 15 times	3	30%
More than 15 times	3	30%
Have not used any of these services	0	0%

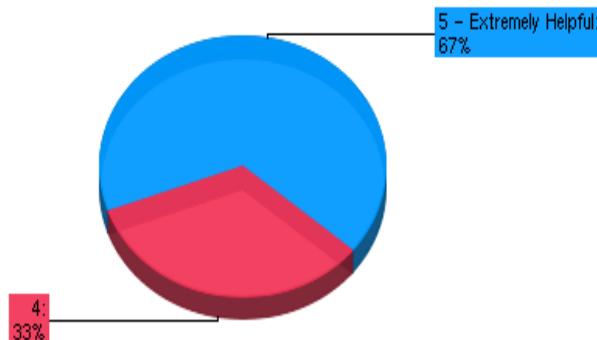
8. In the past five years, how many continuing education opportunities sponsored or presented by ODL have you attended (including retreats, Open Minds, WRAT, PowerPath, Best, etc.)?

[The page where survey is taken]

Appendix 13 – Literacy Providers

Value	Count	Percent %
4- 6	4	40%
6 – 10	1	10%
11 – 15	3	30%
More than 15	2	20%
Have not attended any ODL continuing education events	0	0%
1 – 3	0	0%

9. On a scale of 1 - 5 with 1 representing "Not at all Helpful" and 5 representing "Extremely Helpful," how effective were these continuing education opportunities toward the improvement of your program?



Value	Count	Percent %
4	3	33.3%
5 - Extremely Helpful	6	66.7%
0 - Don't Know/Unable to Rate	0	0%
1 - Not at all Helpful	0	0%
2	0	0%
3 - Moderately Helpful	0	0%

Appendix 13 – Literacy Providers

10. On a scale of 1 - 5 with 1 representing "Not at all Important" and 5 representing "Very Important," how important would you say ODL's support of adult learners (conference scholarships, conference speakers, Celebrating our Journey publications) are?

The range scale is from 1 to 5.		
---------------------------------	--	--

Value	Count	Percent %
2	1	10%
5 - Very Important	9	90%
0 - Don't Know/Unable to Answer	0	0%
1 - Not at all Important	0	0%
3 - Moderately Important	0	0%
4	0	0%

11. What is the impact of ODL's LSTA-funded literacy efforts on your program?

Count	Response
1	It has been extremely helpful to our program. Funding for the program directors position.
1	It is crucial to the awareness, training, and effectiveness of local services with limited funds.
1	ODL's LSTA-funded literacy efforts are used to leverage funds received from other sources.
1	Technology grant and director salary
1	More than 50% of our current staff have attended one or more of the adult learner and/or literacy workshops that have been offered. The feedback I receive when they return from the training is always extremely positive because the quality of the training is above average. A student is always proud when her story is published in Celebrating Our Journey. This is a great motivational tool as well as a reward for a job well done. Our curriculum has been enriched through materials that have been loaned to us. These are

Appendix 13 – Literacy Providers

Count	Response
	items that we would never have been able to purchase on our own. The impact of a better trained staff and improved opportunities for student learning is immeasurable.
1	All of the workshops have been extremely helpful. Our program received computers and software from LSTA funds we would not have been able to afford on our own.
1	Literacy efforts provide funding, materials, education that would have been unavailable to use either because of cost or lack of similar opportunities
1	They have greatly impacted our literacy program. They have supplied our council with computers, projector, screen, translators, camera, and other various technological needs. We have now doubled our student enrollment thanks to ODL and their technical grants.
1	The most positive impacts of ODL's efforts have taken place in technology improvements and train the trainer type services. ODL provides a stable base of knowledge and experience for our local program to lean on in times of transition as well as regular services. Our learners are not going to come to Oklahoma City but by training our board and staff we can bring the knowledge home and change their lives.
1	Celebrating Our Journey is an anthology of short stories and poems written by Literacy and ESL students from across the state of Oklahoma. For the students, it is a personal watershed to be published authors. We always have students who enjoy writing the stories for Celebrating Our Journey, this year we had Tso, from China, and Seabolt, from Peru, who are both English as Second Language (ESL) students, while Terry Terflinger is an adult literacy learner. Terflinger is excited about how far he's come. "I was told I was at a fourth grade reading level. When I came into the Literacy program, I couldn't read. So now I feel better about myself."• Tso, Seabolt, and Terflinger also received awards for outstanding achievement. Seeing the growing self-confidence of these students and the work they put into their literacy efforts (which is highly impacted from LSTA-funding the book) is amazing. The BPL Literacy Services purpose is to recruit and train volunteer tutors to help adults improve their literacy skills. TUTORS: "Tutors work on a one-to-one basis with a student. "Plan lessons around the goals of the student to integrate the learner's interests and needs." "Hours are flexible and you meet at least once a week with the student..." Total volunteer time is approximately one hour per week, plus travel and preparation time." With the funding for the Open Minds training we are able to recruit exceptional tutors who receive the best training opportunities available. We appreciate all that ODL does to help our program be highly successful and one of the best in the state.

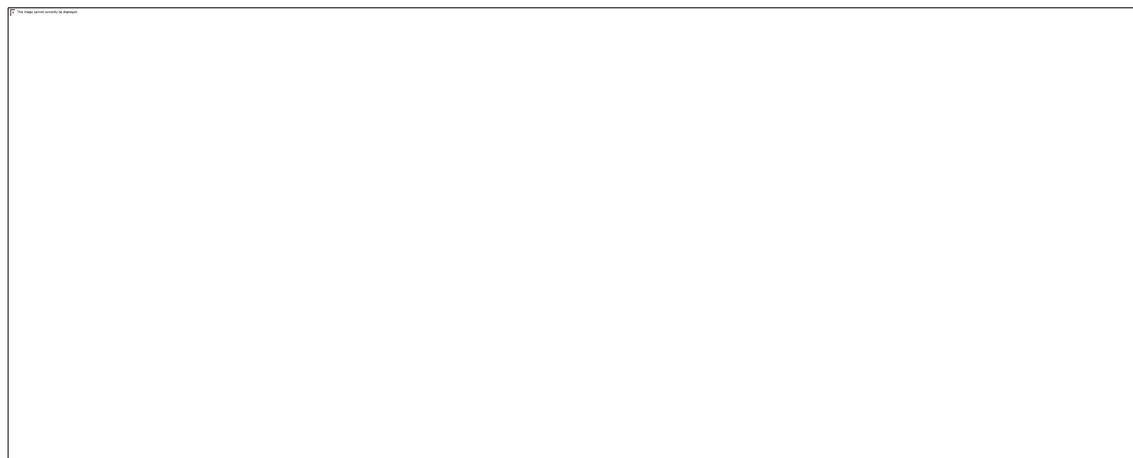
12. How would it impact your organization's services if ODL did not fund literacy services with LSTA funds?

Count	Response
1	No services would be possible.
1	The outreach, awareness, and educational opportunities would be very limited.

Appendix 13 – Literacy Providers

Count	Response
1	We would not be able to have a program director and the program would suffer.
1	We would not be capable of serving all the students we have now.
1	I believe that we would not have been able to continue services to the 60+ adult learners in our region. ODL provides a needed harbor of resources for our many lifeboats of learning.
1	Training would be severely limited for Director, trainers and tutors. Variety of services available to learners such as PowerPath would not be available. Networking opportunities would be limited.
1	It would be greatly impacted in the most negative way. Our students deserve the best opportunities made available to them for their successes. These individuals lack the literacy skills needed to find and keep decent jobs, support their children's education, and participate actively in civic life. Without the funding offered by LSTA this would not be possible. The contributions and support you give have played a strong role in the development of the BPL Literacy services.
1	If ODL did not fund literacy services with LSTA funds, our Computer Literacy/Technology would be negatively impacted for all adult learners. The purchase of equipment and compensation for personnel that are funded through ODL would be reduced.
1	More than likely our program would become more basic and less comprehensive. Keeping learners engaged could become more of a challenge.
1	The networking benefits and assistance would be missed very much. The guidance we receive, as well as materials we can borrow would be very difficult to replace.

13. In the past five years, how many continuing education opportunities sponsored or presented by ODL have you attended (including retreats, Open Minds, WRAT, PowerPath, Best, etc.)?

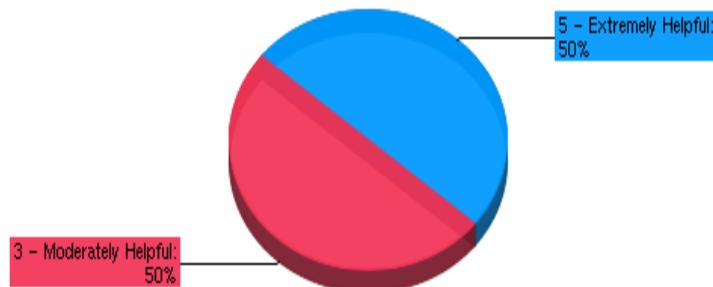


Value	Count	Percent %
1 - 3	1	50%

Appendix 13 – Literacy Providers

4- 6	1	50%
Have not attended any ODL continuing education events	0	0%
6 - 10	0	0%
11 - 15	0	0%
More than 15	0	0%

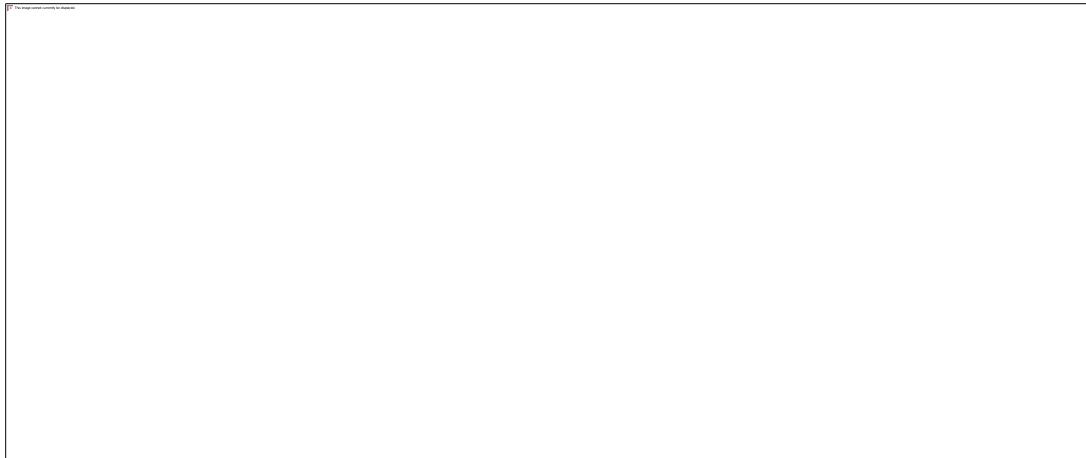
14. On a scale of 1 - 5 with 1 representing "Not at all Helpful" and 5 representing "Extremely Helpful," how effective were these continuing education opportunities toward the improvement of your program?



Value	Count	Percent %
3 - Moderately Helpful	1	50%
5 - Extremely Helpful	1	50%
0 - Don't Know/Unable to Rate	0	0%
1 - Not at all Helpful	0	0%
2	0	0%
4	0	0%

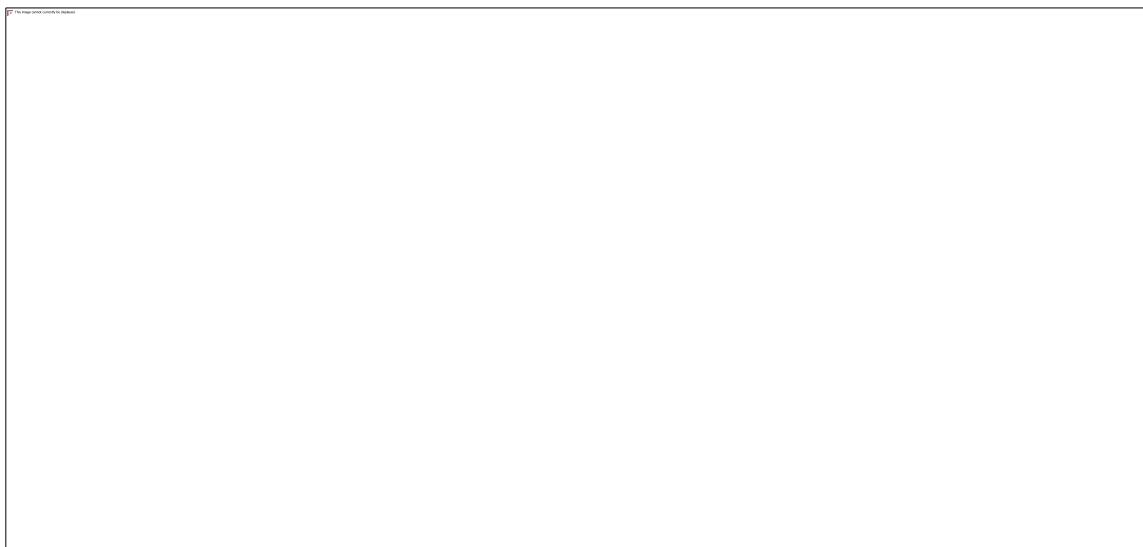
Appendix 13 – Literacy Providers

15. On a scale of 1 - 5 with 1 representing "Not at all Important" and 5 representing "Very Important," how important would you say ODL's support of adult learners (conference scholarships, conference speakers, Celebrating our Journey publications) are?



Value	Count	Percent %
5 - Very Important	2	100%
0 - Don't Know/Unable to Answer	0	0%
1 - Not at all Important	0	0%
2	0	0%
3 - Moderately Important	0	0%
4	0	0%

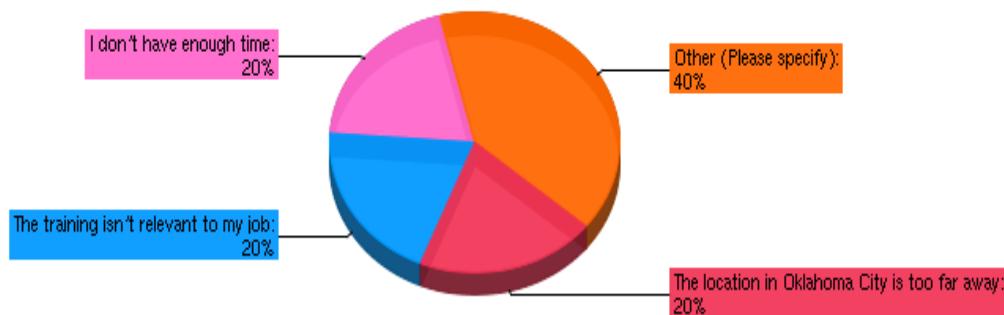
16. Have you attended an ODL computer lab class?



Appendix 13 – Literacy Providers

Value	Count	Percent %
YES	6	54.5%
NO	5	45.5%

If NO, what is the primary reason you have not attended?



Value	Count	Percent %
The location in Oklahoma City is too far away	1	20%
The training isn't relevant to my job	1	20%
I don't have enough time	1	20%
Other (Please specify)	2	40%
I don't like computers	0	0%

If you selected "other," please specify here.

Count	Response
1	Classes are always on weekdays and I have a fulltime job during the week.
1	We receive technology training through another organization.

Appendix 13 – Literacy Providers

If YES, have you utilized the training that you received?

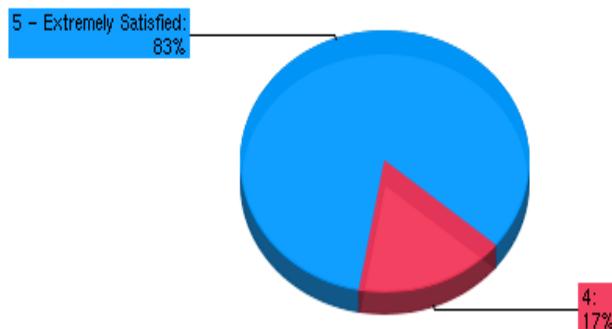
Value	Count	Percent %
YES	6	100%
NO	0	0%

How have you used the training?

Count	Response
1	For the purpose of data entry.
1	Training was used to train staff and present computer literacy to all learners.
1	I learned how to organize files and store info into folders which were easier and faster to work with.
1	To maintain the tracking and progress of literacy tutors and students with the LitPro computer program.
1	I use the Microsoft product training daily at work, the LitPro training weekly and other trainings occasionally.

Appendix 13 – Literacy Providers

17. On a scale of 1 - 5 with 1 representing "Not at all Satisfied" and 5 representing "Extremely Satisfied," how satisfied would you say you are with the staff and volunteers in the computer training lab?



Value	Count	Percent %
4	1	16.7%
5 - Extremely Satisfied	5	83.3%
0 - Don't Know/Unable to Answer	0	0%
1 - Not at all Satisfied	0	0%
2	0	0%
3 - Moderately Satisfied	0	0%

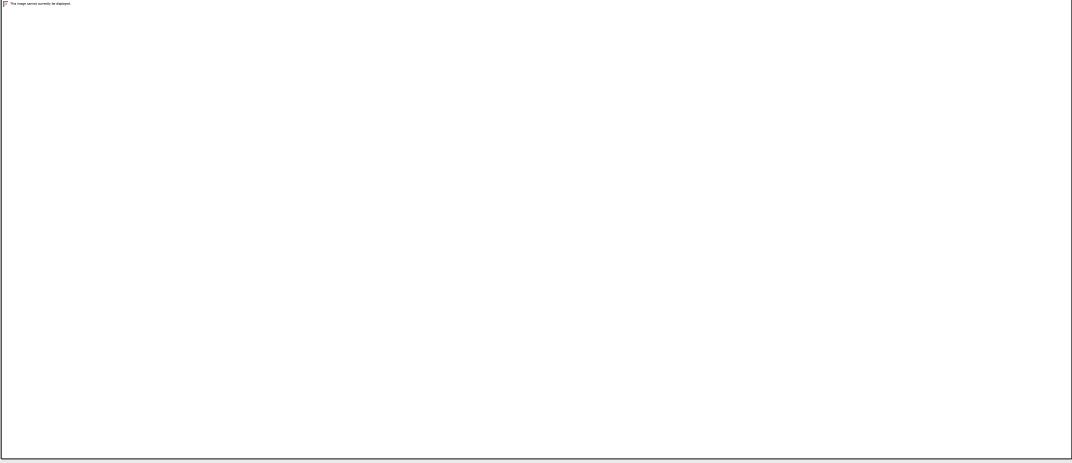
18. If ODL did not fund the computer lab services with LSTA, how would it impact your organization's services?

Count	Response
1	I have not attended a computer lab service.
1	Our staff would miss out on the training opportunities.
1	We would not have been able to attend the computer class.
1	I haven't been able to use the lab, but if it were available at more convenient days/times, I would be sorry to not have the opportunity to go.
1	While we have not yet used these services, we are really looking forward to doing so in the future. Especially since we are spread out and training of this nature in our community is aimed at high schoolers. Online training available at learner selected hours is the best option.
1	The impact would be minimal since we receive training through another resource. For programs that do not have that option, the negative impact would be greater.

Appendix 13 – Literacy Providers

Count	Response
1	If ODL did not fund the computer lab services with LSTA, CCLP's computer lab services would be greatly reduced.
1	ODL is the only free training available for new and revised software available to Project READ. Other trainings that are promoted in our area cost \$200 a session or more.
1	We have no technical support on LitPro services, so we would be lost on compiling reports. Junior college and vo-tech computer classes have a fee and over a long term of time. Going to ODL allows us to attend very compact and detailed training on the computers.
1	The computer classes are offered @ WTC in Weatherford. Board members and staff would not be able to attend @ a convenient location.
1	All of the classes offered have been interesting and although I did not attend all of them, the ones I attended certainly were educational and helped me to complete my job faster and better.

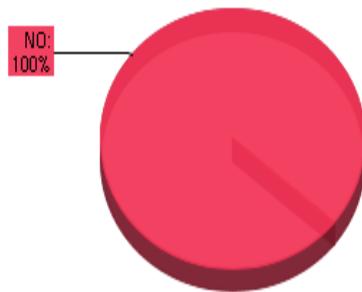
19. Is similar computer training available in your community?



Value	Count	Percent %
YES	3	27.3%
NO	4	36.4%
Don't Know/Not Sure	4	36.4%

Appendix 13 – Literacy Providers

If "YES," would your organization be able to afford to send staff to this training?



