

PART II. SURVEY REPORT

In-Depth Evaluations

I. SUMMARY

Three programs were evaluated in-depth: the Texas Library System, the Technical Assistance Negotiated Grants (TANG), and the Special Projects Grant program. As part of the in-depth evaluation, EGS Research & Consulting conducted surveys of the ten Texas Library Systems, the 517 member libraries, the 17 Special Projects Grants, and participants in Special Projects Grants. The surveys were conducted in November and December 2001. Data were provided by the ten Library Systems, 422 member libraries, all Special Projects Grants, and 62 participants in the Special Projects Grants.

1. Texas Library System

The Texas Library System, composed of ten Library Systems, supports a diverse population of libraries, a large percent of which serve predominantly rural areas (70 percent). According to the member libraries, the Library Systems, are highly responsive to their member's characteristics and needs, even though they provide a range of similar services. The Library Systems provide a wide range of services to their member libraries. Most commonly, the Library Systems assist their member libraries with programs targeting underserved or unserved populations, accessing information through electronic networks, the establishment and enhancement of electronic linkages between and among libraries and between libraries and other organizations, and the sharing of resources among different kinds of libraries. Most of the member libraries have Internet access (98 percent) and automated catalog and circulation systems (77 percent). The Texas Library Systems developed a comprehensive assistance infrastructure in areas such as collection development, equipment, technology, operations and management training, training in the use and maintenance of technology, continuing education, and special programs for underserved or unserved groups. The largest percent of member libraries, according to the Systems, receive assistance in:

- Collection development (100 percent).
- Training library staff in the management and use of electronic resources (96 percent).
- Continuing education and consulting services (90 percent).

The assistance the Texas Library System provides to member libraries led to significant improvements in all aspects of member libraries' operations, management, and service and to better service to the community. According to Library Systems, the assistance changed the library map:

- Library staff increased their operations and management knowledge and competence.
- Libraries are better able to serve their communities because their collections are current and broad.
- Libraries make better use of technology and resources.

1.1 Member Libraries

Member libraries confirmed the data provided by the Texas Library Systems with regard to the scope of services and assistance the Systems provided to them and the significant positive impact these services had on their libraries. Member libraries portrayed the Systems as being highly responsive and helpful.

Most frequently, member libraries reported that they had received from their respective Library System:

- Funds for collection development (98 percent).
- Continuing education services (97 percent).
- Staff training in the management and use of electronic resources (88 percent).
- Consulting services (77 percent).
- Assistance with reference questions (74 percent).
- Training and help with grant writing (70 percent).

Member libraries expressed a high level of satisfaction with all services that the Systems provided to them. More than two-thirds of the member libraries considered the Systems' services and assistance "very helpful" in meeting their needs. Moreover, 33 to 61 percent of the libraries reported that the Systems' services and assistance helped improve "to a great extent" all aspects of their library. These aspects included their collection (61 percent), quality of service (43 percent), technology (43 percent), management (42 percent), operations (40 percent), planning (39 percent), range of services (37 percent), and ability to serve previously unserved populations (33 percent).

Member libraries reported multiple benefits that they received through their membership in the Texas Library System. Seventy or more percent of the libraries identified benefits such as:

- Increasing their staff's knowledge and competence in the areas of library management and operations (85 percent).
- Having a materials collection that was current, broad in scope and able to better meet community needs (77 percent).
- Better utilization of new technology and resources to service the community (74 percent).
- Enabling the library to offer enhanced access to a variety of information (73 percent).

- Helping the library to obtain additional funding and other resources to improve services (69 percent).

Libraries' level of need for specific services and assistance and the extent of benefits they derived from the Library System was associated with:

- The size of the legal service population.
- The library's operating expenditures.
- Urban, suburban, or rural character of their area of service.

Size of Legal Service Population. Fifty-eight percent of the libraries have small legal service populations (less than 10,000), 31 percent have medium legal service populations (10,000 to 49,999), and 11 percent have large legal service populations (50,000 or more). The size of the legal service population was significantly associated with:

- Libraries' level of automation. Overall libraries with large legal service populations were more automated than libraries with medium and with small legal service populations.
- Services received from the Library Systems. More libraries with small and medium legal service populations than libraries with large legal service populations received funds to train their advisory boards, assistance with grant writing, consulting and funds for special projects (bilingual/ESL, youth).
- Perceived helpfulness of the Library System. Libraries with small legal service populations considered the Library Systems to be more helpful in meeting their needs than libraries with medium and large legal service populations.
- Degree of library improvement. A significantly larger percent of libraries with small legal service populations than libraries with medium or large legal service populations reported improvements in their libraries.

Table I.1

Services Provided by Library System Helped Improve to a Great Extent Library's*	Size of Legal Service Population					
	Small (N=235)		Medium (N=128)		Large (N=45)	
	#	%	#	%	#	%
Collection	175	74.5%	73	57.0%	8	17.8%
Technology	116	52.3%	57	45.2%	6	13.3%
Operations	125	55.8%	39	31.2%	1	2.3%
Management	129	56.8%	46	36.5%	1	2.3%
Planning	112	50.2%	46	38.3%	5	11.9%
Range of service	104	47.1%	46	37.1%	5	11.6%
Quality of services	121	54.3%	54	43.2%	5	11.6%
Ability to serve individuals not served before	96	42.9%	39	31.7%	4	9.3%

Libraries' Total Operating Expenditures. Thirty-one percent of the libraries have operating expenditures of less than \$50,000 (small); 35 percent have operating expenditures of \$50,000 up to \$150,000 (medium), and 34 percent have operating expenditures of \$150,000 or more (large). Like the size of the population in the service area, libraries' operating expenditures were significantly associated with:

- Libraries' level of automation. Libraries with larger operating expenditures were more automated than libraries with small and medium operating expenditures.
- Services received from the Library Systems. More libraries with small operating expenditures received funds to install or upgrade their Internet connection, training their advisory boards, and assistance with grant writing.
- Perceived helpfulness of the Library System. Libraries with small operating expenditures considered the Library Systems very helpful in meeting their needs (77 percent), than libraries with medium (71 percent) and large (59 percent) operating expenditures .
- Degree of library improvement. A significantly larger percent of libraries with small operating expenditures than libraries with medium or large operating expenditures reported improvements in their libraries.

Table I.2

Services Provided by Library System Helped Improve to a Great Extent Library's	Operating Expenditures					
	Small (N=130)		Medium (N=147)		Large (N=140)	
	#	%	#	%	#	%
Collection	99	76.1%	101	68.7%	56	40.0%
Technology	68	52.3%	67	45.6%	44	31.4%
Operations	75	57.7%	62	42.2%	28	20.0%
Management	75	57.7%	66	44.9%	35	25.0%
Planning	65	50.0%	57	38.8%	41	29.3%
Range of service	59	45.4%	58	39.4%	38	27.1%
Quality of services	67	51.5%	67	45.6%	46	32.8%
Ability to serve individuals not served before	57	43.8%	54	36.7%	28	20.0%

Urban, Suburban, Rural Area of Service. Seventy-two percent of the libraries serve primarily rural areas, nine percent serve urban areas, and 18 percent serve suburban areas. Overall, libraries that serve primarily rural areas have greater need of services, consider the services more beneficial, and improve their libraries to a greater extent as a result of Systems' services and assistance than libraries that primarily serve urban or suburban areas. Libraries that serve primarily rural areas are less technologically advanced, fewer have long-range plans, and fewer are members of consortia. While libraries in all types of service areas serve a wide range of population groups, the populations the rural libraries serve reported a higher level of satisfaction than the populations served by libraries in urban and suburban areas. Library Systems provide a wide range of services to all libraries; however, more libraries serving primarily rural areas receive assistance in grant writing, reference questions, and consulting services. Libraries serving primarily rural areas are also more satisfied with funds for collection development and automation, training of library staff in use and management of electronic resources, training and assistance with grant writing, training in the development of long-range plans, continuing education, and consulting services.

Libraries serving primarily rural areas consider their Systems to be significantly more helpful in meeting their needs and in helping them improve all aspects of their libraries.

Table I.3

Services Provided by Library System Helped Improve to a Great Extent Library's	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Collection	18	47.4%	31	40.8%	203	68.3%
Technology	9	23.7%	19	25.0%	146	49.1%
Operations	8	21.0%	15	19.7%	139	46.8%
Management	8	21.0%	18	23.7%	147	49.5%
Planning	11	28.9%	16	21.0%	131	44.1%
Range of service	9	23.7%	15	19.7%	127	42.8%
Quality of services	16	42.1%	16	21.0%	145	48.8%
Ability to serve individuals not served before	8	21.0%	16	21.0%	111	37.4%

2. Technical Assistance Negotiated Grants (TANG)

The Texas State Library and Archives Commission awarded Technical Assistance Negotiated Grants (TANG) to the ten Library Systems to assist their libraries in using and maintaining information resource technologies. Typically, the Library Systems use the grant to hire a technician to educate, support, and assist libraries with the use and maintenance of their technology. According to both the Library Systems and the libraries, TANG grants have changed the technology map of Texas libraries. The grants produce not only libraries that are technologically equipped but also libraries that are moving in significant steps toward technological self-sufficiency.

2.1 Library Systems

Through TANG, Library Systems provide a wide range of technology-related training, consulting and assistance to member libraries. Library Systems estimate that between 21 and 95 percent of the libraries receive these technology-related services. Most frequently TANG staff provide training, consulting and assistance on:

- Security
- Networking
- Troubleshooting
- Servers
- Operating systems
- Application and implementation of technology grants

Member libraries find these services to be either "very helpful" or "helpful" in meeting their needs. Library staff appreciate most the TANG technicians' knowledge and experience and the training being tailored to library staff knowledge and skills.

Prior to TANG-funded services, Library Systems estimated that only 15 percent of the libraries were technologically self-sufficient. As a result of the TANG training, consulting, and assistance, 47 percent of the libraries became technologically self-sufficient "to a great extent;" a three-fold increase. According to seven of the Systems, libraries offered significantly greater access to electronic resources to their patrons as a result of the TANG activities.

2.2 Member Libraries

Member libraries confirmed the data provided by the Library Systems. About 90 percent received technology-related training, consulting or assistance. Eighty-five percent regarded these services to be "very helpful" (59 percent) or "helpful" (26 percent). Member libraries valued the hands-on training, the technicians' knowledge and experience, and that training was tailored to staff knowledge and skills.

The TANG-funded technology-related training, consulting, and assistance created a dramatic shift in the technological self-sufficiency of Texas public libraries. The percent of libraries that emerged as technologically self-sufficient to a great extent grew nearly five-fold. Nearly 40 percent of the libraries reported that as a result of the TANG services they were able to use and maintain information resource technology to a great extent.

Table I.4

Extent to which Libraries Were Technologically Self Sufficient	Before Library System Provided Training		As a Result of Training Library System Provided	
	#	%	#	%
To a great extent	33	7.8%	154	36.5%
To a moderate extent	58	13.7%	161	38.2%
To some extent	137	32.5%	43	10.2%
To a minor extent	106	25.1%	13	3.1%
Not at all	48	11.4%	2	0.5%
No answer	40	9.5%	49	11.6%
Mean	3.20		1.79	

Libraries' primary areas of service, size of legal service population, and operating expenditures were significantly associated with the benefits derived from the TANG services.

- A smaller percent of libraries with large legal service populations (34 percent) than libraries with medium legal service populations (58 percent) or small legal service populations (64 percent) considered the TANG services to be "very helpful."
- Libraries with small and medium legal service populations made significantly greater gains in becoming technologically self-sufficient to a great extent than libraries with large legal service populations.

- A smaller percent of libraries with large operating expenditures (51 percent) than libraries with medium (62 percent) or small operating expenditures (65 percent) considered the TANG services to be "very helpful."
- Libraries with small and medium operating expenditures made significantly greater gains in becoming technologically self-sufficient to a great extent than libraries with large operating expenditures.
- A larger percent of libraries that serve primarily rural areas (63 percent) found the TANG-services to be "very helpful" compared with libraries that serve primarily urban (54 percent) or suburban (42 percent) areas.
- Libraries serving primarily rural areas made the greatest leap in becoming technologically self-sufficient to a great extent (from three percent to 43 percent).

Table I.5

Library Characteristics	TANG Services Were Very Helpful	Technologically Self-sufficient Before TANG	Technologically Self-sufficient As a Result of TANG
Legal Service Population Size:			
Small	64.5%	3.2%	42.6%
Medium	57.6%	10.3%	40.2%
Large	34.2%	31.7%	37.5%
Primary Areas of Service:			
Urban	54.5%	29.4%	42.4%
Suburban	41.8%	19.4%	31.3%
Rural	63.0%	3.3%	43.2%
Operating Expenditures:			
Small	64.9%	0.9%	44.7%
Medium	61.7%	5.9%	43.4%
Large	51.2%	18.3%	36.0%

3. Special Projects Grants

TSLAC awarded 17 grants to 15 libraries. The grants most commonly involved :

- Development of special programs for bilingual or limited English proficiency groups (nine grants).
- Expansion of non-English collections (seven grants).
- Job assistance (one grant).

Libraries served a wide range of populations through the grants. Most commonly, projects addressed children, youth, elderly, bilingual/ESL, low-income, low-literate adults, childcare centers, and families.

According to grant project directors, individuals who participated in the projects were highly satisfied with the services they had received. This was also confirmed by the 62 participants who responded to the Patron Questionnaire.

Four of the 17 grants are still being funded . Twelve of the 13 projects no longer funded continue to provide the services they had provided under the grant. In most cases, the libraries continue to offer these services in a more limited fashion.

The Special Projects Grants had a significant impact on the respective communities and on the individuals that received services.

Table I.6

Impact of Services Provided Through the Special Projects Grant	Number of Libraries (N=17)	Percent of Libraries
Recruited new groups as patrons (e.g. bilingual, limited English proficiency, older adults, people with disabilities)	15	88.2%
Increased the number of patrons/users	14	82.3%
Increased number of preschool children exposed to reading	10	58.8%
Increased recognition on the part of parents or caregivers of preschool children of the importance of reading	10	58.8%
Increased literacy rate in community	8	47.0%
Increased English proficiency of community members	6	35.3%
Increased employment opportunities	5	29.4%
Improved job search skills	4	23.5%
Increased computer skills	4	23.5%

Grant participants provided similar testimony regarding the impact of the grant programs. Participants credited the programs with improving their reading and language skills, recognizing the importance of reading to their children, learning library skills and increasing library use, and learning computer, Internet and job search skills, which resulted in a job or better job acquisition.

Table I.7

Special Projects Grant Program Impact on Participants	Number (N=62)	Percent
Read more with child(ren)	28	45.2%
Check out books and other materials from the library	23	37.1%
Know more about available library services	22	35.5%
Learned how to use a computer or improved computer skills	14	22.6%
Learned how to use the Internet	12	19.3%
Learned how to look for a job	9	14.5%
Can read better	9	14.5%
Can understand English better	6	9.7%
Got a job or a better job	4	6.4%

4. Key Conclusions

The Texas Library System infrastructure provides a comprehensive set of services and support to Texas libraries in all areas of operations. While the Texas Library System is an important building block for all public libraries in the State, it is a lifeline for the libraries in rural areas. These libraries constitute more than 70 percent of all public libraries in the state.

Public libraries receive a wide range of services from their respective Library Systems, and a high percent consider these services to be very helpful. Moreover, a large percent of the libraries indicate that the services the Library Systems provide to them help improve their collections, management, operations, range and quality of service, and patron base allowing them to reach groups previously underserved or unserved.

The rural libraries, libraries serving small populations, and libraries with small budgets have a greater dependence on the services and assistance that the Library Systems provide to them. These types of libraries often express greater appreciation of the services and indicate that the services have a greater impact on their libraries.

Technology-related training, consulting, and assistance that Library Systems provide under the TANG grants have made a significant difference in libraries' self-sufficiency. The TANG-services not only increased the technological self-sufficiency of a large percent of the libraries, but also reduced the number of libraries lacking the minimum competencies in this area. The TANG program can be considered a "roaring success."

The Special Projects Grants, according to both grant project managers and service recipients (participants), provided valuable services that had a significant impact both on the direct participants as well as on their children and families, and subsequently on the community at large.

II. THE TEXAS LIBRARY SYSTEM

The Texas Library System is a statewide program with an objective "to improve services for public library users and expand services to the unserved." The Texas Library System program uses a combination of federal and state (general revenue) funds to support these activities.

The Library Systems engage in a wide range of activities including administration, automation, collection development, consulting, continuing education, publicity, resource sharing, reference backup, satellite training and teleconferencing, youth services, special projects (e.g. literacy, networked resources), and technological support.

There are ten Library Systems (FY2001 figures):

- The Alamo Area Library System (AALS), headquartered in San Antonio, with 44 member libraries and one non-member library.
- The Big Country Library System (BCLS), headquartered in Abilene, with 37 member and five non-member libraries.
- The Central Texas Library System (CTLS), headquartered in Austin, with 67 member and four non-member libraries.
- The Houston Area Library System (HALS), headquartered in Houston, with 67 member and two non-member libraries.
- The Northeast Texas Library System (NETLS), headquartered in Garland, with 98 member and eight non-member libraries.
- The North Texas Regional Library System (NTRLS), headquartered in Fort Worth, with 71 member and one non-member library.
- The South Texas Library System (STLS), headquartered in Corpus Christi, with 52 member and two non-member libraries.
- The Texas Panhandle Library System (TPLS), headquartered in Amarillo, with 28 member and three non-member libraries.
- The Texas Trans-Pecos Library System (TTPLS), headquartered in El Paso, with 15 member libraries and one non-member library.
- The West Texas Library System (WTLS), headquartered in Lubbock, with 34 member and one non-member library.

For purposes of the in-depth evaluation, the 10 Library Systems were surveyed along with all member libraries. This section of the report presents an analysis of the data provided by the 10 Library Systems and by 422 library members of the Systems.

A. LIBRARY SYSTEMS SURVEY

1. Characteristics of Library Systems

Texas has 10 Library Systems. The Library Systems and the percent of their member libraries that primarily serve urban, suburban, and rural areas are presented in the table below. On average, about 70 percent of the member libraries serve rural areas, 18 percent serve urban areas, and 12 percent serve primarily suburban areas. More than 90 percent of the member libraries associated with TPLS, BCLS, and WTLS serve primarily rural areas. TTPLS, HALS, and NTRLS have the smallest percent of libraries that serve rural areas; NTRLS has the largest percent of libraries that serve suburban areas.

Table II.A.1

Library Systems	Percent of Member Libraries Primarily Serving		
	Urban Areas	Suburban Areas	Rural Areas
Big Country Library System (BCLS)	5%	--	95%
Texas Panhandle Library System (TPLS)	4%	--	96%
Central Texas Library System (CTLS)	7%	21%	72%
South Texas Library System (STLS)	38%	--	62%
Northeast Texas Library System (NETLS)	13%	19%	67%
Texas Trans-Pecos Library System (TTPLS)	69%	--	31%
North Texas Regional Library System (NTRLS)	6%	42%	53%
Houston Area Library System (HALS)	31%	23%	46%
West Texas Library System (WTLS)	9%	--	91%
Alamo Area Library System (AALS)	2%	20%	78%
Mean	18.4%	12.5%	69.1%

Between 10 percent and 45 percent of member libraries associated with the 10 Library Systems have librarians with American Library Association (ALA) Master's in Library Science (MLS) accredited degrees. On average, 26 percent of the member libraries have such degrees. NETLS, HALS, and NTRLS have the highest percent of libraries with such staff and BCLS, TPLS, CTLS, and WTLS have the lowest percent.

Table II.A.2

Library Systems	Percent of Member Libraries with ALA Accredited MLS Librarians
Big Country Library System (BCLS)	10%
Texas Panhandle Library System (TPLS)	14%
Central Texas Library System (CTLS)	15%
South Texas Library System (STLS)	27%
Northeast Texas Library System (NETLS)	45%
Texas Trans-Pecos Library System (TTPLS)	20%
North Texas Regional Library System (NTRLS)	42%
Houston Area Library System (HALS)	45%
West Texas Library System (WTLS)	15%
Alamo Area Library System (AALS)	26%
Mean	26%

Six out of the ten Library Systems reported that they have a long-range plan. The long-range plans of these six Systems address future library trends. These six Systems inform their member libraries of these future trends.

Table II.A.3

Long-range Plan	Number of Responding Systems	Number of Systems	Percent of Systems
System has long-range plan:	10		
Yes		6	60.0%
No		4	40.0%
Plan addresses future library trends:	6		
Yes		6	100.0%
No		--	--
Inform libraries of future trends:	6		
Yes		6	100.0%
No		--	--

Library Systems identified the following future library trends that they addressed in their long-range plans.

- Changing demographics. Population in service area is aging which will lead to a shrinking tax base.
- Technology and its impact on service and on delivery of resources and training.
- Integration of technology into all organizational activities of the System as the primary service delivery model. Technology includes continuing education courses

offered via distance learning; basic consulting and information dissemination via upgraded web pages.

- Training member libraries in technology to help libraries use equipment, hardware, software and electronic resources, and to help members market the use of electronic resources to patrons.
- Increased Internet use by library patrons. Library patrons are using fewer traditional sources and relying more on Internet resources.
- Staff training and recruitment.
- Cooperation and resource sharing. Cooperation between and among libraries and with different types of libraries as well as with other agencies, including partnerships with community groups.
- Youth services. Boost low literacy levels by enhancing youth services collections and providing higher quality workshops and other support for youth services programming.
- Funding. Funding issues include low local funding and static System funding. Library budgets are not increasing.

Library Systems identified several recent library trends that have influenced the services that they provide to member libraries. The use of technology in library operations was identified by all Systems and reported to have had the most pervasive impact both on the Systems and on their member libraries. For example:

- Continuing changes in technology have resulted in more technological training. In one of the Systems, three consultants train staff in the use of the Internet and the Texas State Library databases. These consultants/specialists have assigned areas of expertise (i.e. youth, adult, or development), but each is also expected to train staff directly on the use of the Internet and online databases.
- Another System focuses on the implementation of technology in libraries of different sizes. The use of technology has affected the System's consulting, staffing and continuing education efforts and activities.
- Technology, according to another System, has influenced a wide range of services to member libraries. These services include information dissemination via fax, design of web pages, use of electronic mailing lists and e-mail; hardware and software training for library staff; continuing education workshops; hardware and software consulting; and automation consulting. One System purchased fax machines for each member library, while others purchased them as needed.

- The availability of grant funding to public libraries encouraged one System to hire a development officer to assist member libraries with grant research and writing. The development officer also co-wrote and administered a large TIF grant for member libraries.
- Another System reported that the increase in the use of technology has motivated the System to offer more training. The System has also assisted member libraries with writing grant applications or actually wrote technology grants for them.
- One system reported purchasing books on tape to serve both rural residents and seniors.
- Another System recognized that low financial support means a high turnover of library directors and staff, resulting in an ongoing need for basic library training. Low financial support also means that these libraries need collection development funds.

The technology status of member libraries varies widely. For example, all ten Systems and nearly all their member libraries (98 percent) are connected to the Internet. Nine of the Systems report that, on average, more than 80 percent of their libraries provide access to online databases to their patrons. More than three-quarters of the member libraries have automated catalog and circulation systems. However, the automated catalog and circulation systems are available through the Internet in only a small percent of the member libraries. Only a small percent of the libraries (16 percent) also have long-range plans.

Table II.A.4

Libraries with:	Number of Systems	Mean Percent of Member Libraries
Long-range plans	9	16.0%
Automated catalog and circulation systems	10	76.7%
Automated catalog available through the Internet	9	28.8%
Automated circulation system available through the Internet	5	6.6%
Internet connection	10	98.2%
Providing access to online databases to their users/patrons	9	82.2%

According to eight of the Library Systems, only 28 percent of their member libraries are members of consortia. Most typically, these libraries participate in consortia of multi-type libraries.

Table II.A.5

Consortia	Number of Responding Systems	Number of Systems	Percent of Systems
Mean percent of libraries who are members of consortia	8		28.0%
Type of consortia:	8		
Public libraries only		1	12.5%
Multi-type libraries		7	87.5%

2. Services Provided by Library Systems to Member Libraries

Library Systems reported that they used LSTA funds to assist libraries in three areas:

- Expand services to populations underserved previously such as persons having difficulty using the library and underserved urban and rural communities.
- Expand access to information through electronic networks.
- Create and enhance linkages and cooperation, using electronic means or otherwise, with other and different types of libraries and with community organizations in order to share resources.

Table II.A.6

Library System's Use of LSTA Funds	Library Systems	
	Number (N=10)	Percent
Established and enhanced electronic linkages between or among libraries	7	70.0%
Linked libraries electronically with educational, social, and informational networks	7	70.0%
Assisted libraries in accessing information through electronic networks	9	90.0%
Encouraged libraries to establish consortia and share resources	6	60.0%
Encouraged libraries of different kinds (i.e., public, school, academic, professional) to collaborate and share resources	6	60.0%
Paid costs for libraries to acquire and share computer/telecom technologies	3	30.0%
Targeted services to persons having difficulty using the library and to underserved urban and rural communities	10	100.0%

Library Systems provided a wide range of services to member libraries, as shown in the table below. Among these, services provided by all Library Systems included:

- Assistance with collection development. This service has been provided to all member libraries.
- Training library staff in management and use of electronic resources and in grant preparation. These services benefited 72 to 96 percent of the member libraries.
- Continuing education services for member libraries. This service benefited about 90 percent of the member libraries.
- Consulting services. These services also benefited about 90 percent of the member libraries.

Four to nine of the Library Systems also assisted member libraries with providing services to specific populations such as bilingual/ESL, older adults, youth, and people with disabilities. These services were provided to between 40 and 70 percent of member libraries associated with the respective Systems.

Table II.A.7

Services Provided to Member Libraries	Library Systems		Mean Percent of Member Libraries Served
	Number	Percent	
Collection development: books and other materials	10	100.0%	100.0%
Funds for library video collection operation	8	80.0%	72.4%
Purchase of computers for member libraries	6	60.0%	41.8%
Funds for installing an Internet connection	5	50.0%	36.4%
Upgraded member libraries Internet connection	3	30.0%	40.7%
Training member library staff in the management and use of electronic resources	10	100.0%	95.8%
Training and helping library staff to write grants, assistance with grant writing	10	100.0%	71.8%
Training member library staff in the development of long-range plans	6	60.0%	44.0%
Purchasing for member libraries (or assisting with the purchasing of) video and teleconferencing/distance learning equipment	2	20.0%	40.0%
Purchasing and upgrading member libraries' hardware and software	6	60.0%	51.0%
Purchasing equipment for accessing electronic resources	5	50.0%	61.0%
Purchasing office and other equipment for member libraries	7	70.0%	53.8%
Fund bilingual/ESL and literacy projects	8	80.0%	41.8%
Fund projects serving youth	5	50.0%	67.0%
Develop long-range plan for System	6	60.0%	50.0%
Fund projects serving older adults	9	90.0%	69.1%
Fund projects to serve people with disabilities	4	40.0%	56.2%
Proving funds for planning projects	3	30.0%	15.2%
Providing funds for library automation projects	6	60.0%	24.1%
Assist member libraries with reference questions	7	70.0%	68.8%
Provide continuing education services for member libraries	10	100.0%	89.6%
Provide continuing education services to library advisory board	7	70.0%	42.5%
Provide consulting services to member libraries	10	100.0%	89.6%

According to information provided by the Library Systems, member libraries were highly satisfied with the services they had received from their respective System in 2000-01, as shown in the table below.

Table II.A.8

Member Libraries' Satisfaction with Services System Provided in 2000-01	Number of Systems Responding	Mean Satisfaction of Member Libraries
Collection development: books and other materials	9	8.67
Funds for library video collection operation	7	8.14
Purchase of computers for member libraries	6	8.67
Funds for installing an Internet connection	2	10.00
Upgraded member libraries Internet connection	3	9.33
Training member library staff in the management and use of electronic resources	9	8.44
Training and helping library staff to write grants, assistance with grant writing	8	9.25
Training member library staff in the development of long-range plans	5	7.00
Purchasing for member libraries (or assisting with the purchasing of) video and teleconferencing/distance learning equipment	3	8.67
Purchasing and upgrading member libraries' hardware and software	4	8.75
Purchasing equipment for accessing electronic resources	4	9.00
Purchasing office and other equipment for member libraries	7	8.86
Fund bilingual/ESL and literacy projects	6	8.83
Fund projects serving youth	4	8.75
Develop long-range plan for System	8	8.37
Fund projects serving older adults	4	8.00
Fund projects to serve people with disabilities	1	8.00
Proving funds for planning projects	4	9.00
Providing funds for library automation projects	7	9.00
Assist member libraries with reference questions	9	8.78
Provide continuing education services for member libraries	6	8.17
Provide continuing education services to library advisory board	8	8.75
Provide consulting services to member libraries	--	--

* Means were calculated based on a 10-point satisfaction scale , where "1" referred to "very dissatisfied" and "10" referred to "very satisfied."

One of the Library Systems reported that its member libraries were not satisfied with the assistance they had received in the area of collection development. Some members wanted more money put into collection development grant programs. Collection development grants have been shrinking each year as funds were used for consulting staff.

Seven of the Library Systems reported that as a result of the funds and services they provided, their member libraries improved "to a great extent." Two of the Library Systems assessed the improvement of their member libraries to be "moderate."

Table II.A.9

Extent to Which Member Libraries Improved As a Result of Library System's Services	Library Systems	
	Number (N=10)	Percent
To a great extent	7	70.0%
To a moderate extent	2	20.0%
To some extent	--	--
To a minor extent	--	--
Not at all	--	--
No answer	1	10.0%
Mean	1.20	

Library Systems offered many examples demonstrating how services their member libraries provided improved to a great extent. What follows are narrative and summary statements, taken from the Library System staff surveys, which clearly illustrate the impact System services had on the libraries they serve.

Improvements, according to one of the Systems, can be seen in the type, quantity, and quality of library services offered at local libraries. Five libraries, one in a formerly unserved county, have become members of the System in the last five years. The number of libraries offering full Internet service, automated catalogs, and story times during the school year (not just in the summer) has increased. The quality of reference service offered and the quality of the library collections have both improved. System sponsored workshops, collection evaluations, and general ongoing consulting by phone, email, and personal visits have all contributed to these improvements.

Some individual libraries have shown great improvement, others have fluctuated over the years, and one or two have decreased the services offered. The key factor is the attitude (more than the ability or training) of the local librarian. This is outside the control of Systems. Where improvements have been seen, the local librarian was willing to work with System staff to learn techniques, get ideas, and make changes. The System has also contributed to the quality of the collection and services by providing funds with which to purchase materials and equipment which the libraries could not afford with their limited local budgets, but that assistance does little for service if the librarian doesn't use it wisely. System assistance has made a difference by providing information, suggestions, training and sometimes, more importantly, by just providing someone knowledgeable with whom to talk things over. Until local libraries have budgets that allow them to hire professionally trained librarians, the availability of assistance from the Systems is critical in this rural area.

A second System indicated that, "System consultations have improved local collections, community and political relationships, professional skills, and aided the development of new facilities."

A third Library System based examples of improvement on the responses that member libraries provided on the Library Questionnaire:

Member libraries indicated that grant writing assistance was invaluable; numerous libraries mentioned specific grants they had received as a result of System staff assistance. Libraries also indicated an increased utilization of online databases subsequent to training provided by System staff. Member libraries indicated appreciation for System assistance in weeding and taking inventory of collections, as well as offering improved summer reading programs, large print book collections for older patrons, and youth programming as a result of System support.

Examples of improvement provided by other Library Systems stated that:

Spanish language and language learning material collections were developed. Enhanced spoken audio collections were being developed for visually impaired persons.

Grant research and writing assistance (TIF, Gates, Tocker, etc.) provided by the System improved member libraries' services through computer equipment, information access, and staff training.

Wrote grants (TIF, Tocker, Gates) for Internet access, automation, and library materials to update library collections gave libraries access to TSEL databases and enabled them to automate.

General and specialized consulting enhanced libraries' service through improved collections.

Continuing education to member libraries improved their services through management training.

All members benefited from the System providing Internet connection for all libraries.

Continuing education workshops and training the System sponsored were always needed and evaluated highly.

Age of collections of the member libraries improved through strong emphasis on collection development (e.g. workshops, required policies).

Without funding from the System, approximately 10 libraries would have no collection/material funds, according to one of the Systems.

The System's libraries were being automated with consulting help; approximately 14 have automated or were very close to completing their automation in FY2001.

The System provided extensive continuing education by many different, highly rated means.

In their survey comments, Library Systems staff also attributed some improvements in some of their member libraries to:

- The attitude of local librarians who were unwilling to learn new techniques and make changes.
- Changes in member library personnel.
- High library director turnover, which meant that such libraries might not realize the extent of services their respective System could provide.
- Lack of local support and commitment.

Library Systems identified several barriers they experienced in serving their member libraries. The most common cited barriers were:

- Lack of or insufficient level of System resources, whether funds or staff, to support member libraries.
- The wide geographical dispersion of libraries in the Systems' service areas.

Table II.A.10

Barriers Library Systems Experienced in Serving Member Libraries	Library Systems	
	Number (N=10)	Percent
Library System does not have enough funds	9	90.0%
Insufficient Library System staff	8	80.0%
Library System staff do not get/have appropriate training	2	20.0%
Member libraries are dispersed over a large geographic area	8	80.0%
Member libraries' staff do not have the appropriate knowledge and skills	4	40.0%
Member libraries lack appropriate level of technology	2	20.0%
Available training does not meet needs of member libraries	1	10.0%

Between one to five Library Systems identified special population groups their member libraries had served with special programs since 1997-98. The population groups are

listed in the table below. Most commonly, member libraries served bilingual/ESL, older adults, low-income, and youth groups through targeted programs.

Table II.A.11

Populations Member Libraries Have Served Since 1997-98	Library Systems	
	Number (N=10)	Percent
Low-income	5	50.0%
Bilingual/ESL/LEP	6	60.0%
Older adults	5	50.0%
Early childhood, new mothers	1	10.0%
Youth	5	50.0%
People with disabilities	2	20.0%
Rural residents	4	40.0%
Urban, inner city residents	4	40.0%
Low literate adults	4	40.0%
Intergenerational groups	1	10.0%

Member libraries derived multiple benefits from being associated with Library Systems. Basically, these benefits have helped member libraries meet their community needs through better services provided in a more effective and efficient manner. All Library Systems agreed that the most common benefits their members derived included:

- A quality collection that better meets the needs of their communities.
- Better utilization of technology and resources to serve their communities.
- Increased management and operations knowledge and competence.

Table II.A.12

Benefits Libraries Derive from Membership in Library System	Library Systems	
	Number (N=10)	Percent
Offer programs to meet the needs of special populations in their community	8	80.0%
Libraries have increased management and operations knowledge and competence	10	100.0%
Libraries have a materials collection that is current, broad in scope and can better meet the needs of their community	10	100.0%
Libraries are better able to utilize new technology and resources to serve their community	10	100.0%
Libraries offer enhanced access to a variety of information	9	90.0%
Libraries are able to obtain additional funding and other resources to improve library services	7	70.0%
Libraries are able to plan services to meet the future needs of their community	6	60.0%

Increased library staff knowledge and competence in library management and operations was identified as the most important benefit.

Table II.A.13

Ranking of Benefits to Libraries From membership in Library System	Most Important Benefit	Second Most Important Benefit	Third Most Important Benefit
Offer programs to meet the needs of special populations in their community	--	--	--
Libraries have increased management and operations knowledge and competence	5	--	3
Libraries have a materials collection that is current, broad in scope and can better meet the needs of their community	--	5	1
Libraries are better able to utilize new technology and resources to serve their community	2	3	3
Libraries offer enhanced access to a variety of information	2	--	2
Libraries are able to obtain additional funding and other resources to improve library services	1	2	--
Libraries are able to plan services to meet the future needs of their community	--	--	--

B. PUBLIC LIBRARY SURVEY

1. Survey Methodology

The public library survey was conducted in November-December 2001. Survey questionnaires were mailed to all of the 517 member libraries. Four hundred and twenty-two (422) libraries completed and returned the questionnaires, resulting in an 81.6 percent response rate. Data provided by member libraries were combined with data from the Public Library Annual Report database and analyzed:

- Overall,
- By Library System,
- By size of legal service population,
- By library's total operating expenditures, and
- By primary area of service (i.e. urban, suburban or rural),

The responding libraries were associated with all ten Library Systems, as shown in the following table. The sample of responding libraries was representative of the population of member libraries in Texas.

Table II.B.1

Library System	Member Libraries (N=513)*		Responding Libraries (N=422)	
	Number	Percent	Number	Percent
Big Country Library System (BCLS)	37	7.2%	35	8.3%
Texas Panhandle Library System (TPLS)	28	5.4%	25	5.9%
Central Texas Library System (CTLS)	67	13.1%	57	13.5%
South Texas Library System (STLS)	52	10.1%	31	7.3%
Northeast Texas Library System (NETLS)	98	19.1%	79	18.7%
Texas Trans-Pecos Library System (TTPLS)	15	2.9%	14	3.3%
North Texas Regional Library System (NTRLS)	71	13.8%	61	14.5%
Houston Area Library System (HALS)	67	13.1%	54	12.8%
West Texas Library System (WTLS)	34	6.6%	27	6.4%
Alamo Area Library System (AALS)	44	8.6%	39	9.2%

* Source: *Texas Public Library Statistics For 1999*, Library Development Division, Texas State Library and Archives Commission, 2000.

The response rate of member libraries was high overall although it varied across Systems. Member libraries associated with the South Texas Library System (STLS) had the lowest

response rate: 60 percent. The response rate from member libraries associated with the other nine Library Systems ranged from 80 to 95 percent.

Table II.B.2

Library Systems	Member Libraries	Responding Libraries	
		Number	Percent
Big Country Library System (BCLS)	37	35	94.6%
Texas Panhandle Library System (TPLS)	28	25	89.3%
Central Texas Library System (CTLS)	67	57	85.1%
South Texas Library System (STLS)	52	31	59.6%
Northeast Texas Library System (NETLS)	98	79	80.6%
Texas Trans-Pecos Library System (TTPLS)	15	14	93.3%
North Texas Regional Library System (NTRLS)	71	61	85.9%
Houston Area Library System (HALS)	67	54	80.6%
West Texas Library System (WTLS)	34	27	79.4%
Alamo Area Library System (AALS)	44	39	88.6%

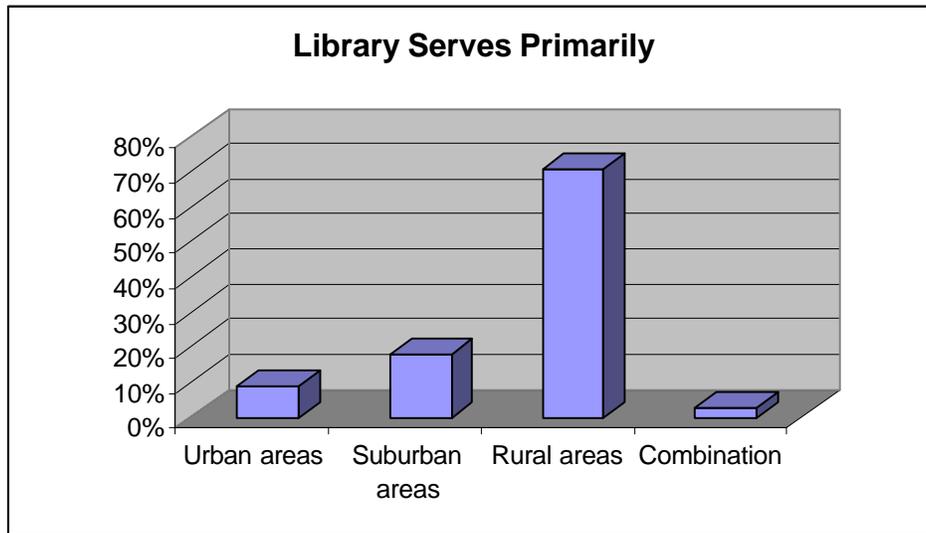
2. Library Operations

Seventy percent of the libraries reported that they primarily served rural areas, 18 percent served suburban areas, and nine percent served urban areas. More than two percent of the libraries indicated that they served a mix of areas.

Table II.B.3

Library Serves Primarily	Number of Libraries (N=422)	Percent of Libraries
Urban areas	38	9.0%
Suburban areas	76	18.0%
Rural areas	297	70.4%
Combination	10	2.4%
No answer	1	0.2%

Figure II.B.1



More than 45 percent of the libraries did not have the information concerning the year they became Library System members. Over one-fifth of the libraries became members in the 1970s, nearly one-fifth became members in the 1980s, and 11 percent joined in the 1990s.

Table II.B.4

Library Became a Member of Library System	Number of Libraries (N=422)	Percent of Libraries
1960 – 1969	3	0.6%
1970 – 1979	91	21.6%
1980 – 1989	77	18.2%
1990 – 1999	46	10.9%
2000 – 2001	10	2.4%
Don't know	195	46.2%

Ninety-seven percent of the libraries had Internet connections, and nearly 80 percent provided their patrons with access to online databases. About three-quarters of the libraries had automated catalog and circulation systems. The availability of the library's automated catalog and circulation systems through the Internet were less common: 39 and 18 percent, respectively of the libraries had these capabilities.

Only 38 percent of the libraries reported that they had a long-range plan. More than 80 percent of these libraries reported that their long-range plan addressed future needs and specified how the library would respond to these trends.

Table II.B.5

Library Has	Number of Libraries (N=422)	Percent of Libraries
Automated catalog and circulation system	316	74.9%
Automated catalog available through the Internet	165	39.1%
Automated circulation system that is available through the Internet	78	18.5%
Internet connection	410	97.2%
Library provides access to online databases to end users	332	78.7%
Long-range plan	159	37.7%
Long-range plan addresses future trends	129	81.1%

One-quarter of the libraries reported that they were members of consortia. Most typically (57 percent), these libraries belonged to consortia of different types of libraries or to consortia involving public libraries only (41 percent).

Table II.B.6

Library Participation in Consortia	Number of Libraries	Percent of Libraries
Library is member of consortium	103	24.4%
Type of consortia		
Public libraries only	40	40.8%
Multi-type libraries	56	57.1%
Other	7	6.8%

The type of consortia libraries identified are presented in the table below.

