

Library Services and Technology Act

Evaluation of LSTA Five-Year Plan For Texas, 2003 – 2007



Prepared by EGS Research & Consulting
for Texas State Library and Archives Commission

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I. SUMMARY OF IMPACT OF LSTA FUNDS ON LIBRARY SERVICES

Between 2003 and 2006 the Texas State Library and Archives Commission (TSLAC) used LSTA funds to fully or partially support a series of projects and programs to address five state goals. In addition to the Library Systems and TANG, TSLAC provided funds to TSLAC Continuing Education/Consulting (CE/C) Department, Library Resource Sharing, TexNet Interlibrary Loan, Reference/Government Documents Collection, Talking Book Program, Texas Reads, and Texas Responds.

These LSTA partially-funded programs and projects affected a large number of professional staff (librarians) through continuing education, training and consulting. For example, the (duplicated) number of library staff receiving training and consulting from Library Systems between 2003 and 2006 is shown in Table I.1.

Table I.1: Number of Library Staff Trained or Assisted 2003-2006

| | 2003 | 2004 | 2005 | 2006 |
|---|----------------|----------------|----------------|---------------|
| Alamo Area Library System (AALS) | 11,952 | 11,844 | 7,642 | 5,338 |
| Big Country Library System (BCLS) | 9,422 | 788 | 1,417 | 1,670 |
| Central Texas Library System (CTLS) | 29,405 | 24,403 | 16,952 | 2,824 |
| Houston Area Library System (HALS) | 63,027 | 8,303 | 9,213 | 8,329 |
| Northeast Texas Library System (NETLS) | 47,345 | 43,010 | 21,008 | 13,037 |
| North Texas Regional Library System (NTRLS) | 234,362 | 149,223 | 153,807 | 5,140 |
| South Texas Library System (STLS) | 1,776 | 1,754 | 1,701 | 1,479 |
| Texas Panhandle Library System (TPLS) | 18,112 | 9,710 | 6,758 | 6,279 |
| Texas Trans-Pecos Library System (TTPLS) | 4,195 | 3,207 | 7,867 | 8,569 |
| West Texas Library System (WTLS) | 10,480 | 5,761 | 6,077 | 4,287 |
| Total | 430,076 | 258,003 | 232,442 | 56,952 |

Library staff also received training and consulting services through LSTA funded TSLAC CE/C activities (Table I.2).

Table I.2: LSTA Library Staff Trained or Assisted Through LSTA Funded TSLAC Continuing Education and Consulting

| | 2003 | 2004 | 2005 | 2006 |
|---------------------------------|--------|-------|-------|-------|
| Number of library staff trained | 4,218 | 3,446 | 6,577 | 7,264 |
| Number assisted | 16,332 | 2,544 | 2,261 | 2,146 |

Library directors were highly satisfied with the quality and relevance of the continuing education and consulting activities that Library Systems and the TSLAC CE/C provided to them; they implemented “to a moderate extent” what they had learned in the training; and reported that these services helped them improve all aspects of library operations.

LSTA technology funding through the TANG project, had a major impact on libraries’ technology capabilities, staff technology competencies and technology self-sufficiency. As a result of libraries’ increased ability to use and maintain information technology resources, libraries were able to offer greater access to electronic resources to their patrons. Although rural libraries made considerable progress in the technology area, they still lagged behind suburban and urban libraries.

- On average, libraries increased the number of their public access computers by 38.5 percent from the beginning of 2003 to 2006 and by 57.7 percent from 2003 to 2007. More than 90 percent of their public access computers were in working order at the beginning of 2007.
- Libraries expanded their technology resources thereby offering greater access to their patrons to more information resources. Between 61.7 and 96.4 percent of the libraries had an automated catalog available through the Internet, offered a wireless network connection, had a web site, and

provided access to TexShare databases. Forty percent also offered web-based services on their web site and had an automated circulation system that was available through the Internet. Thirty percent had a computer lab used for computer classes to community members.

- Overall, library directors and staff mastered a set of technology competencies “to a moderate extent.”
- Libraries now show great independence in dealing with technology problems. On average, 92.5 percent of the libraries tried to fix technology problems themselves; in only 5.8 percent of the cases did libraries contact TANG for assistance after trying to resolve the problem themselves.
- Libraries’ technology self-sufficiency increased dramatically from 2003 to 2007. In 2007, 41 percent of the libraries considered themselves to be technology self-sufficient, up from 21.4 percent at the beginning of 2003. At the beginning of 2003, 30.9 percent of the libraries rated their technology self-sufficiency as “minor” or “none” compared with 3.4 percent in 2007. Less than one percent of the libraries considered themselves not being technology self-sufficient at all in 2007 compared with 9.2 percent in 2003.
- Libraries’ technology resource management improved “to a moderate extent” since the beginning of 2003. Libraries were able to offer more services as well as more reliable electronic services and resources and offer those to more patrons.

Through services such as TexNet Interlibrary Loan (fully funded through LSTA), Library Resource Sharing, and Reference/Government Documents Collection, (partially funded through LSTA) Texans’ access to and use of information resources increased dramatically between 2003 and 2006. For example, the number of documents accessed increased 132.1 percent between 2003 and 2006; the number of Internet searches increased 114.8 percent, and the number of search sessions increased 53.4 percent.

LSTA also helped libraries serve underserved groups through targeted funding and services such as Talking Books, Texas Reads, and Texas Responds. In addition, between 12.5 and 31.3 percent of public libraries reported receiving funds from Library Systems in 2003-2006 for projects to serve underserved groups. More than 50 percent indicated that the assistance Library Systems provided helped improve their ability to reach under-served populations to a great or to a moderate extent.

LSTA grants also helped libraries stay viable. For example, as a result of an Establishment grant awarded in 2003 to the Meridian Public Library, it successfully continues as an accredited library. As a result of LSTA funding, Texas public libraries provided services to a large number of patrons (Table I.3).

Table I.3: Number of Persons Using Project Sponsored Services 2003-2006

| | 2003 | 2004 | 2005 | 2006 |
|---|------------------|------------------|----------------|----------------|
| Alamo Area Library System (AALS) | 750,701 | 39,005 | 23,105 | 44,173 |
| Big Country Library System (BCLS) | - | - | 16,482 | 54,956 |
| Central Texas Library System (CTLS) | 62,415 | 19,168 | 21,873 | 123,604 |
| Houston Area Library System (HALS) | 725,808 | 399,254 | 131,890 | 38,528 |
| Northeast Texas Library System (NETLS) | 177,211 | 119,565 | 82,270 | 228,613 |
| North Texas Regional Library System (NTRLS) | 93,544 | 14,316 | 15,608 | 271,081 |
| South Texas Library System (STLS) | 124,404 | 72,578 | 62,713 | 48,310 |
| Texas Panhandle Library System (TPLS) | 512,232 | 500,668 | 132,689 | 153,604 |
| West Texas Library System (WTLS) | 214,002 | 16,950 | 9,448 | 9,776 |
| Total | 2,660,317 | 1,181,504 | 479,596 | 917,689 |

* *TTPLS did not report Persons Served*

LSTA funds have played a critical role in providing library services to Texans.

II. PROJECT OBJECTIVES

The Library Services and Technology Act (LSTA) provides funding to state library agencies to address six broad goals.

- Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries and for individuals of all ages.
- Developing library services that provide all users access to information through local, state, regional, national and international electronic networks.
- Providing electronic and other linkages among and between all types of libraries.
- Developing public and private partnerships with other agencies and community-based organizations.
- Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and
- Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (up to age of 17) from families with incomes below the poverty line.

In its *LSTA Plan for FY2003-FY2007*, the Texas State Library and Archives Commission (TSLAC) identified, based on a needs assessment, four areas of Texans' needs:

- Access to high quality, reliable information to fulfill Texans informal and formal educational and informational needs.
- Ability to use library resources effectively and the opportunities to become information literate.
- Access to high quality library services for a diverse population.
- Access to Internet and other technology based services to help achieve economic, educational, and other personal goals.

The needs assessment and several Texas library studies guided the TSLAC in the formulation of five goals for its FY2003 - FY2007 Five-Year Plan. The five goals, listed in the order in which they are addressed in the report, include:

- Provide library staff with continuing education and consulting services to improve their ability to serve Texans.
- Encourage and assist libraries to use technology to serve the information needs of

Texans.

- Enhance access to the special collections of the TSLAC and other libraries in Texas.
- Encourage and assist libraries to provide services to under-served segments of the population.
- Provide Texans with improved access to library materials and services.

According to the *LSTA Plan for FY2003-FY2007*, the TSLAC planned to meet these goals through a range of projects, as shown in Table II.1.

Table II.1 LSTA Five Year Plan Goals and Projects

| Goals | Projects |
|---|---|
| Provide library staff with continuing education and consulting services to improve their ability to serve Texans. | Continuing Education and Consulting Texas Library Systems |
| Encourage and assist libraries to use technology to serve the information needs of Texans. | Texas Library Systems Technical Assistance Negotiated Grants Library Resource Sharing |
| Enhance access to the special collections of the TSLAC and other libraries in Texas. | Special Services and Collections: Digital Library Collections |
| Encourage and assist libraries to provide services to under-served segments of the population. | Texas Library Systems Special Services and Collections: Talking Book Programs, Texas Reads, Texas Responds |
| Provide Texans with improved access to library materials and services. | Texas Library Systems Interlibrary Loan Electronic Library Services Special Services and Collections: |

The purpose of this project was to evaluate the effectiveness of the current five-year plan for the Library Services and Technology Act (FY2003-FY2007). Specifically, **assess** progress made during a four-year period (FY2003, 2004, 2005, and 2006) in meeting the five goals and impact on quality of library services. The evaluation of effectiveness was to be documented through a description of the activities used to accomplish the goals, allocation of funds, and type of library served; use of outputs and outcomes data to assess the level to which progress towards the goals has been made; description of the impact made by the activities on the quality of library services; and an assessment of the activities that have worked well and identification of areas for improvement. In addition, the project required an in-depth evaluation of the Technical Assistance Negotiated Grants (TANG) program.

The report is organized around the five state goals followed by an in-depth evaluation of the Technical Assistance Negotiated Grants (TANG) program, a Lessons Learned chapter, and a description of the evaluation process.

Report appendices include data obtained from Library System coordinators and library directors on the extent to which libraries met LSTA goals supported by examples illustrating how each goal has been addressed (Appendix A); three Library Systems case studies (Appendix B), and the questionnaires and interview guides used in the study to collect data from Library Systems coordinators, TANG staff, and library directors (Appendix C).

III. GOAL: PROVIDE LIBRARY STAFF WITH CONTINUING EDUCATION AND CONSULTING SERVICES TO IMPROVE THEIR ABILITY TO SERVE TEXANS

The TSLAC addressed this goal – Provide library staff with continuing education and consulting services to improve their ability to serve Texans – through services from two sources:

- The Continuing Education and Consulting (CE/C) Department of the TSLAC
- Library Systems

These two sources provided a large amount of continuing education and consulting services to libraries, generated a high level of satisfaction from participants, and helped libraries improve and expand services.

A. TSLAC CONTINUING EDUCATION AND CONSULTING SERVICES

1A. Secondary Data Analysis

The Continuing Education and Consulting (CE/C) Department of the Texas State Library and Archives Commission (TSLAC) provides consultation, assistance, and workshops on a wide range of topics and develops related instructional and informational materials for library staff in all types of libraries to help them provide better library services to their patrons. They coordinate training for both Library Development and Library Resource Sharing. In addition, the CE/C Department coordinates a number of projects such as the Texas Reading Club and publications such as Library Laws; implements Gates grants, and research and standards. CE/C offers workshops in a variety of formats: in person, and distance education options such as teleconferences, videoconferences, webcasts, and online courses. The workshops are selected to address major statewide LSTA purposes. The CE/C also provides consulting and assistance upon request. The CE/C focused in 2003-2006 on several key areas: technology, library management, services to special populations, services to children and youth, distance education, and library science.

1. Funding

LSTA partially funds CE/C activities, as shown in Table IIIA.1. Although LSTA funded activities are clearly identified as such, library staff do not always notice the distinction between state and federally funded activities. Thus, the survey of libraries asks about TSLAC CE/C activity as a whole.

Table IIIA.1: Continuing Education and Consulting Funding Sources 2003-2006

| | Total CE/C Budget – | LSTA funds | State funds | LSTA as Percentage of Total Budget |
|------|----------------------------|-------------------|--------------------|---|
| 2003 | \$953,553 | \$343,700 | \$609,853 | 36.0% |
| 2004 | \$628,585 | \$69,691 | \$558,894 | 11.1% |
| 2005 | \$608,781 | \$57,876 | \$550,905 | 9.5% |
| 2006 | \$667,459 | \$141,504 | \$525,955 | 21.2% |

Source: Agency budget – reflects all CE/C activities, not just training and consulting.

2. Continuing Education and Consulting Activities

According to the TSLAC Inventory of Customer Groups, the primary continuing education target population consists of 12,107 public library staff and board members. TSLAC CE/C also offers continuing education opportunities for academic library staff (all TexShare members) and school library staff upon request. If staff of academic and other libraries is added to the target population, it increases to 22,575:

- 6,527 staff of public libraries
- 5,580 members of public library boards and friends
- 5,563 staff of Texas academic libraries
- 4,905 staff of other libraries

Data on LSTA funded continuing education and consulting provided by TSLAC staff between 2003 and 2006 shows a high level of activity. (Table IIIA.2).

Table IIIA.2: LSTA Funded TSLAC Continuing Education and Consulting

| | 2003 | 2004* | 2005 | 2006 |
|--------------------------------------|-------------|--------------|-------------|-------------|
| Training/Continuing Education | | | | |
| Number of training sessions | 388 | 289 | 503 | 487 |
| Number of library staff trained | 4,218 | 3,446 | 6,577 | 7,264 |
| Number of contact training hours | 16,659 | 9,272 | 21,610 | 15,668 |
| Consulting/Assistance | | | | |
| Number of persons assisted | 16,332 | 2,544 | 2,261 | 2,146 |
| Number of hours | 1,785 | 1,535 | 1,420 | 1,446 |

* Note: a measure definition change in 2003 is reflected in the drop in numbers in 2004.

Table IIIA.3 provides greater detail about key activities performed by the CE/C Department in 2003 to 2006.

Table IIIA.3: TSLAC Continuing Education and Consulting Activities 2003-2006

| Continuing Education and Consulting Activities | |
|---|--|
| 2003 | <p>Major Training Initiatives: Library Management: Small Library Management, Planning for Results, Managing for Results, Weeding, and Reference Interview Special Services: Bilingual Programming Technology: Computer Security Using the Windows Registry Youth Services: Storytelling Distance: Multiple College of DuPage teleconferences Other Major Programs: Texas Reading Club</p> |
| 2004 | <p>Major Training Initiatives: Library Management: Small Library Management Special Services: Graphic Novels, iSi Se Puede! Selecting Spanish Books for Adults Technology: XML in Libraries, TexShare Database Training, TexShare Reference Youth Services: Infant Lapsit Distance: Multiple College of DuPage teleconferences Other Major Programs: Texas Reading Club Gates Grant</p> |
| 2005 | <p>Major Training Initiatives: Library Management: Small Library Management, E-Rate: The Basics Special Services: iSi Se Puede! Selecting Spanish Books for Adults Technology: First Aid to Ailing PCs, Emergency Response for Network Disorders, Library of Texas, TexShare Database Training, TexShare Reference, Intermediate Library Web Design: Adding Accessibility and Interactivity. Youth Services: Serving the Underserved: Teens Distance: Multiple College of DuPage teleconferences Other Major Programs: Texas Reading Club Gates Grant Law for Librarians</p> |
| 2006 | <p>Major Training Initiatives: Library Management: Small Library Management, E-Rate: The Basics, Advocacy is Not Enough Special Services: Texas is Aging! Is Your Library Ready?, Many Faces Many Cultures; Texas Responds grants Technology: Online Legal Resources, First Aid to Ailing PCs, Emergency Response for Network Disorders, Library of Texas, TexShare Database Training, Creating Basic Library Web Pages, Feeling Remote? Distance Learning Basics Youth Services: Every Child Ready to Read, Infant Lapsit, Texas Reading Club Manual Distance: Multiple College of DuPage teleconferences Other Major Programs: Texas Reading Club Gates Grant</p> |

Source: LSTA State Program Annual Report for FY2003 and FY2004 and Texas State Program Report Summary for FY2005 and FY2006.

3. CE/C Performance

The following three measures are reported to the Legislative Budget Board for CE/C activities (Table IIIA.4):

- Number of materials provided
- Number of librarians trained or assisted.
- Number of people receiving project sponsored services

Table IIIA4: CE/C Performance 2003-2006

| Key Performance Measures | 2003 | 2004 | 2005 | 2006 |
|--|-----------|-----------|-----------|-----------|
| Number of materials provided | 1,253,144 | 718,931 | 899,967 | 1,510,257 |
| Number of librarians trained or assisted | 20,549 | 35,579 | 38,203 | 44,770 |
| Number of persons receiving project sponsored services | 1,549,331 | 1,249,464 | 1,203,072 | 1,793,146 |

The statistics on materials provided and persons served are primarily from other projects that CE/C staff manages such as the Texas Reading Club, and so reflect much more than training and assistance. The statistics provided on the three performance measures do not show a consistent pattern across the four years with the exception of the number of librarians assisted or trained. However, in 2006 CE/C increased its performance on all three measures from previous years' levels and surpassed 2003. These data have three limitations. They do not indicate the unique (unduplicated) number of library staff trained or receiving services; they do not specify the number of libraries whose staff participated in training or received assistance; and they do not differentiate between training and assistance. Therefore, conclusions cannot be formed as to the percentage of public library staff, board members and staff of other types of libraries TSLAC trained in 2003-2006.

2A. Library Survey

1. Member Libraries

More than 85 percent of the libraries participated in training and continuing education that TSLAC staff provided or facilitated in 2003 to 2006 (Table IIIA.5).

Table IIIA.5: Participation in Training or Continuing Education TSLAC Staff Provided or Sponsored in 2003-2006

| | Number of Libraries (N=415) | Percent of Libraries |
|-----------|-----------------------------|----------------------|
| Yes | 356 | 85.8% |
| No | 57 | 13.7% |
| No answer | 2 | 0.5% |

On average, library directors and staff participated in 7.71 training and continuing education workshops that TSLAC staff provided or sponsored in 2003 to 2006 (Table IIIA.6). Four of the library directors (1.1 percent) reported taking only one of the TSLAC training and continuing education workshops; 42.2 percent participated in five or fewer workshops, 27.1 percent participated in six to ten workshops, and 25.2 participated in 11 or more TSLAC workshops.

Table IIIA.6: Number of Training/Continuing Education TSLAC Staff Provided or Sponsored in which Libraries Participated in 2003-2006

| Number of Workshops | Number of Libraries (N=356)* | Percent of Libraries |
|---------------------|---------------------------------|----------------------|
| One | 4 | 1.1% |
| Two | 27 | 7.6% |
| Three | 33 | 9.3% |
| Four | 48 | 13.5% |
| Five | 38 | 10.7% |
| Six | 39 | 10.9% |
| Seven | 27 | 7.6% |
| Eight | 10 | 2.8% |
| Nine | 13 | 3.6% |
| Ten | 8 | 2.2% |
| 11-20 | 67 | 18.8% |
| 21-30 | 13 | 3.6% |
| 31 or more | 10 | 2.8% |
| No answer | 19 | 5.3% |
| Mean | 7.71 | |

* Includes only library directors who reported taking TSLAC continuing education workshops.

The TSLAC workshops in which library directors participated addressed a range of topics (Table IIIA.7). Most often, the workshops addressed technology, library administration, and services. Library directors attended most often workshops addressing technology issues offered by Library Systems or TSLAC.

Table IIIA.7: Topics Addressed in Training/Continuing Education Sessions Libraries Received from TSLAC Staff in 2003-2006

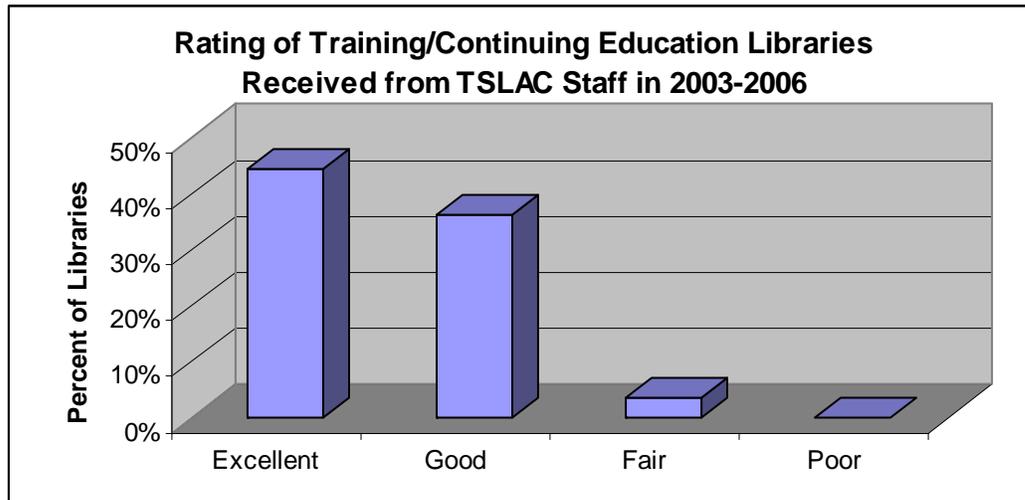
| | Number of Libraries (N=356) | Percent of Libraries |
|--|--------------------------------|----------------------|
| Library administration (planning, budgeting) | 231 | 64.9% |
| Collections | 191 | 53.6% |
| Facility | 71 | 19.9% |
| Finance | 92 | 25.8% |
| Marketing, public relations, advocacy | 199 | 55.9% |
| Personnel | 103 | 28.9% |
| Services | 223 | 62.6% |
| Technology | 240 | 67.4% |

Library directors were satisfied with the TSLAC training/continuing education workshops. As shown in Table IIIA.8, 44.6 percent rated the TSLAC workshops excellent and 36.4 percent rated them as good.

Table IIIA.8: Rating of Training/Continuing Education Libraries Received from TSLAC Staff in 2003-2006

| | Number of Libraries (N=415) | Percent of Libraries |
|-----------|------------------------------------|-----------------------------|
| Excellent | 185 | 44.6% |
| Good | 151 | 36.4% |
| Fair | 15 | 3.6% |
| Poor | 1 | 0.2% |
| No answer | 63 | 15.2% |
| Mean | 1.52 | |

* Mean was calculated on a 4-point scale: 1-Excellent, 2-Good, 3-Fair, 4-Poor.

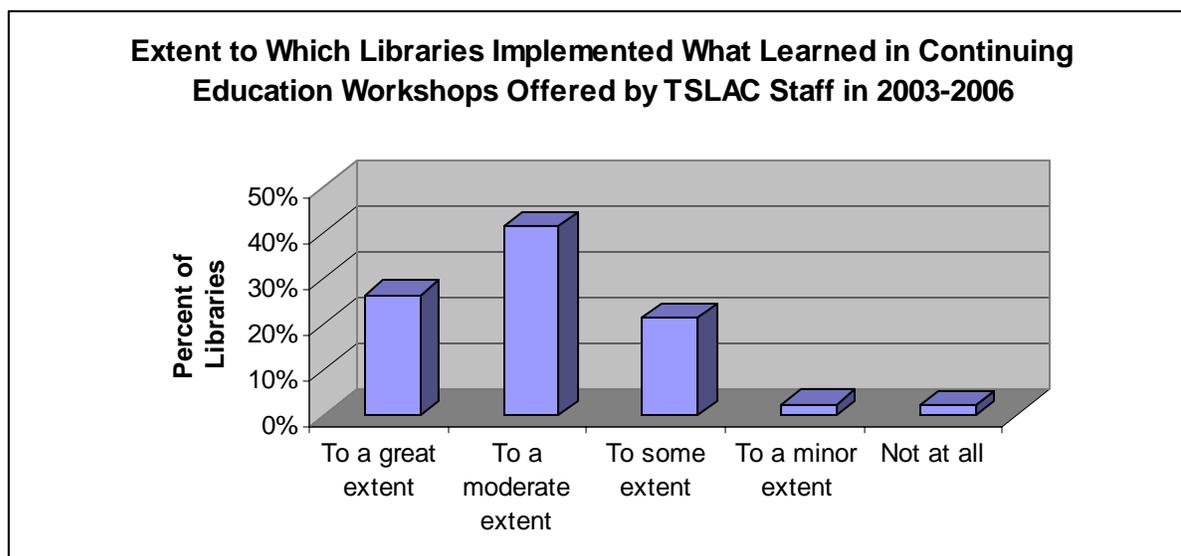


The effectiveness of the TSLAC workshops is further demonstrated by the fact that 67.7 percent of the library directors implemented what they had learned in TSLAC training and continuing education workshops to a great or moderate extent (Table IIIA.9).

Table IIIA.9: Extent to Which Libraries Implemented What Learned in Continuing Education Workshops Offered by TSLAC Staff in 2003-2006

| | Number of Libraries (N=415) | Percent of Libraries |
|----------------------|------------------------------------|-----------------------------|
| To a great extent | 109 | 26.3% |
| To a moderate extent | 172 | 41.4% |
| To some extent | 88 | 21.2% |
| To a minor extent | 10 | 2.4% |
| Not at all | 9 | 2.2% |
| No answer | 27 | 6.5% |
| Mean* | 2.07 | |

* The mean was calculated on a 5-point scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, and 5-Not at all.



Slightly more than 40 percent of the library directors reported getting consulting services from TSLAC staff. On average, TSLAC staff consulted with libraries about eight times over the 2003-2006 period. The number of times libraries received consulting services ranged widely. As shown in Table IIIA.10, 27.5 percent consulted with TSLAC fewer than five times; 32.2 percent reported five to ten consultations, and 24.5 percent consulted with TSLAC 11 or more times.

Table IIIA.10: Number of Times Libraries Received Consulting Services from TSLAC Staff in 2003-2006

| | Number of Libraries (N=415) | Percent of Libraries |
|--|-----------------------------|----------------------|
| Received consultation from TSLAC staff | 171 | 41.2% |
| Number of Times (N=171) | | |
| Fewer than five times | 47 | 27.5% |
| Five to ten times | 55 | 32.2% |
| 11-20 | 29 | 16.9% |
| 21 or more | 13 | 7.6% |
| No answer | 27 | 15.8% |
| Mean | 7.86 | |

Most commonly, libraries consulted with TSLAC on library services, as shown in Table IIIA.11. Only 16.9 percent of the library directors reported consulting with TSLAC on technology issues.

Table IIIA.11: Topics TSLAC Consulting Services Addressed in 2003-2006

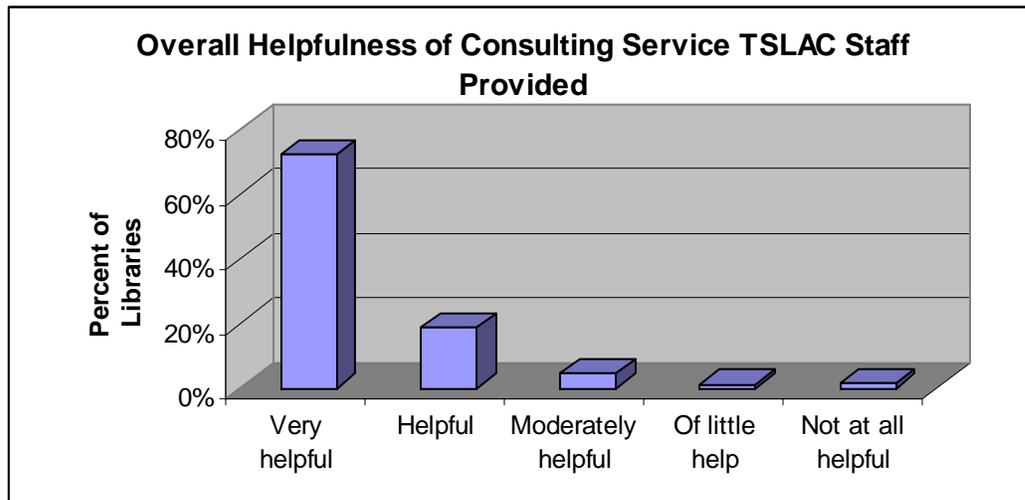
| | Number of Libraries (N=171) | Percent of Libraries |
|--|--|-----------------------------|
| Library administration (planning, budgeting) | 58 | 33.9% |
| Collections | 34 | 19.9% |
| Facility | 58 | 33.9% |
| Finance | 39 | 22.8% |
| Marketing, public relations, advocacy | 31 | 18.1% |
| Personnel | 67 | 39.2% |
| Services | 87 | 50.9% |
| Technology | 29 | 16.9% |

Libraries considered the consulting services they received from TSLAC staff “very helpful” (Table IIIA.12). More than 90 percent of the libraries rated TSLAC’s consulting services either “very helpful” or “helpful.”

Table IIIA.12: Overall Helpfulness of Consulting Service TSLAC Staff Provided in 2003-2006

| | Number of Libraries (N=171) | Percent of Libraries |
|--------------------|--|-----------------------------|
| Very helpful | 124 | 72.5% |
| Helpful | 32 | 18.7% |
| Moderately helpful | 8 | 4.7% |
| Of little help | 2 | 1.2% |
| Not at all helpful | 3 | 1.7% |
| No answer | 2 | 1.2% |
| Mean* | 1.39 | |

* The mean was calculated on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, and 5-Not at all helpful.

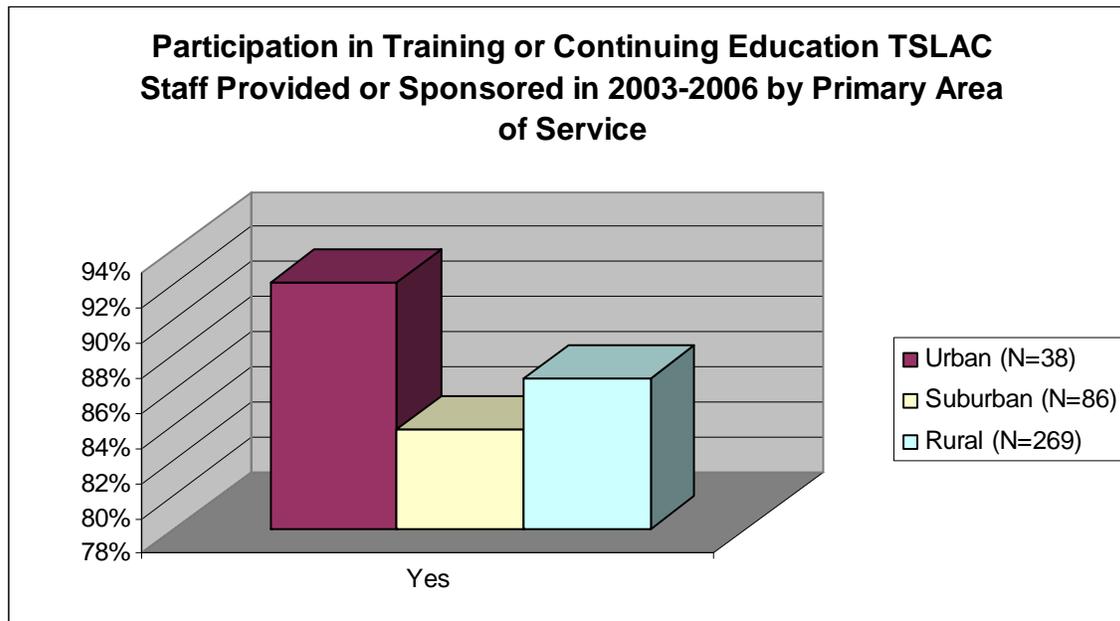


2. TSLAC Continuing Education and Consulting by Primary Area of Service

More than 83 percent of each group of libraries serving primarily urban, suburban or rural areas participated in training and continuing education workshops that TSLAC provided (Table IIIA.13). A larger percentage of libraries primarily serving urban areas participated in TSLAC training and continuing education workshops than libraries primarily serving rural or suburban areas. On average, libraries serving urban and rural areas participated in more TSLAC workshops than libraries primarily serving suburban areas.

Table IIIA.13: Participation in Training or Continuing Education TSLAC Staff Provided or Sponsored in 2003-2006 by Primary Area of Service

| Participated in TSLAC Training/Continuing Education | Primary Area of Service | | | | | |
|---|-------------------------|-------|-----------------|-------|---------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Yes | 35 | 92.1% | 72 | 83.7% | 233 | 86.6% |
| No | 3 | 7.9% | 13 | 15.1% | 35 | 13.0% |
| No answer | - | - | 1 | 1.2% | 1 | 0.4% |
| Mean number of workshops participated | 8.18 | | 6.13 | | 8.17 | |



The type of workshops libraries took from TSLAC varied, but not consistently, by libraries' primary area of service (Table IIIA.14). A smaller percentage of libraries primarily serving suburban areas than libraries serving other areas participated in workshops on collections, facility, marketing, and personnel. A larger percentage of libraries primarily serving rural areas participated in TSLAC workshops addressing finance.

Table IIIA.14: Topics Addressed in Training/Continuing Education Sessions Libraries Received from TSLAC Staff in 2003-2006 by Primary Area of Service

| | Primary Area of Service | | | | | |
|--|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=35) | | Suburban (N=72) | | Rural (N=233) | |
| | # | % | # | % | # | % |
| Library administration (planning, budgeting) | 21 | 60.0% | 43 | 59.7% | 157 | 67.4% |
| Collections | 24 | 68.6% | 18 | 25.0% | 139 | 59.6% |
| Facility | 9 | 25.7% | 9 | 12.5% | 49 | 21.0% |
| Finance | 5 | 14.3% | 9 | 12.5% | 73 | 31.3% |
| Marketing, public relations, advocacy | 18 | 51.4% | 33 | 45.8% | 137 | 58.8% |
| Personnel | 9 | 25.7% | 15 | 20.8% | 74 | 31.7% |
| Services | 22 | 62.8% | 36 | 50.0% | 156 | 66.9% |
| Technology | 21 | 60.0% | 48 | 66.7% | 159 | 68.2% |

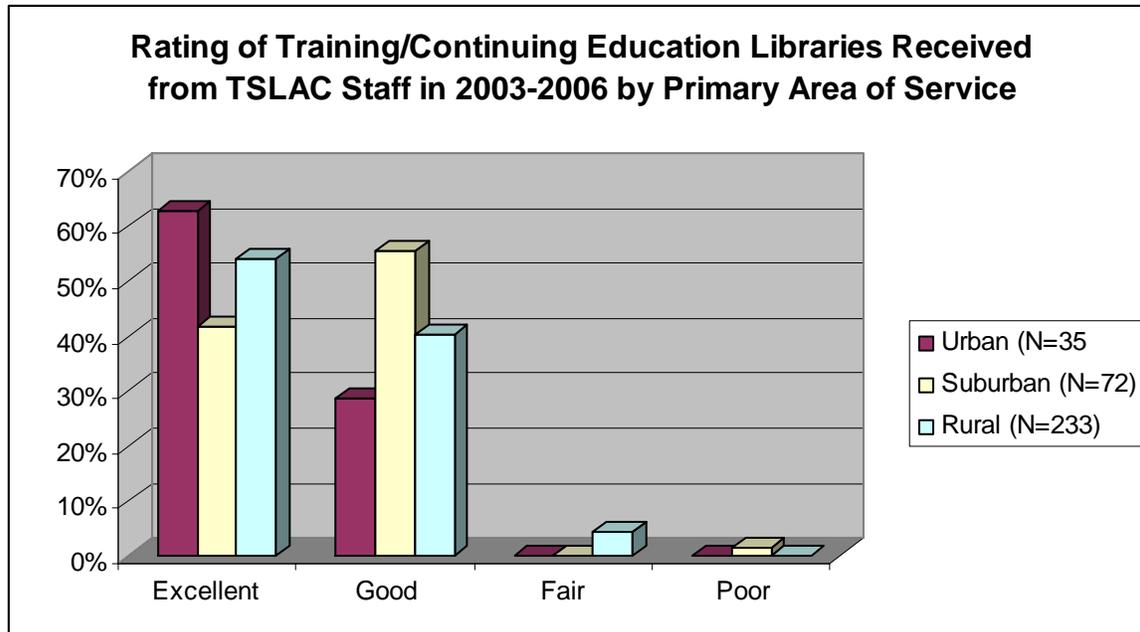
Library directors across all library groups were satisfied with the TSLAC training and continuing education workshops (Table IIIA.15). TSLAC continuing education and training workshops were rated between “excellent” and “good.” Ratings were significantly different for the three types of libraries. Libraries serving primarily urban areas rated the TSLAC training and continuing education the highest, followed by libraries primarily serving rural areas. Libraries serving primarily suburban areas gave a lower rating.