Value	Count	Percent %
NO	4	100%
YES	0	0%

Oklahoma LSTA School Library/Media Center Survey

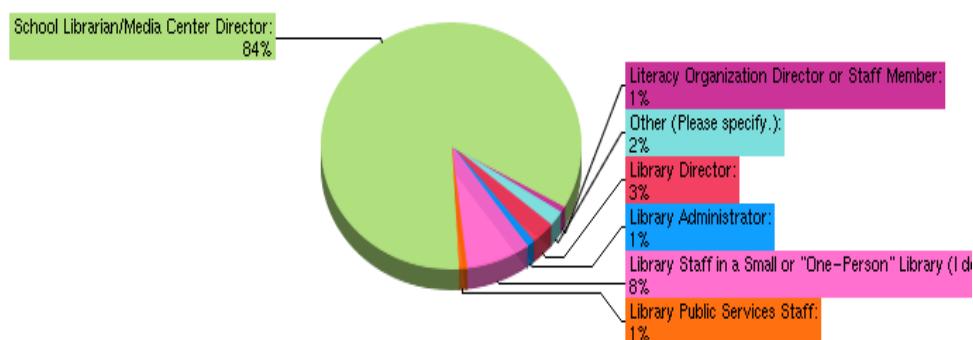
1. Following is a list of some of the services/initiatives that are partially or fully funded with LSTA dollars. Which of the following services were you aware were funded with LSTA dollars BEFORE you saw this list? (Please check all that you were aware were LSTA funded prior to seeing this list.)

Value	Count	Percent %
Certification of Public Library Staff	20	26.7%
ODL Computer lab	22	29.3%
Continuing Education Programs/Events	34	45.3%
Institutional Library Services	21	28%
Interlibrary Loan Services	45	60%
Library for the Blind	43	57.3%
Literacy Newsletter	9	12%
Literacy Student Development Conference/Workshops	11	14.7%
Statewide Database Licensing	57	76%
Summer Reading Program	45	60%

2. Please select the type of organization in which you work.

Value	Count	Percent %
School Library	101	100%

3. Please select the work assignment category from the list below that most closely reflects your primary duties.



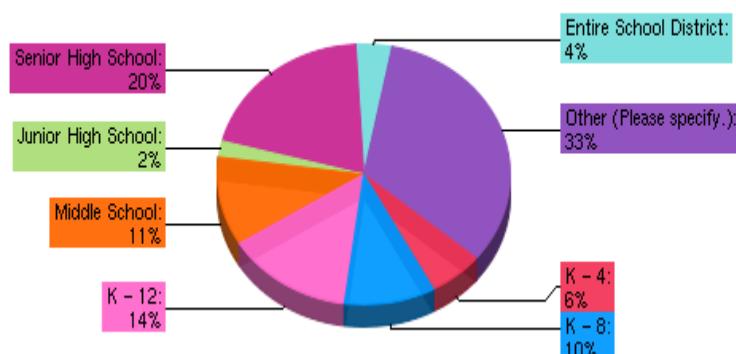
Appendix 14 – School Library/Media Center

Value	Count	Percent %
Library Director	3	3%
Library Administrator	1	1%
Library Staff in a Small or "One-Person" Library (I do it all!)	8	8%
Library Public Services Staff	1	1%
School Librarian/Media Center Director	84	84%
Literacy Organization Staff Member	1	1%
Other (Please specify.)	2	2%
Library Youth Services Staff	0	0%
Library Circulation Staff	0	0%
Library Reference/Information Staff	0	0%
Library Technical Services	0	0%
Library Technology Specialist	0	0%

If you selected "other," please specify here.

Count	Response
1	I am the library media specialist in a small school and I do it all!
1	School Librarian/Media Specialist for the school

4. Please indicate the type of school in which you work.



Appendix 14 – School Library/Media Center

Value	Count	Percent %
K - 4	6	6%
K - 8	10	10%
K - 12	14	14%
Middle School	11	11%
Junior High School	2	2%
Senior High School	20	20%
Entire School District	4	4%
Other (Please specify.)	33	33%

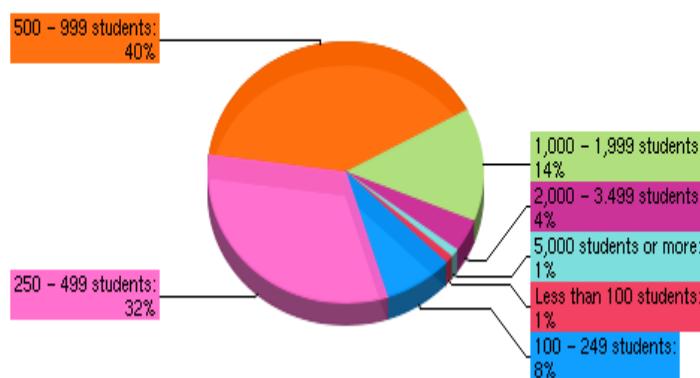
If you selected "other," please specify here.

Count	Response
1	1st-4th grade
1	3-5
1	4th through 6th grades
1	7-12
1	Early Childhood (Pre-k thru First)
1	Early Childhood Development Center
1	Intermediate (Grades 3-5)
1	Intermediate 3-4-5
4	K-5
1	Middle School/Junior High
1	Middle and Senior High School
1	PK - 8th grade at 3 school sites
3	PK-5
3	PK-6
1	Pre-K - 5th
1	Pre-K through 6th
1	PreK-3
5	PreK-5
1	PreK-6th

Appendix 14 – School Library/Media Center

Count	Response
1	Technology Center Health Library
1	pre k to 5th grade
1	pre-K thru 5th

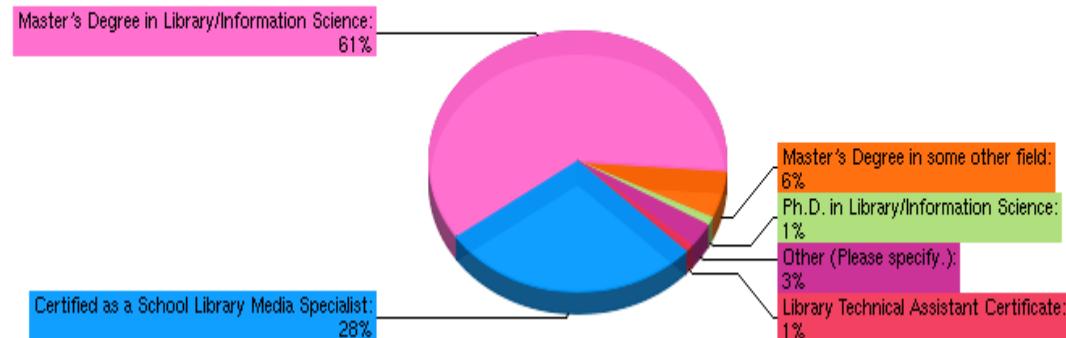
5. Please select the category that reflects the size of the student body in the school in which you work.



Value	Count	Percent %
Less than 100 students	1	1%
100 - 249 students	8	8%
250 - 499 students	32	32%
500 - 999 students	40	40%
1,000 - 1,999 students	14	14%
2,000 - 3,499 students	4	4%
5,000 students or more	1	1%
3,500 - 4,999 students	0	0%

Appendix 14 – School Library/Media Center

6. Please select the choice from the list below that most closely reflects your level of library training/education.



Value	Count	Percent %
Library Technical Assistant Certificate	1	1%
Certified as a School Library Media Specialist	28	28%
Master's Degree in Library/Information Science	61	61%
Master's Degree in some other field	6	6%
Ph.D. in Library/Information Science	1	1%
Other (Please specify.)	3	3%
On the job training	0	0%
Ph.D. in some other field	0	0%

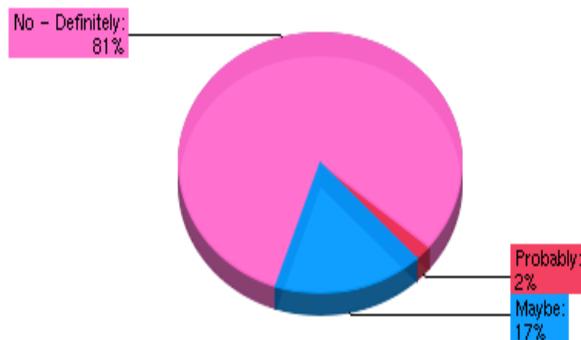
7. Before participating in this survey, were you aware that the Oklahoma Department of Libraries uses LSTA funds to provide access to EBSCO and SIRS Discoverer for all libraries in the State?



Appendix 14 – School Library/Media Center

Value	Count	Percent %
Yes	68	68.7%
No	31	31.3%

8. If ODL wasn't able to pay for access to the EBSCO databases and to SIRS Discoverer, would your library be able to provide this service?



Value	Count	Percent %
Probably	2	2%
Maybe	17	17%
No - Definitely	81	81%
Yes - Definitely	0	0%

9. If you don't use the Ebsco databases or SIRS Discoverer, please indicate the two most important reasons why you don't.

Value	Count	Percent %
I don't have time to learn how to use them	1	4.5%
I don't have time because of other job duties	8	36.4%
I prefer to use print resources	2	9.1%
The databases provided aren't relevant to my clientele	4	18.2%
Other (Please specify.)	12	54.5%
They are too difficult to use	0	0%
I tried them but couldn't find what I was looking for	0	0%

Appendix 14 – School Library/Media Center

If you selected "other," please specify here.

Count	Response
1	Computers stations at my site are not set up for this
1	Don't usually find the info I am looking for with them.
1	I don't know about them.
1	My first year, was not aware I had access to them. I will look into it now that I know.
1	My time with students is limited.
1	Not a lot of need at the age of my students
1	Teachers don't have time to learn how to integrate these resources into their lessons.
1	I use them ALL the time
1	lack of computers
1	we use them all the time
1	I'm only working 1 day/week this year, and have no assistant or aide--limits what I can accomplish.
1	I haven't had the opportunity to use them and I do not know which program our school has access to.
1	I haven't had any training since college and there hasn't been much need for it in my present position.

10. Which three databases are most used by your students/customers?

Cited as most used: (Number in brackets shows how many people gave this response.)

Academic Elite
(2) Academic Search Premier
Biography in Context
Digital Prairie
(40) Ebsco
EBSCO Nursing Reference Center
(3) EBSCO Student Research Center
Electric Library
Grollier
KidSearch
Magazines
MasterFile
Middle Search Plus

Appendix 14 – School Library/Media Center

PebbleGo.com
Primary Search
Professional Development Collection
School Library-Newspapers and periodicals
(3) Searchasaurus
(9) SIRS Discoverer
(7) World Book

Cited as second most used: (Number in brackets shows how many people gave this response.)

Biography
CQ
Discovery Ed
(10) EBSCO
Encyclopedia Britannica
ERIC
Gale Student Resources in Context
Infotrac
Kids Search
MasUltra - School Edition
Middle Search Plus
Opposing Viewpoints
PebbleGo
Professional Development Collection
(2) School Library MAS
(4) Searchasaurus
(27) SIRS Discoverer
(3) Student Resource Center
TumbleBooks
(2) World Book

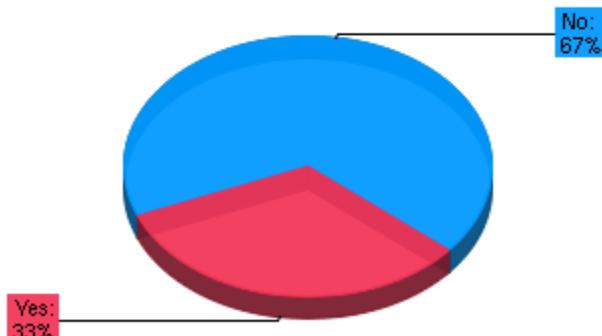
Cited as third most used: (Number in brackets shows how many people gave this response.)

Books In Print (when it was available)
Academic search premier
Biography in Context
(3) EBSCO
EBSCO CINAHL
(4) Ebsco Student Research Center
eLibrary
Grolier Online Passport
Grollier

Appendix 14 – School Library/Media Center

Health Source - Consumer Edition
Literary Reference Center
LOC
Middle Search
Newsbank Newspapers
Newspaper Plus
Newspaper Source
PebbleGo
(2) Searchasaurus
(7) SIRS Discoverer
TOPICsearch
(2) World Book

11. Does your library license any databases other than those provided by ODL?



Value	Count	Percent %
Yes	32	32.7%
No	66	67.3%

If "Yes," which database or databases does your library license?

Count	Response
1	CQ Researcher
1	CultureGrams Enchanted Learning
1	E-notes Online Britannica OKCIS

Appendix 14 – School Library/Media Center

Count	Response
1	EBSCO Nursing Reference Center and EBSCO CINAHL Gale Infotrac Learning Express Libraries
1	Gale Opposing Viewpoints
1	Gale Student Resources in Context SIRS Knowledge Source
1	Grolier
1	Infotrac
1	My district (Tulsa Public Schools) uses multiple databases.
1	My school district licenses the World Book Encyclopedia for us.
1	PebbleGo
1	PebbleGo.com
1	Safari Montage, World Book Web
1	Safari Montage, World Book Web, Teen Health and Wellness, Gale Virtual Library
1	Student Resource Center and Opposing Viewpoints via Gale Publishing
1	Student Resource Center by Gale
1	Student Resource Center, Opposing Viewpoints, Students Resources in Context, World Book
1	United Streaming Destiny
1	World Book
1	World Book Gale PebbleGo Safari Montage
2	World Book Online
1	World Book Online Culture Grams
1	World Book Online Discovery Ed streaming
1	World Book Online, TumbleBooks, PebbleGo
1	World Book online CultureGrams United Streaming
1	World Book
1	World Book Encyclopedia. At least I think this is bought by our district.
1	Word Book Online, Discovery Education/United Streaming, Teaching Books
1	discovery ed
1	Biography in Context Gale Virtual Reference Library Global Issues In Context Opposing Viewpoint Grolier Online Passport Pebble Go World Book Web Teen Health and Wellness Issues and Controversy in American History U.S. History In Context World Geography (ABC-CLIO)

Appendix 14 – School Library/Media Center

12. Is your library able to purchase other materials such as playaways, e-books or DVDs as a result of ODL paying for access to the Ebsco databases and SIRS Discoverer?

The map below can be displayed.		
---------------------------------	--	--

Value	Count	Percent %
Yes	56	56.6%
No	43	43.4%

13. What types of additional resources are you able to purchase?

Count	Response
1	A/V materials, periodicals.
1	Additional books, DVDs
1	All of the above including audio books.
1	An additional database. Thank you!
1	Audiobooks from Recorded Books - OneClickdigital
1	Audiovisual equipment, books and videos
1	Bookflix, trueflix
1	Books on CD Additional Library Books
1	Books, DVDs
1	Books, hardback and paperback United Streaming for AV materials
1	Books, periodicals, videos for teachers, etc.
1	CDs, DVDs, United Streaming, Destiny
1	DVDs, Encyclopedia Britannica online
1	DVDs, United Streaming, e-books, MP3 CDs

Appendix 14 – School Library/Media Center

Count	Response
1	E-Books, Discovery Educational online content
1	E-books
1	Encyclopedias, Non-Fiction print resources, instructional materials
1	I am able to spend my resource money on books, DVDs, playaways, etc. rather than databases.
1	I don't receive any ODL funds that I am aware.
1	I have purchased several e-books from Title I funds. Our PTO funds PebbleGo.com.
1	Kindles, books, computers
1	Learning Express Libraries Gale Infotrac Reference Books DVD's
1	Limited funds to purchase items except what we can get grants to purchase.
1	More materials
1	N/A
1	None
1	Nothing
1	Online encyclopedia, AV software, computer software.
1	Playaways and e-books.
1	Playaways
1	Playaways e-books
1	Playaways and e-books
1	Print books.
1	Print sources, e-books, DVDs
1	Safari Montage
1	Some hard copy periodicals, MP3-CDs, DVDs and more books.
1	We can purchase more books, e-books, and technology.
1	We have had no funding for the last two years.
1	We have playaways.
1	We purchase an early childhood database, morestarfall.com.
3	e-books
1	eBooks
1	e-books, DVDs
1	other databases

Appendix 14 – School Library/Media Center

Count	Response
1	other media types as requested by teachers
1	playaways and DVD
1	playaways, e-books, DVDs
1	recreational periodicals and e-books
1	video streaming service, electronic book databases for use with interactive white boards
1	I don't know about any of these resources. I have not been able to make any purchases other than magazines through Ebsco.
1	Currently none due to the legislation of no funding for two years. But when able to purchase Issues and Controversies,
1	This school has recently purchase a library automation system and I am in the middle of a conversion from the old card catalog style to a computerized version of the catalog.
1	Recorded Books/ Playaways Homework Packs to allow students to listen to and follow along with a book at the same time. Popular Magazines such as Sports Illustrated and Alfred Hitchcock's Mystery Magazine
1	We are able to purchase e-books and Overdrive for students to be able to access books on their kindles, nooks, iPads, computers etc. We are also able to purchase projectors, iPads and other technology that are students can utilize in the classrooms as well as the library.
1	We don't purchase any magazines because of the access we have through Ebsco. We use the funds to purchase e-book reference sets.

14. Please rank the different purposes for which your students/customers use the Ebsco databases and SIRS Discoverer. (Drag and drop the most frequent purpose from the left column to the top of the right column, the second into the second position on the right and so forth. You can rearrange your choices on the right after you initially move them.)

Item	Total Score ¹	Overall Rank
School Work	418	1
Consumer Information	134	2
Health Information	124	3
Business	64	4
Other (Please specify.)	33	5

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.

Appendix 14 – School Library/Media Center

If you selected "other," please specify here.

Count	Response
1	Activities, hobbies, entertainment
1	Current popular information
1	Don't use at our site
1	Patient/client teaching
1	Sports
1	Teachers use for graduate level courses
1	Teaching methodology research
1	research

15. On a scale of 1 to 5, with 1 representing "Very Difficult" and 5 representing "Very Easy," please indicate how you would rate the ease or difficulty of using the following resources. (Select "0 - Have Not Used/Don't Know" if you do not have experience using the resource.)

	0 - Have Not Used/Don't Know	1 - Very Difficult	2	3 - Neither Difficult nor Easy	4	5 - Very Easy	Responses
Ebsco Databases	8.2% 8	0.0% 0	8.2% 8	25.8% 25	32.0% 31	25.8% 25	97
SIRS Discoverer	21.1% 20	0.0% 0	5.3% 5	22.1% 21	21.1% 20	30.5% 29	95

16. Following is a list of online databases that ARE NOT currently provided by ODL. Which THREE of these databases do you believe would be most valuable to your students/customers?

Value	Count	Percent %
Tutor.com/Brainfuse/Learning Express	63	75.9%
LEXUS/Nexus	15	18.1%
Foreign Language Resources (e.g., Mango)	35	42.2%
Auto/Farm Equipment Repair	3	3.6%
Genealogy (e.g., Heritage Quest)	17	20.5%
Crafts	7	8.4%

Appendix 14 – School Library/Media Center

Readers' Advisory (e.g., Novelist)	54	65.1%
Fundraising	3	3.6%
Investment/Financial (e.g., Morningstar)	5	6%
Other (Please specify.)	5	6%
Home Improvement	0	0%

If you selected "other," please specify here.

Count	Response
1	Books In Print
1	Books in Print
1	Infotrac
1	Pebblego.com is great. I wish I had access to more like this.
1	World Book Encyclopedia, a database of country info and an animal database.
1	biotechnology and STEM resources

17. If ODL did not fund the Ebsco databases and SIRS Discoverer with LSTA, how would it impact your organization's services?

Count	Response
1	Being a school library with limited budget, we would have no databases for our students.
1	Drastically reduce the amount of available resources available to the students and faculty.
1	Drastically! There's no way we could afford the rich resources that these databases provide.
1	I don't know; I didn't know it was available until this moment.
1	I use these services weekly to teach classes.
1	IT WOULD BE TERRIBLY AWFUL FOR OUR RURAL STUDENTS!!!!!!
1	It would end the only database service we could provide.
1	It would really impact our school. It is used a lot for research papers and assignments.
1	Less choices for quality
1	My district might fund it, but . . .