Table II.B.7

Type of Consortia	Number of Libraries (N=94)	Percent of Libraries
Academic, school, and public libraries	7	7.4%
TexShare	7	7.4%
Harrington Library Consortium*	17	18.1%
County consortium	21	22.3%
Public library consortium	20	21.3%
AMIGOS	5	5.3%
Community network of different types of organizations	3	3.2%
Public and school libraries	5	5.3%
Public and academic libraries	8	8.5%
Other	2	1.1%

* The Harrington Library Consortium is a multi-type network, composed of academic, school, and public libraries that serves 29 counties in the Panhandle. The consortium has a common

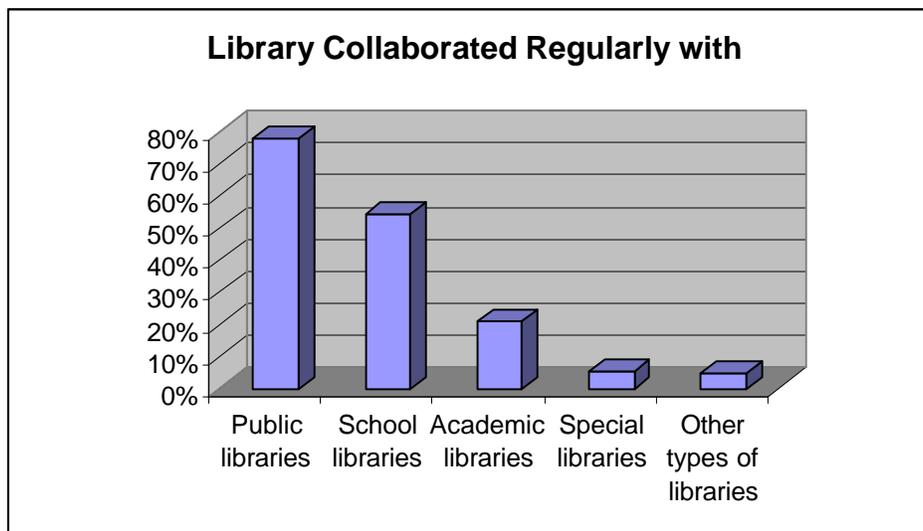
database and a resource sharing agreement among users. The resource sharing agreement includes a universal card recognized by all member libraries. The consortium has a central site located on the Amarillo College campus. The college site maintains the system, provides hardware replacement and software upgrades as well as training to new member libraries.

Exclusive of being members in a consortium, public libraries collaborated on a regular basis with a variety of other libraries. For example, 77 percent of the libraries reported that they collaborated regularly with other public libraries. Nearly 55 percent indicated that they collaborated regularly with school libraries and 21 percent reported collaborating with academic libraries. Five percent of the libraries also collaborated regularly with special libraries.

Table II.B.8

Library Collaborated Regularly with:	Number of Libraries (N=422)	Percent of Libraries
Public libraries	327	77.5%
School libraries	229	54.3%
Academic libraries	88	20.8%
Special libraries (law, medicine, engineering)	22	5.2%
Other types of libraries	21	5.0%

Figure II.B.2



Libraries collaborated in a variety of ways. Libraries borrowing materials from other libraries was the most common form of collaboration, identified by more than 63 percent of the libraries following by lending materials to libraries (43 percent). Forty percent of the libraries also mentioned reciprocal borrowing. About one-third of the libraries collaborated with other libraries by offering joint programs, classes or other activities. Nearly one-fifth of the libraries also shared electronic resources or other materials with other libraries.

Table II.B.9

Methods of Collaboration	Number of Libraries (N=422)	Percent of Libraries
Reciprocal borrowing	170	40.3%
Borrow materials from libraries	267	63.3%
Lend materials to libraries	183	43.4%
Share electronic resources or other materials	72	17.1%
Union Catalog	30	7.1%
Courier services	51	12.1%
Coordinate or offer joint programs, classes or other activities	136	32.2%
Coordinate services for students	15	3.5%
Share information, advice, meet regularly	17	4.0%
Other	14	3.3%

Libraries served a wide range of populations in their service area. About one-quarter of the libraries reported serving older adults, bilingual/ESL patrons, and low-income residents. One-fifth of the libraries also identified rural residents and youth among their constituencies. Nearly one-fifth of the libraries also identified low literate adults and people with disabilities as service populations.

Table II.B.10

Populations Served by Libraries	Number of Libraries (N=422)	Percent of Libraries
Low-income	103	24.4%
Bilingual/ESL/LEP	106	25.1%
Older adults	111	26.3%
Early childhood, new mothers	62	14.0%
Youth	88	20.8%
People with disabilities	75	17.8%
Rural residents	93	22.0%
Urban, inner city residents	24	5.7%
Low literate adults	74	17.5%
Intergenerational groups	30	7.1%

The majority of libraries that reported serving these population groups indicated that their patrons were satisfied with the services the library provided to them, as shown in the table below. Sixty-five percent of the libraries that served bilingual/ESL populations and 74 percent of the libraries that served low-income populations reported that their patrons were satisfied with the services the libraries provided. For all other service populations, 80 percent or more of the libraries reported that their patrons were satisfied with the services the libraries provided.

Table II.B.11

Satisfaction of Populations Served by Libraries*	Number of Libraries Serving	Satisfied Populations*	
		Number of Libraries	Percent of Libraries
Low-income	103	76	73.8%
Bilingual/ESL/LEP	106	69	65.1%
Older adults	111	108	97.3%
Early childhood, new mothers	62	62	100.0%
Youth	88	85	96.6%
People with disabilities	75	67	89.3%
Rural residents	93	91	97.8%
Urban, inner city residents	24	20	83.3%
Low literate adults	74	61	82.4%
Intergenerational groups	30	30	100.0%

* Includes libraries who rated their patrons' satisfaction 8, 9, or 10 on the 10-point satisfaction scale.

3. Services Provided by Library Systems

Libraries receive a wide range of services from their respective Library System, as shown in the table below. Services that the Library Systems provide range from funding, to training, continuing education, and purchasing of hardware, software, other equipment, and materials. Among the services listed, nearly all libraries report that their Library Systems provide:

- Funds for collection development (98 percent).
- Continuing education services to library staff (97 percent).
- Staff training in the management and use of electronic resources (88 percent).

Other common services that the Library Systems provide include:

- Consulting (77 percent).
- Assistance with reference questions (74 percent).
- Training and helping staff with grant writing (70 percent).

Table II.B.12

Services Library Received from Library System	Number of Libraries (N=422)	Percent of Libraries
Funds for collection development: books and other materials	415	98.3%
Funds for library video collection operation	198	46.9%
Funds for computers	161	38.1%
Funds for installing an Internet connection	68	16.1%
Funds for upgrading the library's Internet connection	64	15.2%
Training library staff in the management and use of electronic resources	373	88.4%
Training and helping library staff to write grants, assistance with grant writing	289	70.3%
Training library staff in the development of long-range plans	186	44.1%
Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment	52	12.3%
Purchasing and upgrading library's hardware and software	131	31.0%
Purchasing equipment for accessing electronic resources	72	17.1%
Purchasing office and other equipment for library	153	36.2%
Funding bilingual/ESL and literacy projects	104	24.6%
Funding projects serving youth	92	21.8%
Funding projects serving older adults	129	30.6%
Funding projects to serve people with disabilities	74	17.5%
Providing funds for planning projects	56	13.3%
Providing funds for library automation projects	72	17.1%
Assistance with reference questions	311	73.7%
Continuing education services for staff	408	96.7%
Continuing education services for library advisory board	184	43.6%
Consulting services	327	77.5%
Repair, maintain, and support technology	12	2.8%

Overall, libraries expressed a high level of satisfaction with the services that their respective Library System provided. Libraries ranked their satisfaction level on a 10-point satisfaction scale that ranged from "1 - very dissatisfied" to "10 - very satisfied." The following table shows the number of libraries that received specific services and the number and percent of libraries that rated their level of satisfaction 8, 9, or 10. Sixty-one percent or more of the libraries receiving specific services were satisfied with the services they received. Libraries expressed the highest level of satisfaction with the following services;

- Assistance with reference questions (89 percent).
- Continuing education services for library staff (88 percent).
- Consulting services (86 percent).

- Continuing education services for library advisory board (81 percent).
- Training library staff in the management and use of electronic resources (79 percent).
- Funding projects serving older adults (79 percent).
- Funds for collection development: books and other materials (78 percent).
- Funds for library video collection operation (78 percent).
- Providing funds for library automation projects (75 percent).

Table II.B.13

Libraries Satisfied with Following Services Received from Library System*	Responding Libraries	Number of Libraries	Percent of Libraries
Funds for collection development: books and other materials	412	321	77.9%
Funds for library video collection operation	183	142	77.6%
Funds for computers	146	106	72.6%
Funds for installing an Internet connection	62	40	64.5%
Funds for upgrading the library's Internet connection	61	40	65.6%
Training library staff in the management and use of electronic resources	363	288	79.3%
Training and helping library staff to write grants, assistance with grant writing	269	197	73.2%
Training library staff in the development of long-range plans	171	120	70.2%
Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment	46	28	60.9%
Purchasing and upgrading library's hardware and software	118	82	69.5%
Purchasing equipment for accessing electronic resources	65	48	73.8%
Purchasing office and other equipment for library	143	103	72.0%
Funding bilingual/ESL and literacy projects	97	72	74.2%
Funding projects serving youth	87	62	71.3%
Funding projects serving older adults	118	92	78.0%
Funding projects to serve people with disabilities	69	45	65.2%
Providing funds for planning projects	52	38	73.1%
Providing funds for library automation projects	64	49	75.5%
Assistance with reference questions	302	269	89.1%
Continuing education services for staff	391	345	88.2%
Continuing education services for library advisory board	175	141	80.6%
Consulting services	317	272	85.8%

* Libraries that ranked their satisfaction level as 8, 9, or 10 on a 10-point satisfaction scale.

The high level of libraries' satisfaction with the services they received from their respective Library Systems is shown in the mean scores listed in the table below. Mean scores ranged from 7.57 to 9.11.

Table II.B.14

Mean Satisfaction With Following Services Received from Library System*	Mean Scores
Funds for collection development: books and other materials	8.67
Funds for library video collection operation	8.49
Funds for computers	8.39
Funds for installing an Internet connection	8.31
Funds for upgrading the library's Internet connection	8.05
Training library staff in the management and use of electronic resources	8.55
Training and helping library staff to write grants, assistance with grant writing	8.33
Training library staff in the development of long-range plans	8.19
Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment	7.57
Purchasing and upgrading library's hardware and software	8.16
Purchasing equipment for accessing electronic resources	8.29
Purchasing office and other equipment for library	8.34
Funding bilingual/ESL and literacy projects	8.39
Funding projects serving youth	8.16
Funding projects serving older adults	9.51
Funding projects to serve people with disabilities	8.22
Providing funds for planning projects	8.35
Providing funds for library automation projects	8.59
Assistance with reference questions	9.11
Continuing education services for staff	8.98
Continuing education services for library advisory board	8.73
Consulting services	8.98

A small number of library directors expressed dissatisfaction. Library directors who were not satisfied with the services they received from their respective Library System gave the following reasons:

- The system was difficult to access; processes associated with the System were too time consuming, cumbersome and restrictive. (N=8)
- Library needed more assistance and better information on grant writing and grant resources. (N=7)
- System was not too helpful or supportive. (N=4)
- Library needed money for collection development. (N=4)
- Training has been poor and disorganized. (N=3)

4. Impact of Services Provided by Library Systems

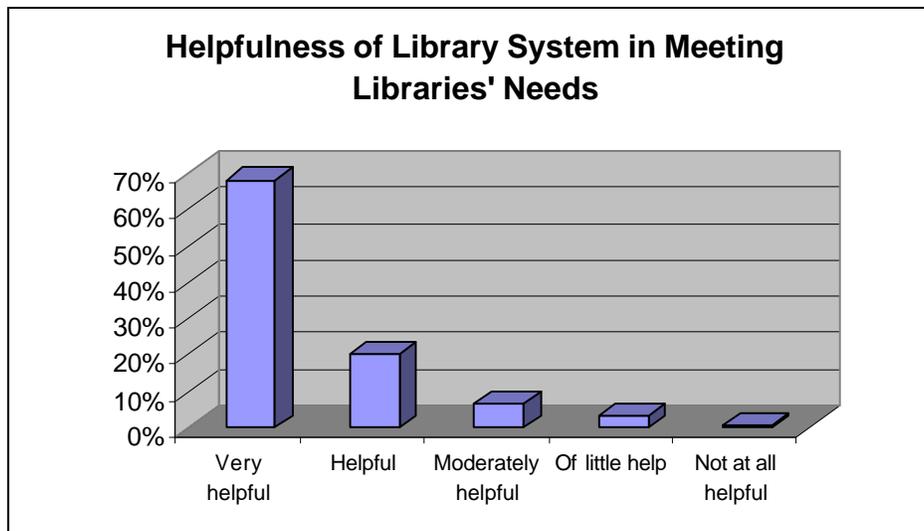
Library Systems have had a significant impact on member libraries. On average, libraries regard their Library System as helpful in meeting their needs. Nearly 90 percent of the libraries report that their respective Library System has been either "very helpful" or "helpful." Four percent of the libraries reported that their Library System was of little or no help or were unsure of the quality of the help their library received.

Table II.B.15

Helpfulness of Library System in Meeting Libraries' Needs	Number of Libraries (N=422)	Percent of Libraries
Very helpful	288	68.2%
Helpful	85	20.1%
Moderately helpful	28	6.6%
Of little help	13	3.1%
Not at all helpful	2	0.5%
Unsure	2	0.5%
No answer	4	0.9%
Mean*	1.47	

* Mean was calculated on a 5-point scale where "very helpful" was counted as "1" and "not at all helpful" was counted as "5."

Figure II.B.3



Thirty-two to 61 percent of the libraries reported that their respective Library System helped them "to a great extent" to improve their collection (61 percent), the quality of services (43 percent), technology (43 percent), management (42 percent), operations (40 percent), and the range of services (37 percent). One-third of the libraries also indicated that the assistance they received from their respective Library System gave them the ability to serve individuals they were not able to serve previously.

Between nine and thirty percent of the libraries reported that the Library System helped them "a little" or "not at all" in these different areas. Thirty percent of the libraries indicated that their Library System was not helpful in giving them the capability to serve individuals not previously served. More than 20 percent did not receive adequate help in the areas of planning (26 percent), expanding their range of services (24 percent), improving technology (21 percent), and improving management (20 percent). Nearly 20 percent stated that the services they received from their Library System did not help them improve the quality of services (18 percent) or their operations (18 percent).

Table II.B.16

Library:*	Extent to which Library System Helped Library Improve							
	To A Great Extent		To A Moderate Extent		To A Minor Extent		Not At All	
	#	%	#	%	#	%	#	%
Collection	259	61.4%	114	27.0%	38	9.0%	2	0.5%
Technology	181	42.9%	130	30.8%	64	15.2%	23	5.5%
Operations	167	39.6%	153	36.3%	52	12.3%	25	5.9%
Management	178	42.2%	138	32.7%	55	13.0%	31	7.3%
Planning	166	39.3%	114	27.0%	74	17.5%	36	8.5%
Range of service	157	37.2%	135	32.0%	68	16.1%	33	7.8%
Quality of services	182	43.1%	138	32.7%	58	13.7%	18	4.3%
Ability to serve individuals not served before	140	33.2%	128	30.3%	73	17.3%	54	12.8%

* No answer is not shown.

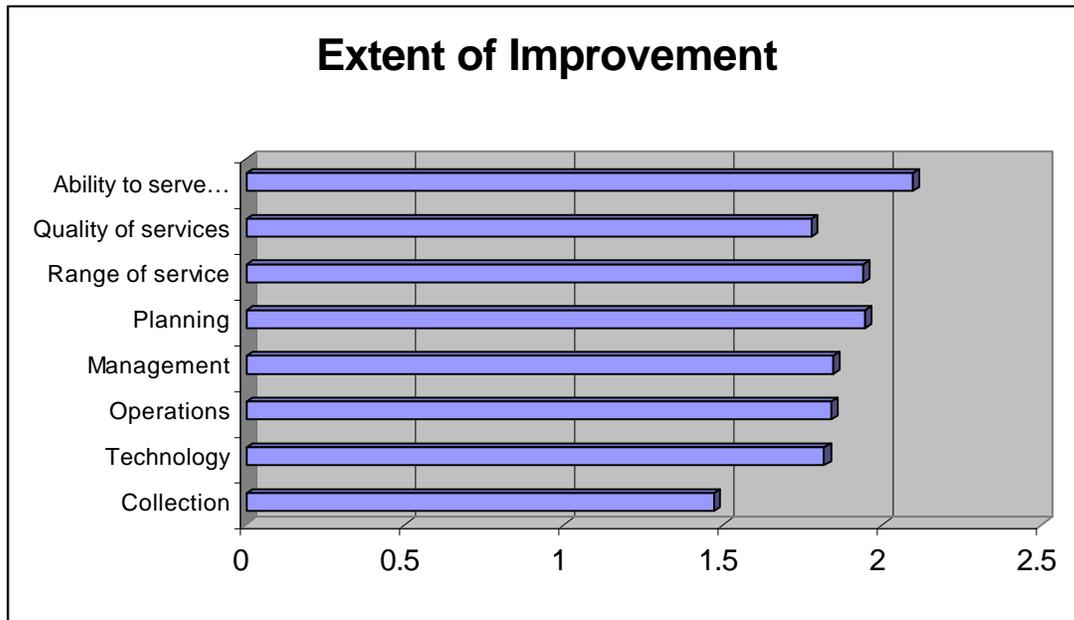
As shown in the table below, libraries considered their Library System most instrumental in improving their collection and least instrumental in helping them expand their services to individuals not served previously.

Table II.B.17

Library	Extent of Improvement* Mean Scores
Collection	1.47
Technology	1.82
Operations	1.84
Management	1.85
Planning	1.95
Range of service	1.94
Quality of services	1.78
Ability to serve individuals not served before	2.10

* Means were based on a 4-point improvement scale where "1" referred to "to a great extent" and "4" referred to "not at all."

Figure II.B.4



Member libraries identified multiple benefits they derived from their membership in a Library System. The benefits libraries identified consisted of greater knowledge and resources which, in turn, helped libraries meet their communities' current, future, and special needs. Most commonly, member libraries credited their respective Library System with:

- Increasing their staff's knowledge and competence of library management and operations (85 percent).
- Having a materials collection that was current, broad in scope and could better meet community needs (77 percent).
- Enabling the library to better utilize new technology and resources to serve the community (74 percent).
- Enabling the library to offer enhanced access to a variety of information (73 percent).
- Helping the library obtain additional funding and other resources to improve services (69 percent).

Through the services that the Library Systems provided, 55 percent of the libraries also reported that they were able to plan services to meet the future needs of the community and 36 percent were able to offer programs to meet the needs of special populations.

Table II.B.18

Major Benefits Library Derived from Membership in Library System	Number of Libraries (N=422)	Percent of Libraries
Offered programs to meet the needs of special populations	154	36.5%
Increased staff's knowledge and competence of library management and operations	359	85.1%
Have a current materials collection that is broad in scope and can better meet community needs	326	77.2%
Library is better able to utilize new technology and resources to service the community	312	73.9%
Library offers enhanced access to a variety of information	308	73.0%
Library is able to obtain additional funding and other resources to improve services	292	69.2%
Library is able to plan services to meet the future needs of the community	231	54.7%
Consulting, advice, information sharing	15	3.5%

C. ANALYSIS BY SYSTEM

Member library data were also analyzed by the Library System with which they were associated to identify specific association patterns or systematic differences among the ten groups of libraries. Overall, the analyses did not yield such patterns.

The analyses showed that the ten Library Systems varied in the type of areas their libraries primarily serve. For example, eighty-five percent or more of the libraries in five of the Systems serve primarily rural areas. The libraries associated with NTRLs had the smallest percent of rural service areas (51 percent) and the largest percent of suburban areas (39 percent).

Table II.C.1

Library Services Primarily	BCLS (N=35)	TPLS (N=25)	CTLS (N=57)	STLS (N=31)	NETLS (N=79)	TTPLS (N=14)	NTRLs (N=61)	HALS (N=53)	WTLS (N=27)	AALS (N=39)
Urban areas	11.4%	--	5.3%	16.1%	10.1%	14.3%	8.2%	13.2%	7.4%	5.1%
Suburban areas	--	4.0%	26.3%	6.5%	24.1%	--	39.3%	20.8%	3.7%	7.7%
Rural areas	88.6%	92.0%	64.9%	71.0%	63.3%	85.7%	50.8%	64.2%	85.2%	87.2%
Other	--	4.0%	3.5%	6.4%	2.6%	--	1.6%	1.9%	3.7%	--

The Library Systems represented libraries with varied levels of automation, although most libraries in all Systems were connected to the Internet. Overall, library members in BCLS had the lowest levels of automation. For example, only 51 percent of the BCLS libraries had automated catalog and circulation systems; only 11 percent of the libraries associated with BCLS had automated catalogues available through the Internet, and only six percent had automated circulation systems available through the Internet. TPLS had the highest percent of members with automated catalog and circulation systems available through the Internet.

Table II.C.2

Library Has	BCLS (N=35)	TPLS (N=25)	CTLS (N=57)	STLS (N=31)	NETLS (N=79)	TTPLS (N=14)	NTRLs (N=61)	HALS (N=53)	WTLS (N=27)	AALS (N=39)
Automated catalog and circulation system	51.4%	76.0%	80.7%	77.4%	70.9%	78.6%	86.9%	88.9%	63.0%	61.5%
Automated catalog available through the Internet	11.4%	80.0%	50.9%	48.4%	35.4%	21.4%	47.5%	38.9%	11.1%	33.3%
Automated circulation system that is available through the Internet	5.7%	40.0%	21.1%	25.8%	20.3%	14.3%	19.7%	16.7%	7.4%	12.8%
Internet connection	97.1%	100.0%	94.7%	100.0%	98.7%	100.0%	93.4%	98.1%	96.3%	97.4%
Library provides access to online databases to end users	71.4%	92.0%	75.4%	80.6%	81.0%	50.0%	80.3%	75.9%	81.5%	84.6%
Long-range plan	34.3%	32.0%	52.6%	41.9%	36.7%	28.6%	37.7%	33.3%	37.0%	30.8%
Long-range plan addresses future trends	91.7%	75.0%	76.7%	92.3%	69.0%	75.0%	87.0%	88.9%	80.0%	83.3%

Member participation in consortia ranged among the Systems from none to (WTLS) to 92 percent (TPLS).

Table II.C.3

Library Participation in Consortia	BCLS (N=35)	TPLS (N=25)	CTLS (N=57)	STLS (N=31)	NETLS (N=79)	TTPLS (N=14)	NTRLs (N=61)	HALS (N=53)	WTLS (N=27)	AALS (N=39)
Library is member of consortium	14.3%	92.0%	5.3%	45.2%	15.2%	28.6%	21.3%	38.9%	--	20.9%
Type of consortia*										
Public libraries only	25.0%	8.7%	66.7%	71.4%	25.0%	66.7%	61.5%	38.9%	--	62.5%
Multi-type libraries	25.0%	91.3%	33.3%	28.6%	75.0%	33.3%	38.5%	61.1%	--	37.5%
Other	50.0%	--	--	--	--	--	--	--	--	--

* Small number of libraries per System.

Library collaboration with other libraries varied across the Systems. About 80 percent (TPLS) to 93 percent (NTRLs) of member libraries collaborated regularly with public libraries. Between 58 percent (CTLS) and 69 percent (BCLS) members collaborated regularly with school libraries. Between 12 percent (NTRLs) and 46 percent (TTPLS) collaborated with academic libraries.

Table II.C.4

Libraries Collaborated Regularly with:	BCLS (N=29)	TPLS (N=24)	CTLS (N=52)	STLS (N=30)	NETLS (N=64)	TTPLS (N=13)	NTRLs (N=56)	HALS (N=48)	WTLS (N=24)	AALS (N=38)
Public libraries	86.2%	79.2%	84.6%	90.0%	84.4%	92.3%	92.9%	89.6%	83.3%	81.6%
School libraries	69.0%	66.7%	57.7%	63.3%	59.4%	76.9%	58.9%	50.0%	62.5%	63.2%
Academic libraries	20.7%	29.2%	19.2%	33.3%	28.1%	46.2%	12.5%	20.8%	25.0%	21.1%
Special libraries (law, medicine, engineering)	--	8.3%	1.9%	3.3%	7.8%	15.4%	1.8%	8.3%	4.2%	13.2%
Other types of libraries	--	16.7%	5.7%	9.9%	4.8%	15.4%	1.8%	6.3%	--	2.6%

Methods of collaboration also varied among member libraries. For example, reciprocal borrowing was most typical for libraries associated with TPLS (79 percent) and least common for members of AALS (37 percent). The sharing of electronic resources or materials was least typical of NETLS libraries (eight percent) and most typical of libraries associated with TPLS (50 percent). Between 21 percent (BCLS) and 43 percent (AALS) of libraries coordinated or offered joint programs and activities.

Table II.C.5

Methods of Collaboration	BCLS (N=35)	TPLS (N=25)	CTLS (N=57)	STLS (N=31)	NETLS (N=79)	TTPLS (N=14)	NTRLS (N=61)	HALS (N=53)	WTLS (N=27)	AALS (N=39)
Reciprocal borrowing	37.9%	79.2%	41.2%	56.7%	41.3%	38.5%	52.8%	40.4%	45.5%	36.8%
Borrow materials from libraries	75.9%	91.7%	64.7%	76.7%	65.1%	76.9%	64.2%	70.2%	77.3%	84.2%
Lend materials to libraries	34.5%	79.2%	49.0%	53.3%	46.0%	69.2%	43.6%	42.6%	68.2%	44.7%
Share electronic resources or other materials	20.7%	50.0%	19.6%	16.7%	7.9%	15.4%	13.2%	17.0%	27.3%	28.9%
Union Catalog	3.4%	37.5%	7.8%	20.0%	1.6%	--	5.7%	6.4%	--	7.9%
Courier services	10.3%	12.5%	11.8%	13.3%	9.5%	7.7%	17.0%	29.8%	--	13.2%
Coordinate or offer joint programs, classes, or activities	20.7%	33.3%	39.2%	40.0%	39.7%	23.1%	34.0%	44.7%	31.8%	42.1%

Library Systems offered multiple services to their member libraries. Funds for collection development was the most commonly offered service across all systems. The provision of other services varied considerably across the Systems, as shown in the table below.

Table II.C.6

Services Library Received from Library System	BCLS (N=35)	TPLS (N=25)	CTLS (N=57)	STLS (N=31)	NETLS (N=79)	TTPLS (N=14)	NTRLs (N=61)	HALS (N=53)	WTLS (N=27)	AALS (N=39)
Funds for collection development: books and other materials	97.1%	96.0%	98.2%	100.0%	100.0%	100.0%	95.1%	100.0%	100.0%	97.4%
Funds for library video collection operation	31.4%	--	17.5%	17.5%	45.2%	51.3%	57.4%	61.1%	37.0%	35.95
Funds for computers	37.1%	60.0%	12.3%	12.3%	58.1%	29.5%	21.3%	63.0%	22.2%	25.6%
Funds for installing an Internet connection	20.0%	32.0%	8.8%	19.4%	11.5%	--	6.6%	22.2%	--	7.7%
Funds for upgrading the library's Internet connection	14.3%	40.0%	--	16.1%	5.1%	--	--	3.7%	--	5.1%
Training library staff in the management and use of electronic resources	91.4%	100.0%	87.7%	83.9%	92.3%	57.1%	78.7%	79.6%	100.0%	84.6%
Training and helping library staff to write grants, assistance with grant writing	54.3%	72.0%	77.2%	54.8%	60.3%	71.4%	57.4%	53.7%	92.6%	74.4%
Training library staff in the development of long-range plans	37.1%	96.0%	47.4%	38.7%	32.1%	28.6%	31.1%	22.2%	33.3%	30.8%
Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment	5.7%	--	5.3%	12.9%	11.5%	35.7%	1.6%	3.7%	11.1%	10.3%
Purchasing and upgrading library's hardware and software	34.3%	52.0%	10.5%	41.9%	17.9%	14.3%	14.8%	57.4%	18.5%	10.3%

Purchasing equipment for accessing electronic resources	17.1%	32.0%	3.5%	22.6%	7.7%	14.3%	3.3%	22.2%	7.4%	7.7%
Purchasing office and other equipment for library	20.0%	44.0%	3.5%	29.0%	38.5%	42.9%	41.0%	61.1%	11.1%	23.1%
Funding bilingual/ESL and literacy projects	11.4%	24.0%	5.3%	71.0%	24.4%	35.7%	1.6%	14.8%	55.6%	25.6%
Funding projects serving youth	8.6%	20.0%	15.8%	12.9%	10.3%	35.7%	37.7%	11.1%	7.4%	17.9%
Funding projects serving older adults	17.1%	64.0%	26.3%	16.1%	29.5%	50.0%	19.7%	27.8%	25.9%	10.3%
Funding projects to serve people with disabilities	14.3%	44.0%	10.5%	6.5%	15.4%	28.6%	9.8%	3.7%	14.8%	12.8%
Providing funds for planning projects	5.7%	16.0%	1.8%	6.5%	5.1%	21.4%	14.8%	14.8%	--	--
Providing funds for library automation projects	11.4%	28.0%	3.5%	9.7%	7.7%	35.7%	8.2%	20.4%	--	12.8%
Assistance with reference questions	85.7%	92.0%	54.4%	53.5%	46.2%	57.1%	54.1%	83.3%	96.3%	71.8%
Continuing education services for staff	94.3%	100.0%	98.2%	83.9%	93.6%	100.0%	96.7%	96.3%	100.0%	97.4%
Continuing education services for library advisory board	37.1%	60.0%	43.9%	29.0%	32.1%	50.0%	39.3%	24.1%	37.0%	30.8%
Consulting services	71.4%	92.0%	93.0%	80.6%	56.4%	71.4%	67.2%	72.2%	81.5%	82.1%

The level of satisfaction that libraries expressed with the services their respective Library Systems provided was typically high, although it varied across services and across Systems, as shown in the following table.

Table II.C.7

Mean Satisfaction with Following Services Library Received from Library System	BCLS (N=35)	TPLS (N=25)	CTLS (N=57)	STLS (N=31)	NETLS (N=79)	TTPLS (N=14)	NTRLs (N=61)	HALS (N=53)	WTLS (N=27)	AALS (N=39)
Funds for collection development: books and other materials	9.18	8.75	8.00	8.81	8.86	9.64	8.13	8.70	9.31	8.62
Funds for library video collection operation	8.70	--	7.00	8.19	8.70	9.45	8.44	8.37	9.28	8.00
Funds for computers	8.91	8.71	8.33	8.28	8.40	9.00	8.40	8.21	8.44	7.78
Funds for installing an Internet connection	9.50	8.50	8.75	7.70	9.50	7.00	8.20	7.45	7.00	7.80
Funds for upgrading the library's Internet connection	9.14	8.89	8.67	7.73	8.83	8.00	7.50	7.12	8.50	5.83
Training library staff in the management and use of electronic resources	9.00	9.00	8.52	8.32	8.72	8.50	8.06	7.88	9.31	8.64
Training and helping library staff to write grants, assistance with grant writing	8.21	8.63	8.71	8.44	8.70	7.44	8.19	7.24	9.54	7.44
Training library staff in the development of long-range plans	8.07	8.64	8.32	7.70	8.42	8.20	8.26	6.75	9.33	7.75
Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment*	*	*	*	*	*	*	*	*	*	*

Purchasing and upgrading library's hardware and software	9.10	8.23	8.00	7.17	8.65	8.25	6.90	8.27	8.50	8.25
Purchasing equipment for accessing electronic resources	10.00	8.30	7.80	7.70	8.80	8.25	8.00	8.07	6.67	8.80
Purchasing office and other equipment for library	8.83	8.80	7.25	8.31	8.85	8.75	8.25	7.77	8.00	8.80
Funding bilingual/ESL and literacy projects	7.60	8.20	7.75	8.39	9.06	9.00	8.50	7.20	8.69	8.40
Funding projects serving youth	9.25	7.86	8.08	7.60	9.00	8.83	8.37	6.78	7.50	8.28
Funding projects serving older adults	9.00	8.62	8.47	7.33	9.04	8.90	8.69		8.14	8.33
Funding projects to serve people with disabilities	8.75	8.80	8.40	6.67	8.87	9.25	8.43	5.20	7.83	7.60
Proving funds for planning projects	**	**	**	**	**	**	**	**	**	**
Providing funds for library automation projects	**	**	**	**	**	**	**	**	**	**
Assistance with reference questions	9.42	9.52	9.15	9.47	9.32	9.50	9.06	8.24	8.48	8.67
Continuing education services for staff	9.00	9.50	8.84	9.15	9.15	9.77	8.54	8.78	9.44	8.78
Continuing education services for library advisory board	9.15	9.33	8.57	8.82	9.37	8.87	8.40	7.39	10.00	8.53
Consulting services	9.37	9.42	9.20	8.81	9.22	9.09	8.72	8.13	10.00	8.46

* Cells included 1 to 7 libraries.

** All but one cell included fewer than 10 libraries.

Libraries across all ten Systems considered their respective System to be "very helpful" or "helpful" in meeting their needs. Libraries associated with TTPLS and WTLS considered their respective System to be most helpful in meeting their needs.

Table II.C.8

Helpfulness of Library System in Meeting Library's Needs	BCLS (N=34)	TPLS (N=25)	CTLS (N=57)	STLS (N=31)	NETLS (N=77)	TTPLS (N=14)	NTRLS (N=61)	HALS (N=53)	WTLS (N=27)	AALS (N=39)
Very helpful	67.6%	76.0%	73.7%	80.6%	67.5%	85.7%	54.1%	62.3%	85.2%	66.7%
Helpful	20.6%	20.0%	12.3%	9.7%	28.6%	14.3%	24.6%	28.3%	14.8%	12.8%
Moderately helpful	5.9%	4.0%	10.5%	3.2%	3.9%	--	11.5%	5.7%	--	12.8%
Of little help	2.9%	--	3.5%	3.2%	--	--	8.2%	1.9%	--	7.7%
Not at all helpful	--	--	--	--	--	--	1.6%	1.9%	--	--
Unsure	2.9%	--	--	--	--	--	--	--	--	--
Mean*	1.42	1.28	1.44	1.27	1.36	1.14	1.79	1.53	1.15	1.61

Libraries reported that the services their respective Library Systems provided had a great or moderate impact on different aspects of their holdings and operations. Libraries associated with WTLS and TTPLS saw the greatest impact of the respective System on their library. HALS libraries saw the least impact.

Table II.C.9

Library	Mean Extent to which System Helped Library Improve*									
	BCLS (N=34)	TPLS (N=25)	CTLS (N=57)	STLS (N=31)	NETLS (N=77)	TTPLS (N=14)	NTRLS (N=61)	HALS (N=53)	WTLS (N=27)	AALS (N=39)
Collection	1.45	1.40	1.59	1.33	1.40	1.07	1.80	1.48	1.22	1.44
Technology	1.87	1.24	1.64	1.90	1.90	1.58	2.23	1.96	1.27	1.86
Operations	1.82	1.68	1.75	1.83	1.82	1.42	2.15	2.04	1.28	1.84
Management	1.97	1.56	1.91	1.75	1.73	1.42	2.13	2.12	1.31	1.84
Planning	2.06	1.62	1.92	1.89	1.89	1.58	2.34	2.23	1.16	1.92
Range of service	2.03	1.64	1.93	1.76	1.85	1.38	2.43	2.22	1.32	1.89
Quality of services	2.10	1.50	1.80	1.61	1.68	1.23	2.13	1.94	1.24	1.75
Ability to serve individuals not served before	2.16	1.96	2.21	1.59	2.12	1.42	2.60	2.43	1.42	1.78

*Means were based on a 4-point improvement scale where "1" referred to "to a great extent" and "4" referred to "not at all."

A considerable percent of member libraries in all Library Systems agreed that they had derived multiple benefits from their membership.

Table II.C.10

Major Benefits Library Derived from Membership in System	BCLS (N=34)	TPLS (N=25)	CTLS (N=55)	STLS (N=31)	NETLS (N=76)	TTPLS (N=14)	NTRLs (N=59)	HALS (N=53)	WTLS (N=26)	AALS (N=39)
Offered programs to meet the needs of special populations	32.4%	40.0%	36.4%	48.4%	40.8%	42.9%	27.1%	35.8%	50.0%	33.3%
Increased staff's knowledge and competence of library management and operations	82.4%	92.0%	89.1%	83.9%	89.5%	100.0%	86.4%	81.1%	96.7%	82.1%
Have a current materials collection that is broad in scope and can better meet community needs	73.5%	68.0%	81.8%	90.3%	77.6%	100.0%	66.1%	83.0%	96.2%	76.9%
Library is better able to utilize new technology and resources to service the community	76.5%	100.0%	78.2%	64.5%	76.3%	92.9%	62.7%	69.8%	92.3%	74.4%
Library offers enhanced access to a variety of information	70.6%	96.0%	80.0%	74.2%	75.0%	100.0%	59.3%	69.8%	92.3%	66.7%
Library is able to obtain additional funding and other resources to improve services	61.8%	56.0%	65.5%	64.5%	76.3%	71.4%	69.5%	71.7%	96.2%	74.4%
Library is able to plan services to meet the future needs of the community	44.1%	64.0%	65.5%	61.3%	63.2%	50.0%	54.2%	41.5%	69.2%	46.2%

D. LEGAL SERVICE POPULATION

Survey data were combined with corresponding data from the *Public Library Annual Report* database and three groups of analyses were conducted based on the classification of libraries by size of the legal service population, libraries' operating expenditures, and primary area of service. The results of these analyses were consistent: libraries with small legal service populations, low operating expenditures, and primarily serving rural areas were greatly more dependent on the Library Systems and benefited to a greater extent from services the Library Systems provided. This section of the report includes the analysis by legal service population. The analyses by operating expenditures and primary service area are included in Appendix B and C.

Libraries were classified into three groups based on the size of their service population. The size of libraries' legal service population ranged from 1,093 to 1,786,691. Libraries' legal service populations were classified into:

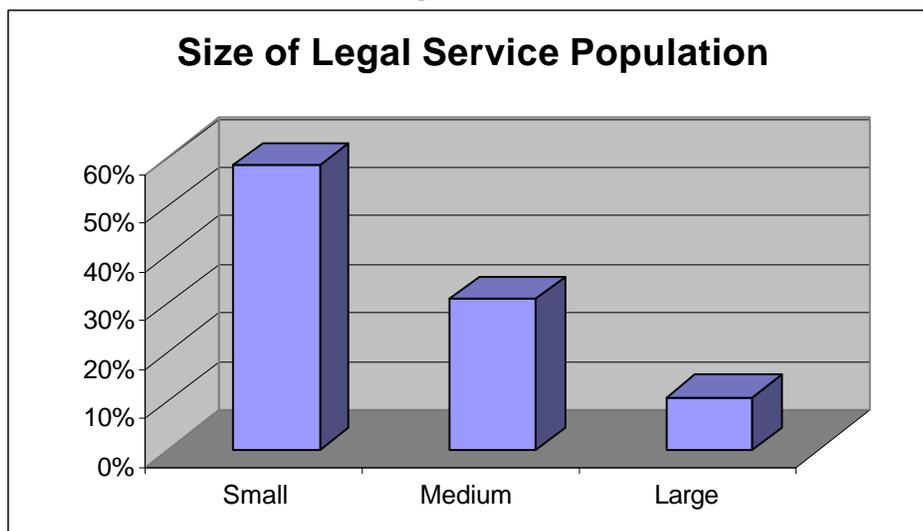
- Small: less than 10,000 people
- Medium: between 10,000 and 49,999 people
- Large: 50,000 or more people

Data were available for 417 libraries. Fifty-eight percent of the libraries were associated with small legal service populations; 31 percent were associated with medium legal service populations; and 11 percent were associated with large legal service populations.

Table II.D.1

Legal Service Population	Number of Libraries	Percent of Libraries
Small	243	58.3%
Medium	129	30.9%
Large	45	10.8%

Figure II.D.1



The Library Systems represented different mixes of libraries with small, medium and large populations. For example, BCLS has the largest percent of libraries with small legal service populations (86 percent). STLS (42 percent) had the smallest percent of such libraries. STLS and HALS, on the other hand, had the largest percent of libraries with large legal service populations (20 percent). TPLS had only four percent of its libraries serving large legal service populations.

Table II.D.2

Library Systems	Number of Libraries	Size of Legal Service Population					
		Small (N=243)		Medium (N=129)		Large (N=45)	
		#	%	#	%	#	%
BCLS	35	30	85.7%	3	8.6%	2	5.7%
TPLS	25	18	72.0%	6	24.0%	1	4.0%
CTLS	56	31	55.4%	20	35.7%	5	8.9%
STLS	31	13	41.9%	12	38.7%	6	19.4%
NETLS	78	41	52.6%	30	38.5%	7	9.0%
TTPLS	14	10	71.4%	3	21.4%	1	7.1%
NTRLS	60	32	53.3%	19	31.7%	9	15.0%
HALS	54	25	46.3%	19	35.2%	10	18.5%
WTLS	27	19	70.4%	6	22.2%	2	7.4%
AALS	37	24	64.9%	11	29.7%	2	5.4%

Areas with small legal service populations were predominantly rural (89 percent), while areas with medium legal service populations were divided between rural (59 percent) and suburban areas (30 percent). Areas with large service populations were divided between urban (47 percent) and suburban (40 percent) areas.

Table II.D.3

Libraries' Primary Areas of Service	Size of Legal Service Population					
	Small (N=243)		Medium (N=128)		Large (N=45)	
	#	%	#	%	#	%
Urban	5	2.1%	11	8.6%	21	46.7%
Suburban	19	7.8%	38	29.7%	18	40.0%
Rural	216	88.9%	75	58.6%	3	6.7%
Other	3	1.2%	4	3.1%	3	6.7%

1. Library Operations

The size of libraries' legal service populations was significantly associated with libraries' level of automation. Overall, libraries serving larger legal service populations were more automated than libraries serving smaller legal service populations. Ninety-five percent or more of all libraries had Internet access. However, libraries with larger legal service populations differed significantly from libraries with medium and small legal service populations in having automated catalog and circulation systems, in having these systems available through the Internet, and in providing access to online databases to their patrons, as shown in the table below. A larger percent of libraries with larger service populations (51 percent) than those with medium or small legal service populations (42 and 32 percent, respectively) had long-range plans.