Table IIIA.15: Rating of Training/Continuing Education Libraries Received from TSLAC Staff in 2003-2006 by Primary Area of Service*

| | Primary Area of Service | | | | | |
|-----------|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=35) | | Suburban (N=72) | | Rural (N=233) | |
| | # | % | # | % | # | % |
| Excellent | 22 | 62.8% | 30 | 41.7% | 126 | 54.1% |
| Good | 10 | 28.6% | 40 | 55.5% | 94 | 40.3% |
| Fair | - | - | - | - | 10 | 4.3% |
| Poor | - | - | 1 | 1.4% | - | - |
| No answer | 1 | 2.8% | 1 | 1.4% | 3 | 1.3% |
| Mean** | 1.41 | | 1.61 | | 1.50 | |

* Chi-square = 14.34, 6 d.f., $p < .026$

**Mean was calculated on a 4-point scale: 1-Excellent, 2-Good, 3-Fair, and 4-Poor.



Overall, libraries implemented what they learned in TSLAC workshops “to a moderate extent” (Table IIIA.16). Libraries serving urban, suburban, and rural areas differed significantly in the extent to which they implemented what they had learned in continuing education workshops that TSLAC provided. Libraries primarily serving urban areas were most inclined to implement what they had learned in TSLAC workshops, followed by libraries primarily serving rural areas. Libraries primarily serving suburban areas showed a lower implementation inclination.

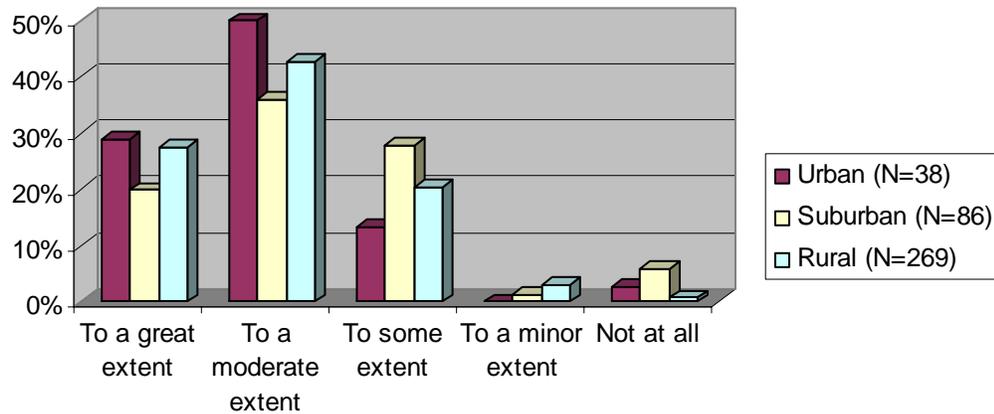
Table IIIA.16: Extent to Which Libraries Implemented What Learned in Continuing Education Workshops Offered by TSLAC Staff in 2003-2006 by Primary Area of Service*

| | Primary Area of Service | | | | | |
|----------------------|-------------------------|-------|-----------------|-------|---------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| To a great extent | 11 | 28.9% | 17 | 19.8% | 74 | 27.5% |
| To a moderate extent | 19 | 50.0% | 31 | 36.0% | 115 | 42.8% |
| To some extent | 5 | 13.2% | 24 | 27.9% | 55 | 20.4% |
| To a minor extent | - | - | 1 | 1.2% | 8 | 3.0% |
| Not at all | 1 | 2.6% | 5 | 5.8% | 2 | 0.7% |
| No answer | 2 | 5.3% | 8 | 9.3% | 15 | 5.6% |
| Mean** | 1.92 | | 2.31 | | 2.01 | |

* Chi-square = 16.39,8 d.f., p<..037.

**The mean was calculated on a 5-point scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, and 5-Not at all.

Extent to Which Libraries Implemented What Learned in Continuing Education Workshops Offered by TSLAC Staff in 2003-2006 by Primary Area of Service



A larger percentage of libraries primarily serving rural (44.6 percent) and urban areas (42.1 percent) than libraries serving primarily suburban areas (29.1 percent) received consulting services from TSLAC staff between 2003 and 2006 (Table IIIA.17). Libraries primarily serving rural areas received more consulting services and libraries serving suburban areas received, on average, the lowest number of consulting services from TSLAC.

Table IIIA.17: Number of Times Libraries Received Consulting Services from TSLAC Staff in 2003-2006 by Primary Area of Service

| | Primary Area of Service | | | | | |
|--|-------------------------|-------|-----------------|-------|---------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Received consultation from TSLAC staff | 16 | 42.1% | 25 | 29.1% | 120 | 44.6% |
| Mean times received consultation | 5.08 | | 4.40 | | 8.92 | |

A larger percentage of libraries primarily serving urban areas received consulting services in collections, facility, marketing, personnel, and services (Table IIIA.18). A larger percentage of libraries serving rural areas primarily received consulting services on library administration, finance, and technology.

Table IIIA.18: Topics TSLAC Consulting Services Addressed in 2003-2006 by Primary Area of Service

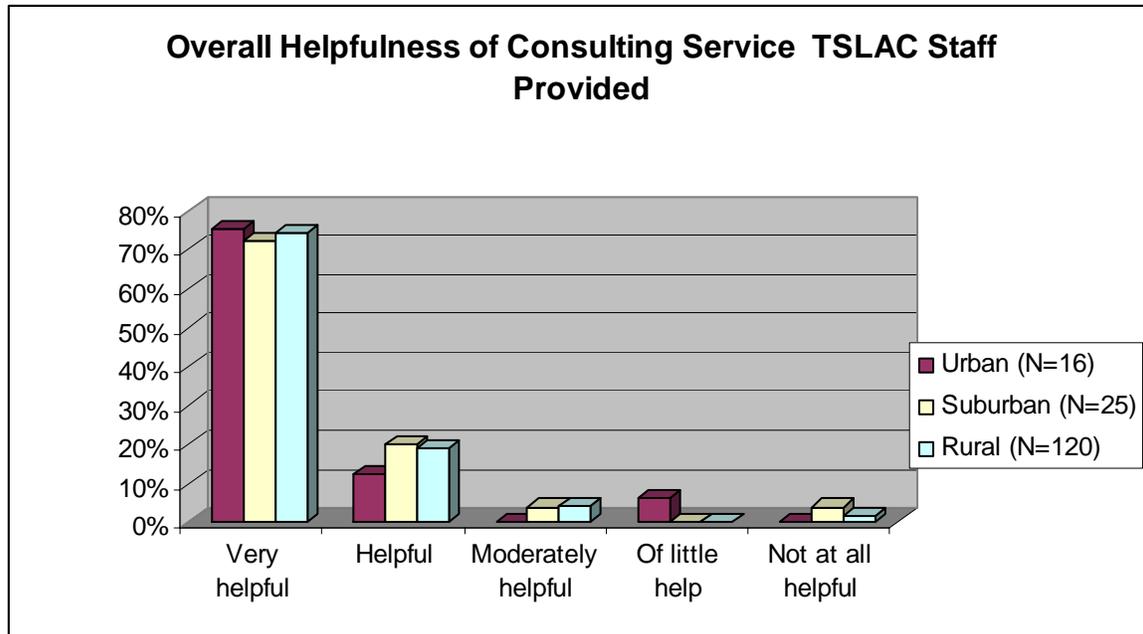
| | Primary Area of Service | | | | | |
|--|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=16) | | Suburban (N=25) | | Rural (N=120) | |
| | # | % | # | % | # | % |
| Library administration (planning, budgeting) | 7 | 43.7% | 12 | 48.0% | 63 | 52.5% |
| Collections | 7 | 43.7% | 5 | 20.0% | 42 | 35.0% |
| Facility | 5 | 31.2% | 5 | 20.0% | 23 | 19.2% |
| Finance | 4 | 25.0% | 3 | 12.0% | 51 | 42.5% |
| Marketing, public relations, advocacy | 5 | 31.2% | 5 | 20.0% | 28 | 23.3% |
| Personnel | 6 | 37.5% | 1 | 5.0% | 23 | 19.2% |
| Services | 9 | 56.2% | 7 | 28.0% | 48 | 40.0% |
| Technology | 6 | 37.5% | 8 | 32.0% | 67 | 55.8% |

Libraries receiving consulting service from TSLAC staff expressed a high level of satisfaction regardless of their primary area of service (Table IIIA.19). Libraries primarily serving urban and rural areas expressed a higher level of satisfaction, on average, than libraries primarily serving suburban areas.

Table IIIA.19: Overall Helpfulness of Consulting Service TSLAC Staff Provided in 2003-2006 by Primary Area of Service

| | Primary Area of Service | | | | | |
|--------------------|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=16) | | Suburban (N=25) | | Rural (N=120) | |
| | # | % | # | % | # | % |
| Very helpful | 12 | 75.0% | 18 | 72.0% | 89 | 74.2% |
| Helpful | 2 | 12.5% | 5 | 20.0% | 23 | 19.2% |
| Moderately helpful | - | - | 1 | 4.0% | 5 | 4.2% |
| Of little help | 1 | 6.2% | - | - | - | - |
| Not at all helpful | - | - | 1 | 4.0% | 2 | 1.7% |
| No answer | 1 | 6.2% | - | - | 1 | 0.8% |
| Mean* | 1.33 | | 1.44 | | 1.34 | |

* The mean was calculated on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, and 5-Not at all helpful.



3. TSLAC Continuing Education and Consulting Services by Size of Library's Operating Expenditures

More than 84 percent of libraries with small (up to \$49,999), medium (\$50,000 to \$149,999) or large (\$150,000 or more) operating expenditures participated in training and continuing education workshops that TSLAC provided (Table IIIA.20). On average, libraries with smaller operating expenditures took more workshops than libraries with medium and large operating expenditures.

Table IIIA.20: Participation in Training or Continuing Education TSLAC Staff Provided or Sponsored in 2003-2006 by Operating Expenditures

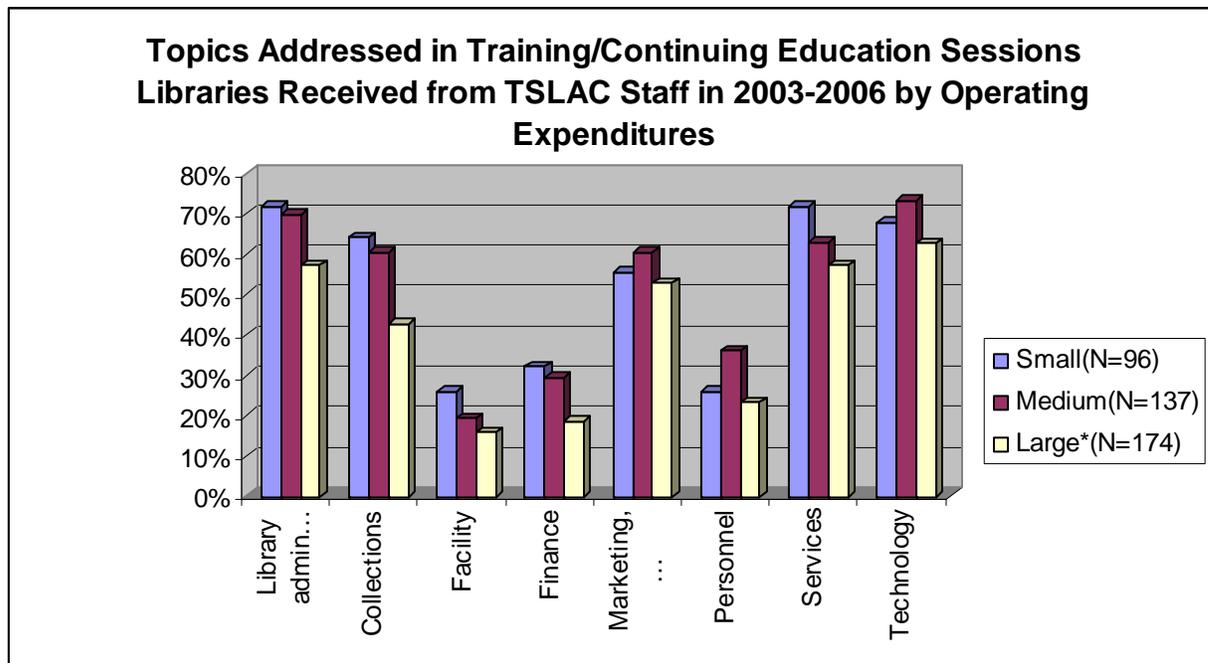
| | Operating Expenditures | | | | | |
|---------------------------------------|------------------------|-------|----------------|-------|---------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Yes | 81 | 84.4% | 119 | 86.9% | 150 | 86.2% |
| No | 14 | 14.6% | 17 | 12.4% | 24 | 13.8% |
| No answer | 1 | 1.0% | 1 | 0.7% | - | - |
| Mean number of workshops participated | 8.51 | | 7.48 | | 7.38 | |

The type of workshops libraries took from TSLAC varied to some extent with libraries' operating expenditures (Table IIIA.21). A smaller percentage of libraries with large operating expenditures tended to take TSLAC workshops across all topic areas. Libraries with small operating expenditures had the largest presence compared with libraries with medium and large operating expenditures in workshops addressing library administration, collection development, facility, finance, and services. Libraries with medium operating expenditures

had the greatest presence in workshops on personnel, marketing/public relations/advocacy, and technology.

Table IIIA.21: Topics Addressed in Training/Continuing Education Sessions Libraries Received from TSLAC Staff in 2003-2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|--|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=81) | | Medium (N=119) | | Large (N=150) | |
| | # | % | # | % | # | % |
| Library administration (planning, budgeting) | 58 | 71.6% | 83 | 69.7% | 86 | 57.3% |
| Collections | 52 | 64.2% | 72 | 60.5% | 64 | 42.7% |
| Facility | 21 | 25.9% | 23 | 19.3% | 24 | 16.0% |
| Finance | 26 | 32.1% | 35 | 29.4% | 28 | 18.7% |
| Marketing, public relations, advocacy | 45 | 55.5% | 72 | 60.5% | 79 | 52.7% |
| Personnel | 21 | 25.9% | 43 | 36.1% | 35 | 23.3% |
| Services | 58 | 71.6% | 75 | 63.0% | 86 | 57.3% |
| Technology | 55 | 67.9% | 87 | 73.1% | 94 | 62.7% |



Library directors across all library groups were satisfied with the TSLAC training and continuing education workshops. Overall, TSLAC continuing education and training workshops were rated between “excellent” and “good.” Libraries’ assessment of the quality of the TSLAC workshops varied in a statistically significant manner with the size of their operating expenditures. As shown in Table IIIA.22, a statistically significant larger percentage of libraries with small operating expenditures than libraries with medium or with large operating expenditures considered the workshops excellent. Libraries with small

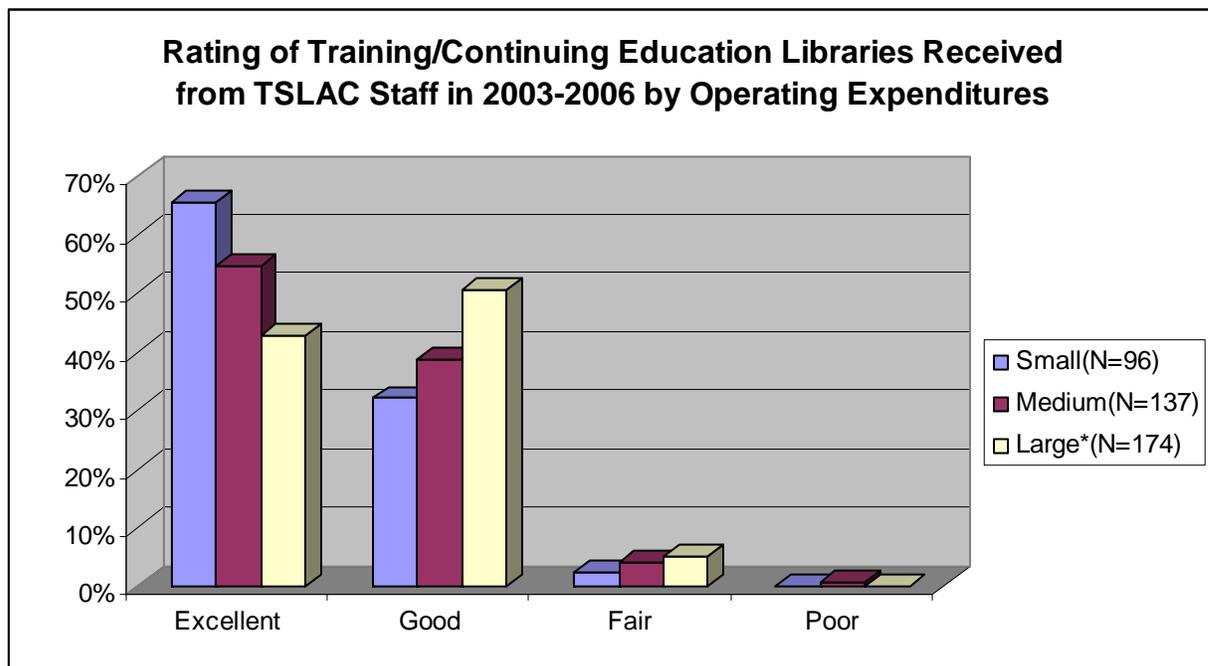
operating expenditures compared to libraries with medium or large operating expenditures also gave a more favorable overall assessment to the TSLAC workshops.

Table IIIA.22: Rating of Training/Continuing Education Libraries Received from TSLAC Staff in 2003-2006 by Operating Expenditures*

| | Operating Expenditures | | | | | |
|-----------|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=81) | | Medium (N=119) | | Large (N=150) | |
| | # | % | # | % | # | % |
| Excellent | 53 | 65.4% | 65 | 54.6% | 64 | 42.7% |
| Good | 26 | 32.1% | 46 | 38.6% | 76 | 50.7% |
| Fair | 2 | 2.5% | 5 | 4.2% | 8 | 5.3% |
| Poor | - | - | 1 | 0.8% | - | - |
| No answer | - | - | 2 | 1.7% | 2 | 1.3% |
| Mean** | 1.37 | | 1.50 | | 1.62 | |

* Chi-square = 13.22, 6 d.f., $p < 0.04$.

** Mean was calculated on a 4-point scale: 1-Excellent, 2-Good, 3-Fair, 4-Poor.

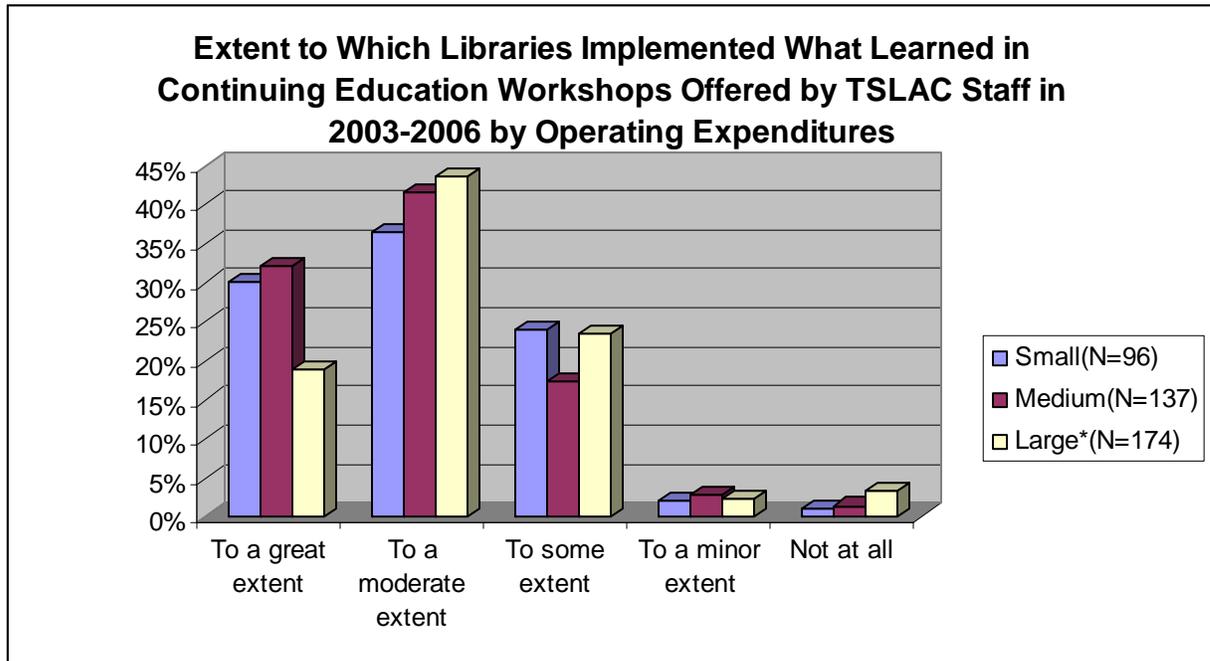


Overall, libraries were inclined to implement what they learned in TSLAC workshops “to a moderate extent” (Table IIIA.23). Libraries with small and medium operating expenditures were more likely than libraries with large operating expenditures to implement “to a great extent” what they had learned in TSLAC workshops.

Table IIIA.23: Extent to Which Libraries Implemented What Learned in Continuing Education Workshops Offered by TSLAC Staff in 2003-2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|----------------------|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| To a great extent | 29 | 30.2% | 44 | 32.1% | 33 | 19.0% |
| To a moderate extent | 35 | 36.5% | 57 | 41.6% | 76 | 43.7% |
| To some extent | 23 | 24.0% | 24 | 17.5% | 41 | 23.6% |
| To a minor extent | 2 | 2.1% | 4 | 2.9% | 4 | 2.3% |
| Not at all | 1 | 1.0% | 2 | 1.5% | 6 | 3.4% |
| No answer | 6 | 6.2% | 6 | 4.4% | 14 | 8.0% |
| Mean* | 2.01 | | 1.95 | | 2.21 | |

*The mean was calculated on a 5-point scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, and 5-Not at all.



A larger percentage of libraries with small operating expenditures than libraries with medium or large operating expenditures received consulting services from TSLAC in 2003-2006 (Table IIIA.24). However, libraries with large and medium operating expenditures tended to get more consulting services from TSLAC, on average, than libraries with small operating expenditures.

Table IIIA.24: Number of Times Libraries Received Consulting Services from TSLAC Staff in 2003-2006 by Operating Expenditures

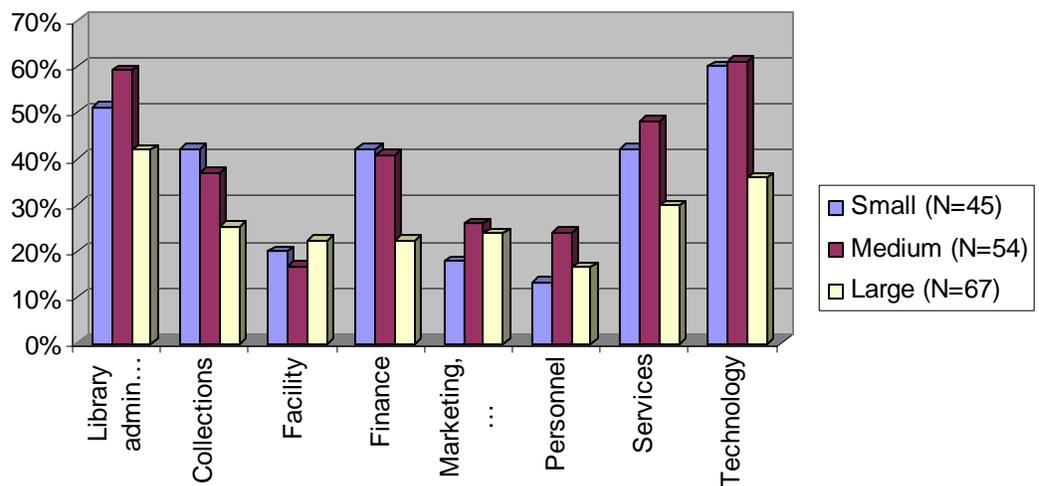
| | Operating Expenditures | | | | | |
|--|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Received consultation from TSLAC staff | 45 | 46.9% | 54 | 39.4% | 67 | 38.5% |
| Mean times received consultation | 6.17 | | 8.62 | | 8.69 | |

A larger percentage of libraries with small and medium operating expenditures than libraries with large operating expenditures received TSLAC consulting services in the areas of technology, services, finance, and library administration (Table IIIA.25).

Table IVB.25: Topics TSLAC Consulting Services Addressed in 2003-2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|--|------------------------|-------|------------------|-------|-----------------|-------|
| | Small (N=45) | | Medium (N=54) | | Large (N=67) | |
| | # | % | # | % | # | % |
| Library administration (planning, budgeting) | 23 | 51.1% | 32 | 59.2% | 28 | 41.8% |
| Collections | 19 | 42.2% | 20 | 37.0% | 17 | 25.4% |
| Facility | 9 | 20.0% | 9 | 16.7% | 15 | 22.4% |
| Finance | 19 | 42.2% | 22 | 40.7% | 15 | 22.4% |
| Marketing, public relations, advocacy | 8 | 17.8% | 14 | 25.9% | 16 | 23.9% |
| Personnel | 6 | 13.3% | 13 | 24.1% | 11 | 16.4% |
| Services | 19 | 42.2% | 26 | 48.1% | 20 | 29.8% |
| Technology | 27 | 60.0% | 33 | 61.1% | 24 | 35.8% |

Topics TSLAC Consulting Services Addressed in 2003-2006 by Operating Expenditures

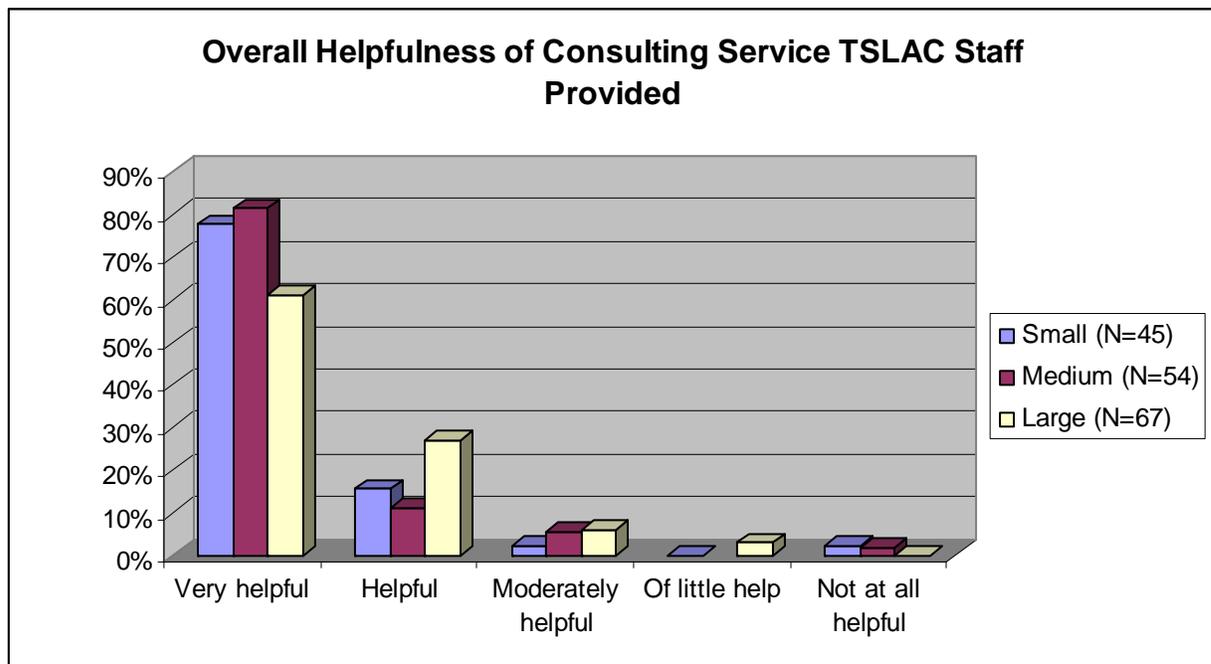


Libraries with medium operating expenditures considered the consulting services they received from TSLAC staff most helpful (Table IIIA.26).

Table IIIA.26: Overall Helpfulness of Consulting Service TSLAC Staff Provided in 2003-2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|--------------------|------------------------|-------|------------------|-------|-----------------|-------|
| | Small (N=45) | | Medium (N=54) | | Large (N=67) | |
| | # | % | # | % | # | % |
| Very helpful | 35 | 77.8% | 44 | 81.5% | 41 | 61.2% |
| Helpful | 7 | 15.5% | 6 | 11.1% | 18 | 26.9% |
| Moderately helpful | 1 | 2.2% | 3 | 5.5% | 4 | 6.0% |
| Of little help | - | - | - | - | 2 | 3.0% |
| Not at all helpful | 2 | 2.2% | 1 | 1.8% | - | - |
| No answer | - | - | - | - | 2 | 3.0% |
| Mean* | 1.38 | | 1.30 | | 1.49 | |

* The mean was calculated on a 5-point scale: 1-very helpful, 2-helpful, 3-moderately helpful, 4-of little help, and 5-not at all helpful.



3A. TSLAC Customer Satisfaction Survey

A FY2003 survey of 1,313 TSLAC workshop participants (out of 4,218 who received the survey) showed a very high level of satisfaction with the workshops. On a 7-point satisfaction scale, mean satisfaction scores were higher than 6.00 on all but two of the workshops (Table IIIA.27).

Table IIIA.27: TSLAC Workshops and Participant Satisfaction 2003

| Workshop | Number of Sessions | Mean Satisfaction Score* |
|--|---------------------------|---------------------------------|
| Planning for Results | 2 | 6.30 |
| Leadership Conference | 1 | 6.02 |
| Weeding with the CREW | 3 | 6.87 |
| Bilingual Library Services for Children | 5 | 6.64 |
| School Libraries Connect | 1 | 6.43 |
| TRC | 1 | 6.38 |
| Tales as Tools | 2 | 6.52 |
| Tales for Toddlers | 1 | 6.64 |
| Texas Study | 1 | 7.00 |
| Focus on Health Gale Databases | 7 | 6.37 |
| Basic Gales Databases | 6 | 6.41 |
| End User Training Gale Databases | 3 | 6.80 |
| Merchand 101 | 1 | 6.84 |
| Advanced SLM | 1 | 6.80 |
| CD in Espanol | 1 | 5.35 |
| Small library Management I | 5 | 6.83 |
| Small library Management II | 4 | 6.91 |
| Fun with Funds | 2 | 6.76 |
| VTEL End User | 1 | 6.50 |
| Computer Security Using the Windows Registry | 5 | 6.35 |
| More Bang for the Bucks | 4 | 6.43 |

* Means for workshops with more than one session were averaged across the number of sessions.

4A. Summary

A high percentage of libraries reported participating in TSLAC continuing education workshops (Table IIIA.28). Participation was highest among urban area libraries although libraries with small operating expenditures participated, on average, in the largest number of workshops. A larger percentage of libraries with small operating expenditures and urban libraries considered TSLAC continuing education to be of “excellent” quality. On average, libraries of all types implemented what they had learned in the TSLAC workshops to a moderate extent. However, a smaller percentage of suburban libraries and libraries with large operating expenditures implemented what they had learned “to a great extent.”

Table IIIA.28: Librarian Participation and Assessment of TSLAC Continuing Education

| | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
|---|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Participated in TSLAC training or continuing education | 85.8% | 92.1% | 83.7% | 86.6% | 84.4% | 86.9% | 86.2% |
| Mean number of sessions library staff participated | 7.71 | 8.18 | 6.13 | 8.17 | 8.51 | 7.48 | 7.38 |
| Quality of Continuing Education | | | | | | | |
| Excellent | 44.6% | 62.8% | 41.7% | 54.1% | 65.4% | 54.6% | 42.7% |
| Good | 36.4% | 28.6% | 55.5% | 40.3% | 32.1% | 38.6% | 50.7% |
| Fair | 3.6% | - | - | 4.3% | 2.5% | 4.2% | 5.3% |
| Poor | 0.2% | - | 1.4% | - | - | 0.8% | - |
| Mean quality* | 1.52 | 1.41 | 1.61 | 1.50 | 1.37 | 1.50 | 1.62 |
| Extent to which Implemented what Learned in Continuing Education Workshops | | | | | | | |
| To a great extent | 26.3% | 28.9% | 19.8% | 27.5% | 30.2% | 32.1% | 19.0% |
| To a moderate extent | 41.4% | 50.0% | 36.0% | 42.8% | 36.5% | 41.6% | 43.7% |
| To some extent | 21.2% | 13.2% | 27.9% | 20.4% | 24.0% | 17.5% | 23.6% |
| To a minor extent | 2.4% | - | 1.2% | 3.0% | 2.1% | 2.9% | 2.3% |
| Not at all | 2.2% | 2.6% | 5.8% | 0.7% | 1.0% | 1.5% | 3.4% |
| Mean** | 2.07 | 1.92 | 2.31 | 2.01 | 2.01 | 1.95 | 2.21 |

* Mean was calculated on a 4-point scale: 1-Excellent, 2-Good, 3-Fair, 4-Poor.

** The mean was calculated on a 5-point scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, and 5-Not at all.

Between 29.1 and 44.6 percent of the libraries received consulting services from TSLAC (Table IIIA.29). A larger percentage of libraries with small operating expenditures as well as rural and urban libraries obtained such services. On average, rural libraries had the largest number of consulting contacts with TSLAC; suburban libraries the smallest number of consulting contacts. Libraries with medium operating expenditures considered the TSLAC consulting services most helpful; libraries with large operating expenditures considered these services least helpful.