Appendix 14 – School Library/Media Center

Count	Response
1	No impact, don't use.
1	No.
1	Other sources would not be purchased
1	Our services would be greatly diminished.
1	Our students and would be greatly deprived of valuable resources.
1	Our students would have to subscribe to the city/county library to access Ebsco.
1	Purchasing books would suffer.
1	Students would revert to "just Googling" their research topics.
1	WE wouldn't be able to use the services.
1	We do not have adequate funding to provide the access to credible, organized data.
1	We rely solely on these resources for teaching our students academic research skills.
1	We would have a difficult time teaching research skills
1	We would need to browse the internet more often which is more difficult for middle schoolers
1	We would no longer be able to provide the access to our students.
1	We would not have access to any periodicals. We don't even archive issues anymore.
1	We would not have access to them. We couldn't afford them on our own.
1	We would not have any database access
1	We would use only free information for research for lack of funding.
1	Would not have reliable resources to teach students about.
1	Wouldn't be able to effectively teach how to access information
1	Yes, definitely.
1	no change
1	yes, we would probably not have them
1	As an elementary library, it might not impact us too much, however at the middle and high school levels in our district it would really cut down on the research options for students. Students need to be able to learn these databases and without LSTA funding them, we could not provide them.
1	It would severely limit my access to current periodicals on important topics for student research.
1	Patrons would be hindered in their ability to access current valid information for school assignments.
1	We utilize EBSCO throughout the curriculum. We have never had a budget that would

Appendix 14 – School Library/Media Center

Count	Response
	allow us to purchase research material, magazines, or newspapers.
1	It would have a DRAMATIC impact in that our students would no longer have access to full text databases. Our limited budget would not allow for us to pay for either subscription for our students, let alone both of them. These databases are a vital part of our curriculum and are used frequently throughout all subject areas and grade levels.
1	Our students use these for research paper resources. Without these reliable sources, they would be left to search through the Internet at large for their information, as that the school library does not purchase many non-fiction materials.
1	Our students would have limited access to research about current topics. It will definitely have a huge impact when we start Common Core classes.
1	We would not have the variety and services available to our students. Our money would go to purchase EBSCO on our own because we really use the database and therefore no money for e-books, and other resources.
1	Our students would lose research access to the many periodicals, etc. that they use in classwork on a regular basis. It would be a difficult situation to overcome due to limited financial resources,
1	We would be lost. We have NO money for anything since the state legislature suspended funds for library media materials two years. Our students are taught to use and to trust Ebsco over Google, etc. Once a student uses Ebsco, he or she prefers the help it gives in focusing research and in helping with citations.
1	We would NOT have access to any databases. Our school's funding is not adequate enough to cover a database subscription.
1	We would have to cut back on other purchases to continue having EBSCO available. It is foundational to the resources that our students need.
1	We are not able to purchase books students need for research requirements, Ebsco provides students with a means to complete their research.
1	We could not afford to subscribe to them and so our students would not have access to them. Since so many of these are only in electronic form, we couldn't find these sources available in a paper format. (No more big heavy green Reader's Guide to Periodical Literature!)
1	We only have extra databases because of Ellen Duecker's efforts to pass a Library Bond in Tulsa Public Schools every few years. If that fails, and if ODL can't fund databases, we're unable to fund databases at the individual school level!
1	We have access to some databases including EBSCO through the public library. This is somewhat more limited in that they are required to have a library card.
1	We would have to give up one of our other databases for sure plus we wouldn't have the funds to purchase additional print or e-book resource books and that would hurt our students in their research projects. All of our English classes write research projects as well as other classes in our school we are constantly using these sources.
1	Our printed reference materials are very outdated. It would force students to use the

Appendix 14 – School Library/Media Center

Count	Response
	Internet directly to fine current information. This brings the evils of the vast amount of information, the authority of information found on the web, the filter blocking a lot of useful information, and students getting into inappropriate sites in spite of the filter.
1	We are so thankful for the Ebsco databases that provide great resources for our students. They are used almost on a daily basis. With a reduction in funding, we would be deficient in current sources without this service.
1	These databases are used often for research for classroom projects. The students would have to sift through countless websites to find the needed information if these were not available.
1	As a small school, there is no way we could have access to the resources we need for research. With the budget cuts from HB 3029 in play, the funding is very limited for spending on materials that are up-to-date, accurate, and relevant. These databases are vital to our school library.
1	We simply could not afford to subscribe to any research databases, and therefore our students would not have access to any at school. This would negatively impact our mission to prepare students for college-level research.
1	We would have to pay for those in order for our students to learn to use them before college, thus, we would have much less money for other items.
1	Our small high school library would not be able to afford a database in the vein of Ebsco or Sirs. We would then rely on valid Internet sources. Those sources would have to be monitored closely for content and reliability. This would be time consuming on the part of students, teachers and the librarian. Our state funded databases are our most valid resource for information. They are vital to our libraries.
1	My students use the EBSCO database to get reliable and up-to-date information for research papers. Without this database, students would not have access to the most current information on many different topics. We have limited resources and do not get a lot of new non-fiction material each year so having these databases provides our students with much needed information.
1	It would hurt our program immensely. Both our senior research paper and junior research paper uses the Literary Reference Center in Ebsco. Our sophomore and freshman paper also use Ebsco. World History requires current events and Ebsco helps with that. We would never be able to afford the books or magazines that Ebsco allows us to have.
1	We would no longer have access to any databases at all. Internet research would result in Google searches.
1	This would drastically reduce our students' access to academic journals because many of the most useful journals are too expensive for our school library budgets. The EBSCO Student Research Center is a valuable tool for helping visual learners narrow their topics.
1	Very little impact until the school is able to provide adequate library staffing so the librarian would have time to work with the databases and instruct teachers and students in their use.

Appendix 14 – School Library/Media Center

Count	Response
1	We would not have the databases for use by our students and being a small school of 500+ K-12 our research opportunities for students would be extremely limited.
1	We'd have to spend more time insuring that the students get reliable, credible information from the Internet.
1	We would be unable to subscribe to any databases on our own in the current funding environment. Our students would see an immediate negative impact with regard to research and ability to access information.
1	Our ability to do magazine research would be nil and our ability to have good Internet research sites available would be curtailed.
1	We would have next to no access to databases for our students to use because our school has elected for the past two years to take the money allotted for libraries and place it in the general fund.
1	Negatively--Tremendously! They are a main component of our students' research and reading across the curriculum and also are used by teachers/staff for other info. (i.e., for college coursework they are doing, health and consumer info, for extra info. for their lesson plans, etc.)
1	Our district would probably be able to fund some of the databases, but the students would have less choice in finding resources. Purchasing the databases ourselves would result in fewer print resources and less technology resources for our students.
1	It would drastically limit the databases I could provide my students. There is no funding source to fill that potential gap.
1	We use Ebsco as an important research tool. We can depend on the authority of the information in Ebsco and our alternative is a total dependence on the Internet.
1	We would have fewer databases to serve our students. Our students wouldn't be able to use multiple resources to find information.
1	Students would not be able to find resources for essays and term papers, and teacher would find it much more difficult to meet the Common Core Standards requirements of using 40% nonfiction and of pairing a non-fiction piece with longer fiction works.
1	We use the two when we need a reliable source for research. It would cause us to have to use questionable sources.

Oklahoma LSTA Special Library Survey

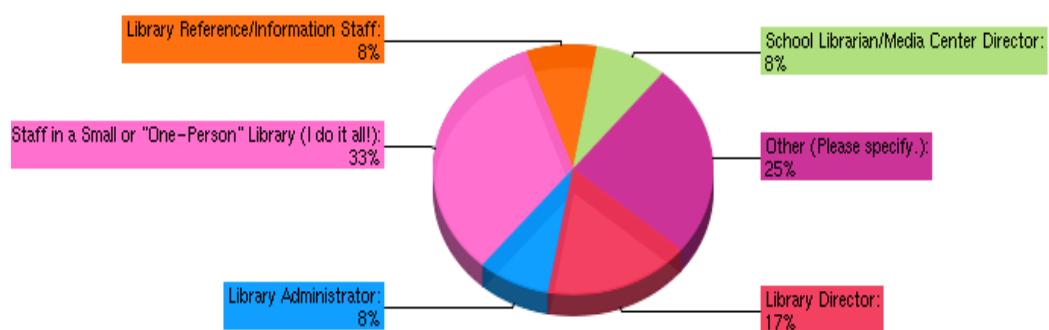
1. Following is a list of some of the services/initiatives that are partially or fully funded with LSTA dollars. Which of the following services were you aware were funded with LSTA dollars BEFORE you saw this list? (Please check all that you were aware were LSTA funded prior to seeing this list.)

Value	Count	Percent %
Certification of Public Library Staff	5	45.5%
ODL Computer lab	6	54.5%
Continuing Education Programs/Events	6	54.5%
Institutional Library Services	4	36.4%
Interlibrary Loan Services	7	63.6%
Library for the Blind	6	54.5%
Literacy Newsletter	2	18.2%
Literacy Student Development Conference/Workshops	2	18.2%
Statewide Database Licensing	11	100%
Summer Reading Program	4	36.4%

2. Please select the type of organization in which you work.

Value	Count	Percent %
Special Library	12	100%

3. Please select the work assignment category from the list below that most closely reflects your primary duties.



Appendix 15 – Special Library

Value	Count	Percent %
Library Director	2	16.7%
Library Administrator	1	8.3%
Library Staff in a Small or "One-Person" Library (I do it all!)	4	33.3%
Library Reference/Information Staff	1	8.3%
School Librarian/Media Center Director	1	8.3%
Other (Please specify.)	3	25%

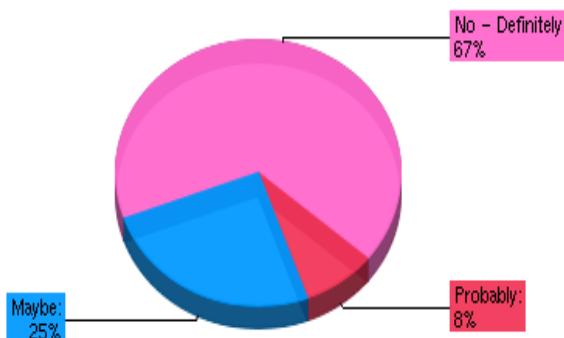
If you selected "other," please specify here.

Count	Response
1	Medical Librarian
1	Medical Librarian, Manager
1	Solo Librarian

4. Before participating in this survey, were you aware that the Oklahoma Department of Libraries uses LSTA funds to provide access to EBSCO and SIRS Discoverer for all libraries in the State?

Value	Count	Percent %
Yes	12	100%
No	0	0%

5. If ODL wasn't able to pay for access to the EBSCO databases and to SIRS Discoverer, would your library be able to provide this service?



Appendix 15 – Special Library

Value	Count	Percent %
Probably	1	8.3%
Maybe	3	25%
No – Definitely	8	66.7%
Yes – Definitely	0	0%

6. Which three databases are most used by your students/customers/clientele?

Cited as most used: (Note: The number in front of the resource indicates the number of individuals naming that resource.)

(6) Academic Search Premier
Automotive repair
(2) EBSCO
Health Source: Nursing/Academic Edition
Ovid

Cited as second most used: (Note: The number in front of the resource indicates the number of individuals naming that resource.)

Academic Search Premier
(2) Business Source Premier
CINAHL Plus
Gale
MDConsult
Medical
Medline
Newspaper
SIRS

Cited as third most used: (Note: The number in front of the resource indicates the number of individuals naming that resource.)

Business Source Premier
EBSCO
EbscoHost
Medline
Newspaper Source Plus
Nursing CINAHL
Professional Development Collection
Searchasaurus

Appendix 15 – Special Library

7. Does your library license any databases other than those provided by ODL?



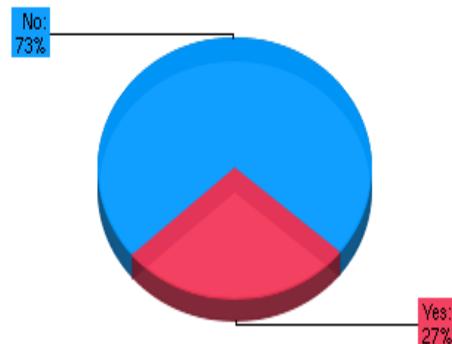
Value	Count	Percent %
Yes	8	66.7%
No	4	33.3%

If "Yes," which database or databases does your library license?

Count	Response
1	CINAHL full text OVID Access Medicine StatRef MD consult UP to Date Dynamed
1	Medline CinahL+ w/ Full Text
1	OVID CINAHL w/ Full text DIALOG
1	OVID (Medline/PsychInfo)
1	Ovid
1	Ovid MDConsult CyberTools for Libraries Access Medicine StatRef Eduserv
1	PsychInfo, Dynamed
1	StatRef, Access Medicine, Dynamed
1	We are part of another consortium that offers databases for our clientele

Appendix 15 – Special Library

8. Is your library able to purchase other materials such as playaways, e-books or DVDs as a result of ODL paying for access to the Ebsco databases and SIRS Discoverer?



9. What types of additional resources are you able to purchase?

Count	Response
1	Playaways, DVDs, games,
1	Print Journals
1	e-books, and DVDs
1	journals and books

10. Please rank the different purposes for which your students/customers use the Ebsco databases and SIRS Discoverer. (Drag and drop the most frequent purpose from the left column to the top of the right column, the second into the second position on the right and so forth. You can rearrange your choices on the right after you initially move them.)

Item	Total Score ¹	Overall Rank
Health Information	46	1
Consumer Information	31	2
Business	30	3
School Work	25	4

Appendix 15 – Special Library

Item	Total Score ¹	Overall Rank
Other (Please specify.)	11	5

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.

If you selected "other," please specify here.

Count	Response
1	Research
1	research

11. On a scale of 1 to 5, with 1 representing "Very Difficult" and 5 representing "Very Easy," please indicate how you would rate the ease or difficulty of using the following resources. (Select "0 - Have Not Used/Don't Know" if you do not have experience using the resource.)

	0 - Have Not Used/Don't Know	1 - Very Difficult	2	3 - Neither Difficult nor Easy	4	5 - Very Easy	Responses
Ebsco Databases	0.0% 0	0.0% 0	18.2% 2	36.4% 4	27.3% 3	18.2% 2	11
SIRS Discoverer	63.6% 7	0.0% 0	0.0% 0	18.2% 2	9.1% 1	9.1% 1	11

12. Following is a list of online databases that ARE NOT currently provided by ODL. Which THREE of these databases do you believe would be most valuable to your students/customers?

Value	Count	Percent %
Tutor.com/Brainfuse/Learning Express	2	18.2%
LEXUS/Nexus	9	81.8%
Foreign Language Resources (e.g., Mango)	4	36.4%
Auto/Farm Equipment Repair	1	9.1%
Readers' Advisory (e.g., Novelist)	2	18.2%
Fundraising	3	27.3%
Investment/Financial (e.g., Morningstar)	4	36.4%
Other (Please specify.)	2	18.2%
Genealogy (e.g., Heritage Quest)	0	0%

Appendix 15 – Special Library

Home Improvement	0	0%
Crafts	0	0%

If you selected "other," please specify here.

Count	Response
1	IEEEExplore
1	engineering

13. If ODL did not fund the Ebsco databases and SIRS Discoverer with LSTA, how would it impact your organization's services?

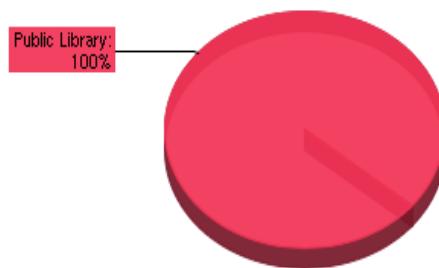
Count	Response
1	Negatively. Would not have access to general journals/magazines databases nor newspapers.
1	Not Sure.
1	We have many users of these databases. It would impact the business users.
1	I would still need to provide access to Medline and CINAHL, so I would have to pick up the difference, price-wise, but I would have to cut something else in order to do so.
1	More interlibrary loans, access to fewer periodicals. We are likely going to have to cut some subscriptions. Without EBSCO, we won't be able to provide access to some of the periodicals at all.
1	We could not justify replacement of business resources that in fact are very useful but sporadic. My institution would pay thousands in DIALOG and document delivery fees.
1	Because we have another database source it would not impact us much. Sorry. But if we were a public library we would need this help.
1	It would impact our nursing program significantly. Most of our nursing information is provided by Ebsco. Our hospital also provides services to nursing students and they absolutely count on the Ebsco information for their practicums and school work. Without CINAHL and Academic Premier, we would have a huge hole in our online journal offerings.
1	My students would not have access to current information therefore their data for research would not be accurate or informative.
1	Devastating. Our program can't afford to invest in databases. We have only PsychInfo and we have Dynamed through a consortium. We worry every day that our funding will be pulled and we will lose those. We rely heavily on Ebsco being there!

Oklahoma LSTA Survey – Verified WorldCat Public Libraries

1. Following is a list of some of the services/initiatives that are partially or fully funded with LSTA dollars. Which of the following services were you aware were funded with LSTA dollars BEFORE you saw this list? (Please check all that you were aware were LSTA funded prior to seeing this list.)

Value	Count	Percent %
Certification of Public Library Staff	25	80.6%
ODL Computer Lab	25	80.6%
Continuing Education Programs/Events	20	64.5%
Institutional Library Services	7	22.6%
Interlibrary Loan Services	23	74.2%
Library for the Blind	12	38.7%
Literacy Newsletter	6	19.4%
Literacy Student Development Conference/Workshops	7	22.6%
Statewide Database Licensing	25	80.6%
Summer Reading Program	24	77.4%

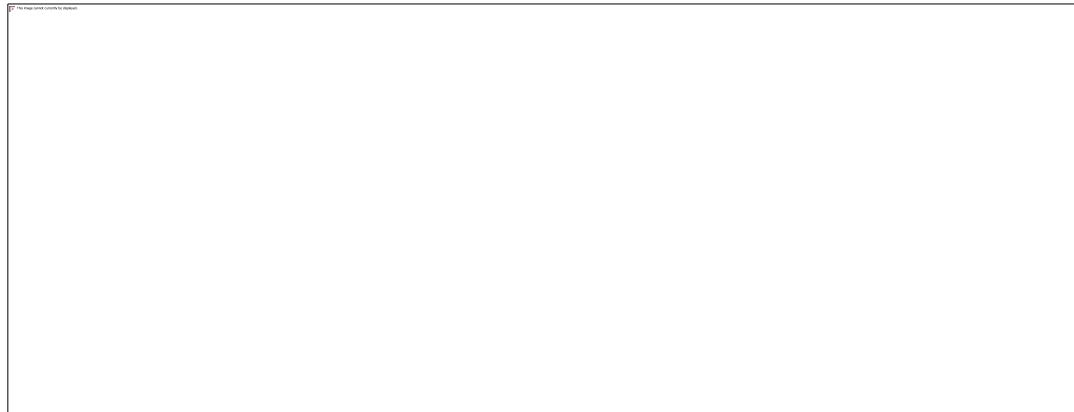
2. Please select the type of organization in which you work.



Value	Count	Percent %
Public Library	32	100%

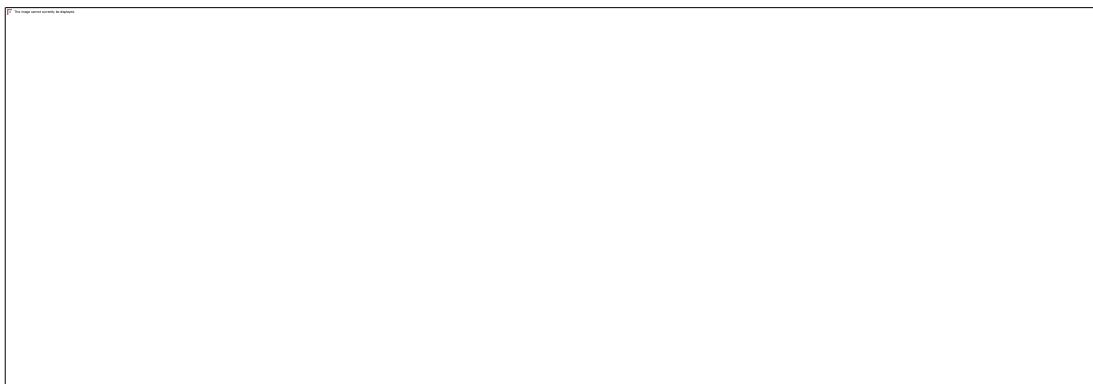
Appendix 16 – Verified WorldCat Public Libraries

3. Please select the work assignment category from the list below that most closely reflects your primary duties.



Value	Count	Percent %
Library Director	20	62.5%
Library Administrator	2	6.3%
Library Youth Services Staff	3	9.4%
Library Circulation Staff	1	3.1%
Library Staff in a Small or "One-Person" Library (I do it all!)	4	12.5%
Library Reference/Information Staff	1	3.1%
Library Technical Services	1	3.1%
Library Technology Specialist	0	0%
Library Public Services Staff	0	0%
Other (Please specify.)	0	0%

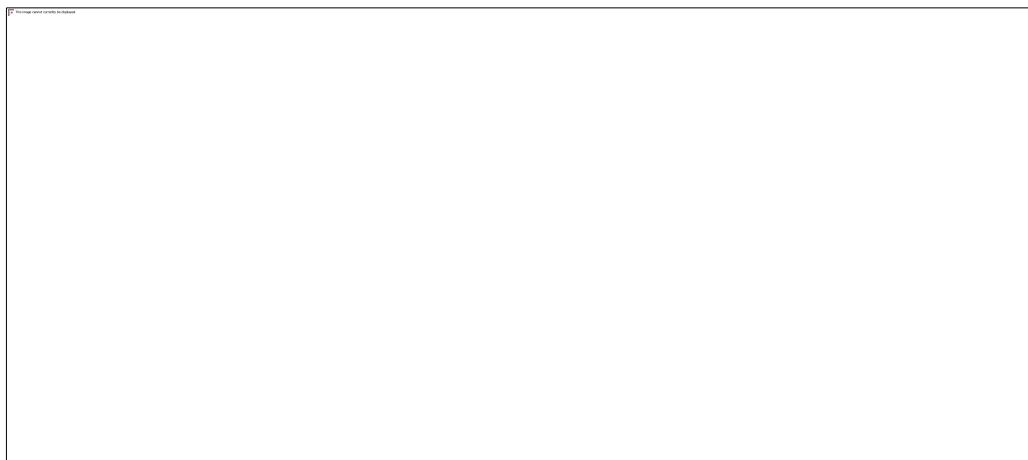
4. Please select the population category that reflects the size of the community in which your library is located.