Table II.D.4

Library Has	Size of Legal Service Population					
	Small (N=243)		Medium (N=129)		Large (N=45)	
	#	%	#	%	#	%
Automated catalog and circulation system*	155	63.8%	113	87.6%	44	97.8%
Automated catalog available through the Internet*	55	22.6%	65	50.4%	42	93.3%
Automated circulation system that is available through the Internet*	20	8.2%	32	24.8%	24	53.3%
Internet connection*	231	95.1%	129	100.0%	45	100.0%
Library provides access to online databases to end users*	171	70.4%	112	86.8%	44	97.8%
Long-range plan*	78	32.1%	54	41.9%	23	51.1%
Long-range plan addresses future trends	66	84.6%	42	77.8%	17	73.9%

* Differences are statistically significant.

Libraries, regardless of the size of their legal service population, collaborated with other libraries, as shown in the following table. However, a larger percent of libraries with large legal service populations than libraries with medium and small legal service

populations collaborated with academic and special libraries. This difference may stem from a greater presence of academic and special libraries in areas with large legal service populations.

Table II.D.5

Library Collaborated Regularly with:	Size of Legal Service Population					
	Small (N=210)		Medium (N=120)		Large (N=43)	
	#	%	#	%	#	%
Public libraries	182	86.7%	105	87.5%	35	81.4%
School libraries	131	62.4%	68	56.7%	26	60.5%
Academic libraries	21	10.0%	38	31.7%	27	62.8%
Special libraries (law, medicine, engineering)	4	1.9%	8	6.7%	8	18.6%
Other types of libraries	5	2.4%	11	9.2%	5	11.6%

2. Library System Services Provided to Member Libraries

Library Systems provided a wide range of services to libraries regardless of the size of their legal service population. A larger percent of libraries with medium and large legal service populations received funds for computers while a larger percent of libraries with small legal service populations received funds to upgrade their Internet connection and training for their advisory boards. Also, a larger percent of libraries with small and medium legal service populations received training in and assistance with grant writing and assistance with reference questions.

Table II.D.6

Services Library Received From Library System	Size of Legal Service Population					
	Small (N=242)		Medium (N=129)		Large (N=45)	
	#	%	#	%	#	%
Funds for collection development: books and other materials	235	97.1%	129	100.0%	45	100.0%
Funds for library video collection operation	97	40.1%	56	43.4%	24	53.3%
Funds for computers	76	31.4%	49	38.0%	17	37.8%
Funds for installing an Internet connection	38	15.7%	9	7.0%	7	15.6%
Funds for upgrading the library's Internet connection	22	9.1%	4	3.1%	2	4.4%
Training library staff in the management and use of electronic resources	208	86.0%	112	86.8%	39	86.7%
Training and helping library staff to write grants, assistance with grant writing	166	68.6%	87	67.4%	16	35.6%
Training library staff in the development of long-range plans	93	38.4%	48	37.2%	14	31.1%

Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment	20	8.3%	11	8.5%	2	4.4%
Purchasing and upgrading library's hardware and software	62	25.6%	38	29.5%	9	20.0%
Purchasing equipment for accessing electronic resources	35	14.5%	13	10.1%	2	4.4%
Purchasing office and other equipment for library	76	31.4%	36	27.9%	21	46.7%
Funding bilingual/ESL and literacy projects	46	19.0%	28	21.7%	18	40.0%
Funding projects serving youth	36	14.9%	22	17.1%	11	24.4%
Funding projects serving older adults	61	25.2%	37	28.7%	11	24.4%
Funding projects to serve people with disabilities	35	14.5%	17	13.2%	4	8.9%
Providing funds for planning projects	17	7.0%	9	7.0%	6	13.3%
Providing funds for library automation projects	33	13.6%	12	9.3%	3	6.7%
Assistance with reference questions	185	76.4%	84	65.1%	18	40.0%
Continuing education services for staff	234	96.7%	122	94.6%	42	93.3%
Continuing education services for library advisory board	95	39.3%	44	34.1%	11	24.4%
Consulting services	187	77.3%	99	76.7%	25	55.6%

3. Impact of Library System Services

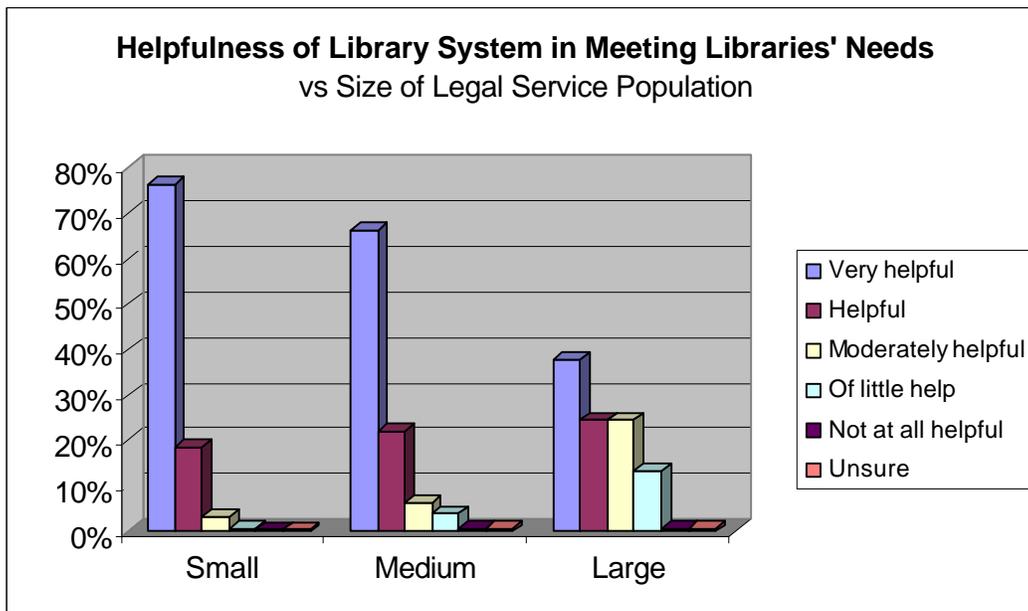
The size of libraries' legal service population was associated with the extent to which libraries found the Library System to be helpful in meeting their needs. Overall, libraries with small legal service populations found their respective Library Systems more helpful than libraries with medium and large legal service populations. Seventy-six percent of the libraries with small legal service populations and 66 percent of libraries with medium legal service populations compared with 38 percent of libraries with large legal service populations reported that their respective Library System was "very helpful" in meeting their needs.

Table II.D.7

Helpfulness of Library System in Meeting Libraries' Needs	Size of Legal Service Population					
	Small (N=241)		Medium (N=127)		Large (N=45)	
	#	%	#	%	#	%
Very helpful	184	76.3%	84	66.1%	17	37.8%
Helpful	45	18.7%	28	22.0%	11	24.4%
Moderately helpful	8	3.3%	8	6.3%	11	24.4%
Of little help	2	0.8%	5	3.9%	6	13.3%
Not at all helpful	1	0.4%	1	0.8%	--	--
Unsure	1	0.4%	1	0.8%	--	--
Mean*	1.30		1.50		2.13	

* Mean was calculated based on a 5-point scale where "1" referred to "very helpful" and "5" referred to "not at all helpful."

Figure II.D.2



Libraries' legal service population size was significantly associated with improvements in all aspects of library operations as a result of services Library Systems provided to libraries. A significantly larger percent of libraries with small legal service populations than libraries with medium and large legal service populations reported improvements in their collection, technology, operations, management, planning, range and quality of service, and expansion of services to previously unserved populations. For example, four times as many libraries with small legal service populations (74 percent) than libraries with large legal service populations (18 percent) reported improvements in their collection, range of service (47 percent versus 12 percent), quality of service (54 percent versus 12 percent), and in their ability to serve previously unserved populations (43 percent versus nine percent). The differences are even larger when libraries with small

legal service populations are compared with libraries with large legal service populations when reporting improvements in their operations (56 percent versus two percent), and management (57 percent versus two percent).

Table II.D.8

Services Provided by Library System Helped Improve to a Great Extent Library's*	Size of Legal Service Population					
	Small (N=235)		Medium (N=128)		Large (N=45)	
	#	%	#	%	#	%
Collection	175	74.5%	73	57.0%	8	17.8%
Technology	116	52.3%	57	45.2%	6	13.3%
Operations	125	55.8%	39	31.2%	1	2.3%
Management	129	56.8%	46	36.5%	1	2.3%
Planning	112	50.2%	46	38.3%	5	11.9%
Range of service	104	47.1%	46	37.1%	5	11.6%
Quality of services	121	54.3%	54	43.2%	5	11.6%
Ability to serve individuals not served before	96	42.9%	39	31.7%	4	9.3%

* Differences are statistically significant.

As shown in the following table, on average, libraries with large legal service populations found the services provided by Library Systems not as helpful as libraries with medium or small legal service populations. Libraries with small legal service populations credited their respective Library Systems with the greatest impact on improving multiple aspects of their operation.

Table II.D.9

Services Provided by Library System Helped Improve Library's*	Size of Legal Service Population		
	Small Mean Scores**	Medium Mean Scores**	Large Mean Scores**
Collection	1.27	1.55	2.27
Technology	1.62	1.86	2.69
Operations	1.55	1.96	2.95
Management	1.58	1.94	2.98
Planning	1.72	2.02	2.98
Range of service	1.72	2.00	2.84
Quality of services	1.58	1.81	2.67
Ability to serve individuals not served before	1.90	2.15	2.98

* Differences were statistically significant.

** Means were calculated on a 5-point scale where "1" refers to "very helpful" and "5" refers to "not at all helpful."

Regardless of the size of the legal service population, libraries reported deriving multiple benefits from the services Library Systems provided to them. However, a smaller percent of libraries with large legal service populations than libraries with medium and small legal service populations recognized these benefits.

Table II.D.10

Major Benefits Library Derived from Membership in Library System	Size of Legal Service Population					
	Small (N=239)		Medium (N=127)		Large (N=41)	
	#	%	#	%	#	%
Offered programs to meet the needs of special populations	87	36.4%	48	37.8%	15	36.6%
Increased staff's knowledge and competence of library management and operations	218	91.2%	111	87.4%	26	63.4%
Have a current materials collection that is broad in scope and can better meet community needs	199	83.3%	95	74.8%	28	68.3%
Library is better able to utilize new technology and resources to service the community	191	79.9%	96	75.6%	21	51.2%
Library offers enhanced access to a variety of information	202	84.5%	88	69.3%	15	36.6%
Library is able to obtain additional funding and other resources to improve services	179	74.9%	86	67.7%	22	53.7%
Library is able to plan services to meet the future needs of the community	143	59.8%	75	59.1%	10	24.4%
Consulting, advice, information sharing	218	89.7%	116	89.9%	37	82.2%

III. TECHNICAL ASSISTANCE NEGOTIATED GRANTS (TANG)

"Training on technology issues is increasing self-sufficiency." (Library System Coordinator)

The Technical Assistance Negotiated Grants (TANG) is a subgrant program that addresses the LSTA priority of "establishing and enhancing electronic linkages and assisting libraries to acquire and share computer systems and telecommunications technologies." TSLAC allocated \$600,000 of LSTA funds in 1999, 2000 and 2001 for this grant program in recognition that libraries need specialized technical training and consulting to assist their staff in maintaining their technology equipment. TSLAC gives priority in this grant to the Texas Library Systems. The grant is being implemented by the Library Systems to help their member libraries through technical training and assistance. Beginning in 1999, grants were awarded to each of the ten regional Library Systems for activities such as training staff in computer maintenance, and hiring additional staff with computer repair and maintenance skills who also train other staff and provide technical assistance.

For purposes of the in-depth evaluation, Library Systems and member libraries were asked about the use of TANG funds and the impact the services funded through TANG had on library operations and services.

A. LIBRARY SYSTEMS RESPONSES

The increased use of technology in library operations and service delivery requires increased knowledge and competence on the part of library staff in the use, management, and maintenance of these technological tools. Library Systems provided a wide range of technology training and assistance to their member libraries through the Technical Assistance Negotiated Grants (TANG) program. The table below lists the services that Library Systems provided to their member libraries in this area and the percent of the member libraries that received these services. As shown in the table, a large percent of member libraries received a wide range of technology-related services.

Table III.A.1

Library System Used TANG Funds To Provide Following Services	Number of Systems Providing Services	Mean Percent of Member Libraries Served*
Hire a technician to train staff of member libraries	7	79.1%
Inventory libraries' hardware, software, staff computer skills	8	67.4%
Train individual library staff, provide tailored training	8	61.7%
Train groups of member libraries' staff through workshops	8	59.5%
Provide training using TANG-funded laptops	4	47.7%
Develop technical training materials for libraries	4	85.0%
Purchase computer hardware, software, security software, tool kits, cleaning kits, and replacement parts for libraries	7	85.7%
Provide network testing using TANG-funded equipment	6	61.2%
Maintain small parts inventory for hands-on assistance	5	64.2%
Consult and assist libraries in person, by phone or online with technology issues	8	84.6%
Contract for in-depth consulting as needed	3	21.0%
Provide information from a technical information subscription service	3	95.0%
Provide hands-on assistance to library staff	8	80.4%
Provide information through newsletters or online on technology issues	6	98.3%
Assist libraries with technical grants	7	52.4%
Arrange for training by vendors through classes, workshops, Internet-based or video-based instruction	9	53.8%
Purchase technical manuals or other technical materials for libraries	9	78.4%

* As reported by Library Systems.

Member libraries that received technology-related services funded under TANG found most of these services either "very helpful" or "helpful" (mean rating between 1 and 2). Among the large range of services, member libraries found most helpful the different training that the TANG staff provided.

Table III.A.2

Helpfulness of TANG-Funded Services to Member Libraries	Number of Systems Rating Helpfulness of Services	Mean Helpfulness*
Hire a technician to train staff of member libraries	7	1.29
Inventory libraries' hardware, software, staff computer skills	7	2.86
Train individual library staff, provide tailored training	8	1.37
Train groups of member libraries' staff through workshops	9	1.44
Provide training using TANG-funded laptops	4	1.50
Develop technical training materials for libraries	5	2.60
Purchase computer hardware, software, security software, tool kits, cleaning kits, and replacement parts for libraries	7	2.00
Provide network testing using TANG-funded equipment (e.g. Fluke)	5	1.80
Maintain small parts inventory for hands-on assistance	5	2.20
Consult and assist libraries in person, by phone or online with technology issues	8	1.37
Contract for in-depth consulting as needed	2	1.50
Provide information from a technical information subscription service	3	2.00
Provide hands-on assistance to library staff	8	1.37
Provide information through newsletters or online on technology issues	6	2.00
Assist libraries with technical grants	7	1.86
Arrange for training by vendors through classes, workshops, Internet-based or video-based	9	1.55
Purchase technical manuals or other technical materials for libraries	9	2.22

* Means were calculated based on a 5-point helpfulness scale, where "1" referred to "very helpful" and "5" referred to "not at all helpful."

The scope and breadth of TANG assistance to member libraries was also represented in the wide range of topics that TANG staff presented to member libraries and the frequency with which they addressed these topics, as shown in the table below. Most often, TANG staff addressed the following topics:

- Security
- Networking
- Troubleshooting
- Servers
- Operating systems

- Application and implementation of Gates, Tocker, and TIF grants

Table III.A.3

Topics Addressed Through TANG Training, Consulting or Other Assistance	Library Systems' Frequency of Addressing TANG Topics			
	Never	Rarely	Sometimes	Often
Wireless	2	1	5	2
Assist library staff in working with vendors	2	--	6	2
Wiring and testing	3	1	2	4
Automation software upgrades and conversions	3	1	3	3
Installations	2	--	2	6
Security	--	--	3	7
Servers	2	--	2	6
Operating systems	1	--	3	6
Networking	--	--	3	7
Network maintenance	1	1	3	5
Web site set-up/development	5	1	3	1
Videoconferencing	8	1	1	--
Hardware maintenance	1	--	4	5
Cleaning	1	--	5	4
Troubleshooting	1	--	2	7
Gates, Tocker, TIF, other grant application and implementation	3	--	1	6
A+ certification	4	2	1	3
Microsoft Certified Professional	8	1	--	1
Certified Novell Administrator	8	2	--	--
Introduction to PCs	5	--	2	3
Windows 98	3	1	3	3
Windows 2000	2	1	3	4
Windows NT	1	1	4	4
Internetworking with TCP/IP	2	1	5	2

Overall, member libraries, according to data provided by eight Library Systems, found the TANG services highly helpful in meeting their needs. Seven of the Library Systems rated these services as "very helpful" to their member libraries and one System rated it as "helpful."

Table III.A.4

Overall Helpfulness of TANG Strategies in Meeting Needs of Member Libraries	Number of Systems	Percent of Systems
Very helpful	7	70.0%
Helpful	1	10.0%
Moderately helpful	--	--
Of little help	--	--
Not at all helpful	--	--
No answer	2	20.0%
Mean helpfulness*	1.12	

* Mean was calculated based on a 5-point scale where "1" referred to "very helpful" and "5" referred to "not at all helpful."

Library Systems provided several examples demonstrating how their TANG strategies helped their member libraries. The following are several of the examples offered by Library Systems:

Availability of the TANG technician via phone, on-site visits, and e-mail has encouraged libraries to acquire and manage computer equipment that they might not have previously acquired, due to the lack of availability of technical expertise in our rural areas. (Having to get a technician from a town 30 miles away who will charge extra because of the distance tends to discourage a desire to automate or provide Internet access.) Knowing that low-cost technical help is available has encouraged libraries to apply for TIF, Gates, and other grants that they might not have previously sought. In the process, they have increased their own abilities and broadened the type of requests for assistance made from the TANG technician from simply troubleshooting, repair, and installation to a broader role in planning, consultation, and implementation.

TANG has assisted member libraries in establishing and implementing sound security and anti-virus policies within their system. For example, the TANG technician has assisted numerous libraries in setting up security on their networks and workstations. Due to the technical nature of this type of configuration, the librarians would not have been able to perform such tasks, and therefore would have ended up with less secure systems and more problems. An emphasis has also been placed on educating librarians about computer virus prevention through sound policies regarding e-mail, and by assisting with the installation and updates of anti-virus software.

Training on technology issues is increasing self-sufficiency. System staff serve as the "technician" and are able to help solve minor problems.

Member libraries indicated that TANG strategies (i.e. the TANG-funded technician) enabled libraries to set up, edit and improve their own web pages; and

led to increased self-sufficiency in network wiring. The TANG technician also provided valuable assistance in TIF grant writing. Members had increased knowledge prior to Gates and TIF grant processes. This assisted in preparing and implementing those grants.

Since the TANG grant, all member libraries have Internet access and e-mail. Members have technical assistance they need to apply for grant funding, such as TIF, E-rate, and Gates Foundation grants.

The TANG-funded technician provided on-site assistance and training and also arranged for computer vendor training.

Networking classes were very helpful because the TANG staff person was knowledgeable.

According to one of the Library Systems, all libraries associated with the System will be automated by the end of FY2002, and 100 percent of libraries and branches have public Internet access. Member libraries were excited about new technologies; and the quality and availability of assistance has been invaluable (cannot be measured).

Library Systems agreed that a wide range of factors contributed to the success of their TANG strategies. Nine of the ten Library Systems concluded that the most important factors included:

- Experience and knowledge of the TANG technician or other provider (i.e. vendor, consultant), and
- Ability to tailor the training to the level of knowledge and skills of member library staff.

Library Systems also appreciated the value of providing training on-site and hands-on and following-up with member libraries subsequent to the training.

Table III.A.5

Factors That Contributed To Success of Library System TANG Strategies	Number of Systems	Percent of Systems
Technician's experience and knowledge	9	90.0%
Technician has experience in working with libraries	7	70.0%
Training was tailored to the level of knowledge/skills of staff	9	90.0%
Training was hands-on	8	80.0%
Technician provided training on-site	8	80.0%
Technician provided follow-up training where needed	8	80.0%
Materials were user friendly	3	30.0%
Technician has a 1-800 line for technical assistance	7	70.0%
Technician established a relationship of trust with the library staff	8	80.0%
Technician's communication abilities	8	80.0%
A users' needs survey	3	30.0%

The success of the TANG strategies that the Library Systems employed was also manifested in the increased level of technological self-sufficiency of member libraries. Prior to the TANG-funded training, only 15 percent of libraries, according to the Library Systems, were considered technologically self-sufficient. The percent of technologically self-sufficient libraries increased more than three-fold to 47 percent, as a result of the TANG strategies.

Table III.A.6

Percent of Technological Self-sufficiency of Member Libraries	Number of Systems	Mean Percent of Libraries
Before TANG-funded training	9	15.4%
After TANG implementation	9	47.3%
Percent change		31.9%

The increased technological self-sufficiency of libraries had an impact on the types of assistance or training that member libraries requested in the past two years. Three of the Library Systems reported that libraries' requests for training or assistance has changed a lot between 1999 and 2001; six Library Systems saw some change in the types of requests.

Table III.A.7

Extent of Change From FY99 to FY01 in Types of Assistance or Training Member Libraries Request	Number of Systems	Percent
A lot of change	3	30.0%
Some change	6	60.0%
No change	--	--
Unsure/Don't know	1	10.0%

Library Systems offered a number of examples of the changes in the types of requests for training or assistance on the part of member libraries.

- One Library System saw an increase in the number of requests for assistance as the libraries' trust level increased. This System also experienced an increased number of calls for staff training, especially tailored training, and for assistance with grants for purchasing equipment.

At the same time, this Library System got fewer calls concerning minor problems because library staff have learned basic troubleshooting skills and can do preliminary work before calling.

- According to another Library System, most of the requests involved troubleshooting for Windows 2000, servers, and LANs.
- Members were asking more sophisticated questions about networks, operating systems, firewalls, etc. One of the emerging areas included requests for more advanced network training from specific vendor groups.
- The requests from member libraries have become more sophisticated and typically involved networks rather than individual PCs.
- As a result of the TANG-funded training and assistance, libraries were able to better articulate needs concerning technology. Libraries were also able to prepare clearer and better-defined grant applications.
- Library staff have a greater knowledge of their technical/computer needs and were able to do some troubleshooting locally. Libraries were requesting further software training.
- More willingness by library directors and staff to take ownership of technology; resistance to technology was lowering; importance of databases was increasing.

The TANG strategies that Library Systems employed benefited member libraries, and ultimately library patrons. According to eight of the Library Systems, member libraries offered more access to electronic resources to their patrons.

Table III.A.8

Member Libraries Which Received TANG Training Offer More Access to Electronic Resources to Their Patrons	Number of Systems	Percent
Yes	8	80.0%
No	1	10.0%
Unsure/Don't know	1	10.0%

Five of the Library Systems reported that their member libraries offered significantly greater access to electronic resources to their patrons. Two Library Systems assessed that the access to electronic resources that their member libraries offered to patrons increased to a moderate extent, as shown in the table below.

Table III.A.9

Extent to Which Member Libraries That Received TANG Assistance Offer More Access to Electronic Resources to Their Patrons	Number of Systems	Percent of Systems
To a great extent	5	50.0%
To a moderate extent	2	20.0%
To some extent	1	10.0%
To a minor extent	--	--
Not at all	--	--
No answer	2	20.0%
Mean*	1.50	

* Mean was calculated based on a 5-point scale where "1" referred to "to a great extent" and "5" referred to "not at all."

Library Systems offered multiple examples demonstrating that their member libraries offered greater access to electronic resources to their patrons.

- A Library System reported that, through assistance via the TANG program, one small rural library was able to get a TIF grant for three computers to be used for public Internet access. The TANG technician assisted with advising the library with regard to computer specifications, Internet connections, installation of the machines and software, and configuration of the units. Subsequent problems with crashed hard drives were promptly resolved by the TANG technician. Without TANG assistance, this small rural library would not have been able to obtain, install, and maintain public Internet computers which, among other things, allow patrons access to the State Library's TexShare databases.

Another county library was able to increase the number of public access Internet computers and also reduce their monthly ISP costs with the assistance of the TANG technician. With TANG assistance, the library applied for and obtained five new computers, a printer, and a router from the Gates Foundation. The specifications and arrangements for the cabling and Internet connections were provided by the TANG technician, who traveled to the library both before and after the arrival of the Gates Foundation computers to assist with the planning, installation and configuration of their network. This library is now planning to automate and will be calling the TANG technician to help develop specifications for grant applications and equipment purchases.

- According to another Library System, a number of libraries have switched to the more stable wireless technology. Greater technical knowledge means the computers are 'down' less with improved performance of public computers.

- Member libraries indicated that staff people were better able to utilize online databases after training provided by the System's staff. The library web pages have also improved.
- Gates/ TIF computers and installation and training labs now attract more users of Internet and databases at all sites.
- Member libraries put their catalogs on the web and added networks.
- A Library System reported that all its member libraries have Internet access and that all library catalogs will be online by the end of 2002.
- The TANG staff person explained TexShare databases to member libraries and set the home page to TexShare. This staff member also set up a small network to allow two computers to access the Internet with one phone line.

As a result of TANG-funded training and assistance, member library staff were better able to use and maintain information resource technology, according to Library System coordinators. For example:

- According to a Library System coordinator, through several workshops, a regular newsletter, e-mails, phone calls, and on-site visits from the TANG technician, librarians and staff have been able to receive free advice and training on using and maintaining their computers. This has resulted in the shift away from troubleshooting and repair requests to more questions regarding future technology plans. Although the TANG technician is still used for such tasks as replacing cards, hard drives, or installing brand new systems, many librarians are now able to do routine maintenance tasks themselves. In fact, after receiving training from the TANG technician, the librarians at some libraries have been able to perform such non-routine tasks as replacing power supplies, video cards, etc. Librarians with limited skills have also been able to call the TANG technician and perform tasks they would have previously not even attempted. For example, the librarian in one of the libraries reinstalled a program that had become corrupted by having the technician patiently walk her through the steps over the phone, even though it took several hours and several phone calls to finish the task. This both reduced her computer downtime and saved the technician a round trip of 208 miles and allowed him to work on another project in between calls. Increased skills have saved these libraries money, reduced down time, and allowed the TANG technician to accomplish more.
- Member libraries, according to another Library System coordinator, have less down time, are better able to repair hardware through help lines, and increased their community contacts.
- Member library staff people are constantly praising support given by the TANG technician. Many testimonials came from libraries that could not afford to continue

their service contracts after the completion of the TIF grant. As the TIF grants end, libraries rely on TANG to help keep their systems up.

- A Library System coordinator reported that they have seen great change. However, this was not necessarily the result of TANG only. During this same time period many members received Gates Foundation and TIF grants and training. The original TANG A+ services helped lay a foundation for many members to build on.
- All library staff use Internet and online resources for reference services. Many libraries offer computer use classes for the public.
- Computer technician and computer vendor training have empowered public library staff.
- Library staff are no longer afraid to install new parts or try to troubleshoot problems.
- Staff have become dependent on the technology for providing services- answering questions and gathering information- in the course of their everyday workload.
- Staff are better able to communicate with vendors (example- TIF vendors). Staff expanded the ways in which they used online databases and Internet. Member library staff have a higher level of “comfort” with e-mail, the System's web page, and the newsletter offered on the web page.

Library System coordinators were asked to add any comments or suggestions.

Comments made by Library System coordinators addressed the benefits of TANG to their member libraries. These comments included the following

- A major value of both the System and TANG grants is that they provide a way for area librarians to get personalized, friendly, professional assistance whenever it is needed. This is not something that can be quantified. Trust is built over time, and contacts fluctuate in number and type of request depending on how new a librarian is and what type of activities the library is involved in at the time. (For example, at Annual Report time, calls to the System Office increase markedly. If a library is beginning the process of automating, the number of calls, e-mails, and visits for that library increases. When new untrained staff are hired at area libraries, System staff are called on to provide assistance and training.
- The TANG grant has enabled us to provide specialized assistance that had been needed for a long time, but which System staff could not adequately provide in addition to their other responsibilities. The System had discussed the need for System sponsored technical/ technological assistance by a knowledgeable individual since the early 1980s, but the System was not able to afford to add a staff member in the System grant. Having the TANG grant as a separate entity not tied to the System funding formula has enabled our area librarians to receive a desperately needed service.

- TANG fills a critical need for hand holding with technology problems. Without TANG assistance a lot of computer screens would go dark and stay that way.
- Because TANG is not part of the System grant, we have had to outsource our TANG offerings. Because of the firm we have used this has worked well to this point.
- Received great benefits from TANG grants- training component.
- Libraries in small towns have so many responsibilities that they will always need technical help from someone they can trust to look after their best interests.

Library System coordinators also suggested that:

- TANG should have a more coordinated approach statewide.
- Software support could be a further step for TANG.

B. MEMBER LIBRARIES RESPONSES

Nearly 90 percent of the member libraries that responded to the survey reported that they had received technology-related training, consulting and assistance from their respective Library Systems since 1998-99.

Table III.B.1

Staff Received Technology-related Training, Consulting or Assistance from Respective Library System Since 1998-99	Number of Libraries (N=422)	Percent of Libraries
Yes	376	89.1%
No	46	10.9%

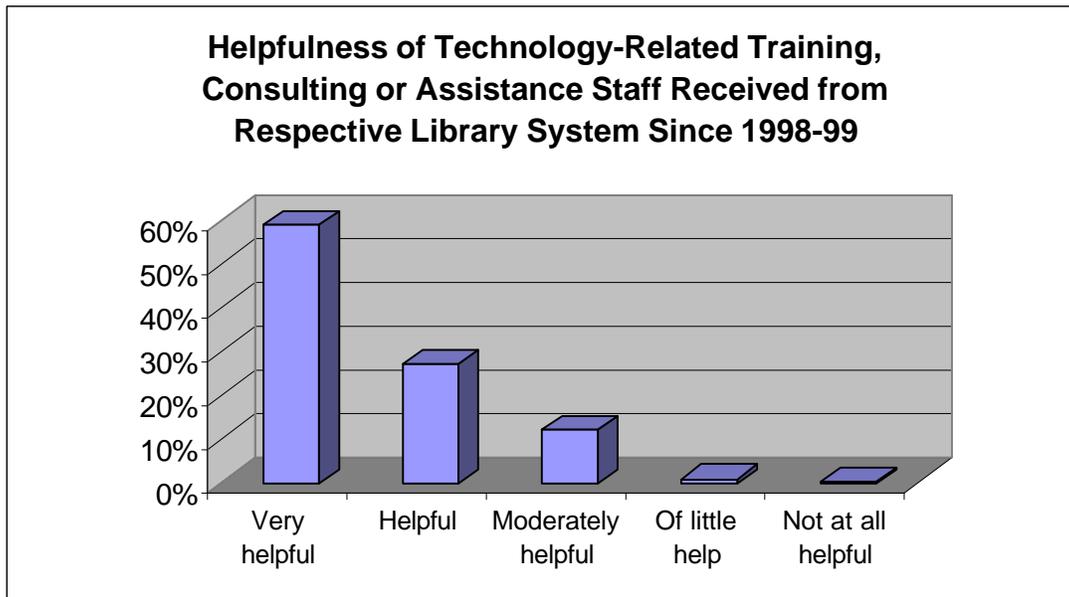
Eighty-six percent of the libraries regard the help they received in this area from their respective Library System to be "very helpful" (59 percent) or "helpful" (27 percent). Fewer than two percent of the libraries did not find the technology-related training, consulting or assistance that their Library System provided of help.

Table III.B.2

Helpfulness of Technology-related Training, Consulting or Assistance Staff Received from Respective library System Since 1998-99	Number of Libraries (N=376)	Percent of Libraries
Very helpful	221	58.8%
Helpful	101	26.9%
Moderately helpful	45	12.0%
Of little help	4	1.1%
Not at all helpful	2	0.5%
No answer	2	0.5%
Mean*	1.59	

* Mean was calculated based on a 5-point scale where "1" refers to "very helpful" and "5" refers to "not at all helpful."

Figure III.B.1



Libraries appreciated many aspects of the technology-related training, consulting or assistance their Library System provided. Most commonly, libraries valued the method of training delivery and the qualifications and experience of the technician providing the training or assistance.

- Training was hands-on (81 percent).
- Technician's experience and knowledge (79 percent).
- Training was tailored to the level of knowledge/skills of staff (66 percent).
- Technician had experience in working with libraries (65 percent).

Table III.B.3

Library Staff Liked Best About Technology-related Training, Consulting or Assistance Library System Provided	Number of Libraries (N=422)	Percent of Libraries
Technician's experience and knowledge	295	79.3%
Technician has experience in working with libraries	243	65.3%
Training was tailored to the level of knowledge/skills of staff	244	65.6%
Training was hands-on	301	80.9%
Technician provided training on-site	142	38.2%
Technician provided follow-up training where needed	95	25.5%
Materials were user friendly	228	61.3%
Technician has a 1-800 line for technical assistance	133	35.8%
Technician established a relationship of trust with the library staff	146	39.2%
Training was tailored to library needs	224	60.2%
Technician's communication abilities	201	54.0%

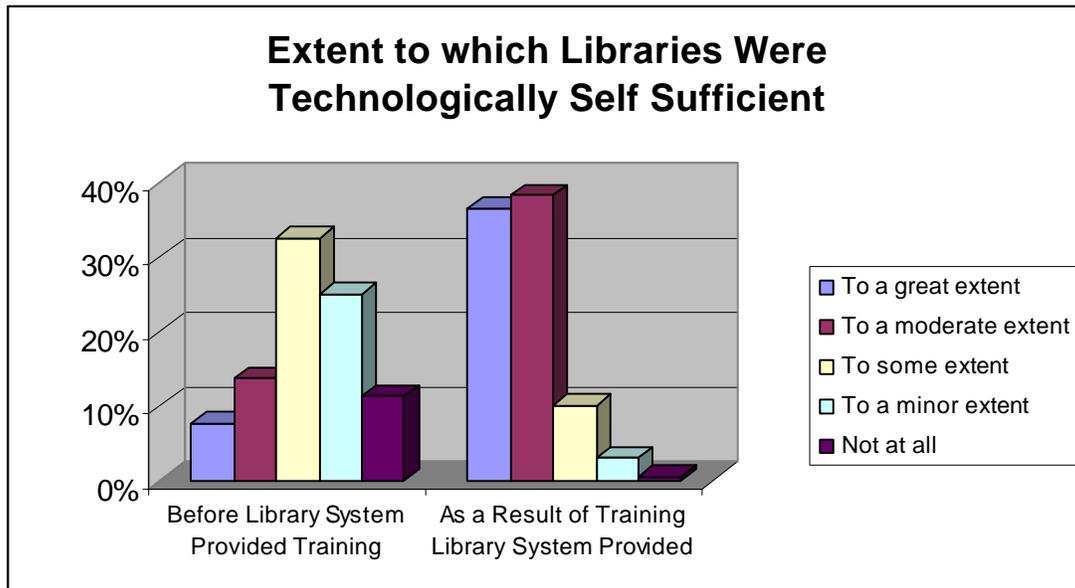
The technology-related training, consulting and assistance that Library Systems provided to their members has had a significant impact on the libraries' technology self-sufficiency. For example, before libraries received this training only eight percent of the libraries considered themselves technologically self-sufficient. As a result of the training, nearly five-fold as many libraries (36 percent) considered themselves technologically self-sufficient. The percent of libraries that considered themselves to have little or no self-sufficiency decreased from 36 percent to about four percent.

Table III.B.4

Extent to which Libraries Were Technologically Self Sufficient	Before Library System Provided Training		As a Result of Training Library System Provided	
	#	%	#	%
To a great extent	33	7.8%	154	36.5%
To a moderate extent	58	13.7%	161	38.2%
To some extent	137	32.5%	43	10.2%
To a minor extent	106	25.1%	13	3.1%
Not at all	48	11.4%	2	0.5%
No answer	40	9.5%	49	11.6%
Mean*	3.20		1.79	

* Mean was based on a 5-point improvement scale where "1" referred to "to a great extent" and "5" referred to "not at all."

Figure III.B.2



Nearly 40 percent of the libraries reported that as a result of the training the Library Systems provided to them, they were able to use and maintain information resource technology "to a great extent." Only about six percent of the libraries responded in the negative and eight percent did not provide any information.

Table III.B.5

As a Result of Training Library System Provided, Library is Better Able to Use and Maintain Information Resource Technology	Number of Libraries (N=422)	Percent of Libraries
To a great extent	163	38.6%
To a moderate extent	154	36.5%
To some extent	47	11.1%
To a minor extent	22	5.2%
Not at all	2	0.5%
No answer	34	8.1%
Mean*	1.83	

* Mean was based on a 5-point improvement scale where "1" referred to "to a great extent" and "5" referred to "not at all."

C. SYSTEMS ANALYSIS

The services funded through TANG and their impact on libraries' technological self-sufficiency were also analyzed in association with the Library Systems from which libraries received these services.

Library Systems provided technology-related training, consulting or assistance to most of their member libraries. Overall, libraries that received this training, consulting and assistance considered it helpful. BCLS, TPLS, and WTLS member libraries considered it most helpful.

Table III.C.1

Technology-related Training, Consulting, Assistance	BCLS (N=35)	TPLS (N=25)	CTLS (N=57)	STLS (N=31)	NETLS (N=79)	TTPLS (N=14)	NTRLS (N=61)	HALS (N=54)	WTLS (N=27)	AALS (N=39)
Staff Received Technology-related Training, Consulting or Assistance from Respective Library System Since 1998-99	91.4%	100.0%	87.7%	80.6%	94.9%	64.3%	80.3%	88.9%	100.0%	92.1%
Mean helpfulness of technology-related training, consulting or assistance to meeting library technology needs*	1.30	1.32	1.58	1.44	1.61	1.44	1.69	1.70	1.37	1.77

* Mean was calculated based on a 5-point scale where "1" refers to "very helpful" and "5" refers to "not at all helpful."

Libraries across all Library Systems identified a wide range of what they liked best about the technology-related training, consulting or assistance they received from their Systems.

Table III.C.2

Library Liked Best About Technology-related Training, Consulting or Assistance Library System Provided	BCLS (N=34)	TPLS (N=25)	CTLS (N=55)	STLS (N=31)	NETLS (N=76)	TTPLS (N=14)	NTRLS (N=59)	HALS (N=53)	WTLS (N=26)	AALS (N=39)
Technician's experience and knowledge	93.5%	83.3%	82.4%	84.6%	73.6%	84.6%	72.9%	68.9%	88.9%	80.0%
Technician has experience in working with libraries	54.8%	58.3%	78.4%	73.1%	56.9%	84.6%	64.6%	55.6%	85.2%	62.9%
Training was tailored to the level of knowledge/skills of staff	77.4%	83.3%	74.5%	80.8%	63.9%	46.2%	50.0%	53.3%	74.1%	60.0%
Training was hands-on	83.9%	95.8%	64.7%	88.5%	88.9%	53.8%	79.2%	75.6%	88.9%	82.9%
Technician provided training on-site	71.8%	54.2%	52.9%	73.1%	19.4%	15.4%	29.2%	13.3%	63.0%	22.9%
Technician provided follow-up training where needed	51.6%	25.0%	35.3%	57.7%	12.5%	23.1%	14.6%	11.1%	44.4%	11.4%
Materials were user friendly	67.7%	70.8%	54.9%	80.8%	62.5%	46.2%	56.3%	62.2%	70.4%	45.7%
Technician has a 1-800 line for technical assistance	74.2%	29.2%	52.9%	57.7%	18.1%	30.8%	25.0%	17.8%	55.6%	25.7%
Technician established a relationship of trust with the library staff	77.4%	29.2%	49.0%	65.4%	18.1%	46.2%	29.2%	31.1%	63.0%	25.7%
Training was tailored to library needs	77.4%	75.0%	58.8%	76.9%	50.0%	61.5%	52.1%	51.1%	81.5%	51.4%
Technician's communication abilities	80.6%	50.0%	66.7%	76.9%	40.3%	30.8%	39.6%	48.9%	74.1%	45.7%

Libraries across all Systems did not consider themselves technologically self-sufficient prior to receiving technology-related training, consulting, and assistance from their respective System. Libraries associated with NTRLS and TTPLS were relatively more technologically self-sufficient and libraries associated with BCLS were the least self-sufficient. Libraries across all Systems improved their technology self-sufficiency significantly as the result of the training, consulting and assistance the Systems provided. Libraries associated with WTLS regarded themselves as the most technologically self-sufficient. Libraries associated with BCLS were still the least self-sufficient. Libraries associated with WTLS and TPLS made the greatest gains in self-sufficiency. Libraries associated with NTRLS and TTPLS made the smallest gains in self-sufficiency.

As a result of the training the Library Systems provided, on average, libraries across all Systems were able to use and maintain their information resource technology to a moderate extent. Libraries associated with WTLS appeared to be the most able in this regard. Libraries associated with NTRLS appeared to be the least able to do so.

Table III.C.3

Technological Self-sufficiency (Mean Scores)	BCLS (N=34)	TPLS (N=25)	CTLS (N=55)	STLS (N=31)	NETLS (N=76)	TTPLS (N=14)	NTRLS (N=59)	HALS (N=53)	WTLS (N=26)	AALS (N=39)
Mean extent to which library was technologically self-sufficient before Library System provided training	3.72	3.48	3.16	3.30	3.10	2.92	2.80	3.27	3.35	3.22
Extent to which library is technologically self-sufficient as a result of training Library System provided	1.93	1.58	1.65	1.81	1.85	1.82	1.96	1.80	1.44	1.83
Mean difference in technological self-sufficiency	1.79	1.90	1.51	1.49	1.25	1.10	0.84	1.47	1.91	1.39
As a result of training Library System provided, library is able to use and maintain information resource technology	1.91	1.56	1.64	1.83	1.81	1.92	2.10	1.96	1.41	1.97

* Mean was based on a 5-point improvement scale where "1" referred to "to a great extent" and "5" referred to "not at all."

Library System coordinators lauded the Systems' structure and efforts.

- The strength of our System is the result of frequent meetings with exchange of information in a non-threatening environment and collaboration/ cooperation for many years. The System has an organizational culture that sets expectations of good public service in the local library. Communications among the librarians and with the System decrease the probability of isolation and, therefore, play a direct role in service excellence.
- Systems are important to the continued growth of public libraries primarily because they provide support at ground level and, therefore, are able to understand member library concerns and seek solutions. Systems also provide the dynamic by which all-sized libraries can regularly share ideas and expertise with each other. We are grateful for the TANG grant for it has enabled the System to help a high percentage of member libraries achieve technological goals and offer improved service to the people of Texas: Systems could use more funding.