Table IIIA.29: Participation in and Assessment of TSLAC Consulting Services

| Library | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
|---|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Received consultation from TSLAC staff | 41.2% | 42.1% | 29.1% | 44.6% | 46.9% | 39.4% | 38.5% |
| Mean number of times received consultation from TSLAC | 7.86 | 5.08 | 4.40 | 8.92 | 6.17 | 8.62 | 8.69 |
| Helpfulness of Consulting Service TSLAC Provided | | | | | | | |
| Very helpful | 72.5% | 75.0% | 72.0% | 74.2% | 77.8% | 81.5% | 61.2% |
| Helpful | 18.7% | 12.5% | 20.0% | 19.2% | 15.5% | 11.1% | 26.9% |
| Moderately helpful | 4.7% | - | 4.0% | 4.2% | 2.2% | 5.5% | 6.0% |
| Of little help | 1.2% | 6.2% | - | - | - | - | 3.0% |
| Not at all helpful | 1.7% | - | 4.0% | 1.7% | 2.2% | 1.8% | - |
| Mean* | 1.39 | 1.33 | 1.44 | 1.34 | 1.38 | 1.30 | 1.49 |

* The mean was calculated on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, and 5-Not at all helpful.

B. LIBRARY SYSTEMS CONTINUING EDUCATION AND CONSULTING

1B. Secondary Data Analysis

In 2005, Library Systems allocated 7.7 percent of their budget to Continuing Education and 14.8 percent to Consulting (Table IIIB.1). Allocations to Consulting ranged from 6.4 to 20.9 percent, and allocations to Continuing Education ranged from 2.6 to 20.4 percent.

Table IIIB.1: Library Systems Budget by Category FY2005

| FY2005 | | | | | | | |
|-----------------|------------------|----------------|------------------------|--------------|----------------------|---------------------|----------------------------------|
| Library Systems | Total Budget | Administration | Collection Development | Consulting | Continuing Education | Networked Resources | Disadvantaged /Targeted Services |
| AALS | \$716,349 | 11.4% | 39.3% | 18.0% | 4.8% | 24.1% | 2.3% |
| BCLS | \$305,931 | 41.6% | 37.2% | 17.3% | 4.0% | 0.0% | 0.0% |
| CTLS | \$817,739 | 27.4% | 30.8% | 15.4% | 6.8% | 0.0% | 19.5% (1) |
| HALS | \$1,703,143 | 23.2% | 53.2% (2) | 6.4% | 5.4% | 8.6% | 3.2% |
| NETLS | \$1,331,778 | 55.4% | 0.0% | 16.1% | 13.1% | 15.5% | 0.0% |
| NTRLS | \$872,984 | 14.6% | 28.2% | 19.2% | 7.6% | 5.5% (3) | 24.8% (4) |
| STLS | \$707,709 | 32.3% | 34.4% | 16.4% | 2.6% | 2.9% | 11.3% (5) |
| TPLS | \$290,496 | 28.3% | 0.0% | 20.9% | 7.5% | 28.3% | 15.0% (6) |
| TTPLS | \$380,720 | 8.6% | 44.6% | 17.9% | 20.4% | 0.0% | 3.8% (7) |
| WTLS | \$373,151 | 24.6% | 42.0% | 16.9% | 7.0% | 9.4% (8) | 0.0% |
| Average | \$750,000 | 28.4% | 31.6% | 14.8% | 7.7% | 9.5% | 7.8% |

(1) Targeted Services include Services to Elderly, Wired for Youth, and other.

(2) Collection Development includes audiovisual.

(3) Networked Resources includes Technical Support.

(4) Targeted Services includes Public Awareness for funded projects.

(5) Targeted Services includes Literacy, Outreach Services, and Reference Backup.

- (6) Targeted Services includes Older Adults and reference.
 (7) Targeted Services includes public awareness for funded projects.
 (8) Networked Resources includes Automation and Tech Support.

1. Highlights of Library Systems Activities and Services by Year: 2003-2006

This section highlights Library Systems activities and performance in 2003 through 2006, based on TSLAC's *LSTA State Program Annual Report* for FY2003 and FY2004 and *Texas State Program Report Summary* for FY2005 and FY2006. The summary for each Library System shows the LSTA amount the Library System received each year, major activities it implemented with regards to collection development, continuing education, consulting, targeted services, and grants and provides annual data of the three measures used to assess Systems' performance (Tables IIIB.2-III.A.11).

Table IIIB.2: AALS Activities 2003-2006

| Alamo Area Library System (AALS) | |
|---|--|
| Year | Selected Activities |
| 2003 | <p>Collection Development: Purchased 33,430 materials for member libraries.</p> <p>Consulting: Coordinator visited 49 libraries; system staff spent 1,247 hours providing assistance. Published newsletter three times.</p> <p>Continuing Education: 62 workshops to 338 staff; 1,615 student hours.</p> <p>Targeted Services: 4,355 children attended. programs; 2,420 students attended ESL or literacy classes using AALS grants; 35 libraries purchased Spanish-language magazines.</p> <p>Networked Resources: 453,024 persons accessed electronic resources using 226,512 electronic materials. 14 libraries completed automating catalogs and circulation systems with AALS help.</p> |
| 2004 | <p>Collection Development: Purchased a subscription to a professional review journal for all libraries. Purchased 15,299 items for the libraries. Offered a book lease plan to 6 libraries for 3,855 books.</p> <p>Continuing Education: Offered 73 workshops. Offered training vouchers for computer training and online classes; 510 library staff participated for 2,229 hours.</p> <p>Consulting: 3,699 assists via mail, phone or in person, 2,145 e-mail assists for 1,555 hours. Assisted 39,005 persons and provided 11,844 training or assists to library staff. Published 3 issues of newsletter.</p> <p>Targeted Services: Purchased materials for 7 Literacy/ESL grants; tutored 2,740 students; 35 libraries participated in a Spanish magazine language program.</p> |
| 2005 | <p>Collection Development: Purchased 15,028 items and 105 subscriptions for libraries and leased book plans for 7 libraries.</p> <p>Continuing Education: held 35 workshops and offered vouchers to online and vendor training; 319 library staff received training in 1,291 student hours.</p> <p>Consulting: Made 131 visits to libraries. Provided 7,652 assists or training to librarians during 3,171 hours of general consulting; 3,728 assists through in</p> |

| | | | | |
|--|---|-------------|-------------|-------------|
| | <p>person, phone or mail, and 3,604 assists through e-mail.</p> <p>Targeted Services: Purchased materials for 6 Literacy/ESL grants; tutored 2,494 students.</p> | | | |
| 2006 | <p>Collection Development: Purchased 11,138 items and 106 subscriptions to periodicals and Spanish language magazines for libraries, and leased book plans for 7 libraries. Paid TexShare fees for 46 libraries.</p> <p>Continuing Education: Held 26 workshops and provided vouchers to online and vendor training to 392 library staff for 1,332 student hours; 50 libraries were represented in workshops.</p> <p>Consulting: Made 112 visits to libraries. Provided general consulting to library staff for 3,315 hours; 2,444 hours in personal, phone or mail assistance, and 2,512 assists via e-mail. Published three issues of newsletter.</p> <p>Targeted/Services: Provided programming to 6,081 persons through storytime kits, summer reading programs, and BiFolkal kits.</p> | | | |
| Performance Measures | | | | |
| | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 414,982 | 32,142 | 15,842 | 98,943 |
| Number of librarians trained or assisted | 11,952 | 11,844 | 7,642 | 5,338 |
| Number of persons using project sponsored services | 750,701 | 39,005 | 23,105 | 44,173 |

Table IIIB.3: BCLS Activities 2003-2006

| Big Country Library System (BCLS) | | | | |
|--|--|-------------|-------------|-------------|
| Year | Selected Activities | | | |
| 2003 | <p>Collection Development: Purchased 6,461 items for libraries. Consulting: Made 44 visits to libraries. Assisted 407 staff by phone and 8,944 by e-mail. Continuing Education: Offered 4 workshops. Hosted 12 workshops offered through TSLAC, TANG, and TEA. 71 staff and volunteers participated for 267 student hours. Distributed quarterly newsletter.</p> | | | |
| 2004 | <p>Collection Development: Purchased 4,777 items for libraries. Continuing Education: Held 2 onsite workshops co-sponsored with TSLAC on children programming; 188 participated for 494 student hours. Provided 2 online workshops developed by the University of North Texas on library privacy and confidentiality and on managing difficult patrons to 167 library staff. Consulting: Made 43 library visits. Distributed a quarterly newsletter. Assisted 357 staff via phone, mail and in person and 243 via e-mail.</p> | | | |
| 2005 | <p>Collection Development: Purchased 5,783 items for libraries. Continuing Education: 235 library staff and volunteers participated for a total of 684 student hours. Consulting: Provided 1,182 assists.</p> | | | |
| 2006 | <p>Collection Development: Purchased 8,243 items for libraries. Distributed 1,181 materials including newsletters and workshop materials. Continuing Education: Held 3 workshops: 402 library staff participated in sponsored workshops for 1,410 student hours. Consulting: Assisted 1,427 library staff, assisted 235 on-site, assisted 127 at the Systems office and 1,065 by phone or electronically.</p> | | | |
| Performance Measures | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 6,461 | 5,899 | 7,009 | 9,389 |
| Number of librarians trained or assisted | 9,422 | 788 | 1,417 | 1,670 |
| Number of persons using project sponsored services | 0 | 0 | 1,482 | 54,956 |

Table IIIB.4: CTLS Activities 2003-2006

| Central Texas Library System (CTLS) | | | | |
|--|--|-------------|-------------|-------------|
| Year | Selected Activities | | | |
| 2003 | <p>Continuing Education: Provided 10 on-site workshops in smaller, more isolated libraries for 67 library staff for 134 student hours. Workshops targeted children and youth, older adults, and TexShare databases. Workshops on children and youth programs were in collaboration with school libraries involved 270 participants for 986.5 student hours.</p> | | | |
| 2004 | <p>Collection Development: Purchased or provided electronically 126,053 items for libraries. Assisted 2 libraries with TexShare fees.</p> <p>Continuing Education: Presented 16 workshops on youth services for 1,507 contact hours. Offered 7 workshops on utilization of electronic resources for 86 contact hours. Provided 11 workshops on collection management for 57 contact hours.</p> <p>Consulting: Made 33 visits to libraries. Assisted 31 libraries with grant proposals resulting in 17 libraries getting grants.</p> | | | |
| 2005 | <p>Collection Development: Paid TexShare fees for 9 libraries. Completed 2 in-depth collection evaluation projects.</p> <p>Continuing Education: Held 16 workshops on children and youth programming and other topics. Held 17 workshops on TexShare databases. Held 8 workshops on collection development and management.</p> <p>Consulting: Made 16 visits to libraries focusing on collection development and library management. Assisted 32 rural libraries with grant proposals; 25 were funded.</p> <p>Targeted Services: Circulated 21,873 items to patrons with difficulty using traditional library resources.</p> | | | |
| 2006 | <p>Continuing Education: Held or facilitated 50 workshops. Conducted or facilitated workshops with 766 participants.</p> <p>Consulting: made 110 visits and assisted or trained 4,828 library staff.</p> <p>Targeted Services: 17 libraries purchased materials in world language to meet needs of heir community</p> | | | |
| Performance Measures | | | | |
| | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 118,824 | 12,837 | 12,579 | 56,978 |
| Number of librarians trained or assisted | 29,405 | 24,403 | 16,952 | 2,824 |
| Number of persons using project sponsored services | 62,415 | 19,168 | 21,873 | 123,604 |

Table IIB.5: HALS Activities 2003-2006

| Houston Area Library System (HALS) | | | | |
|--|---|-------------|-------------|-------------|
| Year | Selected Activities | | | |
| 2003 | <p>Continuing Education: 4,481 staff attended programs. Targeted Services: Gave each member library \$500 to purchase books for underserved populations. 161 people attended Literacy/LES tutoring sessions. Grants: Awarded Special Project grants to six libraries.</p> | | | |
| 2004 | <p>Collection Development: Purchased 26,000 items for libraries. Continuing Education: Funded online classes for 75 persons on 46 topics. Consulting: Visited 57 libraries and 3 non-member libraries; provided 2,163 hours of assistance; assisted or trained 2,38 library staff by phone, mail or in person and 2,373 by e-mail. Targeted Services: Provided Literacy/ESL tutoring to 1,561 persons. Grants: Awarded 9 mini-grants to sustain new programs for four years.</p> | | | |
| 2005 | <p>Collection Development: Purchased about 46,000 items for libraries. Continuing Education: 566 library staff attended 6 workshops; 60 received online training; 1,238 received customized training through 9 staff development grants; 220 completed web-based training module: Reference 1, 2, 3. Consulting: Visited 39 member and 5 non-member libraries. Consulted to 10 libraries on space and building needs. Grants: Awarded 6 grants for integrated Library Systems; purchased technology for 44 libraries.</p> | | | |
| 2006 | <p>Collection Development: Purchased 33,360 items for libraries. Paid TexShare fees for 30 libraries. Provided DVD mini-grants to 25 libraries to purchase DVD for local collection, increasing DVD circulation to 6,641. Continuing Education: Provided 9 staff development grants; 807 staff received training. Offered 8 workshops with 514 participants. Consulting: Made visits to 30 member and 1 non-member libraries. Targeted/Services: As part of a min-grants program, 4 libraries offered programs in local and African-American history, family literacy or young children jointly with head Start, storytimes at local daycare facilities, YA and Hi-Lo materials in Spanish, and family literacy in English.</p> | | | |
| | | | | |
| Performance Measures | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 96,558 | 23,074 | 49,714 | 35,017 |
| Number of librarians trained or assisted | 63,027 | 8,303 | 9,213 | 8,329 |
| Number of persons using project sponsored services | 725,808 | 399,254 | 131,890 | 38,528 |

Table IIIB.6: NETLS Activities 2003-2006

| Northeast Texas Library System (NETLS) | | | | |
|--|---|-------------|-------------|-------------|
| Year | Selected Activities | | | |
| 2003 | <p>Collection Development: Distributed 40,000 items to libraries. Continuing Education: Hosted 51 workshops for 1,331 staff. Consulting: Visited 96 libraries; spent 3,755 hours assisting libraries. Worked with 5 communities that want to establish libraries. Grants: Awarded grants to 2 libraries for video equipment and computers.</p> | | | |
| 2004 | <p>Collection Development: Purchased 29,784 items for libraries. Continuing Education: Held 36 workshops with 2,247 library staff attending. Consulting: Assisted library staff for 4,393.6 hours; trained library 3,149 staff via phone and on-site.</p> | | | |
| 2005 | <p>Collection Development: Purchased or loaned 685,504 items. Continuing Education: Offered 25 workshops: 2,251 participated. Consulting: Provided 11,641 assists or training to library staff. Targeted Services: Literacy/ESL mini-grants benefited 535 persons.</p> | | | |
| 2006 | <p>Collection Development: Through Project Rotate collection shipped 3,156 media items to 322 library locations statewide. Continuing Education: Held 50 workshops with 2,083 participants. Consulting: Assisted or trained 13,057 library staff. Grants: Awarded Special Services mini-grants to 13 libraries. Awarded technology grants to 32 libraries to assist them in upgrading their technology infrastructure. Targeted Services: Awarded special services mini-grants to 13 libraries for bilingual materials, Spanish language resources, literacy, ADA equipment, and senior/home school resources.</p> | | | |
| Performance Measures | | | | |
| | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 533,311 | 29,784 | 28,034 | 15,631 |
| Number of librarians trained or assisted | 47,345 | 43,010 | 21,008 | 13,037 |
| Number of persons using project sponsored services | 177,211 | 119,565 | 82,270 | 228,613 |

Table IIIB.7: NTRLS Activities 2003-2006

| North Texas Regional Library System (NTRLS) | | | | |
|--|---|-------------|-------------|-------------|
| Year | Selected Activities | | | |
| 2003 | <p>Continuing Education: 717 persons attended 32 workshops for 3,238 student hours. Offered marketing seminar to 101 persons for 556 student hours.</p> <p>Consulting: Made 324 visits to libraries; assisted 1,937 library staff via non-electronic and 231,708 via e-mail.</p> <p>Grants: Gave HELP mini-grants to 9 libraries to expand library projects; to 3 libraries to hire marketing consultant, and to 4 libraries to expand marketing projects. Distributed 22,000 marketing materials.</p> <p>Targeted Services: 10 libraries held 73 storytelling sessions attended by 10,230 individuals.</p> | | | |
| 2004 | <p>Continuing Education: Offered 25 workshops that 564 persons attended for 2,667 contact hours. Provided a fund-raising seminar with 62 participants.</p> <p>Consulting: Made 272 visits to libraries; trained or assisted 1,264 persons by phone, mail or in person and 147,394 via e-mail. Funded consultants to assist 4 libraries. Distributed 39,645 promotional materials.</p> <p>Targeted Services: 27 libraries paid for storytellers with an attendance of 5,042 persons.</p> | | | |
| 2005 | <p>Collection Development: 24,341 items purchased or leased.</p> <p>Continuing Education: Held 55 workshops, 2,632 attended for 4,681 student hours.</p> <p>Consulting: Made 320 visits to libraries. Provided assists for 5,292 hours.</p> | | | |
| 2006 | <p>Continuing Education: Sponsored or presented 42 workshops and 8 online workshops – 1,002 staff attended representing all libraries.</p> <p>Consulting: Completed 219 outreach projects serving 60 libraries and branches.</p> <p>Targeted Services: Surveyed adults (716) about material preference and parents (75) about children programming.</p> | | | |
| Performance Measures | | | | |
| | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 145,797 | 12,473 | 24,341 | 46,902 |
| Number of librarians trained or assisted | 234,362 | 149,223 | 153,807 | 5,140 |
| Number of persons using project sponsored services | 93,544 | 14,316 | 15,608 | 271,081 |

Table IIB.8: STLS Activities 2003-2006

| South Texas Library System (STLS) | | | | |
|--|---|-------------|-------------|-------------|
| Year | Selected Activities | | | |
| 2003 | <p>Collection Development: Purchased 16,094 items for libraries. Continuing Education: Offered 50 workshops and trained 462 library staff. Consulting: Assisted 1,300 library staff. Targeted Services: 68,378 literacy tutoring contacts.</p> | | | |
| 2004 | <p>Collection Development: Purchased 10,316 items for libraries. Continuing Education: Offered 20 workshops for 375 library staff. Consulting: Assisted 376 library staff. Targeted Services: 61,751 literacy tutoring contacts.</p> | | | |
| 2005 | <p>Collection Development: Negotiated vendor discounts Continuing Education: Trained 437 library staff in 20 workshops. Consulting: Assisted 346 library staff. Targeted Services: Made 51,432 literacy tutoring contacts. Provided 28,859 book and other materials.</p> | | | |
| 2006 | <p>Collection Development: Provided 13,817 items for libraries. Negotiated vendor discounts. Continuing Education: Held 5 group and 14 on-demand workshops and trained 417 library staff from 51 out of 53 libraries. Consulting: Assisted 1,038 library staff. Targeted Services: Made 33,183 literacy tutoring contacts.</p> | | | |
| Performance Measures | | | | |
| | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 63,731 | 10,318 | 18,052 | 16,791 |
| Number of librarians trained or assisted | 1,776 | 1,754 | 1,701 | 1,479 |
| Number of persons using project sponsored services | 124,404 | 72,578 | 62,713 | 48,310 |

Table IIB.9: TPLS Activities 2003-2006

| Texas Panhandle Library System (TPLS) | | | | |
|--|---|-------------|-------------|-------------|
| Year | Selected Activities | | | |
| 2003 | <p>Collection Development: Purchased 4,384 volumes for libraries Continuing Education: Offered 18 workshops to 235 persons. Consulting: Assisted 15,300 persons during 1,586 hours. Made 40 visits to libraries.</p> | | | |
| 2004 | <p>Collection Development: Purchased 4,513 items for libraries. Continuing Education: Held 11 workshops with 280 staff for 1,125 student hours. Consulting: Made 29 visits; assisted 9,430 library staff for 964 hours.</p> | | | |
| 2005 | <p>Continuing Education: Held 14 workshops with 281 participants for 981 student hours. Consulting: Provided 1,101 hours of consulting to 6,477 persons. Targeted services: Provided large print and audio books to older adults; the collection rotated quarterly among libraries with a circulation of 32,229.</p> | | | |
| 2006 | <p>Collection Development: Purchased 2,777 items for member libraries. 28 libraries participated in a collaborative purchasing program. Continuing Education: Held 12 workshops with 219 participants representing al libraries. Offered 3 online training courses through the University of North Texas to all member libraries: trained 140 library staff. Targeted services: Provided 980 large print and audio books to older adults; 18 libraries added the books to their collection. Project was discontinued in September.</p> | | | |
| Performance Measures | | | | |
| | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 13,644 | 10,675 | 5,196 | 3,410 |
| Number of librarians trained or assisted | 18,112 | 9,710 | 6,758 | 6,279 |
| Number of persons using project sponsored services | 512,232 | 500,668 | 132,689 | 153,604 |

Table IIB.10: TTPLS Activities 2003-2006

| Texas Trans-Pecos Library System (TTPLS) | | | | |
|--|---|-------------|-------------|-------------|
| Year | Selected Activities | | | |
| 2003 | <p>Continuing Education: Held 10 workshops, 239 library staff attended. Consulting: Assisted 1,000 staff by phone and on-site and 2,600 by e-mail. Targeted Services: Provided large print books for seniors and Spanish language materials. 14 rural libraries started literacy and ESL outcome projects.</p> | | | |
| 2004 | <p>Collection Development: Purchased or leased 6,924 items, 140 periodical subscriptions, and 1,333 videos. Continuing Education: Sponsored 12 workshops, attended by 262 library staff for 972 student hours. Consulting: Visited all libraries at least once. Spent 1,538 hours assisting library staff. Distributed 10,000 publicity items.</p> | | | |
| 2005 | <p>Collection Development: Using vendor discounts purchased 9,635 books and audiovisual materials Continuing Education: Held 12 workshops. Consulting: Provided 7,867 assists or training to library staff. Targeted Services: Purchased Spanish language and language learning materials.</p> | | | |
| 2006 | <p>Collection Development: Purchased 9,635 items for libraries. Continuing Education: Held 11 workshops with 173 library staff. Consulting: Assisted or trained 7,867 library staff. Targeted Services: Purchased Spanish language and language learning materials.</p> | | | |
| Performance Measures | | | | |
| Performance Measures | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 25,258 | 8,365 | 9,635 | 7,457 |
| Number of librarians trained or assisted | 4,195 | 3,207 | 7,867 | 8,569 |
| Number of persons using project sponsored services | 0 | 0 | 0 | 0 |

Table IIB.11: WTLS Activities 2003-2006

| West Texas Library System (WTLS) | | | | |
|--|---|-------------|-------------|-------------|
| Year | Selected Activities | | | |
| 2003 | <p>Collection Development: Purchased 11,156 items for libraries. Continuing Education: Offered 10 workshops to 163 library staff for 635 student hours. Consulting: Provided assistance to 10,317 staff for 1,559 hours. Disadvantaged Services: 12,286 attended literacy training program; purchased 570 items for 14 libraries. Networked Resources: WTLS' web site was used 12,973 times by area libraries.</p> | | | |
| 2004 | <p>Collection Development: Purchased 13,274 items for libraries. Continuing Education: Held 10 workshops that 125 library staff attended for 442 student hours. Consulting: Spent 1,362 hours assisting library staff. Trained or assisted 2,711 staff.</p> | | | |
| 2005 | <p>Collection Development: Purchased 13,833 items for libraries. Continuing Education: Held 9 workshops with 135 participants. Consulting: 5,942 contacts totaling 1,602 hours.</p> | | | |
| 2006 | <p>Collection Development: Purchased 9,587 items for libraries. Provided 50 new audio titles every two months to participating libraries. Continuing Education: Held 9 workshops with 117 participants from 32 libraries. Consulting: Made 5,942 assists for 1,602 hours.</p> | | | |
| Performance Measures | | | | |
| | 2003 | 2004 | 2005 | 2006 |
| Number of materials provided | 11,377 | 13,242 | 13,632 | 9,642 |
| Number of librarians trained or assisted | 10,480 | 5,761 | 6,077 | 4,287 |
| Number of persons using project sponsored services | 214,002 | 16,950 | 9,448 | 9,776 |

2. Library Systems' Performance

TSLAC collects three measures for the System program to report to the Legislative Budget Board. These include:

- Number of materials provided to libraries.
- Number of librarians trained or assisted.
- Number of persons using project sponsored services.

The three performance measures are process oriented, primarily showing capacity. The measures do not reflect the impact of these services on library staff and patrons.

Tables IIIB.12 to IIIA.15 show the annual performance of each of the ten Library Systems on the three measures. Each table shows the target each Library System set in each area, the actual services it provided, and the extent to which it exceeded, met or failed to meet its target. The data show that Library Systems provided a large volume of materials, that they trained and assisted a large group of librarians, and that a large number of persons used the services the Systems provided to the public.

The data also shows that Library Systems targets varied widely from year to year in the three performance areas and their ability to meet the targets they set also varied considerably. In very few instances were Library Systems able to come within + or – five percent of their targets. Library Systems frequently both exceeded or failed to meet the targets they set within wide margins.

Table IIIB.12: Library System Targets, Performance, and Success in Meeting Targets in FY2003

| FY2003 | | | | | | | | | |
|-----------------|---------------------------------|---------|------------------------|--------------------------------|---------|------------------------|--|---------|------------------------|
| Library Systems | Materials Provided to Libraries | | | Librarians Trained or Assisted | | | Persons Using Project-Sponsored Services | | |
| | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target |
| AALS | 243,003 | 414,982 | 70.8% | 8,846 | 11,952 | 35.1% | 484,820 | 750,701 | 31.2% |
| BCLS | 6,367 | 6,461 | 1.5% | 2,492 | 9,422 | 278.1% | 0 | 0 | - |
| CTLS | 154,363 | 118,824 | (23.0%) | 13,304 | 29,405 | 121.0% | 34,410 | 62,415 | 81.4% |
| HALS | 74,729 | 96,558 | 29.2% | 28,540 | 63,027 | 120.8% | 657,426 | 725,808 | 10.4% |
| NETLS | 417,991 | 533,311 | 27.6% | 73,054 | 47,345 | (35.2%) | 219,696 | 177,211 | (19.3%) |
| NTRLS | 13,445 | 145,797 | 984.4% | 29,756 | 234,362 | 687.6% | 67,792 | 93,544 | 38.0% |
| STLS | 9,559 | 63,731 | 566.7% | 2,341 | 1,776 | (24.1%) | 55,612 | 124,404 | 123.7% |
| TPLS | 5,317 | 13,644 | 156.6% | 18,205 | 18,112 | (0.5%) | 496,953 | 512,232 | 3.1% |
| TTPLS | 8,485 | 25,258 | 197.7% | 3,540 | 4,195 | 18.5% | 0 | 0 | - |
| WTLS | 7,425 | 11,377 | 53.2% | 5,658 | 10,480 | 85.2% | 10,801 | 214,002 | 1881.3% |

**Table IIB.13: Library System Targets, Performance, and Success in Meeting Targets
in FY2004**

| FY2004 | | | | | | | | | |
|-----------------|---------------------------------|--------|------------------------|--------------------------------|---------|------------------------|--|---------|------------------------|
| Library Systems | Materials Provided to Libraries | | | Librarians Trained or Assisted | | | Persons Using Project-Sponsored Services | | |
| | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target |
| AALS | 316,065 | 32,142 | (89.8%) | 8,910 | 11,844 | 32.9% | 416,722 | 39,005 | (90.6%) |
| BCLS | 4,473 | 5,899 | 31.9% | 2,452 | 788 | (67.9%) | 0 | 0 | - |
| CTLS | 123,439 | 12,837 | (89.6%) | 28,650 | 24,403 | (14.8%) | 61,400 | 19,168 | (68.8%) |
| HALS | 90,996 | 23,074 | (74.6%) | 10,519 | 8,303 | (21.1%) | 477,992 | 399,254 | (16.5%) |
| NETLS | 813,562 | 29,784 | (96.3%) | 29,584 | 43,010 | 45.4% | 190,595 | 119,565 | (37.3%) |
| NTRLS | 8,175 | 12,473 | 52.6% | 96,439 | 149,223 | 54.7% | 31,494 | 14,316 | (54.5%) |
| STLS | 44,580 | 10,318 | (76.9%) | 2,662 | 1,754 | (34.1%) | 83,600 | 72,578 | (13.2%) |
| TPLS | 66,699 | 10,675 | (84.0%) | 8,077 | 9,710 | 20.2% | 529,816 | 500,668 | (5.5%) |
| TTPLS | 5,891 | 8,365 | 42.0% | 3,540 | 3,207 | (9.4%) | 0 | 0 | - |
| WTLS | 9,555 | 13,242 | 38.6% | 10,760 | 5,761 | (46.5%) | 11,563 | 16,950 | 46.6% |

**Table IIB.14: Library System Targets, Performance, and Success in Meeting Targets
in FY2005**

| FY2005 | | | | | | | | | |
|-----------------|---------------------------------|--------|------------------------|--------------------------------|---------|------------------------|--|---------|------------------------|
| Library Systems | Materials Provided to Libraries | | | Librarians Trained or Assisted | | | Persons Using Project-Sponsored Services | | |
| | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target |
| AALS | 16,133 | 15,842 | (1.8%) | 9,041 | 7,642 | (15.5%) | 32,403 | 23,105 | (1.3%) |
| BCLS | 6,380 | 7,009 | 9.9% | 2,451 | 1,417 | (42.2%) | 0 | 16,482 | - |
| CTLS | 6,984 | 12,579 | 80.1% | 28,580 | 16,952 | (40.7%) | 23,073 | 21,873 | (5.2%) |
| HALS | 49,218 | 49,714 | 1.0% | 10,980 | 9,213 | (16.1%) | 455,517 | 131,890 | (71.0%) |
| NETLS | 14,069 | 28,034 | 99.3% | 29,584 | 21,008 | (29.0%) | 137,502 | 82,270 | (40.2%) |
| NTRLS | 7,683 | 24,341 | 216.8% | 104,186 | 153,807 | 47.6% | 14,380 | 15,608 | 8.5% |
| STLS | 7,502 | 18,052 | 140.6% | 2,662 | 1,701 | (36.1%) | 47,600 | 62,713 | 31.8% |
| TPLS | 1,851 | 5,196 | 180.7% | 8,615 | 6,758 | (21.6%) | 135,726 | 132,689 | (2.2%) |
| TTPLS | 5,633 | 9,635 | 71.0% | 1,050 | 7,867 | 649.2% | 90 | 0 | (100.0%) |
| WTLS | 9,624 | 13,632 | 41.6% | 10,800 | 6,077 | (43.7%) | 32,350 | 9,448 | (70.8%) |

**Table IIIB.15: Library System Targets, Performance, and Success in Meeting Targets
in FY2006**

| FY2006 | | | | | | | | | |
|-----------------|---------------------------------|--------|------------------------|--------------------------------|--------|------------------------|--|---------|------------------------|
| Library Systems | Materials Provided to Libraries | | | Librarians Trained or Assisted | | | Persons Using Project-Sponsored Services | | |
| | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target |
| AALS | 215,373 | 98,943 | (19.7%) | 5,633 | 5,338 | (5.2%) | 8,208 | 44,173 | 438.2% |
| BCLS | 4,721 | 9,389 | 98.9% | 1,055 | 1,670 | 58.3% | 123 | 54,956 | 44579.7% |
| CTLS | 6,152 | 56,978 | 826.2% | 21,900 | 2,824 | (87.1%) | 41,600 | 123,604 | 195.7% |
| HALS | 42,674 | 35,017 | (17.9%) | 5,998 | 8,329 | 38.9% | 215,649 | 38,528 | (82.1%) |
| NETLS | 25,713 | 15,631 | (39.2%) | 33,716 | 13,037 | (61.3%) | 467,924 | 228,613 | (51.1%) |
| NTRLS | 132,663 | 46,902 | (64.6%) | 13,565 | 5,140 | (62.1%) | 35,585 | 271,081 | 661.8% |
| STLS | 25,573 | 16,791 | (34.3%) | 2,767 | 1,479 | (46.5%) | 100,120 | 48,310 | (51.7%) |
| TPLS | 2,802 | 3,410 | 21.7% | 7,597 | 6,279 | (17.3%) | 112,691 | 153,604 | 36.3% |
| TTPLS | 5,600 | 7,457 | 33.2% | 2,620 | 8,569 | 227.1% | 45 | 0 | (100.0%) |
| WTLS | 8,494 | 9,642 | 13.5% | 6,090 | 4,287 | (29.6%) | 13,000 | 9,776 | (24.8%) |

Tables IIIB.16 to IIIB.18 show Library Systems targets and actual services within a single performance area over the four-year period. The level of activity across the years in all three areas of performance does not follow a linear pattern; that is; it does not increase or decrease in any systematic manner. The extent to which Library Systems' set their target and met their target appears to be largely random. Hence, setting targets does not appear to be a useful planning tool or resource allocation strategy. These data also demonstrate that Library Systems do not use the data on their performance in one year to plan for the following year.