Appendix 16 – Verified WorldCat Public Libraries

Value	Count	Percent %
Less than 5,000 population	12	37.5%
5,000 - 9,999 population	3	9.4%
10,000 - 24,999 population	9	28.1%
25,000 - 49,999 population	5	15.6%
50,000 - 69,999 population	2	6.3%
Public Library System Serving Multiple Counties	1	3.1%
70,000 or larger population	0	0%

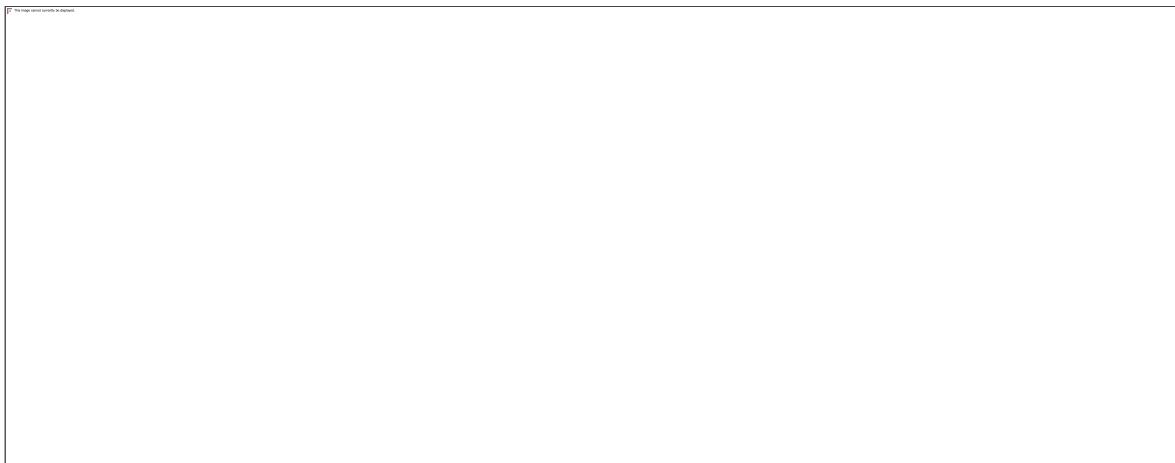
5. Please select the choice from the list below that most closely reflects your level of library training/education.



Value	Count	Percent %
On the job training	1	3.1%
In the process of becoming certified through the Institute in Public Librarianship	1	3.1%
Certified through the Institute in Public Librarianship	12	37.5%
Master's Degree in Library/Information Science	15	46.9%
Master's Degree in some other field	1	3.1%
Other (Please specify.)	2	6.3%
Library Technical Assistant Certificate	0	0%
Certified as a School Library Media Specialist	0	0%
Ph.D. in Library/Information Science	0	0%

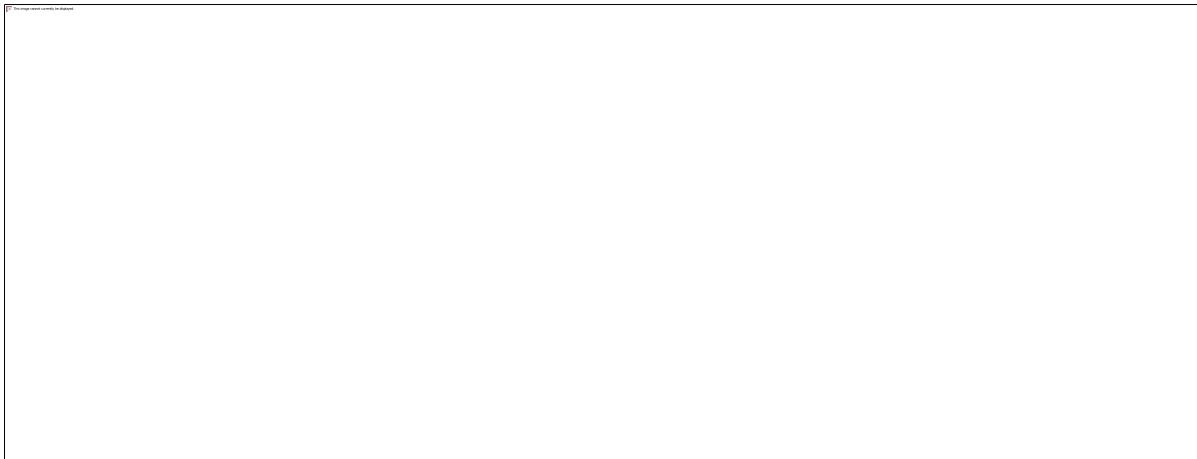
Appendix 16 – Verified WorldCat Public Libraries

6. Are you a certified librarian?



Value	Count	Percent %
Yes	26	81.3%
No	6	18.8%

7. Have you personally taken any of the certification classes offered by ODL?



Value	Count	Percent %
Yes	27	84.4%
No	5	15.6%

Appendix 16 – Verified WorldCat Public Libraries

8. Generally speaking, to what degree did the information presented in the certification classes you have taken help you improve your work performance?

Value	Count	Percent %
Usually resulted in improvement of my work performance	22	81.5%
Sometimes resulted in improvement of my work performance	4	14.8%
Rarely resulted in improvement of my work performance	1	3.7%
Never resulted in improvement of my work performance	0	0%
Don't know/Doesn't apply	0	0%

9. How has your personal participation in certification classes resulted in positive change? (Please check all that apply.)

Value	Count	Percent %
I have become more self-confident	12	44.4%
I am better prepared to respond to work assignments	19	70.4%
I feel that I have a peer network of fellow students that I can turn to with a problem or for ideas	11	40.7%
I have received a promotion	1	3.7%
I have received a salary increase	4	14.8%
Little or no change	2	7.4%
Other (Please specify.)	1	3.7%

Appendix 16 – Verified WorldCat Public Libraries

If you selected "other," please specify here

Count	Response
1	Have helped me to be a better administrator.

10. Please rank the following ways of earning continuing education units (CEUs) in terms of convenience. (Drag and drop your choices from the left column to the right column in the order of your preference with the most preferred listed first. You can continue to rearrange them after you have moved them to the right column.)

Item	Total Score ¹	Overall Rank
Basic and advanced courses offered regionally	133	1
Video conferences of basic and advanced classes (live or archived for later viewing)	100	2
Online course through Le@d	93	3
One or two workshops offered in a single central location by outside presenters	79	4
Hybrid of in-person and online classes	71	5
Other (Please specify.)	13	6

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.

If you selected "other," please specify here.

Count	Response
1	Have classes in Ardmore, Healdton, Wilson, Ringling, Waurika or Walters.
1	Trainings within my town by other organizations.
1	courses provided by my municipal government

Appendix 16 – Verified WorldCat Public Libraries

11. I find earning 4 CEUs for certification renewal to be:

[The large central area is blank.]

Value	Count	Percent %
Very Easy	7	25.9%
Relatively Easy	7	25.9%
Neither Easy nor Difficult	2	7.4%
Somewhat Difficult	10	37%
Very Difficult	1	3.7%

12. If you rated earning CEUs as "Somewhat Difficult" or "Very Difficult," why is it difficult?

Value	Count	Percent %
Can't get the time off work to attend classes	4	36.4%
Classes are not offered in my area	10	90.9%
Cost of traveling to classes is prohibitive	3	27.3%
Classes are not offered at times that are convenient for me	6	54.5%
Classes are not of interest to me	2	18.2%
Other (Please specify.)	1	9.1%
Classes are not relevant to my work	0	0%

Appendix 16 – Verified WorldCat Public Libraries

13. Do you manage other staff members who have participated in certification classes?

The image cannot be displayed.

Value	Count	Percent %
Yes	23	71.9%
No	9	28.1%

14. In your opinion, to what degree did the information presented in the certification classes that your staff members have taken help them improve their work performance?

The image cannot be displayed.

Value	Count	Percent %
Usually resulted in improvement of their work performance	13	59.1%
Sometimes resulted in improvement of their work performance	7	31.8%
Rarely resulted in improvement of their work performance	1	4.5%
Don't know/Doesn't apply	1	4.5%
Never resulted in improvement of their work performance	0	0%

Appendix 16 – Verified WorldCat Public Libraries

15. In your opinion, how has the participation of your staff members in cortication classes resulted in positive change? (Please check all that apply.)

Value	Count	Percent %
They have become more self-confident	14	60.9%
They are better prepared to respond to work assignments	17	73.9%
They have a peer network of fellow students that they can turn to with a problem or for ideas	8	34.8%
One or more have received a promotion	2	8.7%
One or more have received a salary increase	5	21.7%
There has been little or no change	2	8.7%
Other (Please specify.)	3	13%

If you selected "other," please specify here.

Count	Response
1	I am new and my staff that has taken these classes did so before I came.
1	The staff members who have been here for years want to take the core classes again and again. It's hard to convince them to move beyond that. And, I think taking some of them again after 10 years or so might be valuable because things change quickly.
1	I prefer my staff take online courses through Rose State or OU because I feel they benefit more from a semester of exposure than a workshop.

16. Please rank the following ways of earning continuing education units (CEUs) in terms of convenience FOR YOUR STAFF. (Drag and drop your choices from the left column to the right column in the order of your preference with the most preferred listed first. You can continue to rearrange them after you have moved them to the right column.)

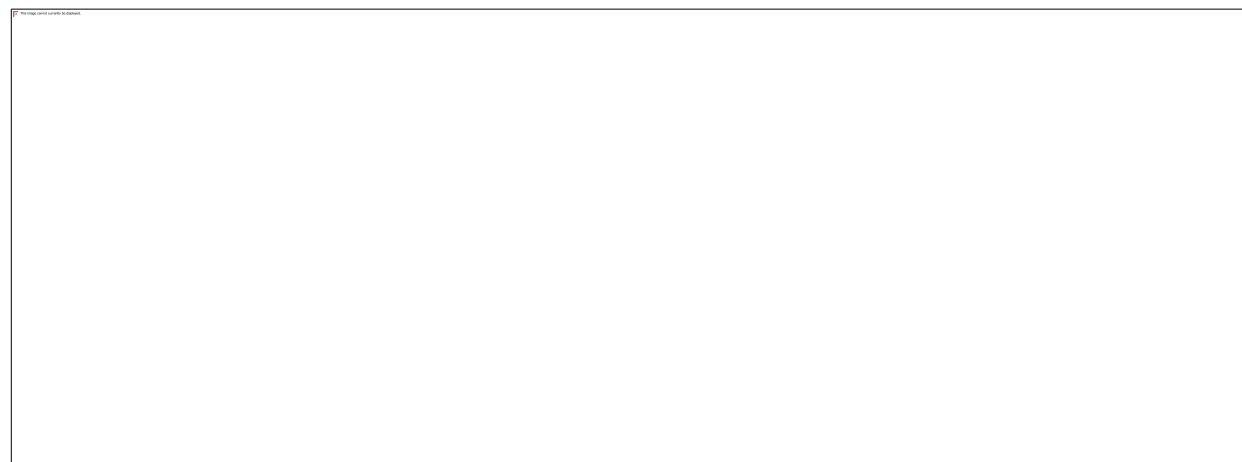
Item	Total Score ¹	Overall Rank
Basic and advanced courses offered regionally	97	1
Video conferences of basic and advanced classes (live or archived for later viewing)	87	2
Online course through Le@d	76	3
One or two workshops offered in a single central location by outside presenters	73	4

Appendix 16 – Verified WorldCat Public Libraries

Item	Total Score ¹	Overall Rank
Hybrid of in-person and online classes	63	5
Other (Please specify.)	3	6

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.

17. In my opinion, my staff finds earning 4 CEUs for certification renewal to be:



Value	Count	Percent %
Very Easy	1	4.5%
Relatively Easy	9	40.9%
Neither Easy nor Difficult	3	13.6%
Somewhat Difficult	8	36.4%
Very Difficult	1	4.5%

18. If you rated earning CEUs as being "Somewhat Difficult" or "Very Difficult" for your staff, why do you think it is difficult for them?

Value	Count	Percent %
They can't get the time off work to attend classes	4	44.4%
The classes are not offered in our area of the State	7	77.8%
The cost of traveling to classes is prohibitive	5	55.6%

Appendix 16 – Verified WorldCat Public Libraries

Classes are not offered at times that are convenient for them	4	44.4%
Classes are not of interest to them	1	11.1%
Classes are not relevant to their work	1	11.1%
Other (Please specify.)	1	11.1%

19. In your opinion, how is the certification project meeting your needs and the needs of your library staff?

Count	Response
1	Helping train personnel in different areas of library work
1	The classes are very helpful in providing new information or refreshing skills.
1	Very well
1	Very well.
1	I would like to see it simplified where 1 hour counts as 1 point. Then increase the number of points needed for re certification. It would be helpful if Senior staff members who have taken all the basic and advanced classes could take an update course that covers several different areas. I've found that once they take the course and work a while, they think they know all they need to but may not be in line with current trends in librarianship. It is very valuable for our librarians to see other libraries and talk to other librarians so they can realize similarities and differences in different approaches.
1	The classes keep us updated on the necessary skills to meet the regular and growing needs of serving our community.
1	These courses are very beneficial for staff who do not pursue a higher degree in library science and/or who want a basic working knowledge of public libraries.
1	Great! The staff and I (there are eight of us) close the library each year and attend the OLA Conference each year and that gives us more than enough CEUs for renewal. We are very fortunate that city hall supports the library very much and we are appreciative of that and of the CEUs program since it makes them more responsible librarians.
1	It is good as an introduction to basic librarianship concepts, and as an incentive to continue attending workshops and classes, but 4 CEUS is difficult for some to obtain in a 3 year period.
1	It is a benefit, primarily in obtaining salary increases yet not as much as it could be in terms of actually educating staff in current library standards and services.
1	Staff members seldom have college degrees or experience in libraries. The certification courses are excellent in that they provide training in new skills, basic ethics, and library problems. The course work reinforces the instruction I give my staff and motivates them to assimilate library philosophy more completely.
1	I love that our staff gets to get out of the building sometimes and see what other libraries

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
	and librarians are up to. I'm a huge fan of not reinventing the wheel and the certification classes encourage our staff members to coordinate around the state and use each other's resources and ideas.
1	The classes reaffirm regulations, purposes, goals, etc., by refreshing our information and they make us take time to learn.
1	Certification increases the educational level of librarians in Oklahoma. Public respect for the library profession is increased, as libraries are not viewed as "work anyone can apply for." Certification also increases staff awareness of statewide goals and initiatives.
1	They are better able to understand the larger picture of the importance library services and how their position relates to and is important to improved services and programing.
1	Staff gains confidence and brings new and creative ideas to the table. They become more productive and interrelate better with staff peers and library personnel in other libraries.
1	Very well. Provides the staff with information, thus an understanding of libraries and their services.
1	Gives staff an overall picture of library operations and keeps them current with trends, best practices and new technologies. They also share information with peers, which is every beneficial.
1	The certification project is definitely needed and it is a great incentive for the staff to attend additional training to maintain their certificates. The staff usually returns with useful information that they have learned from the classes or workshops.

20. Do you have any suggestions on how ODL might change or improve the certification program?

Count	Response
1	Better publicity
1	More offerings, if possible.
1	More online opportunities for staff so the travel time is not an issue.
1	Online courses. Utilize the video conferencing equipment received through OK Connect grant.
1	The classes on line are helpful
1	Improve quality of content; ensure it is up to date. Truly vet presenters - some are great, some are worthless. Don't waste time with half-day programs for few credits - they are not worth the full day allocation many staff have to take off to get there. Would LOVE to see more online and video-conferenced training, WebJunction or archived training for example, to be included in ways to obtain CEU's. Need more IT training!!
1	At this time, ODL is understaffed due to state budget cuts. If they had more professional

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
	staff members they could and would offer more classes.
1	There were some classes I was unable to send my staff as it took as much time to drive there as the class length. This was cost prohibitive.
1	I think it is a great program and the guide-lines set for Library's and Librarian's help immensely.
1	1. Utilize talk back classes. It would save us travel money. 2. Simplify the point system. 1 hour= 1 point. Need 16 (or 24) points every 4 years. 3. Have a refresher "Overview" course that can be re taken every 4 years. 4. Archive certification classes so that they may be access via Internet (Give a pretest and post test to measure effectiveness) 5. Have a master schedule so that we know what classes will be offered when. For example, offer How to Think Like a Librarian every other fall. (This may happen, but we aren't aware of it.) 6. Offer Forums for specific areas: cataloging forums; technical processing forums, Interlibrary Loan forums, Adult Programming forums so that people in charge of those areas can discuss current trends and issues with others in their positions.
1	For the libraries that are in cities 20,000 or over I wish we could have more of the basic classes at our library so that our other workers that are not paid by city hall could be a part of the program without spending money for getting there to a class and back.
1	1. Use of online and video conferenced classes will make it easier for all librarians to become and remain certified. Online classes are especially needed, to meet individual schedules. 2. Librarians can read! It would increase class effectiveness to email readings in class subject matter, prior to an on-site or video-conferenced class, to the librarians enrolled. (It can be difficult to listen, take notes, and ask relevant questions in class.)
1	Adding a required technology component for renewal of certification seems to me to be essential. Staff is sometimes reluctant to avail themselves of opportunities to keep up with technological changes.
1	I love that the classes are offered regionally and that staff can travel at least once a year out of the building. However, I think an increased number of online classes would be great also.
1	More online courses, we are a small library with only two staff. If a course is offered near us, we will usually both try to attend at the same time. This leaves the library closed during days we have to leave for training. If more courses were available online, we would be able to take them onsite at the library or at our own leisure. This would allow us to keep the library open and be able to more easily receive the training needed to keep our certifications current.
1	At this time, ODL has been unable to provide video conferencing classes due to reorganization of services of the State Dept. of Finance. When the video conferencing is available throughout the state, I believe library staff will be able to participate in more classes without the time and expense of travel.

Appendix 16 – Verified WorldCat Public Libraries

21. How would it impact your Library and its services if ODL did not fund this project?

Count	Response
1	Impact would be minimal
1	It would be hard to keep up with what is going on in the library world.
1	It would be harder for me to provide training for my staff.
1	Marginally
1	Our budget is almost non-existent so we would most likely not be certified.
1	Staff would find it time, travel, and cost prohibitive to seek professional education.
1	We would probably not set aside time for learning and advancement in regards to our positions in the Library or in the function and roles of the Library.
1	It would be a disaster! Training staff would be more difficult and far more expensive. The quality of training would be greatly reduced. My staff wouldn't get any staff development other than what I could provide in staff meeting. It is vitally important that people who work in the library stay up to date on current trends and issues. But getting them to attend a workshop is difficult. I've even thought about framing their certification certificates and putting them in the library to motivate them to get that certification. I will say that despite their initial reluctance, every time the staff attends a training you can see the light bulb go on. They come back motivated with a great deal more knowledge and understanding to bring to the job.
1	It is likely that much of our staff would have no opportunity to attend any training sessions. The state library association's training courses are cost prohibitive to my library.
1	Primarily, staff salaries would plummet overall. Certification gives us an "industry standard" we can show funding entities to qualify salary levels and justify increases for many staff that have no other way to move ahead in terms of compensation.
1	Staff who are not planning on getting an MLIS may have less opportunity to attend relevant classes, but I'm not sure if it would affect work performance or not.
1	It would be very difficult for them to meet other Library staff and listen to their problems and solutions and compare with someone who understands. This project is our only connection to educating ourselves in librarianship since we are not currently enrolled in any other program. We would feel devastated and uninformed. As we both hold bachelor's degrees, we constantly want to learn and better ourselves and want to become better librarians in whatever capacity we can.
1	It would be difficult (if not impossible) to get staff trained as the cost of travel and registration would be prohibitive.
1	I would have to spend much more time training staff on a continuing basis. As a working librarian as well as director, this would impact my own performance.
1	I cannot afford to send myself or staff members to Amigos training. For small and medium-size libraries, the free training provided by ODL is essential.

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	I believe my library staff would not be led in such a positive direction. My belief if it matters at all or not is that the workshops are the lifeblood of those who work at the library. You network with others who are suffering through budget cuts and those whose shoulders get heavy from the same problems over and over again. But one year we tried using the funds for buying a scanner in Genealogy instead of their usual workshops, and the morale was lower than usual. So again I say that the workshops and CEUs are the lifeblood of the library. It helps pump fresh oxygen into the worker's veins and gives them a refreshed demeanor and in turn revives them when they meet the patrons and they have a refreshed nature and outlook toward our patrons at the library.
1	The library would be inadequate in serving its customers at its best without the knowledgeable staff required.
1	It would have a negative impact. The certifications have not translated into additional pay for our staff so far but I definitely make the city leaders aware of it. They know that my staff works to improve their skills and update their job knowledge.
1	Our budget from the City is very restrictive. It might be difficult to find funding for these courses if not funded by ODL.