Library System coordinators also raised the following concerns:

- System funding has remained flat for close to ten years, and because of the funding formula, the System's budget has lost from \$1,000 to \$5,000 each biennium or even each year. As a result, services and staff have slowly but steadily eroded over time.
- Our System funding has decreased and it is becoming more difficult to maintain services.
- This System puts more money into services than into materials and has for about eight years. Members have supported this gradual change but there is still a desperate need for materials money.
- Regardless of the amount of training and knowledge, most of the librarians lack self-confidence in technological areas because of its ever-changing nature. Training can only be cumulative.

Library Systems coordinators made the following suggestions for the Texas State library and Archives Commission (TSLAC):

- There should (or could) be increased funds for Systems with high poverty levels

- TSLAC should give greater focus to serving needs of larger System members.
- TSLAC has not addressed membership requirements.
- Coordinators need TSLAC meeting time devoted to sharing of programs/ ideas. Communication is top-down

D. LEGAL SERVICE POPULATION

Survey data were combined with corresponding data from the *Public Library Annual Report* database and three groups of analyses were conducted based on the classification of libraries by size of the legal service population, libraries' operating expenditures, and primary area of service. The results of these analyses were consistent: libraries with small legal service populations, low operating expenditures, and that primarily served rural areas were greatly more dependent on the Library Systems TANG-related services and benefited to a greater extent from these services. This section of the report includes the analysis by legal service population. The analyses by operating expenditures and primary service area are included in Appendix D and E.

Eighty-six to 92 percent of the libraries indicated that they received technology-related training, consulting and assistance from their respective Library System since 1998-99. Most libraries, regardless of the size of their legal service population, received technology-related training. However, a larger percent of libraries with small and medium legal service populations than libraries with large legal service populations reported such assistance.

Table III.D.1

Staff Received Technology-related Training, Consulting or Assistance from Respective Library System Since 1998-99	Size of Legal Service Population*					
	Small (N=243)		Medium (N=129)		Large (N=45)	
	#	%	#	%	#	%
Yes	218	89.7%	116	89.9%	37	82.2%
No	25	10.3%	13	10.1%	8	17.8%

* Small legal service populations refers to under 10,000; medium size refers to 10,000 to 49,999, and large legal service population include 50,000 or more.

Seventy-one to 88 percent of the libraries that received such assistance regarded it as "very helpful" or "helpful." However, size of the legal service population was associated with libraries' perception of helpfulness. A larger percent of libraries with small legal service populations than libraries with medium and libraries with large legal service populations regarded it as "very helpful." Libraries with large legal service populations regarded it as less helpful.

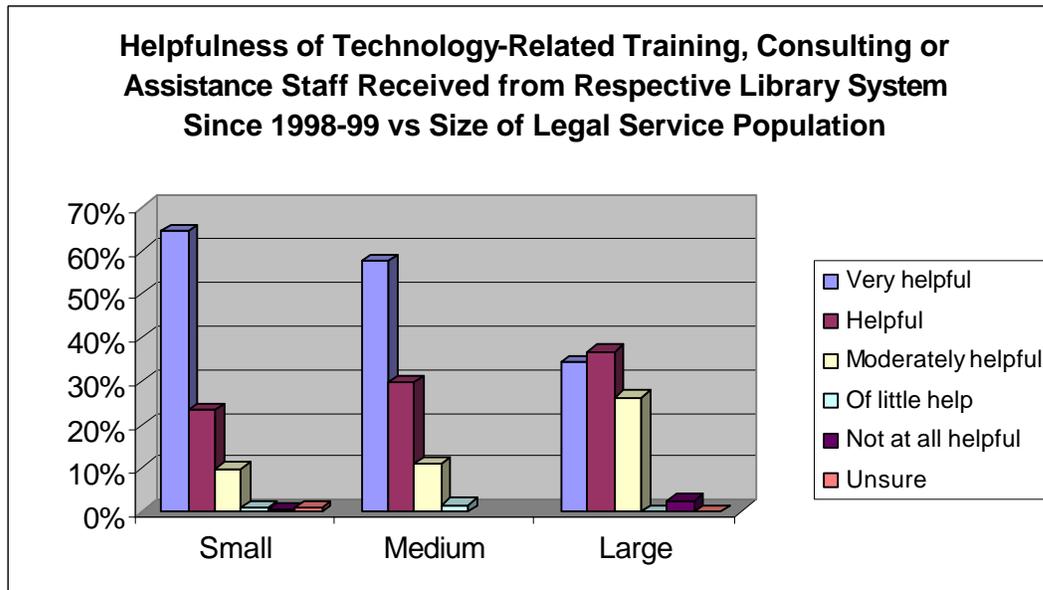
Table III.D.2

Helpfulness of Technology-related Training, Consulting or Assistance Staff Received from Respective Library System Since 1998-99*	Size of Legal Service Population					
	Small (N=214)		Medium (N=118)		Large (N=38)	
	#	%	#	%	#	%
Very helpful	138	64.5%	68	57.6%	13	34.2%
Helpful	50	23.4%	35	29.7%	14	36.8%
Moderately helpful	21	9.8%	13	11.0%	10	26.3%
Of little help	2	0.9%	2	1.7%	--	--
Not at all helpful	1	0.5%	--	--	1	2.6%
Unsure	2	0.9%	--	--	--	--
Mean**	1.48		1.57		2.00	

* Chi-square=21.36, 10 d.f., p<.01870.

** Means were calculated on a 5-point scale where "1" refers to "very helpful" and "5" refers to "not at all helpful."

Figure III.D.1



A larger percent of libraries with small legal service populations than libraries with medium size and large legal service populations appreciated the technician's knowledge and experience, the training tailored to libraries' staff needs, the on-site training, and the availability of a 1-800 line for technical assistance. A larger percent of libraries with small and medium legal service populations than libraries with large legal service populations appreciated the hands-on training, the user-friendly materials, and the follow-up training that the technician provided.

Table III.D.3

Library Staff Liked Best About Technology-related Training, Consulting or Assistance Library System Provided	Size of Legal Service Population					
	Small (N=214)		Medium (N=117)		Large (N=36)	
	#	%	#	%	#	%
Technician's experience and knowledge	182	85.0%	88	75.2%	22	61.1%
Technician has experience in working with libraries	148	69.2%	70	59.8%	22	61.1%
Training was tailored to the level of knowledge/skills of staff	149	69.6%	72	61.5%	19	52.8%
Training was hands-on	178	83.2%	96	82.1%	22	61.1%
Technician provided training on-site	92	43.0%	39	33.3%	10	27.8%
Technician provided follow-up training where needed	58	27.1%	30	25.6%	6	16.7%
Materials were user friendly	138	64.5%	76	65.0%	12	33.3%
Technician has a 1-800 line for technical assistance	93	43.5%	32	27.4%	7	19.4%
Technician established a relationship of trust with the library staff	92	43.0%	44	37.6%	8	22.2%
Training was tailored to library needs	140	65.4%	63	53.8%	17	47.2%
Technician's communication abilities	117	54.7%	69	59.0%	13	36.1%

The training that the Library Systems provided through TANG was invaluable to libraries regardless of the size of their legal service population. Prior to the TANG training, 32 percent of the libraries with large legal service populations, 10 percent of the libraries with medium legal service populations, and three percent of the libraries with small legal service populations were technologically self-sufficient "to a great extent." 12 percent of the libraries with large legal service populations, 36 percent of the libraries with medium legal service populations, and 49 percent of the libraries with small legal service populations were not technologically self-sufficient.

TANG has had a dramatic effect on all libraries. Its great impact, however, was on libraries with small and medium legal service populations, as shown in the series of tables below. As a result of the TANG training, 43 percent of the libraries with small legal service populations, 40 percent of the libraries with medium legal service populations, and 37 percent of the libraries with large legal service populations considered themselves technologically self-sufficient "to a large extent." The percent of libraries considering themselves not self-sufficient declined dramatically as well. Ten percent of the libraries with large legal service populations, one percent of the libraries with medium legal service populations, and four percent of the libraries with small legal service populations fell into that category.

Table III.D.4

Extent to Which Libraries Were Technologically Self Sufficient	Before Library System Provided Training			As a Result of Training Library System Provided		
	Size of Legal Service Population					
	Small	Medium	Large	Small	Medium	Large
To a great extent	3.2%	10.3%	31.7%	42.6%	40.2%	37.5%
To a moderate extent	11.4%	15.5%	34.1%	42.6%	47.3%	37.5%
To some extent	36.8%	37.9%	22.0%	10.6%	11.6%	15.0%
To a minor extent	32.7%	25.0%	12.2%	3.7%	--	10.0%
Not at all	15.9%	11.2%	--	0.5%	0.9%	--
Means*	3.47	3.11	2.15	1.78	1.74	1.97

* Means were calculated on a 5-point scale where "1" refers to "to a great extent" and "5" refers to "not at all."

Table III.D.5

Extent to Which Library Was Technologically Self-sufficient Before Library System Provided Training*	Size of Legal Service Population					
	Small (N=220)		Medium (N=116)		Large (N=41)	
	#	%	#	%	#	%
To a great extent	7	3.2%	12	10.3%	13	31.7%
To a moderate extent	25	11.4%	18	15.5%	14	34.1%
To some extent	81	36.8%	44	37.9%	9	22.0%
To a minor extent	72	32.7%	29	25.0%	5	12.2%
Not at all	35	15.9%	13	11.2%	--	--
Mean**	3.47		3.11		2.15	

* Chi-square=.05, 8 d.f., p<.00000.

** Means were calculated on a 5-point scale where "1" refers to "to a great extent" and "5" refers to "not at all."

Table III.D.6

Extent to Which Library Is Technologically Self-sufficient As a Result of Training Library System Provided	Size of Legal Service Population					
	Small (N=216)		Medium (N=112)		Large (N=40)	
	#	%	#	%	#	%
To a great extent	92	42.6%	45	40.2%	15	37.5%
To a moderate extent	92	42.6%	53	47.3%	15	37.5%
To some extent	23	10.6%	13	11.6%	6	15.0%
To a minor extent	8	3.7%	--	--	4	10.0%
Not at all	1	0.5%	1	0.9%	--	--
Mean*	1.78		1.74		1.97	

* Means were calculated on a 5-point scale where "1" refers to "to a great extent" and "5" refers to "not at all."

As a result of the TANG training, 43 percent of the libraries with small legal service populations, 44 percent of those with medium legal service populations, and 28 percent of the libraries with large legal service populations considered themselves able to use and maintain information resource technology "to a great extent." The percent of libraries still lacking this capability was relatively small: four percent of the libraries with small legal service populations, six percent of the libraries with medium legal service populations, and 20 percent of the libraries with large legal service populations.

Table III.D.7

As a Result of Training Library System Provided, Library is Able to Use and Maintain Information Resource Technology	Size of Legal Service Population					
	Small (N=225)		Medium (N=119)		Large (N=39)	
	#	%	#	%	#	%
To a great extent	97	43.1%	52	43.7%	11	28.2%
To a moderate extent	93	41.3%	46	38.7%	14	35.9%
To some extent	27	12.0%	14	11.8%	6	15.4%
To a minor extent	8	3.6%	6	5.0%	7	17.9%
Not at all	--	--	1	0.8%	1	2.6%
Mean**	1.76		1.81		2.31	

* Chi-square=19.72, 8 d.f., p<.01143.

IV. SPECIAL PROJECTS GRANT PROGRAM

The Texas State Library and Archives Commission (TSLAC) has awarded 17 Special Projects Grants since the inception of the program. Special Projects Grants were awarded to 15 libraries. These include:

- The Arlington Public Library (three grants): FY98, FY00, FY01:
Foreign Language Collection, Read it Again, and services to child care providers
- The Azle Public Library: FY00-02:
Library-at-Home - Delivery of Services to Homebound Elderly
- The Dallas Public Library: FY98-00:
ESL, Bilingual Children's Enrichment, Programs for Seniors
- The Denton Public Library: FY01-02:
Books-to-Share: Library Services for Children in Childcare
- Dr. Eugene Clark Library (Lockhart): FY00-02:
Computer Literacy
- Fort Worth Public Library: FY98
Project Bold – library branch in housing community
- Haltom City Public Library: FY98:
Project Yes - youth program
- Harris County Public Library (Aldine and High Meadows Branches): FY00-01:
Bilingual Job Assistance Grant
- Harris County Public Library: Parker Williams Branch: FY00-01:
Vietnamese Services to the South Belt Community
- Houston Public Library: FY98
Born to Read
- Killeen Public Library: FY00:
YA Café
- Lubbock City-County Library: FY00:
Read With Me
- Marshall Public Library: FY00:
Raise-A-Reader

- McKinney Memorial Library: FY99-01:
McKinney Can Read - Family Literacy
- Sterling Municipal Library (Baytown): FY98-00:
Spanish Language, Collection Development, Library Technology Project, Story Kits

Survey questionnaires were mailed to each of the 15 libraries that received Special Projects Grants. The Arlington Public Library received three questionnaires, one for each grant. All libraries completed the questionnaires.

The 15 libraries that received Special Projects Grants are associated with five Library Systems. These include:

- North Texas Regional Library System (NTRLS): 7 grants
- Houston Area Library System (HALS): 4 grants
- Northeast Texas Library System (NETLS): 3 grants
- Central Texas Library System (CTLS): 2 grants
- West Texas Library System (WTLS): 1 grant

The Special Projects Grants were primarily awarded to libraries serving urban and suburban areas. Forty-one percent served urban areas, 35 percent served suburban areas, and 12 percent served rural areas.

Table IV.1

Library Served Primarily	Number of Libraries (N=17)	Percent of Libraries
Urban areas	7	41.2%
Suburban areas	6	35.3%
Rural areas	2	11.8%
Combination	1	5.9%
No answer	1	5.9%

The libraries provided a wide range of services through the Special Projects Grants, as shown in the table below. Most commonly:

- Libraries developed special programs for bilingual or limited English proficient groups. (nine projects).

- Libraries expanded the non-English collection in the library (seven projects)

Table IV.2

Services Provided Under the Special Projects Grant	Responding Libraries	
	Number (N=17)	Percent
Provided books to low-income children	6	35.3%
Conducted group story times for low-income children	6	35.3%
Developed and provided story kits for daycare providers	4	23.5%
Expanded the library's non-English language collection	7	41.2%
Introduced new mothers to the library	2	11.8%
Developed an early childhood literacy program	4	23.5%
Developed and provided special programs and events to patrons with limited English proficiency (LEP) or English as a second language (ESL)	9	52.9%
Offered special programs and library tours to low-income patrons	4	23.5%
Offered ESL/literacy classes	6	35.3%
Offered group story times for bilingual patrons	3	17.6%
Developed and offered programs for older adults	4	23.5%
Developed and offered programs for youth	4	23.5%
Offered job assistance to bilingual patrons	1	5.9%
Educated low-income parents on the importance of reading	5	29.4%
Educated daycare providers in importance of and methods for reading to children	4	23.5%
Educated daycare providers about the availability of library services	4	23.5%

The libraries served diverse populations, as shown in the following table. The most commonly served populations included:

- Bilingual/ESL
- Low-income
- Low-literate adults

Table IV.3

Populations Served Through Special Projects Grants	Number of Libraries (N=17)	Percent of Libraries
Low-income	10	58.8%
Bilingual/ESL/LEP	12	70.6%
Older adults	5	29.4%
Early childhood, new mothers	7	41.2%
Youth	5	29.4%
People with disabilities	4	23.5%
Rural residents	3	17.6%
Urban, inner city residents	6	35.3%
Low literate adults	8	47.0%
Intergenerational groups	1	5.9%

According to the Special Projects Grant project directors, patrons who received services through these grants were highly satisfied with the services. This was further supported by data provided by participants.

Table IV.4

Satisfaction of Populations Served Through Special Projects Grant*	Number of Libraries Serving	Mean* Satisfaction
Low-income	10	9.00
Bilingual/ESL/LEP	12	8.33
Older adults	4	8.25
Early childhood, new mothers	8	8.87
Youth	5	7.60
People with disabilities	4	8.00
Rural residents	3	8.33
Urban, inner city residents	6	8.33
Low literate adults	9	8.55
Intergenerational groups	1	9.00

* The mean was calculated on a 10-point scale with "1" referring to "very dissatisfied and "10" referring to "very satisfied."

Of the 13 libraries whose grant funding had ended at the time of the study, 12 continued to offer services they provided through the grants. Two-thirds of these libraries continued to provide the same services but in a more limited form, two of the libraries expanded the services, one library continued to provide the services at the same level it had provided them during the Grant period, and one continued services in a different form.

Table IV.5

Services Provided After Grant Ended	Number of Libraries (N=17)	Percent of Libraries
Continued to provide all the services funded under the Grant:	7	41.2%
Continued to provide some services	5	29.4%
Did not continue to provide any services	1	5.9%
Grant is still continuing	4	23.5%
Continued to provide services after grant ended:	12	70.6%
As funded (no change)	1	5.9%
In an expanded form	2	11.8%
In a more limited form	8	47.0%
Other form	1	5.9%

The services that the libraries provided through the Special Projects Grants had significant impact on the participants, their children, their families, and on the community overall. Most typically,

- The library expanded its patron base and the type of populations it served.
- It increased the number of children exposed to reading and increased parent recognition of the importance of reading.
- The library increased the literacy rate in the community.
- The projects improved people's job skills and increased their employability.

Table IV.6

Impact of Services Provided Through the Special Projects Grant	Number of Libraries (N=17)	Percent of Libraries
Increased literacy rate in community	8	47.0%
Increased English proficiency of community members	6	35.3%
Increased the number of patrons/users	14	82.3%
Recruited new groups as patrons (e.g. bilingual, limited English proficiency, older adults, people with disabilities)	15	88.2%
Improved job search skills	4	23.5%
Increased employment opportunities	5	29.4%
Increased number of preschool children exposed to reading	10	58.8%
Increased recognition on the part of parents or caregivers of preschool children of the importance of reading	10	58.8%
Increased computer skills	4	23.5%

V. SPECIAL PROJECTS GRANT - PATRON SURVEY

Patron Questionnaires in English and Spanish were sent to directors of Special Projects Grants in seven libraries that had Special Project Grants that were active in 2001. These libraries included:

- The Arlington Public Library
- The Azle Public Library
- The Denton Public Library
- Dr. Eugene Clark Library (Lockhart)
- Harris County Public Library (Aldine and High Meadows Branches)
- Harris County Public Library: Parker Williams Branch
- McKinney Memorial Library

Survey questionnaires were completed in English or Spanish by 62 patrons representing the Special Projects Grants.

Patrons who received services funded through Special Projects Grants represented a wide range of ages. Five percent of the patrons that responded to the Patron Survey were between 19 and 25 years old and 14 percent were between 26 and 30 years old. Twenty-four percent were 31 to 40 years old and 29 percent were 41 to 50 years old. Eleven percent were 51 to 65 years old and 13 percent were 66 or older.

Table V.1

Age	Number (N=62)	Percent
19 to 25	3	4.8%
26 to 30	9	14.5%
31 to 40	15	24.2%
41 to 50	18	29.0%
51 to 60	6	9.7%
61 to 65	1	1.6%
66 to 70	2	3.2%
Over 70	5	8.1%
Refuse to answer	3	4.8%

Patrons represented diverse ethnic groups. Thirty-one percent were White, 31 percent were Hispanic, 26 percent were Asian American, and six percent were African American.

Table V.2

Ethnic Background	Number (N=62)	Percent
White/Anglo	19	30.6%
Hispanic	19	30.6%
African American	4	6.4%
Asian American	16	25.8%
No answer	4	6.4%

More than one-half of the patrons were parents of pre-school or elementary school children and more than one-half were native English speakers. Nearly 30 percent were daycare providers and more than 20 percent were homebound.

Table V.3

Family	Number (N=62)	Percent
Parent of pre-school or elementary school children	33	53.2%
Daycare provider	17	27.4%
Homebound	13	21.0%
Native English speaker	32	51.6%

Participants were involved in a wide range of programs, as shown in the table below. More than one-half were in reading programs; nearly one-quarter participated in English language programs or in bilingual programs. More than one-third were learning how to use the library for their children, and more than one-quarter learned how to help their child(ren) read. More than one-fifth learned how to use computers and the Internet. Sixteen percent learned job search skills.

Table V.4

Program From Which Patron Received Services	Number (N=62)	Percent
Reading program	33	53.2%
English language program or bilingual program	15	24.2%
How to use computers	13	21.0%
How to use the internet	14	22.6%
How to use the library for patron	14	22.6%
How to use the library for children	22	35.5%
How to help child with reading	17	27.4%
How to find a good job	10	16.1%
Delivery of library services to patron's home	10	16.1%

Participants heard about the programs funded through the Special Projects Grants in a variety of ways, as shown in the table below. Most commonly, participants saw a program announcement in the library or heard about the program from a friend or relative.

Table V.5

Patron Heard About Program or Services	Number (N=62)	Percent
Got a letter from an agency	4	6.4%
Read about it in the newspaper	11	17.7%
Heard about it on the radio or television	8	12.9%
Saw an announcement in the library	24	38.7%
Heard about it from friend or relative	23	37.1%
Heard about it from daycare provider or teacher	8	12.9%
Received a phone call, mail-out, newsletter or direct communication from library	9	14.5%
Patron initiated contact with library	2	3.2%
Head Start program	1	1.6%

Participants were highly satisfied with the services they received. Ninety-seven percent stated that they were "very satisfied" or "satisfied."

Table V.6

Patron's Overall Satisfaction with Services	Number (N=62)	Percent
Very satisfied	52	83.9%
Satisfied	8	12.9%
Somewhat satisfied	1	1.6%
Neither satisfied nor dissatisfied	--	--
Somewhat dissatisfied	--	--
Dissatisfied	--	--
Very dissatisfied	--	--
No answer	1	1.6%
Mean*	1.16	

* Mean was calculated on a 7-point scale where "1" referred to "very satisfied" and "7" referred to "very dissatisfied."

Participants liked best the benefits to children the program provided, the organization and method of delivery of the program/services, and the materials the programs offered.

Participants recognized that the program benefited children.

- Helped children with reading, their education
- Helped children learn Vietnamese
- Helped children to learn English
- Children appreciated reading program and story time
- Effectively facilitated parent involvement

- Children enjoyed program

Participants also appreciated the organization and delivery of services:

- Well-organized, well-paced program activities
- The experience and excellence of the instructor
- The unique/ innovative methods used
- Easy to use and efficient program
- Valuable new materials and ideas for use with children provided
- Library services provided on-site
- Otherwise inaccessible services provided

Program materials were also recognized:

- Program materials and services were free of charge
- The library extended the time for keeping materials checked-out
- A variety of materials was provided

A small number of the patrons identified several issues that they did not like.

- Program activities were too brief, not held frequently enough
- Children of all ages were mixed in one class
- Program activities were limited to one location
- Parking at activities was limited
- Program did not offer enough about using computers

Participants reported that the programs affected them in many ways. Most typically, as a result of the program,

- Participants read more with their child(ren) (45 percent).
- Participants used the library more frequently (37 percent).

- Participants became more knowledgeable about services available from the library (35 percent).
- One-fifth of the participants also learned or improved their computer and Internet access skills.
- Ten to 14 percent of the participants improved their reading and their English skills.
- Six to 14 percent improved their job search skills and either found a job or got a better job.

Table V.7

Ways in Which Program Was Helpful	Number (N=62)	Percent
Patron can read better	9	14.5%
Patron can understand English better	6	9.7%
Patron learned how to use a computer or improved computer skills	14	22.6%
Patron learned how to use the Internet	12	19.3%
Patron learned how to look for a job	9	14.5%
Patron checks out books and other materials from the library	23	37.1%
Patron knows more about available library services	22	35.5%
Patron reads more with his/her child(ren)	28	45.2%
Patron got a job or a better job	4	6.4%

APPENDIX A: SURVEY INSTRUMENTS

TEXAS LIBRARY SYSTEMS QUESTIONNAIRE

This questionnaire covers the years 1997-98, 1998-99, 1999-00, and 2000-01.

1. Which one of the following is your system: **(CIRCLE ONE ONLY)**
 - 1 Big Country Library System (BCLS)
 - 2 Texas Panhandle Library System (TPLS)
 - 3 Central Texas Library System (CTLS)
 - 4 South Texas Library System (STLS)
 - 5 Northeast Texas Library System (NETLS)
 - 6 Texas Trans-Pecos Library System (TTPLS)
 - 7 North Texas Regional Library System (NTRLs)
 - 8 Houston Area Library System (HALS)
 - 9 West Texas Library System (WTLS)
 - 10 Alamo Area Library System (AALS)

2. About what percent of your member libraries primarily serve:

Urban areas	_____ %
Suburban areas	_____ %
Rural areas	_____ %

3. About what percent of your member libraries presently have librarians with ALA-MLS? _____ %

4. Do you have a long-range plan?
 - 1 Yes
 - 2 No (**SKIP TO Q.5**)

- 4a. Does your long-range plan address future library trends?
 - 1 Yes
 - 2 No (**SKIP TO Q.5**)

- 4b. Which future library trends does your long-range plan address? (**BRIEFLY DESCRIBE UP TO THREE TRENDS**)

4c. Do you inform your member libraries of these trends?

- 1 Yes
- 2 No (**SKIP TO Q.5**)

4d. Which recent library trend(s) has/have influenced the services that you are providing to your member libraries? Please describe the trend(s) and how it/they influenced the services you provide.

5. About what percent of your member libraries: (**RECORD A PERCENT FOR EACH**)

- Have long range plans (not counting technology plans they developed for e-rate)? _____%
- Have an automated catalog and circulation system? _____%
- Have an automated catalog that is available through the Internet? _____%
- Have an automated circulation system that is available through the Internet? _____%
- Have an Internet connection? _____%
- Provide access to online databases to their users/patrons? _____%

6. About what percent of your member libraries are members of a consortium?
_____%

(**IF NONE, SKIP TO Q.7; IF YES, CONTINUE**)

6a. To which types of consortia do your member libraries belong?

- 1 Public libraries only (**SKIP TO Q.7**)
- 2 Multi-type libraries
- 3 Other: _____

6b. Please describe the type of libraries that participate in this consortium.

7. Which of the following describe how your Library System has used LSTA funds?
(CIRCLE ALL THAT APPLY)

- 1 Establish and enhance electronic linkages between or among libraries
- 2 Link libraries electronically with educational, social and informational networks
- 3 Assist libraries in accessing information through electronic networks
- 4 Encourage libraries to establish consortia and share resources
- 5 Encourage libraries of different kinds (i.e. public, academic, school, professional) to collaborate and share resources
- 6 Pay costs for libraries to acquire and share computer/telecom technologies
- 7 Target services to persons having difficulty using the library and to underserved urban and rural communities

8. The following is a range of services that Library Systems may provide to member libraries. Not all services may apply to your system. Which of these services have you provided to your member libraries? (CIRCLE YES OR NO IN THE TABLE BELOW)

8a. About what percent of your member libraries received these services from you?
(RECORD PERCENT IN THE TABLE BELOW)

	Q.8 Provided Service		Q.8a Percent of Member Libraries Served
	Yes	No	
Collection development: books and other materials	1	2	_____%
Provide funds for member library video collection operation	1	2	_____%
Purchase computers for member libraries	1	2	_____%
Provide Internet connections for member libraries	1	2	_____%
Upgrade Internet connection for member libraries	1	2	_____%
Train member library staff in the management and use of electronic resources	1	2	_____%
Train and help library staff to write grants	1	2	_____%
Train libraries in the development of long-range plans	1	2	_____%
Purchase (or assist with the purchasing of) video and teleconferencing/distance learning equipment for member libraries	1	2	_____%
Purchase and upgrade libraries' hardware and software	1	2	_____%
Purchase equipment for accessing electronic resources	1	2	_____%
Purchase office and other equipment for member libraries	1	2	_____%
Fund bilingual/ESL and literacy projects	1	2	_____%
Fund projects serving youth	1	2	_____%
Develop long-range plan for the system	1	2	_____%
Fund projects to serve older adults	1	2	_____%
Fund projects to serve people with disabilities	1	2	_____%

	Q.8 Provided Service of		Q.8a Percent Member Libraries Served
	Yes	No	
Provide funds for planning projects	1	2	_____%
Provide funds for member library automation projects	1	2	_____%
Answer reference questions member libraries could not answer	1	2	_____%
Provide continuing education services to member libraries	1	2	_____%
Provide continuing education services to advisory boards	1	2	_____%
Provide consulting services to member libraries	1	2	_____%
Other: _____	1	2	_____%

9. How satisfied have your member libraries been **over the past year (2000-01)** with the assistance you provided to them in the following areas? Use a 10-point scale where 1 refers to "very dissatisfied" and 10 refers to "very satisfied." If you did not provide a certain service, please circle "0" for "not applicable."

	Very Dissatisfied					Very Satisfied					Not Appl.
	1	2	3	4	5	6	7	8	9	10	0
Collection development: books and other materials	1	2	3	4	5	6	7	8	9	10	0
Provide funds for member library video collection operation	1	2	3	4	5	6	7	8	9	10	0
Purchase computers for member libraries	1	2	3	4	5	6	7	8	9	10	0
Provide Internet connections for member libraries	1	2	3	4	5	6	7	8	9	10	0
Upgrade Internet connection for member libraries	1	2	3	4	5	6	7	8	9	10	0
Train member libraries in the management and use of electronic resources	1	2	3	4	5	6	7	8	9	10	0
Train and help library staff to write grants	1	2	3	4	5	6	7	8	9	10	0
Train libraries in the development of long-range plans	1	2	3	4	5	6	7	8	9	10	0
Purchase or assist with the purchasing of video, teleconferencing/distance learning equipment for member libraries	1	2	3	4	5	6	7	8	9	10	0
Purchase and upgrade libraries' hardware and software	1	2	3	4	5	6	7	8	9	10	0
Purchase equipment for accessing electronic resources	1	2	3	4	5	6	7	8	9	10	0
Purchase office and other equipment for member libraries	1	2	3	4	5	6	7	8	9	10	0
Fund bilingual/ESL and literacy projects	1	2	3	4	5	6	7	8	9	10	0
Fund projects serving youth	1	2	3	4	5	6	7	8	9	10	0
Fund projects to serve older adults	1	2	3	4	5	6	7	8	9	10	0

	Very Dissatisfied					Very Satisfied					Not Appl.
	1	2	3	4	5	6	7	8	9	10	0
Fund projects to serve people with disabilities	1	2	3	4	5	6	7	8	9	10	0
Provide funds for planning projects	1	2	3	4	5	6	7	8	9	10	0
Provide funds for member library automation projects	1	2	3	4	5	6	7	8	9	10	0
Answer reference questions member libraries could not answer	1	2	3	4	5	6	7	8	9	10	0
Provide continuing education services to member libraries	1	2	3	4	5	6	7	8	9	10	0
Provide continuing education services to advisory boards	1	2	3	4	5	6	7	8	9	10	0
Provide consulting services to libraries	1	2	3	4	5	6	7	8	9	10	0
Other: _____	1	2	3	4	5	6	7	8	9	10	0

10. Explain for the areas you rated 1, 2, 3, or 4 on the satisfaction scale the reasons why member libraries were not satisfied.
11. Overall, to what extent have services that your member libraries provide improved as a result of the assistance you had given them? (**CIRCLE ONE ONLY**)
- 1 To a great extent (**CONTINUE**)
 - 2 To a moderate extent (**SKIP TO Q.12a**)
 - 3 To some extent (**SKIP TO Q.12a**)
 - 4 To a minor extent (**SKIP TO Q.12a**)
 - 5 Not at all (**SKIP TO Q.12a**)
 - 6 Unsure (**SKIP TO Q. 13**)
12. Please give one or two examples demonstrating how services provided by your member libraries improved to a great extent.

SKIP TO Q.13

12a. Please explain briefly why member libraries experienced some, minor or no improvement.

13. What barriers have you experienced in serving your member libraries effectively?
(CIRCLE ALL THAT APPLY)

- 0 No barriers
- 1 Library System does not have enough funds
- 2 Insufficient Library System staff
- 3 Library System staff do not get/have appropriate training
- 4 Member libraries are dispersed over a large geographic area
- 5 Member libraries' staff do not have the appropriate knowledge and skills
- 6 Member libraries lack appropriate level of technology
- 7 Available training does not meet needs of member libraries
- 8 Other: _____

13a. Which of the above do you consider the biggest barrier: _____

14. About how many people did your member libraries serve through the following projects since 1997-98? *For example, if your member libraries served 10 older adults who were also rural and low-income, you should enter the number 10 under the "low-income," "older adults," and "rural residents" categories.*

	Number	No Services Offered
Low-income	_____	0
Bilingual/English as a second language (ESL) limited English proficiency (LEP)	_____	0
Older adults	_____	0
Early childhood/New mothers	_____	0
Youth	_____	0
People with disabilities	_____	0
Rural residents	_____	0
Urban, inner city residents	_____	0
Low literate adults	_____	0
Intergenerational groups	_____	0

15. What benefits do libraries get from being members of your Library System?
(CIRCLE ALL THAT APPLY)

- 1 Offer programs to meet the needs of special populations in their community
- 2 Libraries have increased management and operations knowledge and competence
- 3 Libraries have a materials collection that is current, broad in scope and can better meet the needs of their community
- 4 Libraries are better able to utilize new technology and resources to serve their community
- 5 Libraries offer enhanced access to a variety of information
- 6 Libraries are able to obtain additional funding and other resources to improve library services
- 7 Libraries are able to plan services to meet the future needs of their community
- 8 Other: _____

15a. Of these benefits, which is the most important benefit, the second most important, and the third most important? (RECORD NUMBERS FROM THE QUESTION ABOVE)

First most important: _____

Second most important: _____

Third most important: _____

TANG (Technical Assistance Negotiated Grants)

The objective of the TANG program which began in 1998-99 has been to enable library staff to better use and maintain information resource technology in their libraries.

16. Has your Library System used TANG funds to provide the following services?
(CIRCLE YES OR NO IN THE TABLE BELOW)

16a. About what percent of member libraries received the following services from you through TANG? (RECORD PERCENT IN THE TABLE BELOW)

	Q.16 Used TANG		Q.16a Percent of Member Libraries Served
	To: Yes	No	
Hire a technician to train staff of member libraries (includes travel, training, attendance at workshops/conferences)	1	2	_____%
Inventory libraries' hardware, software, staff computer skills	1	2	_____%
Train individual library staff, provide tailored training	1	2	_____%
Train groups of member libraries' staff through workshops	1	2	_____%
Provide training using TANG-funded laptops	1	2	_____%
Develop technical training materials for libraries	1	2	_____%
Purchase computer hardware, software, security software, tool kits, cleaning kits, and replacement parts for libraries	1	2	_____%
Provide network testing using TANG-funded equipment (e.g. Fluke)	1	2	_____%
Maintain a small parts inventory for hands-on assistance	1	2	_____%
Consult and assist libraries in person, by phone or online with technology issues	1	2	_____%
Contract for in-depth consulting, as needed	1	2	_____%
Provide information from a technical information subscription service	1	2	_____%
Provide hands-on assistance to library staff	1	2	_____%
Provide information through newsletters or online on technology issues	1	2	_____%
Assist libraries with technical grants	1	2	_____%
Arrange for training by vendors through classes, workshops, Internet-based, or video-based	1	2	_____%
Purchase technical manuals or other technical materials for libraries	1	2	_____%
Other: _____	1	2	_____%

17. How helpful have these TANG services been to your member libraries.
Please use the following scale:

- | | | | |
|---|---------------------------|---|---|
| 1 | <i>Very helpful</i> | 5 | <i>Not at all helpful</i> |
| 2 | <i>Helpful</i> | 6 | <i>Unsure</i> |
| 3 | <i>Moderately helpful</i> | 0 | <i>Not applicable/Did not provide service</i> |
| 4 | <i>Of little help</i> | | |

Hire a technician to train staff of member libraries (includes travel, training, attendance at workshops/conferences)	1	2	3	4	5	6	0
Inventory libraries' hardware, software, staff computer skills	1	2	3	4	5	6	0
Train individual library staff, provide tailored training	1	2	3	4	5	6	0
Train groups of member libraries' staff through workshops	1	2	3	4	5	6	0
Provide training using TANG-funded laptops	1	2	3	4	5	6	0
Develop technical training materials for libraries	1	2	3	4	5	6	0
Purchase computer hardware, software, security software, tool kits, cleaning kits, and replacement parts for libraries	1	2	3	4	5	6	0
Provide network testing using TANG-funded equipment (e.g. Fluke)	1	2	3	4	5	6	0
Maintain a small parts inventory for hands-on assistance	1	2	3	4	5	6	0
Consult and assist libraries in person, by phone or online with technology issues	1	2	3	4	5	6	0
Contract for in-depth consulting, as needed	1	2	3	4	5	6	0
Provide information from a technical information subscription service	1	2	3	4	5	6	0
Provide hands-on assistance to library staff	1	2	3	4	5	6	0
Provide information through newsletters or online on technology issues	1	2	3	4	5	6	0
Assist libraries with technical grants	1	2	3	4	5	6	0
Arrange for training by vendors through classes, workshops, Internet-based, or video-based	1	2	3	4	5	6	0
Purchase technical manuals or other technical materials for libraries	1	2	3	4	5	6	0
Other: _____	1	2	3	4	5	6	0

18. Overall, how helpful have your TANG strategies been in meeting the needs of member libraries? **(CIRCLE ONE ONLY)**

- 1 Very helpful
- 2 Helpful
- 3 Moderately helpful
- 4 Of little help **(SKIP TO Q.18b)**
- 5 Not at all helpful **(SKIP TO Q.18b)**
- 6 Unsure **(SKIP TO Q.19)**

18a. Please give one or two examples demonstrating how your TANG strategies have helped libraries.

SKIP TO Q. 19

18b. Why have these TANG strategies not been helpful to member libraries?

19. Which of the following topics have you addressed through TANG training, consultation, or other assistance, rarely, sometimes, often or never? (**CIRCLE A NUMBER FOR EACH**)

	Never	Rarely	Some- times	Often
Wireless	0	1	2	3
Assist library staff in working with vendors	0	1	2	3
Wiring and testing	0	1	2	3
Automation software upgrades and conversions	0	1	2	3
Installations	0	1	2	3
Security	0	1	2	3
Servers	0	1	2	3
Operating systems	0	1	2	3
Networking	0	1	2	3
Network Maintenance	0	1	2	3
Web site setup/development	0	1	2	3
Videoconferencing	0	1	2	3
Hardware maintenance	0	1	2	3
Cleaning	0	1	2	3
Troubleshooting	0	1	2	3
Gates, Tocker, TIF, other grant application and implementation (technical aspects, what they need to purchase, etc.)	0	1	2	3
A+ certification	0	1	2	3
Microsoft Certified Professional	0	1	2	3
Certified Novell Administrator	0	1	2	3
Introduction to PCs	0	1	2	3
Windows 98	0	1	2	3
Windows 2000	0	1	2	3
Windows NT	0	1	2	3
Internetworking with TCP/IP	0	1	2	3
Other: _____	0	1	2	3

20. What factors have contributed to the success of your TANG strategies? (**CIRCLE ALL THAT APPLY**)

- 1 Technician's expertise and knowledge
- 2 Technician has experience in working with libraries
- 3 Training was tailored to the level of knowledge/skills of staff
- 4 Training was hands-on
- 5 Technician provided training on-site
- 6 Technician provided follow-up training, where needed
- 7 Materials developed were user friendly
- 8 Technician has a 1-800 line for technical assistance
- 9 Technician established a relationship of trust with staff of member libraries
- 10 Technician's communication abilities
- 11 A users' needs survey
- 12 Other: _____

21. Before you provided training and assistance to member libraries through TANG, about what percent of your member libraries were technologically self-sufficient?
_____%

22. After implementing TANG, about what percent of the libraries are technologically self-sufficient? _____%

23. Have you detected any change from FY99 to FY01 in the types of assistance or training requested by member libraries? (**CIRCLE ONE ONLY**)

- 1 Yes, a lot of change
- 2 Yes, some change
- 3 No change (**SKIP TO Q.24**)
- 4 Unsure/Don't know (**SKIP TO Q.24**)

23a. What changes have you seen in the type of assistance or training requested by member libraries over this time period?

24. Do member libraries who received TANG assistance offer more access to electronic resources to their users/patrons?

- 1 Yes
- 2 No (**SKIP TO Q.25**)
- 3 Unsure/Don't know (**SKIP TO Q.25**)

24a. To what extent do member libraries who received TANG assistance presently offer greater access to their users/patrons? (**CIRCLE ONE ONLY**)

- 1 To a great extent
- 2 To a moderate extent
- 3 To some extent
- 4 To a minor extent
- 5 Not at all
- 6 Unsure

24b. Please give one or two examples demonstrating how member libraries have offered greater access to electronic resources to their users/patrons.

25. What changes have you seen in the ability of public library staff to use and maintain information resource technology as a result of TANG?

26. Do you have any other comments or suggestions about the Systems and TANG grants? Please share these comments with us in the space below.

Thank you for completing the questionnaire!

If you have any questions, please contact Dr. Ester Smith by phone at (512) 467-8807
or e-mail at egs@io.com

Please mail the completed questionnaire in the enclosed envelope to:

EGS Research & Consulting
6106 Ledge Mountain
Austin, TX 78731

LIBRARY QUESTIONNAIRE

This questionnaire covers the years 1997-98, 1998-99, 1999-00, and 2000-01

1. With which one of the following library systems are you associated: (**CIRCLE ONE ONLY**)

- 1 Big Country Library System (BCLS)
- 2 Texas Panhandle Library System (TPLS)
- 3 Central Texas Library System (CTLS)
- 4 South Texas Library System (STLS)
- 5 Northeast Texas Library System (NETLS)
- 6 Texas Trans-Pecos Library System (TTPLS)
- 7 North Texas Regional Library System (NTRLs)
- 8 Houston Area Library System (HALS)
- 9 West Texas Library System (WTLS)
- 10 Alamo Area Library System (AALS)

2. Do you primarily serve: (**CIRCLE ONE ONLY**)

- 1 Urban areas
- 2 Suburban areas
- 3 Rural areas
- 4 Other: _____

3. When did you become a member of the Library System? _____

4. Does your library: (**RECORD YES OR NO FOR EACH**)

	Yes	No
Have an automated catalog and circulation system?	1	2
Have an automated catalog that is available through the Internet?	1	2
Have an automated circulation system that is available through the Internet?	1	2
Have an Internet connection?	1	2
Provide access to online databases to end users?	1	2

5. Do you have a long-range plan (outside of the technology plan you might have developed for e-rate)?

- 1 Yes
- 2 No (**SKIP TO Q.6**)

5a. Does your long-range plan address future trends and how your library is likely to respond to them?