Table IIIB.16: Library Systems Performance Regarding Materials Provided to Libraries FY2003-FY2006

| Library Systems | Materials Provided to Libraries | | | | | | | |
|-----------------|---------------------------------|-------------|-------------------------|-------------|-------------------------|-------------|-------------------------|-------------|
| | FY2003 | | FY2004 | | FY2005 | | FY2006 | |
| | # of Materials Provided | % of Target | # of Materials Provided | % of Target | # of Materials Provided | % of Target | # of Materials Provided | % of Target |
| AALS | 414,982 | 70.8% | 32,142 | (89.8%) | 15,842 | (1.8%) | 98,943 | (19.7%) |
| BCLS | 6,461 | 1.5% | 5,899 | 31.9% | 7,009 | 9.9% | 9,389 | 98.9% |
| CTLS | 118,824 | (23.0%) | 12,837 | (89.6%) | 12,579 | 80.1% | 56,978 | 826.2% |
| HALS | 96,558 | 29.2% | 23,074 | (74.6%) | 49,714 | 1.0% | 35,017 | (17.9%) |
| NETLS | 533,311 | 27.6% | 29,784 | (96.3%) | 28,034 | 99.3% | 15,631 | (39.2%) |
| NTRLS | 145,797 | 984.4% | 12,473 | 52.6% | 24,341 | 216.8% | 46,902 | (64.6%) |
| STLS | 63,731 | 566.7% | 10,318 | (76.9%) | 18,052 | 140.6% | 16,791 | (34.3%) |
| TPLS | 13,644 | 156.6% | 10,675 | (84.0%) | 5,196 | 180.7% | 3,410 | 21.7% |
| TTPLS | 25,258 | 197.7% | 8,365 | 42.0% | 9,635 | 71.0% | 7,457 | 33.2% |
| WTLS | 11,377 | 53.2% | 13,242 | 38.6% | 13,632 | 41.6% | 9,642 | 13.5% |

**Table IIB.17: Library Systems Performance Regarding Librarians Trained or Assisted
FY2003-FY2006**

| Librarians Trained or Assisted | | | | | | | | |
|--------------------------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|---------------------|-------------|
| Library Systems | FY2003 | | FY2004 | | FY2005 | | FY2006 | |
| | # Trained/ Assisted | % of Target |
| AALS | 11,952 | 35.1% | 11,844 | 32.9% | 7,642 | (15.5%) | 5,338 | (5.2%) |
| BCLS | 9,422 | 278.1% | 788 | (67.9%) | 1,417 | (42.2%) | 1,670 | 58.3% |
| CTLS | 29,405 | 121.0% | 24,403 | (14.8%) | 16,952 | (40.7%) | 2,824 | (87.1%) |
| HALS | 63,027 | 120.8% | 8,303 | (21.1%) | 9,213 | (16.1%) | 8,329 | 38.9% |
| NETLS | 47,345 | (35.2%) | 43,010 | 45.4% | 21,008 | (29.0%) | 13,037 | (61.3%) |
| NTRLS | 234,362 | 687.6% | 149,223 | 54.7% | 153,807 | 47.6% | 5,140 | (62.1%) |
| STLS | 1,776 | (24.1%) | 1,754 | (34.1%) | 1,701 | (36.1%) | 1,479 | (46.5%) |
| TPLS | 18,112 | (0.5%) | 9,710 | 20.2% | 6,758 | (21.6%) | 6,279 | (17.3%) |
| TTPLS | 4,195 | 18.5% | 3,207 | (9.4%) | 7,867 | 649.2% | 8,569 | 227.1% |
| WTLS | 10,480 | 85.2% | 5,761 | (46.5%) | 6,077 | (43.7%) | 4,287 | (29.6%) |

**Table IIB.18: Library Systems Performance Regarding Persons Using Project
Sponsored Services FY2003-FY2006**

| Persons Using Project Sponsored Services | | | | | | | | |
|--|--------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| Library Systems | FY2003 | | FY2004 | | FY2005 | | FY2006 | |
| | # of Persons | % of Target |
| AALS | 750,701 | 31.2% | 39,005 | (90.6%) | 23,105 | (1.3%) | 23,105 | (1.3%) |
| BCLS | 0 | - | 0 | - | 16,482 | - | 16,482 | - |
| CTLS | 62,415 | 81.4% | 19,168 | (68.8%) | 21,873 | (5.2%) | 21,873 | (5.2%) |
| HALS | 725,808 | 10.4% | 399,254 | (16.5%) | 131,890 | (71.0%) | 131,890 | (71.0%) |
| NETLS | 177,211 | (19.3%) | 119,565 | (37.3%) | 82,270 | (40.2%) | 82,270 | (40.2%) |
| NTRLS | 93,544 | 38.0% | 14,316 | (54.5%) | 15,608 | 8.5% | 15,608 | 8.5% |
| STLS | 124,404 | 123.7% | 72,578 | (13.2%) | 62,713 | 31.8% | 62,713 | 31.8% |
| TPLS | 512,232 | 3.1% | 500,668 | (5.5%) | 132,689 | (2.2%) | 132,689 | (2.2%) |
| TTPLS | 0 | | 0 | | 0 | | 0 | |
| WTLS | 214,002 | 1881.3% | 16,950 | 46.6% | 9,448 | (70.8%) | 9,448 | (70.8%) |

2B. Library Survey

1. Member libraries

Library Systems provided a wide range of continuing education and consulting services to library staff in 2003 to 2006. Overall, a high percentage of libraries received continuing education, training and consulting services from Library Systems in 2003-2006 (Table IIIB.19):

- 87.0 percent of libraries received continuing education services
- 71.7 percent received training in the development of long-range plans
- 67.2 percent were trained in the management and use of electronic resources
- 62.7 percent received consulting services
- 52.5 percent received training in the development of a technology plan
- 51.1 percent were trained and assisted with grant writing

Libraries were highly satisfied with the continuing education, training and consulting services that Library Systems provided to them, as shown in Table IIIB.19.

Table IIIB.19: Continuing Education, Training and Consulting Libraries Received from Library Systems in 2003-2006

| | Number of Libraries (N=415) | Percent of Libraries | Mean Satisfaction Score* |
|---|------------------------------------|-----------------------------|---------------------------------|
| Training library staff in the management and use of electronic resources | 279 | 67.2% | 8.86 |
| Training and helping library staff to write grants, assistance with grant writing | 212 | 51.1% | 8.90 |
| Training library staff in the development of long-range plans | 297 | 71.6% | 8.93 |
| Training library staff in the development of a technology plan | 218 | 52.5% | 8.90 |
| Continuing education services for staff | 361 | 87.0% | 9.20 |
| Continuing education services for library advisory board | 138 | 33.3% | 9.06 |
| Consulting services | 260 | 62.7% | 9.20 |

* Mean scores were calculated on a 10-point scale ranging from 1-very dissatisfied to 10-very satisfied.

Library Systems provided continuing education and consulting services to member libraries on a wide range of topics in 2003 to 2006 (Table IIIB.20). More than three-quarters of the libraries reported that between 2003 and 2006 they received most often continuing education and consulting on technology, collection development, library administration, marketing, and services.

Table IIIB.20: Topics Addressed in Continuing Education and Consulting Services Library Received from Library Systems in 2003-2006

| | Number of Libraries (N=415) | Percent of Libraries |
|--|------------------------------------|-----------------------------|
| Library administration (planning, budgeting) | 326 | 78.5% |
| Collections | 328 | 79.0% |
| Facility | 176 | 42.4% |
| Finance | 126 | 30.4% |
| Marketing, public relations, advocacy | 320 | 77.1% |
| Personnel | 187 | 45.1% |
| Services | 317 | 76.4% |
| Technology | 355 | 85.5% |

As a result of the continuing education, consulting and assistance libraries received from their respective Library Systems they improved in all areas (Table IIIB.21). Between 6.5 and 19.2 percent of the library directors reported that the assistance that Library Systems provided to them helped them improve “to a minor extent” or “not at all.” Between 22.9 percent and 58.1 percent attributed a “great extent” of improvement to the assistance Library Systems provided. As shown in Table IIIC.10, library directors identified the greatest improvements in the areas of collections (58.1 percent), technology (42.2 percent), and planning (40.5 percent). Library directors considered the area of funding as the least improved followed by library’s ability to serve previously un-served populations.

Table IIIB.21: Extent To Which Services Library Systems Provided Helped Improve Libraries

| | To a Great Extent | | To a Moderate Extent | | To Some Extent | | To a Minor Extent | | Not At All | |
|--|--------------------------|----------|-----------------------------|----------|-----------------------|----------|--------------------------|----------|-------------------|----------|
| | # | % | # | % | # | % | # | % | # | % |
| Collection | 241 | 58.1% | 94 | 22.7% | 43 | 10.4% | 18 | 4.3% | 9 | 2.2% |
| Technology | 175 | 42.2% | 103 | 24.8% | 61 | 14.7% | 38 | 9.2% | 24 | 5.8% |
| Operations | 128 | 30.8% | 120 | 28.9% | 78 | 18.8% | 40 | 9.5% | 28 | 6.7% |
| Management | 142 | 34.2% | 117 | 28.2% | 83 | 20.0% | 31 | 7.5% | 25 | 6.0% |
| Planning | 168 | 40.5% | 99 | 23.9% | 78 | 18.8% | 30 | 7.2% | 23 | 5.5% |
| Funding | 95 | 22.9% | 119 | 28.7% | 97 | 23.4% | 57 | 13.7% | 23 | 5.5% |
| Range of service | 135 | 32.5% | 118 | 28.4% | 88 | 21.2% | 38 | 9.2% | 19 | 4.5% |
| Quality of services | 165 | 39.8% | 120 | 28.9% | 73 | 17.6% | 20 | 4.8% | 18 | 4.3% |
| Ability to serve individuals not served before | 121 | 29.2% | 109 | 26.3% | 89 | 21.4% | 44 | 10.6% | 33 | 8.0% |

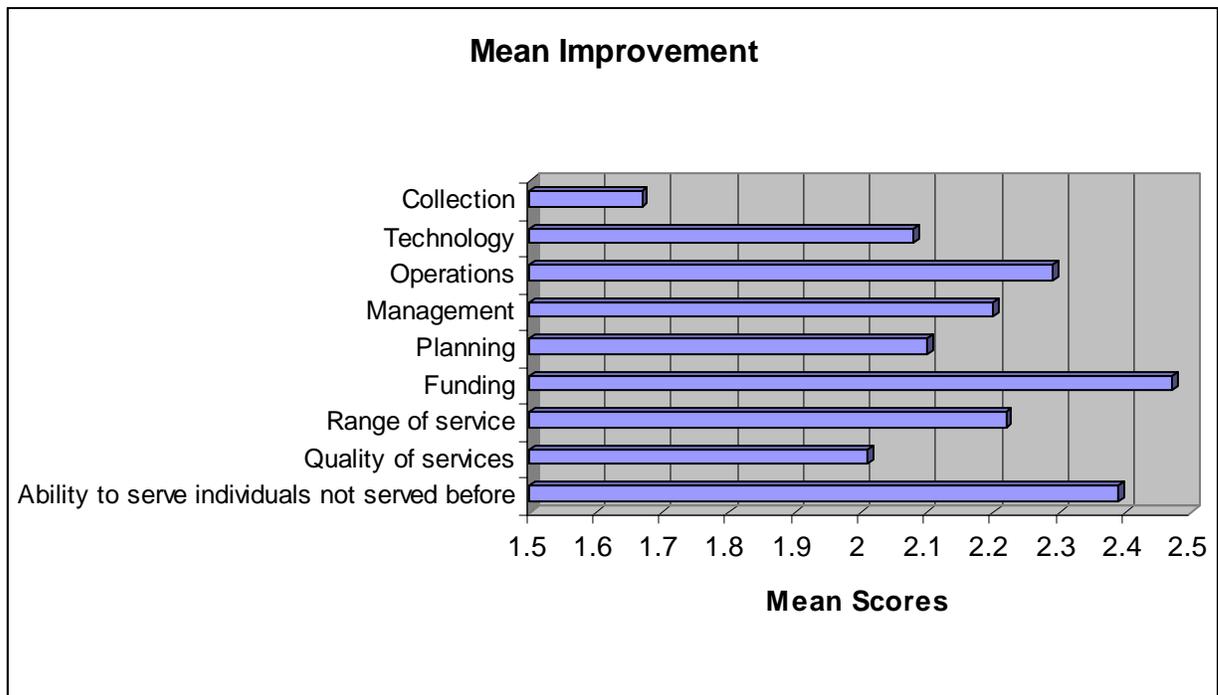
* No answer is not shown.

On average, Library Systems helped libraries improve “to a moderate extent” in all areas, as shown in Table IIIB.22. Libraries considered their Library System most instrumental in improving their collection and least instrumental in helping them with funding and expanding services to individuals not served previously.

Table IIIB.22: Mean Improvement

| Library's | Mean Scores |
|--|--------------------|
| Collection | 1.67 |
| Technology | 2.08 |
| Operations | 2.29 |
| Management | 2.20 |
| Planning | 2.10 |
| Funding | 2.47 |
| Range of service | 2.22 |
| Quality of services | 2.01 |
| Ability to serve individuals not served before | 2.39 |

** Means were based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.*



2. Library Systems Continuing Education and Consulting Services by Library's Primary Areas of Service

Library Systems provided a wide-ranging array of continuing education and consulting services to libraries. As shown in Table IIIB.23, a larger percentage of rural libraries than urban or suburban libraries participated in the different types of training and continuing education and received consulting services.

Table IIIB.23: Services Libraries Received from Library Systems by Primary Area of Service

| | Primary Area of Service | | | | | |
|---|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Training library staff in the management and use of electronic resources | 24 | 63.2% | 53 | 61.6% | 188 | 69.9% |
| Training and helping library staff to write grants, assistance with grant writing | 13 | 34.2% | 37 | 43.0% | 153 | 56.9% |
| Training library staff in the development of long-range plans | 21 | 55.3% | 53 | 61.6% | 208 | 77.3% |
| Training library staff in the development of a technology plan | 13 | 34.2% | 37 | 43.0% | 157 | 58.4% |
| Continuing education services for staff | 32 | 84.2% | 74 | 86.0% | 237 | 88.1% |
| Continuing education services for library advisory board | 4 | 10.5% | 27 | 31.4% | 100 | 37.2% |
| Consulting services | 18 | 47.4% | 46 | 53.5% | 182 | 67.7% |

Overall, as shown in Table IIIB.24, libraries expressed a high level of satisfaction with the training, continuing education and consulting services they received from their respective Library Systems regardless of the type of their primary area of service. However, libraries primarily serving suburban areas were less satisfied with these Library System services.

Table IIIB.24: Satisfaction with Services Libraries Received from Library Systems by Primary Area of Service

| | Primary Area of Service | | |
|---|--------------------------|----------|-------|
| | Mean Satisfaction Score* | | |
| | Urban | Suburban | Rural |
| Training library staff in the management and use of electronic resources | 9.04 | 8.47 | 8.93 |
| Training and helping library staff to write grants, assistance with grant writing | 9.29 | 8.47 | 8.99 |
| Training library staff in the development of long-range plans | 9.00 | 8.65 | 8.96 |
| Training library staff in the development of a technology plan | 9.15 | 8.58 | 8.93 |
| Continuing education services for staff | 9.21 | 8.97 | 9.28 |
| Continuing education services for library advisory board | 7.80 | 8.68 | 9.22 |
| Consulting services | 9.12 | 9.02 | 9.24 |

* Means were calculated on a 10-point scale: 1-Very dissatisfied; 10-Very satisfied.

Regardless of the type of area of primary service, libraries took advantage of these resources, as shown in Table IIIB.25. A larger percentage of libraries serving primarily rural areas than libraries primarily serving urban or suburban areas received continuing education and consulting services in all areas but marketing.

Table IIIB.25: Topics Addressed in Continuing Education and Consulting Services Library Received from Library Systems in 2003-2006 by Primary Area of Service

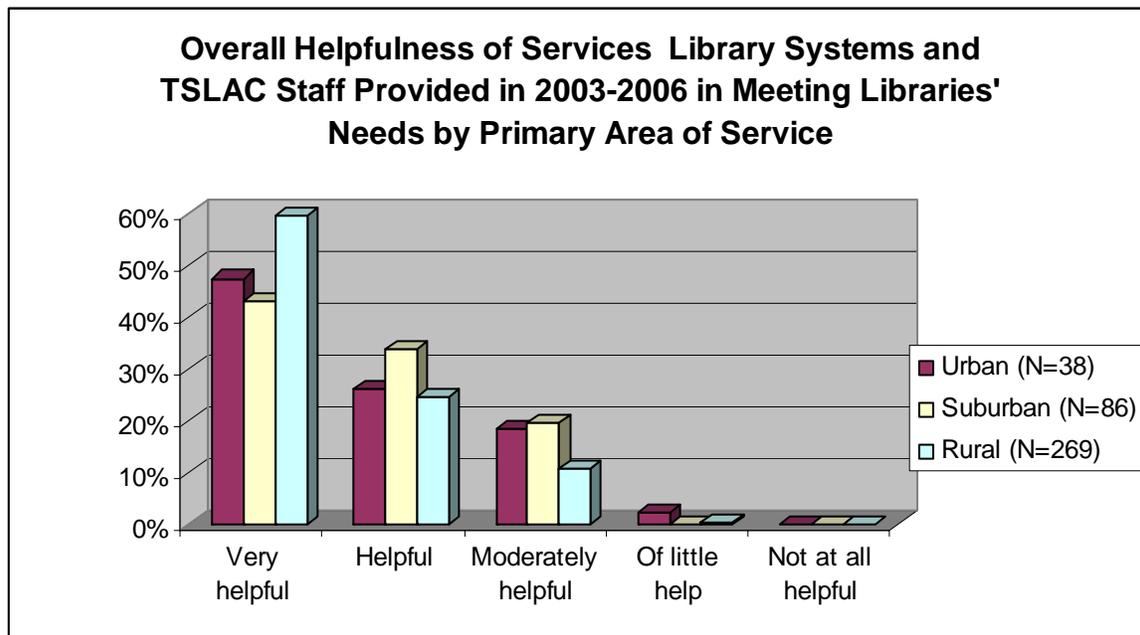
| | Primary Area of Service | | | | | |
|--|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Library administration (planning, budgeting) | 25 | 65.8% | 58 | 67.4% | 226 | 84.0% |
| Collections | 29 | 76.3% | 56 | 65.1% | 226 | 84.0% |
| Facility | 14 | 36.8% | 36 | 41.9% | 117 | 43.5% |
| Finance | 7 | 18.4% | 15 | 17.4% | 98 | 36.4% |
| Marketing, public relations, advocacy | 24 | 63.2% | 71 | 82.6% | 206 | 76.6% |
| Personnel | 10 | 26.3% | 39 | 45.3% | 129 | 48.0% |
| Services | 28 | 73.7% | 60 | 69.8% | 214 | 79.6% |
| Technology | 27 | 71.1% | 69 | 80.2% | 240 | 89.2% |

As libraries received assistance from two major sources, their respective Library System and the TSLAC, they were asked to rate the combined helpfulness of both these sources in meeting their needs. Indeed, libraries serving primarily rural areas found the services that TSLAC and Library Systems provided to them more helpful, on average, in meeting their needs than libraries serving primarily suburban or urban areas (Table IIIB.26).

Table IIIB.26: Overall Helpfulness of Services Library Systems and TSLAC Staff Provided in 2003-2006 in Meeting Libraries' Needs by Primary Area of Service

| | Primary Area of Service | | | | | |
|--------------------|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Very helpful | 18 | 47.4% | 37 | 43.0% | 160 | 59.5% |
| Helpful | 10 | 26.3% | 29 | 33.7% | 66 | 24.5% |
| Moderately helpful | 7 | 18.4% | 17 | 19.8% | 29 | 10.8% |
| Of little help | 1 | 2.6% | - | - | 2 | 0.7% |
| Not at all helpful | - | - | - | - | - | - |
| Unsure | - | - | 1 | 1.2% | 4 | 1.5% |
| No answer | 1 | 2.6% | 2 | 2.3% | 8 | 3.0% |
| Mean* | 1.86 | | 1.81 | | 1.57 | |

* The mean was calculated on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, and 5-Not at all helpful.



Services and assistance that Library Systems provided to libraries, regardless of the urban, suburban or rural nature of their service area, helped improve all aspects of library operations to a moderate or some extent. Libraries primarily serving rural areas reported a greater level of improvement, on average, than libraries serving urban or suburban areas (Table IIIB.27). Libraries primarily serving urban areas attributed the least improvement as a result of Library Systems services in six of nine areas.

Table IIIB.27: Extent To Which Services Library Systems Provided Helped Improve Libraries by Primary Area of Service*

| Library's | Primary Area of Service | | | | | |
|--|-------------------------|------|-------------------|------|-------------------|------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | To a Great Extent | Mean | To a Great Extent | Mean | To a Great Extent | Mean |
| Collection | 31.6% | 2.42 | 34.9% | 2.17 | 70.3% | 1.38 |
| Technology | 15.8% | 2.89 | 26.7% | 2.66 | 52.0% | 1.78 |
| Operations | 13.2% | 2.91 | 16.3% | 2.83 | 39.0% | 2.01 |
| Management | 23.7% | 2.66 | 20.9% | 2.67 | 40.9% | 1.95 |
| Planning | 23.7% | 2.60 | 26.7% | 2.57 | 48.3% | 1.86 |
| Funding | 15.8% | 3.06 | 12.8% | 2.88 | 27.5% | 2.24 |
| Range of service | 23.7% | 2.47 | 20.9% | 2.57 | 39.0% | 2.03 |
| Quality of services | 36.8% | 2.39 | 29.1% | 2.28 | 45.7% | 1.81 |
| Ability to serve individuals not served before | 18.4% | 2.71 | 22.1% | 2.81 | 34.6% | 2.18 |

* Differences were statistically significant for all categories.

** No answer is not shown.

*** Means were based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

3. Library Systems Continuing Education and Consulting Services by Library's Operating Expenditures

Library Systems provided a wide-ranging array of continuing education, training, and consulting services to libraries (Table IIIB.28). A larger percentage of libraries with small and medium operating expenditures participated in training in the areas of grant writing, development of long-range plans and technology plans, and continuing education for library boards.

Table IIIB.28: Continuing Education, Training and Consulting Services Libraries Received from Library Systems by Operating Expenditures

| | Operating Expenditures | | | | | |
|---|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Training library staff in the management and use of electronic resources | 63 | 65.6% | 91 | 66.4% | 120 | 69.0% |
| Training and helping library staff to write grants, assistance with grant writing | 50 | 52.1% | 75 | 54.7% | 82 | 47.1% |
| Training library staff in the development of long-range plans | 73 | 76.0% | 104 | 75.9% | 115 | 66.1% |
| Training library staff in the development of a technology plan | 51 | 53.1% | 77 | 56.2% | 85 | 48.9% |
| Continuing education services for staff | 81 | 84.4% | 119 | 86.9% | 155 | 89.1% |
| Continuing education services for library advisory board | 34 | 35.4% | 53 | 38.7% | 46 | 26.4% |
| Consulting services | 59 | 61.5% | 90 | 65.7% | 107 | 61.5% |

As shown in Table IIIB.29, libraries, regardless of size of operating expenditures, expressed a high level of satisfaction with the services they received from their respective Library Systems. However, libraries with small operating expenditures expressed the highest degree of satisfaction. Libraries with large operating expenditures tended to have lower mean satisfaction scores.

Table IIIB.29: Satisfaction with Continuing Education, Training and Consulting Services Libraries Received from Library Systems by Operating Expenditures

| | Operating Expenditures | | |
|---|--------------------------|--------|-------|
| | Mean Satisfaction Score* | | |
| | Small | Medium | Large |
| Training library staff in the management and use of electronic resources | 9.01 | 8.91 | 8.70 |
| Training and helping library staff to write grants, assistance with grant writing | 9.16 | 8.87 | 8.70 |
| Training library staff in the development of long-range plans | 9.01 | 8.94 | 8.82 |
| Training library staff in the development of a technology plan | 8.87 | 9.04 | 8.72 |
| Continuing education services for staff | 9.29 | 9.25 | 9.08 |
| Continuing education services for library advisory board | 9.40 | 9.07 | 8.69 |
| Consulting services | 9.29 | 9.25 | 9.07 |

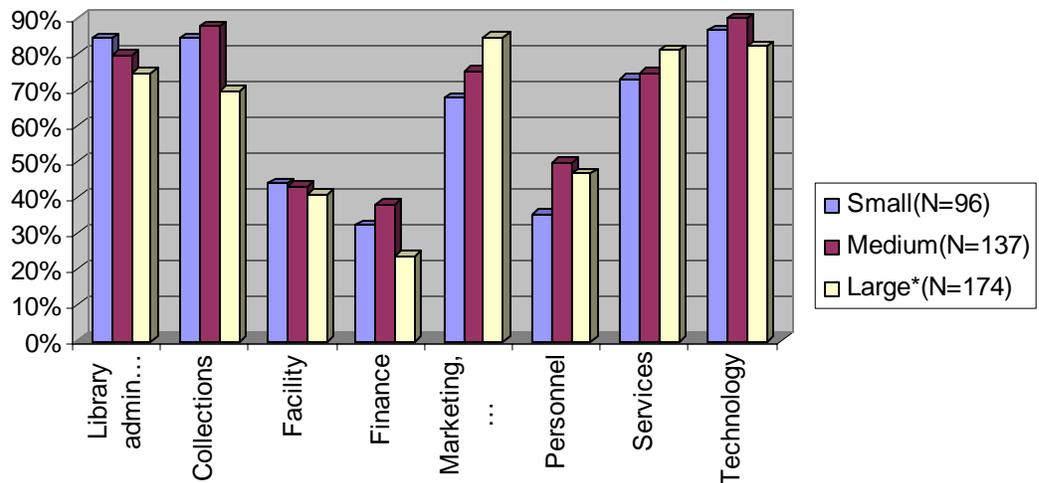
* Mean scores were calculated on a 10-point scale: 1-Very dissatisfied to 10-Very satisfied.

Library Systems provided continuing education and consulting services on a range of topics to libraries, as shown in Table IIIB.30. A larger percentage of libraries with large operating expenditures received continuing education and consulting services in the areas of marketing/public relations/advocacy and services than libraries with medium and small operating expenditures. A smaller percentage of libraries with large operating procedures received continuing education and consulting from Library Systems in finance. More than 80 percent of all types of libraries received technology related continuing education and consulting services.

Table IIIB.30: Topics Addressed in Continuing Education and Consulting Services Library Received from Library Systems in 2003-2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|--|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Library administration (planning, budgeting) | 81 | 84.4% | 109 | 79.6% | 130 | 74.7% |
| Collections | 81 | 84.4% | 120 | 87.6% | 121 | 69.5% |
| Facility | 42 | 43.8% | 59 | 43.1% | 71 | 40.8% |
| Finance | 31 | 32.3% | 52 | 38.0% | 41 | 23.6% |
| Marketing, public relations, advocacy | 65 | 67.7% | 103 | 75.2% | 147 | 84.5% |
| Personnel | 34 | 35.4% | 68 | 49.6% | 81 | 46.6% |
| Services | 70 | 72.9% | 102 | 74.5% | 141 | 81.0% |
| Technology | 83 | 86.5% | 123 | 89.8% | 143 | 82.2% |

Topics Addressed in Continuing Education and Consulting Services Library Received from Library Systems in 2003-2006 by Operating Expenditures



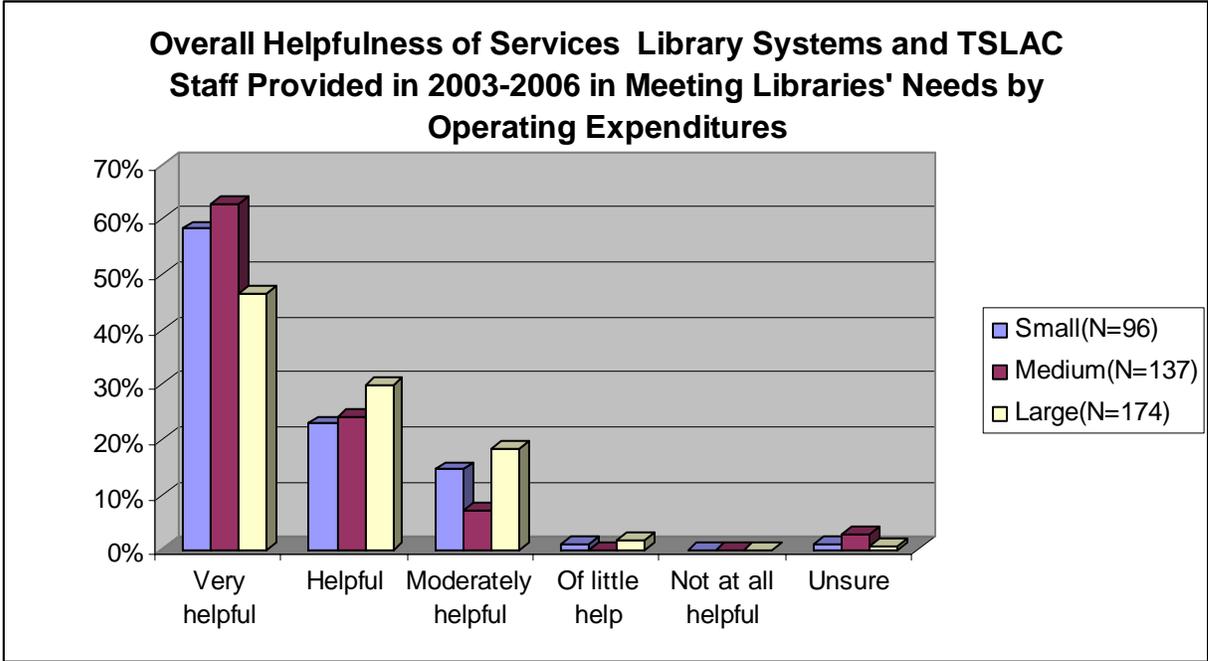
Overall, regardless of their size of operating expenditures libraries considered the services that TSLAC and Library Systems provided to them to be “helpful.” However, the three groups of libraries differed in a statistically significant manner in the extent to which they found TSLAC and Library Systems services helpful. Libraries with medium operating expenditures found the services that TSLAC and Library Systems provided to them to be more responsive to their needs, on average, than libraries with small or large operating expenditures (Table IIIB.31).

Table IIIB.31: Overall Helpfulness of Services Library Systems and TSLAC Staff Provided in 2003-2006 in Meeting Libraries’ Needs by Operating Expenditures*

| | Operating Expenditures | | | | | |
|--------------------|------------------------|-------|----------------|-------|---------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Very helpful | 54 | 58.3% | 86 | 62.8% | 81 | 46.6% |
| Helpful | 22 | 22.9% | 33 | 24.1% | 52 | 29.9% |
| Moderately helpful | 14 | 14.6% | 10 | 7.3% | 32 | 18.4% |
| Of little help | 1 | 1.0% | - | - | 3 | 1.7% |
| Not at all helpful | - | - | - | - | - | - |
| Unsure | 1 | 1.0% | 4 | 2.9% | 1 | 0.6% |
| No answer | 2 | 2.1% | 4 | 2.9% | 5 | 2.9% |
| Mean** | 1.62 | | 1.55 | | 1.77 | |

*Chi-square =17.77, 8 df., p<.0.02.

** The mean was calculated on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, and 5-Not at all helpful.



Libraries recognized that the services and assistance the Library Systems provided helped them improve operations in all areas to a moderate or some extent. Regardless of the size of their operating expenditures, libraries considered the greatest improvement to their collections. About 70 percent of the libraries with small and medium operating expenditures, and 40.8 percent of libraries with large operating expenditures, reported that the services Library Systems provided them in this area improved their collections “to a great extent.” Libraries with large operating expenditures attributed less improvement-related impact to the Library Systems than libraries with small and medium operating expenditures. Of the nine areas of library operations, libraries with medium operating expenditures reported the greatest improvement due to library Systems services in seven of the areas, as shown in Table IIIB.32.

Table IIIB.32: Extent To Which Services Library Systems Provided Helped Improve Libraries by Operating Expenditures*

| Library's | Operating Expenditures | | | | | |
|--|-------------------------|------|-------------------------|------|-------------------------|------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | To a Great Extent | Mean | To a Great Extent | Mean | To a Great Extent | Mean |
| Collection | 69.8% | 1.33 | 70.8% | 1.42 | 40.8% | 2.05 |
| Technology | 51.0% | 1.68 | 54.0% | 1.71 | 26.4% | 2.63 |
| Operations | 39.6% | 2.02 | 39.4% | 1.96 | 17.2% | 2.72 |
| Management | 39.6% | 1.97 | 42.3% | 1.91 | 23.0% | 2.58 |
| Planning | 45.8% | 1.96 | 48.9% | 1.84 | 29.9% | 2.40 |
| Funding | 25.0% | 2.24 | 31.4% | 2.20 | 14.4% | 2.84 |
| Range of service | 38.5% | 2.07 | 38.7% | 1.96 | 23.6% | 2.51 |
| Quality of services | 44.8% | 2.07 | 46.7% | 1.72 | 30.5% | 2.32 |
| Ability to serve individuals not served before | 30.2% | 2.24 | 35.0% | 2.15 | 23.0% | 2.68 |

*Differences are statistically significant for all categories.

** No answer is not shown.

*** Means were based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

4. Summary

Library participation in continuing education, training and consulting services that Library Systems provided in 2003-02006 varied to some extent by type of library (Table IIIB.33). A larger percentage of libraries serving primarily rural areas participated in or obtained these services than other types of libraries.

Table IIIB.33: Continuing Education, Training and Consulting Libraries Received from Library Systems by Type of Library in 2003-2006

| | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
|---|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Training library staff in the management and use of electronic resources | 67.2% | 63.2% | 61.6% | 69.9% | 65.6% | 66.4% | 69.0% |
| Training and helping library staff to write grants, assistance with grant writing | 51.1% | 34.2% | 43.0% | 56.9% | 52.1% | 54.7% | 47.1% |
| Training library staff in the development of long-range plans | 71.6% | 55.3% | 61.6% | 77.3% | 76.0% | 75.9% | 66.1% |
| Training library staff in the development of a technology plan | 52.5% | 34.2% | 43.0% | 58.4% | 53.1% | 56.2% | 48.9% |
| Continuing education services for staff | 87.0% | 84.2% | 86.0% | 88.1% | 84.4% | 86.9% | 89.1% |
| Continuing education services for library advisory board | 33.3% | 10.5% | 31.4% | 37.2% | 35.4% | 38.7% | 26.4% |
| Consulting services | 62.7% | 47.4% | 53.5% | 67.7% | 61.5% | 65.7% | 61.5% |

Regardless of their primary area of service or size of operating expenditures, libraries were highly satisfied with the continuing education, training and consulting services Library Systems provided to them (Table IIIB.34).

Table IIIB.34: Satisfaction with Continuing Education, Training and Consulting Libraries Received from Library Systems in 2003-2006

| | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
|---|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Training library staff in the management and use of electronic resources | 8.86 | 9.04 | 8.47 | 8.93 | 9.01 | 8.91 | 8.70 |
| Training and helping library staff to write grants, assistance with grant writing | 8.90 | 9.29 | 8.47 | 8.99 | 9.16 | 8.87 | 8.70 |
| Training library staff in the development of long-range plans | 8.93 | 9.00 | 8.65 | 8.96 | 9.01 | 8.94 | 8.82 |
| Training library staff in the development of a technology plan | 8.90 | 9.15 | 8.58 | 8.93 | 8.87 | 9.04 | 8.72 |
| Continuing education services for staff | 9.20 | 9.21 | 8.97 | 9.28 | 9.29 | 9.25 | 9.08 |
| Continuing education services for library advisory board | 9.06 | 7.80 | 8.68 | 9.22 | 9.40 | 9.07 | 8.69 |
| Consulting services | 9.20 | 9.12 | 9.02 | 9.24 | 9.29 | 9.25 | 9.07 |

Libraries realized moderate or some improvement as a result of the assistance and services Library Systems provided to them in 2003-2006. Libraries serving primarily rural areas reported a greater level of improvement in all library areas compared to other types of libraries (Table IIIB.35).

Table IIIB.35: Mean Improvement Libraries Experienced As a Result of Library Systems' Assistance

| Library's | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
|--|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Collection | 1.67 | 2.42 | 2.17 | 1.38 | 1.33 | 1.42 | 2.05 |
| Technology | 2.08 | 2.89 | 2.66 | 1.78 | 1.68 | 1.71 | 2.63 |
| Operations | 2.29 | 2.91 | 2.83 | 2.01 | 2.02 | 1.96 | 2.72 |
| Management | 2.20 | 2.66 | 2.67 | 1.95 | 1.97 | 1.91 | 2.58 |
| Planning | 2.10 | 2.60 | 2.57 | 1.86 | 1.96 | 1.84 | 2.40 |
| Funding | 2.47 | 3.06 | 2.88 | 2.24 | 2.24 | 2.20 | 2.84 |
| Range of service | 2.22 | 2.47 | 2.57 | 2.03 | 2.07 | 1.96 | 2.51 |
| Quality of services | 2.01 | 2.39 | 2.28 | 1.81 | 2.07 | 1.72 | 2.32 |
| Ability to serve individuals not served before | 2.39 | 2.71 | 2.81 | 2.18 | 2.24 | 2.15 | 2.68 |

*** Means were based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

IV. GOAL: ENCOURAGE AND ASSIST LIBRARIES TO USE TECHNOLOGY TO SERVE THE INFORMATION NEEDS OF TEXANS

The TSLAC addressed this goal – Encourage and assist libraries to use technology to serve the information needs of Texas – primarily through two programs: TANG and Library Resource Sharing.

A. TECHNICAL ASSISTANCE NEGOTIATED GRANTS (TANG) PROGRAM

TSLAC funding for the TANG program ranged from \$733,633 in 2003, \$726,263 in 2004, \$643,364 in 2005, to \$652,257 in 2006.