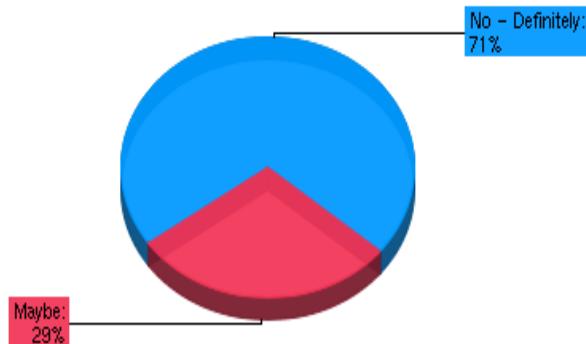
22. Before participating in this survey, were you aware that the Oklahoma Department of Libraries uses LSTA funds to provide access to EBSCO and SIRS Discoverer for all libraries in the State?



Value	Count	Percent %
Yes	28	93.3%
No	2	6.7%

Appendix 16 – Verified WorldCat Public Libraries

23. If ODL wasn't able to pay for access to the EBSCO databases and to SIRS Discoverer, would your library be able to provide this service?



Value	Count	Percent %
Maybe	9	29%
No - Definitely	22	71%
Yes - Definitely	0	0%
Probably	0	0%

24. If you don't use the Ebsco databases or SIRS Discoverer, please indicate the two most important reasons why you don't.

Value	Count	Percent %
They are too difficult to use	2	28.6%
I don't have time to learn how to use them	1	14.3%
I don't have time because of other job duties	3	42.9%
I tried them but couldn't find what I was looking for	2	28.6%
Other (Please specify.)	2	28.6%
I prefer to use print resources	0	0%
The databases provided aren't relevant to my clientele	0	0%

If you selected "other," please specify here.

Count	Response
1	I forgot to let my patrons know about this service

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	I work in circulation, and the reference librarians are the main people who use them to help patrons.

25. Which three databases are most used by your students/customers?

Cited as most used: (Note: The number in brackets that appears in front of some items indicates the number of respondents who gave that response.)

American History
(9) EBSCO
EBSCOhost - Academic Sources
First Search thru World Cat for ILL
FirstSearch/ILL
Heritage Quest
Image Collection
Middle Search Plus
TOPICSearch
(4) WorldCat

Cited as 2nd most used: (Note: The number in brackets that appears in front of some items indicates the number of respondents who gave that response.)

Academic Search Premier
(2) Ancestry.com
Business Source Elite
(6) EBSCOHost
Image Collection
Middle Search Plus
(4) SIRS Discoverer
Testing & Education Reference Center
WorldCat

Cited as 3rd most used: (Note: The number in brackets that appears in front of some items indicates the number of respondents who gave that response.)

Academic Search Premier
Art & Architecture
(3) Auto Repair Reference Center
Eric
(2) FirstSearch
Heritage Quest
MASUltra - School Edition

Appendix 16 – Verified WorldCat Public Libraries

(4) SIRS Discoverer
WorldCat

26. Does your library license any databases other than those provided by ODL?

Value	Count	Percent %
Yes	17	60.7%
No	11	39.3%

If "Yes," which database or databases does your library license?

Count	Response
1	Alldata, Ancestry Online and Heritage Quest
1	Ancestry.com Newsbank.com
1	Ancestry.com; Heritage Quest; Ebsco auto-repair; Gale Testing
1	Ancestry.com; Heritage Quest; Footnote; Automobile Reference Center; Valueline; Daily Oklahoman;
1	Heritage Quest Ancestry Auto Repair Testing and Education Reference Center
1	Heritage Quest, OverDrive, Mango, Global Road Warrior and A to Z Maps
1	HeritageQuest
2	Mango
1	Mango Overdrive World book online Chilton Ancestry.com Heritage Quest America's Newspaper
1	Mango Languages

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	database testing footnote (genealogy) Ancestry.com HeritageQuest.com Chilton
1	I don't know
1	Learning Express, Mango, Ebsco Reference (automotive repair, home improvement, small engine repair)
1	A to Z Maps Online; Auto Repair Ref. Center; Global Road Warrior; Home Improvement Reference Ctr.; LitFinder; Reference USA; Small Engine Repair Reference Center: FirstSearch; Other.....
1	Access Science, Mango Languages, Pricelt, Chilton's, Testing & Education Complete, Ancestry & Heritage Quest
1	Ancestry HeritageQuest Newsbank (local newspaper only) Fold3 Law Depot Opposing Viewpoints in Context World Vital Records Daily Oklahoman Archives

27. Is your library able to purchase other materials such as playaways, e-books or DVDs as a result of ODL paying for access to the Ebsco databases and SIRS Discoverer?



Value	Count	Percent %
Yes	21	70%
No	9	30%

28. What types of additional resources are you able to purchase?

Count	Response
1	Books, Magazines, Graphic novels, books on CDs, Board Books, DVDs,
1	Children's books, Summer reading crafts and other materials, Books on CDs, Subs

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	DVD's, CD's,
1	E-Books; Audio Books; DVDs; Other items
1	E-books; audio downloads; additional databases
1	E-books
1	Footnote, Ancestry, and HeritageQuest databases
1	I don't know
1	NONE
1	Reference materials
1	We are able to purchase e-books, DVD's and audio books
1	e-book access
1	e-books and downloadable audio books
1	playaways, e-books, DVDs, playaways views
1	I suppose since we are not paying for these databases, that allows us to spend more on books and AV
1	The Overdrive subscription More audiobooks and e-books Gale Online Reference Collection More recreational reading materials
1	Audiobooks on CD and cassette (phasing out cassettes, but they are still used), DVDs, e-books and e-readers
1	We have purchased playaways views, e-books, and we have developed a large DVD and music CD collection.

29. Please rank the different purposes for which your students/customers use the Ebsco databases and SIRS Discoverer. (Drag and drop the most frequent purpose from the left column to the top of the right column, the second into the second position on the right and so forth. You can rearrange your choices on the right after you initially move them.)

Item	Total Score ¹	Overall Rank
School Work	141	1
Health Information	105	2
Consumer Information	95	3
Business	59	4
Other (Please specify.)	7	5
Total Respondents:		

Appendix 16 – Verified WorldCat Public Libraries

Item	Total Score ¹	Overall Rank
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.		

If you selected "other," please specify here.

Count	Response
1	To read journal articles about subjects that interest them personally.
1	genealogy research

30. On a scale of 1 to 5, with 1 representing "Very Difficult" and 5 representing "Very Easy," please indicate how you would rate the ease or difficulty of using the following resources. (Select "0 - Have Not Used/Don't Know" if you do not have experience using the resource.)

	0 - Have Not Used/Don't Know	1 - Very Difficult	2	3 - Neither Difficult nor Easy	4	5 - Very Easy	Responses
Ebsco Databases	6.9% 2	0.0% 0	17.2% 5	41.4% 12	27.6% 8	6.9% 2	29
SIRS Discoverer	16.7% 5	0.0% 0	6.7% 2	26.7% 8	26.7% 8	23.3% 7	30

31. Following is a list of online databases that ARE NOT currently provided by ODL. Which THREE of these databases do you believe would be most valuable to your students/customers?

Value	Count	Percent %
Tutor.com/Brainfuse/Learning Express	16	51.6%
LEXUS/Nexus	2	6.5%
Foreign Language Resources (e.g., Mango)	13	41.9%
Auto/Farm Equipment Repair	8	25.8%
Genealogy (e.g., Heritage Quest)	22	71%
Home Improvement	5	16.1%
Crafts	4	12.9%

Appendix 16 – Verified WorldCat Public Libraries

Readers' Advisory (e.g., Novelist)	10	32.3%
Fundraising	1	3.2%
Investment/Financial (e.g., Morningstar)	10	32.3%
Other (Please specify.)	0	0%

32. If ODL did not fund the Ebsco databases and SIRS Discoverer with LSTA, how would it impact your organization's services?

Count	Response
1	Drastically
1	It would have a negative impact on the services we can provide for our patrons
1	It would hurt the school kids with studies, and everyone that uses it to research health issues
1	Not funding Ebsco database would have a negative impact on our organization's services.
1	Our library would not be able to offer these databases to its patrons.
1	Our patrons would have to travel 20 miles or more to access these databases at a larger library.
1	Our services would be greatly reduced
1	There would be little impact.
1	We COULD NOT provide the subscriptions--too cost prohibitive.
1	We would be lacking in access to resources, and information.
1	We would not be able to offer all the other program that we do
1	We would not have them.
1	Yes, We would not be able to afford them.
1	Seriously impact our Database usage, especially those features for students and health care resources. Overall, the library would be less of a benefit to the community.
1	We have already had to drop a lot of our print periodicals. If we did not have EBSCO, I don't know how students would get their research papers done at the library.
1	It would not impact services at all. The cumbersome nature of log-in, choosing databases, searching, the unordered search results and lack of adequate synopsis, all combine to keep either staff or patrons from using Ebsco/Sirs as 1st choices. They should take a page from the Google playbook.
1	I would look at the cost of continuing Ebsco, but I nearly choked when I found out how

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
	much BIP cost. I really miss it.
1	It would make it more difficult for us to help our patrons with their needs. We are a small library in a community with a high level of free and reduced lunches. Most homes do not have internet. They come to the Library for those needs.
1	Mustang Library's Ebsco database was searched over 2 million times (2,264,909) in 2011. It is a very valuable resources that is available to our library customers 24/7, 365 days a year via our website. Not having this database would negatively impact our customers' ability to access needed information.
1	While it is not overly sought after in our small library, it is used when students need a scholarly source for a research paper and when one is not immediately available onsite.
1	We have a very small operating budget and would not be able to provide these services to our patrons without the Oklahoma Department of Libraries.
1	We would be devastated. We rely on the EBSCO and SIRS databases to provide the majority of our Reference collection. We also refer lots of students (high school and college) to our EBSCO resources. These databases are incredibly important to us!
1	It would make it much more difficult for my patrons to use articles for their research papers and personal use.
1	Students would be looking elsewhere for resources. They prefer the Internet or Ebsco databases but sometimes they have to go to more Encyclopedia material books inside the library. So those who do not have the Internet will come to the library and use the computers.
1	We would not be able to buy the current books and DVDs to keep up with the demand.
1	Our budget is very limited if it was not for ODL, and our FOL, and book grants we would not be able to provide all the services we do now.
1	I don't know how much a subscription per year would be, but I would have to have it. It's too essential to our reference section. I've taught teachers and students and library patrons how to use it and ours is well used. I check the stats.
1	We would try to pick up the cost but it would mean dropping databases or curtailing material expenditures elsewhere. I know that we could never afford the selection of databases provided by ODL.
1	We would probably not be able to offer these services otherwise and when people are researching subjects it is always nice to offer these sources to our patrons because they are always current.

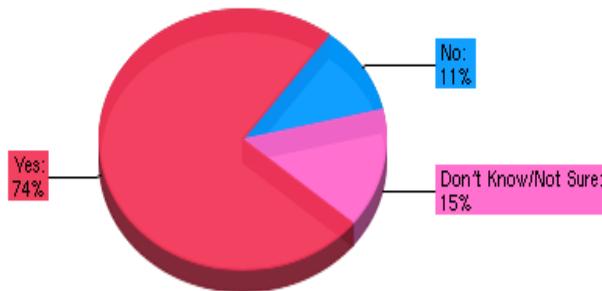
Appendix 16 – Verified WorldCat Public Libraries

33. Do you use ODL's current interlibrary loan system (as opposed to Autographics)?



Value	Count	Percent %
Yes	27	84.4%
No	2	6.3%
Don't Know/Not Sure	3	9.4%

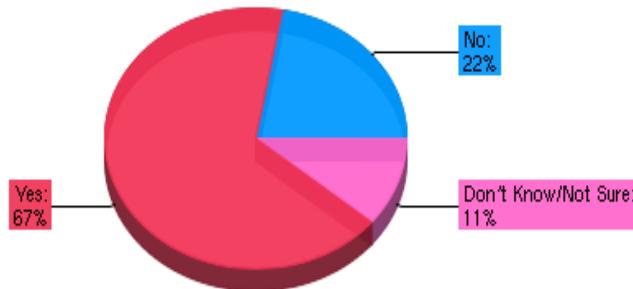
34. Has the current ODL-supported interlibrary loan system reduced the time your patrons wait to receive requested items?



Value	Count	Percent %
Yes	20	74.1%
No	3	11.1%
Don't Know/Not Sure	4	14.8%

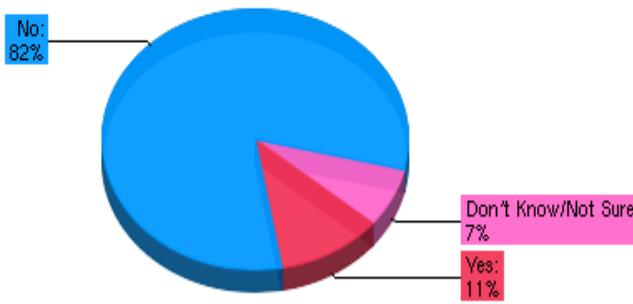
Appendix 16 – Verified WorldCat Public Libraries

35. Do you believe the availability of the current ODL-supported interlibrary loan system has increased the number of requests submitted by your patrons?



Value	Count	Percent %
Yes	18	66.7%
No	6	22.2%
Don't Know/Not Sure	3	11.1%

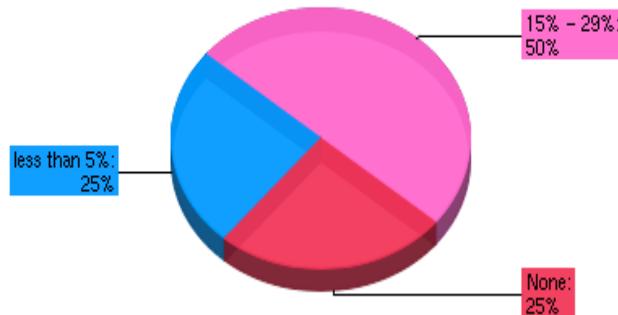
36. Do your library's customers submit their own interlibrary loan requests online?



Value	Count	Percent %
Yes	3	11.1%
No	22	81.5%
Don't Know/Not Sure	2	7.4%

Appendix 16 – Verified WorldCat Public Libraries

37. Approximately what percentage of your library's interlibrary loan requests were placed by customers in the past year?



Value	Count	Percent %
None	1	25%
less than 5%	1	25%
15% - 29%	2	50%
5% - 14%	0	0%
30% - 49%	0	0%
50% or more	0	0%

38. In your opinion, what impact has the availability of the current ODL-supported interlibrary loan system had on the services received by your library's customers?

Count	Response
1	Excellent...getting more requests
1	I am not directly involved with this but the process seems to be much easier when it works :)
1	It broadens the services we have, by allowing our customers access to items we do not have.
1	It has greatly expanded the items available for them beyond our own collection.
1	It has improved the availability and speed of access to ILL materials.
1	It has made it much easier to receive the books that are requested and the service is much faster
1	It seems we receive the books so much faster
1	Many more materials available, helps us serve our customer needs.

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	Number of borrowed items has increased. Borrowed materials are received more quickly.
1	Our customers love ILL, but the wait time has increased when moving from OCLC back to ODL.
1	It has helped a lot teachers come in and request items that they need for their teaching aids. We have college students and school kids. And also just for the everyday patron. And I as librarian have used it for my jobs to request books that we could not afford to buy.
1	As we are a small library, we have fewer materials available to our patrons. Through ILL, we are able to provide an alternative so that patrons may have access to books not in our circulation.
1	Offers them access to materials that otherwise they would have to purchase themselves and drive a distance to obtain.
1	The current system makes it more difficult to keep track of where the books are (have they been sent or returned).
1	Very small impact, somewhat less control over where items are borrowed from, smaller pool of available lenders.
1	The speed with which we get interlibrary loan materials has increased dramatically. Our patrons have expressed excitement at the quick turnaround.
1	With the switch to OCLC's WorldCat, we find that there are many more lenders to choose from for items that we wish to ILL from, as opposed to the old system.
1	We would not be able to offer interlibrary loan services without ODL's assistance and financial assistance.
1	As a small library, we are unable to provide all the types of books our patrons are looking for, therefore the ODL ILL system is extremely invaluable to our customers, who know that they can still rely on us to find what they are looking for, even if it isn't within our walls.
1	They know that if we don't have a book or article that they want we can usually get it through the loan system
1	We have a steady request of ILL items and send out regularly to other libraries. A lot of the customers are repeat ILL users. It is a very well used service.
1	we are unable to keep all titles and this allows our patrons to read material that we do not always carry
1	It has created a frustrated ILL librarian who finds it difficult to be positive about the system. There is no local control once a request is in the system. Canceling requests is cumbersome.

Appendix 16 – Verified WorldCat Public Libraries

39. If ODL did not fund the interlibrary loan system with LSTA dollars, how would it impact your organization's services?

Count	Response
1	Again, small budget so anything that required cost would probably not be provided.
1	Costly for us in staff time and increased purchases of non-fiction materials.
1	It would be a Disaster! We do not have the funds to take the place of ODL's support.
1	Less money for other needs
1	My patrons would have to pay for the postage and search fees for each item they wanted.
1	The library would spend more on patron requested books when available.
1	We would just contact local towns to see if they had the book.
1	We would not be able to offer this service
1	We would not have an ILL program.
1	We would not have the budget to fund it for the library
1	It would be like stepping back in time where we had very limited ways of helping our patrons. Interlibrary loan has helped us so much, especially with funding and the ability to buy books.
1	We would be in a real bind. We use the ILL system funded with LSTA dollars as a part of our collection development plan. There are items we do not purchase knowing that we will be able to borrow them in a timely, cost effective manner.
1	We could not afford to use OCLC on our own. It would dramatically affect our ability to provide services.
1	The nationwide (and more) OCLC search makes ILL possible for a small staff. It would be time-prohibitive to search each library's online catalog separately.
1	I'm not sure. I'm sure it would slow things down significantly. When we moved to OCLC for ILL it improved the process tremendously.
1	OMG! We would not be able to afford an ILL system, and therefore we would have to spend some of our regular book money on ILL requests as we would not be able to tell deny every request. It would be financially devastating!
1	If we could not borrow books through ILL we might be inclined to purchase the books for the patron, thereby reducing our budget for other items.
1	It would directly affect our budget; we would not be able to supply our customers with items they are wanting.
1	Interlibrary Loan services would likely suffer, as I stated in a previous answer, our budget from the City is quite strained and if there was funding left after core library function cost was covered, it would be one of the first things we would look at licensing if LSTA did not pay for it.

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	Even though the previous system was much better and easier to navigate for both patrons and staff, this is better than no ILL at all. For small rural libraries, having access to metroplex collections allows equal access to information.
1	A huge loss and a dramatic cost increase as we would have to meet (i.e. purchase) the requests in-house we can currently meet via ILL.
1	No library can all the materials needed by their customers. Interlibrary loan is vital to providing the information requested by our borrowers.
1	It would be a big loss to community and it would also hurt are children who go to school and the teachers that use it to find the DVDs and books for their class.
1	I think we would have to pay some big bucks because I know it is not free and we are not prepared to do that with our budget constraints at this time.

40. If you could change one thing about the interlibrary loan process, what would it be?

Count	Response
1	A set shipping rate for all items, regardless of weight, would simplify mailing/processing.
1	Go back to the previous system, it was a lot better.
1	I think it is a good system
1	ILL is the most valuable service funded with LSTA funds, just ahead of the databases.
1	It works very smoothly right now. Can't think of anything off hand.
1	No changes. We are happy with the current level of support.
1	Nothing - ODL staff is great!
1	Nothing comes to mind.
1	Nothing, I love it.
1	We are very happy with this service.
1	n/a
1	We need to have more control on request that go in to ODL.
1	In consulting with the person who works with this they suggest trying to make it a little bit more user-friendly. Sometimes it says we have it and we don't and other times when looking something up it will say only two libraries have it in the whole world and then a long list will pop up. (I hope this has been helpful to you.) This is awesome technology at our fingertips to be able to order something you want but don't have. Our city hall has supported the ILL so far and I am so glad we are able to offer this service at this time.
1	Request renewals are not available now except with ODL. Would be nice to have a renewal option on all items borrowed.