- 1 Yes
- 2 No

6. Are you a member of any consortium?

- 1 Yes
- 2 No (**SKIP TO Q.7**)

6a. To which types of consortia do you belong?

- 1 Public libraries only
- 2 Multi-type libraries
- 3 Other: _____

6b. Please describe the consortium to which you belong?

7. Aside from your consortia, do you collaborate regularly with: (**CIRCLE ALL THAT APPLY**)

- 1 Public libraries
- 2 School libraries
- 3 Academic libraries
- 4 Special libraries (e.g. law, medicine, engineering)
- 5 Other types of libraries: _____

8. Which of the following statements describe how you collaborate with these libraries? (**CIRCLE ALL THAT APPLY**)

- 1 Reciprocal borrowing
- 2 Borrow materials from libraries
- 3 Lend materials to libraries
- 4 Share electronic resources or other materials
- 5 Union Catalog
- 6 Courier services
- 7 Coordinate or offer joint programs, classes, or other activities
- 8 Other: _____

9. Which of the following services have you received from your respective Library System since 1997-98? (**CIRCLE ALL THAT APPLY**)

- 1 Funds for collection development: books and other materials
- 2 Funds for library video collection operation
- 3 Funds for computers
- 4 Funds for installing an Internet connection
- 5 Funds for upgrading the library's Internet connection
- 6 Training library staff in the management and use of electronic resources
- 7 Training and helping library staff to write grants; assistance with grant writing
- 8 Training library staff in the development of long-range plans
- 9 Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment
- 10 Purchasing and upgrading library's hardware and software
- 11 Purchasing equipment for accessing electronic resources
- 12 Purchasing office and other equipment for library
- 13 Funding bilingual/ESL and literacy projects
- 14 Funding projects serving youth
- 15 Funding projects to serve older adults
- 16 Funding projects to serve people with disabilities
- 17 Providing funds for planning projects
- 18 Providing funds for library automation projects
- 19 Assistance with reference questions
- 20 Continuing education services for staff
- 21 Continuing education services for library advisory board
- 22 Consulting services
- 23 Other: _____

10. How satisfied have you been with each of the services you have received from your respective Library System? Use a 10-point scale where 1 refers to "very dissatisfied" and 10 refers to "very satisfied." If you did not get a service, please circle "0."

	Not Applicable	Very Dissatisfied									Very Satisfied
Funds for collection development:											
books and other materials	0	1	2	3	4	5	6	7	8	9	10
Funds for library video collection operation	0	1	2	3	4	5	6	7	8	9	10
Funds for computers	0	1	2	3	4	5	6	7	8	9	10
Funds for installing an Internet connection	0	1	2	3	4	5	6	7	8	9	10
Funds for upgrading the library's Internet Connection	0	1	2	3	4	5	6	7	8	9	10
Training library staff in the management and use of electronic resources	0	1	2	3	4	5	6	7	8	9	10
Training and helping library staff to write grants; assistance with grant writing	0	1	2	3	4	5	6	7	8	9	10
Training library staff in the development of long-range plans	0	1	2	3	4	5	6	7	8	9	10
Purchasing for or assisting with the purchase of video and teleconferencing/ distance learning equipment	0	1	2	3	4	5	6	7	8	9	10
Purchasing and upgrading library's hardware and software	0	1	2	3	4	5	6	7	8	9	10
Purchasing equipment for accessing electronic resources	0	1	2	3	4	5	6	7	8	9	10
Purchasing office and other equipment	0	1	2	3	4	5	6	7	8	9	10
Funding bilingual/ESL and literacy projects	0	1	2	3	4	5	6	7	8	9	10
Funding projects serving youth	0	1	2	3	4	5	6	7	8	9	10
Funding projects to serve older adults	0	1	2	3	4	5	6	7	8	9	10
Funding projects to serve people with disabilities	0	1	2	3	4	5	6	7	8	9	10
Providing funds for planning projects	0	1	2	3	4	5	6	7	8	9	10
Providing funds for library automation projects	0	1	2	3	4	5	6	7	8	9	10
Assistance with reference questions	0	1	2	3	4	5	6	7	8	9	10
Continuing education services for staff	0	1	2	3	4	5	6	7	8	9	10
Continuing education services for library advisory board	0	1	2	3	4	5	6	7	8	9	10
Consulting services	0	1	2	3	4	5	6	7	8	9	10
Other: _____	0	1	2	3	4	5	6	7	8	9	10

11. If you have been dissatisfied (ratings of 1, 2, 3, or 4) with any of the services you have received from your respective Library System, please explain why you have been dissatisfied.

12. Overall, how helpful have the services your respective Library System provided to you been in meeting your needs? **(CIRCLE ONE ONLY)**

- 1 Very helpful
- 2 Helpful
- 3 Moderately helpful
- 4 Of little help
- 5 Not at all helpful
- 6 Unsure

13. If you received funding from your respective Library System for any of the following types of projects, please indicate about how many individuals you have served since 1997-98. *For example, if you served 10 older adults who were also rural and low-income, you should enter the number 10 under the "low-income," "older adults," and "rural residents" categories.*

	Number Served	No Services Offered
Low-income	_____	0
Bilingual/English as a second language (ESL), limited English proficiency (LEP)	_____	0
Older adults	_____	0
Early childhood/New mothers	_____	0
Youth	_____	0
People with disabilities	_____	0
Rural residents	_____	0
Urban, inner city residents	_____	0
Low literate adults	_____	0
Intergenerational groups	_____	0

14. How satisfied have been the persons you served in these projects with the services you provided? Use a 10-point scale where 1 refers to "very dissatisfied" and 10 refers to "very satisfied."

	Not Applicable	Very Dissatisfied					Very Satisfied				
	0	1	2	3	4	5	6	7	8	9	10
Low-income	0	1	2	3	4	5	6	7	8	9	10
Bilingual/English as a second language (ESL)/limited English proficiency (LEP)	0	1	2	3	4	5	6	7	8	9	10
Older adults	0	1	2	3	4	5	6	7	8	9	10
Early childhood/New mothers	0	1	2	3	4	5	6	7	8	9	10
Youth	0	1	2	3	4	5	6	7	8	9	10
People with disabilities	0	1	2	3	4	5	6	7	8	9	10
Rural residents	0	1	2	3	4	5	6	7	8	9	10
Urban, inner city residents	0	1	2	3	4	5	6	7	8	9	10
Low literate adults	0	1	2	3	4	5	6	7	8	9	10
Intergenerational groups	0	1	2	3	4	5	6	7	8	9	10

15. To what extent have the services your respective Library System provided to you helped you improve ...**(CIRCLE ONE FOR EACH)**

	To a Great Extent	To a Moderate Extent	To a Minor Extent	Not at All
Your collection	1	2	3	4
Your technology	1	2	3	4
Your library operations	1	2	3	4
Your library management	1	2	3	4
Your planning	1	2	3	4
The range of services you provide	1	2	3	4
The quality of services you provide	1	2	3	4
Your ability to serve individuals you could not serve before	1	2	3	4

16. In your experience, what are the major benefits that you have derived from being a member of your respective Library System? **(CIRCLE ALL THAT APPLY)**

- 1 Offered programs to meet the needs of special populations
- 2 Increased staff's knowledge and competence of library management and operations
- 3 Have a materials collection that is current, broad in scope and can better meet the needs of the community
- 4 Library is better able to utilize new technology and resources to serve the community
- 5 Library offers enhanced access to a variety of information
- 6 Library is able to obtain additional funding and other resources to improve services
- 7 Library is able to plan services to meet the future needs of the community
- 8 Other: _____

17. Did your staff receive technology-related training, consulting or assistance from your respective Library System since 1998-99?

- 1 Yes
- 2 No (**SKIP TO Q.18**)

17a. How helpful has the technology-related training, consulting or assistance you received from the Library System been in meeting your technology needs? (**CIRCLE ONE ONLY**)

- 1 Very helpful (**SKIP TO Q.18**)
- 2 Helpful (**SKIP TO Q.18**)
- 3 Moderately helpful (**SKIP TO Q.18**)
- 4 Of little help (**CONTINUE**)
- 5 Not at all helpful (**CONTINUE**)
- 6 Unsure (**SKIP TO Q.18**)

17b. Why was the technology training, consulting or assistance not helpful?

(SKIP TO Q.19)

18. What did you/your staff like best about the technology-related training, consulting or assistance your Library System provided? (**CIRCLE ALL THAT APPLY**)

- 1 Technician's expertise and knowledge
- 2 Technician has experience in working with libraries
- 3 Training was tailored to the level of knowledge/skills of staff
- 4 Training was hands-on
- 5 Technician provided training on-site
- 6 Technician provided follow-up training where needed
- 7 Materials were user friendly
- 8 Technician has a 1-800 line for technical assistance
- 9 Technician established a relationship of trust with staff of the library
- 10 Training was tailored to library needs
- 11 Technician's communication abilities
- 12 Other: _____

19. **Before** you/your staff received technology-related training, consulting or assistance from the Library System, to what extent was your library technologically self-sufficient? (**CIRCLE ONE NUMBER IN THE "BEFORE" COLUMN**)
- 19a. **As a result** of the technology-training, consulting or assistance that you/your staff received, to what extent is your library technologically more self-sufficient? (**CIRCLE ONE NUMBER IN THE "AS A RESULT" COLUMN**)

	Q.19 Before	Q.19a As a Result
To a great extent	1	1
To a moderate extent	2	2
To some extent	3	3
To a minor extent	4	4
Not at all	5	5

20. As a result of the technology-related training, consulting, and assistance that you have received from your respective Library System, is your library better able to use and maintain information resource technology? (**CIRCLE ONE ONLY**)

- 1 To a great extent
- 2 To a moderate extent
- 3 To some extent
- 4 To a minor extent
- 5 Not at all

21. Do you have any other comments or suggestions about the services the Library System provides to you? Please share these comments with us in the space below.

Thank you for completing the questionnaire!

If you have any questions, please contact Dr. Ester Smith by phone at (512) 467-8807 or e-mail at egs@io.com

Please mail the completed questionnaire in the enclosed envelope to:

**EGS Research & Consulting
6106 Ledge Mountain
Austin, TX 78731**

LIBRARY QUESTIONNAIRE - SPECIAL PROJECTS GRANT PROGRAM

Your library has received a Special Projects Grant from the Texas State Library to expand services to all members of the community by targeting special populations.

1. With which one of the following systems are you associated: **(CIRCLE ONE ONLY)**

- 1 Big Country Library System (BCLS)
- 2 Texas Panhandle Library System (TPLS)
- 3 Central Texas Library System (CTLS)
- 4 South Texas Library System (STLS)
- 5 Northeast Texas Library System (NETLS)
- 6 Texas Trans-Pecos Library System (TTPLS)
- 7 North Texas Regional Library System (NTRLS)
- 8 Houston Area Library System (HALS)
- 9 West Texas Library System (WTLS)
- 10 Alamo Area Library System (AALS)

2. Do you primarily serve: **(CIRCLE ONE ONLY)**

- 1 Urban areas
- 2 Suburban areas
- 3 Rural areas
- 4 Other: _____

3. Which of the following services have you provided under the Special Projects Grant? **(CIRCLE ALL THAT APPLY)**

- 1 Provided books to low-income children
- 2 Conducted group story times for low-income children
- 3 Developed and provided story kits for daycare providers
- 4 Expanded the library's non-English language collection
- 5 Introduced new mothers to the library
- 6 Developed an early childhood literacy program
- 7 Developed and provided special programs and events to patrons with limited English proficiency (LEP) or English as a second language (ESL)
- 8 Offered special programs and library tours to low-income patrons
- 9 Offered ESL/literacy classes
- 10 Offered group story times for bilingual patrons
- 11 Developed and offered programs for older adults
- 12 Developed and offered programs for youth
- 13 Offered job assistance to bilingual patrons
- 14 Educated low-income parents on the importance of reading
- 15 Provided library services to the homebound
- 16 Educated daycare providers in importance of and methods for reading to children
- 17 Educated daycare providers about the availability of library services
- 18 Other: _____

4. What special populations has your library served through the Special Projects Grant? (CIRCLE ALL THAT APPLY)

- 1 Low-income
- 2 Bilingual/English as a second language (ESL)/limited English proficiency (LEP)
- 3 Older adults
- 4 Early childhood/New mothers
- 5 Youth
- 6 People with disabilities
- 7 Rural residents
- 8 Urban, inner city residents
- 9 Low literate adults
- 10 Intergenerational groups
- 11 Other: _____

5. About how many people did you serve through your Special Projects Grant(s)? *For example, if you served 10 older adults who were also rural and low-income, you should enter the number 10 under the "low-income," "older adults," and "rural residents" categories.*

	Number Served	No Services Offered
Low-income	_____	0
Bilingual/English as a second language (ESL), limited English proficiency (LEP)	_____	0
Older adults	_____	0
Early childhood/New mothers	_____	0
Youth	_____	0
People with disabilities	_____	0
Rural residents	_____	0
Urban, inner city residents	_____	0
Low literate adults	_____	0
Intergenerational groups	_____	0

6. Overall, how satisfied have the populations you served through the grant been with the services you provided to them? Use a 10-point scale where 1 refers to "very dissatisfied" and 10 refers to "very satisfied." If you did not serve a specific group, please circle "0" for "not applicable."

	Not Applicable	Very Dissatisfied					Very Satisfied				
	0	1	2	3	4	5	6	7	8	9	10
Low-income	0	1	2	3	4	5	6	7	8	9	10
Bilingual/English as a second language (ESL)/limited English proficiency (LEP)	0	1	2	3	4	5	6	7	8	9	10
Older adults	0	1	2	3	4	5	6	7	8	9	10
Early childhood/New mothers	0	1	2	3	4	5	6	7	8	9	10
Youth	0	1	2	3	4	5	6	7	8	9	10
People with disabilities	0	1	2	3	4	5	6	7	8	9	10
Rural residents	0	1	2	3	4	5	6	7	8	9	10
Urban, inner city residents	0	1	2	3	4	5	6	7	8	9	10
Low literate adults	0	1	2	3	4	5	6	7	8	9	10
Intergenerational groups	0	1	2	3	4	5	6	7	8	9	10
Other: _____	0	1	2	3	4	5	6	7	8	9	10

7. Did you continue to provide **all** the services funded under the Special Projects Grant, after the grant period ended?

- 1 Yes (**SKIP TO Q.7c**)
- 2 No
- 3 Grant has continued through the current year (**SKIP TO Q.8**)

7a. Did you continue to provide some or none of the services after the grant ended?

- 1 Some services
- 2 None (**SKIP TO Q.7d**)

7b. Which services did you continue to provide? Use the list of services in question 3 and record the number for the services you continued to provide after the grant ended:

7c. Did you continue to provide services after the grant ended:

- 1 As funded (no change)
- 2 In an expanded form
- 3 In a more limited form
- 4 Other: _____

SKIP TO Q.8

7d. Why didn't you continue to provide these services after the grant ended? (**CIRCLE ALL THAT APPLY**)

- 1 No funds
- 2 Do not have appropriate staff
- 3 Little or no demand for service
- 4 The need was met
- 5 Other: _____

8. Which of the following statements describe the impact that the services you provided through the Special Projects Grant have had? (**CIRCLE ALL THAT APPLY**)

- 1 Increased literacy rate in community
- 2 Increased English proficiency of community members
- 3 Increased the number of patrons/users
- 4 Recruited new groups as patrons (e.g. bilingual, limited English proficiency, older adults, people with disabilities)
- 5 Improved job search skills
- 6 Increased employment opportunities
- 7 Increased number of preschool children exposed to reading
- 8 Increased recognition on the part of parents or caregivers of preschool children of the importance of reading
- 9 Increased computer skills
- 10 Other: _____

9. Do you have any other comments or suggestions about the services the Special Projects Grant Program provided to your patrons and examples of how they benefited? Please share these comments and examples with us in the space below.

10. What is the name of your Special Projects Grant: _____

Thank you for completing the questionnaire!

If you have any questions, please contact Dr. Ester Smith by phone at (512) 467-8807 or e-mail at egs@io.com

Please mail the completed questionnaire in the enclosed envelope to:

**EGS Research & Consulting
6106 Ledge Mountain
Austin, TX 78731**

**LIBRARY PATRON/USER QUESTIONNAIRE
(SPECIAL PROJECTS)**

You have received grant-supported services from this library between September 2000 and August 2001. Answer a few questions about the services that you have received.

1. Can you please indicate the program in which you participated or the services you received from the library between September 2000 and August 2001? (**CIRCLE ALL THAT APPLY**)

- 1 Reading program
- 2 English language program or bilingual program
- 3 How to use computers
- 4 How to use the Internet
- 5 How to use the library for myself
- 6 How to use the library for children
- 7 How to help my child (or other children) with reading
- 8 How to find a good job
- 9 Delivery of library services to my home
- 10 Other: _____

2. How did you hear about this program or these services? (**CIRCLE ALL THAT APPLY**)

- 1 Got a letter from an agency
- 2 Read about it in the newspaper
- 3 Heard about it on the radio/television
- 4 Saw an announcement in the library
- 5 Friend/Relative told me about it
- 6 Daycare provider or teacher told me about it
- 7 Other: _____

3. How satisfied have you been overall with these services? (**CIRCLE ONE ONLY**)

- | | | | |
|---|------------------------------------|---|-----------------------|
| 1 | Very satisfied | 5 | Somewhat dissatisfied |
| 2 | Satisfied | 6 | Dissatisfied |
| 3 | Somewhat satisfied | 7 | Very dissatisfied |
| 4 | Neither satisfied nor dissatisfied | | |

4. What did you like best about the program in which you participated?

4a. What didn't you like about the program in which you participated?

5. In which ways has this program helped you? (**CIRCLE ALL THAT APPLY**)

- 1 I can read better
- 2 I can understand English better
- 3 I learned how to use a computer or improved my computer skills
- 4 I learned how to use the Internet
- 5 I learned how to look for a job
- 6 I check out books and other materials from the library
- 7 I know more about available library services
- 8 I read more with my child(ren)
- 9 I got a job or a better job
- 10 Other: _____

6. Tell us a little about yourself. Which of the following categories represents your age? (**CIRCLE ONE ONLY**)

- | | | | |
|---|---------------|----|------------------|
| 1 | 18 or younger | 6 | 51-60 |
| 2 | 19-25 | 7 | 61-65 |
| 3 | 26-30 | 8 | 66-70 |
| 4 | 31-40 | 9 | Over 70 |
| 5 | 41-50 | 10 | Refuse to answer |

7. What is your ethnic background: (**CIRCLE ONE ONLY**)

- 1 White/Anglo
- 2 Hispanic
- 3 African American
- 4 Asian American
- 5 Native American
- 6 Other: _____

8. Please answer "Yes" or "No" to each of the following.

	Yes	No
Are you a parent of pre-school or elementary school children	1	2
Are you a daycare provider	1	2
Are you homebound	1	2
Is English your native language	1	2

THANK YOU FOR COMPLETING THE QUESTIONNAIRE!

**CUESTIONARIO DE PATRON/USADOR DE LA BIBLIOTECA
(PROYECTOS ESPECIALES)**

Ud. ha recibido servicios de esta biblioteca durante el mes de septiembre, año 2000 hasta el mes de agosto, año 2001. Por favor responda a estas preguntas que pertenecen a los servicios que Ud. ha recibido.

1. ¿Puede indicar en cuales programas Ud. ha participado y los servicios que ha recibido de la biblioteca durante septiembre 2000 hasta agosto 2001? (**MARQUE UN CIRCULO ALREDEDOR DE TODOS LOS SERVICIOS QUE HA RECIBIDO**)

1 Programa de lectura

- 2 Programa de ingles o programa bilingüe.
3 Clases en el uso de computadoras
4 Clases para apredender el uso del internet
5 Como usar la biblioteca para mí
6 Como usar la biblioteca para los niños
7 Como ayudar a mi hijo/hija (o otros niños) con la lectura
8 Como puedo obtener un buen trabajo
9 La entrega de la biblioteca atiende a mi casa
10 Otros servicios: _____
2. Como supo Ud. de este programa o de estos servicios? (**MARQUE UN CIRCULO ALREDEDOR DE TODOS LOS SERVICIOS QUE LE APLIQUEN**)
- 1 Recibí una carta de una agencia
2 Lo leí en el periodico
3 Lo oí en la radio o en la televisión
4 Ví un anuncio en la biblioteca
5 Un amigo/pariente me lo dijo
6 Un profesor/maestro/maestra me lo dijo
7 ¿Otra manera? : _____
3. ¿Que tan satisfecho esta con estos servicios? (**MARQUE SOLAMENTE UNO CON UN CIRCULO**)
- | | | | |
|---|------------------------------|---|-------------------------|
| 1 | Muy satisfecho | 5 | Algun tanto descontento |
| 2 | Satisfecho | 6 | Descontento |
| 3 | Algún tanto satisfecho | 7 | Muy descontento |
| 4 | Ni satisfecho ni descontento | | |
4. ¿Que le gusto más del programa en que participo?

4a. ¿Que cosas no le gusto del programa en que tomo parte?

5. ¿Como le ayudo este programa? (**MARQUE CON UN CIRCULO TODAS LAS COSAS QUE LE APLICAN**)

1 Puedo leer mejor

2 Puedo entender el inglés mejor

3 Aprendí a usar la computadora o mejore en el uso de computadoras

4 Aprendí a usar el internet

5 Aprendí como buscar un trabajo

6 Uso libros y otros materials de la biblioteca.

7 Se más de los servicios de la biblioteca.

8 Leo más con mi niño (niños)

9 Obtení un trabajo o obtení un trabajo mejor

10 ¿Otras cosas?: _____

6. Diganos algunas cosas de Ud. ¿Que es su edad? (**MARQUE SOLAMENTE UNO CON UN CIRCULO**)

1 18 or menos

6 51-60

2 19-25

7 61-65

3 26-30

8 66-70

4 31-40

9 Mas que 70

5 41-50

10 No quiero responder

7. ¿Que es su etnia? (**MARQUE SOLAMANETE UNO CON UN CIRCULO**)

1 Blanco/anglo

2 Hispano

3 Americano africano

4 American asiático

5 Americano nativo

6 Otro: _____

8. Por favor, responda con "Si"o "No" cada pregunta.

	Si	No
¿Es Ud. padre de niños en la escuela primaria o de niños de edad pre-escolar?	1	2
¿Es Ud. cuidador(a) de ninos?	1	2
¿Esta Ud. confinado a su casa, (limitado a su casa)	1	2
¿Es ingles su idioma nativo?	1	2

GRACIAS POR COMPLETAR ESTE CUESTIONARIO.

APPENDIX B:
Analysis By
URBAN, SUBURBAN, RURAL PRIMARY
AREA OF SERVICE

APPENDIX B: URBAN, SUBURBAN, RURAL PRIMARY AREA OF SERVICE

This analysis includes data from 411 libraries (97 percent). Libraries whose primary area of service is a mix of urban, suburban and rural were excluded from the analysis. Nine percent of the libraries (N=38) serve primarily urban areas, 18 percent (76) serve primarily suburban areas, and 72 percent (297) serve primarily rural areas. The distribution of libraries by Library System and primary area of service is presented in the table below.

Table B.1

Library Systems	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Big Country Library System (BCLS)	4	10.5%	--	--	31	10.4%
Texas Panhandle Library System (TPLS)	--	--	1	1.3%	23	7.7%
Central Texas Library System (CTLS)	3	7.9%	15	19.7%	37	12.5%
South Texas Library System (STLS)	5	13.2%	2	2.6%	22	7.4%
Northeast Texas Library System (NETLS)	8	21.1%	19	25.0%	50	16.8%
Texas Trans-Pecos Library System (TTPLS)	2	5.3%	--	--	12	4.0%
North Texas Regional Library System (NTRLs)	5	13.2%	24	31.6%	31	10.4%
Houston Area Library System (HALS)	7	18.4%	11	14.5%	34	11.4%
West Texas Library System (WTLS)	2	5.3%	1	1.3%	23	7.7%
Alamo Area Library System (AALS)	2	5.3%	3	3.9%	34	11.4%

In five of the ten Library Systems, 86 percent or more of the libraries that responded to the survey primarily serve rural areas. These included TTPLS, AALS, WTLS, BCLS, and TPLS. 96 percent of the libraries associated with TPLS primarily serve rural areas. NTRLs has the lowest percent of libraries primarily serving rural areas (52 percent) and the highest percent of libraries primarily serving suburban areas: 40 percent. Twenty to 27 percent of the libraries associated with HALS, NETLS, and CTLS primarily serve suburban areas.

Table B.2

Library System	Number of Libraries	Urban		Suburban		Rural	
		# (38)	%	# (76)	%	# (297)	%
BCLS	35	4	11.4%	--	--	31	88.6%
TPLS	24	--	--	1	4.2%	23	95.8%
CTLS	55	3	5.4%	15	27.3%	37	67.3%
STLS	29	5	17.2%	2	6.9%	22	75.9%
NETLS	77	8	10.4%	19	24.7%	50	64.9%
TTPLS	14	2	14.3%	--	--	12	85.7%
NTRLS	60	5	8.3%	24	40.0%	31	51.7%
HALS	52	7	13.5%	11	21.1%	34	65.4%
WTLS	26	2	7.7%	1	3.8%	23	88.5%
AALS	39	2	5.1%	3	7.7%	34	87.2%

1. Library Operations

Internet connectivity was similar across all types of libraries, regardless of their primary area of service. Providing patron access to online databases was lower in libraries serving rural areas (76 percent) compared with libraries serving urban (89 percent) and suburban areas (82 percent). Primary area of service held a significant degree of association with the level of library automation. For example, 70 percent of libraries primarily serving rural areas compared with 84 to 88 percent of libraries primarily serving urban and suburban areas had automated catalog and circulation systems. The three categories of libraries also differed significantly in the availability of their automated circulation system through the Internet: fewer libraries serving primarily rural areas (11 percent) had such capabilities compared with libraries serving primarily urban (39 percent) and suburban (37 percent) areas. The three types of libraries also differed significantly in having long-range plans. Fewer libraries serving rural areas (34 percent) than libraries serving urban (50 percent) or suburban (45 percent) areas had long-range plans.

Table B.3

Library Has	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Automated catalog and circulation system*	32	84.2%	66	86.8%	207	69.7%
Automated catalog available through the Internet*	26	68.4%	47	61.8%	87	29.3%
Automated circulation system that is available through the Internet*	15	39.5%	28	36.8%	32	10.8%
Internet connection	37	97.4%	75	98.7%	287	96.6%
Library provides access to online databases to end users	34	89.5%	62	81.6%	226	76.1%
Long-range plan*	19	50.0%	34	44.7%	100	33.7%
Long-range plan addresses future trends	17	89.5%	27	79.4%	81	81.0%

* Differences are statistically significant.

The three types of libraries also differed significantly in their participation in consortia. A larger percent of libraries serving urban areas (45 percent) compared with those serving suburban (32 percent) or rural areas (19 percent) participated in consortia.

Table B.4

Library Participation in Consortia	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Library is member of consortium*	17	44.7%	25	32.5%	58	19.5%
Type of consortia						
Public libraries only	6	37.5%	13	52.0%	21	38.9%
Multi-type libraries	9	56.3%	12	48.0%	32	59.3%
Other	1	6.3%	--	--	1	1.9%

* Chi-square=15.34, 2 d.f., p<.00047.

A larger percent of public libraries serving primarily urban areas tended to collaborate regularly with a larger range of different types of libraries, especially with academic and special libraries, than public libraries serving primarily suburban or rural areas.

Table B.5

Library Collaborated Regularly with:	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Public libraries	27	77.1%	63	91.3%	228	86.4%
School libraries	24	68.6%	34	49.3%	165	62.5%
Academic libraries	20	57.1%	14	20.3%	50	18.9%
Special libraries (law, medicine, engineering)	8	22.9%	1	1.4%	13	4.9%
Other types of libraries	3	7.9%	1	1.4%	16	5.4%

Regardless of their primary area of service, libraries engaged in a range of collaborative activities. However, a larger percent of libraries serving primarily urban areas used the Union Catalog and coordinated or offered joint programs, classes or activities than libraries serving primarily suburban or rural areas, as shown in the table below.

Table B.6

Methods of Collaboration	Urban		Suburban		Rural	
	# (36)	%	# (67)	%	# (257)	%
Reciprocal borrowing	21	58.3%	42	62.7%	102	39.7%
Borrow materials from libraries	27	75.0%	39	58.2%	192	74.7%
Lend materials to libraries	24	66.7%	29	43.3%	126	49.0%
Share electronic resources or other materials	9	25.0%	9	13.4%	51	19.8%
Union Catalog	6	16.7%	4	6.0%	18	7.0%
Courier services	14	18.9%	20	29.9%	15	5.8%
Coordinate or offer joint programs, classes or other activities	20	55.6%	29	43.3%	82	31.9%
Coordinate services for students	2	5.6%	3	4.5%	10	3.9%
Share information, advice, meet regularly	--	--	1	1.55	16	6.2%
Other	1	2.8%	3	4.5%	10	3.9%

Regardless of their primary area of service, all three categories of libraries served multiple populations, as shown in the table below.

Table B.7

Populations Served by Libraries	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Low-income	22	57.9%	51	67.1%	186	62.6%
Bilingual/ESL/LEP	23	60.5%	52	68.4%	187	63.0%
Older adults	25	65.8%	52	68.4%	192	64.6%
Early childhood, new mothers	22	57.9%	50	65.8%	178	59.9%
Youth	21	55.3%	52	68.4%	183	61.6%
People with disabilities	23	60.5%	49	64.5%	185	62.3%
Rural residents	22	57.9%	46	60.5%	194	65.3%
Urban, inner city residents	20	52.6%	46	60.5%	175	58.9%
Low literate adults	22	57.9%	53	69.7%	177	59.6%
Intergenerational groups	20	52.6%	47	61.8%	174	58.6%

Overall, a high percent of libraries, regardless of area of service, reported that the populations they served were satisfied with the services the libraries provided to them. However, libraries serving primarily rural areas reported higher satisfaction rates than the other two categories of libraries vis-à-vis all but two of the special populations listed in the table below.

Table B.8

Satisfaction of Populations Served by Libraries*	Urban Mean Scores	Suburban Mean Scores	Rural Mean Scores
Low-income	8.62	8.57	8.85
Bilingual/ESL/LEP**	7.33	8.62	8.19
Older adults**	7.94	8.54	8.79
Early childhood, new mothers**	8.33	8.50	8.91
Youth	8.11	8.81	8.85
People with disabilities**	7.89	8.67	8.71
Rural residents**	7.87	8.00	8.94
Urban, inner city residents**	7.90	--	8.22
Low literate adults**	7.54	8.67	8.28
Intergenerational groups**	7.80	--	8.83

** Differences were statistically significant.

2. Library System Services to Libraries

Regardless of the type of area of service, libraries received a large range of services from their respective Library Systems. Overall, the percent of libraries receiving services did not differ significantly across the three categories of libraries. However, a larger percent of libraries serving primarily rural areas compared with the other types of libraries received training and assistance in grant writing, assistance with reference questions, and consulting services.

A larger percent of libraries primarily serving urban areas than the other two categories of libraries received funding for projects serving older adults, funding for bilingual/ESL and literacy projects, funds for library video collection operation, and funds for the purchasing of office and other equipment for their library.

Table B.9

Services Library Received from Library System	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Funds for collection development: books and other materials	38	100.0%	76	100.0%	289	97.6%
Funds for library video collection operation	21	55.3%	34	44.7%	120	40.5%
Funds for computers	14	36.8%	27	35.5%	95	32.1%
Funds for installing an Internet connection	5	13.2%	6	7.9%	39	13.2%
Funds for upgrading the library's Internet connection	2	5.3%	2	2.6%	21	7.1%
Training library staff in the management and use of electronic resources	33	86.8%	67	88.2%	253	85.5%
Training and helping library staff to write grants, assistance with grant writing	22	57.9%	39	51.3%	205	69.3%
Training library staff in the development of long-range plans	12	31.6%	24	31.6%	115	38.9%
Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment	4	10.5%	2	2.6%	27	9.1%
Purchasing and upgrading library's hardware and software	11	28.9%	17	22.4%	78	26.4%
Purchasing equipment for accessing electronic resources	4	10.5%	5	6.6%	40	13.5%
Purchasing office and other equipment for library	18	47.4%	26	34.2%	87	29.4%
Funding bilingual/ESL and literacy projects	14	36.8%	8	10.5%	65	22.0%
Funding projects serving youth	9	23.7%	19	25.0%	44	14.9%
Funding projects serving older adults	13	34.2%	13	17.1%	83	28.0%
Funding projects to serve people with disabilities	7	18.4%	3	3.9%	47	15.9%
Proving funds for planning projects	5	13.2%	6	7.9%	21	7.1%
Providing funds for library automation projects	3	7.9%	5	6.6%	37	12.5%
Assistance with reference questions	17	44.7%	34	44.7%	231	78.0%
Continuing education services for staff	36	94.7%	75	98.7%	282	99.1%
Continuing education services for library advisory board	11	28.9%	27	35.5%	111	37.5%
Consulting services	24	63.2%	47	61.8%	234	79.1%

The level of satisfaction that the different types of libraries expressed with the range of services provided to them by Library Systems was high overall. On a 10-point satisfaction scale where "1" referred to "very dissatisfied" and "10" referred to "very satisfied," libraries expressed, on average, a high level of satisfaction. Level of satisfaction, however, varied by type of library.

Libraries serving primarily rural areas were more satisfied than the other two types of libraries with: funds for collection development, funds for library video collection operation, training library staff in the management and use of electronic resources, training and helping library staff to write grants, assistance with grant writing, training library staff in the development of long-range plans, purchasing equipment for accessing electronic resources, funds for library automation projects, continuing education services for staff, and consulting services.

Libraries primarily serving urban areas were more satisfied, on average, than the other types of libraries with services such as funds for computers, purchasing office and other equipment for the library, funds for bilingual/ESL and literacy projects, funds for projects serving youth, funds for projects serving older adults, funds for planning projects, assistance with reference questions, and continuing education services for the library advisory board.

Libraries primarily serving suburban areas were more satisfied, on average, than the other two types of libraries with services such as funds for installing or upgrading an Internet connection, purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment, purchasing and upgrading the library's hardware and software, and funds for projects to serve people with disabilities.

Table B.10

Satisfaction with Services Library Received from Library System	Urban Mean Scores	Suburban Mean Scores	Rural Mean Scores
Funds for collection development: books and other materials	8.53	8.34	8.79
Funds for library video collection operation	8.30	8.20	8.61
Funds for computers	8.42	8.26	8.38
Funds for installing an Internet connection	7.33	8.67	8.30
Funds for upgrading the library's Internet connection	7.25	8.60	7.94
Training library staff in the management and use of electronic resources	8.22	8.15	8.69
Training and helping library staff to write grants, assistance with grant writing	8.04	8.24	8.35
Training library staff in the development of long-range plans*	7.64	7.67	8.30
Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/ distance learning equipment	6.50	8.00	7.72
Purchasing and upgrading library's hardware and software	6.80	8.37	8.28
Purchasing equipment for accessing electronic resources	7.00	8.30	8.39
Purchasing office and other equipment for library	8.65	8.16	8.32
Funding bilingual/ESL and literacy projects*	8.54	8.11	8.31
Funding projects serving youth	8.55	8.35	8.03
Funding projects serving older adults	9.08	8.64	8.41
Funding projects to serve people with disabilities	8.14	8.37	8.20
Proving funds for planning projects	8.67	8.18	8.32
Providing funds for library automation projects	8.33	8.28	8.64
Assistance with reference questions*	9.33	8.58	9.17
Continuing education services for staff*	8.56	8.46	9.16
Continuing education services for library advisory board	9.00	8.43	8.77
Consulting services	8.87	8.40	9.11

* Differences were statistically significant.

3. Impact of Library System Services

Libraries that primarily served rural areas regarded their Library Systems as more helpful in meeting their needs than libraries serving primarily urban or suburban areas. Ninety-three percent of the libraries serving primarily rural areas regarded the services provided

by their Library System as helpful compared with 84 percent of libraries serving primarily urban areas, and 76 percent of libraries serving suburban areas.

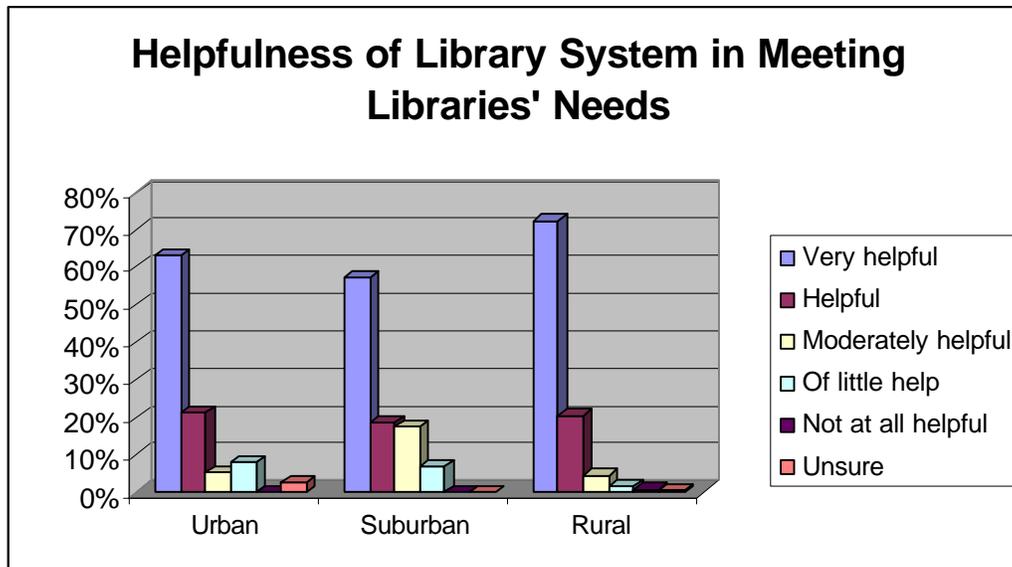
Table B.11

Helpfulness of Library System in Meeting Libraries' Needs*	Urban		Suburban		Rural	
	# (38)	%	# (75)	%	# (294)	%
Very helpful	24	63.2%	43	57.3%	213	72.4%
Helpful	8	21.1%	14	18.7%	60	20.4%
Moderately helpful	2	5.3%	13	17.3%	13	4.4%
Of little help	3	7.9%	5	6.7%	5	1.7%
Not at all helpful	--	--	--	--	2	0.7%
Unsure	1	2.6%	--	--	1	0.3%
Mean**	1.57		1.73		1.37	

* Chi-square=29.25, 10 d.f., p.<00113.

** Means were calculated on a 5-point scale where "1" refers to "very helpful" and "5" refers to "not at all helpful."

Figure B.1



A larger percent of libraries primarily serving rural areas than the other two types of libraries reported that the Library System services had an impact on their collection, technology, operations, management, planning, range of services, quality of services, and ability to serve individuals not served previously. Libraries serving primarily suburban areas reported the least impact. The most common area of impact, across all three types of libraries, was associated with improvements in the library's collection. A significantly larger percent of libraries serving rural areas reported improvements in this area (68 percent) compared with libraries serving urban (47 percent) and suburban areas (41 percent).

Table B.12

Services Provided by Library System Helped Improve to a Great Extent Library's	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Collection	18	47.4%	31	40.8%	203	68.3%
Technology	9	23.7%	19	25.0%	146	49.1%
Operations	8	21.0%	15	19.7%	139	46.8%
Management	8	21.0%	18	23.7%	147	49.5%
Planning	11	28.9%	16	21.0%	131	44.1%
Range of service	9	23.7%	15	19.7%	127	42.8%
Quality of services	16	42.1%	16	21.0%	145	48.8%
Ability to serve individuals not served before	8	21.0%	16	21.0%	111	37.4%

As shown in the table below, the mean scores calculated for libraries primarily serving rural areas were lower (thus, showing greater impact) than the means calculated for libraries serving urban and suburban areas.

Table B.13

Services Provided by Library System Helped Improve Library's*	Urban Mean Scores**	Suburban Mean Scores**	Rural Mean Scores**
Collection	1.70	1.81	1.36
Technology	2.40	2.18	1.67
Operations	2.34	2.26	1.67
Management	2.36	2.26	1.68
Planning	2.34	2.47	1.79
Range of service	2.40	2.30	1.81
Quality of services	1.97	2.22	1.64
Ability to serve individuals not served before	2.47	2.46	1.97

* Differences were statistically significant.

** Means were calculated on a 5-point scale where "1" refers to "very helpful" and "5" refers to "not at all helpful."

Libraries, regardless of primary area of service, identified a wide range of benefits they derived from their membership in the Library System. However, a larger percent of libraries serving primarily rural areas compared with libraries serving urban or suburban areas mentioned all but one of these benefits, as shown in the table below.