Clearly, TANG is a lifeline for libraries, especially rural, isolated, and poorly funded libraries in maintaining, upgrading, and making technology and a rich array of information resources available to their patrons.

1. Technology Resources

Libraries have made great strides since the beginning of 2003 in the technology resources they have and in their ability to manage these resources (Table IVA.1). On average, libraries increased the number of their public access/patron computers by 38.5 percent from the beginning of 2003 to 2006 and by 57.7 percent from 2003 to 2007. More than 90 percent of their public access computers were in working order at the beginning of 2007. Although libraries serving primarily rural areas and libraries with small operating expenditures made progress in increasing the number of their public access/patron computers they lagged in the rate with which they increased these resources. Libraries serving primarily urban and suburban areas increased the number of their public access computers from 2003 to 2007 by 94.5 percent (urban) and 55.6 percent (suburban), respectively compared with 46.5 percent for rural libraries. The trend was similar based on operating expenditures. Between the beginning of 2003 and the beginning of 2007, libraries with small operating expenditures increased (\$49,999 or less) the number of their patron computers 38.2 percent compared with 57.1 percent for libraries with medium operating expenditures (\$50,000 to \$149,999), and 57.4 percent for libraries with large operating expenditures (\$150,000 or more).

Table IVA.1: Member Libraries' Patron Computers

| | Mean Number of Computers | Primary Area of Service | | | Operating Expenditures | | |
|---|--------------------------------|-------------------------|---------------|-------|------------------------|--------|-------|
| | | Urban | Subur- ban | Rural | Small | Medium | Large |
| Number of Internet connected patron computers library had at the beginning of 2003 | 15.6 | 25.34 | 30.29 | 9.63 | 4.84 | 9.93 | 27.04 |
| Average number of Internet connected patron computers were in working order in 2006 | 21.6 | 46.57 | 45.19 | 10.63 | 6.31 | 9.53 | 40.47 |
| Number of Internet connected patron computers library has in 2007 | 24.6 | 49.28 | 47.14 | 14.11 | 6.69 | 15.61 | 42.55 |
| Number of Internet connected patron computers presently in working order | 22.3 | 47.97 | 46.15 | 10.94 | 6.62 | 9.85 | 41.63 |

Libraries' technology capabilities were measured on several variables (Table IVA.2). Between 61.7 and 96.4 percent of the libraries had an automated catalog available through the Internet, offered a wireless network connection, had a web site, had a current technology plan, and provided access to TexShare databases. Forty percent or less offered web-based services on their website, had an automated circulation system that was available through the Internet, or had a computer lab. Libraries serving primarily rural areas and libraries with small operating expenditures lagged in their technology capabilities in all areas with the exception of providing access to TexShare databases.

Table IVA.2: Libraries' Technology Status

| Library | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
|--|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Has a current technology plan | 77.6% | 81.6% | 81.4% | 75.8% | 66.7% | 76.6% | 84.5% |
| Has an automated catalog that is available through the Internet | 61.7% | 78.9% | 91.9% | 49.1% | 28.1% | 48.9% | 90.8% |
| Has an automated circulation system that is available through the Internet | 39.5% | 57.9% | 70.9% | 26.4% | 13.5% | 25.5% | 65.5% |
| Offers a wireless network connection | 66.3% | 71.1% | 73.3% | 64.3% | 59.4% | 62.8% | 71.8% |
| Provides access to online TexShare databases to patrons | 96.4% | 100.0% | 97.7% | 96.3% | 92.7% | 94.6% | 98.3% |
| Has a web site | 73.3% | 86.8% | 94.2% | 64.7% | 44.8% | 70.8% | 91.4% |
| Has a web site that offers web-based services | 40.0% | 57.9% | 76.7% | 24.9% | 11.5% | 27.0% | 67.2% |
| Has a computer lab | 29.9% | 50.0% | 38.4% | 23.0% | 17.7% | 21.2% | 43.1% |
| Offers instructor-led computer classes | 75.8% | 87.5% | 84.8% | 67.7% | 70.6% | 65.5% | 82.7% |

2. TANG Services

Library Systems offered a wide range of technology-related services to libraries between 2003-2006. Most commonly, Library Systems provided the following TANG-related services (Table IVA.3):

- Trained individual library staff through personalized training
- Trained groups of member libraries' staff through workshops
- Consulted and assisted libraries in person, by phone or online with technology issues
- Provided hands-on assistance to library staff
- Arranged for training by vendors through classes, workshops, Internet-based, or video-based

Between 14.7 and 80.4 percent of the libraries received TANG-related services. Consulting constituted the TANG service that reached the largest percentage of libraries.

Library Systems coordinators considered the TANG assistance they provided to libraries in 2003 through 2006 to be helpful in meeting member library needs. Seven of the Library Systems coordinators considered the TANG assistance “very helpful.” On average, consulting and assisting libraries in person, by phone or online with technology issues was regarded as the most helpful TANG-related service (mean: 1.1).

Table IVA.3: TANG Services Library Systems Provided 2003-2006

| | Percent of Library Systems | Mean Percent Libraries Receiving Service | Service Considered Very Helpful | Helpfulness Mean Score* |
|--|-----------------------------------|---|--|--------------------------------|
| Hire a technician to train staff of member libraries (includes travel, training, attendance at workshops/conferences) | 70.0% | 62.0% | 70.0% | 1.4 |
| Inventory libraries' hardware, software, staff computer skills | 40.0% | 47.1% | 20.0% | 1.8 |
| Train individual library staff through personalized training | 90.0% | 68.9% | 60.0% | 1.4 |
| Train groups of member libraries' staff through workshops | 90.0% | 65.3% | 50.0% | 1.6 |
| Provide training using TANG-funded laptops | 40.0% | 28.1% | 20.0% | 2.0 |
| Develop technical training materials for libraries | 60.0% | 54.6% | 10.0% | 2.5 |
| Purchase computer hardware, software, security software, tool kits, cleaning kits, and replacement parts for libraries | 70.0% | 50.0% | 40.0% | 1.6 |
| Provide wireless network equipment or installation to library | 60.0% | 14.7% | 30.0% | 1.7 |
| Provide network testing using TANG-funded equipment (e.g. Fluke) | 50.0% | 23.1% | 20.0% | 2.0 |
| Maintain a small parts inventory for hands-on assistance | 20.0% | 16.1% | 10.0% | 1.7 |
| Consult and assist libraries in person, by phone or online with technology issues | 90.0% | 80.4% | 90.0% | 1.1 |
| Contract for in-depth consulting, as needed | 60.0% | 34.0% | 30.0% | 1.2 |
| Provide information from a technical information subscription service | 50.0% | 32.0% | 10.0% | 2.3 |
| Provide hands-on assistance to library staff | 80.0% | 69.4% | 90.0% | 1.0 |
| Provide information through newsletters or online on technology issues | 50.0% | 60.0% | 20.0% | 1.7 |
| Assist libraries with preparing or writing technology grants | 60.0% | 32.0% | 40.0% | 1.7 |
| Arrange for training by vendors through classes, workshops, Internet-based, or video-based | 80.0% | 44.9% | 20.0% | 1.6 |
| Purchase technical manuals or other technical materials for libraries | 50.0% | 51.1% | 10.0% | 2.4 |
| Overall Helpfulness Mean Score | | | 70.0% | 1.7 |

* Means were calculated on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately Helpful, 4-Of little help, and 5-Not at all helpful.

A high percentage of libraries, across all categories, received TANG services and considered them helpful (Table IVA.4). More than 81 percent of the member libraries had received technology-related training, consulting, and assistance through TANG: 85.2 percent of library directors considered the TANG assistance either “very helpful” or “helpful.”

A larger percentage of libraries serving primarily rural areas (84.0 percent) had received TANG services and considered these services more helpful, on average, than libraries serving primarily suburban or urban areas. However, a larger percentage of libraries with medium operating expenditures had received TANG services than libraries with small or large operating expenditures. Libraries with small (1.43) and medium (1.49) operating expenditures found TANG services significantly more helpful than libraries with large (1.87) operating expenditures.

Table IVA.4: Staff Received Technology-related Training, Consulting or Assistance from Respective Library System from 2003 to 2006

| | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
|---|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Received TANG services | 81.4% | 71.1% | 77.9% | 84.0% | 80.2% | 86.1% | 78.2% |
| Mean helpfulness of TANG services | 1.63 | 1.92 | 1.90 | 1.52 | 1.43 | 1.49 | 1.87 |
| % considering TANG services “very helpful | 57.7% | 59.2% | 46.3% | 61.1% | 63.6% | 62.7% | 50.0% |

** Mean was calculated based on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, 5-Not at all helpful.*

TANG provided services through a variety of means including telephone, on-site visits, and electronically. Nearly 80 percent of the libraries reported communicating with TANG staff about seven times a year. Libraries in rural areas communicated with TANG staff more times, on average, than suburban or urban area libraries. Urban area libraries communicated with TANG staff the least number of times. Libraries with medium operating expenditures communicated with TANG staff more times, on average, than libraries with either small or large operating expenditures during 2003-2006.

Libraries reported that TANG staff visited them, on average, between two and three times a year between 2003 and 2006 (Table IVA.5). TANG staff visited rural libraries more times, on average than either suburban area or urban area libraries. TANG staff visited libraries with large operating expenditures the least and libraries with medium operating expenditures the most during the 2003-2006 period.

Table IVA.5: TANG Strategies: Communications and Visits

| | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
|--|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Mean Number of Times Library Communicated with TANG Staff | | | | | | | |
| 2003 | 6.99 | 2.74 | 5.60 | 7.52 | 5.71 | 10.48 | 4.86 |
| 2004 | 6.96 | 1.96 | 6.78 | 7.04 | 5.68 | 10.64 | 4.54 |
| 2005 | 7.05 | 1.29 | 6.19 | 7.15 | 6.45 | 10.68 | 4.37 |
| 2006 | 7.62 | 1.88 | 4.66 | 8.27 | 6.27 | 11.97 | 4.59 |
| Mean Number of Times TANG Staff Visited Library | | | | | | | |
| 2003 | 2.51 | 1.32 | 1.86 | 2.90 | 2.43 | 3.23 | 1.64 |
| 2004 | 2.44 | 0.86 | 1.84 | 2.87 | 2.33 | 3.17 | 1.53 |
| 2005 | 2.66 | 0.74 | 1.98 | 3.07 | 2.80 | 3.49 | 1.61 |
| 2006 | 2.81 | 0.80 | 1.58 | 3.50 | 2.59 | 3.94 | 1.71 |

Library Systems provide data to TSLAC on two TANG-related performance measures:

- Number of library staff trained or assisted through TANG
- Number of (technology-related) instructional materials provided

While the data that Library Systems provided on these two performance measures do not differentiate between training, consulting, and assistance and do not indicate the number of discrete libraries and discrete library staff actually receiving services, but rather illustrate the number of contacts, they show a high level of activity on the part of the TANG program. Of concern is the lack of consistency from year to year in the volume of services or materials provided as well as the fact that most Library Systems did not meet the targets they set by wide margins (Table IVA.6). Moreover, most targets did not seem to take into account the volume of services and materials the Systems provided in the previous year or its ability to meet its targets.

Table IVA.6: TANG Program Performance 2003-2006

| | Library Staff Trained or Assisted | | | | Instructional Materials Provided | | | |
|---|-----------------------------------|-------|-------|-------|----------------------------------|-------|-------|-------|
| | 2003 | 2004 | 2005 | 2006 | 2003 | 2004 | 2005 | 2006 |
| Alamo Area Library System (AALS) | 499 | 45 | 226 | 136 | 259 | 861 | 44 | 48 |
| Big Country Library System (BCLS) | 697 | 676 | 687 | 790 | 294 | 306 | 321 | 365 |
| Central Texas Library System (CTLS) | 1,025 | 1,082 | 978 | 2,624 | 484 | 252 | 1,319 | 1,246 |
| Houston Area Library System (HALS) | 387 | 436 | 442 | 300 | 207 | 130 | 162 | 212 |
| Northeast Texas Library System (NETLS) | 95 | 366 | 116 | 78 | 305 | 79 | 120 | 94 |
| North Texas Regional Library System (NTRLS) | 2,597 | 2,367 | 1,408 | 1,348 | 13,387 | 7,550 | 4,661 | 3,256 |
| South Texas Library System (STLS) | 737 | 915 | 62 | 1,427 | 202 | 30 | 0 | 156 |
| Texas Panhandle Library System (TPLS) | 858 | 733 | 626 | 603 | 850 | 1,754 | 1,534 | 1,733 |
| Texas Trans-Pecos Library System (TTPLS) | 343 | 320 | 297 | 288 | 110 | 135 | 140 | 190 |
| West Texas Library System (WTLS) | 1,042 | 1,292 | 932 | 899 | 78 | 170 | 77 | 72 |

3. Technology Competencies

Overall, library directors and staff mastered a set of technology competencies “to a moderate extent.” Libraries serving primarily rural areas and libraries with small operating expenditures had, on average, lower technology competencies. Staff in libraries serving suburban areas and staff of libraries with large operating expenditures had the highest levels of technology competencies. Staff of libraries with large operating expenditures was significantly more technologically competent than staff of libraries with medium and small operating expenditures (Table IVA.7).

Table IVA.7: Technology Competencies

| | Mean Scores | | | | | | |
|---|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Demonstrate proficiency in the use of computer hardware and common software | 1.88 | 1.70 | 1.60 | 2.01 | 2.29 | 1.99 | 1.55 |
| Isolate and identify problems with hardware, software, and networks | 2.39 | 2.27 | 2.12 | 2.49 | 2.72 | 2.60 | 2.03 |
| Communicate problems effectively to support/repair person | 1.83 | 1.65 | 1.60 | 1.94 | 2.08 | 1.93 | 1.61 |
| Locate and use manuals, FAQs, and telephone and online help services to identify and solve problems | 2.06 | 1.70 | 1.80 | 2.20 | 2.31 | 2.19 | 1.81 |
| Use security tools and backup strategies | 2.25 | 2.00 | 1.98 | 2.38 | 2.65 | 2.39 | 1.93 |
| Articulate privacy and intellectual property issues that relate to library technology, including filtering software | 2.24 | 1.76 | 1.71 | 2.49 | 2.70 | 2.41 | 1.86 |
| Operate the various modules of the library's automated system (OPAC, circulation, acquisition, cataloging, etc.) | 1.48 | 1.51 | 1.26 | 1.57 | 1.78 | 1.51 | 1.30 |
| Work with vendors to maintain current automated system and prepare to upgrade or replace when necessary | 2.06 | 1.76 | 1.76 | 2.23 | 2.66 | 2.07 | 1.72 |
| Articulate a basic understanding of the World Wide Web and web page structure | 1.87 | 1.62 | 1.44 | 2.05 | 2.35 | 1.89 | 1.57 |
| Use digital communication tools such as email, electronic discussion lists, and web conferencing | 1.70 | 1.41 | 1.45 | 1.82 | 1.85 | 1.79 | 1.54 |
| Create, evaluate and implement a computer and Internet usage policy for the library | 1.53 | 1.41 | 1.36 | 1.61 | 1.73 | 1.57 | 1.40 |
| Teach basic computer and Internet use to customers | 2.04 | 1.68 | 1.83 | 2.17 | 2.41 | 2.15 | 1.76 |

* Mean was calculated on a 5-point scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

4. Technology Self-Sufficiency

Testimony to the progress libraries made as a result of the assistance they have received through TANG is evident in libraries' perception of self-sufficiency and the changes in the levels of their self-sufficiency from 2003 to 2007. Libraries technology self-sufficiency was first measured based on the extent to which they have addressed their technology problems. Libraries have shown great independence from Library Systems (i.e. TANG) in dealing with technology problems (Table IVA.8). On average, 92.5 percent of the libraries tried to fix technology problems themselves; only in 5.8 percent of the problems did libraries contact TANG for assistance. A similar pattern was evident across all types of libraries. However, libraries with small operating expenditures (23.4 percent) and rural libraries (12.7 percent) showed a greater dependence on TANG assistance in addressing technology problems. Libraries with small operating expenditures and rural libraries relied on TANG more because they had fewer local technology resources.

Table IVA.8: When Experiencing a Technology Problem in 2006

| | Mean Number of Times | | | | | | |
|---|----------------------|-------------------------|----------|-------|------------------------|--------|--------|
| | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Try to fix it yourself | 64.09 | 30.88 | 184.56 | 35.04 | 13.33 | 23.19 | 136.94 |
| Call a technology vendor in your community | 5.58 | 4.67 | 7.76 | 4.89 | 3.33 | 6.57 | 6.18 |
| Call the Library System (TANG) | 4.05 | 1.24 | 2.42 | 4.91 | 3.94 | 5.86 | 2.51 |
| Number of problems experienced in 2006 | 69.30 | 37.75 | 197.06 | 38.61 | 16.80 | 28.77 | 149.56 |
| Percent with access to other technology assistance resources in community | 61.0% | 76.3% | 77.9% | 53.2% | 47.9% | 54.0% | 73.6% |

Libraries technology self-sufficiency increased dramatically from 2003 to 2007 across all libraries. The percentage of libraries that Library Systems coordinators considered technologically self-sufficient doubled in the last four year, from 29.9 percent to 60.0 percent. In the beginning of 2003, four Library Systems coordinators indicated that 15 percent or less of their libraries were technologically self-sufficient. In 2007, all Systems reported that more than 15 percent of their libraries were technologically self-sufficient. In fact, three Systems reported that between 51 and 75 percent of their libraries were technologically self-sufficient and two Systems considered more than three-quarters of their libraries technologically self-sufficient.

Library directors reported an increase in technology self-sufficiency from “some self-sufficiency” in 2003 to a “moderate” level in 2007. In 2007, 41 percent of the libraries considered themselves to be technology self-sufficient, up from 21.4 percent at the beginning of 2003. At the beginning of 2003, 30.9 percent of the libraries rated their technology self-sufficiency as “minor” or “none” compared with 3.4 percent in 2007. Less than one percent

of the libraries considered themselves not being technology self-sufficient at all in 2007 compared with 9.2 percent in 2003.

Libraries serving primarily rural areas still trailed in their level of technology self-sufficiency (Table IVA.9). However, libraries serving rural areas made greater progress in technology self-sufficiency (1.13 points) than libraries serving urban (0.90 points) or suburban (0.82 points) areas. Similarly, libraries with small operating expenditures were the least technology self-sufficient in 2003 but increased their technology self-sufficiency the most from 2003 to 2007 (1.4 points). However, they still lagged behind libraries with large and medium operating expenditures.

Table IVA.9: Extent to which Libraries Were Technologically Self-Sufficient

| | Mean Scores | | | | | | |
|-------------------|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
| | | Urban | Suburban | Rural | Small | Medium | Large |
| Beginning of 2003 | 2.78 | 2.43 | 2.41 | 2.97 | 3.33 | 3.00 | 2.31 |
| Beginning of 2007 | 1.75 | 1.53 | 1.59 | 1.84 | 1.93 | 1.91 | 1.51 |

** Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.*

5. Impact of TANG Services

Seven of the ten Library Systems coordinators concluded that as a result of the assistance that libraries received through TANG from 2003 to 2006, libraries were able to offer more access to electronic resources to their patrons.

Libraries indicated that the technology-related training they received through TANG “moderately” improved their ability to use and maintain information technology resources (Table IVA.10) Libraries’ technology resources and technology resource management improved “to a moderate extent” since the beginning of 2003 and libraries were able to offer services more as well as offer more reliable electronic services or resources and to more patrons/users.

A larger percentage of rural area libraries saw greater benefits in the TANG services than libraries serving primarily suburban or urban areas. Libraries serving primarily rural areas made greater improvements in the use and maintenance of information resources as a result of TANG assistance than urban area and suburban area libraries.

Libraries with medium and small operating expenditures gave greater credit to TANG in improving their skills to use and maintain information resource technology than libraries with large operating expenditures. A larger percentage of libraries with large operating expenditures saw improvement in their technology resources and technology resource management than libraries with medium and small operating expenditures.

Table IVA.10: Changes in Technology Resources Since the Beginning of 2003

| | All Libraries | Primary Area of Service | | | Operating Expenditures | | |
|--|---------------|-------------------------|----------|-------|------------------------|--------|-------|
| | | Urban | Suburban | Rural | Small | Medium | Large |
| As a Result of Training Library System Provided, Library is Better Able to Use and Maintain Information Resource Technology | | | | | | | |
| To a great extent | 28.4% | 28.9% | 16.3% | 31.6% | 30.2% | 30.7% | 25.3% |
| Mean | 2.16 | 2.48 | 2.68 | 1.96 | 2.00 | 1.99 | 2.39 |
| You/Your staff technology competencies increased | | | | | | | |
| To a great extent | 35.4% | 42.1% | 33.7% | 34.9% | 27.1% | 33.6% | 41.4% |
| Mean | 1.91 | 1.83 | 2.03 | 1.88 | 2.03 | 1.91 | 1.84 |
| You/Your staff handle basic technology problems without assistance | | | | | | | |
| To a great extent | 28.2% | 34.2% | 37.2% | 24.2% | 22.9% | 20.4% | 36.2% |
| Mean | 2.06 | 1.89 | 2.10 | 2.06 | 2.17 | 2.14 | 1.95 |
| You offer more reliable electronic services or resources to patrons/users | | | | | | | |
| To a great extent | 43.6% | 44.7% | 53.5% | 40.5% | 33.3% | 43.1% | 50.0% |
| Mean | 1.85 | 1.69 | 1.85 | 1.85 | 1.98 | 1.76 | 1.85 |
| You offer more electronic services or resources to patrons/users | | | | | | | |
| To a great extent | 41.7% | 44.7% | 52.3% | 38.3% | 32.3% | 35.0% | 52.3% |
| Mean | 1.91 | 1.81 | 1.91 | 1.92 | 2.11 | 1.96 | 1.77 |
| You plan and budget for technology without assistance from the Library System | | | | | | | |
| To a great extent | 37.3% | 47.4% | 54.7% | 29.0% | 20.8% | 32.8% | 50.6% |
| Mean | 2.23 | 2.00 | 2.02 | 2.36 | 2.69 | 2.20 | 1.97 |

* Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

TANG staff who participated in the group interview articulated the impact that the program has had on libraries in the following way:

- TANG helped libraries to become automated.
- TANG helped libraries sustain their technology.
- TANG helped library staff increase their technology self-confidence: technology has become an integral part of operations, a routine; willingness to adopt new technology.
- Library staff technology skills have increased.
- TANG service is critical for libraries in small towns that do not have any local technology support resources; these libraries “can’t do without us.” TANG is a lifeline for these libraries.
- Computers in libraries are used all the time. “When the computers are down, the library is empty.”
- TANG is serving a population that cannot afford to have a PC at home. The library is their only technology resource. The Internet is now a necessity; it is imperative for people to have access to the Internet.

B. LIBRARY RESOURCE SHARING

The Library Resource Sharing (LRS) Division of the TSLAC administers programs that provide Texas library patrons with greater access to information and resources than any single library can provide. Library Resource Sharing (LRS) has five programs that serve academic, medical, government, and public constituencies. The programs include:

Databases. This program gives public, academic, clinical medicine, and government agency libraries access to 50 commercial full-text online databases for a minimal participation fee. The databases consist of general content periodicals, business, consumer health and clinical health, literature, literary criticism, encyclopedias, bibliographic tools, and genealogy and local history materials. In 2006, TSLAC entered into a partnership with public school libraries to offer a core set of 36 databases at a deep discount.

TexShare is a cooperative program of more than 700 libraries to improve library services to Texas residents through efficient sharing of library resources and group licensing of products and services. TexShare services include a reciprocal borrowing card; online databases (see above); a TExpress courier service; and a meta-search interface, the Library of Texas, for searching across databases and library catalogs. TexShare member libraries include 94 4-year college and university libraries, 60 community college libraries, 540 public libraries, and four clinical medicine libraries. In 2006-07, 665 school districts with 2,405,931 students and 20 regional service centers became partnered with TexShare to provide databases to public school libraries at reduced rates.

Texas State Publications Depository operates as a clearinghouse of materials published by state agencies and universities. In FY2006, the depository distributed more than 65,000 individual publications to a network of 49 designated depository libraries.

Trail is a searchable Internet-based catalog and retrieval service for electronic publications created by Texas state agencies.

Texas Heritage Digitization Initiative (THDI) aims to enhance access to distributed special collections of cultural heritage materials; increase collaboration among institutions; assist smaller institutions and organizations with digital projects, and collaborate on grant seeking efforts. THDI is a cooperative project to identify, describe, digitize, preserve, and make broadly accessible collections of history and culture that libraries, archives, museums, historical societies, and other Texas institutions hold.

1. Library Resource Sharing Program Activities

The Library Resource Sharing (LRS) program is partially funded by LSTA. LSTA funds constituted a small but increasing percentage of the database program funds in 2003 to 2006.

As seen in Table IVB.1, LSTA funds were 2.2 percent of the database funds in 2003, 1.7 percent in 2004, increased to 21.9 percent in 2005, and 15.7 percent in 2006.

Table IVB.1: Database Program Funds 2003-2006

| Funding Source | 2003 | 2004 | 2005 | 2006 |
|-----------------------|--------------------|--------------------|--------------------|--------------------|
| LSTA | \$171,000 | \$950,000 | \$1,222,000 | \$1,014,000 |
| Grant | \$5,127,000 | - | - | - |
| State | \$2,487,000 | \$3,159,000 | \$3,025,000 | \$4,519,000 |
| Member Fees | - | \$1,484,000 | \$1,339,000 | \$926,000 |
| Total | \$7,785,000 | \$5,593,000 | \$5,586,000 | \$6,459,000 |
| % of LSTA | 2.2% | 1.7% | 21.9 % | 15.7% |

.Source: LRS, Database Funding Fact Sheet.

Table IVB.2 shows the outcomes associated with the services the Library Resource Sharing program provided in 2003 to 2006. Please note that the cost avoidance figures shown in the table were calculated as the difference between what databases would have cost individual libraries and what TSLAC paid for them. This estimate does not subtract the expenses of the program and does not reflect cost avoidance for any other LRS programs.

Table IVB.2: Library Resource Sharing Program 2003-2006

| Library Resource Sharing Program | | |
|---|--------------------|--|
| Year | LSTA Award* | Activities |
| 2003 | \$171,000 | Outcomes: Served 9,756,774 persons, delivered 41,397,422 materials, trained 12,812 persons, and had 20,435,216 database searches. Cost Avoidance: \$89,266,000. |
| 2004 | \$950,000 | Outcomes: Served 12,299,300 persons, delivered 19,584,712 materials, trained 6,634 persons, and had 29,937,407 database searches. Cost Avoidance: \$71,000,000. |
| 2005 | \$1,222,000 | Outcomes: Served 15,408,640 persons, delivered 34,481,713 materials, trained or assisted 4,428 library staff and library users, and had 42,798,580 database searches. Cost Avoidance: \$57,500,000. |
| 2006 | \$1,014,000 | Outcomes: Served 14,629,849 persons, delivered 35,045,781 materials, trained or assisted 5,966 library staff and library users, and had 43,891,590 database searches. Cost Avoidance: \$84,600,000. |

.Source: LSTA State Program Annual Report for SFY2003 and SFY2004 and Texas State Program Report Summary for SFY2005 and SFY2006.

* Source: LRS, Database Funding Fact Sheet.

2. LRS Performance

LRS uses several performance measures. These include:

- Dollar value of cost avoidance achieved by the TexShare database program.
- Number of books and other materials made available by library resource sharing services.
- Number of persons provided project-sponsored services.
- Number of librarians and others trained or assisted to use shared resources

Cost avoidance is the major performance measure LRS uses. LSTA's share of the database program's cost avoidance was calculated based on LSTA contribution to database program funds (Table IVB.3). In a four-year period, cost avoidance due to electronic resource sharing amounted to \$302,366,000. Of this amount, \$29,045,552 can be attributed to LSTA.

Table IVB.3: TSLAC and LSTA Share of Database Cost Avoidance 2003 to 2006

| LRS | 2003 | 2004 | 2005 | 2006 |
|-----------------------------------|--------------|--------------|--------------|--------------|
| LSTA Share | 2.2% | 1.7% | 21.9% | 15.7% |
| Cost Avoidance | \$89,266,000 | \$71,000,000 | \$57,500,000 | \$84,600,000 |
| Cost Avoidance Attributed to LSTA | \$1,963,852 | \$1,207,000 | \$12,592,500 | \$13,282,200 |

Sources: http://www.texshare.edu/programs/academicdb/costsavings2003_2004.html; http://www.texshare.edu/programs/academicdb/costsavings2004_2005.html; and Texas State Program Report Summary FY2005 and FY2006.

Usage is another category of performance. The TexShare Online Databases program reports three usage measures, as shown in Table IVB.4:

- Number of individuals searching (sessions)
- Number of searches
- Number of documents

Table IVB.4: Program Usage 2003-2006

| | 2003 | 2004 | 2005 | 2006 |
|-----------|------------|------------|------------|------------|
| Sessions | 8,014,774 | 9,905,182 | 12,778,736 | 12,294,821 |
| Searches | 20,435,024 | 29,937,407 | 42,798,580 | 43,891,590 |
| Documents | 12,215,692 | 15,069,338 | 25,840,015 | 28,357,910 |

Source: LRS data - <http://www.texshare.edu/statistics/databases/index.html>.

Between 2003 and 2006 the number of search sessions, searches and documents accessed increased dramatically, as shown in Table IVB.5. For example, the number of documents accessed increased 132.1 percent between 2003 and 2006; the number of searches increased 114.8 percent, and the number of search sessions increased 53.4 percent. The greatest rate of change occurred between 2004 and 2005. The rate of change between 2005 and 2006 was considerably lower.

Table IVB.5: Changes in Program Usage 2003-2006

| | 2004-2003 | 2005-2004 | 2006-2005 | 2006-2003 |
|--|-----------|-----------|-----------|-----------|
|--|-----------|-----------|-----------|-----------|

| | Change | Change | Change | Change |
|-----------|---------------|---------------|---------------|---------------|
| Sessions | 23.6% | 29.0% | -3.8% | 53.4% |
| Searches | 46.5% | 43.0% | 2.6% | 114.8% |
| Documents | 23.4% | 71.5% | 9.7% | 132.1% |

V. GOAL: ENHANCE ACCESS TO THE SPECIAL COLLECTIONS OF THE TSLAC AND OTHER LIBRARIES IN TEXAS

TSLAC addressed this goal in 2004-2006 – Enhance access to the special collections of the TSLAC and other libraries in Texas – through the Special Collections: Enhanced Access to Digital Materials project.

A. SPECIAL COLLECTIONS: ENHANCED ACCESS TO DIGITAL MATERIALS

The purpose of the project is to make the archival resources more accessible by scanning and putting the materials online. Special collections and materials that have been scanned may be viewed at: <http://www.tsl.state.tx.us/exhibits/>. To accommodate on-site visitors to the Reference/Government Documents Collection, the Genealogy Collection, and the State Archives Collection of the Texas State Library and Archives Commission TSLAC also installed new public access computers. LSTA funds paid for some of the digitization of materials as well as for the purchase and installation of new public access computers (Table V.1).

Table V.1: Enhanced Access to Digital Materials

| Enhanced Access To Digital Materials | | |
|---|---------------------|--|
| Year | Grant Amount | Grant Activities |
| 2004 | \$2,500 | Project: County Highway Map Digitization Activities: Digitized the Texas County Highway map collection with the cooperation of the Texas General Land Office and made it available online. The maps are in great demand for legal, land, genealogical, environmental, planning, and political research. Outcomes: Digitized 405 maps. |
| 2004 | \$9,876 | Project: Genealogy Collection: Enhanced Access to Digitized Materials Activities: Purchased and installed 5 public access computers replacing old computers. Outcomes: 800 patrons benefited from the new computers. |
| 2005 | \$2,465 | Project: State Archives Collection: Enhanced Access to Digital Materials Activities: Purchased and installed 2 new computers in the State Archives Collection. Outcomes: 1,000 patrons benefited from the new computers. |
| 2006 | \$2,534 | Project: Civilian Conservation Corps Drawings and Plans Digitization Activities: As part of digitizing the collection, used LSTA funds to digitize some 150 drawings out of a total collection size of approximately 3,600 in cooperation with the Texas General Land |

| | | |
|-------------|---------|--|
| | | Office. Upon completion of the project, the collection will be made available online. The digitized parts of the collection are available on DVDs to researchers. Outcomes: At least 10 researchers used the DVDs to do research in 2005. Distributed 11 DVDs to state agencies and researchers. |
| 2006 | \$4,725 | Project: Reference/Government Documents Collection: Enhanced Access to Digital Materials Activities: Purchased and installed 3 new computers in the Reference/Government Documents Collection. Outcomes: 3,000 patrons benefited from the new computers. |

Source: LSTA State Program Annual Report, FY2004; TSLAC Texas Reads and Texas State Program Report Summary FY2005 and FY2006.

The Archives and Information Services Division assesses its performance using four measures. As shown in Table V.2, the number of web-based services used increased 5.2 percent from 2004 to 2005 and 16.5 percent from 2005 to 2006. Customer satisfaction also exceeded the set target in 2004 to 2006. The Archives and Information Services Division exceeded the targets it set on all performance measures in 2004 and 2005. In 2006, it set considerably higher targets and did not meet them in number of assists with information resources and in cost per assist.

Table V.2: Output, Efficiency, Explanatory and Outcomes Measures 2004-2006

| | 2004 | 2005 | 2006 |
|--|-------------|-------------|-------------|
| Number of Assists with Information Resources | | | |
| Projected Target | 126,000 | 127,000 | 155,000 |
| Actual | 148,419 | 129,553 | 117,425 |
| Percentage Attained | 117.8% | 102.0% | 75.8% |
| Cost per Assist with Information Resources | | | |
| Projected Target | \$7.65 | \$7.60 | \$5.73 |
| Actual | \$6.05 | \$6.59 | \$7.45 |
| Percentage Attained | 79.1% | 86.7% | 130.0% |
| Percentage of Customers Satisfied with Reference and Information Services | | | |
| Projected Target | 95.0% | 95.0% | 95.0% |
| Actual | 98.0% | 97.2% | 98.0% |
| Percentage Attained | 103.2% | 102.3% | 103.2% |
| Number of Web-based Information Resources Used | | | |
| Projected Target | 2,730,000 | 3,210,000 | 4,400,000 |
| Actual | 3,750,022 | 3,947,154 | 4,599,579 |
| Percentage Attained | 137.4% | 123.0% | 104.5% |

Source: Output, Efficiency and Outcomes Measures Report, Archives and Information Services Division.

VI. GOAL: ENCOURAGE AND ASSIST LIBRARIES TO PROVIDE SERVICES TO UNDER-SERVED SEGMENTS OF THE POPULATION.

The TSLAC addressed this goal– Encourage and assist libraries to provide services to under-served segments of the population – through four programs:

- The Library Systems
- The Talking Book Program
- Texas Reads
- Texas Responds

A. LIBRARY SYSTEMS

Between six and nine of the Library Systems funded projects to serve under-served segments of the populations in 2003-2006 (Table VIA.1).