Appendix 16 – Verified WorldCat Public Libraries

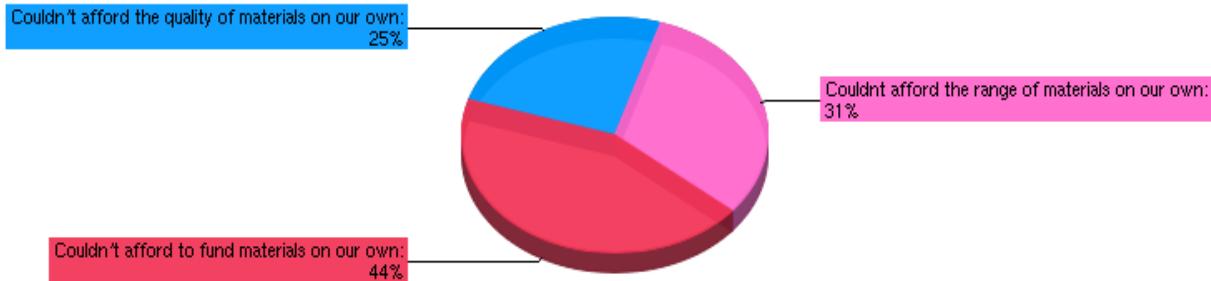
Count	Response
1	Email and other contact information from the loaning library. Also allow us to dictate certain auto fill spaces on the form.
1	Let available items from other libraries circulate even if ODL has a copy...being on "hold" simply because the ODL owns a copy rather than moving the request on to an available library has decreased efficiency and customer service.
1	A larger pool of availability would be so helpful. Formerly, we had access to lenders out of state and multiple libraries in state. Now we are very limited. I have bought books for students needing study materials that, formerly, I would have borrowed. This channels scarce dollars into purchase of items that are essential to a very small population--not a cost efficient situation. Unfortunately, even the universities with large collections often have professors who require reading that is not to be found in the University library. ILL becomes the lifeline to those students. I am now the lifeline and I have much less money for life boats.

41. For which age groups does your library offer a summer reading program? (Please check all that apply.)

Value	Count	Percent %
Pre-school/early childhood	28	87.5%
Primary-aged children	31	96.9%
Intermediate-aged children	28	87.5%
Young Adults/Teens	22	68.8%
Adults	9	28.1%
Seniors	3	9.4%
"Tweens	22	68.8%
My library does not offer a summer reading program	0	0%
"Tweens"	0	0%

Appendix 16 – Verified WorldCat Public Libraries

42. How important are the materials and resources furnished by ODL (e.g., manuals, reading logs, posters, bookmarks, etc.) to the success of your summer reading program?



Value	Count	Percent %
Couldn't afford to fund materials on our own	14	43.8%
Couldn't afford the quality of materials on our own	8	25%
Couldn't afford the range of materials on our own	10	31.3%
Don't use the materials and/or resources provided by ODL	0	0%

43. Why do you believe that it is important for your library to offer a summer reading program?

Count	Response
1	Engaging children creates life-long learners and life-long library users!
1	Even in Oklahoma, reading should be as important as sports.
1	To encourage customers to read and visit the library.
1	To receive state aid & to get the children to use the library during the summer.
1	We have so many children come to the program
1	The Summer Reading Program is so important to our community that our school district partners with us project. Kids need to read through the summer months to retain and improve their reading skills. Our library devotes eight weeks of programs and reading incentives to the Summer Reading Program.
1	We believe it is an important outreach to our community; it's a safe place for kids during the summer, it also encourages families to continue to focus on literacy skills while kids are out of school.
1	Okemah is a very small town with limited activities for youth. Summer Reading brings children into the library that might not otherwise visit and gives the kids an activity to look forward to in the summer.

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	There is nothing or very little offered for those age groups in the area. We are the only ones who consistently offer a program every summer. We even have families who reschedule their work hours to be able to bring their children to our programs, it's that important to them. Many children and their families simply would not be able to afford anything else during the summer.
1	Have you seen the statistics? Ours are sky high! Our parents and kids look forward to FREE quality programming in the summer for their child. Teachers encourage their students to come to the library weekly in the summer to keep literacy skills from atrophying over the summer. We are going to offer an adult reading program this summer for the very first time and we are so excited about it.
1	We are able to reach hundreds of children throughout the summer. We feel it is important to reinforce the importance of reading all year long.
1	There is not much to do in our small community and this gives our children a wonderful place to be through the summer. We also have children visiting with their relatives through the summer and this provides them with a place to go and fun activities.
1	SRP is a key ingredient in literacy training. Children who read at least 10 books during the summer retain or increase their reading level from the previous school year. SRP helps children learn the importance of reading and enhances their excitement for reading and learning. SRP builds lifelong readers and library patrons.
1	The summer reading program encourages kids to read during the summer. It also encourages them to read during the rest of the year.
1	SRP reinforces the role of the Library, and provides young patrons a chance to learn the value of the library to them.
1	It helps the children to keep up with their reading levels over the summer break. As a result of this programing they have better grades and test scores. Because they have better reading comprehension skills which help them learn better in school. It also helps with the illiteracy problem in our community with the lower income children whose parents cannot afford the summer camps and tutoring lessens that the upper class parents can.
1	Positive library experience for both child and adult caregiver. Very well attended at our library. Building the future patron base for the library. Encourage the fun of reading helping students succeed.
1	Summer reading program allows children to not only continue improving their reading skills, but also to learn the enjoyment of reading.
1	The summer reading program is the central part of our efforts to develop an interest in reading and library use by young people. They often become lifelong library users and it is the most important programming that we do.
1	For children, it is important to keep them practicing their reading skills during the summer so that they don't lose ground between school semesters. For adults, it is more of a social and possibly educational forum.
1	It is like asking "is it important to have an incentive to read"? Poor families and well-to-do

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
	families alike look forward to the summer reading program each year. My girls remember it and we came to them then also. I tried to keep my girls busy so they would not think about their father having to work in Houston, Texas. It also kept them off the streets and out of trouble.
1	To keep kids reading! To let kids know that life is bigger and more fun when you can read. Also, to create positive life-long relationships between kids and libraries.
1	For our library, it is one of the most popular & well-attended programs of the year. It is something the children of the community have come to expect and depend on. It provides positive activities during these off-school months.
1	Drawing the children in during the summer exposes them to a wide range of activities, edutainment opportunities, learning experiences, and helps keep their reading levels up during this non-school time.
1	Everyone needs encouragement to continue to read and build upon a lifetime of learning thought process.
1	We like to keep kids not only coming into the library all year round, but to keep them engaged in reading.
1	Our children live with us in the summer. Guided programming gives them continuing education for the summer, keeps them off the streets, and builds relationships necessary for their research during the school year.
1	In a small town there is very little for school-aged children to do during the summer. The summer reading program gives them a structured activity focused on maintaining (or improving) reading skills which helps them be prepared for the beginning of the next school year.
1	It is important to keep the children reading in the summer and it the reading program gives them a goal
1	Incentive to continue reading throughout the summer, and an opportunity to socialize with others when not in school.

44. What segments of the community benefit most from the summer reading program?

Count	Response
1	A mix of children that include Native American and very low income.
4	Children
1	Children from birth through age 17 can participate in the Reading Program.
1	Everyone
1	Hispanic families and low income families.
1	I am not sure what this question mean. I would say the kids

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	Kids preschool through fifth grade, and their parents.
1	Lower to middle class
1	Middle School Children & Teens
1	Pre-k – Teens
1	Preschool and school age children
1	Preschool through middle school at all economic levels.
1	School age children
1	The children in our community benefit greatly from the summer reading program.
1	The poor, the working families, single mothers/fathers.
1	The school-age children from ages 6 to 12.
1	The whole community from birth to senior age.
1	Without a doubt, kids.
1	All
1	All segments.
1	Children
1	In our community, many of the lower income, "east side of town" kids are who attend our programs. It also benefits families (single parents, grandparents raising children, etc.), small daycare (small business) owners, and the teens in our community.
1	For most kids it is important to retain readings skills over the summer, but here an equal number of kids need to retain their English skills.
1	The age groups mentioned earlier who may be on limited incomes and the disadvantaged certainly benefit the most.
1	Low income, at risk children and teens benefit. Children, young people, parents and grandparents have an opportunity to attend quality programs and family workshops, giving them an opportunity to learn together and bond.
1	The children learning how to read better because of it and learning how to do crafts and be able to socialize with others. We have a lot of home schoolers and this spices up their summer instead of it being so boring with nothing else to do.
1	All segments and income levels benefit from the program. The focus is on youth but parents benefit by having an activity that can keep their kids engaged during the summer break.
1	In previous years it has been the school age children but we are expanding that to adults this year.

Appendix 16 – Verified WorldCat Public Libraries

45. If ODL did not help support summer reading programs by providing resources and materials with LSTA funds, how would it impact your organization's services?

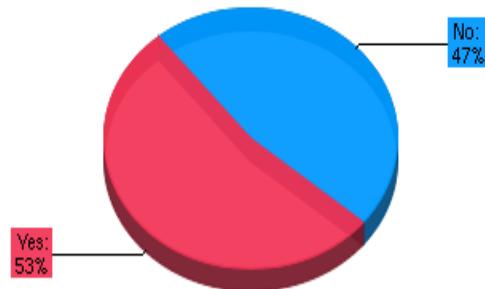
Count	Response
1	It would have a negative impact.
1	Not sure
1	There might be a one day program.
1	We probably would have to cut back on our prizes and presenters
1	We would have to reduce materials and limit the scope of our program.
1	We would not be able to offer a program for the children of this quality.
1	We would not be able to succeed in our summer programs without ODL's assistance.
1	We wouldn't be able to fund nearly as varied selection of crafts, performers or programs.
1	we probably couldn't do it for the community
1	I don't know if we would be able to even offer a summer reading program and the impact on our community would be catastrophic!
1	Our children's librarian would struggle to develop a program inclusive of all age groups.
1	Very few materials could be purchased from our budget and the number of participants might have to be limited.
1	Loss of materials would impact our program plus having to create our own theme and graphics for that theme.
1	The community is very supportive of the SRP and we would find the money to continue, perhaps with fewer supplemental materials.
1	We would still conduct a Summer Reading Program but it would not be coordinated and as well organized as it is now. The ideas and material provided to my Youth services staff definitely add greatly to their ability to organize such a large event where we serve thousands of children in total in a matter of weeks.
1	The expertise and materials that we receive from ODL help us to plan, implement and operate the annual summer reading program. It would be difficult to operate this program without the support we receive from ODL. Our staffing is just too small to have the time to create and plan without ODL's assistance.
1	We simply could not duplicate the posters, bookmarks, reading logs, etc. We could not market the program as effectively as we are able to do with these materials. The manuals would be non-existent and these we archive for use by our public school teachers, home-schoolers, Vacation Bible School workers, parents, day-care providers, and many others.
1	While our library might be able to provide story time to the children of our town, we would not have the budget to provide the quality program that ODL allows.
1	Well, hm....I guess we would have to cut back on the prizes so we could afford to have them unless we were able to make them ourselves. The themes are so original and the

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
	artist is amazing to come up with all that they do for the graphics of the themes.
1	Our summer reading program would not end, but it would probably be less focused and would certainly not have the caliber of promotional materials currently available.
1	Dramatically reduce the size and scope of the program. We could not afford to provide participants with the support materials key to the program without LSTA funds.
1	We wouldn't have as many resources available and it would be ten times more work for my Children's Staff.
1	Funds would have to be used from budget which would limit other services we offer to library patrons.
1	Without the support, we would not be able to do summer reading programs. We are a small library and have a very small budget.
1	This would impact our programs to a high degree. We depend on the sponsors and material ODL provides. Advertising, programing, materials, prizes etc... all go into a successful program. Without the LSTA support the program would suffer.
1	We would not be able to purchase all of the materials on our own. The materials make it so much easier to promote summer reading
1	It would be a very big loss the children would not do as well as they do now in school. It is a great thing when you can hand the child a book and their eyes lit up and they come back to the next day and can tell you everything that they read about. And to know that the book or that presenter or impacted their lives in a huge way. It inspires them to do better to want to reach their goal. If ODL, was not able to provide the materials and resources for summer reading, I would not be able to afford to pay the presenters and buy the books that they need to reach their goal. It would be like robbing the child of a better chance at life.
1	Themed materials would be much more difficult to find. Books and promotional materials relating to the each summer's theme are much easier to acquire, due to vendor awareness of the CSLP.
1	We would not be able to supply our patrons with the quality of material we can with ODL's support.
1	We would not be able to have enough materials to meet the sheer numbers that attend these programs.
1	We would have to depend entirely on our Friends organization. Or purchase much less material to check out.

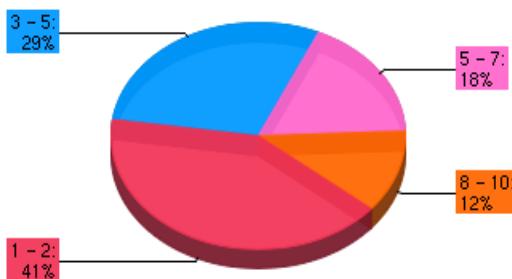
Appendix 16 – Verified WorldCat Public Libraries

46. Has your library received a continuing education grant for certified staff from the Oklahoma Department of Libraries in the last 4 years?



Value	Count	Percent %
Yes	17	53.1%
No	15	46.9%

47. Approximately how many continuing education grants has your library received in the past 4 years?



Value	Count	Percent %
1 - 2	7	41.2%
3 - 5	5	29.4%
5 - 7	3	17.6%
8 - 10	2	11.8%
0 - My library has not received a continuing education grant in the last 4 years	0	0%
More than 10	0	0%

Appendix 16 – Verified WorldCat Public Libraries

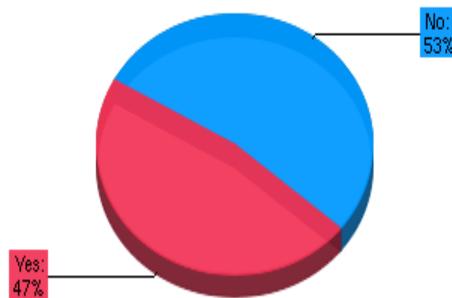
48. In your opinion, how has staff attendance at ODL sponsored continuing education events/conferences improved the quality of the services your library provides?

Count	Response
1	Definitely
1	Has provided excellent training, motivation and networking possibilities for staff members.
1	It makes us better aware of the latest information that libraries have to offer to the community
1	Provided more training
1	Most certainly. It would be even better if the grant could be funneled into the Friends of the Library account rather than the City because the City is very difficult to deal with on grant reimbursement. I know it shouldn't be but it is. Oh how I would love to send people on a rotating basis to OLA! But in the past, dealing with the City for reimbursement has discouraged people from applying.
1	The continuing education grants energize and encourage the staff who has attended. They return with a big picture view of the library world. It is a great incentive for staff to maintain their certification and it benefits employees who don't often have the opportunity to attend conferences. We have a small travel budget and efforts to increase it meet with minimal success.
1	Staff who attend these conferences/events are more confident in their job duties. One staff member is now working on her MLIS.
1	When a librarian has the opportunity to attend an educational event/conference, they come back to the library energized and excited to implement new and better services to the public.
1	Our customers are provided with staff who are well educated and up to date on new developments. This education would not have been possible without the grants.
1	Staff members return excited and ready to try new ideas. Sharing with librarians from across the country and from libraries of all sizes broadens the scope of vision. They bring back new information to me, pertinent to the continued progress of the library so that 3 brains are projecting into the future rather than just one.
1	They give the chance to learn skill that I could not afford on my own. The networking and the technology and Sociology skill that you learn while at these conferences helps you better serve your community.
1	Because for those who have not had library training at the university, this is a way they can actually learn how to be more professional. Sometimes it seems hopeless but then they go to a CEU event and get the passion of librarianship and they can't stop telling others about it.
1	It has helped with collection development, web site development and maintenance and customer service.
1	Establishes and reinforces rules, goals, and laws that govern libraries and improves the

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
quality of service that our Library offers.	
1	Our staff always comes back from these conferences with new and interesting ideas that they have learned and we try to implement them into our library.
1	Staff returns with updated information and new ideas for programs and services. They also learn of programs and services other libraries provide, or the difference between "ours and theirs" which in turn helps us to improve our services.

49. Has your library continued to fund/sustain attendance at ODL sponsored continuing education events at the same level as was originally funded by ODL?



Value	Count	Percent %
Yes	8	47.1%
No	9	52.9%

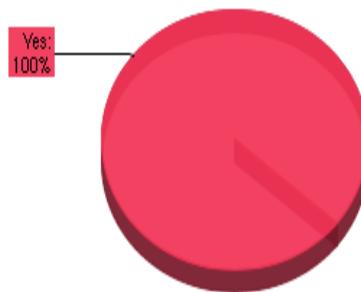
50. If "NO," why hasn't your library continued to fund/sustain attendance at ODL sponsored continuing education events at the same level as was originally funded by ODL?

Count	Response
1	Increased cost of travel and registration for training.
1	Limited staff and budget.
1	No budget for continuing education and lack of funds from personnel.
1	Our travel/training budget has been cut.
1	I don't know what the same level originally funded was/is. I go each year, but in order for me to go, there are no funds for the staff to go. Plus I have to look at the number of

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
	people who will not be at work. I would love to send more people--perhaps some on one day and some on another but it costs more to send non OLA people so it becomes an economic matter.
1	If the question is asking "do we continue to send the staff to the conferences each year?" then the answer is sometimes. I pay every staff member's membership dues in OLA and I send as many to OLA annual conference as possible. There is usually only enough money to send 2-3 individuals to a conference requiring travel or significant overnight stay. This is dictated by the funds we have available. My City does not support or value continuing education for employees as a whole (at least they don't fund it very well).
1	Our library has experienced budget cuts that have severely limited expenditures of services to the public and for staff to travel and education.
1	Budget cuts. Friends of the Library funds are mainly used now to supplement continuing education costs
1	We couldn't afford to send staff at all if it were not for the funding. We pay our own travel expenses, even to in-state workshops. Not one of us can afford the travel and hotel costs of larger events.

51. Do you believe that ODL should continue to fund continuing education grants?



Value	Count	Percent %
Yes	17	100%
No	0	0%

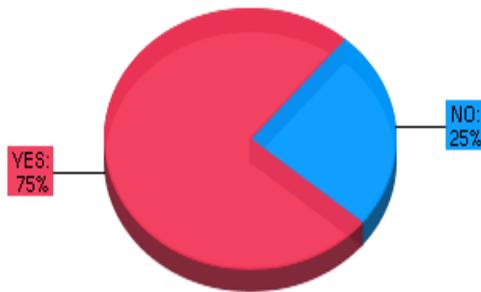
Appendix 16 – Verified WorldCat Public Libraries

52. If ODL did not continue to support continuing education grants with LSTA funds, how would it impact your organization's services?

Count	Response
1	Greatly
1	It would have a negative impact.
1	Our progress in keeping up with the technologies and finding available resources would be limited.
1	Staff who currently attend conferences may not get to do so.
1	This could limit the progressive staff in attending conferences.
1	We would have a much harder time updating and implementing new ideas and programs.
1	We would have to look for other funding and my not attend the continuing classes as much
1	We would not be able to attend as many classes or events.
1	Would limit the attendance of library staff at library conferences.
1	Would severely limit quality of service.
1	I encourage my staff to apply for grants each year and I occasionally have people who apply. I'm sure if ODL didn't provide the continuing education grants library staff would never get to go from my library.
1	It would be hard to keep up with the technology because we would not have access to the required class because shortage of funding.
1	This would be a significant impact upon our library. We depend on education grants to improve our level of service to the public and within our organization.
1	Our customers would look elsewhere for assistance and access to information as our knowledge and training aged.
1	I suppose we would have to get more creative and pull from our surrounding areas for people in professional roles but this might not be what we need for the work we do in libraries. So the answer might be that the workers at the library would probably not get educated in the way they currently do with your services.
1	I would have fewer staff attend major conferences and a great incentive for maintaining individual certifications would go away.

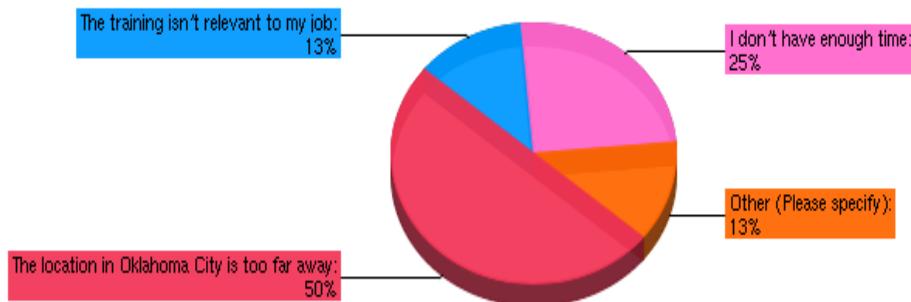
Appendix 16 – Verified WorldCat Public Libraries

53. Have you attended an ODL computer lab class?



Value	Count	Percent %
YES	24	75%
NO	8	25%

If NO, what is the primary reason you have not attended?



Value	Count	Percent %
The location in Oklahoma City is too far away	4	50%
The training isn't relevant to my job	1	12.5%
I don't have enough time	2	25%
Other (Please specify)	1	12.5%
I don't like computers	0	0%

Appendix 16 – Verified WorldCat Public Libraries

If you selected "other," please specify here.

Count	Response
1	Too new

If YES, have you utilized the training that you received?