Table B.14

Major Benefits Library Derived from Membership in Library System	Urban		Suburban		Rural	
	# (38)	%	# (72)	%	# (291)	%
Offered programs to meet the needs of special populations	18	47.4%	16	22.2%	114	39.2%
Increased staff's knowledge and competence of library management and operations	30	78.9%	57	79.2%	262	90.0%
Have a current materials collection that is broad in scope and can better meet community needs	29	76.3%	49	68.1%	240	82.5%
Library is better able to utilize new technology and resources to service the community	23	60.5%	46	63.9%	233	80.1%
Library offers enhanced access to a variety of information	22	57.9%	41	56.9%	237	81.4%
Library is able to obtain additional funding and other resources to improve services	28	73.7%	41	56.9%	216	74.2%
Library is able to plan services to meet the future needs of the community	22	57.9%	32	44.4%	170	58.4%
Consulting, advice, information sharing	1	2.6%	4	5.6%	8	2.7%

APPENDIX C:
Analysis By
LIBRARIES' OPERATING
EXPENDITURES

APPENDIX C: LIBRARIES' OPERATING EXPENDITURES

Libraries were classified into three groups based on the size of their operating expenditures. Libraries' operating expenditures ranged from \$7,608 (bottom five percent of libraries) to \$37,152,254. Libraries were classified into:

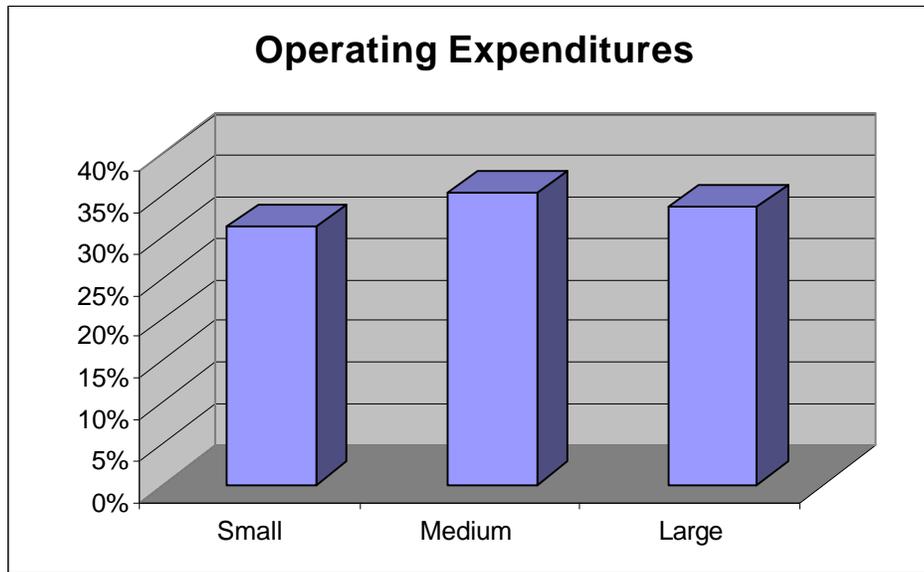
- Small: libraries with operating expenditures up to \$50,000.
- Medium: libraries with operating expenditures ranging from \$50,000 to under \$150,000.
- Large: libraries with operating expenditures of \$150,000 or more

Data were available for 417 libraries. Thirty-one percent of the libraries had small operating expenditures, 35 percent of the libraries had medium operating expenditures, and 34 percent of the libraries had large operating expenditures.

Table C.1

Operating Expenditures	Number of Libraries	Percent of Libraries
Small	130	31.2%
Medium	147	35.3%
Large	140	33.6%

Figure C.1



BCLS (54 percent) and HALS (49 percent) had the largest percent of libraries with small operating expenditures. NTRLs (47 percent) and HALS (46 percent) had the largest percent of libraries with large operating expenditures.

Table C.2

Library Systems	Number of Libraries	Operating Expenditures					
		Small (N=130)		Medium (N=147)		Large (N=140)	
		#	%	#	%	#	%
BCLS	35	19	54.3%	12	34.3%	4	11.4%
TPLS	25	10	40.0%	9	36.0%	6	24.0%
CTLS	56	19	33.9%	17	30.3%	20	35.7%
STLS	31	6	19.3%	14	45.2%	11	35.5%
NETLS	78	22	28.2%	26	33.3%	30	38.5%
TTPLS	14	5	35.7%	6	42.8%	3	21.4%
NTRLS	60	11	18.3%	21	35.0%	28	46.7%
HALS	54	8	14.8%	21	38.9%	25	46.3%
WTLS	27	12	44.4%	11	40.7%	4	14.8%
AALS	37	18	48.6%	10	27.0%	9	24.3%

The majority of libraries with small (89 percent) and medium (83 percent) operating expenditures served primarily rural areas. Forty percent of the libraries with large operating expenditures also served primarily rural areas.

Table C.3

Libraries' Primary Areas of Service	Operating Expenditures					
	Small (N=130)		Medium (N=147)		Large (N=139)	
	#	%	#	%	#	%
Urban	3	2.3%	5	3.4%	29	20.9%
Suburban	9	6.9%	18	12.2%	48	34.5%
Rural	116	89.2%	122	83.0%	56	40.3%
Other	2	1.6%	2	1.4%	6	4.2%

1. Library Operations

Overall, libraries' operating expenditures were significantly associated with their automation status. Libraries with large operating expenditures were more advanced in their automation than libraries with smaller operating expenditures, as shown in the following table. Libraries' operating expenditures were also associated with having a long-range plan. 28 percent of libraries with small operating expenditures compared with 35 percent of the libraries with medium operating expenditures, and 48 percent of the libraries with large operating expenditures had long-range plans.

Table C.4

Library Has	Operating Expenditures					
	Small (N=130)		Medium (N=147)		Large (N=140)	
	#	%	#	%	#	%
Automated catalog and circulation system*	63	48.5%	116	78.9%	133	95.0%
Automated catalog available through the Internet*	23	17.7%	40	27.2%	99	70.7%
Automated circulation system that is available through the Internet*	12	9.2%	13	8.8%	51	36.4%
Internet connection*	121	93.1%	144	98.0%	140	100.0%
Library provides access to online databases to end users*	85	65.4%	114	77.6%	128	91.4%
Long-range plan*	37	28.5%	51	34.7%	67	47.9%
Long-range plan addresses future trends	31	83.8%	43	84.3%	51	76.1%

* Differences are statistically significant.

Regardless of the level of their operating expenditures, libraries collaborated regularly with other libraries. However, a larger percent of libraries with large operating expenditures (42 percent) than libraries with medium (15 percent) or small (nine percent) operating expenditures collaborated with academic libraries.

Table C.5

Library Collaborated Regularly with:	Operating Expenditures					
	Small (N=130)		Medium (N=147)		Large (N=140)	
	#	%	#	%	#	%
Public libraries	93	87.7%	116	85.9%	113	85.6%
School libraries	65	61.3%	82	60.7%	78	59.1%
Academic libraries	10	9.4%	20	14.8%	56	42.4%
Special libraries (law, medicine, engineering)	4	3.8%	2	1.5%	14	10.6%
Other types of libraries	1	0.9%	7	4.8%	12	8.6%

2. Library System Services Provided to Member libraries

Library Systems provided a wide range of services to all libraries regardless of the size of their operating expenditures. A larger percent of libraries with small operating expenditures received funds for installing or upgrading their Internet connections, getting training in and assistance with grant writing, and getting continuing education services for their advisory boards.

Table C.6

Services Library Received From Library System	Operating Expenditures					
	Small (N=130)		Medium (N=147)		Large (N=140)	
	#	%	#	%	#	%
Funds for collection development: books and other materials	126	96.9%	143	97.9%	140	100.0%
Funds for library video collection operation	44	33.8%	67	45.9%	66	47.1%
Funds for computers	46	35.4%	45	30.8%	51	36.4%
Funds for installing an Internet connection	27	20.8%	13	8.9%	14	10.0%
Funds for upgrading the library's Internet connection	16	12.3%	6	4.1%	6	4.3%
Training library staff in the management and use of electronic resources	109	83.8%	128	87.7%	122	87.1%
Training and helping library staff to write grants, assistance with grant writing	96	73.8%	94	64.4%	79	56.4%
Training library staff in the development of long-range plans	47	36.2%	58	39.7%	50	35.7%
Purchasing for the library (or assisting with the purchasing of) video and teleconferencing/distance learning equipment	8	6.25	13	8.9%	12	8.6%
Purchasing and upgrading library's hardware and software	34	26.2%	36	24.7%	39	27.9%
Purchasing equipment for accessing electronic resources	19	14.6%	18	12.3%	13	9.3%
Purchasing office and other equipment for library	38	29.2%	43	29.5%	52	37.1%
Funding bilingual/ESL and literacy projects	20	15.4%	35	24.0%	37	26.4%
Funding projects serving youth	15	11.5%	25	17.1%	29	20.7%
Funding projects serving older adults	24	18.5%	46	31.5%	39	27.9%
Funding projects to serve people with disabilities	11	8.5%	30	20.5%	15	10.7%
Proving funds for planning projects	9	6.9%	10	6.8%	13	9.3%
Providing funds for library automation projects	16	12.3%	18	12.3%	14	10.0%
Assistance with reference questions	94	72.3%	121	82.9%	72	51.4%
Continuing education services for staff	124	95.4%	138	94.5%	136	97.1%
Continuing education services for library advisory board	54	41.5%	49	33.6%	47	33.6%
Consulting services	97	74.6%	117	80.1%	97	69.3%

3. Impact of Library System Services

On average, libraries with small operating expenditures considered their respective Library System more helpful in meeting their needs than libraries with medium or large operating expenditures. For example, 77 percent of libraries with small operating expenditures compared with 71 percent of libraries with medium operating expenditures, and 59 percent of libraries with small operating expenditures considered their Library Systems "very helpful."

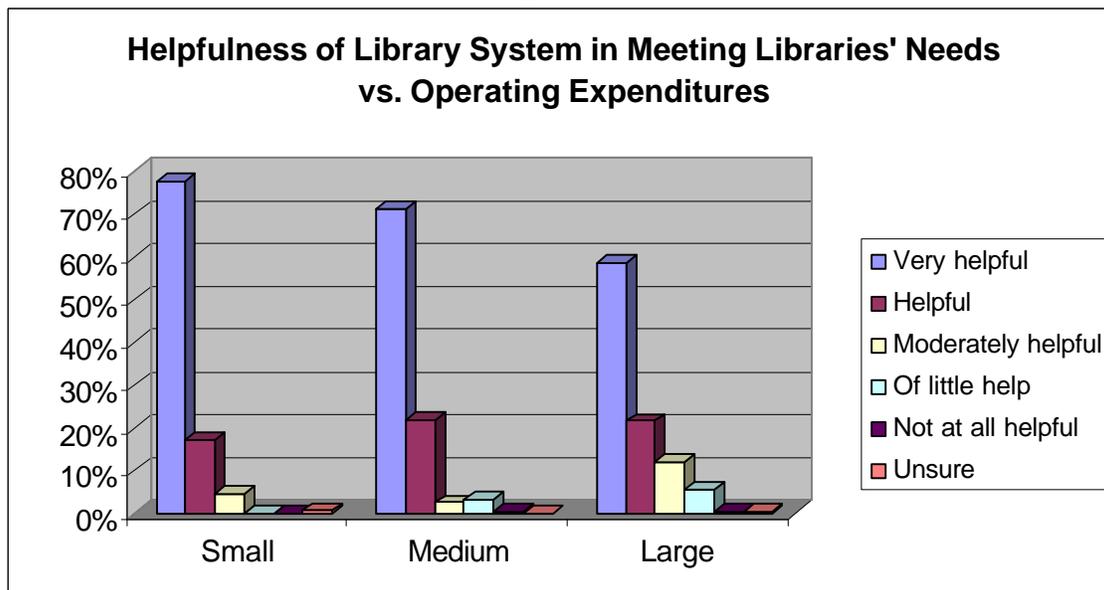
Table C.7

Helpfulness of Library System in Meeting Libraries' Needs*	Operating Expenditures					
	Small (N=129)		Medium (N=146)		Large (N=138)	
	#	%	#	%	#	%
Very helpful	100	77.5%	104	71.2%	81	58.7%
Helpful	22	17.1%	32	21.9%	30	21.7%
Moderately helpful	6	4.7%	4	2.7%	17	12.3%
Of little help	--	--	5	3.4%	8	5.8%
Not at all helpful	--	--	1	0.7%	1	0.7%
Unsure	1	0.8%	--	--	1	0.7%
Mean**	1.26		1.40		1.67	

* Chi-square=24.74, 10 d.f., p<.00586.

** Mean was calculated based on a 5-point scale where "1" referred to "very helpful" and "5" referred to "not at all helpful."

Figure C.2



The size of libraries' operating expenditures was also significantly associated with the improvements that libraries reported as a result of services their Library System had provided, as shown in the following tables. A larger percent of libraries with small

operating expenditures compared with libraries with medium and large operating expenditures reported that the services they received from their respective Library Systems helped improve "to a great extent" their collection, technology, operations, management, planning, range and quality of services, and expansion of services to previously unserved populations.

Table C.8

Services Provided by Library System Helped Improve to a Great Extent Library's*	Operating Expenditures					
	Small (N=130)		Medium (N=147)		Large (N=140)	
	#	%	#	%	#	%
Collection	99	76.1%	101	68.7%	56	40.0%
Technology	68	52.3%	67	45.6%	44	31.4%
Operations	75	57.7%	62	42.2%	28	20.0%
Management	75	57.7%	66	44.9%	35	25.0%
Planning	65	50.0%	57	38.8%	41	29.3%
Range of service	59	45.4%	58	39.4%	38	27.1%
Quality of services	67	51.5%	67	45.6%	46	32.8%
Ability to serve individuals not served before	57	43.8%	54	36.7%	28	20.0%

* Differences are statistically significant.

Table C.9

Services Provided by Library System Helped Improve Library's*	Operating Expenditures		
	Small Mean Scores**	Medium Mean Scores**	Large Mean Scores**
Collection	1.22	1.32	1.85
Technology	1.54	1.71	2.17
Operations	1.46	1.70	2.29
Management	1.50	1.74	2.25
Planning	1.67	1.86	2.29
Range of service	1.69	1.83	2.25
Quality of services	1.55	1.70	2.04
Ability to serve individuals not served before	1.81	2.00	2.45

* Differences were statistically significant.

** Means were calculated on a 5-point scale where "1" refers to "very helpful" and "5" refers to "not at all helpful."

Regardless of the size of their operating expenditures, libraries derived a wide range of benefits from their membership in the Library System. Generally, a larger percent of libraries with small operating expenditures than libraries with medium and large operating expenditures reported deriving these benefits. A larger percent of libraries with small and medium operating expenditures than libraries with large operating expenditures were most appreciative of the quality of their collection, the ability to utilize new technology and resources and offer enhanced access to a variety of information.

Table C.10

Major Benefits Library Derived from Membership in Library System	Operating Expenditures					
	Small (N=130)		Medium (N=147)		Large (N=140)	
	#	%	#	%	#	%
Offered programs to meet the needs of special populations	45	35.4%	54	37.2%	51	37.8%
Increased staff's knowledge and competence of library management and operations	120	94.5%	125	86.2%	110	81.5%
Have a current materials collection that is broad in scope and can better meet community needs	107	84.3%	116	80.0%	99	73.3%
Library is better able to utilize new technology and resources to service the community	106	83.5%	112	77.2%	90	66.7%
Library offers enhanced access to a variety of information	105	82.7%	121	83.4%	79	58.5%
Library is able to obtain additional funding and other resources to improve services	99	78.0%	105	72.4%	83	61.5%
Library is able to plan services to meet the future needs of the community	73	57.5%	87	60.0%	68	50.4%
Consulting, advice, information sharing	1	0.8%	3	2.1%	11	8.1%

**APPENDIX D:
TECHNICAL ASSISTANCE NEGOTIATED
GRANT (TANG) - URBAN, SUBURBAN,
RURAL AREAS OF PRIMARY SERVICE
ANALYSIS**

APPENDIX D: TECHNICAL ASSISTANCE NEGOTIATED G RANT (TANG) - URBAN, SUBURBAN, RURAL AREAS OF PRIMARY SERVICE ANALYSIS

The majority of libraries (84 to 90 percent), regardless of area of service, received technology-related training from their respective Library Systems since 1998-99.

Table D.1

Staff Received Technology-related Training, Consulting or Assistance from Respective Library System Since 1998-99	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Yes	32	84.2%	67	88.2%	267	89.9%
No	6	15.8%	9	11.8%	30	10.1%

On average, libraries serving primarily rural areas found the technology-related training, assistance or consulting provided to them by their respective Library System to be more helpful than libraries serving primarily urban or suburban areas. Eighty-seven percent of libraries serving primarily rural areas, 85 percent of libraries serving urban areas, and 82 percent of libraries serving primarily suburban areas found the technology-related training to be either "very helpful" or "helpful."

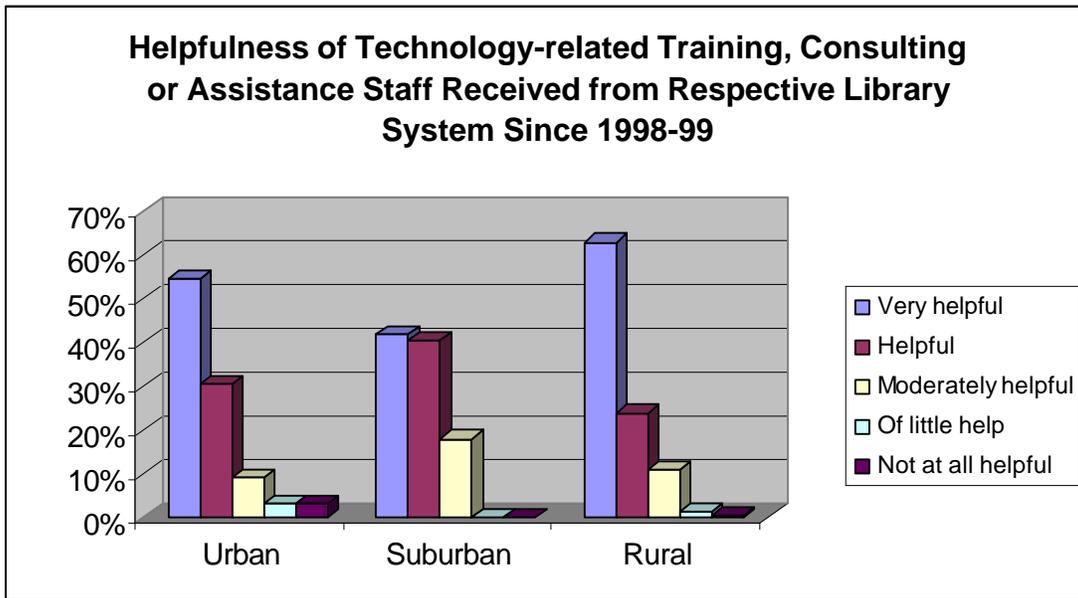
Table D.2

Helpfulness of Technology-related Training, Consulting or Assistance Staff Received from Respective Library System Since 1998-99*	Urban		Suburban		Rural	
	# (33)	%	# (67)	%	# (265)	%
Very helpful	18	54.5%	28	41.8%	167	63.0%
Helpful	10	30.3%	27	40.3%	63	23.8%
Moderately helpful	3	9.1%	12	17.9%	29	10.9%
Of little help	1	3.0%	--	--	3	1.1%
Not at all helpful	1	3.0%	--	--	1	0.4%
Unsure	--	--	--	--	2	0.8%
Mean**	1.70		1.76		1.51	

* Includes 365 libraries because not all libraries provided data on technology training helpfulness.

** Means were calculated on a 5-point scale where "1" refers to "very helpful" and "5" refers to "not at all helpful."

Figure D.1



The libraries' primary area of service did not differentiate among the three groups of libraries in regard to what they liked about the technology-related training, consulting or assistance that their respective Library System provided. However, a smaller percent of libraries serving primarily suburban areas than the other two categories of libraries reported in the affirmative on each of these categories.

Table D.3

Library Staff Liked Best About Technology-related Training, Consulting or Assistance Library System Provided	Urban		Suburban		Rural	
	# (38)	%	# (76)	%	# (297)	%
Technician's experience and knowledge	25	80.6%	44	66.7%	216	81.5%
Technician has experience in working with libraries	21	67.7%	37	56.1%	178	67.2%
Training was tailored to the level of knowledge/skills of staff	22	71.0%	30	45.5%	186	70.2%
Training was hands-on	22	71.0%	52	78.8%	220	83.0%
Technician provided training on-site	12	38.7%	9	13.6%	116	43.8%
Technician provided follow-up training where needed	10	32.3%	5	7.65%	77	29.1%
Materials were user friendly	19	61.3%	34	51.5%	169	63.8%
Technician has a 1-800 line for technical assistance	7	22.6%	10	15.2%	112	42.3%
Technician established a relationship of trust with the library staff	11	35.5%	11	36.7%	118	44.5%
Training was tailored to library needs	22	71.0%	24	36.4%	172	64.9%
Technician's communication abilities	19	61.2%	24	36.4%	153	57.7%

The following series of tables compares the technological self-sufficiency of libraries before and after they received technology-related training, consulting, or assistance from their respective Library System. As seen in these tables, the technological self-sufficiency of libraries, regardless of primary area of service, improved significantly as a result of the training. The difference was especially dramatic among libraries serving primarily rural areas. Only three percent of these libraries considered themselves technologically self-sufficient prior to receiving technology-related assistance from their respective Library Systems. Furthermore, nearly one-half of the libraries serving rural areas considered themselves to be self-sufficient "to a minor extent" or "not at all." Subsequent to the technology-related training, consulting and assistance provided to them by their respective Library Systems, 43 percent (up from three percent) of the libraries serving rural areas considered themselves technologically self-sufficient "to a great extent" and only two percent considered themselves not self-sufficient (down from 48 percent).

Libraries serving primarily urban areas and those serving suburban areas also witnessed a significant shift in self-sufficiency. Prior to the technology-related assistance that the Library Systems provided, 29 percent of the libraries serving urban areas considered themselves technologically self-sufficient; as a result of the training this group grew to 42 percent. Similarly, prior to the technology-related training, 19 percent of the libraries serving suburban areas considered themselves technologically self-sufficient; this status was claimed subsequent to the assistance by 31 percent of these libraries. Lack of technological self-sufficiency among libraries serving suburban areas declined from 25 percent to four percent as a result of the training and assistance that Library Systems provided. However, lack of technological self-sufficiency among libraries serving primarily urban areas decreased only from 20 percent to 18 percent.

Table D.4

Extent to Which Libraries Were Technologically Self Sufficient	Before Library System Provided Training			As a Result of Training Library System Provided		
	Urban	Suburban	Rural	Urban	Suburban	Rural
To a great extent	29.4%	19.4%	3.3%	42.4%	31.3%	43.2%
To a moderate extent	23.5%	20.9%	12.2%	27.3%	49.3%	43.9%
To some extent	26.5%	34.3%	36.9%	12.1%	14.9%	10.6%
To a minor extent	17.6%	22.4%	31.4%	18.2%	3.0%	1.9%
Not at all	2.9%	3.0%	16.2%	--	1.5%	0.4%
Means*	2.41	2.69	3.45	2.06	1.94	1.72

* Means were calculated on a 5-point scale where "1" refers to "to a great extent" and "5" refers to "not at all."

Figure D.2

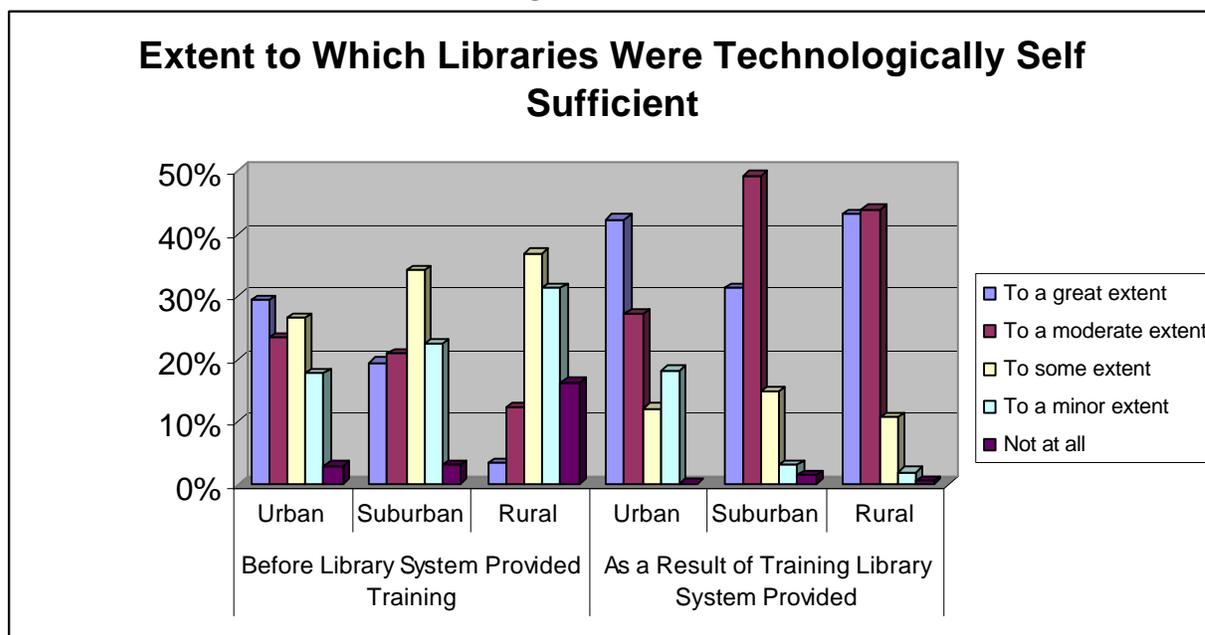


Table D.5

Extent to Which Library Was Technologically Self-sufficient Before Library System Provided Training*	Urban		Suburban		Rural	
	# (34)	%	# (67)	%	# (271)	%
To a great extent	10	29.4%	13	19.4%	9	3.3%
To a moderate extent	8	23.5%	14	20.9%	33	12.2%
To some extent	9	26.5%	23	34.3%	100	36.9%
To a minor extent	6	17.6%	15	22.4%	85	31.4%
Not at all	1	2.9%	2	3.0%	44	16.2%
Mean**	2.41		2.69		3.45	

* Chi-square=53.95, 8 d.f., p<.00000.

Table D.6

Extent to Which Library Is Technologically Self-sufficient As a Result of Training Library System Provided*	Urban		Suburban		Rural	
	# (33)	%	# (67)	%	# (264)	%
To a great extent	14	42.4%	21	31.3%	114	43.2%
To a moderate extent	9	27.3%	33	49.3%	116	43.9%
To some extent	4	12.1%	10	14.9%	28	10.6%
To a minor extent	6	18.2%	2	3.0%	5	1.9%
Not at all	--	--	1	1.5%	1	0.4%
Mean**	2.06		1.94		1.72	

* Chi-square=28.52, 8 d.f., p<.00038.

The technology-related training, consulting, and assistance that Library Systems provided to their respective members created a substantial cluster of libraries that were able to use and maintain their information resource technology. Forty-three percent of the libraries serving primarily rural areas, 41 percent of libraries serving primarily urban areas, and 34 percent of the libraries serving primarily suburban areas were in this cluster. At the same time, 20 percent of the libraries serving urban areas, nine percent of those serving suburban areas, and four percent of those serving rural areas were still greatly lacking in this regard.

Table D.7

As a Result of Training Library System Provided, Library is Able to Use and Maintain Information Resource Technology	Urban		Suburban		Rural	
	# (34)	%	# (68)	%	# (276)	%
To a great extent	14	41.2%	23	33.8%	120	43.5%
To a moderate extent	10	29.4%	31	45.6%	110	39.9%
To some extent	3	8.8%	8	11.8%	35	12.7%
To a minor extent	6	17.6%	6	8.8%	10	3.6%
Not at all	1	2.9%	--	--	1	0.4%
Mean**	2.12		1.96		1.77	

* Chi-square=18.85, 8 d.f., p<.01567.

**APPENDIX E:
TECHNICAL ASSISTANCE NEGOTIATED
GRANT (TANG) - LIBRARIES'
OPERATING EXPENDITURES ANALYSIS**

APPENDIX E: TECHNICAL ASSISTANCE NEGOTIATED GRANT (TANG) - LIBRARIES' OPERATING EXPENDITURES ANALYSIS

Regardless of the size of their operating expenditures, 87 to 91 percent of the libraries reported that they received technology-related training, consulting or assistance from their Library System. However, a larger percent of libraries with medium operating expenditures received such assistance.

Table E.1

Staff Received Technology-related Training, Consulting or Assistance from Respective Library System Since 1998-99	Operating Expenditures*					
	Small (N=130)		Medium (N=147)		Large (N=140)	
	#	%	#	%	#	%
Yes	115	88.5%	134	91.2%	122	87.1%
No	15	11.5%	13	8.8%	18	12.9%

* Small operating expenditures were defined as less than \$50,000; medium size operating expenditures were \$50,000-\$150,000; large operating expenditures were more than \$150,000.

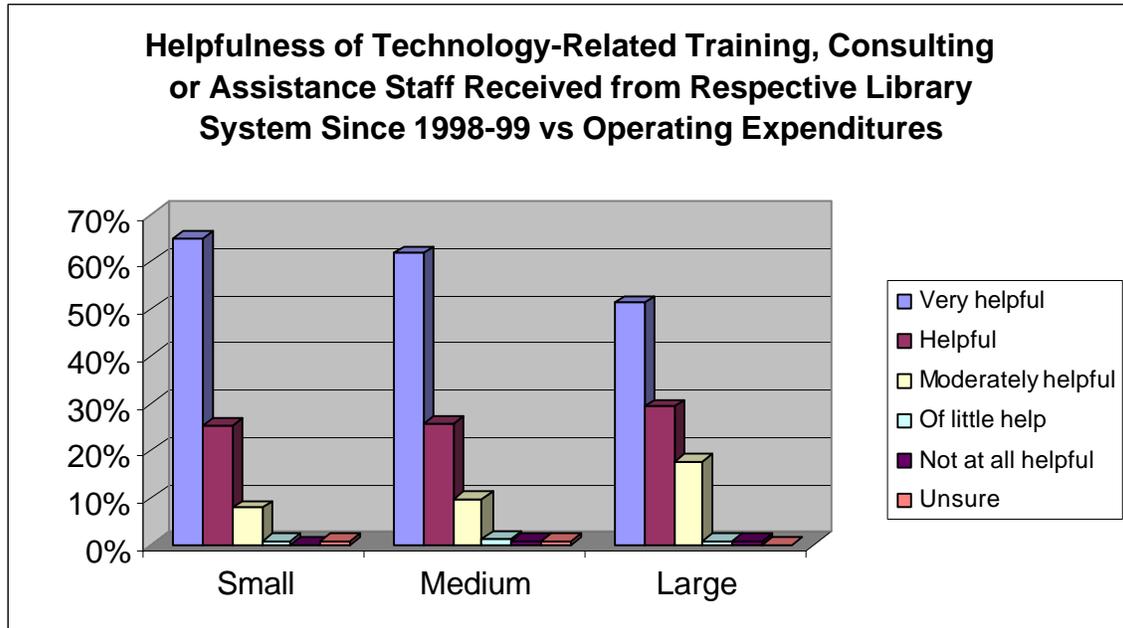
More libraries with small (65 percent) and medium (62 percent) operating expenditures than libraries with large operating expenditures (51 percent) regarded the technology-related training, consulting and assistance they received to be "very helpful."

Table E.2

Helpfulness of Technology-related Training, Consulting or Assistance Staff Received from Respective Library System Since 1998-99	Operating Expenditures					
	Small (N=114)		Medium (N=133)		Large (N=123)	
	#	%	#	%	#	%
Very helpful	74	64.9%	82	61.7%	63	51.2%
Helpful	29	25.4%	34	25.6%	36	29.3%
Moderately helpful	9	7.9%	13	9.8%	22	17.9%
Of little help	1	0.9%	2	1.5%	1	0.8%
Not at all helpful	--	--	1	0.8%	1	0.8%
Unsure	1	0.9%	1	0.8%	--	--
Mean*	1.44		1.53		1.71	

* Means were calculated on a 5-point scale where "1" refers to "very helpful" and "5" refers to "not at all helpful."

Figure E.1



A larger percent of libraries with small operating expenditures than libraries with medium or large operating expenditures appreciated the following aspects of the training, consulting, and assistance they received. Libraries with small operating expenditures were considerably more appreciative of having training on-site, having access to a 1-800 line for technical support, and having access to follow-up training as needed.

Table E.3

Library Staff Liked Best About Technology-related Training, Consulting or Assistance Library System Provided	Operating Expenditures					
	Small (N=115)		Medium (N=133)		Large (N=119)	
	#	%	#	%	#	%
Technician's experience and knowledge	100	87.0%	109	82.0%	83	69.7%
Technician has experience in working with libraries	82	71.3%	85	63.9%	73	61.3%
Training was tailored to the level of knowledge/skills of staff	80	69.6%	89	66.9%	71	59.7%
Training was hands-on	95	82.6%	111	83.5%	90	75.6%
Technician provided training on-site	55	47.8%	47	35.3%	39	32.8%
Technician provided follow-up training where needed	36	31.3%	34	25.6%	24	20.2%
Materials were user friendly	71	61.7%	91	68.4%	64	53.8%
Technician has a 1-800 line for technical assistance	57	49.6%	48	36.1%	27	22.7%
Technician established a relationship of trust with the library staff	54	47.0%	57	42.9%	33	27.7%
Training was tailored to library needs	74	64.3%	87	65.4%	59	49.6%
Technician's communication abilities	62	53.9%	80	60.2%	57	47.9%

The training that the Library Systems provided through TANG was invaluable to libraries regardless of the size of their operating expenditures. Prior to the TANG training, only 18 percent of the libraries with large operating expenditures, six percent of the libraries with medium operating expenditures, and less than one percent of the libraries with small operating expenditures were technologically self-sufficient "to a great extent." Twenty-five percent of the libraries with large operating expenditures, 41 percent of the libraries with medium operating expenditures, and 58 percent of the libraries with small operating expenditures were not technologically self-sufficient.

TANG has had a dramatic effect on all libraries. A larger impact, however, was on libraries with small and medium operating expenditures, as shown in the series of tables below. As a result of the TANG training, 45 percent of the libraries with small operating expenditures, 43 percent of the libraries with medium operating expenditures, and 36 percent of the libraries with large operating expenditures considered themselves technologically self-sufficient "to a great extent." The percent of libraries considering themselves not self-sufficient declined dramatically, as well. Only five percent of the libraries with large operating expenditures and two percent of the libraries with medium and small operating expenditures considered themselves not self-sufficient.

Table E.4

Extent to Which Libraries Were Technologically Self Sufficient	Before Library System Provided Training			As a Result of Training Library System Provided		
	Operating Expenditures					
	Small	Medium	Large	Small	Medium	Large
To a great extent	0.9%	5.9%	18.3%	44.7%	43.4%	36.0%
To a moderate extent	6.1%	15.4%	23.0%	39.5%	44.2%	46.4%
To some extent	34.8%	37.5%	34.1%	14.0%	7.8%	12.8%
To a minor extent	33.0%	31.6%	19.8%	1.8%	3.9%	4.0%
Not at all	25.2%	9.6%	4.8%	--	0.8%	0.8%
Means*	3.76	3.23	2.70	1.73	1.74	1.87

* Means were calculated on a 5-point scale where "1" refers to "to a great extent" and "5" refers to "not at all."

Figure E.2

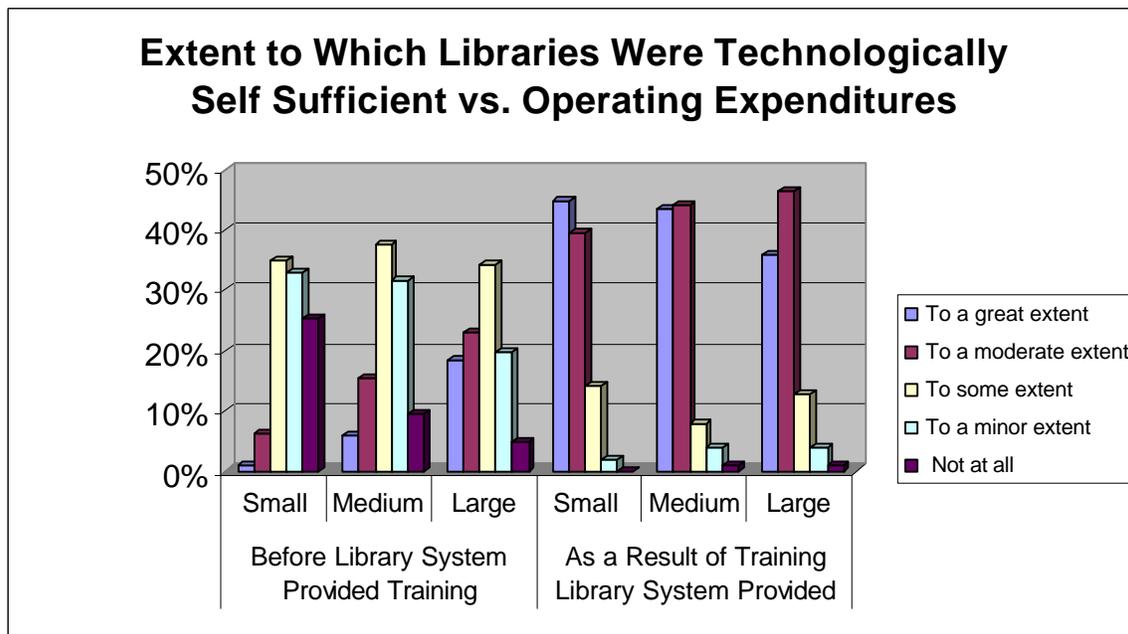


Table E.5

Extent to Which Library Was Technologically Self-sufficient Before Library System Provided Training*	Operating Expenditures					
	Small (N=115)		Medium (N=136)		Large (N=126)	
	#	%	#	%	#	%
To a great extent	1	0.9%	8	5.9%	23	18.3%
To a moderate extent	7	6.1%	21	15.4%	29	23.0%
To some extent	40	34.8%	51	37.5%	43	34.1%
To a minor extent	38	33.0%	43	31.6%	25	19.8%
Not at all	29	25.2%	13	9.6%	6	4.8%
Mean**	3.76		3.23		2.70	

* Chi-square=60.85, 8 d.f., p<.00000.

* Means were calculated on a 5-point scale where "1" refers to "to a great extent" and "5" refers to "not at all."

Table E.6

Extent to Which Library Is Technologically Self-sufficient As a Result of Training Library System Provided	Operating Expenditures					
	Small (N=114)		Medium (N=129)		Large (N=125)	
	#	%	#	%	#	%
To a great extent	51	44.7%	56	43.4%	45	36.0%
To a moderate extent	45	39.5%	57	44.2%	58	46.4%
To some extent	16	14.0%	10	7.8%	16	12.8%
To a minor extent	2	1.8%	5	3.9%	5	4.0%
Not at all	--	--	1	0.8%	1	0.8%
Mean*	1.73		1.74		1.87	

* Means were calculated on a 5-point scale where "1" refers to "to a great extent" and "5" refers to "not at all."

As a result of the TANG training, 46 percent of the libraries with small operating expenditures, 44 percent of those with medium operating expenditures, and 35 percent of the libraries with large operating expenditures considered themselves able to use and maintain information resource technology "to a great extent." The percent of libraries still lacking this capability was relatively small: two percent of the libraries with small operating expenditures, four percent of the libraries with medium operating expenditures, and 12 percent of the libraries with large operating expenditures.

Table E.7

As a Result of Training Library System Provided, Library is Able to Use and Maintain Information Resource Technology*	Operating Expenditures					
	Small (N=119)		Medium (N=138)		Large (N=126)	
	#	%	#	%	#	%
To a great extent	55	46.2%	61	44.2%	44	34.9%
To a moderate extent	47	39.5%	60	43.5%	46	36.5%
To some extent	14	11.8%	12	8.7%	21	16.7%
To a minor extent	3	2.5%	5	3.6%	13	10.3%
Not at all	--	--	--	--	2	1.6%
Mean**	1.71		1.72		2.07	

* Chi-square=18.65, 8 d.f., p<.01682.

** Means were calculated on a 5-point scale where "1" refers to "to a great extent" and "5" refers to "not at all."

PART III. CASE STUDY REPORT

I. LOCKHART NEIGHBORHOOD ELECTRONIC TRAINING LOCK.NET

The Lockhart Special Projects Grant--Lockhart Neighborhood Electronic Training (LOCK.NET)-- is administered by the Dr. Eugene Clark Library. The LOCK.NET project was visited on December 18, 2001. Interviews were conducted with the library director, special projects grant coordinator, and with three participants in the program.

1. The Dr. Eugene Clark Library

Lockhart has a population of about 11,000. Lockhart's population is 54 percent white, 35 percent Hispanic, 10 percent African American, and one percent Asian American. Lockhart is located in a poor county with low per capita income. The city has four districts. The project targets two of the poor districts in the City of Lockhart, districts 1 and 2.

The Dr. Eugene Clark Library is city-supported. The library has 34,000 volumes and an annual circulation of 90,000. The library has four full-time and three part-time staff, including the grant-funded staff. The library received a TIF Community Networking grant in 2000 for \$500,000 (LCNet) to provide public access to the Internet. The cooperative grant involves six partners such as the Chamber of Commerce, Seton Health Care, the agricultural extension agency, and the school district. The City serves as the fiscal agent for the grant. The grant funded six workstations in the library, raising the number of public access workstations to 15. The grant provides access to the Internet at 12 sites in town through a wireless network. The library has tables with built-in laptop hookups and data ports. The grant also funded a community web site, currently under development.

The library has an automated catalog and an automated circulation system. The library was among the first ones in Texas to automate, according to the library director.

The heaviest use of the library is computer usage. The preschool reading hour is very popular. The library also offers a summer reading club that is very popular, involving 250 to 300 children.

2. LSTA Special Projects Grant: LOCK.NET

The LOCK.NET project, consisting of three one-year grants, began in September 1999 and will conclude in August 2002. LOCK.NET is a mobile Internet and computer lab with six laptops, a scanner, a printer, and a digital camera. The mobile lab travels to five different locations in Lockhart, offering Internet and computer training to residents of the two lower income districts. Services are provided free of charge through one-on-one training in five locations: four neighborhood churches and at one HeadStart program to parents of children enrolled in the program. The objective of the grant was to provide the training in the targeted neighborhoods where people will feel comfortable and at home. Having the program in the neighborhoods has been critical to the success of the program,

according to the library director. The fact that the program is located in neighborhood churches gives it legitimacy in the eyes of the area residents. Word-of-mouth has also been very instrumental in creating awareness of the project.

The library director saw a need in the community for training in computer use and management of digital information, skills that are becoming increasingly important for people to succeed in their education and careers. The library director, who instituted computer use in the library, recognized the need in the community. This was a way to bridge the digital divide, as stated in the program's brochure: "We want to help solve the problem of the "digital divide" in our small community. Offering the economically disadvantaged residents of the community the same electronic resources and training opportunities that other parts of the city already enjoy, free of charge." The digital divide, according to the library director and project coordinator, is not just a term, it is a real economic and cultural divide, preventing people from competing for employment or getting better paying jobs. The objective of the training the project provides has been to lead to employment and to better jobs. The project also helps promote the library to non-traditional users.

Before participants start the program they complete a questionnaire assessing their level of computer skills and inquiring into their training needs and preferences. This questionnaire constitutes the baseline data helping track participants' progress. About 20 percent of the participants come to learn specific programs but the majority do not have any specific preferences; they just want to learn as much as possible. Participants also fill out a questionnaire after they have attended four training sessions. In this questionnaire participants are asked to report how the training has helped them in their personal and professional lives.