**Table VIA.1: Library Systems Funding Projects for Under-served Population
Segments: 2003-2006**

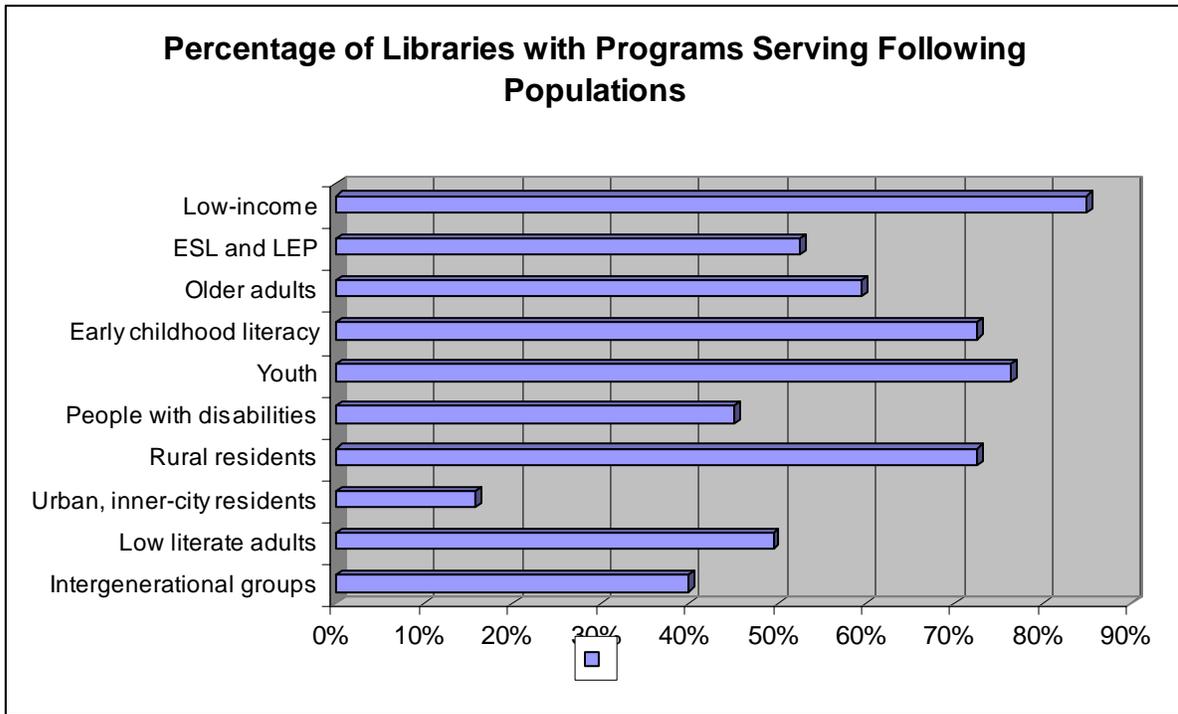
| | Library Systems | | Percent of Libraries Served | |
|---|-----------------|---------|-----------------------------|--------------|
| | Number | Percent | Range | Mean Percent |
| Fund bilingual/ESL and literacy projects | 8 | 80.0% | 0-50% | 17.3% |
| Fund projects serving youth | 9 | 90.0% | 0-100% | 45.0% |
| Fund projects to serve older adults | 8 | 80.0% | 0-100% | 32.1% |
| Fund projects to serve people with disabilities | 6 | 60.0% | 0-100% | 20.2% |

For example, in 2005, as shown in Table IIIB.1, on average, Library Systems allocated 7.8 percent to Disadvantaged or Targeted Services. Allocations to this category of service ranged from none for the Big Country Library System (BCLS) and West Texas Library System (WTLS) to a high of 24.8 percent at the North Texas Regional Library System (NTRLs)

According to Library Systems coordinators, libraries varied greatly in the extent to which they served different populations (Table VIA.2). Most often libraries served low-income (85.0 percent), youth (76.5 percent), and early childhood (72.6 percent) populations. According to Library Systems coordinators, only 45.2 percent of the libraries served individuals with disabilities.

Table VIA.2: Percentage of Libraries with Programs Serving Following Populations

| Populations Served | Range | Mean Percent |
|--|--------------|---------------------|
| Low-income | 15%-100% | 85.0% |
| Bilingual/English as a second language (ESL) and limited English proficiency (LEP) | 25%-100% | 52.5% |
| Older adults | 10%-100% | 59.5% |
| Early childhood literacy | 5%-100% | 72.6% |
| Youth | 15%-100% | 76.5% |
| People with disabilities | 5%-100% | 45.2% |
| Rural residents | 10%-100% | 72.6% |
| Urban, inner-city residents | 1% -80% | 15.9% |
| Low literate adults | 5%-100% | 49.5% |
| Intergenerational groups | 5%-100% | 40.0% |



* *ESL refers to English as a Second Language; LEP refers to persons with Limited English Proficiency.*

Between 12.5 and 31.3 percent of the libraries reported that they had received funds from their respective Library System in 2003-2006 for projects targeting under-served segments of the population. As shown in Table VIA.3, 12.5 percent of the libraries received funds for projects to serve people with disabilities, 19.5 percent to serve bilingual/ESL and low literacy groups, and 20.3 percent to serve older adults.

Table VIA.3: Number and Percent of Libraries Receiving Funds from Library Systems for Serving These Populations

| Services Library Received from Library System | Number of Libraries (N=415) | Percent of Libraries |
|--|-----------------------------|----------------------|
| Funding bilingual/ESL and literacy projects | 81 | 19.5% |
| Funding projects serving youth | 130 | 31.3% |
| Funding projects serving older adults | 83 | 20.0% |
| Funding projects to serve people with disabilities | 52 | 12.5% |

Library directors reported that the assistance their respective Library Systems provided improved their ability to serve populations they did not serve before (Table VIA.4). More than 50 percent of the libraries indicated that the assistance Library Systems provided helped improve their ability to reach un-served populations to a great or a moderate extent.

Table VIA.4: Extent To Which Services Library Systems Provided Helped Improve Libraries' Ability to Serve Previously Un-served Populations

| | To a Great Extent | | To a Moderate Extent | | To Some Extent | | To a Minor Extent | | Not At All | |
|--|-------------------|-------|----------------------|-------|----------------|-------|-------------------|-------|------------|------|
| | # | % | # | % | # | % | # | % | # | % |
| Ability to serve individuals not served before | 121 | 29.2% | 109 | 26.3% | 89 | 21.4% | 44 | 10.6% | 33 | 8.0% |

* No answer is not shown.

Libraries served a wide range of populations in their service area. Table VIA.5 shows the number and percentage of libraries that provided data on the number of individuals they had served and the average number of people they served from each population group in 2003 to 2006. Between 53.7 to 64.3 percent of the libraries provided data. On average, rural residents were the largest population group served; people with disabilities and intergenerational groups were the smallest populations served.

Table VIA.5: Populations Served in 2003-2006

| | Libraries Serving Population Groups | | Average Number of People Served By Library |
|-----------------------------|-------------------------------------|---------|--|
| | Number | Percent | |
| Low-income | 252 | 60.7% | 6,551 |
| Bilingual/ESL/LEP | 251 | 60.5% | 1,480 |
| Older adults | 255 | 61.4% | 4,272 |
| Early childhood literacy | 253 | 61.0% | 1,298 |
| Youth | 267 | 64.3% | 3,132 |
| People with disabilities | 243 | 58.5% | 313 |
| Rural residents | 247 | 59.5% | 11,097 |
| Urban, inner city residents | 231 | 55.7% | 838 |
| Low literate adults | 238 | 57.3% | 616 |
| Intergenerational groups | 223 | 53.7% | 312 |

Libraries ranked the level of satisfaction of their patrons on a 10-point scale that ranged from "1 - very dissatisfied" to "10 - very satisfied." On average, libraries reported a high level of patron satisfaction – 8.20 to 8.78 – with the services they received (Table VIA.6). The highest level of satisfaction, according to librarians, was expressed by older adults and rural residents: more than 50 percent of the librarians rated the level of satisfaction of these two patron groups 8, 9, or 10 on the 10-point scale. Please note that the library directors did not differentiate their responses by type of funding (i.e. whether LSTA or state).

Table VIA.6: Level of Satisfaction of Populations Receiving Services

| | Number of Libraries Serving | Mean Satisfaction Score | Libraries Rating Satisfaction of Populations 8, 9, and 10* | |
|-----------------------------|-----------------------------|-------------------------|--|----------------------|
| | | | Number of Libraries | Percent of Libraries |
| Low-income | 322 | 8.50 | 151 | 46.9% |
| Bilingual/ESL/LEP | 327 | 8.14 | 115 | 35.2% |
| Older adults | 324 | 8.78 | 176 | 54.3% |
| Early childhood literacy | 319 | 8.62 | 144 | 45.1% |
| Youth | 325 | 8.40 | 165 | 50.8% |
| People with disabilities | 313 | 8.15 | 122 | 39.0% |
| Rural residents | 311 | 8.77 | 162 | 52.1% |
| Urban, inner city residents | 298 | 8.50 | 52 | 17.4% |
| Low literate adults | 307 | 8.22 | 103 | 33.5% |
| Intergenerational groups | 301 | 8.20 | 72 | 23.9% |

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

B. TALKING BOOK PROGRAM

The Talking Book Program (TBP) is a free library service for people that cannot read standard print because of visual, physical or reading disabilities. Estimates are that in Texas 1.4 percent of the total population, or more than 300,000, is eligible for the program. The program has thus far reached only a small fraction, less than ten percent of those eligible. In 2007 the program has 20,000 readers. Books are available in large print, recorded cassettes, and Braille. Most of the readers participating in the program are 65 or older. The program has a collection of 80,000 book titles and 80 magazines and mails materials directly to the patron's home. The program also loans equipment (cassette players) and provides services and postage at no cost to the users. The program sends out 3,500 books daily.

LSTA funds the program's outreach activities for increased public awareness of the program among the targeted audience. The outreach coordinator travels to conferences, makes presentations, meets with service providers and the media, and mans a booth in exhibitions. As shown in Table VIB.1, LSTA funding ranged from a high of \$4,646 in 2003 to a low of \$1,944 in 2004.

Table VIB.1: Talking Book Program Funding and Activities 2003-2006

| Talking Book Program | | |
|-----------------------------|-------------------|--|
| Year | LSTA Award | Activities |
| 2003 | \$4,646 | Public Awareness: Visited 19 cities/towns. Made 3,700 contacts and 40 presentations to the media. Talking Book program exhibition booth was visited by 2,895 persons Met individually with 34 persons, 447 people attended presentations. Distributed 2,876 information packets. |
| 2004 | \$1,944 | Public Awareness: Visited 4 cities/towns. Made 2,250 contacts and 9 presentations to the media. Talking Book program exhibition booth was visited by 1,828 people. Met individually with 22 people, 240 attended presentations. Distributed 3,488 information packets. Trained 176 persons. |
| 2005 | \$2,353 | Public Awareness: Visited 14 cities/towns. Made 1,061 contacts and 9 presentations to the media. Talking Book program exhibition booth was visited by 968 people. Met individually with 14 people, 62 attended presentations. Distributed 865 information packets. Trained 10 persons. |
| 2006 | \$2,863 | Public Awareness: Made 3,396 contacts representing 79 organizations. Distributed 107 information packets. Trained 177 persons. |

The Talking Book Program uses several performance measures. These include:

- Percent of eligible population registered in the program
- Number of persons served
- Number of institutions served
- Number of volumes circulated
- Cost per person/institution served
- Cost per volume circulated

As shown in Table VIB.2, the Talking Book Program is effective in reaching the targets it sets.

Table VIB.2: Talking Book Program Performance 2003-2006

| | 2003 | 2004 | 2005 | 2006 |
|---|---------|---------|---------|---------|
| Percent of Eligible Population Registered in the Program | | | | |
| Projected Performance | 7.90% | 7.80% | 7.80% | 7.80% |
| Actual | 7.85% | 7.43% | 7.31% | 7.08% |
| | 99.40% | 95.26% | 93.72% | 90.77% |
| Number of Persons Served | | | | |
| Projected Performance | 21,698 | 21,000 | 21,000 | 21,000 |
| Actual | 19,806 | 20,044 | 20,271 | 19,909 |
| Percent Attained | 91.3% | 95.4% | 96.5% | 94.8% |
| Number of Institutions Served | | | | |
| Projected Performance | 1,200 | 1,200 | 1,200 | 1,200 |
| Actual | 1,011 | 1,035 | 943 | 835 |
| Percent Attained | 84.3% | 86.3% | 78.6% | 69.6% |
| Number of Volumes Circulated | | | | |
| Projected Performance | 810,000 | 810,000 | 810,000 | 825,000 |
| Actual | 810,014 | 828,316 | 839,204 | 819,882 |
| Percent Attained | 100.0% | 102.3% | 103.6% | 99.4% |
| Cost per Person/Institution Served | | | | |
| Projected Performance | \$79.56 | \$74.56 | \$80.00 | \$73.29 |
| Actual | 68.31% | \$64.64 | \$70.36 | \$74.03 |
| Percent Attained | 85.9% | 86.7% | 88.0% | 101.0% |
| Cost per Volume Circulated* | | | | |
| Projected Performance | \$2.23 | \$2.09 | \$2.24 | \$1.97 |
| Actual | \$1.76 | \$1.65 | \$1.78 | \$1.87 |
| Percent Attained | 78.8% | 78.9% | 79.5% | 94.7% |

Source: Outcome, Output and Efficiency Measures Report FY2003 to FY2006.

* Does not include postage.

C. TEXAS READS

1. Texas Reads

The Texas Reads program began in FY2005. The program funds public library programs that promote reading and literacy in local communities. Programs funded target the community as a whole or segments of the community. Libraries can apply for grants up to \$3,000. This program encourages libraries to collaborate with other community organizations. The program is funded through revenue from the sale of Texas Reads specialty license plates. LSTA funds were used for the Texas Reads program only in FY2006. In FY2006, Texas Reads awarded 15 grants to libraries for a total of \$35,546. LSTA funded six of these grants for \$15,000, as shown in table VIC.1.

Table VIC.1: Texas Reads Grants Activities 2006

| Texas Reads Grants | | |
|---|---------------------|---|
| Grantee | Grant Amount | Grant Activities |
| Bastrop Public Library | \$2,000 | <p>Purpose: The Volunteer Reader Project used story time for children 3 to 5 years old to foster love of reading.</p> <p>Collaboration: Library collaborated with Head Start, private childcare centers, and the school district.</p> <p>Outcomes: Purchased 150 materials; presented 68 separate programs with a total attendance of 2,711.</p> |
| McKinney Memorial Public Library | \$1,800 | <p>Purpose: The Read Across McKinney One Book/One Community program fostered the love of reading by selecting a book (<i>To Kill a Mockingbird</i>) for the community to read and hosting a series of community events including 2 lectures by the book author, screening the film, followed by a panel discussion, and a performances of the book by the McKinney Repertory Theatre.</p> <p>Collaboration: Library collaborated with Friends of the Library, the community college, the McKinney Christian Academy, McKinney ISD, and the McKinney Repertory Theatre.</p> <p>Outcomes: A total of 2,964 people attended all the programs; 600 attended the programs the grant funded.</p> |
| Harris County Library | \$2,900 | <p>Purpose: The <i>Growing with Mother Goose</i> outreach program targeted literature-based activities with 25 families of economically disadvantaged children enrolled in pre-k at Thompson Elementary School in Spring, Texas. The library offered evening workshops for both parents and children.</p> <p>Collaboration: Library collaborated with Klein ISD, Thompson Elementary School.</p> <p>Outcomes: Distributed 25 reading kits; presented 4 programs with 105 participants attending. Attributed 496 library circulations and issued 15 new library cards.</p> |
| Jennie Trent Dew Library (Goldwaite) | \$3,000 | <p>Purpose: The <i>Lectura Para La Familia En La Bibliotheca</i> program the library developed encouraged Spanish-speaking families to</p> |

| | | |
|---|---------|--|
| | | attend 4 reading nights at the library. Collaboration: Library collaborated with community volunteers. Outcomes: Added 150 items in Spanish to the library's collection; held 4 programs with 91 participants; issued 37 new library cards; and circulated 278 materials. |
| Joe A Hall High School and Community Library (Venus) | \$2,300 | Purpose: The <i>Let's Read Together</i> presented 2 bilingual workshops to parents and children in Pre-K and first grade to encourage reading. Each parent received a "help me read" kit containing information on reading aloud, a free book for each child in the family, and selected book lists. Materials were provided in both English and Spanish. Collaboration: Collaborated with the Venus Primary School PTA. Outcomes: Presented 2 programs with 38 participants. Purchased 100 library materials; issued 47 new library cards; and 15 percent more children attended the summer reading program. |
| Mesquite Public Library | \$3,000 | Purpose: The <i>Enjoy Reading with Large Print Books</i> program aimed to encourage readers with visual impairment and learning disabilities to use the library through book talks and the summer reading program. Collaboration: Library collaborated with Mesquite Adult Literacy Program, Mesquite school district, nursing homes, assisted living facilities. Outcomes: Presented 33 programs with 14,525 participants; purchased 140 materials; issued one new library card; attributed circulation of 730 materials to the project. |

Source: TSLAC Texas Reads and Texas State Program Report Summary FY2006.

2. Texas Reads Performance

The performance of the Texas Reads program is measured on two criteria (Table VIC.2):

- Number of materials provided to libraries
- Number of people receiving project sponsored services

Table VIC.2: Texas Read Program Performance 2006

| Key Performance Measures | 2006 |
|--|-------------|
| Number of materials provided to libraries | 1,952 |
| Number of persons using project sponsored services | 19,958 |

As the individual libraries did not set targets in advance, the utility of the performance measures is limited.

D. TEXAS RESPONDS

1. Texas Responds Funding and Activities

Texas Responds was an emergency grant program that funded library services and programs to support victims of Hurricane Katrina who had been evacuated to Texas. The program encourages libraries to collaborate with other community-based organizations. The grants covered expenditures associated with staff, supplies, library materials, equipment, and contractual services. TSLAC awarded three grants in FY2005 for \$99,323 and four grants in FY2006 for \$81,122. Table VID.1 describes the grants awarded in 2005 and 2006, the activities implemented, and the results they achieved.

Table VID.1: Texas Responds Grants Activities 2006

| Texas Responds Grants | | |
|-----------------------------------|---------------------|--|
| Grantee | Grant Amount | Grant Activities |
| FY 2005 | | |
| Cooke County Library | \$1,897 | <p>Purpose: Obtain updated juvenile reference materials to help assimilate the evacuees into their new community.</p> <p>Outcomes: Purchased 81 materials and issued 313 new library cards</p> |
| Nacogdoches Public Library | \$55,926 | <p>Purpose: Add two library positions on a temporary basis to help establish a Community Resource Center, create a resource database with evacuee information, assist evacuees fill out paperwork, and visit shelters and temporary housing to provide services.</p> <p>Outcomes: Presented 6 programs for 587 participants, issued 225 new library cards, and purchased 95 materials; 93 people used new project computers; made 1,796 calls to agencies on behalf of evacuees; made 348 home visits; helped 1,048 evacuees who came to the office.</p> |

| | | |
|---|-----------------|--|
| <p>Houston Public Library</p> | <p>\$41,500</p> | <p>Purpose: Create a temporary library at the city’s main shelter. Install additional computers in 4 branch libraries, create computer labs at three library locations, make wireless Internet access available in six locations, provide copies and library cards at no charge, and visit shelters to provide services.</p> <p>Collaboration: Library collaborated with neighboring cities by providing computers to libraries in Baytown and Bellaire to help meet evacuees’ needs.</p> <p>Outcomes: presented 1 program to 300 participants, issued 3,999 new library cards; 12,160 people used project computers.</p> |
| <p>FY2006</p> | | |
| <p>Lancaster Veterans Memorial Library</p> | <p>\$20,852</p> | <p>Purpose: Provide children’s activities and storytimes, and purchase and provide materials for children on topics dealing with loss. The grant also funded a wireless portable computer lab and provided trainers for computer and job search classes for the adult evacuees.</p> <p>Collaboration: The libraries collaborated with their school districts, 2 outreach centers, the Texas Workforce Commission, and community groups to promote the program.</p> <p>Outcomes: The grant resulted in 34 programs/classes with 199 participants, and issued 97 new library cards.</p> |
| <p>Mares Memorial Library</p> | <p>\$9,050</p> | <p>Purpose: Hire a second librarian on a temporary basis to help at the library and work with community organizations to direct evacuees to needed services. The small library with one librarian was not able to handle the evacuees’ needs for library services.</p> <p>Collaboration: Library collaborated with community organizations that provided handouts about local aid for food and housing, FEMA, and the Red Cross.</p> <p>Outcomes: The library provided fax, photocopies, and computer printing at no charge, issued 89 library cards to temporary residents; evacuees used the computers 2,125 times.</p> |

| | | |
|---|----------|--|
| Round Rock Public Library System | \$6,777 | <p>Purpose: Purchase laptop computers to provide adequate access for evacuees seeking assistance at the library. The library added computer skills classes and offered classes on job searching and resume preparation, as needed.</p> <p>Collaboration: Library collaborated with Round Rock Volunteer Center, Round Rock Serving Center, Texas Workforce Commission/Round Rock.</p> <p>Outcomes: 100 evacuees used the computers.</p> |
| Austin Public Library | \$44,443 | <p>Purpose: Help serve the thousands of evacuees in the Austin area through programs in shelters and at their branch libraries. Library purchased materials such as New Orleans newspaper subscriptions; materials for the African-American community; homework/required reading materials for school children; provided youth programming at branch libraries; and worked with the Austin History Center and other organizations to collect stories about the evacuee experience and assist evacuees with the preservation of family documents. The programming culminated in a "Mardi Gras: Austin Style" program at a branch library.</p> <p>Collaboration: The library collaborated with the Austin History Center, Youth Services Division, Alive in Truth: The New Orleans Disaster Oral History and Memory Project, the University of Texas Information School, local media, and the Austin school district.</p> <p>Outcomes: Provided 117 programs with 4,405 participants and purchased 742 materials.</p> |

Source: TSLAC Texas Reads and Texas State Program Report Summary FY2005 and FY2006.

2. Texas Responds Performance

The performance of the Texas Responds program is measured on two criteria:

- Number of materials provided to libraries
- Number of people receiving project sponsored services

Performance data on Texas Responds is available only for 2006 (Table VID.2). The program performance cannot be measured based on these criteria since the libraries involved did not set targets in advance.

Table VID.2: Texas Responds Performance 2005 and 2006

| Key Performance Measures | 2005 | 2006 |
|--|-------------|-------------|
| Number of materials provided to libraries | 176 | 1,004 |
| Number of persons using project sponsored services | 20,769 | 26,565 |

VII. GOAL: PROVIDE TEXANS WITH IMPROVED ACCESS TO LIBRARY MATERIALS AND SERVICES

This goal – Provide Texans with improved access to library materials and services – is the broadest of the five state goals. Its implementation is actually dependent on the implementation of the other four state goals. Through technology and library staff training, by making a broad range of materials available through electronic databases at no charge to patrons, by turning materials that are available only in a single or few locations into a format that is accessible statewide, by targeting and serving populations that have not been library patrons, and by creating a comprehensive (statewide and beyond) interlibrary loan program Texas libraries have increased access to library materials and services. As the programs associated with technology (TANG and Library Resource Sharing), library staff training (Continuing Education and Consulting provided through TSLAC and Library Systems), making electronic resources available (Library Resource Sharing and Digital Library Collection), and providing services to under-served or unserved populations (Library Systems funding of targeted projects, Texas Reads and Texas Responds grants) were presented in association with the other four goals, this section of the report will address the TexNet Interlibrary Loan program.

A. TexNet INTERLIBRARY LOAN

TexNet is a statewide interlibrary loan network including academic, public and special libraries throughout Texas. Managed by the Texas State Library and Archives Commission, it embodies several grant programs that work together to enable library users access to materials not available at their local library. It also works with other programs in Texas, the Southwest, and the country to promote resource sharing and provide greater access to information for all Texans.

The TexNet Interlibrary Loan program has five components:

- TexNet Centers
- Texas Group
- Project List (formerly Texas Union List of Serials). Project List stopped being an independent program in February 2005.
- Project Loan
- TexNet Management

1. TexNet Interlibrary Loan Funding

TexNet funding comes entirely from LSTA. Project funding varied from year to year. Funding for the TexNet centers peaked in 2006 and was lowest in 2003. Funding for the Texas Group was lowest in 2004 and was at its highest in 2006. Funding for Project Loan increased annually since 2003. Funding for TexNet Management, on the other hand, was highest in 2003 and lowest in 2004. Overall funding increased annually since 2003, as shown in Table VII.1.

Table VII.1: Interlibrary Loan Operations Funding 2003-2006

| | 2003 | 2004 | 2005 | 2006 |
|---|--------------------|--------------------|--------------------|--------------------|
| TexNet Centers | \$1,902,927 | \$1,982,040 | \$2,076,336 | \$2,143,098 |
| Texas Group (includes Project List) | \$450,110 | \$436,510 | \$502,540 | \$553,368 |
| Project LOAN | \$150,000 | \$163,600 | \$180,020 | \$182,098 |
| TexNet Management | \$56,056 | \$41,130 | \$54,115 | \$55,267 |
| Total | \$2,520,983 | \$2,623,280 | \$2,813,011 | \$2,933,831 |

Source: TSLAC, Library Resource Sharing, Interlibrary Loan Operations, Operation Budget FY03-FY06.

Table VII.2 shows the changes in funding from year to year as well as changes in funding from 2003 to 2006. Between 2003 and 2006, overall funding for the TexNet ILL program increased 16.4 percent. Funding increases over this period were realized by the Texas Group (22.9 percent), Project Loan (21.4 percent), and TexNet centers (12.6 percent).

Table VII.2: Changes in TexNet ILL Budget 2003 to 2006*

| TexNet ILL | 2003 - 2004 Change | 2004 - 2005 Change | 2005-2006 Change | 2003- 2006 Change |
|---|-------------------------------|-------------------------------|-----------------------------|------------------------------|
| TexNet Centers | 4.1% | 4.7% | 3.2% | 12.6% |
| Texas Group (Includes Project List) | (3.0%) | 15.1% | 10.1% | 22.9% |
| Project LOAN | 9.1% | 10.0% | 1.1% | 21.4% |
| TexNet Management | (26.6%) | 31.6% | 2.1% | (1.4%) |
| TOTAL | 4.1% | 7.2% | 4.3% | 16.4% |

** Changes in funds are computed by subtracting the amount of the later year from the previous year and dividing the difference by the previous year amount.*

2. TexNet Interlibrary Loan Programs

TexNet Centers

There are ten TexNet centers: nine are located around the state in large public libraries and one is operated at the TSLAC. The TexNet centers provide interlibrary lending and Online Computer Library Center (OCLC) referral services to smaller libraries within their service regions. The centers also loan materials to other libraries throughout Texas, the U.S., and the world. The TexNet centers received individual grants, as shown in Table VII.3. The funding for the TexNet centers in Abilene, Lubbock, Austin, and Dallas decreased from 2003 and 2004 to 2005 and 2006. The funding of the TexNet centers in Amarillo, Corpus Christi, Fort Worth, Houston, and San Antonio increased over this time period.

Table VII.3: TexNet Centers' Contract Amounts 2003-2006

| TexNet Centers | 2003 | 2004 | 2005 | 2006 |
|-----------------------|--------------------|--------------------|--------------------|--------------------|
| Abilene | \$95,087 | \$82,063 | \$75,581 | \$83,821 |
| Amarillo | \$124,899 | \$129,561 | \$132,833 | \$141,828 |
| Austin | \$308,826 | \$290,591 | \$273,246 | \$328,560 |
| Corpus Christi | \$141,568 | \$140,499 | \$149,708 | \$150,109 |
| Dallas | \$411,463 | \$402,206 | \$371,799 | \$375,731 |
| Fort Worth | \$259,070 | \$232,223 | \$276,182 | \$302,281 |
| Houston | \$350,919 | \$352,983 | \$364,467 | \$331,575 |
| Lubbock | \$86,614 | \$67,697 | \$59,715 | \$71,833 |
| San Antonio | \$262,483 | \$236,761 | \$262,113 | \$290,390 |
| TSLAC | \$46,927 | \$45,333 | \$51,787 | \$34,377 |
| Total | \$2,087,856 | \$1,979,917 | \$2,017,431 | \$2,110,505 |

Sources: LSTA State Program Annual Report for SFY2003 and FY2004 and Texas State Program Report Summary for SFY2005 and SFY200 and TSLAC, Library Resource Sharing, Interlibrary Loan Operations, Operation Budget FY03-FY06.

* These numbers do not include OCLC fees except for TSLAC. (OCLC fees for the other 9 centers are part of the Texas Group contract)

The Texas Group

The Texas Group was formed in 1994 and has grown to more than 190 libraries. The Texas Group consists of the TexNet centers as well as public libraries, academic libraries, and special libraries. The Texas Group enables smaller libraries that are not OCLC members to use the OCLC databases to process their interlibrary loan requests. The Texas Group allows libraries to make their collections more available for resource sharing, increase local control, and improve borrowing turnaround time. LSTA funds pay for 88 public libraries, including the TexNet centers, to participate in the Texas Group.

Project Loan

Public, academic, and special libraries using the OCLC interlibrary loan system fill requests for the loan or copying of materials from their libraries.. Project Loan reimburses libraries that provide interlibrary loan to Texas public libraries without charge

for a portion of their costs for providing these loans. Through Project Loan grants, libraries are reimbursed at a fixed rate of \$4.00 per net loan for loans made to Texas public libraries.

Project List

Project List, created in 1985, is a continuation of the Texas Union List of Serials (UTXL). When OCLC has made the union list part of its WorldCat product; Project List was discontinued as a separate program in February 2005.

TexNet Management

TSLAC funds the management of the TexNet ILL program through LSTA funds. The TexNet Management Grant covers the management of the different programs including the TexNet Center grants, the Texas Group, Project Loan, and related activities..

3. TexNet Interlibrary Loan Program Performance

The TexNet Interlibrary Loan program performance measures consist of process and efficiency measures. The performance measures include:

- Number of transactions (total requests)
- Number of unique requests, also used as a measure of persons served
- Number filled, also used as a measure of materials provided
- Total filled from collection
- Number of materials received
- Average turnaround time
- Cost measures, including cost avoidance and item cost

To illustrate and analyze TexNet centers performance data from 2005 and 2006 was used. Table VII.4 shows the number and percentage of interlibrary loan requests that TexNet centers received in 2005 and 2006 and the total number and percentage they filled. These data can be used to determine which centers were more productive and efficient.

- Overall, the total number of transactions increased 11.0 percent from 2005 to 2006. Eight of the TexNet centers increased their transactions. Abilene (29.9 percent) and Austin (26.1 percent) increased their transactions the most from 2005 to 2006. The Dallas TexNet Center had the highest number of transactions in 2005 and the second highest in 2006. In 2006, the Austin TexNet Center had the highest number of transactions.
- The total fill rate increased 11.7 percent from 2005 to 2006. Austin increased its total fill rate the most: 27.2 percent. The total fill rate of three centers – TSLAC, San Antonio, and Corpus Christi – decreased from 2005 to 2006.

Table VII.4: Total Number of Transactions and Total Fills 2005 and 2006

| TexNet Centers | Total Number of Transactions | | | Total Number Fills | | |
|----------------|------------------------------|----------------|------------------|--------------------|----------------|------------------|
| | 2005 | 2006 | 2005-2006 Change | 2005 | 2006 | 2005-2006 Change |
| Abilene | 18,220 | 23,665 | 29.9% | 9,336 | 11,543 | 23.6% |
| Amarillo | 41,705 | 46,505 | 11.5% | 24,615 | 25,355 | 3.0% |
| Austin | 78,070 | 98,416 | 26.1% | 34,881 | 44,356 | 27.2% |
| Corpus Christi | 36,155 | 33,232 | -8.1% | 21,523 | 18,983 | -11.8% |
| Dallas | 93,710 | 97,730 | 4.3% | 47,894 | 60,426 | 26.2% |
| Fort Worth | 61,538 | 71,750 | 16.6% | 30,337 | 35,405 | 16.7% |
| Houston | 82,191 | 89,771 | 9.2% | 35,150 | 36,757 | 4.6% |
| Lubbock | 19,881 | 22,013 | 10.7% | 12,628 | 14,622 | 15.8% |
| San Antonio | 70,468 | 76,113 | 8.0% | 35,454 | 34,615 | -2.4% |
| TSLAC | 7,367 | 6,249 | -15.2% | 3,004 | 2,679 | -10.8% |
| TOTAL | 509,305 | 565,444 | 11.0% | 254,822 | 284,741 | 11.7% |

The TexNet centers increased their total fill rate and the percentage of total fills relative to the number of transactions from 2005 to 2006. Overall, the TexNet centers filled 50.0 percent of transactions in 2005 and 50.4 percent in 2006 (Table VII.5). Total fill rate in 2006 was 0.4 percent higher than in 2005 (Table VII.5). In 2005, TSLAC had the lowest total fill rate (40.8 percent); in 2006, Houston had the lowest total fill rate (40.9 percent). Lubbock had the highest fill rates both in 2005 and 2006.

Table VII.5: Percentage of Transactions Filled 2005 and 2006

| TexNet Centers | 2005 | | | 2006 | | |
|----------------|------------------------|-----------------------|----------------|------------------------|-----------------------|----------------|
| | Number of Transactions | Total Number of Fills | Percent Filled | Number of Transactions | Total Number of Fills | Percent Filled |
| Abilene | 18,220 | 9,336 | 51.2% | 23,665 | 11,543 | 48.8% |
| Amarillo | 41,705 | 24,615 | 59.0% | 46,505 | 25,355 | 54.5% |
| Austin | 78,070 | 34,881 | 44.7% | 98,416 | 44,356 | 45.1% |
| Corpus Christi | 36,155 | 21,523 | 59.5% | 33,232 | 18,983 | 57.1% |
| Dallas | 93,710 | 47,894 | 51.1% | 97,730 | 60,426 | 61.8% |
| Fort Worth | 61,538 | 30,337 | 49.3% | 71,750 | 35,405 | 49.3% |
| Houston | 82,191 | 35,150 | 42.8% | 89,771 | 36,757 | 40.9% |
| Lubbock | 19,881 | 12,628 | 63.5% | 22,013 | 14,622 | 66.4% |
| San Antonio | 70,468 | 35,454 | 50.3% | 76,113 | 34,615 | 45.5% |
| TSLAC | 7,367 | 3,004 | 40.8% | 6,249 | 2,679 | 42.9% |
| TOTAL | 509,305 | 254,822 | 50.0% | 565,444 | 284,741 | 50.4% |

Overall TexNet centers filled 1.4 percent fewer transactions from their center in 2006 than in 2005 (Table VII.6). Five of the centers experienced a decrease in percentage of transactions they filled. The San Antonio center experienced the greatest rate of decrease from 2005 to 2006: 25.9 percent. Abilene had the highest rate of increase: 25.1 percent (Table VII.6).