Value	Count	Percent %
YES	22	91.7%
NO	2	8.3%

How have you used the training?

Count	Response
1	Brought the training learned back to share with staff and library patrons.
1	Daily work.
1	For library technical work and for patron assistance.
1	I use it in my day-to-day work.
1	In time, quality and service for the Library.
1	It is the only training that I have had for using the computers here at the library
1	Maintaining the library web site.
1	Most of my computer skills have been gained through odl and vo-tech!
1	Updating our website
1	We are able to provide computer assistance to our customers.

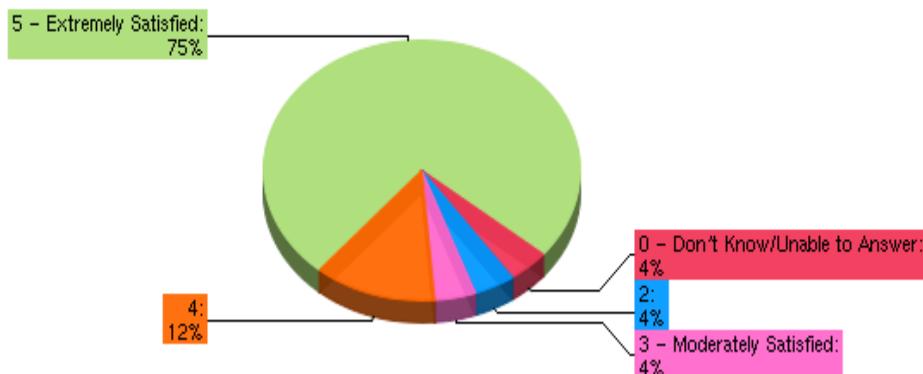
Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	Will be using that training with our website.
1	prepared excel spreadsheets, gained confidence in my use of computer
1	I have taken several classes and encouraged staff members to attend. These are wonderful classes and give us a much more thorough understanding of subjects. I've taken several Photoshop courses and also the Genealogy. These were extremely worthwhile.
1	Have used skills learned in the Excel class to create spreadsheets and graphs. After taking the social media class, our library began using Facebook to market the Library. I also made a decision on whether or not to use other social media tools after hearing the pros and cons. Other staff members who have taken classes in the lab have utilized the many skills they learned.
1	I have been able to assist other staff as well as patrons with what I have learned from these classes. I am older so I have not grown up with computers and these classes have made me more comfortable using them.
1	The computer lab training has provided great hands on training with a professional nearby to help with questions. I have attended several computer lab trainings in the past and was able to bring back the skill sets to show others how to use software, programs and databases.
1	I teach the staff and the workers how to scan pictures for the patrons, do timesheets and genealogy. I also teach them how to resize and compress pictures, and teach computer classes at our own library. I teach the staff how to do flyers and enlarge pictures, etc.
1	I use the training in my job for book keeping and also serving our patrons when they have questions. As well as in our public relations with the community.
1	I have used and plan to continue using the skills I learned in the Photoshop and Contribute classes when working on our website.
1	Wow! Let me count the ways! I have developed a website for the library and maintain it. I have created Excel spreadsheets for library maintenance; charts or reporting to the Town Council; record maintenance for ODL reports, town audits, county records; searchable county cemetery databases, and a myriad of other applications. I have become an Excel junkie. I have used Word to create and archive forms for inventory, PO requests, patron library cards (in English & Spanish), and holiday signs, to write and file correspondence; to make posters, brochures, and hand-outs; to create booklets, and other documents. I have an electronic file system that is multi-level and complex to hand off to the next director. We have developed a Facebook page--the single most successful mode of instant communication to our patrons we have ever used. We have developed documentary movies about the town, the library services, library activities, and local histories; and have trained other patrons in this area. We are in the process of converting oral history audio tapes and VHS format video to electronic files and placing them on the webpage. We use Photoshop Elements to restore vintage photos and place them on our website, discovering elements long hidden in the pictures that answer researchers' questions. I trouble-shoot my own computers, keeping them running without having to call in a tech., and run my own cable all over the building and use switches to expand our network. I can hook up Wi-Fi modems and teach patrons how to

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
	<p>access them. When Microsoft went to "The Ribbon," I learned how to find things on it from the inimitable Ms. Blick. The Town is paying a webmaster and buying databases for the town offices, but I can do all those things at no cost other than my salary and Microsoft Office. Sweet. Keeping the resources in the training lab up to date is probably the best cost/benefit effort ODL makes. It saves local government many more dollars than it costs the state.</p>

54. On a scale of 1 - 5 with 1 representing "Not at all Satisfied" and 5 representing "Extremely Satisfied," how satisfied would you say you are with the staff and volunteers in the computer training lab?



Value	Count	Percent %
0 - Don't Know/Unable to Answer	1	4.2%
2	1	4.2%
3 - Moderately Satisfied	1	4.2%
4	3	12.5%
5 - Extremely Satisfied	18	75%
1 - Not at all Satisfied	0	0%

55. If ODL did not fund the computer lab services with LSTA, how would it impact your organization's services?

Count	Response
1	Again we would not be able to get these services on our own.
1	It probably would not because many of the staff are already computer literate and

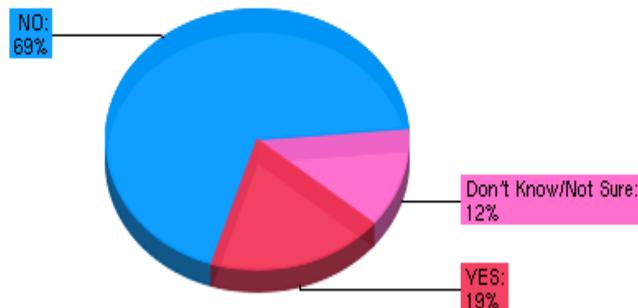
Appendix 16 – Verified WorldCat Public Libraries

Count	Response
	techno-savvy.
1	It would be harder to keep up with things
1	Library service and assistance would be restricted.
1	More than likely would have been able to take classes due to cost or availability.
1	No impact.
1	Not at all.
1	Our website would soon become boring and stale. Very boring and stale.
1	We would fewer opportunities to learn computer skills.
1	We would have to try to do in-house training
1	Would have to muddle through the best we could.
1	Would have to try and take classes with vo-tech
1	It would be hard to keep up with the technology because we would not have access to the required class because shortage of funding.
1	In our community computer access at the library is essential. Staff needs to be up to date on use of programs and websites to assist patrons.
1	We haven't made much use of these classes so far, but I think it's a good thing that they are offered. I wish they focused more on topics like "How to teach how to use Facebook" or "How to teach a basic internet class"
1	We greatly appreciate the LSTA funds for the ODL lab--and all the other programs funded by LSTA. ODL uses these funds to better library services in the state and the computer lab is a perfect example. It would cost hundreds of dollars for similar training and that is just not possible with our budget. We are a small municipality.
1	It is extremely difficult for staff to attend a regular multi-session computer course so it would have significant impact.
1	We would rapidly fall behind. I have patrons asking me for e-books now. I haven't taken a computer course on finding and implementing e-books as a library on-line resource.
1	Don't have a clue where to begin. Don't have the time to research it and learn. Don't have the money to join a consortium. Without the training that will make this possible for me to do myself, we will not have this service to offer, and it is huge.
1	At this point it would not, HOWEVER we *need* more IT and computer lab classes, we just need them in more areas, so more funding allocated to this end would actually be a huge benefit!
1	We take the classes from ODL and pass along training to our library customers. We wouldn't have the depth of training to bring to the customer without taking the basics from ODL.
1	It would have a negative impact because we would have to pay a great deal for specialized computer training for staff.

Appendix 16 – Verified WorldCat Public Libraries

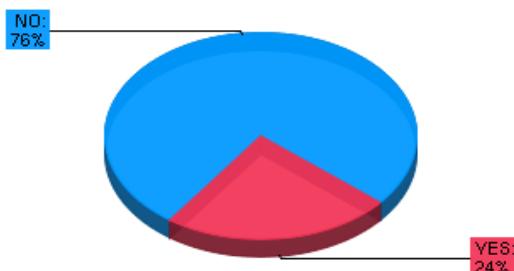
Count	Response
1	We would have to try to learn that information on our own, and I feel the instructors of the computer lab services share their experience and knowledge in the best possible and constructive way.
1	Then I would really be sad because we are able to stretch ourselves and learn what we wished we could learn and Kathy who works in the lab is such a great teacher. This would be a big loss in my book because when you are at the library for any length of time you need these extra things to help keep your head above water and that you can smile about when paying the library bills and looking at the budget gets very boring.

56. Is similar computer training available in your community?



Value	Count	Percent %
YES	6	18.8%
NO	22	68.8%
Don't Know/Not Sure	4	12.5%

If "YES," would your organization be able to afford to send staff to this training?



Appendix 16 – Verified WorldCat Public Libraries

Value	Count	Percent %
YES	5	23.8%
NO	16	76.2%

57. On a scale of 1 to 5, with 1 representing "Least Important" and 5 representing "Most Important," please indicate how important you think it is for ODL to consider allocating a portion of its LSTA funding for the following purposes. Keep in mind that the amount of LSTA funding is likely to decline and that something currently offered would likely need to be cut or reduced if ODL allocated funds for these new priorities. Please select "0 - No Opinion" if you don't feel strongly about a particular service.

	0 - No Opinion	1 - Least Important	2	3	4	5 - Very Important	Responses
Digitization of historic or rare resources	6.3% 2	6.3% 2	18.8% 6	28.1% 9	18.8% 6	21.9% 7	32
Early literacy initiatives and/or grants	3.1% 1	9.4% 3	15.6% 5	18.8% 6	25.0% 8	28.1% 9	32
Public Library Trustee training	12.5% 4	43.8% 14	15.6% 5	6.3% 2	12.5% 4	9.4% 3	32
Job and career development programs/resources and/or grants	3.1% 1	15.6% 5	18.8% 6	25.0% 8	12.5% 4	25.0% 8	32
Additional Online Content (e.g., databases)	0.0% 0	18.8% 6	9.4% 3	9.4% 3	15.6% 5	46.9% 15	32
Grants for piloting new or innovative technologies	0.0% 0	0.0% 0	18.8% 6	25.0% 8	18.8% 6	37.5% 12	32
Training and collection development grants targeting populations with special needs (e.g., troubled teens, autistic children, adults with developmental disabilities, English as a second language, etc.)	3.1% 1	18.8% 6	18.8% 6	18.8% 6	25.0% 8	15.6% 5	32
Grants for purchasing adaptive technology software and/or equipment	6.3% 2	12.5% 4	15.6% 5	21.9% 7	3.1% 1	40.6% 13	32
Other (Please specify.)	42.9% 3	14.3% 1	14.3% 1	0.0% 0	14.3% 1	14.3% 1	7

Appendix 16 – Verified WorldCat Public Libraries

If you selected "other," please specify here.

Count	Response
1	Training for knowledge management for Special Collections.
1	Technology grants, such as touch screen computers, which are less expense than regular workstations.

58. Which of the following services/initiatives that are partially or fully funded with LSTA dollars would you be willing to see reduced or eliminated in order to implement the new services/initiatives you identified above?

Value	Count	Percent %
Certification of Library Staff	5	19.2%
ODL Computer Lab	7	26.9%
Continuing Education Programs/Events	1	3.8%
Institutional Library Services	13	50%
Interlibrary Loan Services	2	7.7%
Library for the Blind	3	11.5%
Literacy Newsletter	21	80.8%
Literacy Student Development Conference/Workshops	9	34.6%
Statewide Database Licensing	2	7.7%
Summer Reading Program	0	0%

59. If you selected additional online content above, what type of content or databases would you like to see offered?

Count	Response
1	Genealogy
1	Genealogy Newspaper archives Reader's Advisory
1	Genealogy; auto repair
1	Test Prep, Genealogy
1	auto repair, novelist, genealogy
1	The library offers Heritage Quest, OverDrive, Mango, A to Z Maps and Global Road Warrior, but if the state got them; we could offer a craft database or Chilton's or a DIY database.

Appendix 16 – Verified WorldCat Public Libraries

Count	Response
1	Bring back Books In Print; that was a big loss. Access to OCLC MARC records would be nice for those not part of the ILL access. Genealogy, financial, and language learning databases would be a great benefit. EBSCO has many other databases - biographical, historical - that would be a benefit. Any independent computer learning / basic software training would be a huge benefit to patrons.
1	Automotive repair (We take Chilton and it isn't highly used but it is necessary to have.) Mango Language is a good one to have. I've always wanted to try NoveList or Dear Reader.

**Appendix 17 – STATEWIDE LICENSING INFORMATION DATABASE
SURVEY, RESULTS OF**

Appendix 17 – STATEWIDE LICENSING INFORMATION DATABASE SURVEY, RESULTS OF

1. Where do you primarily use this resource? PLEASE CHECK ONLY ONE

	Response Percent	Response Count
In the library	80.7%	138
From home or dorm	12.9%	22
From the office	6.4%	11
Other (please specify)		4
	Show replies	
answered question		171
skipped question		3

2. If you checked library, what type of library did you use to access the database(s)? PLEASE CHECK ONLY ONE

	Response Percent	Response Count
Academic	24.7%	38
Hospital	0.0%	0
Institutional	1.9%	3
Public	6.5%	10
School	66.9%	103
Tribal	0.0%	0
answered question		154
skipped question		20

3. Do you use this resource often? PLEASE CHECK ONLY ONE

	Response Percent	Response Count
First time I've used it is today	1.2%	2
Daily	15.9%	27
Regularly (2 to 3 times per week)	44.1%	75
Occasionally (2 to 3 times per month)	27.1%	46
Sporadically (every 3-4 months)	8.2%	14
Rarely (1 to 4 times per year)	3.5%	6
Other (please specify)		3
	Show replies	
answered question		170
skipped question		4

4. Why are you using this resource today? PLEASE CHECK ALL THAT APPLY

	Response Percent	Response Count
Homework	42.7%	73
Personal interest	28.1%	48
Health	8.2%	14
Job	40.9%	70
Assist someone else find needed information	52.0%	89
Other (please specify)		14
	Show replies	
answered question		171
skipped question		3

5. Which three databases do you use the most. PLEASE RANK 1 TO 3

	Top Ranking	Second Ranking	Third Ranking	Rating Average	Response Count
Academic Search Premier	63.2% (74)	25.6% (30)	11.1% (13)	1.48	117
Business Source Premier	14.7% (5)	29.4% (10)	55.9% (19)	2.41	34
ERIC	41.5% (34)	25.6% (21)	32.9% (21)	1.91	82
MasterFILE premier	42.9% (15)	22.9% (8)	34.3% (12)	1.91	35
Health Source - Consumer Edition	32.3% (10)	35.5% (11)	32.3% (10)	2.00	31
Health Source - Nursing Edition	19.2% (5)	23.1% (6)	57.7% (15)	2.38	26
MAs Ultra - school edition	53.7% (22)	22.0% (9)	24.4% (10)	1.71	41
MEDLINE	21.2% (7)	45.5% (15)	33.3% (11)	2.12	33
Middle Search Plus	29.0% (9)	35.5% (11)	35.5% (11)	2.06	31
Military & Government Collection	3.7% (1)	48.1% (13)	48.1% (13)	2.44	27
Newspaper Source	29.2% (21)	31.9% (23)	38.9% (28)	2.10	72
Primary Search	46.7% (28)	33.3% (20)	20.0% (12)	1.73	60
New World Encyclopedia	28.6% (12)	31.0% (13)	40.5% (17)	2.12	42
Professional Development Collection	22.7% (10)	29.5% (13)	47.7% (21)	2.25	44
Regional Business News	9.1% (2)	31.8% (7)	59.1% (13)	2.50	22
TOPICsearch	17.2% (5)	37.9% (11)	44.8% (13)	2.28	29
GreenFILE	9.1% (2)	27.3% (6)	63.6% (14)	2.55	22
Library Abstracts	19.4% (6)	29.0% (9)	51.6% (16)	2.32	31
Book Collection Elementary Edition	28.1% (9)	18.8% (6)	53.1% (17)	2.25	32
Book Collection High School Edition	24.1% (7)	13.8% (4)	62.1% (18)	2.38	29
Book Collection Middle School Edition	29.2% (7)	16.7% (4)	54.2% (13)	2.25	24
Bibliography of Native North Americans	5.0% (1)	45.0% (9)	50.0% (10)	2.45	20
Small Business Reference Center	4.3% (1)	34.8% (8)	60.9% (14)	2.57	23
			answered question	169	
			skipped question		5

6. What reasons, if any, prevent you from using EBSCO databases more? Please indicate the two most important reasons.

Response Response

	Percent	Count
No problems	84.4%	135
They are too difficult	1.3%	2
I don't have time to learn how to use them	3.1%	5
I tried them but couldn't find what I was looking for	8.1%	13
I prefer to use print resources	5.6%	9
The databases provided aren't relevant to me	3.1%	5
Other (please specify)	10	
Show replies		
answered question	160	
skipped question	14	

7. What would be the impact on you if this resource were no longer available? PLEASE CHECK ONLY ONE

	Response Percent	Response Count
Minimal	5.9%	10
Moderate inconvenience	26.6%	45
Major problem	67.5%	114
Other (please specify)	8	
Show replies		
answered question	169	
skipped question	5	

8. If you had to pay a fee for use of the resource would you do so? PLEASE CHECK ONLY ONE

	Response Percent	Response Count
Yes	1.8%	3
No	39.2%	67
Depends on the amount	59.1%	101
answered question	171	
skipped question	3	

9. What type of database not currently offered would you like to see available? PLEASE RANK IN ORDER OF YOUR INTEREST.												
	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Rating Average	Response Count
Genealogy	18.9% (20)	11.3% (12)	14.2% (15)	9.4% (10)	11.3% (12)	13.2% (14)	1.9% (2)	3.8% (4)	5.7% (6)	10.4% (11)	4.56	106
Crafts	10.6% (11)	8.7% (9)	13.5% (14)	9.6% (10)	9.6% (10)	5.8% (6)	12.5% (13)	16.3% (17)	6.7% (7)	6.7% (7)	5.36	104
Home Improvement	8.6% (9)	10.5% (11)	10.5% (11)	14.3% (15)	13.3% (14)	16.2% (17)	14.3% (15)	5.7% (6)	3.8% (4)	2.9% (3)	4.90	105
Auto and Mechanical Repair for farm equipment	3.6% (3)	6.0% (5)	3.6% (3)	8.3% (7)	17.9% (15)	8.3% (7)	7.1% (6)	13.1% (11)	17.9% (15)	14.3% (12)	6.57	84
Readers' advisory for customers	28.0% (30)	16.8% (18)	11.2% (12)	13.1% (14)	9.3% (10)	6.5% (7)	5.6% (6)	3.7% (4)	0.9% (1)	4.7% (5)	3.58	107
Tutor.com/BrainFuse/Learning Express	26.8% (33)	24.4% (30)	16.3% (20)	8.1% (10)	4.1% (5)	2.4% (3)	9.8% (12)	2.4% (3)	2.4% (3)	3.3% (4)	3.34	123
Investment/Financial	12.5% (12)	12.5% (12)	6.3% (6)	15.6% (15)	9.4% (9)	12.5% (12)	10.4% (10)	7.3% (7)	7.3% (7)	6.3% (6)	5.00	96
LexisNexis	17.2% (16)	11.8% (11)	12.9% (12)	6.5% (6)	2.2% (2)	5.4% (5)	4.3% (4)	10.8% (10)	12.9% (12)	16.1% (15)	5.42	93
Fundraising	6.1% (5)	7.3% (6)	11.0% (9)	7.3% (6)	6.1% (5)	7.3% (6)	6.1% (5)	12.2% (10)	14.6% (12)	22.0% (18)	6.49	82
Foreign language resources, such as Mango	20.4% (23)	19.5% (22)	15.0% (17)	13.3% (15)	3.5% (4)	2.7% (3)	6.2% (7)	4.4% (5)	6.2% (7)	8.8% (10)	4.14	113
Other	20.0% (6)	0.0% (0)	6.7% (2)	6.7% (2)	3.3% (1)	0.0% (0)	3.3% (1)	3.3% (1)	0.0% (0)	56.7% (17)	7.00	30
Other (please specify)											15	
Show replies												
answered question												151
skipped question												23

10. What is your age? PLEASE CHECK ONLY ONE

		Response Percent	Response Count
Less than 12		0.6%	1
12 - 17		1.7%	3
18 – 22		5.8%	10
23 – 35		15.6%	27
35 – 49		29.5%	51
50 – 64		42.2%	73
65 +		3.5%	6
Prefer not to respond		1.2%	2
	answered question		173
	skipped question		1

LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE-YEAR PLAN

Appendix 18 - CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

Texas Library Association Annual Conference – September 12 – 14, 2011

iCon 2011: An Information Conference – August 4 – 5, 2011

Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

Digitization Basics: (4/12/11; 8:00a-12:00p)

I attended this preconference session in hopes of picking up tips for how to deal with a problem we're having at our library: some old, fragile, one-of-a-kind historical city phone books are beginning to fall apart, literally disintegrating further with each patron or staff use. A possible solution would be to digitize these items; I wanted to see if I could gather some information about equipment and software recommendations, standards, best practices, budgeting guidelines, and other such information related to digital projects.