The program uses two types of classes. (1) Traditional courses, given between January - May and September-November on different software programs. Each class is a month long and typically consists of eight hours of instruction. (2) A tutorial service, which is ongoing, where clients come in as needed and do not have to be in class for the entire duration. The program also offers taped tutorials that participants can use through headsets. Participants, according to the project coordinator, really like these tutorials. Participants stay about two months in the program, typically until they get a job. About one-half of the participants, in the project coordinator's estimate, join the program to improve their job skills and find a job or a better job. The computer skills taught in the program are at the beginner to intermediate level.

The classes cover topics such as Internet navigation, e-mail, Microsoft Office programs including: Word, Excel, Publisher, PowerPoint, FrontPage; Windows 98, Adobe Photo Delux, Print Shop; managing the PC, Mavis Beacon Typing, scanning and printing; and using language software to learn English and Spanish.

During the preparation of the grant proposal, the library director contacted several sites and asked for their participation in the project. Since the project started, several more churches expressed their interest in becoming training sites. During the first year of the

grant services were provided at three sites: two churches and the HeadStart program. In the second year, the program was expanded to four sites and added night classes. The churches and HeadStart program provide facilities and electricity for the program.

In the first year of the grant, the coordinator provided services for 16 hours a week. The coordinator also provided two-hour sessions at an apartment complex twice a month. The program had an attendance of 50 to 90 people a month. In the second year, the coordinator increased her hours and added a part-time assistant, allowing her to expand the program to 24 hours a week. Program sessions include four hours each on Monday, Tuesday, and Friday; three night classes of two-hours in duration; a four-hour Saturday session; and sessions held twice a month at the HeadStart program. Since its second year, the program has had attendance of 150 people a month. Since its start, the project has served 286 people (unduplicated count). About one-half of the program participants have attended classes in order to get jobs.

The library promotes the program in numerous ways. The program is promoted through the City's web site, the library's web site, the project coordinator's web site, and on the City cable channel. The library includes program information in the community calendar published in the town's weekly newspaper (The Post Register). The library distributes door-to-door flyers in the specific neighborhoods, and a brochure is distributed all over town including three times a year to all students at the Lockhart schools. The project also publishes personal interest stories of program participants and how they benefited from the program. The Dr. Eugene Clark Library and the program were also the subject of two newscast programs, one on Channel 36 (May 2001) and one on Austin News 8 (July 2001).

The atmosphere maintained during classes is informal.

The City of Lockhart awarded the project \$10,000 for this year, which according to the library director, is the best evidence of the project's success. In addition, the Lockhart Chamber of Commerce helps promote the program.

The LOCK.NET program is a result of collaboration among several local entities that provide facilities, electricity, promotion, and manpower. These include: City of Lockhart/City Hall, Lockhart Chamber of Commerce, Lockhart Independent School District, Texas Workforce Center, TEAMS, Central Texas Library System, The Lockhart Register, St. Marks Methodist Church, Trinity Baptist Church, St. Mary's Catholic Church, St. John's Baptist Church, and Lockhart Child Development/HeadStart.

The Dr. Eugene Clark Library has received four awards for the LOCK.NET program. The City of Lockhart received the Texas Municipal League (TML) Excellence Award in November 2000 for the LOCK.NET program. The LOCK.NET program was voted the best city program in 2001 in the category of innovations and management for cities under 25,000 in population. The Dr. Eugene Clark Library received the Highsmith award from the Texas Library Association (TLA) for the LOCK.NET program as being the most innovative and collaborative program of all libraries in Texas in 2001. As part of the

award the LOCK.NET program received \$1,000 to go towards software upgrades and supplies. On March 7, 2002 LOCK.NET received a \$10,000 award in Austin from the Texas Rural Community. This award will go toward the fourth year of LOCK.NET funding. In April 2002 LOCK.NET will be presented with an award from the Texas Library Association during its annual meeting for the Instruction Project of the Year.

The Dr. Eugene Clark Library director intends to continue the program after the grant is over by incorporating the project into the LCNet grant and making the training part of the LCNet training. The library director, who is an experienced grant writer, plans to apply for grants from foundations and other sources. The coordinator has also undertaken a fund raising campaign targeted at area businesses, trying to recruit area employers to support the program. The director hoped that the City might fund part of the program in future years. The coordinator estimated that the program needs about \$65,000 a year to cover two salaries and the Internet lines, installed specifically for the project in the different churches and HeadStart facility; these lines cost about \$4,000 a year.

The goal of the grant is to build something that will be continued, according to the library director: "The special projects grant has meant so much to the community that it will kill me to see all the three years of hard work just go away...The need for computer training is not likely to go away and I am committed to seeing it continue." The businesses have not been involved in the program so far, so this is the next step in promoting the program and getting it endorsed and supported by local employers. The largest employers in the county are government agencies, including the school district. The library director is also trying to find funds for the development of the second floor of the library as a training center.

3. Program Participants

The program participants are mostly women (90 percent, according to the coordinator). Some of them home school their children and need computer skills. Most of the women held jobs before. Program participants vary in age: 35 percent, according to program statistics, are people 60 years old or older, 60 percent are between 20 and 59 years old, and five percent are under 20. According to program statistics, LOCK.NET participants consist of 27 percent Hispanics, 37 percent whites, and 26 percent African Americans. Participants do not necessarily come from the two districts; as the program became known in the community it has attracted people from other parts of the town and county. In addition, the Texas Workforce Commission also sends over people for training.

Program participants have been very satisfied with the service they received and the computer skills they learned.

According to the program coordinator, participants feel better about themselves; their self-esteem increases as they go through the program and complete it. As they develop computer skills, their self-confidence increases; they are also more confident about getting a job. Participants feel more part of the community. They also come to the

library more to use the computer and feel less intimidated in the library. They also feel confident enough to apply for a job and include their computer skills on their resumes.

One participant, according to the project coordinator, a woman in her 30's, was not working. She wanted to learn some computer skills in order to be on par with her children who use computers at school. She became interested in the graphics program. She started designing flyers and doing projects. First, she designed cards and invitations for her children and for her personal use. She saw some PowerPoint presentations prepared by the project coordinator and recognized that she could use her skills to earn money. She bought a computer and started her own business doing PowerPoint presentations and graphics work.

One of the participants has not worked for seven years but needs to find a job at present because of her husband's illness and disability. She read about the program in the local newspaper over several months. Attracted to the program because it was free, she had no computer skills when she started the program. "The things that I have learned have been phenomenal." The participant uses Word documents and Publisher and has become very proficient in several other programs as well. She has been going to the library on a regular basis to practice on the computers, as well as using the library on a regular basis also to check out books. She also took a two-week program (eight hours a day for eight continuing education credit hours) at the Austin Community College in November. In addition to computer usage, the program also addressed customer service and was targeted to people seeking employment in a calling center. Because she had learned so much in the LOCK.NET program, she was ahead of the rest of her class in Internet and Word usage. She has applied for several jobs. This participant, who lives out in the country, is trying to get her neighbors to know each other and is setting up a newsletter to this purpose. She told a number of friends and neighbors about the program and encouraged them to attend the program.

A second participant, who is retired, worked for the Welfare Department in Los Angeles, California as a supervisor for 35 years but did not use computers. She read about the program in the weekly calendar in the newspaper. Although she had a computer at her home, given to her by her son-in-law, she had never used it, while her husband only knows how to use the Internet. She started by learning how to use the Internet, then proceeded to learn several other programs such as Excel, Publisher, and Word. Now her son in-law e-mails her from his office and is proud of her because her computer skills are better than the computer skills of her daughter. She has told her friends about the program and encouraged them to participate but thus far they have not done so because "they must be afraid, like I used to be, of the computer." She goes to training sessions in the different locations, usually attending classes on Mondays and Fridays, and then practices at home. "Everything that I have learned is very helpful." She now has the ability to use the Internet and can send online letters. She used the Internet to get information on prices and features of printers and scanners before she purchased these products. She got this information through the Internet to become knowledgeable about the products before she went to the store to purchase them. She uses the scanner to scan pictures to send to her family. She is retouching old photographs and plans to send these

to her cousins as a Christmas gift along with an online Christmas card. She has also prepared a resume and is looking for a job. She applied for a job at the Austin airport as a screener. .

A third participant, who has a small child, began attending the program after she was laid off from a job and decided that she wanted to make a career change. When she looked at the employment section she saw that all jobs require computer skills. She realized that she needed to catch up on her computer skills. She took computer classes when she was in high school but it was on Apple computers. She comes to the program three times a week and has learned a lot. "I am beginning to like computers more and more." She learned Windows, how to use the Internet, e-mail, Word, and PowerPoint. The coordinator helped her to prepare a resume. The participant appreciates the one-on-one training. She has started applying for jobs but feels that she needs more experience in using the computer programs. She considers the coordinator to be very helpful, very patient, and eager to teach. She practices mostly at the church because she does not have a computer at home. She, too, has told her friends about the program.

4. Program Impact

According to the library director and project coordinator, the program has had a very positive effect. The library director stated, "the program has brought in job skills where there were no job skills before. It brought more people into the library." Participants feel grateful that they have been able to learn computer skills free of charge. Many program participants were able to find jobs or better jobs. The community in general feels both grateful and proud to be able to provide such a service to its neediest residents. The participants themselves appreciate that the City cares about its people, according to the library director.

Program participants provided testimonials about the impact the program has had on them, as follows:

After coming to LOCK.NET I was finally able to check "yes" to having computer experience on job applications.

LOCK.NET has been a real blessing in my life. It has not only helped me gain confidence on the computer, but also in gaining self-confidence in my life.

The best thing I like about the program is that I never feel intimidated and no question is ever considered stupid.

I have learned not to be afraid of the computer! That's probably the biggest accomplishment I have made.

As a result of the program, the Dr. Eugene Clark Library has gained more visibility and respect: "The library really stands out among the libraries in this area."

II. VIETNAMESE SERVICES TO THE SOUTH BELT COMMUNITY - HARRIS COUNTY PUBLIC LIBRARY, PARKER WILLIAMS BRANCH LIBRARY

The Vietnamese Services to the South Belt Community program (known as "The Vietnamese Program") at the Parker Williams Branch Library was visited on January 4, 2002. Interviews were conducted with the branch library director, the Adult Materials Selection librarian who puts together lists of materials for the branches and is responsible for the foreign language collections, the Community Services Assistant who provided services under the Special Projects Grant, and several participants in the program.

1. Background

Parker Williams Branch Library is located in southeast Harris County (South Belt). The library's service area extends into the City of Houston on the north and unincorporated Harris County on the south. According to the 1990 census, the library's area of service has about 48,000 people. The population in the library's service area is 75 percent White, 14 percent Hispanic, nine percent African American, and about nine percent Asian American. Nearer the library there is a concentration of Asian Americans. About 85 percent of the library's area of service lies within the Pasadena Independent School District (ISD) and 15 percent is within the Clear Creek ISD. More than 10 percent of the student population in the two school districts in 1998 was Vietnamese. In fact, 19 percent of the Burnett Elementary School, located within one mile from the library, were Asian American.

Less than one-half of the Pasadena ISD graduates attend college; 54 percent are considered economically disadvantaged. The Memorial Southeast Hospital and San Jacinto College South campus are the major employers. Many businesses around the library advertise their services in Vietnamese. The area surrounding the library has a large and growing Vietnamese population. According to a recent study by the Office of Planning and Evaluation at San Jacinto College District Office, the Asian American population within a five-mile radius grew from 8,117 in 1990 to 13,886 in 1998.

The Parker Williams Branch Library has about 70,000 books, a considerable video collection, and a circulation of 15,000 to 22,000 a month.. It has an ethnically diverse (including three persons of Vietnamese origin) staff of 14: nine are full-time and five are part-time. . The library has 19 public workstations with Internet access and plans to add fifteen more. Patrons have to sign up for 30-minute sessions on the workstations. Area high school students are the most avid users of the workstations, making the library a central meeting place. The library has automated catalog and circulation systems. Most of the library's technology is recent, being acquired in the past two or three years. "The library has made giant leaps in technology in the past three years," according to the librarian.

Prior to receiving the Special Project Grant, the Parker Williams Branch Library provided several services to the Vietnamese community. These included an ESL program and a

collection of Vietnamese language materials: 1,657 adult titles and 213 juvenile titles. The ESL program had 60 students, one-half of whom were Vietnamese. During 1999, an adult Vietnamese fiction book circulated on average 11 times; in 2000 the circulation increased to 13 times, on average. The high circulation, library staff believe, represents an increasing demand for Vietnamese language materials.

2. The Special Projects Grant

The Harris County Public Library's Marketing Department assisted the Parker Williams Branch Library in preparing grant applications. The library applied for the grant because it wanted to purchase more Vietnamese books, especially for children, to meet the high demand for Vietnamese language materials in the community.

The Special Project Grant began in September 1999. The objective of the Parker Williams Branch Library Special Project Grant was to allocate more resources toward Vietnamese-speaking residents in the library's area with limited proficiency in English. The library proposed in the grant application to hire a Community Services Assistant who is bilingual in English and Vietnamese. The role of the Community Services Assistant was to present preschool story times in Vietnamese on a weekly basis and introduce to the parents the value of books and the library for young children. In conjunction with these activities, the Alliance for Multicultural Community Services gave Citizenship classes four times during the year in the library's meeting room. These classes also provide an opportunity to enroll participants in the English as a Second Language (ESL) classes. The grant was also to allow the library to expand its collection of Vietnamese language materials by adding 1,500 more titles.

The Parker Williams Branch Library had the Special Projects Grant for two years, from September 1999 through August 2001. The grant the library received was originally a one-year grant but Parker Williams applied and received funding for a second year. Year 1 of the grant was \$25,000 and Year 2 was \$30,000.

3. Year 1 of Grant

During the first year of the grant, the library hired a Community Services Assistant who is bilingual in Vietnamese and English and offered a story time for children. This activity was developed as a result of a survey that the Community Services Assistant conducted at the start of the grant. The Alliance for Multicultural Community Services provided the Citizenship programs for adults (free of charge) and Test and Interview Preparation (TIPS) programs. The Alliance had difficulty in finding an appropriate location for their program and was excited to operate in the library. The program consisted of two and three hour sessions for 20 adults on Saturday for a period of five to seven weeks, and when 30 people showed up for the program, the class was split into two. Classes were offered in English and Vietnamese, as the primary goal of the Alliance was to reach the refugees.

The library also offered a Parenting Workshop, with an additional objective of bringing parents into the library. The workshops drew 25 to 30 parents each session. The library offered two Parenting Workshops during Year 1 of the grant. The first parenting workshop focused on new Vietnamese immigrants and addressed the conflict between two generations: parents and children. The second workshop focused on how to help children succeed (become high achievers) in school and how to maintain a happy and healthy family environment. As part of the workshop, the parents were encouraged to come to the library for other activities and use the library's video collection. Through these activities, Parker Williams Branch Library blended the grant activities with other library activities.

The Community Services Assistant, who is of Vietnamese origin and is well connected in the Vietnamese community, developed the publicity campaign for the programs. The library placed ads on two Vietnamese radio stations and published press releases and articles in Vietnamese and English local newspapers. The community services assistant also prepared flyers in Vietnamese and English and placed those in the Asian market, in doctors' offices, at the Vietnamese church, at a Buddhist temple, in local restaurants, and in other Vietnamese businesses in the area. The Community Services Assistant also made telephone calls to those registered for the programs, reminding them to attend.

As a result of these activities, the library has become the center for Vietnamese materials in the Harris County Library System. The system is open to all individuals, regardless of their county of residence. As the Parker Williams Branch Library is close to a county line, people come from other counties to use the library.

The story time program was repositioned during the first year of the grant to "learning time," on parents' request. Parents wanted their children to learn Vietnamese and the stories are read in Vietnamese.

4. Year 2 of the Grant

In the second year of the grant, Parker Williams continued with the four activities from Year 1 and added *Mother Goose Asks "Why?"* The activities the Vietnamese program presented in the second year of the grant included:

- Vietnamese Story and Learning Time: a one-hour session every Saturday afternoon.
- Citizenship classes that were presented in English and Vietnamese, on specific Saturdays in five sessions, three hours each.
- English as a second language classes.
- Parenting program for adults.
- The *Mother Goose Asks "Why?"* program.

The *Mother Goose Asks "Why?"* program (from Vermont Center for the Book) was advertised as a "series of workshops for Vietnamese parents introducing science through great children's literature." The program "uses children's literature to promote reading, discovery and learning in science through everyday activities...and shows parents how to guide their children to learn." The *Mother Goose Asks "Why?"* is a four-week program that meets one evening a week for two hours at a time. The program met during July and August 2001. Each session had 21 participants. Each participant received a set of *Mother Goose Asks "Why?"* books. The program drew Vietnamese parents from a large area - some came from 25 to 30 miles away. The Community Services Assistant explained to parents why it was important for them to be able to teach their children and led them through the discovery approach to learning. The *Mother Goose Asks "Why?"* books are in English but the teaching was done in Vietnamese. The Community Services Assistant translated all the books into Vietnamese. According to the librarian, the *Mother Goose Asks "Why?"* program "changed the minds of those attending from being skeptical to praising the new and innovative way of teaching children." Twenty-one parents completed the class. The library purchased kits from the Vermont Center for the Book and gave the kits (activity guides) as well as the books to the parents who completed the program.

During the second year of the grant, the Community Services Assistant presented a weekly story time/learning time during 24 Saturdays from March through August 2001. Each story/learning time session included a story, a lesson in Vietnamese, activities such as singing, dancing or playing games, and a craft. On average, 23 children and 10 adults attended each session of the program. Forty-six children received library cards for the first time, as a result of this program. The Community Services Assistant created a theme for each story time/learning time session and selected the appropriate books to read each week. She prepared a learning activity and craft to coincide with the books. She designed a flyer for each session and posted it together with the craft on the bulletin board next to the Vietnamese collection.

The Alliance presented two citizenship classes from April to June 2001. These sessions were attended, on average, by 17 participants. The Alliance offered a Test and Interview Preparation (TIP) class in March and July-August 2001. On average, 32 people participated in the March class but only four in the July-August class. The low attendance in July-August was attributed to the flood that damaged homes and businesses.

The Special Projects Grant allowed the library to purchase \$25,000 of Vietnamese materials over the two years of the grant. In 2000-01, the second year of the grant, the library purchased 684 new titles in January 2001: 534 were adult titles and 150 were juvenile titles. In addition to 178 new Vietnamese titles previously purchased, this brought the number of books purchased to 862.

5. Activities Following Grant Completion

Since the grant ended, the Parker Williams Branch Library continued the programs and added an elementary school story time program and a Vietnamese history and language program for children. The Community Services Assistant position was upgraded from 20 hours per week the first year of the grant to 25 hours per week the second year. When the grant year was completed, the Harris County Public Library made the position full-time with benefits.

The Community Services Assistant surveys the parents periodically, asking for suggestions on how to improve the programs. The parents "want the library to be a school."

Most parents have been very pleased with the services the library offered through the grant and subsequent to it. Parents considered the Vietnamese language programs for the children that the library offers to be superior to the program that local churches offer.

Area residents who participated in the Citizenship program were appreciative of the opportunity of becoming American citizens. In appreciation of the programs the library was offering, parents bowed to the librarian after the first Parenting workshops. Attendance in all the programs has been high and participants keep coming back.

As a result of the programs funded through the Special Projects Grant, the community, according to the librarian, is more aware of the library. The library has truly become part of the community.

Many Vietnamese parents attend the ESL classes. Some have even become tutors. They bring their children to the Summer Reading program and to other library events. Each month the library has issued 20 to 30 new library cards to Vietnamese patrons.

The library's ESL program has 45 volunteer tutors. The program offers English language classes to people from 18 countries. The library has classrooms set aside for this program. The library offers 20 to 30 classes a week. Each class has between three and four students, for a total of 187 students. Although a local community college offers English classes, many community members prefer the classes the library offers. The library staff struggled with how to assign people to the different classes. The literacy coordinator of the Harris County Library System helped the library staff with the assignments. The library is getting a teacher for the program from Literacy AmeriCorps. The Vietnamese community is well aware of the program.

The programs funded through the Special Projects Grant "changed the face of the library," according to the librarian. The grant increased the diversity of the patron base, bringing in people the library did not serve before. These people became involved in a range of library activities, not just in the Vietnamese program. The grant, according to the librarian,

- Increased the literacy rate in the community.

- Increased the English proficiency of community members.
- Increased the number of preschool children exposed to reading.
- Increased recognition on the part of parents of preschool children of the importance of reading.
- Increased the number of library patrons.
- Recruited new groups of patrons.

The fact that the branch library has an ethnically diverse staff, including three Vietnamese persons, has helped bring more Vietnamese residents into the library.

The library has had difficulty in finding Vietnamese materials. Library patrons check out between 2,000 and 3,000 Vietnamese books a month from this branch library.

In a letter dated August 1, 2001, 20 participants in the Vietnamese Program, wrote to the branch librarian:

Most people only write when they want to vent their complaints and frustration, but very few would take the time to write and offer their appreciation and compliments.

The purpose of this letter is to thank and congratulate the Community Services Assistant (name) and you for the wonderful four weeks of the *Mother Goose Asks "Why?"* program that Parker Williams Library has offered to us.

We thoroughly enjoyed the workshops, and found them very interesting, stimulating and useful for all of us, parents. Now we feel more confident in guiding and motivating our children to learn and to live Sciences. We also would like to personally thank the Community Services Assistant (name) for the hard work in preparing and organizing these sessions. We're very impressed with the quality of the workshops, and we learned a lot from them.

We are certain that we shall greatly benefit from your continued support in the future programs offered at your branch library. Once again, may we reiterate our sincere thanks for your leadership.

Two parents and several children who participated in a patrons' interview session echoed the gratitude expressed in the letter. They expressed their satisfaction with the programs, including the *Mother Goose Asks "Why?"* the story/learning time program, the summer reading program, and the more recent Vietnamese language and history program. One of the parents indicated that finding science and math facts in regular stories and using these for teaching was a revelation. One of the parents who is new in the area heard about the program from a relative. The parent commutes to the library with her children because

the library close to her home does not have such a program. The second parent came to the Summer Reading program and found out about the Vietnamese programs. The parent appreciated the Community Services Assistant's ability to work with children at different levels. One of the parents observed: "We utilize this library a lot; we come twice a week to the library. The Vietnamese language program is the best; it really allows the children to pick up the language. My children learn more Vietnamese in the program than from me. It lets my children to communicate with their grandparents and have a better understanding of Vietnamese culture."

III. ALAMO AREA LIBRARY SYSTEM

The Alamo Area Library System (AALS) was visited on January 8, 2002. Interviews were conducted with the director of the San Antonio Public Library, the AALS coordinator, and a group of 11 library directors representing member libraries. Some of the library directors represented joint use (i.e. school and public library) libraries and county libraries. The TANG systems supervisor was interviewed in December 2001 by telephone prior to her leaving the System.

AALS is one of ten Library Systems in Texas created by the 1969 Texas Library Systems Act. AALS receives an annual System grant and the Technical Assistance Negotiated Grant (TANG) from the Texas State Library and Archives Commission. The San Antonio Public Library is the major resource center (MRC) for AALS' area of service. The City of San Antonio is the fiscal and personnel agent for both grants. The System grant uses a combination of LSTA and state funding. The TANG grant is fully LSTA funded.

AALS' area of service consists of 21 counties. AALS has 46 member libraries. The San Antonio Public Library is AALS largest member library. AALS also has one non-member library (Eagle Pass); this library does not have a certified librarian. Most member libraries are small and serve primarily rural areas. Seventy-eight percent of the AALS member libraries serve rural communities. Over 59 percent of the member libraries serve areas with fewer than 25,000 people. The San Antonio Public Library serves 72 percent of the AALS population. Highway I-10 divides AALS service population into affluent (north of I-10) and poor (south of I-10). Twenty-six percent of the member libraries have librarians with MLS degrees. Three or four member libraries in the south of I-10 area have volunteer directors. Many of the libraries, according to the AALS coordinator, have only the minimum \$5,000 funding.

Population Served FY2002	Number of Libraries	Percent of Libraries
1,000,000 or above	1	2.2%
50,000 to 99,999	1	2.2%
25,000 to 49,999	5	10.9%
10,000 to 24,999	10	21.7%
5,000 to 9,999	12	26.1%
2,500 to 4,999	8	17.4%
1,000 to 2,499	6	13.0%
Less than 1,000	3	6.5%
Total	46	100.0%

The library directors who participated in the group interview collaborate with a wide range of organizations and agencies, including public schools, other public libraries (one of the libraries collaborated with two other libraries in the county on automation), churches, the Region 20 Education Service Center, HeadStart, and the Migrant Council.

One of the libraries collaborated with the high school library. Another library collaborated with four school districts and coordinates the summer reading program.

Some of the libraries are in the process of having their catalog and circulation system automated. Some are in the process of building new library buildings, adding parking, or wiring their building to be able to add more workstations.

AALS allocates funds to member libraries based on the following formula. AALS will distribute:

- 70 percent of total equally among all member libraries,
- 15 percent of total based on population served,
- 15 percent of total based on incentives for local materials expenditures:
 - \$500 or more to libraries with materials expenditure per capita at \$1 or higher
 - \$1,000 or more to libraries with materials expenditures per capita at \$2 or higher

The total amount is awarded to libraries according to meeting attendance:

- 40 percent of base for one System meeting
- 40 percent of base for one Geographic meeting
- 20 percent of base for one Program Committee meeting

Funds not distributed to libraries that miss a meeting are equally distributed among the libraries that meet the attendance requirements

Many of AALS member libraries require "a lot of basic instruction," according to the AALS coordinator. The small libraries are very dependent on the System's collection development funds. The libraries also experience a high turnover rate of library directors because of low pay and increasing demands. Library staff salaries are a big issue both for AALS and for libraries in the AALS service area. Per capita support for AALS is low. In addition, south Texas does not have a history of libraries or library services. Only two to three new libraries are established a year. AALS funding has not changed in the past few years although it has to serve more clients.

AALS staff consists of a coordinator, four consultants, an accountant, an administrative assistant, and an office assistant. AALS budget for FY2002 is \$842,926, of which \$764,627 comes from the System grant. AALS also receives \$78,299 for the administration and implementation of the TANG grant.

AALS ranks below Texas and the U.S. on key library-related measures.

Library Measures	AALS	Texas	U.S.*
Salary expenditure per capita	5.85	7.85	14.71
Materials expenditures per capita	\$1.93	\$2.33	\$3.48
Total operating expenditures per capita	\$11.39	\$14.88	\$22.48
Total collection per capita	1.89	2.56	2.80
Visits per capita	2.39	2.89	4.10
Reference transactions per capita	0.58	0.93	1.10
Circulation per capita	3.06	4.28	6.60

Source: FY1999 data.

The AALS coordinator is responsible for administering the Systems grant and being in compliance with City of San Antonio guidelines. The AALS coordinator reports to the San Antonio Public Library assistant director. The AALS coordinator spends 75 percent of her time on administrative tasks, including applying for Systems, TANG and Interlibrary loan (ILL) grants.

The MRC director sees the primary mission of AALS as providing services to the large number of small and geographically spread out libraries. AALS mission is to give support to the smaller libraries through education or services. The MRC director recognizes that AALS' mission has changed, as technology has become more of an issue and the provision of technology-related training has taken precedence over collection development.

1. Needs Assessment

The AALS coordinator assesses needs of member libraries by meeting with members in geographic meetings, reporting on activities performed in the past year and plans for the coming year. During these geographic meetings the members start developing the plan for the next two years. AALS has set up committees for each of its programs. At the meetings, members evaluate each program and specify their needs. For example, in the last meetings members asked for more large print and Spanish language materials. Members are expected to serve on at least one committee but are asked to sign up for five committees. AALS has committees for collection development, continuing education, technology, disadvantaged populations/literacy, and library advocacy. The committees help identify priority areas. The coordinator analyzes the priorities expressed by the members and takes the data to the Planning Committee and subsequently to the Advisory Council for a vote. AALS funds are allocated to the different areas based on the set priorities. For example, marketing was designated as a low priority, so fewer funds were allocated to this function. The AALS coordinator recognizes the different needs of the Systems' members and the areas of interest or strength of Systems' staff and seeks to allocate funds to services in a way that combines members' priorities and tradition. Traditionally, members have spent funds on collection development. The Special Services consultant was strong in children's literature, so the System focused some services on children's literature.

The library directors who participated in the group interview offered different opinions on the needs assessment process that AALS uses. Some appreciated the geographic meetings that allow all libraries to provide input and prioritize needs. One of the library directors preferred a focus group process rather than the current process for brainstorming and sharing information.

AALS set up biennial statistical targets last year and is monitoring the extent to which these targets are being met. AALS took the targets to the geographic meetings to have members' prioritize them. Having to plan biennial budgets makes it difficult for the System, according to the coordinator, to project demand or use with a reasonable degree of accuracy in fast changing areas such as Internet use. Internet use in libraries tripled in one year.

2. AALS Services

AALS provides a wide range of services to member libraries. These include:

- Collection development (the largest budget item).
- Continuing education.
- Services to disadvantaged populations (i.e. literacy).
- Networked resources, including web page design, software training, consulting on hardware and software, on-site assistance.
- Consulting: library board, management, adult collection, automation, children's collection,

In FY2002, AALS plans to offer 28 workshops from September to April. Six of the workshops include satellite broadcasts. Workshop topics range from "How Safe is your Library?" "Introduction to Cataloging," and "Customer Service with a Smile" to "E-rate Coordinator Training," "EBSCO Database Training," "Using Search Engines Effectively," "Virtual Reference Program I and II," and "Alternative Funding Sources."

All consultants help with grant preparation. The coordinator would like to hire a grant writer.

In spite of funding limitations, AALS provided some new services in the past two years, focusing on technology.

- As part of TANG, AALS offered in-depth classes on networking.
- AALS consultants did database training during site visits to libraries.

The coordinator considered continuing education to be AALS' strongest service. Consulting is also a strong service but is hampered by staff turnover. The library directors who participated in the group interview reported that they received a wide range of services from AALS. Services mentioned included:

- Literacy grants.
- Continuing education.
- Collection development.
- Support for summer reading programs.
- Consulting.
- Promotional materials.

Library directors did not experience any difficulties in getting services from AALS but noted that because AALS is thinly staffed, it is limited in the help it can provide to member libraries. Libraries need help because most of them are very isolated and cannot count on assistance from other member libraries in close proximity.

Libraries' satisfaction with services that AALS has provided varied because of AALS' difficulty in providing services in all areas due to staff turnover. Library directors reported that AALS services were of high quality in some areas and lower quality in other areas. Overall, libraries would rate AALS assistance as a 7.5 on a 10-point scale.

AALS only has one non-member (Eagle Pass) but extends benefits to that library. The coordinator consulted with their board and the City of Eagle Pass on how to find an MLS librarian. Representatives from the non-member library can attend workshops offered by AALS or by the San Antonio Public Library. As the Eagle Pass library is not automated, it can benefit from assistance on automation. AALS helped the library apply for e-rate and TIF grants, so it too can have access to the Internet.

3. Assistance Member Libraries Need from Library System

Librarians identified a variety of needs, including:

- More collection development funds.
- Continuing education in technology use and maintenance.
- Assistance with writing grants such as TIF, e-rate.
- Assistance in deciding what (technology-related) equipment to purchase for the library.

- On-site workshops so that the entire library staff can participate.
- Customized on-site assistance.
- More one-on-one consulting.

4. Barriers

Funding is a big barrier, according to the AALS coordinator. The Texas State Library kept the annual funding for Library Systems at \$8 million for several years, not taking into account higher salaries that Systems have to pay staff and increased costs of services. Consequently, Library Systems are in a bind. As salaries increase, less money is left for services. AALS had to cut two positions and provide fewer services to its members. AALS also eliminated several programs. For example, AALS reduced marketing and eliminated automation grants to its members. AALS also dropped the Circuit Systems program. The program entailed a large collection of large print books and audio materials that moved from library to library. The program was dropped because it incurred high postage costs and required significant administrative time.

The AALS coordinator recognizes that building a strong staff is critical to the effectiveness of the System. Providing technical help to member libraries is also critical. Libraries need more direct technical help, especially with e-rate applications, technology equipment, and the use of technology. Libraries, according to the coordinator, rely on TIF funds both for purchasing and upgrading their technology.

The MRC director also recognized staff turnover as a major issue for AALS and its ability to serve member libraries.

5. Library Size

Library size affects the dependence of libraries on AALS assistance. AALS member libraries are skewed toward small libraries and those require the most from AALS. Ninety-five percent of AALS' member libraries serve fewer than 50,000; 63 percent have legal service populations smaller than 10,000. AALS has one library in the 100,000 range. In the coordinator's judgment, the System is not doing enough for small libraries. These libraries need AALS assistance the most because they typically do not have other resources. The medium size libraries are less dependent on AALS. The San Antonio Public Library, in spite its size and other resources, used System funds for collection development. The San Antonio Public Library justified using System funds because it provides materials to its member libraries, thus benefiting them. All members of AALS can purchase materials through the San Antonio Public Library, thereby receiving significant discounts. In addition, the San Antonio Public Library opens its programs and computer training classes to all members of AALS. AALS collaborates with the San Antonio Public Library in training programs.

Three of the 11 library directors interviewed represent libraries serving 5,000 or fewer people. Library directors indicated that these libraries have different needs from libraries serving between 5,000 and 15,000 people. These very small libraries, according to some of the members, could not have stayed open without assistance from AALS. AALS has been very helpful to small libraries, many of which serve poor and high minority areas. To small libraries, AALS provides direction and acts as a catalyst. One of the library directors stated that "AALS got me jump started."

Five of the library directors represented libraries with 5,000 to 15,000 people. These library directors found AALS always responsive to their questions and that the System sponsored meetings and committees of great relevance. Some also received on-site visits and help from System staff. They valued the assistance AALS provided in identifying grant opportunities and assisting them with preparing the grant applications.

Three of the library directors represented larger libraries. These library directors admitted that they do not need AALS assistance at the present but remember how important the assistance they had received from AALS was to them when they first got started.

All library directors recognized that AALS' high turnover rate affected its ability to provide services and assistance. "AALS tends now to be more theoretical than hands-on."

6. Planning and Trends

Three of the 11 libraries that participated in the group interview had long-range plans.

In the next three to five years the following issues will emerge and need to be addressed, according to the coordinator:

- Technology looms as the biggest need.
- The role of the library in the community.
- Funding for member libraries; how to keep them viable.

With regard to the future of AALS, staffing is a key issue. Staff turnover is high as a result of low salaries and salaries that are not competitive. This situation makes it difficult to keep staff and to fill positions requiring highly skilled staff, especially in the area of technology.

The trends library directors identified were similar and included:

- Rapid growth of technology. Library staff have to keep pace with technology. The need for additional workstations to meet demand makes libraries run out of space, even in relatively new buildings.

- Control over Internet information sources.
- Growing population in the library's area of service puts additional demands on libraries. Libraries run out of space; their collections do not meet the population needs. Libraries want to address this either by opening branch libraries or by establishing more public libraries in the area.
- Expansion of patron base. A library located in an area that was primarily a retirement area wants to increase the number of children as patrons. The library is accomplishing this by targeting middle school and high school children, adding a teen room in the library, and using teenage volunteers on the circulation desk. The library also started two story time programs, one in the library and one in the day care center; the elementary school after-school day care center comes to the library.

7. Membership Benefits

Member libraries clearly benefit from their association with AALS. They receive collection development funds, continuing education, access to TSLAC online databases, and consulting services. Member libraries decide which continuing education classes they need and AALS develops classes accordingly.

AALS helped its member libraries enter the computer age and use technology, according to the coordinator. AALS is in the forefront in this area: all its members have access to the Internet.

AALS divided the benefits it provides to member libraries into six areas:

- Collection development:
 - Funds distributed according to a preset formula
 - Subscription to one book selection journal
- Continuing education:
 - Workshops presented by AALS, San Antonio Public Library and TSLAC
 - Hands-on training on Internet topics, electronic databases and Microsoft Office
 - Live satellite training programs in four locations
 - Technical workshops and training through TANG
 - Customized training by AALS staff
- Consulting service:
 - Library Science collection
 - Consultation on library automation systems
 - Individual consultation with library professionals and computer personnel
 - Presentations by AALS coordinator and consultants to library boards or governing bodies
 - AALS web site and newsletter

- Assistance with grant writing and project development
- Collection evaluation

- Networked resources:
 - Access to San Antonio Public Library online catalog and full text databases and to TSLAC web site
 - Access to Baker & Taylor's *Title Source II On the Web*
 - Access to San Antonio Public Library reference staff
 - Electronic library offered to underserved areas for access to the Internet
 - Technical assistance on computer use and local area networks

- Publicity services:
 - Loan of equipment
 - Access to poster maker, laminator, digital camera, and Ellison lettering machine
 - Publicity materials
 - Publicity materials for national library events
 - Subscription to *Copycat*

- Services to disadvantaged populations:
 - Funds for materials for library-based GED, ESL, and adult education classes
 - Subscription to a Spanish language journal
 - Loan of kits and materials such as story time kits, children's videos, flannel-board kits.

Library directors reported many benefits from their membership in AALS. Benefits ranged from:

- Funds.
- Continuing education.
- Library System helped with starting the library.
- Library System helped with the design of the new library, weeding the collection and turning the library into a more professional organization.
- Library resources were greatly expanded through ILL.
- Story time programs.
- Library System staff came to talk to the City Council about the need for a new building for the library.
- AALS provided free shelving.
- AALS always responds to library's questions.
- Not feeling so isolated because of communications with and assistance from AALS.
- Meetings organized by AALS helps librarians see the big picture and share information with other librarians

Member libraries highly value their Library System. Membership is crucial to the viability of the libraries, according to one of the library directors. She credited the Library System with helping libraries become automated and use technology. The Library System was also credited with identifying grant sources for libraries. Members

also appreciated the training and continuing education the Library System provided to them. Member libraries stated that they had received many benefits from the Library System, including collection development funds. Member libraries recognized that the assistance AALS provides to them has been affected by the System's high staff turnover. As a result of this turnover, the System can not provide assistance as frequently or send a consultant to help.

8. Special Populations

AALS awards literacy grants to its members. It used to award 10 grants and now awards 11 grants. AALS has a disadvantaged services committee. The literacy programs that member libraries offer vary and may include: high school GED, ESL, basic literacy or all three together. Members wanted literacy programs because many of the member libraries have a high percent of Hispanic populations. AALS uses LSTA funds for these programs. AALS dedicates 25 percent of the collection development funds to disadvantaged services. These serve older adults and children and provide audio and hard copy books in Spanish. In 2001, AALS spent 40 percent of its funds on services to special populations.

9. Impact

AALS assistance affected libraries in different ways, according to the library directors.

One of the library directors reported that AALS did not provide any help with technology.

Another librarian reported significant impact because her level of technology-related knowledge was minimal before her library was assisted by AALS. Staff skills improved and staff is eager to participate in AALS workshops.

Another library director found ILL to be helpful as were the story time kits. Library directors appreciated the services to the special populations including the Spanish language materials, the materials for seniors, HeadStart, and home schoolers (a growing population). Library directors also appreciated the technology for individuals with disabilities.

10. Technical Assistance Negotiated Grant (TANG)

Library directors and staff identified the need for technology-related training and assistance and rated it as number two in priority behind continuing education in the June 2001 planning questionnaire, according to the AALS coordinator. The need for technology-related assistance stems from the addition of technology to libraries. With Gates Foundation, TIF, Tocker and other grants, member libraries continue to add computers, network and automation systems and upgrade Internet connections and request e-rate discounts. Libraries need technology-related training both at the beginning

and advanced levels so that library staff can use and manage the equipment, and maintain it.

AALS' TANG plan for FY2002 called for training in a classroom, on the Internet, or one-on-one in the areas of network design, installation, and management, computer hardware, operating system and application installation, troubleshooting, telecommunications and security. The training, according to the plan, includes workshops on networking essentials, computer security, disaster preparedness, basic computer hardware, and computer peripherals.

AALS indicated in its FY2002 TANG plan that the TANG staff member will provide network and PC support, perform site surveys to document the current network libraries have, and be a resource for all member libraries on technology. The TANG staff person will assist member libraries by e-mail, fax, telephone, or in person. The TANG staff member will also help libraries with disaster preparedness and the development of technology plans.

The AALS TANG systems supervisor who had an MLS and Cisco certification left AALS in December 2001 after 10 months. The systems supervisor provided hardware and networking assistance to AALS' 46 member libraries and helped libraries to set up computers and local networks. She also was planning to offer a security policy seminar.

The systems supervisor did not have a plan of service. The systems supervisor conducted a library technology survey in September 2001. The survey asked for a technology inventory, databases, technology-related staff competencies, technology grants the library has, the status of library automation, and the library's security plan and procedures. Thirty of the 46 member libraries completed the questionnaires by mid October 2001. Although AALS did not develop a TANG plan, the systems supervisor used the survey results to identify the technology status of the member libraries and their greatest areas of need. The systems supervisor considered the survey data to be a basis for a services plan.

According to the technology survey, all libraries have computers; typically they got the computers in 1995 or later. All have scanners and printers. Nearly 90 percent (26 of the 30) of the libraries that responded have high speed access lines. Many of the libraries also have web pages. However, very few of these libraries have the skills and the knowledge to maintain their technology equipment. Overall, the libraries are not technologically self-sufficient. The systems supervisor considered only five of the 30 libraries technologically self-sufficient. The systems supervisor estimated that 10 to 15 of the libraries have local consultants or contractors that help them with the technology. Others rely on the AALS systems supervisor or on their local school district.

One of the difficulties in assisting the libraries is the lack of technology standardization. AALS can not set technology standards for its libraries, so libraries purchase a wide range of equipment. Their greatest need is to sustain and maintain the equipment they have.

Libraries' lack of technological self-sufficiency is based on several factors. Some libraries do not train their staff. Libraries also experience a high rate of staff turnover, so even when staff are trained they do not stay long, especially in the small libraries. Consequently, libraries need technology training on an ongoing basis. Because of the high staff turnover, training library staff is not a viable solution at present, according to the TANG systems supervisor. Even staff that attend training do not fully benefit from it because they have difficulty implementing it, as they lack important technology skills.

The systems supervisor offered assistance as requested, responding to library needs. She helped build a network for a library; designed a network and cable infrastructure; purchased cable and network equipment for the library; maintained computers, and provided one-on-one computer training. She also replaced computer monitors, set up Internet service, and fixed printers. In addition, the systems supervisor arranged several networking classes and a computer security class at a central location. AALS also got a TIF grant for "see you - see me" cameras and the systems supervisor planned to install these in the libraries and train the staff in their use.