Table VII.6: Total Number of Transactions and Number Filled by Center 2005 and 2006

| TexNet Center | Total Number of Transactions | | | Number Filled by Center | | |
|----------------|------------------------------|----------------|------------------|-------------------------|----------------|------------------|
| | 2005 | 2006 | 2005-2006 Change | 2005 | 2006 | 2005-2006 Change |
| Abilene | 18,220 | 23,665 | 29.9% | 5,487 | 6,862 | 25.1% |
| Amarillo | 41,705 | 46,505 | 11.5% | 20,013 | 21,688 | 8.4% |
| Austin | 78,070 | 98,416 | 26.1% | 23,079 | 25,148 | 9.0% |
| Corpus Christi | 36,155 | 33,232 | -8.1% | 15,615 | 14,102 | -9.7% |
| Dallas | 93,710 | 97,730 | 4.3% | 30,682 | 29,970 | -2.3% |
| Fort Worth | 61,538 | 71,750 | 16.6% | 12,072 | 13,608 | 12.7% |
| Houston | 82,191 | 89,771 | 9.2% | 20,804 | 19,426 | -6.6% |
| Lubbock | 19,881 | 22,013 | 10.7% | 5,556 | 6,490 | 16.8% |
| San Antonio | 70,468 | 76,113 | 8.0% | 22,732 | 16,848 | -25.9% |
| TSLAC | 7,367 | 6,249 | -15.2% | 1,941 | 1,570 | -19.1% |
| TOTAL | 509,305 | 565,444 | 11.0% | 157,981 | 155,712 | -1.4% |

Overall, TexNet centers filled 31.0 percent of the transactions from their center in 2005 and 27.5 percent in 2006 (Table VII.7). Fort Worth filled the lowest percentage of transactions in both years and Amarillo the highest.

Table VII.7: Percentage of Transactions Filled by Center 2005 and 2006

| TexNet Centers | 2005 | | | 2006 | | |
|----------------|------------------------|-------------------------|----------------|------------------------|-------------------------|----------------|
| | Number of Transactions | Number Filled by Center | Percent Filled | Number of Transactions | Number Filled by Center | Percent Filled |
| Abilene | 18,220 | 5,487 | 30.1% | 23,665 | 6,862 | 29.0% |
| Amarillo | 41,705 | 20,013 | 48.0% | 46,505 | 21,688 | 46.6% |
| Austin | 78,070 | 23,079 | 29.6% | 98,416 | 25,148 | 25.6% |
| Corpus Christi | 36,155 | 15,615 | 43.2% | 33,232 | 14,102 | 42.4% |
| Dallas | 93,710 | 30,682 | 32.7% | 97,730 | 29,970 | 30.7% |
| Fort Worth | 61,538 | 12,072 | 19.6% | 71,750 | 13,608 | 19.0% |
| Houston | 82,191 | 20,804 | 25.3% | 89,771 | 19,426 | 21.6% |
| Lubbock | 19,881 | 5,556 | 27.9% | 22,013 | 6,490 | 29.5% |
| San Antonio | 70,468 | 22,732 | 32.3% | 76,113 | 16,848 | 22.1% |
| TSLAC | 7,367 | 1,941 | 26.3% | 6,249 | 1,570 | 25.1% |
| TOTAL | 509,305 | 157,981 | 31.0% | 565,444 | 155,712 | 27.5% |

The TexNet ILL program uses turnaround time as a measure of program efficiency. As seen in Table VII.8, average turnaround time for requests filled by TexNet centers increased from 2003 to 2005 and decreased in 2006. The San Antonio TexNet center had the longest turnaround time in 2003, 2005 and 2006. In 2005 and 2006, the San Antonio TexNet turnaround time was two to three times longer than the average turnaround time of other centers.

Table VII.8: Turnaround Time for Requests Filled by TexNet Centers 2003-2006

| TexNet Centers | 2003 | 2004 | Change 2004-2003 | 2005 | Change 2005-2004 | 2006 | Change 2006-2005 | Change 2003-2006 |
|----------------|-------------|-------------|------------------|-------------|------------------|-------------|------------------|------------------|
| Abilene | 4.40 | 3.70 | -15.9% | 3.75 | 1.4% | 4.28 | 14.1% | -2.7% |
| Amarillo | 4.41 | 4.46 | 1.1% | 4.45 | -0.2% | 3.90 | -12.4% | -11.6% |
| Austin | 4.25 | 4.81 | 13.2% | 4.43 | -7.9% | 3.61 | -18.5% | -15.1% |
| Corpus Christi | 4.47 | 5.89 | 31.8% | 4.31 | -26.8% | 4.94 | 14.6% | 10.5% |
| Dallas | 5.78 | 5.08 | -12.1% | 4.85 | -4.5% | 3.41 | -29.7% | -41.0% |
| Fort Worth | 6.06 | 8.57 | 41.4% | 7.60 | -11.3% | 8.08 | 6.3% | 33.3% |
| Houston | 4.50 | 6.14 | 36.4% | 7.28 | 18.6% | 8.56 | 17.6% | 90.2% |
| Lubbock | 4.74 | 2.86 | -39.7% | 4.07 | 42.3% | 3.80 | -6.6% | -19.8% |
| San Antonio | 6.93 | 8.05 | 16.2% | 14.50 | 80.1% | 15.79 | 8.9% | 127.8% |
| Average | 5.06 | 5.72 | 8.0% | 6.19 | 8.2% | 5.86 | -5.3% | 15.8% |

Source: TSLAC, Turnaround Time FY2003 to FY2006.

The average turnaround time for requests filled by other libraries decreased from 2003 to 2004 and 2005 but increased in 2006 (Table VII.9). The Abilene TexNet center had the shortest turnaround time in 2003, 2004, and 2006 and the second shortest in 2005. The Austin TexNet center had the longest turnaround time in 2003 and 2005, and the second longest in 2004. The San Antonio TexNet center had the longest turnaround time in 2006.

Table VII.9: Turnaround Time for Requests Filled by Other Libraries 2003-2006

| TexNet Centers | 2003 | 2004 | Change 2004- 2003 | 2005 | Change 2005- 2004 | 2006 | Change 2006- 2005 | Change 2006- 2003 |
|-----------------------|--------------|--------------|----------------------------------|--------------|----------------------------------|--------------|----------------------------------|----------------------------------|
| Abilene | 8.97 | 8.12 | 9.5% | 8.62 | 6.2% | 7.20 | -16.5% | -19.7% |
| Amarillo | 9.29 | 8.32 | 10.4% | 8.33 | 0.1% | 7.96 | -4.4% | -14.3% |
| Austin | 24.98 | 16.89 | -32.4% | 19.77 | 17.1% | 15.40 | -22.1% | -38.4% |
| Corpus Christi | 13.52 | 12.83 | -5.1% | 10.36 | -19.3% | 10.34 | -0.2% | -23.5% |
| Dallas | 13.09 | 11.93 | -8.9% | 10.51 | -11.9% | 12.34 | 17.4% | -5.7% |
| Fort Worth | 9.92 | 9.63 | -2.9% | 10.43 | 8.3% | 9.66 | -7.4% | -2.6% |
| Houston | 10.76 | 11.32 | 5.2% | 11.56 | 2.1% | 26.03 | 125.2% | 141.9% |
| Lubbock | 11.47 | 11.21 | -2.3% | 13.31 | 18.7% | 9.49 | -28.7% | -17.3% |
| San Antonio | 14.09 | 17.26 | 22.5% | 15.24 | -11.7% | 30.79 | 102.0% | 118.5% |
| TSLAC | 11.35 | 9.32 | -17.9% | 13.66 | 46.6% | 12.50 | -8.5% | -10.1% |
| Average | 12.74 | 12.42 | -6.2% | 12.40 | -0.2% | 15.82 | 27.6% | 14.9% |

Source: TSLAC, Turnaround Time FY2003 to FY2006.

VIII. METHODS AND FINDINGS OF IN-DEPTH EVALUATION – TECHNICAL ASSISTANCE NEGOTIATED GRANTS

The Technical Assistance Negotiated Grants (TANG) sub-grant program was selected for in-depth evaluation. The in-depth evaluation of the TANG program is based on an interview with TSLAC TANG administrator; data from TSLAC annual reports from 2003 to 2006; survey of all Library Systems coordinators on the use of TANG funds and the impact the services funded through TANG on their libraries; survey of member library directors about TANG-related services they had received and the impact these services had on their operations and services; three focus groups with public library directors concerning the TANG services they had received and how these services affected their technology capabilities and patron access to information resources; in-depth interviews with TANG staff during visits to three Library Systems, and a group interview of TANG staff associated with seven Library Systems.

The Technical Assistance Negotiated Grants (TANG) sub-grant program was established in 1999 to help libraries make better use of technology to serve the information needs of Texas residents. The TANG program, administered through the Texas Library Systems, recognizes that libraries need specialized technical training and consulting to assist their staff in maintaining their technology equipment. The program covers costs for personnel, equipment/property, supplies, telecommunications, travel, and professional services necessary to provide technical assistance to public libraries in a given System.

The evaluation of the TANG program used three data sources:

- (1) Data Library Systems report to TSLAC on their TANG-related activities and TSLAC compiles into an annual report (identified in the report as “secondary data”).
- (2) Survey of Library Systems coordinators on the use of TANG funds and the impact of the services funded through TANG on their libraries.
- (3) Survey of member libraries about TANG-related services they had received and the impact these services had on their operations and services.

A. SECONDARY DATA ANALYSIS

1. TANG Funding

TSLAC allocated between \$643,364 and \$733,633 a year to the TANG program (Table VIIIA.1). Funding was highest in 2003 and lowest in 2005. Library Systems received between \$23,977 and \$80,000 in LSTA funds during the 2003 through 2006 period to provide TANG services. TANG funding varied across the four years. TANG funds for seven of the ten Library Systems decreased from 2003 to 2006. Two Library Systems maintained constant funding throughout the period.

Table VIIIA.1: TANG Funds Provided to Library Systems: 2003-2006

| | 2003 | 2004 | 2005 | 2006 |
|---|------------------|------------------|------------------|------------------|
| Alamo Area Library System (AALS) | \$74,542 | \$35,374 | \$37,542 | \$40,000 |
| Big Country Library System (BCLS) | \$73,134 | \$72,771 | \$71,509 | \$68,942 |
| Central Texas Library System (CTLS) | \$75,664 | \$77,470 | \$76,684 | \$59,122 |
| Houston Area Library System (HALS) | \$80,000 | \$80,000 | \$80,000 | \$75,000 |
| Northeast Texas Library System (NETLS) | \$59,284 | \$71,718 | \$56,926 | \$47,552 |
| North Texas Regional Library System (NTRLS) | \$80,000 | \$80,000 | \$80,000 | \$75,000 |
| South Texas Library System (STLS) | \$69,299 | \$78,796 | \$23,977 | \$69,996 |
| Texas Panhandle Library System (TPLS) | \$69,840 | \$77,976 | \$66,118 | \$65,099 |
| Texas Trans-Pecos Library System (TTPLS) | \$71,971 | \$72,158 | \$70,608 | \$71,546 |
| West Texas Library System (WTLS) | \$79,899 | \$80,000 | \$80,000 | \$80,000 |
| Total | \$733,633 | \$726,263 | \$643,364 | \$652,257 |

2. TANG Activities and Services

Table VIIIA.2 shows Library Systems' use of TANG funds from 2003 to 2006.

Table VIIIA.2: TANG Activities and Services 2003-2006

| | 2003 | 2004 | 2005 | 2006 |
|-----------------------------------|---|--|---|--|
| Alamo Area Library System (AALS) | <p>Covers salary and expenses of a technical consultant.</p> <p>Provided on-site technical support to 434 library staff.</p> <p>Trained 61 staff on hardware trouble shooting and strengthening computer security.</p> <p>Consultant conducted a system-wide inventory of all technical equipment.</p> <p>Developed a database with inventory information.</p> | <p>Conducted an assessment of AALS 45 libraries' state of technology to fund an outside technical assistance vendor starting in 2005.</p> <p>San Antonio contracted with two vendors to provide assistance to libraries.</p> <p>Each vendor visited half of system libraries, documented libraries technology status and identified technical issues and areas for improvement.</p> <p>Purchased back-up tapes for libraries so libraries can back up information.</p> | <p>Hired a Department Systems Supervisor to manage TANG.</p> <p>Addressed computer security.</p> <p>Upgraded software in 3 areas: purchased software for libraries to upgrade them to Windows XP Pro, upgraded servers, and provided anti-virus software.</p> <p>Presented workshop on Terminal Services/Thin Client Technology to 14 library staff.</p> | <p>Hired a vendor to provide technical support. 23 libraries used service in first 4 months.</p> <p>TANG staff provided workshops to 35 library staff.</p> <p>Assisted 101 library staff.</p> <p>36 of 45 libraries (80 percent) used TANG services.</p> |
| Big Country Library System (BCLS) | <p>TANG staff consisted of 1 full-time support specialist/technician.</p> <p>Assisted 516 library staff.</p> <p>Provided workshops on digital imaging (4 locations), networking fundamentals, automation systems, and computer maintenance to 100 library staff from 31 libraries.</p> <p>Formed a technology users' group to share information.</p> <p>Prepared and distributed quarterly newsletter on technology issues.</p> | <p>Helped rural libraries through formal and informal education and provided individualized system and hardware support.</p> <p>Provided workshops on virus and spyware prevention to 48 staff at 5 locations. Offered workshops on Windows XP fundamentals and library automation: 28 libraries or 70 staff participated.</p> <p>Prepared and distributed quarterly technology issues newsletter.</p> <p>Consulted to libraries on</p> | <p>Provided workshops on understanding the Internet (4 locations), understanding e-mail (4 locations), and network configuration and troubleshooting (2 locations).</p> <p>70 staff from 24 libraries participated in workshops.</p> <p>Distributed quarterly technology newsletter.</p> <p>Took 115 trips to help libraries.</p> <p>Made 617 contacts with libraries via phone, e-mail and on-site visits.</p> | <p>Implemented the Library Computer Technologist Program, an internal certification program, that offered formal training through a series of 4 workshops on hardware, operating systems, network hardware and configuration.</p> <p>Distributed a quarterly technology newsletter.</p> <p>Assisted 640 library staff.</p> <p>Trained 151 library staff.</p> <p>Visited 36 out of 43 libraries.</p> <p>36 of 38 libraries (94 percent)</p> |

| | 2003 | 2004 | 2005 | 2006 |
|-------------------------------------|---|--|---|--|
| | <p>Conducted one-on-one training.</p> <p>Consulted on projects to purchase or upgrade technology.</p> <p>Assisted with grant applications.</p> <p>Made 98 trips to libraries.</p> <p>Helped 15 libraries start to automate.</p> | <p>computer and network equipment.</p> <p>Made 120 trips to libraries to assist them with troubleshooting, equipment installation and upgrades.</p> | | <p>used TANG services.</p> |
| Central Texas Library System (CTLS) | <p>TANG staff is a full-time technician.</p> <p>Provided technical assistance on-site, via e-mail or phone to 939 library staff.</p> <p>Trained 86 library staff on maintenance of web pages.</p> <p>Vendor training on networking in a library automation environment.</p> <p>Offered on-site workshops on: e-mail configuration, securing Windows 2000 for public access computers, practical networking.</p> | <p>Provided technical assistance on-site, via e-mail or phone.</p> <p>Provided training to 87 library staff on topics such as web page maintenance, securing Windows 2000 for public access computers, practical networking, and optimizing public access computers.</p> <p>Vendor training on networking in a library automation environment.</p> | <p>Assisted 892 library staff.</p> <p>Trained libraries on web page maintenance.</p> <p>Arranged vendor training on network maintenance and beginning Athena.</p> <p>Presented workshops on optimizing public access computers, practical networking, and wireless networking.</p> <p>82 library staff received training.</p> | <p>Arranged vendor training on network maintenance and beginning Athena.</p> <p>Presented workshops on optimizing public access computers, practical networking, and wireless networking.</p> <p>Trained 65 library staff.</p> <p>Assisted 2,559 library staff.</p> <p>65 of 76 libraries (86 percent) used TANG services.</p> |
| Houston Area Library System (HALS) | <p>Provided news briefing and supplemental materials.</p> <p>Provided on-site, phone and e-mail technical assistance to 387 library staff on hardware installation and configuration,</p> | <p>Provided hardware and software technical support on site and by phone to 309 library staff.</p> <p>Assisted in hardware installation, configuration,</p> | <p>Provided technical assistance through hardware installation and configuration, upgrading operating systems, and computer troubleshooting and repair.</p> | <p>Offered workshops on Windows XP operating system, Windows XP Outlook, and Linux+.</p> <p>Trained 71 library staff.</p> <p>Assisted 318 library staff.</p> |

| | 2003 | 2004 | 2005 | 2006 |
|---|---|--|---|---|
| | troubleshooting and repair, and hardware and software upgrading. Offered specialized workshops and classes. Held workshop on supporting Windows XP Professional. Trained 46 library staff. | troubleshooting, repair, and upgrading. Offered specialized technology training through contracted vendors to 21 staff from 21 libraries. Offered 4 workshops to 106 members from 47 libraries. | Offered workshops to 24 staff on Windows XP operating system, 24 staff on Windows XP Outlook, and to 16 staff on Linux+. 18 staff from 16 libraries completed specialized technology classes. | 39 of 70 libraries (56 percent) used TANG services. |
| Northeast Texas Library System (NETLS) | TANG staff is a technology consultant. Issued RFP for A+ training. Held 10 A+ training classes in 5 locations. 95 library staff attended. | Provided an emergency technical support grant (up to \$850) to small libraries to pay for repairs, troubleshooting and upgrades. Provided workshops at 3 locations on wireless networks and network security. Researched training needs of larger libraries. Paid up to \$2,000 per selected larger library to send one staff to advanced-level certification training. | Continued emergency technical support grant program, provided up to \$1,000 to 14 libraries. Provided technical support to 56 library staff. Provided Windows maintenance software. Trained 60 library staff on Windows 2000 and Windows XP. | Contracted with a vendor for specialized training. Trained 50 library staff. Assisted 28 library staff. 40 out of 106 libraries (38 percent) used TANG services. |
| North Texas Regional Library System (NTRLS) | TANG staff is an IT specialist. Installed new operating system on servers and workstations in seven libraries (Windows 2000 upgrade initiative). Provided technical support as requested to 2,597 library | Developed process for handling on-site technical support requests. Visited 25 libraries. Assisted 1,914 library staff. IT specialist offered workshop on basic maintenance and troubleshooting | Held workshops on basic maintenance and troubleshooting. Made 78 visits to 26 libraries. | Held workshops on basic maintenance and troubleshooting. Trained 89 library staff. Assisted 254 library staff. 31 out of 73 libraries (42 percent) used TANG services. |

| | 2003 | 2004 | 2005 | 2006 |
|--|--|--|---|--|
| | staff. | | | |
| South Texas Library System (STLS) | <p>TANG staff is a full-time PC technician.</p> <p>Provided technical support via phone, e-mail, on-site to 586 library staff.</p> <p>Technician spends 65-70 percent of time on site support and training.</p> <p>Provided 2 workshops on Troubleshooting Windows 2000 Professional for 22 participants.</p> | <p>Assisted libraries with equipment installation, maintenance, repair and upgrades.</p> <p>Provided 2 formal workshops to 20 staff.</p> | <p>Provided technical support 873 times.</p> <p>Trained 20 library staff through 2 formal workshops.</p> | <p>Technician spends 85-90 percent of time supporting and libraries training staff.</p> <p>Provided 2 workshops to 55 participants.</p> <p>Assisted 1,406 staff.</p> <p>33 of 53 libraries (62 percent) used TANG services.</p> |
| Texas Pan-handle Library System (TPLS) | <p>TANG staff offered 17 workshops.</p> <p>Outside specialists offered classes on A+ Core Hardware Fundamentals and A+ Operating System Fundamentals.</p> <p>Provided technical support through e-mail, phone and on site visits.</p> <p>Collaborated with BCLS on a workshop on network security.</p> <p>Trained 228 library staff.</p> <p>Assisted 630 library staff.</p> <p>Purchased cordless long range phone with headsets for 32 libraries to assist with</p> | <p>Provided timely technology assistance and support to libraries to 529 library staff.</p> <p>Trained library staff to perform basic maintenance, problem resolution, planning, and technology administration.</p> <p>Offered 11 formal workshops to 204 staff, including 6 regional workshops on fighting virus infections, network administration, and computer maintenance.</p> <p>Offered 3 advanced workshops on the Windows 2000 server.</p> <p>Used experts and collaborated</p> | <p>Provided 2 single site and 4 regional workshops on network maintenance and support, search engines, dealing with malware, and building web sites.</p> <p>Trained 110 library staff.</p> <p>Assisted 516 library staff.</p> | <p>Offered workshops on free software, freeware, open source, web page design, technology planning, wireless technology, Access and Word.</p> <p>Assisted 526 library staff, trained 77 staff.</p> <p>All libraries (28) used TANG services.</p> |

| | 2003 | 2004 | 2005 | 2006 |
|--|---|---|---|---|
| | troubleshooting. Purchased anti-virus software for 230 workstations. | with BCLS on workshops. Purchased Windows 2003 server upgrades for libraries and installed in two-thirds of libraries. | | |
| Texas Trans-Pecos Library System (TTPLS) | TANG staff visited all libraries and trained on-site. Assisted 343 library staff. Did preventive maintenance on computer systems. Cleared computers of pop-up ads. | Provided technical assistance and support to 309 library staff. Trained on site 11 member libraries. Visited all libraries. | Visited all libraries and provided training on-site. Assisted or trained 297 library staff. | Held one formal workshop with 48 participants. Assisted 250 library staff. Trained 275 library staff. |
| West Texas Library System (WTLS) | Provided technical support by phone and on-site to 895 library staff. Provided formal and informal training to 150 library staff.. Recommended new software to libraries. Conducted research on a print server. Consulted with contractors on new facilities. Added to WTLS web site problem notification, workshop registration, invoice confirmation, and monthly statistical report web pages. | Assisted 1,143 library staff by phone, e-mail and on site and trained 149 staff. Conduced one formal workshop on PC Basics. | Provided technical assistance 785 times. Trained 147 library staff through one-on-one informal training sessions. | Assisted 778 library staff. Trained 155 library staff. All member libraries used TANG services. |

Source: LSTA State Program Annual Report SFY2003. SFY 2004; Texas State Program Report Summary, Fiscal Year, 2005, 2006.

* Number of library staff assisted refers to the number of times TANG provided assistance to a non-unique count of individuals.

3. TANG Performance

TANG uses two measures to report its performance for the Legislative Budget Board:

- Number of library staff trained or assisted. This measure includes professional staff, technical staff, volunteers and community members who help provide technical services to the library.
- Number of instructional materials provided. This measure includes all materials purchased for libraries or for system office and substantive materials provided to libraries and library staff such as manuals or workshop packets.

Tables VIIIA.3 to VIIIA.6 provide data on the two performance measures from 2003 to 2006. The tables present the targets the Library Systems set for TANG, the scope of their actual performance, and the variance between the target they set and what they actually did.

Table VIIIA.3: TANG Performance FY2003

| FY2003 | | | | | | |
|---|-----------------------------------|--------|------------------------|----------------------------------|--------|------------------------|
| Library Systems | Library Staff Trained or Assisted | | | Instructional Materials Provided | | |
| | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target |
| Alamo Area Library System (AALS) | 467 | 499 | 6.9% | 92 | 259 | 181.5% |
| Big Country Library System (BCLS) | 602 | 697 | 15.8% | 344 | 294 | (14.5%) |
| Central Texas Library System (CTLS) | 940 | 1,025 | 9.0% | 250 | 484 | 93.6% |
| Houston Area Library System (HALS) | 400 | 387 | (3.3%) | 200 | 207 | 3.5% |
| Northeast Texas Library System (NETLS) | 100 | 95 | (5.0%) | 204 | 305 | 49.5% |
| North Texas Regional Library System (NTRLS) | 2,730 | 2,597 | (4.9%) | 10,308 | 13,387 | 29.9% |
| South Texas Library System (STLS) | 750 | 737 | (1.7%) | 100 | 202 | 102.0% |
| Texas Panhandle Library System (TPLS) | 737 | 858 | 16.4% | 690 | 850 | 23.2% |
| Texas Trans-Pecos Library System (TTPLS) | 300 | 343 | 14.3% | 294 | 110 | (62.6%) |
| West Texas Library System (WTLS) | 950 | 1,042 | 9.7% | 75 | 78 | 4.0% |

Table VIII.A.4: TANG Performance FY2004

| FY2004 | | | | | | |
|---|--|---------------|-------------------------------|---|---------------|-------------------------------|
| Library Systems | Library Staff Trained or Assisted | | | Instructional Materials Provided | | |
| | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target |
| Alamo Area Library System (AALS) | 536 | 45 | (91.6%) | 92 | 861 | 835.9% |
| Big Country Library System (BCLS) | 731 | 676 | (7.5%) | 258 | 306 | 18.6% |
| Central Texas Library System (CTLS) | 990 | 1,082 | 9.3% | 250 | 252 | 0.8% |
| Houston Area Library System (HALS) | 400 | 436 | 9.0% | 200 | 130 | (35.0%) |
| Northeast Texas Library System (NETLS) | 360 | 366 | 1.7% | 155 | 79 | (49.0%) |
| North Texas Regional Library System (NTRLS) | 2,730 | 2,367 | (13.3%) | 10,308 | 7,550 | (26.8%) |
| South Texas Library System (STLS) | 750 | 915 | 22.0% | 100 | 30 | (70.0%) |
| Texas Panhandle Library System (TPLS) | 767 | 733 | (4.4%) | 1,594 | 1,754 | 10.0% |
| Texas Trans-Pecos Library System (TTPLS) | 300 | 320 | 6.7% | 294 | 135 | (54.1%) |
| West Texas Library System (WTLS) | 950 | 1,292 | 36.0% | 75 | 170 | 126.7% |

Table VIII.A.5: TANG Performance FY2005

| FY2005 | | | | | | |
|---|--|---------------|-------------------------------|---|---------------|-------------------------------|
| Library Systems | Library Staff Trained or Assisted | | | Instructional Materials Provided | | |
| | Target | Actual | % Over or under Target | Target | Actual | % Over or under Target |
| Alamo Area Library System (AALS) | 437 | 226 | (48.3%) | 96 | 44 | (42.0%) |
| Big Country Library System (BCLS) | 686 | 687 | 0.1% | 387 | 321 | (17.1%) |
| Central Texas Library System (CTLS) | 990 | 978 | (1.2%) | 250 | 1,319 | 427.6% |
| Houston Area Library System (HALS) | 425 | 442 | 4.0% | 150 | 162 | 8.0% |
| Northeast Texas Library System (NETLS) | 125 | 116 | (7.2%) | 100 | 120 | 20.0% |
| North Texas Regional Library System (NTRLS) | 2,562 | 1,408 | (45.0%) | 11,748 | 4,661 | (60.3%) |
| South Texas Library System (STLS) | 875 | 62 | (92.9%) | 75 | 0 | (100.0%) |
| Texas Panhandle Library System (TPLS) | 699 | 626 | (10.4%) | 1,393 | 1,534 | 10.1% |
| Texas Trans-Pecos Library System (TTPLS) | 300 | 297 | (1.0%) | 150 | 140 | (6.7%) |
| West Texas Library System (WTLS) | 1,175 | 932 | (20.7%) | 100 | 77 | (23.0%) |

Table VIIIA.6: TANG Performance FY2006

| FY2006 | | | | | | |
|---|-----------------------------------|--------|------------------------|----------------------------------|--------|------------------------|
| Library Systems | Library Staff Trained or Assisted | | | Instructional Materials Provided | | |
| | Target | Actual | % Over or Under Target | Target | Actual | % Over or Under Target |
| Alamo Area Library System (AALS) | 456 | 136 | (70.2%) | 90 | 48 | (46.7%) |
| Big Country Library System (BCLS) | 700 | 790 | 12.9% | 401 | 365 | (9.0%) |
| Central Texas Library System (CTLS) | 990 | 2,624 | 165.1% | 810 | 1,246 | 53.8% |
| Houston Area Library System (HALS) | 340 | 300 | (11.8%) | 80 | 212 | 165.0% |
| Northeast Texas Library System (NETLS) | 80 | 78 | (2.5%) | 100 | 94 | (6.0%) |
| North Texas Regional Library System (NTRLS) | 1,312 | 1,348 | 2.7% | 4,088 | 3,256 | (20.4%) |
| South Texas Library System (STLS) | 776 | 1,427 | 83.9% | 308 | 156 | (49.4%) |
| Texas Panhandle Library System (TPLS) | 611 | 603 | (1.3%) | 1,393 | 1,733 | 24.4% |
| Texas Trans-Pecos Library System (TTPLS) | 260 | 288 | 10.8% | 150 | 190 | 26.7% |
| West Texas Library System (WTLS) | 950 | 899 | (5.4%) | 75 | 72 | (4.0%) |

Setting targets is a useful planning tool as it allows organizations to determine how to allocate and consequently use their resources. The ability of Library Systems to set realistic targets and to implement them as planned is questionable, as shown in Tables VIIIA.7, VIIIA.8 and VIIIA.9. Setting TANG targets appears to be unrelated to the extent to which Library Systems met the targets they set annually (Table VIIIA.7). Some Library Systems did not change their TANG targets from year to year while others increased or decreased their targets by wide margins. Clearly, Library Systems were not guided by their performance in the previous year in setting their target for the next year. For example, although AALS trained or assisted only 45 library staff through its 2004 TANG program (far below its target of 536), it set a target of 437 for 2005. Similarly, although in 2005 it trained or assisted less than one-half of the library staff it set in its target, AALS set a target of 456 for 2006.

Table VIII.A.7: Targets Set 2003-2006

| FY2003-2006 Targets | | | | | | | | |
|---|--|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | Library Staff Trained or Assisted | | | | Instructional Materials Provided | | | |
| | Target 2003 | Target 2004 | Target 2005 | Target 2006 | Target 2003 | Target 2004 | Target 2005 | Target 2006 |
| Alamo Area Library System (AALS) | 467 | 536 | 437 | 456 | 92 | 92 | 96 | 90 |
| Big Country Library System (BCLS) | 602 | 731 | 686 | 700 | 344 | 258 | 387 | 401 |
| Central Texas Library System (CTLS) | 940 | 990 | 990 | 990 | 250 | 250 | 250 | 810 |
| Houston Area Library System (HALS) | 400 | 400 | 425 | 340 | 200 | 200 | 150 | 80 |
| Northeast Texas Library System (NETLS) | 100 | 360 | 125 | 80 | 204 | 155 | 100 | 100 |
| North Texas Regional Library System (NTRLS) | 2,730 | 2,730 | 2,562 | 1,312 | 10,308 | 10,308 | 11,748 | 4,088 |
| South Texas Library System (STLS) | 750 | 750 | 875 | 776 | 100 | 100 | 75 | 308 |
| Texas Panhandle Library System (TPLS) | 737 | 767 | 699 | 611 | 690 | 1,594 | 1,393 | 1,393 |
| Texas Trans-Pecos Library System (TTPLS) | 300 | 300 | 300 | 260 | 294 | 294 | 150 | 150 |
| West Texas Library System (WTLS) | 950 | 950 | 1,175 | 950 | 75 | 75 | 100 | 75 |

The number of library staff TANG served varied from year to year, but the variance was not consistent and did not follow any patterns. In some cases it varied to a large extent, as shown in Table VIII.A.8. For example, NETLS served four times as many library staff in 2004 than in 2003; but the number of library staff it served decreased by nearly 70 percent in 2005 and decreased in 2006 by an additional 30 percent. In 2005, STLS experienced a 13.7-fold decline in the number of library staff it trained or assisted (from 915 in 2004 to 62 in 2005). In 2006 it increased the number of library staff it assisted or trained 22-fold to 1,427.

Table VIII.A.8: Actual Performance 2003-2006

| FY2003-2006 Actual | | | | | | | | |
|---|-----------------------------------|-------|-------|-------|----------------------------------|-------|-------|-------|
| | Library Staff Trained or Assisted | | | | Instructional Materials Provided | | | |
| | 2003 | 2004 | 2005 | 2006 | 2003 | 2004 | 2005 | 2006 |
| Alamo Area Library System (AALS) | 499 | 45 | 226 | 136 | 259 | 861 | 44 | 48 |
| Big Country Library System (BCLS) | 697 | 676 | 687 | 790 | 294 | 306 | 321 | 365 |
| Central Texas Library System (CTLS) | 1,025 | 1,082 | 978 | 2,624 | 484 | 252 | 1,319 | 1,246 |
| Houston Area Library System (HALS) | 387 | 436 | 442 | 300 | 207 | 130 | 162 | 212 |
| Northeast Texas Library System (NETLS) | 95 | 366 | 116 | 78 | 305 | 79 | 120 | 94 |
| North Texas Regional Library System (NTRLS) | 2,597 | 2,367 | 1,408 | 1,348 | 13,387 | 7,550 | 4,661 | 3,256 |
| South Texas Library System (STLS) | 737 | 915 | 62 | 1,427 | 202 | 30 | 0 | 156 |
| Texas Panhandle Library System (TPLS) | 858 | 733 | 626 | 603 | 850 | 1,754 | 1,534 | 1,733 |
| Texas Trans-Pecos Library System (TTPLS) | 343 | 320 | 297 | 288 | 110 | 135 | 140 | 190 |
| West Texas Library System (WTLS) | 1,042 | 1,292 | 932 | 899 | 78 | 170 | 77 | 72 |

Overall, the ability of Library Systems to meet the TANG targets they set varied greatly (Table VIII.A.9). For example, in 2006 six Library Systems either exceeded or failed to meet their targets by more than five percent for the number of library staff trained or assisted in each of the four years. In 2006 nine of the Library Systems either exceeded or failed to meet the targets they set involving instructional materials distributed. In some cases, Library Systems exceeded or failed to meet the targets they set within a large margin.

Table VIIIA.9: Percentage of Target Met 2003-2006

| FY2003-2006: Percent of Target Met | | | | | | | | |
|---|--|-----------------------------|-----------------------------|-----------------------------|---|-----------------------------|-----------------------------|-----------------------------|
| Library Systems | Library Staff Trained or Assisted | | | | Instructional Materials Provided | | | |
| | % of Target Met 2003 | % of Target Met 2004 | % of Target Met 2005 | % of Target Met 2006 | % of Target Met 2003 | % of Target Met 2004 | % of Target Met 2005 | % of Target Met 2006 |
| Alamo Area Library System (AALS) | 6.9% | (91.6%) | (48.3%) | (70.2%) | 181.5% | 835.9% | (42.0%) | (46.7%) |
| Big Country Library System (BCLS) | 15.8% | (7.5%) | 0.1% | 12.9% | (14.5%) | 18.6% | (17.1%) | (9.0%) |
| Central Texas Library System (CTLS) | 9.0% | 9.3% | (1.2%) | 165.1% | 93.6% | 0.8% | 427.6% | 53.8% |
| Houston Area Library System (HALS) | (3.3%) | 9.0% | 4.0% | (11.8%) | 3.5% | (35.0%) | 8.0% | 165.0% |
| Northeast Texas Library System (NETLS) | (5.0%) | 1.7% | (7.2%) | (2.5%) | 49.5% | (49.0%) | 20.0% | (6.0%) |
| North Texas Regional Library System (NTRLS) | (4.9%) | (13.3%) | (45.0%) | 2.7% | 29.9% | (26.8%) | (60.3%) | (20.4%) |
| South Texas Library System (STLS) | (1.7%) | 22.0% | (92.9%) | 83.9% | 102.0% | (70.0%) | (100.0%) | (49.4%) |
| Texas Panhandle Library System (TPLS) | 16.4% | (4.4%) | (10.4%) | (1.3%) | 23.2% | 10.0% | 10.1% | 24.4% |
| Texas Trans-Pecos Library System (TTPLS) | 14.3% | 6.7% | (1.0%) | 10.8% | (62.6%) | (54.1%) | (6.7%) | 26.7% |
| West Texas Library System (WTLS) | 9.7% | 36.0% | (20.7%) | (5.4%) | 4.0% | 126.7% | (23.0%) | (4.0%) |

It is unclear from the two performance measures how the TANG program set targets and the reasons they either failed to achieve or exceeded their targets. As the TANG program is not a new program, it is expected that the Library Systems will have historical records and a more realistic grasp of the scope of their services and use these in setting more accurate targets. It is also expected that they would take into consideration their actual performance in setting annual plans. The high level of variance between the targets TANG sets and its actual performance limits the usefulness of its planning efforts. However, the annual reports that Library Systems provided to TSLAC on the TANG program incorporated some information not previously available, such as the number of libraries receiving TANG services; the number of libraries represented in TANG training sessions, and the number of libraries visited. It will be helpful to also know the number of libraries that requested assistance.