One particularly useful concept I came away with was the idea that a library doesn't necessarily have to do all the digitizing in-house, which would necessitate buying the equipment to do so; one of the presenters suggested investigating a possible partnership with the University of Oklahoma, which does indeed own powerful, expensive and cutting-edge digitization tools. As he said: "There's no sense in *everyone* buying a scanner."

"Is Reference Earning Its Keep?" (4/12/11; 1:00-5:00p)

While this preconference program didn't necessarily meet my expectations – I expected it to be more about the business of reference or reference collections, and it was more about conducting Return On Investment (ROI) studies at libraries, which is not my area of responsibility – it did suggest a novel idea that is being used by some libraries. In the present economic climate, the more libraries can do to justify their services, the better; one way this is being done is by printing an "estimated cost savings" amount on patron receipts upon checkout – e.g., "By checking out these books/DVDs from your library, you saved approximately \$175.00 in potential purchase costs." Perhaps the numbers could be tweaked to show month- or year-to-date savings, as well. This is an idea that I will share with our Public Information Office.

Perhaps the best thing to come out of my attendance at TLA so far came as a result of this session: sharing information with colleagues and building professional connections. The subject of 'roving reference' was brought up, and I was the only librarian who raised a hand when asked if it had been implemented at our home libraries; afterward, I exchanged email addresses with a number of Texas librarians who were curious about the concept, but didn't know where to begin. I have since shared with them a rationale



Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

document that my supervisor, Judy Day, prepared for our staff when implementing roving at our library, along with some sample staff schedules.

General Session I (4/13; 8:30-10:00a)

The featured speaker at this General Session was actress Jamie Lee Curtis, who did an excellent job of getting the crowd of approximately 5,000 inspired about the planned march on the State Capitol steps to speak out against proposed budget cuts for Texas public and academic libraries later that day. Though I don't live or work in Texas and wouldn't directly be affected by these reductions, I am now a member of TLA and a believer in their cause, so I took part in the protest that afternoon.

America's War On Sex (4/13; 10:15 – 11:20a)

Dr. Marty Klein, sex therapist and prominent commentator on public policy issues related to sexuality, presented an eloquent and thought-provoking talk based on his book *America's War On Sex: The Attack on Law, Lust, and Liberty*. I will suggest this book be purchased for our both our public and staff collections. It will be a particularly good resource for the "Intellectual Freedom" core training required of all Pioneer Library System employees, as will Dr. Klein's PowerPoint presentation, graciously provided on the TLA website.

Libraries of Love (4/13; 1:00-1:50p)

Trudy Marshall, director of Libraries of Love (LOL), which partners with African leaders in Uganda to build libraries in schools, spoke about the origins and mission of her organization. I went to this session as much as anything to find out about opportunities for volunteering. LOL welcomes any volunteers who are able to pay their own way – which, at around \$3000 per trip, would be cost-prohibitive for me at this point. Still, I was glad to learn that LOL exists, and will pass on this knowledge to other members of the Norman Public Library staff who also enjoy volunteer-based travelling.

Diplomacy 101: Dealing with Difficult Patrons (4/13; 2:00-3:50p)

I have worked at the public reference desk for a number of years, so I had heard much of what was covered in this session re: de-escalating difficult situations with agitated patrons in other trainings and workshops I've attended. I did come away with a great suggestion, though: to thank patrons for each and every reference transaction. This is something I always do when responding to an email query, but for some reason it never



Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

occurred to me to do the same thing in person or over the telephone. This is just good customer service and public relations; patrons are, after all, the reason libraries exist and stay open, and they should be thanked for choosing to use the library as a resource. I will model this behavior at the reference desk, and hopefully it will be noticed and duplicated by coworkers.

The Library Goes Boom! Programming for Boomers 4/14; 8:30-9:50a)

As our library's primary adult outreach librarian, much of my energy goes toward visits to assisted living centers and nursing homes. This program offered great ideas for those patrons who are a generation younger, reaching retirement age and, according to the presentation, looking at the second half of their lives as a time for connection, growth and volunteer opportunities, rather than to idly sit around. This dovetails with the Pioneer Library System mission statement: to connect library users to "the joy of reading and to information for lifelong learning."

One program of particular resonance was the "Local Authors Hour," a regular program at the Helen Hall Library in League City, Texas which introduces and features local authors. We do this sort of thing occasionally at our library, but not as a regular series. It would likely be a popular program, as Norman, Oklahoma is home to the largest research university in the state and is just a few miles away from downtown Oklahoma City. As such, we routinely have authors from the metro area approach us about adding their books to our collection; many of them happen to be Boomers, who write as a hobby, avocation or are looking to establish a second career. The Helen Hall Library not only offers a regular forum for these authors, but also has established solid policies and protocols for adding works by these authors to their collection; each of these books, for instance, is affixed with a label designating it as a "Local Author" item and stating the caveat that it is subject to the same collection development procedures as any other title (i.e., weeding related to condition or circulation statistics, etc). I plan to contact Jenny Brewer, the presenter from Helen Hall Library, and get more information from her about how to establish such a series and, with departmental approval, institute a similar program at Norman Public Library, and perhaps system-wide throughout Pioneer.

Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

Maverick Authors Get Graphic (4/14; 10:00-11:20a);

Graphic Novels and Comic Books in the Library (4/14; 1:00-1:50p)

One of the most useful things I picked up at these two sessions was a concept that had never occurred to me before, but now seems obvious: graphic novels are a *format*, not a genre. Just as "audiobook" can encompass mysteries, biographies, science fiction, etc, so too can graphic literature. It's much more than just the edgy, underground stuff that stereotypically comes to mind when graphic novels are mentioned.

My library instituted an adult graphic novel collection about a year ago; the part-time staff members who had been maintaining it have both since moved on to other full-time jobs, and as a result we need someone to assume that mantle. While I enjoy graphic literature and have read a few of the "classics," I was bit inhibited at the idea of taking over the assignment, perhaps thinking I wasn't "hip" enough to keep up with emerging trends, etc. In truth, it's like any other collection; reading reviews and other professional literature and attending workshops such as these will allow me to become a relative expert on the format and help to maintain and build our collection.

As an added bonus, I came away with a free copy of panelist Dave Roman's latest book, *Astronaut Academy: Zero Gravity*, which I read on the train ride back to Oklahoma and promptly recommended to both our teen and childrens' selectors.

Art of Explanation in Plain English (Commoncraft) (4/14; 2:00-2:50p)

I highly enjoyed this program, namely because it was taught by Commoncraft founder Lee LeFever; I teach rudimentary computer classes at my library along with a handful of other staff members, several of whom use episodes of Commoncraft's "Plain English" videos as teaching tools. The primary bit of useful knowledge gleaned from this session was learning that access to Commoncraft content will soon be subscription-based rather than free; I've since passed this information on to the coordinator of our Computer Training Center.

Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS
Report of Attendance at Two Association Conferences

Steven Streetman

iCon 2011: An Information Conference

Presented by the Information Technology Roundtable
of the Oklahoma Library Association

Sessions attended:

Thursday, August 04, 2011

Keynote w/ Bill Handy (9:30 am)

Virtually Going Viral (10:45 am)

23 Things Y'all (1:00 pm)

Video Tutorials (2:15 pm)

Skyping For Answers (3:15 pm)

Friday, August 05, 2011

Keynote w/ Gary Shaffer (9:00-9:45 am)

Hands On The iPad 2 (10:00 am)

Is It Time To Reinvent The Wheel? (11:00 am)

Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

Thursday, August 04, 2011

Keynote w/ Bill Handy (9:30 am)

Handy, an expert on institutional uses of social media, kicked off the conference with a rich, dynamic presentation about the possibilities of using social media platforms like Facebook and Twitter to reach and interact with library patrons. The primary take-away from this session was a half-joke Handy made about reminding the audience to turn on their cell phones, check their Facebook accounts, update Google +, etc during his presentation – in other words, librarians should stop fighting the technology and find ways to work with and embrace it.

Virtually Going Viral (10:45 am)

Adri Edwards-Johnson, a Pioneer Library System colleague of mine, presented on the recent sudden, explosive popularity of an open letter and a video the PLS Virtual Library created in response to Harper-Collins Publishers' decision to require libraries to re-purchase their ebook titles after 26 checkouts, claiming that a physical copy would 'wear out' after circulating an equivalent number of times. These web documents found their way to news services and the popular blog *BoingBoing* and received so many hits that they overwhelmed PLS's network infrastructure, crashing the servers, garnering somewhere in the neighborhood of 40,000 hits in the process and greatly raising PLS's web profile, if for a short time.

Johnson acknowledged that luck has a lot to do with web content going viral, and doubted that she could ever manufacture or replicate such an occurrence. The bottom line appears to be that content which *does* go viral invariably elicits a strong emotional response from readers/viewers and more often than not creates controversy in some way – something of which libraries, which are beholden to voters and stakeholders with varied interests and convictions, should be wary.

23 Things Y'all (1:00 pm)

Stacy Schrank, Employee Development Coordinator for OKC's Metropolitan Library System and OU Ph.D. candidate, discussed "23 Things: A Carnival of Learning," a program he plans to institute as a self-directed employee training opportunity at MLS over the next year and which will also serve as his doctoral dissertation project. Schrank's ideas are rooted in a program developed by Helene Bowers for the Public Library of Charlotte & Mecklenburg County (NC) in 2006 to encourage library staff to explore Web 2.0 technologies. The program has since been taken up in some form or another by hundreds of other organizations and customized to fit their training needs. In essence, staff members pledge to spend a designated number of weeks completing exercises that introduce them to Web 2.0 technologies, and they track their



Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

experiences via a blog on the library's intranet. Prizes – usually some sort of electronic gadget – are offered as incentives to complete the program.

I was intrigued to learn about this initiative; though I earned my professional library degree over the course of the last several years and thus have been repeatedly exposed to the concepts and technologies of Web 2.0, I can see how it would be exceedingly good for those who have been out of library school for a while, or who perhaps have never gone. I planned to pass the ideas along to the training department at Pioneer, only happily to learn that they've already been working on implementing a similar program for some time.

Video Tutorials (2:15 pm)

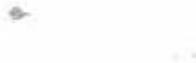
The session opened with a demonstration (thoroughly illustrated in the attendant handout) of how to embed a YouTube video in a PowerPoint file, enabling the presenter to incorporate videos into a presentation without requiring an internet connection. There are practical applications of this knowledge, as I teach basic computer classes as part of my job and have considered taking the class to rural areas, where web access can be unreliable, as an outreach effort.

The second part of the presentation was a demonstration of the screencast software Camtasia, produced by TechSmith. I was particularly interested in this, as I've used the free TechSmith product Jing with great results, and Camtasia appeared to be a more flexible, powerful, full-featured version of Jing. Unfortunately, it turns out Camtasia is a pricey proprietary software that would likely be cost-prohibitive to acquire for our library system. But, I did come away encouraged to look for free, perhaps open-source alternatives.

Skyping For Answers (3:15 pm)

While I've been aware of Skype for years, this was the first time I'd had a chance to see it in action. The presentation was ostensibly about the possibilities of using Skype for reference services and a discussion of Southeastern Oklahoma State University's experiences in doing so. The presentation featured a Skype appearance by scholar Char Booth of the Claremont Colleges, noted for her research on the use of Skype in academic library settings. The bottom line appeared to be that, to this point, students don't appear to be particularly comfortable using the video aspects of Skype for virtual face-to-face reference interactions, and in most universities where it's been attempted, the service has been underused.

My primary take-aways from this session were an interest in reading some of Char Booth's research – she was an engaging speaker, and the topic interests me. I'm also particularly excited by the prospect of using Skype as part of a semi-monthly book discussion I lead in which one of our members lives part of the year in a different area of the country, but would still like



Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

to take part in the discussions. Provided we had the requisite equipment and internet connection on both ends, we could possibly “Skype” him in.

Friday, August 05, 2011

Keynote w/ Gary Shaffer (9:00-9:45 am)

Gary Shaffer, Chief Operating Officer of the Tulsa City-County Library system, presented a “marketing case study” of what is being done at present in TCCL. Shaffer exhibited an iPod-sized-and-shaped bookmark that’s being distributed at system circulation desks to advertise the recently-launched TCCL smartphone app, discussed how TCCL is finding new ways for patrons to interact with the library through its Facebook page, and showed a new widget from the company Wowbrary which shows a rotating display of selected newly-added items in the TCCL catalog and also sends weekly emails to those who sign up, offering a steady stream of new content to keep TCCL fresh in patrons’ minds. Shaffer also mentioned research showing that the Hispanic community are among the most prevalent users of smartphones – useful knowledge for any library with a significant Hispanic user base.

Hands On The iPad 2 (10:00 am)

This session was essentially an Apple sales pitch targeting educators at all levels about the potential for the new iPad 2 as a learning tool, marketing the interactivity of, say, textbooks or primary readers, which can integrate video and audio with standard digital text.

The primary take-away from this session relating to my job was the discussion of a variety of content that I can pass along to the ever-more-frequent iPad owners who visit my library – iTunes U, for instance, which offers free university lectures and courses, and iBooks, an online bookstore with lots of free classic and public-domain titles.

Is It Time To Reinvent The Wheel? (11:00 am)

This session provided a lot of food for thought regarding libraries’ roles with respect to electronic books and journals, much of which concerns me as a public librarian. Our library offers OverDrive downloadable audiobooks and e-books – content that has been paid for by taxpayers, but ultimately is not owned by the library – only leased. Will the patrons who paid for this content be able to access it should OverDrive go belly-up? At present, the answer is no, and this fact extends to many of the subscription databases housing electronic issues of magazines and journals that, in many cases, are our patrons’ only means of access.

Another interesting issue that I hadn’t considered is whether or not the library is indemnified against patron abuse of electronic lending agreements – are we responsible for what patrons do with leased content? For instance, if a patron emails Ebsco e-journal articles to a non-



Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

cardholder or perhaps strips the DRM from an OverDrive ebook and distributes copies of it to members of his/her family, is the library potentially liable for violation the subscription agreement? The issues of compatibility, format migration, and preservation were also discussed, and I was encouraged to learn that core group is being put together for the potential establishment of NISO Standards for e-books – perhaps all those compatibility issues might eventually be a thing of the past, but it will likely be a long while before that happens.

Appendix 18 – CONTINUING EDUCATION GRANTS FOR PUBLIC LIBRARIANS

Report of Attendance at Two Association Conferences

Steven Streetman

Texas Library Association 2011 Annual Conference

Sessions attended:

Tuesday, September 12, 2011

Digitization Basics (4/12/11; 8:00a-12:00p)

“Is Reference Earning Its Keep?” (4/12/11; 1:00-5:00p)

Wednesday, September 13, 2011

General Session I (4/13/; 8:30-10:00a)

America’s War On Sex (4/13; 10:15 – 11:20a)

Diplomacy 101: Dealing with Difficult Patrons (4/13; 2:00-3:50p)

Thursday, September 14, 2011

The Library Goes Boom! Programming for Boomers 4/14; 8:30-9:50a)

Libraries of Love (4/13; 1:00-1:50p)

Maverick Authors Get Graphic (4/14; 10:00-11:20a);

Graphic Novels and Comic Books in the Library (4/14; 1:00-1:50p)

Art of Explanation in Plain English (CommonCraft) (4/14; 2:00-2:50p)

Appendix 19 - CERTIFICATION OF PUBLIC LIBRARIANS COURSE LIST AND CERTIFICATION LEVELS

Basic Courses

Collection Development
Computers & Electronic Resources
Current Trends
How to Think Like a Librarian
Interpersonal Skills
Public Library Administration
Services for Adults
Services for Youth

Advanced Courses

Advanced Collection Development
Advanced Management Skills
Advance Public Library Administration
Advanced Public Service Skills
Analyzing the Community
Link & Leverage: Marketing Your Library
Technology Services in Public Libraries

Certification Levels

- I Completion of Institute
- II Technical Assistant Certificate / Associate Degree
Six (6) Hours of Library Science Courses
Three (3) Years Experience & Institute
- III Bachelor's Degree & Institute
Five (5) Years Experience & Institute
Bachelor's Degree with Minimum of 15 Hours Library Science
Library Technical Assistance / Associate Certificate & Five (5) Years Experience
- IV Bachelor's Degree with Major in Library Science
Non-ALA Accredited MLS
Master's Degree in Subject Other Than Library Science with 15 Hours Minimum Upper Division / Graduate Library Science Courses
- V MLS from ALA Accredited Degree
- VI MLS from ALA Accredited Degree & Three (3) Years Library Experience After MLS
- VII MLS from ALA Accredited Degree & Six (6) Years Experience (3 Administrative) After MLS
MLS from ALA Accredited Program & Certificate of Advanced Study & Five (5) Years Experience (3 Administrative)

LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE – YEAR PLAN

2008 - 2012

Appendix 20 – Pioneer Library System Ebsco Host Database Usage Following Implementation of

PIONEER LIBRARY SYSTEM EBSCOHost DATABASE USAGE FOLLOWING IMPLEMENTATION OF MARKETING PLAN
2011 Searches After Marketing Plan – 2010 Searches Before Marketing Plan

EBSCOHost Databases provided to Pioneer Library System from ODL

Database Name	2011 Searches Performed	2010 Searches Performed
Academic Search Premier	5555	4760
Academic Search Premier -- Publications	28	45
Academic Source Premier	5645	3175
Academic Source Premier -- Publications	22	33
Author Profiles -- Library and Information Sciences	1	
Bibliography of Native North Americans	1904	1612
Bibliography of Native North Americans -- Publications	1	4
Book Collection Nonfiction: Elementary School Edition	2001	1277
Book Collection Nonfiction: Elementary School Edition Publications	3	2
Book Collection Nonfiction: High School Edition	2195	1510
Book Collection Nonfiction: High School Edition Publications	8	4
Book Collection Nonfiction: Middle School Edition	1922	1254

LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE – YEAR PLAN

2008 - 2012

Appendix 20 – Pioneer Library System Ebsco Host Database Usage Following Implementation of

LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE – YEAR PLAN
2008 - 2012

Appendix 20 – Pioneer Library System Ebsco Host Database Usage Following Implementation of

Book Collection Nonfiction: Middle School Edition Publications	3	1
Business Source Premier	2412	1788
Business Source Premier -- Publications	23	20
Columbia Encyclopedia	18	34
Consumer Health Complete	177	202
Consumer Health Complete -- Publications	1	
Datamonitor Company Profiles Authority	1319	26
eBook Collection (EBSCOhost)	771	
ERIC	2893	2803
Funk & Wagnalls New World Encyclopedia	2850	1785
GreenFILE	2029	1476
GreenFILE -- Publications	1	1
Health Source - Consumer Edition	4625	2933
Health Source: Nursing/Academic Edition	2420	1982
Health Source: Nursing/Academic Edition -- Publications	5	
Image Collection	8978	7396
Image Quick View Collection	7	33
Library, Information Science & Technology Abstracts	1992	1715
Library, Information Science & Technology Abstracts --	5	1

LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE – YEAR PLAN
2008 - 2012

Appendix 20 – Pioneer Library System Ebsco Host Database Usage Following Implementation of

LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE – YEAR PLAN

2008 - 2012

Appendix 20 – Pioneer Library System Ebsco Host Database Usage Following Implementation of

Publications		
Literary Image Collection	18	26
MAS Ultra - School Edition	5496	3363
MasterFILE Premier	4942	4970
MasterFILE Premier -- Publications	108	110
Medical Images Collection	2	7
Medical Video & Animation Collection	1	3
MEDLINE	2507	2028
MEDLINE -- MeSH (2011)	2	11
MEDLINE -- Publications	1	1
Middle Search Plus	4749	3225
Military & Government Collection	2283	1941
Military & Government Collection -- Publications	1	5
Newspaper Source Plus	3271	2501
Newspaper Source Plus -- Publications	21	4
Primary Search	2987	2369
Professional Development Collection	2427	2337
Professional Development Collection -- Publications	3	3
Regional Business News	2152	1405
Small Business & Entrepreneurship Videos	964	6

LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE – YEAR PLAN

2008 - 2012

Appendix 20 – Pioneer Library System Ebsco Host Database Usage Following Implementation of

**LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE – YEAR PLAN
2008 - 2012**

Appendix 20 – Pioneer Library System Ebsco Host Database Usage Following Implementation of

Small Business Reference Center	1863	948
The American Heritage Children's Dictionary	24	9
The American Heritage® Dictionary, 4th Edition	41	2
TOPICsearch	5495	3504
TOTALS*	89,172	64,650

**LSTA EVALUATION of OKLAHOMA DEPARTMENT OF LIBRARIES FIVE – YEAR PLAN
2008 - 2012**

Appendix 20 – Pioneer Library System Ebsco Host Database Usage Following Implementation of