The systems supervisor provided critical assistance to the Del Rio Library, the last member library that was not connected to the Internet. She designed and installed a network for the library that should serve them for at least ten years. She connected the library to the Internet, increased the number of the library's Internet connected computers (they have 17 workstations), and met the objective of giving the public access to the Internet.

The systems supervisor recognized that some of the services she had provided to member libraries were essential, because some of the libraries, like the Del Rio Library would not be networked without her help. Some libraries cannot afford to pay a contractor to provide these services. Some of these libraries do not even have a paid director.

The systems supervisor planned to develop online tutorials, in order to reduce the amount of travel to individual library sites.

The TANG-funded services AALS offered to libraries have had a significant impact on the libraries and on AALS. The call rate to the systems supervisor declined from 260-300 calls for a three-month period to 80 calls in September, October and November 2001. The systems supervisor attributed the decrease in calls to the stabilization of technology in member libraries. The nature of the calls had also changed. The calls became more sophisticated, showing knowledge of technology and networks.

Several libraries do not depend on AALS for assistance with technology. They get assistance through the TIF grants or through contracts with local consultants. Libraries associated with school districts or specific schools get assistance from the district or the school. One of the library directors has a relationship with two volunteers who are technologically skilled and another library director reported getting help from the head of the Computer Science department in a nearby junior college. Library directors who participated in the interview indicated that they do not call AALS for assistance with

technology since the departure of the systems supervisor because AALS currently does not have any staff who can help member libraries. AALS has recently filled this position.

IV. NORTHEAST TEXAS LIBRARY SYSTEM

A site visit was conducted to the Northeast Texas Library System (NETLS) on January 7, 2002. Interviews were conducted with the NETLS coordinator, the TANG technician, and with a group of 16 library directors representing member libraries. The Northeast Texas Library System (NETLS) has 98 member libraries and 12 non-members, two of which were former members. NETLS members range widely in size. The Dallas Public Library, a member of NETLS, is the largest library in the state. The smallest library serves a community of 500 people. NETLS FY2002 System budget is about \$1.4 million. The TANG budget is \$60,000.

NETLS has 12 staff positions. These include the coordinator, assistant coordinator, library automation specialist, library technology specialist, media consultant, special services consultant, office manager, collection development clerk, film booking clerk, receptionist, general page, and media page. The NETLS coordinator's major responsibility is to facilitate the planning process and to implement the System's plan.

NETLS' mission, as defined in its long-range plan, is "to support and strengthen local public library services to the citizens in the Northeast Texas System area and promote the development of library service where none presently exists."

NETLS assesses the needs of its members through standing committees. These include the Awards Committee, the Collection Development Committee, the Continuing Education Committee, the Federal Legislation and Information Network, the Lay Persons Involvement Committee, the Media Committee, the Planning and Evaluation Committee, the Publicity and Public Relations Committee, the Special Services Committee, the State and Local Liaison Committee, and the Technology Committee. Each committee is composed of five to ten members. The committees have professional staff, support staff and lay members such as board members and patrons. The committees provide input on members' needs and priorities. NETLS provides workshops to lay committee members on advocacy, board development, and how to involve community members in serving on the board of the library and on System committees.

1. NETLS Services

NETLS provides a wide range of services to its member libraries. These services include:

- Automation services. NETLS seeks to equip each of its member libraries with a computer with a modem and a CD drive and have at least one staff member in each library computer literate and using the computer in local or cooperative projects.
- Consulting. NETLS offers a myriad of consulting on topics such as finance, management, and designing/building libraries. NETLS' goal is to improve library operations, management, services, automation, and funding. According to the *NETLS Plan of Services for FY2002*, 50 of its 98 member libraries and all 12 of the non-

member libraries do not have a professional librarian on staff. These 62 library directors and their staff need basic training in library management and operations.

- Continuing education and training. NETLS outsources this service. It gives a list of topics to members in the summer and using their feedback, NETLS implements workshops based on the topics selected. In FY2002, NETLS workshops address topics such as:
 - Children's Services: What They Don't Teach in Library School
 - Explore! Fun with Science
 - Marketing and Libraries: A Necessity Not A Choice
 - Basic Book Repair: A Hands-On Workshop
 - How Am I Doing? Using Information to Tell Your Library's Story
 - Security and Disaster Planning
- Technology support including a media program.
- Mini grants for special services such as ESL, literacy, services to older adults, automation, and computers.
- Collection development. In this area, NETLS provides funds and offers workshops addressing reference skills, purchasing priority setting, etc. The objective is to increase libraries' collections to two to four volumes per capita.
- Project Rotate. This includes a collection of large print and audio books that rotate among 75 libraries. Each library gets a packet consisting of 40 large print books and 15 to 20 unabridged audio books for three months. NETLS periodically replaces 40 to 50 percent of the items to update the packets.
- Publicity and public relations services. These services aim to increase community awareness of libraries and enhance local library publicity and programming.
- Membership and geographic meetings. NETLS convenes four membership meetings a year. Attendance is high: between 85 and 90 percent of the members attend. NETLS also convenes five geographic meetings.

NETLS does not have an InterLibrary Loan (ILL) program. ILL is provided by the Dallas Public Library.

The NETLS coordinator considers consulting, continuing education, and communication its key services. The smaller libraries make the greatest use of technical support.

Overall, NETLS services have not changed significantly since 1997-98. NETLS spends more time on providing assistance in the area of technology because libraries have an increased level of technology. NETLS also uses more technology in its communications with libraries. For example, member library staff can register online for workshops.

Member librarians listed multiple services that NETLS has provided to them. These included:

- Training.
- Collection development.
- Negotiated vendor contracts with deep discounts. Vendors treat individual libraries more favorably, knowing that they have NETLS behind them.
- Introduction of libraries to new media: i.e. videos.
- Assistance with grant information, grant application reviews, and with writing grant applications and administering the grants.
- Lobbying for libraries with TSLAC and with local governments. By supporting libraries and advocating for them, NETLS increased libraries' stature with local governments.

In addition, member librarians lauded NETLS for being "a catalyst and facilitator." NETLS is most useful to small libraries and to libraries that are very isolated. It helped non-certified librarians by providing them with consulting on how to build a library, how to operate a library, and how to manage it.

Member librarians find the quarterly meetings to be very helpful. These meetings provide opportunities for giving both input and feedback to NETLS on a variety of issues, as well as for librarians to come together and share information and ideas.

2. Barriers

The greatest barrier to service provision, according to the coordinator, is lack of funds and the System's inability to fill all vacant positions. It is difficult for NETLS, which is located in Garland, to offer competitive salaries because it competes with cities like Dallas for professional staff. The salaries that NETLS can offer are determined by the City of Garland.

The coordinator emphasized that the amount of funding of NETLS Systems grant has not changed significantly in eight years although both membership and operational costs have increased. The coordinator estimated that at present NETLS has to spend more than forty percent of its budget on salaries and those keep increasing, so less is left for services. This reinforces the point that the staff-intensive programs of consulting, continuing education and communications are replacing the programs in which the system purchases "things" for the members (i.e. collection development).

3. Planning

NETLS has a long-range plan for 2002-07. NETLS hired an outside consultant to help in the development of a long-range plan. It uses the plan to design new projects. In response to the funding and financial resource constraints issue and through the analysis of future trends, a non-profit foundation (Library Partners) has been created. The membership can expect the foundation to address funding support issues. The Library Partners board has prepared two grant applications for foundation operation funds.

Member libraries identified a number of long-range issues likely to impact their libraries. These were similar to the issues that NETLS addressed in its long-range plan. These issues included the following:

- Expansion of services through the establishment of branches.
- Increasing libraries' collection development.
- Technology.
- Expanding current funding through the use of local funds and creating library endowments.

4. Library Size

In addition to having a large membership, NETLS member libraries represent a wide range of sizes. NETLS has 52 members serving populations of 12,000 or less. To those libraries, NETLS is a major and crucial resource, according to the coordinator, providing training, consulting, and continuing education. NETLS staff get 10-15 e-mails a day from libraries in this category. These libraries are likely to rank NETLS a "10" on the basis of meeting their needs.

Medium size libraries rely on NETLS primarily for training and some consulting. According to the coordinator, these libraries are likely to rank NETLS "8" on the extent to which NETLS meets their needs.

NETLS has six to eight large libraries (exclusive of the Dallas Public Library which is considered "super large"). These libraries use NETLS primarily for training. They contact the coordinator for information and advice. In the coordinator's judgment, these libraries are likely to give NETLS a ranking of "7" or "8" on the extent to which NETLS meets their needs.

According to member libraries, small libraries consider NETLS to be doing a superb job. They recognize that the NETLS coordinator is most attuned to their needs, because he too was a director of a small library.

Library directors of medium size libraries valued the assistance they received from NETLS in contract negotiations and in planning new buildings. They credited NETLS

with providing valuable and time saving assistance. They also appreciated the training ("invaluable"), the small grants to libraries, and the consulting and continuing education services.

Representatives of larger libraries were also complimentary of NETLS. According to these directors "NETLS has been excellent over the years." They recognized that at present NETLS is more useful to small libraries but that the larger libraries do participate in NETLS sponsored training because they consider it helpful to them.

5. Greatest Needs

According to the NETLS coordinator, members' greatest needs are, to a large extent, associated with their size. Small libraries need funds for materials. Other libraries need training so their staff can keep up with technology changes.

Non-members need funds just to cover their on-going operational costs. They also need training in basic library skills. These libraries need considerable assistance. The NETLS coordinator spends two to three percent of his time helping non-member libraries.

NETLS responds to libraries' needs in several ways. For example, NETLS helps its member libraries to apply directly to TSLAC for any needs under the Loan Star Library Project. This project provides direct aid to libraries in any area except for building funds. Once member libraries receive funds from TSLAC, NETLS can provide support in the implementation of the grants.

NETLS ensures that its own staff is up-to-date in its knowledge and skills, especially in the area of technology. For example, NETLS staff are currently involved in developing a media streaming project that will provide libraries with the ability to download library materials via the Internet, thereby eliminating the need to mail these materials to them.

The NETLS coordinator anticipates that in the next three to five years NETLS will have to increase its staff or increase its staff capabilities, especially in the area of technology. At that time it is hoped that NETLS, and other Systems, will provide training through videoconferencing and videostreaming. The NETLS coordinator is planning to develop web-based training through collaboration with the University of North Texas School of Library and Information Science.

Member library directors see their greatest needs in technology. Their needs concern both the technology skills and competencies of their staff, and having space in their libraries for technology. Member libraries also identified needs in other areas. For example, one member library needs to relocate the library to a new building that has more space. Emerging and new libraries need help in dealing with the county or local government. They also need assistance with publicity and public relations (PR) for the library in the community to elevate its presence and stature and create more recognition of the importance of libraries and their contribution to the community.

6. Membership Benefits

LSTA benefits are crucial to libraries. The funds that NETLS gives to its members benefit small libraries in the areas of collection development and enhance their training. For medium to large libraries, the benefits are not so much in funds for collection development as in training. NETLS plans to provide 75 days of training this year. These libraries also benefit from NETLS' four consultants and coordinator. (The fifth position is currently vacant). All NETLS consultants also provide consulting on basic library services.

The libraries benefit in the areas of:

- Automation (both catalog and circulation system).
- Assistance with applications for library technology.
- Continuing education.
- Services to special populations, such as services to disadvantaged populations.
- Media services: using media in public programming; e.g. having videos on how to do taxes.

Member librarians credited NETLS with "turning non-experienced staff into library professionals." Member librarians also appreciated:

- Assistance with space evaluation, in libraries that were moving to new buildings, ADA compliance issues, or building a children's wing.
- Small grants to libraries, such as grants for equipment.
- Assistance with Internet connectivity issues.
- Collection weeding: especially weeding reference and children's collections.
- Dispute resolution.
- Information on hot button legislative issues. NETLS keeps libraries informed through e-mails.

Member libraries were most appreciative of the fact that they "have a say in what goes on with NETLS."

7. Impact

NETLS services have had significant impact on small libraries in the area of collection enhancement.

NETLS also saved libraries money by negotiating discounts on purchase contracts for materials and equipment.

NETLS helped member librarians develop good skills and enhance these skills on a continuous basis.

Through NETLS assistance, 14 non-members became members.

The NETLS coordinator considers training as having the greatest impact on member libraries.

Member librarians reported that NETLS services and assistance have had wide reaching impact on them and on all aspects of library operations. Areas of impact included:

- Library operations through the rotating collections of videos, and large print materials and equipment such as video projectors, fax, television and VCR.
- Space planning and signage. In some instances, NETLS recommended architects for a new building and saved the libraries considerable time and effort.
- Fund allocation for special services and for materials for special populations such as the Spanish language materials and outreach programs to senior citizens and nursing home bound adults.
- Hands-on technology training.
- Contract negotiations.
- Assistance with preparation of requests for proposals.

Members' looked at NETLS as a source of "trust, independence, reputation, and innovation."

8. Special Populations

NETLS serves special populations by targeting populations with limited English proficiency through literacy programs, as well as targeting services for older adults. In FY2002 NETLS established a Special Services Grant program to libraries. NETLS asked libraries to apply, received 19 applications, and awarded 15 grants for \$30,000. NETLS also helps member libraries with special projects such as literacy.

9. Trends

- The NETLS coordinator projected that technology will increase in importance; it will become more integrated with traditional library services; libraries will deliver more services in an electronic format.
- Library staffing will become an increasingly critical issue, especially for middle level positions. The needs for training will increase.
- Funding. The System and the libraries will have to look for additional funding sources. Library Partners set a prime objective to look for grants.

The coordinators recognized that NETLS might have to change its method of service delivery. As it serves clients in an on-demand fashion, it may use "spot consulting methods;" that is, hire consultants for a short term (i.e. a few days) to work with specific libraries on specific tasks. NETLS currently offers limited "spot consulting" in areas for which there is no staff expertise or when there is no staff time.

Librarians who participated in the group interview identified additional trends affecting libraries, especially libraries in small communities:

- The library as a community education center and as a community center.
- The use of technology for distance learning.
- Adding service delivery formats.

10. Technical Assistance Negotiated Grants (TANG)

From the beginning of the TANG program, NETLS has focused these resources on training. In FY 2001, NETLS hired a Library Technology Consultant who devoted 75 percent of his time to the TANG project. After two months, the coordinator asked to amend the project and use the funds for training. From that point on the Library Technology consultant was paid out of the NETLS grant. In subsequent TANG grants, NETLS will use the funds for training. The technological support needed by NETLS members will be provided as a part of the NETLS grant.

NETLS staff have surveyed member libraries regarding their technology-related needs. These surveys, along with the *NETLS Technology Plan*, formed the basis for determining what type of training member libraries need. Consequently, NETLS offered a one-day course on troubleshooting and workshops on security, firewalls, and Windows NT. TANG funds were used to purchase supporting materials for each NETLS member library.

During the first year of TANG, NETLS contracted with a firm (Train USA) for training. The firm offered a five-day A+ training course and trained 104 librarians. During the second year, Train USA offered a series of workshops on networking: a 3-day workshop as well as customized workshops. Currently, NETLS is conducting a technology needs

survey and will hire an outside firm to offer training on hardware and the Windows 2000 operating system.

In addition to the training, NETLS also purchased for each library materials such as *NT4 Network Security*, and *Writing and Updating a Technology Plan*.

Libraries' greatest needs in the technology area related to security, firewalls, and automation. Ten to 15 percent of the NETLS member libraries are still not automated though nearly all have access to the Internet.

11. Technological Self-sufficiency

According to the NETLS Library Technology consultant the large libraries have in-house technology staff and do not need help from NETLS. The smaller libraries are mostly automated and have access to the Internet, but they do not have in-house technology staff and need support with the maintenance of technology. The "fledging" libraries have no automation and need the most help.

Member library directors associated with small libraries credited NETLS with making them more knowledgeable and consequently more confident in technology matters. As a result of TANG-funded training and consulting "we can identify what's wrong." Thanks to these efforts, library directors reported that most of their staff and volunteers have received technology training.

12. TANG-funded Services

The TANG grant funds training (which NETLS outsources) and materials. NETLS provides consulting and workshops to member libraries in the technology area. The NETLS consultants go on-site, visiting each library at least once a year. In addition, they help libraries with grant applications, develop specifications for equipment, and help with grant implementation.

According to the Library Technology consultant member libraries found the TANG services very helpful. They found great value in the workshops that educated them on security and firewalls and gave library staff enough knowledge to be able to negotiate and work with vendors.

The NETLS Library Technology consultant did not experience any difficulties in serving member libraries. However, some of the libraries that are not automated resist becoming automated.

Libraries found the TANG services helpful in several ways. Just knowing that NETLS has the skills to help them has been important. Library directors also appreciated, according to the Library Technology consultant, the fact that they received timely and prompt information and assistance. Many of the libraries have contracts with outside consultants for fixing equipment and use TANG for other technology-related needs.

The greatest accomplishment of TANG has been the training. The A+ cycle of training laid the foundation. A representative from every member library participated in the training. The training showed libraries how to take a computer apart, add memory, etc. Participants also received a tool kit at the end of training.

The Gates Foundation equipped most libraries with computers. Some also received a computer lab for training.

Replacement of equipment is a concern. NETLS members can address this by applying for grants such as Tocker, TIF, and e-rate. The NETLS staff will propose to the membership reallocating SFY 2003 funds from Collection Development to a special equipment fund for the purchase of replacement CPUs. Library Partners may also help in this area.

V. WEST TEXAS LIBRARY SYSTEM

The West Texas Library System (WTLS) was visited on January 11, 2002. Interviews were conducted with the MRC director, the System coordinator, the TANG technician, and nine directors of member libraries. Of the nine member library directors who participated in the group discussion, one has an MLS and the other library directors met all librarian certification requirements. The library directors represented libraries of various sizes with populations ranging from 1,500 to 30,000. One of the libraries with a population of 24,000 had one branch. Two directors represented libraries that were in the process of automation. One library director represented a joint school and public library.

The mission of the WTLS, according to the MRC director, is to build consensus among library members and lay representatives about the programs and services WTLS should provide. WTLS focuses strategically on what is important to member libraries.

West Texas Library System (WTLS) serves 29 counties. It has 34 member libraries and two non-members. The libraries that are not members lack the necessary funding. All members are rural including the Lubbock Public Library. WTLS has three large libraries: the Lubbock Public Library, the Midland Public Library, and the Odessa Public Library. WTLS has four medium libraries, and 27 small libraries.

WTLS' Systems grant for 2001 was \$414,040. In addition to the coordinator, the WTLS has an assistant coordinator, a user support analyst, and a bookkeeper. WTLS has two vacant positions, one for a secretary and one for an intern.

The WTLS coordinator is responsible for administering the Systems grant, preparing grant applications and making sure that member libraries have what they need. "We are here as their first source of information." According to the coordinator, the Systems grant that WTLS received has been decreasing because of several factors. The population in the service areas of other Systems has increased, the WTLS service area had lost population, and the overall amount allocated to the Systems grant has not changed.

WTLS begins the needs assessment process with a needs assessment survey of member libraries. In the needs assessment survey, member libraries identify and prioritize needs. The WTLS uses the geographic meetings to discuss needs identified in the survey and the priorities assigned to those needs. WTLS holds three geographic meetings annually. Members discuss their needs and prioritize them in the meetings. The coordinator synthesizes the information members provide in the geographic meetings and integrates it into a plan. The coordinator presents the plan at the System's meeting where members vote on the plan. WTLS also recognizes members' needs based on questions that libraries submit to the System. In fact, WTLS shares through e-mail with all libraries any question that members submit. The coordinator did not see significant differences among libraries in terms of need. The differences are typically associated with the size of the library. In the last needs assessment round, libraries put greater priority on technology support than on collection development.

1. WTLS Services

According to the WTLS *FY2002 Plan of Services*, WTLS provides services in the following areas:

- Audiovisual collection.
- Collection development.
- Consulting.
- Continuing education.
- Services to Limited English Speaking.
- Literacy.
- Networked resources.
- Publicity/Advocacy.

WTLS provides a wide range of services to its member libraries. Consulting, continuing education, and collection development are considered the most important services, according to the coordinator. Consulting services range from developing building specifications to weeding collections, consulting on technology (TANG), automation, and helping libraries write grants.

Among the services that WTLS provides to member libraries, the MRC director reported that libraries rate collection development and continuing education very highly. Consulting is also a primary service, especially in working with libraries on TIF grants. The member libraries also consider marketing/advocacy to be of high importance.

WTLS also provides consulting services to the two non-member libraries; neither are automated nor have computers.

WTLS offers 10 workshops a year to member libraries on topics such as customer service, marketing, and preparation of annual reports. Non-member libraries are invited to attend the workshops.

WTLS gives its members latitude in collection development, negotiates discounts with vendors, and encourages its members to subscribe to professional journals. Members can spend up to 10 percent of their collection development funds on publicity materials. Every library that wants Spanish language materials gets \$200. The WTLS also gives \$500 to libraries with literacy programs.

WTLS member libraries exhibited a high level of communication and collaboration. Member libraries communicate via e-mail. Technology increased members' level and frequency of communications. It also put pressure on them to be up-to-date in their use of technology.

Small and medium libraries depend on WTLS; large libraries do not need WTLS as much.

The services WTLS provided to libraries since 1997-98 changed to some extent, according to the coordinator. At present, WTLS helps libraries more with grant writing and grant implementation and with technology issues than in past years. WTLS purchased computers for libraries and trained their staff in using and maintaining technology. The MRC director noted similarly that the services WTLS has provided used to be more oriented toward collection development, but shifted to automation and technology in the early 1990s. The priority now is to bring the small libraries along the technology usage curve. The major change has been the use of technology and Internet by libraries.

The coordinator does not foresee changes in services in the next two years, because of the decrease in funds. If the System had more funds, the coordinator would have liked to hire a children's librarian and help libraries develop story hour programs. The coordinator would also provide more large print books. The WTLS has a circuit with audiovisual materials that rotates among libraries for two months. If more funds were available, the coordinator would expand the technical support and purchase software for statistical reports (e.g. counting Internet use).

According to member library directors, WTLS has provided them with a wide range of services including technology training and assistance; assistance with grant writing for TIF and TOCKER grants; circuits (books on cassette); and continuing education in the form of workshops on ILL, story time, customer service, marketing/advocacy, services to young adults, literacy; and Spanish language materials.

Library directors recognized that WTLS services had changed with changes in library needs. Currently, WTLS services focus more on automation and technology.

Library directors also noted that WTLS has encouraged library directors to seek assistance from other library directors. This increased and strengthened collaboration among libraries. Some library directors visited other libraries to observe how they perform certain activities or how they had organized specific library functions.

Collaboration among libraries is affected by large distances. Libraries collaborate with libraries in nearby communities through interlibrary loans. Another common form of collaboration is with schools through wireless connections, reference materials, and the sharing of databases. One of the libraries collaborates with the school on a summer reading club using the Accelerated Reader program. In some libraries, the majority of their budget comes from the school district. One of the library directors plans to

collaborate with a high school library. Libraries also collaborate with programs like HeadStart, local colleges, and retirement homes. Some of the libraries are members in the Big Spring Consortium for high-speed fiber optics access (Rural Access).

Library directors expressed a high degree of satisfaction with the services that WTLS provided and indicated that they have never encountered any difficulties in receiving assistance from WTLS. They appreciated the promptness of response, the ongoing support, and the fact that WTLS keeps librarians informed. WTLS staff visit member libraries and "understand what is going on."

All library directors lauded their relationship with the WTLS. They valued the responsiveness of the System and the good attitude of WTLS staff. "They care. They are a member of the family." Library directors appreciated the quality and scope of the training that WTLS has provided to them and the fact that WTLS staff always seek and are open to feedback. The MRC director concluded that the WTLS has met its mission well. This is reflected in the close relationship of the WTLS coordinator with the member libraries.

2. Barriers

WTLS libraries are geographically dispersed over a wide area and many are isolated. Distance is the major barrier to service provision. To address this barrier, WTLS tries to visit each library at least once a year.

3. Greatest Needs

The WTLS coordinator identified funding as the greatest need both for the System and for the member libraries. The WTLS needs more staff. With decreased funding, the Library System has been unable to hire more staff. Furthermore, the System needs funds to address salary increases and account for the increased costs of services. WTLS has two vacant positions. WTLS would like to hire an intern to help with TANG services. One of the library directors representing a larger library indicated that WTLS staff is stretched thin. The library director attributed this to the fact that WTLS funding has not changed although the System faces greater service demands.

The biggest issue facing libraries, according to the MRC director, involves technology. Sustaining the cost of technology and the future of TIF is of great concern. Libraries need to stay current in their technology. In addition, the region is facing demographic changes as a result of population loss due to the agricultural depression.. Population loss is associated with less funding for the WTLS. Funding is a key issue for member libraries.

Funding constitutes the greatest need for member libraries, according to the coordinator. Member libraries face staff shortages because they are not able to offer competitive salaries to attract professional staff. The municipal governments do not put libraries as a

top priority. The coordinator is concerned that without continued funds from TIF, many of the libraries would not be able to remain technologically viable.

Non-member libraries need recognition of their importance to the community from their respective municipal governments; and with this recognition, they need appropriate local funds.

Library directors who participated in the group discussion identified a range of needs. Funding, space, and time were identified as the greatest needs. Thanks to TIF, the libraries did not have any unmet technology needs. They were concerned, however, with having the funds to keep pace with changes in technology.

Recognizing the increasing importance of advocacy and marketing to local governments and to patrons, The Lubbock City-County Library hired a marketing and fund-raising staff member, according to the MRC director, and is developing a strong Friends organization. The MRC director anticipates that libraries' advocacy role will become more critical.

4. Membership Benefits

The benefits that libraries derive from their membership in the Library System are self-evident. The main benefits, according to the coordinator, are collection development and training. Several of the members would not be viable without the System's support.

Library directors identified multiple benefits associated with their membership in WTLS. Benefits identified included:

- Support, both technical and psychological.
- Purchasing power discounts.
- Training and continuing education.
- ILL.
- Assistance with reference questions.
- Sharing of information and ideas with other member libraries.
- Help with the City Council on issues of funding.

Library directors summed up the benefits by stating that "without the System, libraries won't run." Representatives of small and medium libraries indicated that WTLS met all their needs.

5. Planning

WTLS has a biennial plan but does not have a long-range plan. WTLS wants to have a brief plan that is flexible.

The coordinator emphasized the difficulty of setting service targets under the current system. In setting targets, the coordinator looks at data from the previous five years and uses averages as targets. Technology-related targets are hard to set because of the rapid rate of change in technology utilization. In addition, new programs also have to be included and it is difficult to foresee their development over time.

The member libraries that participated in the group discussion reported that they do not have long-range plans. Two of the libraries had such plans, but have not updated them. Library directors claimed that small libraries with one staff member can not afford the time to develop a long-range plan.

6. Impact

WTLS services have had an impact on several areas. Without System funds and support, libraries would not have been able to establish literacy programs and have Spanish language materials. The publicity materials that the System provides to libraries constitutes another area of impact.

WTLS is the lifeline for some member libraries. One of the library directors reported that without WTLS her library would not be able to operate. WTLS has helped library directors in all aspects of library management and operation, including design of a new building, space planning, collection development, and collection weeding. WTLS has helped libraries with legal and legislative issues, with privacy issues and book challenges. WTLS has had a significant impact "just by being a sounding board" and "knowing that they are there." The psychological support and encouragement is also of great value to library directors, especially to those in small libraries.

Library directors also attributed great importance to the knowledge that WTLS has about grant sources and the preparation of grant applications.

A new library director credited WTLS for visiting her library and helping with automation. As a result, she believes that both she and her library are more professional and can provide better service to the community. Libraries' level of professionalism is also enhanced by being able to send library staff to workshops. One of the library directors saw so much value in the WTLS workshops that she closed her library and took all her staff to a workshop.

The impact that WTLS has had on libraries was also manifested through funds and services targeted at special populations. For example, the Spanish language materials benefited one library in a community that has a high percent of Hispanics. WTLS

assistance with literacy programs, books on tape (used by truck drivers) and materials for people with hearing impairments. One of the libraries provides support to home schoolers by allowing them to use the library's computers.

WTLS has also impacted libraries' use and maintenance of technology. TANG training and assistance increased librarians' technology skills and competencies. For example, one of the library directors has developed skills that allow her to support the library's software and she can rely on the local school for assistance with hardware replacement. All but one of the library directors present at the group discussion rely on TANG for technology assistance. Only one library director, with the largest library, has an in-house staff member who provides technology support.

According to the MRC director, the biggest impact that WTLS has had on member libraries is in the area of meeting their technology goals. The direct aid to libraries is very important. It is used for library materials by the smallest libraries. Technology has helped libraries improve communication and cooperation.

7. Trends

Technology has been the major trend affecting libraries. Changes in technology are projected to dominate how libraries operate. Technology has posed a significant challenge to WTLS and to its member libraries: how to manage it, how to keep up, and how to integrate it into libraries in small communities. WTLS has helped libraries in making technology-related decisions. For example, WTLS advised some of the libraries to incorporate technology through wireless networking. WTLS wants to see videoconferencing as a method of communication with libraries and as a delivery medium for training. WTLS uses the Lubbock Public Library's computer lab for training its member libraries.

8. Technical Assistance Negotiated Grant (TANG)

The WTLS TANG technician came to the System from the City's Information Technology Department. The TANG technician has been with WTLS for 2.5 years. His major role is to support libraries in the technology area by fixing equipment, developing plans for networks, setting-up web servers, and helping libraries develop their web pages. He designed the WTLS web page. The TANG technician also organized a workshop on hardware and provided basic training to member libraries' staff. He spends about 70 percent of his time on site. Last year, WTLS libraries submitted 11 TIF grants; this year member libraries submitted 14 TIF grants. During the first round of TIF applications, 28 out of the 34 member libraries applied. At the end of this round of TIF grants all member libraries will be automated and all will have Internet access. The TANG technician's goal in 2001-2002 is to get all libraries automated. Thus far he has automated and upgraded the automation of 25 of the 34 libraries.

The TANG technician informally reviewed libraries' technology status and the level of their staff technology skills. This review gave him sufficient information on their needs

and what services TANG will have to provide. He does not have a formal plan of service. Typically, the TANG technician visits libraries in response to a problem unless he has already planned to visit them for service.

Most of the member libraries have state-of-the-art technology, including wireless networks and fiber optics. At least 80 percent of them are not technologically self-sufficient, according to the TANG technician. The three large libraries are technologically self-sufficient.

The TANG technician considers automation as the greatest need of the member libraries and his greatest accomplishment to date. In his judgment, automation is critical for libraries so that they can serve their community through the provision of access to the Internet. The TANG technician helped libraries in the last two years to put together plans for automation, high-speed access, equipment, and technical support. He acts, in many instances, as the intermediary between the libraries and the vendors. This has saved libraries considerable funds.

Some librarians, according to the TANG technician and the MRC director, are still reluctant to use technology.

The TANG-funded assistance to libraries increased libraries' self-sufficiency in the area of technology, although most libraries are still not technologically self-sufficient. Library staff require more training.

According to the technician, TANG has been invaluable to libraries. "We are building something that is of value. We provide a service that they could never afford."

Library directors reported that they relied on WTLS for technical assistance. WTLS provides an unbiased viewpoint (compared with self-interest input that vendors offer) on what the library needs in term of technology. This, according to one of the library directors "takes the burden off of us." Library directors appreciated the fact that the TANG technician explains things in such a way that librarians can perform them. The TANG technician always shows respect to librarians regardless of their formal training or technology skills.

The MRC director considered TANG the most important service that WTLS provides. The most important aspect of TANG is the technical assistance function. TANG provides the "human dimension that goes along with the technology."

**APPENDIX A:
INTERVIEW GUIDES**

TEXAS LIBRARY SYSTEM COORDINATOR INTERVIEW GUIDE

1. Can you please describe (profile) your member libraries and service population. That is, how many members libraries do you have, how many are non-members, do you primarily serve an urban, suburban or rural population, how large is your service population?
2. Can you please describe your role as the Systems Coordinator.
 - 2.1 How long have you been the Systems Coordinator?
3. Do you conduct a periodic needs assessment of member libraries?
 - 3.1 Describe the process you use.
4. How did you decide which services to provide to member libraries under the Systems Grant?
 - 4.1 Do you involve member libraries in deciding which services to provide under this Grant?
 - 4.2 Who else do you involve?
5. What services has your Library System provided to member libraries under the Systems Grant?
 - 5.1 Describe each service.
 - 5.2 Which of these do you consider the major services?
 - 5.3 Which of these do you consider your best service(s)?
 - 5.3.1 Explain why you consider this service (these services) your best.
6. (Did you experience/Have you experienced) any difficulties or barriers in providing these services?
 - 6.1 Please describe the difficulties or barriers.
 - 6.2 What effect did these have on the services you provided?
 - 6.3 How did you address these difficulties/barriers?
7. Who do you see as your customers?

- 7.1 Rank the following in order of priority: TSLAC, libraries, library staff, library users, library directors, the system advisory council, general public, others: _____
8. How, do you think, your libraries rank this Library System in the following areas:
 - 8.1 Meeting the needs of small libraries?
 - 8.2 Meeting the needs of medium libraries?
 - 8.3 Meeting the needs of large libraries?
 - 8.4 Meeting the unique needs of individual libraries?
 - 8.5 Developing effective and efficient services?
9. Have the services you have provided under the Systems Grant changed since 1997-98?
 - 9.1 How have the services changed? Give some examples.
 - 9.2 Why have the services changed?
 - 9.3 Do you plan to change the services under the Systems Grant in 2002-03?
 - 9.3.1 How?
10. What do you see as your greatest need(s) in 2001-02, 2002-03, in the next three to five years?
 - 10.1 Why do you consider this/these your greatest need(s)?
11. What do you see the greatest need(s) of your member libraries in 2001-02, 2002-03, in the next three to five years?
 - 11.1 How do you plan to help member libraries address (this need/these needs)?
12. What do you see the greatest need(s) of non-member libraries in 2001-02, 2002-03, in the next three to five years?
 - 12.1 Do you plan to help non-member libraries address (this need/these needs)?
13. Please describe the major benefits that you (Library System) derived from the Systems Grant.

14. Please describe the major benefits that your member libraries derived from the services you provided to them through the Systems Grants.
 - 14.1 Give some examples
15. What impact have the Systems Grants funds had on your Library System?
 - 15.1 Give examples.
16. What impact have the Systems Grants funds had on your member libraries?
 - 16.1 Give examples.
17. What impact have the Systems Grants funds had on your non-member libraries?
 - 17.1 Give examples.
18. Of all these impacts that you mentioned, which do you consider the most important?
 - 18.1 Why?
19. How do you serve special populations such as older adults, ESL/LEP, people with disabilities, home-bound, residents of rural areas, inner-city residents?
20. Does your Library System have a long-range plan?
 - 20.1 If yes:
 - 20.1.1 Can you provide us with a copy of your long-range plan.
 - 20.1.2 What are the major benefits and drawbacks of having this plan?
 - 20.1.3 How often do you and your library look at the plan to see how your services fit into the plan?
 - 20.1.4 When was the last time you did so?
 - 20.2 If no:
 - 20.2.1 What are some of the reasons why you have not developed a long-range plan?
21. What are the major trends that have affected libraries in the last five years?
22. What are the major trends that will affect libraries in the next five years? Longer

term?

22.1 How do you plan to incorporate these into your services?

23. What suggestions or recommendations would you like to make to TSLAC (LSTA) about the Systems Grants.

TANG STAFF MEMBER INTERVIEW GUIDE

1. How long have you worked in this Library System?
2. What are your roles and responsibilities?
3. How did you decide which services to provide to member libraries?
 - 3.1 Did you ask member libraries for input into the types of services they need?
 - 3.2 What were the major needs they have identified?
 - 3.3 Do you have a plan of service? Can we get a copy please?
4. Profile the member libraries in terms of their state of technology.
5. Profile member libraries in terms of their technology self-sufficiency.
6. What are member libraries' greatest technology needs?
 - 6.1 How do you plan to address (this need/these needs)?
7. What services do you provide to member libraries under TANG funding?
 - 7.1 Describe each and give examples.
 - 7.2 How frequently do you provide (this service/these services)?
 - 7.3 Where do you provide them: on-site, central location, from Library System, online?
8. How helpful have these services been to member libraries?
 - 8.1 Give examples of how these services helped member libraries.
9. Did you experience any difficulties in serving member libraries?
 - 9.1 Describe the difficulties you have experienced.
 - 9.2 What have you done (plan to do) to address these difficulties?
 - 9.3 How effective have you been in addressing these difficulties?
10. How have the services you provided helped member libraries?

- 10.1 Give examples.
- 10.2 What services have been most helpful?
 - 10.2.1 Why do you consider these most helpful?
11. What benefits have member libraries derived from the services you provided?
 - 11.1 Give examples.
12. If you compare libraries' technology self-sufficiency before you started provided these services to their self-sufficiency today, what percent of the member libraries are more self-sufficient?
 - 12.1 How do these libraries demonstrate that they are more self-sufficient?
13. What percent of the libraries have very little self-sufficiency?
 - 13.1 Why is that?
 - 13.2 Are you providing them with different services?
14. What do member libraries need that you are not providing at present?
 - 14.1 Why not?
15. What do you see as your greatest accomplishment in working with member libraries?
16. Which is your "most important" service?
17. Anything else you want to tell me?

MEMBER LIBRARY INTERVIEW GUIDE

1. Please describe briefly your service area, population size, and any particular characteristics of your service area.
2. Describe briefly your technology status (automated catalog, automated circulation system, Internet access for staff and patrons, online databases).
3. Describe your collaboration efforts with other libraries.
 - 3.1 With what other types of libraries do you collaborate?
 - 3.2 Do you collaborate with other (non-library) organizations?
 - 3.3.1 Describe your collaboration with these organization(s).
4. Do you have a long-range plan?
 - 4.1 What are the major issues you address in your long-range plan?
 - 4.2 What trends do you foresee?
 - 4.3 How do you expect to address these trends?
 - 4.4 What effect(s) will these trends have on your library operations?
 - 4.5 What type of assistance or services will you need from your Library System in light of these trends?
5. Describe your relationship with your Library System.
6. Does your Library System ask you about your needs for services and funds?
7. Describe the needs assessment process the Library System uses.
8. How frequently does the Library System conduct such a needs assessment?
9. What services have you received in the past four years (since 1997-98) from your Library System?
 - 9.1 Describe each service and how helpful it was for you.
 - 9.2 Give some examples of how particular services helped you.
10. Did you experience any difficulties in getting these services from your Library System?

- 10.1 What difficulties did you experience?
- 10.2 How did you address these difficulties?
11. How satisfied have you been with these services?
 - 11.1 Give examples of why you have been satisfied.
 - 11.2 Give examples of why you have not been satisfied.
12. What impact did these services have on:
 - 12.1 Your operations
 - 12.2 Management/Administration
 - 12.3 Staff skills and knowledge
 - 12.4 The services you can provide to your patrons/users.
 - 12.5 Your ability to provide service to populations which you did not serve before?
 - 12.5.1 To which previously unserved populations did you provide services?
 - 12.5.1.1. What services did you provide to them?
 - 12.6 Your level of technology (technology resources).
 - 12.7 Your technology self-sufficiency.
13. How self-sufficient do you consider yourself in managing and using technology at the present?
 - 13.1 What is your current greatest need in the technology area?
14. What do you consider to be your great unmet needs (exclusive of technology) at the present?
15. What are the major benefits that you have received from being a member of your Library System?
 - 15.1 Give some examples of how these benefits helped you.

16. Who do you see as your customers?
 - 16.1 Rank the following in order of priority: TSLAC, libraries, library staff, library users, library directors, the system advisory council, general public, others: _____
17. How would you rate your Library System in the following areas:
 - 17.1 Meeting the needs of small libraries?
 - 17.2 Meeting the needs of medium libraries?
 - 17.3 Meeting the needs of large libraries?
 - 17.4 Meeting the unique needs of individual libraries?
 - 17.5 Developing effective and efficient services?
18. Any other comments or information you want to share with us.

LIBRARY - SPECIAL PROJECTS INTERVIEW GUIDE

1. Please describe briefly your service area, population size, and any particular characteristics of your service area.
2. Describe briefly your technology status (automated catalog, automated circulation system, Internet access for staff and patrons, online databases).
3. Describe the Special Projects Grant you received from TSLAC (LSTA).
 - 3.1 Why did you apply for this grant; how did you identify the need?
 - 3.2 Did your Library System help you apply for the grant?
 - 3.3 Did you receive any assistance from the TSLAC?
 - 3.4 What did you hope to accomplish with this Grant?
4. What services did you provide under this grant?
5. How many people did you serve? (duplicated/unduplicated)
6. How frequently did you provide these services?
7. How satisfied have these people been with your services?
8. How did these services benefit these people?
 - 8.1 Give examples.
9. What effect did these services have on these people?
 - 9.1 Give some examples.
10. What effect did these services have on the community?
 - 10.1 Give some examples.
11. What effect did these services have on your library?
 - 11.1 Give some examples.
12. Have you continued to provide these services after the grant ended?
 - 12.1 If not, why?

- 12.2 If yes, describe the services you provide.
- 13. Looking back at the Special Projects Grant, how can you describe the "legacy" of this grant to:
 - 13.1 The library?
 - 13.2 The population served?
 - 13.3 The community?
 - 1.3.4 Other libraries?
 - 1.35 Library System?
- 14. What suggestions or recommendations would you like to give to TSLAC about the Special Projects Grant Program?

SPECIAL PROJECTS PATRON INTERVIEW GUIDE

1. You participated in a program that the library has developed under a Special Projects Grant it received from the Texas State Library and Archives Commission.
2. Tell me a little about yourself.
3. Can you tell me about the program in which you participated.
 - 3.1 How did you hear about this program?
 - 3.2 Who invited you to participate in the program?
 - 3.3 Why were you interested in the program?
 - 3.4 What did you expect from the program?
 - 3.5 What did actually happen in the program?
 - 3.6 How long did you participate in the program?
 - 3.7 In what ways was this program helpful to you?
 - 3.7.1 In what ways was it helpful to members of your family?
 - 3.8 Were you satisfied with the program?
 - 3.9 What did you like best about this program?
 - 3.9.1 Why did you like this the best?
 - 3.10 What didn't you like about the program?
 - 3.10.1 Why did you not like it?
4. Did you tell your friends about the program?
 - 4.1 What did you tell them?
5. Before you took part in this program, how often did you come to the library?
 - 5.1 How often do you come to the library now?
6. Anything else you want to tell me?