B. SURVEY OF LIBRARY SYSTEMS COORDINATORS

Table VIII.B.1 lists the services that Library Systems provide to their member libraries under the TANG program. Most commonly, Library Systems trained, consulted, and provided hands-on assistance:

- Trained individual library staff through personalized training
- Trained groups of member libraries' staff through workshops
- Consulted and assisted libraries in person, by phone or online with technology issues
- Provided hands-on assistance to library staff
- Arranged for training by vendors through classes, workshops, Internet-based, or video-based

The percentage of libraries receiving TANG services varied greatly among the Systems. Between 14.7 and 80.4 percent of the libraries received TANG-related services. The TANG service that reached the largest percentage of libraries was consulting.

Table VIII.B.1: TANG Services Library Systems Provided and Range and Percent of Libraries Receiving TANG Services 2003-2006

| | Library Systems | | Member Libraries Served | |
|--|-----------------|---------|-------------------------|--------------|
| | Number | Percent | Range | Mean Percent |
| Hire a technician to train staff of member libraries (includes travel, training, attendance at workshops/conferences) | 7 | 70.0% | 0-100% | 62.0% |
| Inventory libraries' hardware, software, staff computer skills | 4 | 40.0% | 0-100% | 47.1% |
| Train individual library staff through personalized training | 9 | 90.0% | 10%-100% | 68.9% |
| Train groups of member libraries' staff through workshops | 9 | 90.0% | 10%-100% | 65.3% |
| Provide training using TANG-funded laptops | 4 | 40.0% | 0-100% | 28.1% |
| Develop technical training materials for libraries | 6 | 60.0% | 0-100% | 54.6% |
| Purchase computer hardware, software, security software, tool kits, cleaning kits, and replacement parts for libraries | 7 | 70.0% | 0-100% | 50.0% |
| Provide wireless network equipment or installation to library | 6 | 60.0% | 0-54% | 14.7% |
| Provide network testing using TANG-funded equipment (e.g. Fluke) | 5 | 50.0% | 0-91% | 23.1% |
| Maintain a small parts inventory for hands-on assistance | 2 | 20.0% | 0-91% | 16.1% |
| Consult and assist libraries in person, by phone or online with technology issues | 9 | 90.0% | 50%-100% | 80.4% |
| Contract for in-depth consulting, as needed | 6 | 60.0% | 0-100% | 34.0% |
| Provide information from a technical information subscription service | 5 | 50.0% | 0-100% | 32.0% |
| Provide hands-on assistance to library staff | 8 | 80.0% | 0-100% | 69.4% |
| Provide information through newsletters or online on technology issues | 5 | 50.0% | 0-100% | 60.0% |
| Assist libraries with preparing or writing technology grants | 6 | 60.0% | 0-100% | 32.0% |
| Arrange for training by vendors through classes, workshops, Internet-based, or video-based | 8 | 80.0% | 0-100% | 44.9% |
| Purchase technical manuals or other technical materials for libraries | 5 | 50.0% | 0-100% | 51.1% |

Library Systems coordinators considered the TANG assistance they provided to libraries in 2003 through 2006 to be helpful in meeting member library needs (Table VIII.B.2). Seven of the Library Systems coordinators considered the TANG assistance “very helpful.”

Table VIII.B.2: Overall Helpfulness of TANG Services Provided 2003-2006

| | Library Systems | |
|--------------------|-----------------|---------|
| | Number | Percent |
| Very helpful | 7 | 70.0% |
| Helpful | 2 | 20.0% |
| Moderately helpful | - | - |
| Of little help | - | - |
| Not at all helpful | - | - |
| Unsure | 1 | 10.0% |
| Mean | 1.7 | |

** Means were calculated on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately Helpful, 4-Of little help, and 5-Not at all helpful.*

TANG services considered “very helpful” by 50 percent or more of the Library Systems coordinators were primarily consulting, training, and hands-on assistance (Table VIII.B.3):

- Consult and assist libraries in person, by phone or online with technology issues
- Provide hands-on assistance to library staff
- Hire a technician to train staff of member libraries (includes travel, training, attendance at workshops/conferences)
- Train individual library staff through personalized training
- Train groups of member libraries' staff through workshops

On average, consulting and assisting libraries in person, by phone or online with technology issues was regarded as the most helpful TANG-related service. (mean score: 1.1)

Table VIII.B.3: Library Systems Assessment of Helpfulness of TANG Services to Libraries

| | Very Helpful | Helpful | Moderately Helpful | Of Little Help | Not At All Helpful | Unsure | Did Not Provide Service | Means* |
|--|--------------|---------|--------------------|----------------|--------------------|--------|-------------------------|--------|
| Hire a technician to train staff of member libraries (includes travel, training, attendance at workshops/conferences) | 70.0% | - | 20.0% | - | - | - | 10.0% | 1.4 |
| Inventory libraries' hardware, software, staff computer skills | 20.0% | 30.0% | 10.0% | - | - | 10.0% | 30.0% | 1.8 |
| Train individual library staff through personalized training | 60.0% | 40.0% | - | - | - | - | - | 1.4 |
| Train groups of member libraries' staff through workshops | 50.0% | 40.0% | 10.0% | - | - | - | - | 1.6 |
| Provide training using TANG-funded laptops | 20.0% | 10.0% | 20.0% | - | - | - | 50.0% | 2.0 |
| Develop technical training materials for libraries | 10.0% | 20.0% | 50.0% | - | - | - | 20.0% | 2.5 |
| Purchase computer hardware, software, security software, tool kits, cleaning kits, and replacement parts for libraries | 40.0% | 20.0% | 10.0% | - | - | - | 30.0% | 1.6 |
| Provide wireless network equipment or installation to library | 30.0% | 30.0% | 10.0% | - | - | - | 30.0% | 1.7 |
| Provide network testing using TANG-funded equipment (e.g. Fluke) | 20.0% | 10.0% | 20.0% | - | - | - | 50.0% | 2.0 |
| Maintain a small parts inventory for hands-on assistance | 10.0% | 20.0% | - | - | - | - | 70.0% | 1.7 |
| Consult and assist libraries in person, by phone or online with technology issues | 90.0% | 10.0% | - | - | - | - | - | 1.1 |
| Contract for in-depth consulting, as needed | 30.0% | 10.0% | - | - | - | - | 60.0% | 1.2 |
| Provide information from a technical information subscription service | 10.0% | - | 20.0% | - | - | 10.0% | 60.0% | 2.3 |
| Provide hands-on assistance to library staff | 90.0% | - | - | - | - | - | 10.0% | 1.0 |
| Provide information through newsletters or online on technology issues | 20.0% | 30.0% | 10.0% | - | - | 10.0% | 30.0% | 1.7 |
| Assist libraries with preparing or writing technology grants | 40.0% | 20.0% | 20.0% | - | - | - | 20.0% | 1.7 |
| Arrange for training by vendors through classes, workshops, Internet-based, or video-based | 20.0% | 30.0% | - | - | - | 10.0% | 40.0% | 1.6 |
| Purchase technical manuals or other technical materials for libraries | 10.0% | 20.0% | 40.0% | - | - | - | 30.0% | 2.4 |

* Means were calculated only for systems that provided the service.

Library Systems provided examples demonstrating how their TANG strategies in 2003-2006 helped libraries achieve the program's objectives.

- In FY2004, the System contracted with a consultant to inventory networks and computers for all system member libraries. This yielded a technical inventory and network diagrams showing the strengths and weakness of each library. In FY2005, the System purchased software to upgrade systems considered inadequate. This included 13 operating system upgrades for servers, 242 licenses for Windows XP, 436 anti-virus licenses, and 366 licenses to public access computers. (AALS)
- At the beginning of FY2003, less than one-half of the libraries were automated. By the end of FY2006, 39 of the 43 member libraries (90.7 percent) had installed automation software, with the cost primarily funded through grants and implementation dependent on TANG. (BCLS)
- A principal objective of TANG is to help libraries become more self-sufficient with the technology in their libraries. Overall self-sufficiency increased from 14 percent to 28 percent over the last three years. Another objective of TANG was to provide a "lifeline" to the poorest and least sophisticated libraries in the region. These were the libraries least likely to be able to afford strong reliable tech support for their computers. This objective is being met every day and remains the most valued feature of the TANG program among members in this category. A third objective for CTLS is to help libraries acquire the technology they need to stay current and to deliver the best service possible to library patrons. This ongoing objective is a moving target since the technological advances are much more costly than the budget increases for technology in member libraries. (CTLS)
- The hands-on assistance with upgrading catalog software and installing wireless networks helped libraries achieve some of the program objectives. (HALS)
- TANG staff provided troubleshooting advice by phone and in person to help librarians determine what they needed when they needed more in-depth assistance. Training and workshops – online and live – have expanded the knowledge base. Subscriptions provided kept current information in front of librarians and also advised on future needs. TANG staff provided hands-on technical assistance provided as well as timely emergency assistance. (TPLS)
- TANG staff provided Tech Talk workshops; trained librarians one-on-one in more than one-half of the member libraries; and provided computer classes to librarians through and outside vendor. (NTRLS)
- The TANG technician set-up several libraries so that he could connect to them remotely to repair network and deal with automation and software problems. When the TANG technician first came to work with the System he had to drive

everywhere for almost every problem that needed attention. He can now fix the problems in a matter of minutes by logging into their computers remotely. (STLS)

- Each librarian received assistance with troubleshooting – what to look for when the system is down; how to do common desktop customization. Each librarian also received consulting about software and hardware purchases, especially security and virus protection. TANG also provided information on and evaluation of new technologies, where to purchase and costs; troubleshooting automation software; and new services and workstation set-up. (TTPLS)
- The primary objective of the TANG grant is to ensure that the general public has access to current information. The rural nature of the area means that no professional technical help is available to area libraries, especially on a timely basis. As a result of the TANG grant area libraries have an average downtime of less than 24 hours – the length of time it takes to travel to the library. (WTLS)

TANG staff addressed a wide range of technology-related topics through TANG training, consulting, and assistance, as shown in Table VIII.B.4. Most frequently, TANG staff addressed the following topics:

- Troubleshooting
- Hardware maintenance
- Installations – hardware
- Installations – software
- Windows XP
- Security
- Operating systems
- Networking

**Table VIIB.4: Frequency of Addressing Following Topics Through TANG Services
in 2003-2006**

| | Never | Rarely | Some- times | Often | Mean* |
|--|--------|--------|----------------|-------|-------|
| Wireless (Purchasing, Installing, or Maintaining) | 10.0% | 20.0% | 40.0% | 30.0% | 2.9 |
| Assist library staff in working with vendors | - | 30.0% | 40.0% | 30.0% | 3.0 |
| Wiring and testing | 20.0% | 20.0% | 40.0% | 20.0% | 2.6 |
| Automation software upgrades and conversions | 10.0% | 10.0% | 60.0% | 20.0% | 2.9 |
| Installations - hardware | - | 10.0% | 20.0% | 70.0% | 3.6 |
| Installations - software | - | 10.0% | 20.0% | 70.0% | 3.6 |
| Security | 10.0% | - | 30.0% | 60.0% | 3.4 |
| Servers (Purchasing, Installing, or Maintaining) | 10.0% | 10.0% | 30.0% | 50.0% | 3.2 |
| Operating systems | - | - | 40.0% | 60.0% | 3.6 |
| Networking | - | - | 40.0% | 60.0% | 3.6 |
| Network Maintenance | - | 10.0% | 40.0% | 50.0% | 3.4 |
| Web site setup/development | 20.0% | 30.0% | 50.0% | - | 2.3 |
| Videoconferencing | 50.0% | 30.0% | 20.0% | - | 1.7 |
| Hardware maintenance | 10.0% | - | 10.0% | 80.0% | 3.6 |
| Troubleshooting | - | - | 10.0% | 90.0% | 3.9 |
| Gates, Tocker, TIF, other grant application and implementation (technical aspects, what they need to purchase, etc.) | 10.0% | 10.0% | 60.0% | 20.0% | 2.9 |
| A+ certification | 70.0% | 10.0% | 10.0% | 10.0% | 1.6 |
| Microsoft Certified Professional | 90.0% | - | 10.0% | - | 1.2 |
| Certified Novell Administrator | 100.0% | - | - | - | 1.0 |
| Introduction to PCs | 40.0% | 20.0% | 20.0% | 20.0% | 2.2 |
| Windows 2000 | - | 20.0% | 60.0% | 20.0% | 3.0 |
| Windows NT | 30.0% | 50.0% | 10.0% | 10.0% | 2.0 |
| Windows XP | - | 10.0% | 20.0% | 70.0% | 3.6 |
| Internetworking with TCP/IP | 20.0% | 20.0% | 10.0% | 50.0% | 2.9 |
| General technology planning | 10.0% | 30.0% | 40.0% | 20.0% | 2.7 |
| Budgeting for technology purchases / upgrades | 40.0% | - | 20.0% | 40.0% | 2.6 |

** Means were calculated on a 4-point scale: 1-Never, 2-Rarely, 3-Sometimes, and 4-Often.*

Library Systems coordinators identified multiple factors that contributed to the success of their TANG strategies, as shown in Table VIIB.5. All or nearly all Library Systems coordinators agreed that the success of their TANG strategies is mostly related to the TANG technician's technical skills, communications and interpersonal abilities, and methods of assistance.

Table VIII.B.5: Factors Contributing to the Success of TANG Strategies

| | Library Systems | |
|---|-----------------|---------|
| | Number | Percent |
| Technician's expertise and knowledge | 9 | 90.0% |
| Technician has experience in working with libraries | 8 | 80.0% |
| Training was tailored to the level of knowledge/skills of staff | 8 | 80.0% |
| Hands-on training | 8 | 80.0% |
| Technician provided training on-site | 10 | 100.0% |
| Technician provided follow-up training, where needed | 7 | 70.0% |
| Materials developed were user friendly | 7 | 70.0% |
| Technician has a 1-800 line for technical assistance | 7 | 70.0% |
| Technician established a relationship of trust with staff of member libraries | 10 | 100.0% |
| Technician's communication abilities | 9 | 90.0% |
| A users' needs survey | 3 | 30.0% |

Seven of the ten Library Systems directors reported that the TANG strategies their System used in 2003 through 2006 were different from the strategies they have used earlier (Table VIII.B.6)

Table VIII.B.6: TANG Strategies Changed in 2003-2006 Compared to Strategies Used Earlier

| | Library Systems | |
|-----|-----------------|---------|
| | Number | Percent |
| Yes | 7 | 70.0% |
| No | 3 | 30.0% |

The seven Library Systems coordinators who reported that their TANG strategies changed in 2003-2006 compared to strategies they used earlier, explained the changes as follows:

- In FY2003, the Department System supervisor that stayed in the position for 12 months left. Then the city had a two-year hiring freeze that left the TANG position vacant. In FY2005 it was decided to contract with a vendor to fill the position instead of relying on Library System staff, which was not entirely successful in the past. (AALS)
- Before FY2003, most System libraries lacked modern computers and information systems, so the primary need was to obtain and install these systems. Gradually the need shifted to maintenance and training. Currently, due to rapidly evolving technology, libraries are seeking assistance with the selection and installation of system upgrades. (BCLS)
- Emergency technical assistance was provided in 2004 and 2005 to help libraries with equipment repair, maintenance, and upgrades. Forty-four percent of the

libraries were able to bring their public access computers back into service. (NETLS)

- More emphasis has been placed on training. (NTRLS)
- The parameters of the TANG grant originally allowed for the purchase of minor computer replacement parts for libraries. This is no longer allowed. (STLS)
- Emergency technical assistance has been outsourced to a local vendor – this has increased efficiency in repairs and response time by 94 percent. (TPLS)
- Prior to 2003, the TANG strategy was building infrastructure. During 2003-2006, the focus of the strategy changed to using the infrastructure. TANG staff assisted libraries in the automation of their catalog and circulation systems. This System was the first to have all its member libraries automated. The emphasis also changed to maintaining the computer networks and hardware and assisting libraries with their ongoing training needs. (WTLS)

On average, the percentage of libraries that Library Systems coordinators considered technologically self-sufficient doubled in the last four year, from 29.9 percent to 60.0 percent, as shown in Table VIII B.7. In the beginning of 2003, four Library Systems coordinators indicated that 15 percent or less of their libraries were technologically self-sufficient. In 2007, all Systems reported that more than 15 percent of their libraries were technologically self-sufficient. In fact, three Systems reported that between 51 and 75 percent of their libraries are technologically self-sufficient and two Systems considered that more than three-quarters of their libraries are technologically self-sufficient.

Table VIII B.7: Percentage of Libraries That Were Technologically Self-Sufficient in 2003 and 2006

| | Number of Library Systems with Following Percent of Technologically Self-Sufficient Libraries | | | | | | Range | Mean Percent |
|-------------------|---|---------|---------|---------|---------|------|----------|--------------|
| | 15% or Less | 16%-25% | 26%-50% | 51%-75% | 76%-99% | 100% | | |
| Beginning of 2003 | 4 | 3 | 2 | - | - | 1 | 10%-100% | 29.9% |
| 2007 | - | 1 | 3 | 3 | 2 | 1 | 25%-100% | 60.0% |

The level of technology self-sufficiency libraries acquired also affected the type of assistance they needed from TANG. Five of the ten Library Systems coordinators saw no change in the type of technology assistance their libraries require, one coordinator saw “a lot of change,” and four coordinators saw only “some change” in the type of technology-related assistance or training their libraries requested during the 2003-2006 period (Table VIII B.8).

**Table VIII.B.8: Extent of Change in the Types of Assistance or Training
Libraries Request from 2003 to 2006**

| | Library Systems | |
|-----------------|-----------------|---------|
| | Number | Percent |
| A lot of change | 1 | 10.0% |
| Some change | 4 | 40.0% |
| No change | 5 | 50.0% |

Library Systems coordinators illustrated the changes in training or assistance that member libraries requested during 2003-2006, as follows:

- Libraries now are asking for more sophisticated training and assistance. A few years ago, a jammed printer was a technical issue. Now we are getting calls for wireless assistance, thin-client questions, more sophisticated broadband needs such as fiber optics, the latest Vista software, and ISP concerns. (AALS)
- Assistance requests have changed. In the beginning most requests dealt with troubleshooting issues. As time passed, assistance moved from strictly troubleshooting to requests for help regarding technology expansion, such as hardware and software upgrades, service enhancements (such as WiFi), and planning for future technology needs. (BCLS)
- Keeping up with technological trends has always been important but as the pace of change increased so did the demand for different training and consulting. The hottest trends in the last year have been thin-client, session management, and content management systems for library web pages. TANG staff has had to quickly acquire knowledge in these areas to help members explore and adopt these technologies. (CTLS)
- Some libraries are able to understand and anticipate technology needs. The biggest challenge involves upgrading equipment on a regular basis. (NETLS)
- Wireless and future technologies. (TPLS)
- The level of questions has risen from basic computer questions to intermediate questions. For example, in 2003 the comment was: “I don’t know if my server is running.” Now the librarians call and say: “Yes, my server is running.” They will then identify the equipment they have checked before calling. (WTLS)

Seven of the ten Library Systems coordinators concluded that as a result of the TANG assistance that libraries received through TANG from 2003 to 2006, libraries were able to offer more access to electronic resources to their patrons (Table VIII.B.9).

Table VIII.B.9: Increased Access to Electronic Resources Offered by Libraries Receiving TANG Assistance in 2003-2006

| | Library Systems | |
|-------------------|-----------------|---------|
| | Number | Percent |
| Yes | 7 | 70.0% |
| No | 1 | 10.0% |
| Unsure/Don't know | 2 | 20.0% |

Seven Library Systems coordinators indicated that libraries are able to offer, to a great extent, greater electronic access to their patrons (Table VIII.B.10).

Table VIII.B.10: Extent to Which Libraries Receiving TANG Assistance Presently Offer Greater Electronic Access

| | Library Systems | |
|----------------------|-----------------|---------|
| | Number | Percent |
| To a great extent | 7 | 70.0% |
| To a moderate extent | 1 | 10.0% |
| To some extent | - | - |
| To a minor extent | - | - |
| Not at all | - | - |
| Unsure/No answer | 2 | 20.0% |
| Mean | 1.1 | |

** Mean was calculated on a 5-point scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, and 5-Not at all.*

Library Systems coordinators offered several examples illustrating how libraries offered greater access to electronic resources to their patrons as a result of assistance they received in 2003-2006.

- Many of the member libraries had computers that were simply not operating due to spyware viruses. After installing public access and anti-virus software, the Library System has seen a steady increase in the number of working computers. (AALS)
- At the start of FY2003, a number of libraries offered dial-up or ISDN Internet access. With TANG assistance these libraries migrated to wireless Internet. By the end of FY2006, no area libraries were using dial-up or ISDN. TANG has assisted many wireless subscribers with upgrades to DSL. Increased bandwidth allowed libraries to increase their numbers of public access computers, resulting in increased usage. Seven libraries implemented wireless networks. (BCLS)
- As the number of public access computers has increased in the smaller member libraries so has the exposure to harmful and damaging viruses and software. Security of public access Internet computers was a prime focus of consulting done by TANG staff. As a result of these efforts, at least five

member libraries have systems up and running that had been shut down by viruses or patron mischief. Security products and procedures have been widely adopted by many members as a result of these efforts. TANG staff helped libraries establish computer labs to connect the networks and configure the systems. (CTLS)

- Libraries have better access to the Internet because of a reliable computer network system. (HALS)
- Patrons have more time on the public access computers because of the decrease in downtime due to the training and support provided through TANG. (NTRLS)
- Libraries implemented wireless networks. (STLS)
- Members have been trained and encouraged to budget for technology and as a result, have been able to provide more computers and consistent service to their patrons through the Internet. (TPLS)

Library Systems coordinators also saw changes in the ability of member library staff to use and maintain information resource technology as a result of TANG services and assistance.

- In FY2000, a vendor (who did not have a contract with the Library System) was providing computers to libraries that were of questionable quality. This vendor also offered technical assistance for a large fee and would frequently take two weeks to respond to calls. This was tolerated back then because no one could do anything. The Library System staff has worked hard to discard those computers, bring in a vendor who provides consistent and timely assistance and has done several software upgrades. (AALS)
- Because of their increased comfort level with technology, the result of formal and informal training, libraries have been able to upgrade and improve their systems. This led to more efficient use of technology. Librarians and staff have learned to troubleshoot technical problems and can handle many of the small problems without calling the TANG technician. Librarians have progressed to the point where they can proactively manage their computer systems to the benefit of their patrons. (BCLS)
- At least 11 members have become technologically self-sufficient over the last three years. Several libraries have relied on the expertise of the TANG specialist to invest in hardware and software upgrades that substantially improved access to networks. Downtime among the most financially strapped member libraries has been reduced as a result of these efforts. Members have adopted newer technologies as a result of the TANG staff leadership and technical skill. (CTLS)

- Library staff members are able to help patrons with computer problems. (HALS)
- Librarians understand the technology better. Windows error messages are better understood and issues resolved. Librarians also better understand when they can fix a problem and when they need to call a vendor for maintenance. (NETLS)
- Member libraries demonstrate self-sufficiency in technical troubleshooting and maintenance of their technology. (NTRLS)
- Many library staff members have adapted to the use of new technology in their libraries and have learned to manage these technologies to a certain degree. Other library staff members are overwhelmed and understaffed and simply do the best they can, calling upon the TANG technician when they have exhausted their skills at resolving a problem. (STLS)
- Member libraries learned to budget for technology. (TPLS)
- Library directors have skills to troubleshoot hardware and software problems. They are more knowledgeable in assisting patrons and students. They can talk to vendors. (TTPLS)
- The librarians have a better understanding of the networks and are less afraid. They are more comfortable with the equipment. They can assist in the troubleshooting process because they are more familiar with the equipment. (WTLS)

Library Systems coordinators forwarded suggestions regarding the Systems and TANG programs.

- The grant programs should continue. (AALS)
- The TANG program benefits libraries in several ways. Education and training of library staff is one vital aspect as is consultation regarding hardware and software upgrades. We often overlook the financial benefit that rural libraries receive from TANG. In many areas, reliable technical support is unavailable. TANG provides a significant financial benefit to libraries that enables them to stretch often inadequate budgets to provide more efficient services to patrons. The Systems program in addition to tangible benefits such as training, staff development, consulting, and information and referral on every aspect of library operations, also provides the intangible benefit of instilling in the small, often one-person rural library a sense of belonging to a larger group. Systems and their services alleviate some of the isolation inherent in the small rural library. (BCLS)
- The TANG program does not exist in a vacuum. The System provides the means by which this program can be as effective as it is. The TANG program compliments and is integral to the overall array of services provided to public

libraries in the region. The TANG specialist has assisted 85 percent of the member libraries at least once over the last three years. The likelihood that even 50 percent of the member libraries will become technologically self-sufficient is remote. The turnover rate of library directors in small rural libraries is very high. Over the last two years, the directorships of 14 small libraries have changed hands. Of those 14 new hires, three had MLSs. Of the remaining new non-MLS degreed directors, only three ever worked in a library before. The cost of turnover in small libraries is staggering and is unlikely to abate in the future given the low salaries of librarians and poor funding of most Texas public libraries. (CTLS)

- Systems and TANG provide critical services and programs to help member libraries with diverse needs and customers. This kind of tailored and flexible service cannot be replaced by one-size-fits-all consulting and continuing education offered by the TSLAC. The member libraries welcome the TANG consulting visits, workshops, and meetings for professional networking. They maintain a strong personal and professional sense of ownership in the Library System and our programs. (HALS)
- Systems and TANG grants have assisted libraries in all areas. Through our continuing education programs, we have touched the lives of thousands of patrons. Those grant programs should continue. (NTRLS)
- It is hard for one person to provide technical assistance throughout the 26 counties of South Texas. Another PC technician would help to serve the needs of rural libraries in South Texas. (STLS)
- The TANG technicians should be encouraged and supported in keeping their skills up to date. The current TANG technician has received several certifications without help or funds from the city or state. He will also receive a B.S. in Information Technology in the next few months. (TTPLS)
- The need for the Systems and TANG programs will be ongoing on our area: 85 percent of the area librarians are not trained as librarians. Some of them have only a high school education, but others are retired from other professions and are learning a new one. Staff turnover means that training will never be finished. The rural nature of the area means that the nearest technical assistance will always be 40 to 70 miles away. (WTLS)

C. SURVEY OF PUBLIC LIBRARY DIRECTORS

1. Member Libraries Technology Status

Between 2003 and 2006, libraries increased their number of public access Internet-connected computers 38.5 percent from 15.6 to 21.6 computers. In 2007, libraries have, on average, a total of 25 Internet-connected patron computers; of those, two patron computers are not in working order, as shown in Table VIIC.1.

Table VIIC.1: Member Libraries Patron Computers

| | Number of Libraries (N=415)* | Range of Computers | Mean Number of Computers |
|---|-------------------------------------|---------------------------|---------------------------------|
| Number of Internet connected patron computers library had at the beginning of 2003 | 395 | 1-595 | 15.6 |
| Average number of Internet connected patron computers were in working order in 2006 | 410 | 1-1,200 | 21.6 |
| Number of Internet connected patron computers library has in 2007 | 409 | 1-1,253 | 24.6 |
| Number of Internet connected patron computers presently in working order | 405 | 1-1,210 | 22.3 |

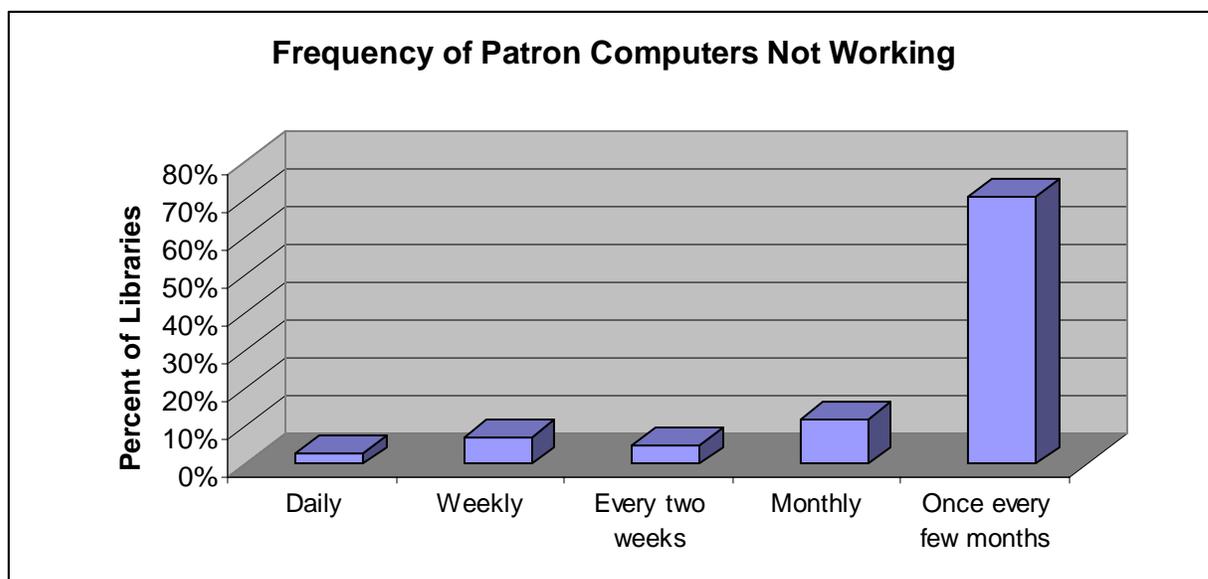
* The 415 libraries that responded to the survey are representative of the Texas public library population, as explained in Chapter X. Evaluation Process Methodology.

On average, libraries are faced with patron computers that are not working on less than a monthly basis, as shown in Table VIIC.2. More than 70 percent of the libraries reported that once every few months they experienced patron computers that are not functional. Only 15.2 percent of the libraries experienced this on a more frequent basis: daily, weekly or every two weeks.

Table VIIC.2: Frequency of Patron Computers Not Working

| | Number of Libraries (N=415) | Percent of Libraries |
|-----------------------|------------------------------------|-----------------------------|
| Daily | 13 | 3.1% |
| Weekly | 29 | 7.0% |
| Every two weeks | 21 | 5.1% |
| Monthly | 50 | 12.0% |
| Once every few months | 293 | 70.6% |
| No answer | 9 | 2.2% |
| Mean* | 4.43 | |

* Mean was calculated on a 5-point scale: 1-Daily, 2-Weekly, 3-every two weeks, 4-Monthly, 5-Once every few months.

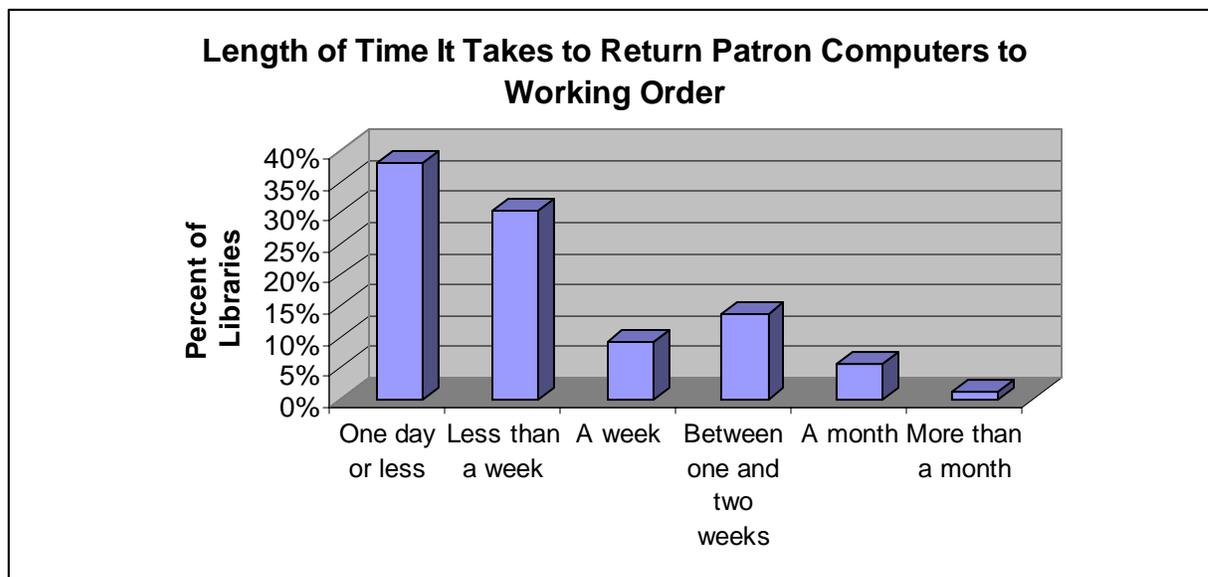


Most libraries can expeditiously fix non-working computers (Table VIIC.3). Nearly 40 percent of the library directors reported that it took a day or less for them to get non-functioning computers back in working order; 30.1 percent indicated that it took them less than a week to fix such computers. For 77.1 percent of the libraries, fixing non-working computers took a week or less, on average.

Table VIIC.3: Length of Time It Takes to Return Patron Computers to Working Order

| | Number of Libraries (N=415) | Percent of Libraries |
|---------------------------|------------------------------------|-----------------------------|
| One day or less | 157 | 37.8% |
| Less than a week | 125 | 30.1% |
| A week | 38 | 9.2% |
| Between one and two weeks | 56 | 13.5% |
| A month | 23 | 5.5% |
| More than a month | 5 | 1.2% |
| No answer | 11 | 2.6% |
| Mean* | 2.20 | |

* Mean was calculated on a 6-point scale: 1-One day or less, 2-Less than a week, 3-A week, 4-Between one and two weeks, 5-A month, 6-More than a month.



In most instances, library directors reported that they tried to handle technology problems themselves. In 2006, libraries experienced technology problems 69.30 times, on average. Library directors tried to fix technology problems 92.4 percent of the time or 64 out of 69 times they experienced problems. Libraries used TANG services only in a small percentage of the time – 5.8 percent, as shown in Table VIIC.4.

Table VIIC.4: When Experiencing a Technology Problem in 2006

| | Number of Libraries (N=415) | Mean Number of Times |
|--|------------------------------------|-----------------------------|
| Try to fix it yourself | 329 | 64.09 |
| Call a technology vendor in your community | 322 | 5.58 |
| Call the Library System (TANG) | 67 | 4.05 |
| Number of problems experienced in 2006 | 344 | 69.30 |

Sixty-one percent of the library directors had access to technology assistance resources in their community; 87.3 percent of these libraries had used these local resources (Table VIIC.5).

Table VIIC5: Access to and Use of Other Technology Assistance Resources in Community

| | Number of Libraries | Percent of Libraries |
|---|----------------------------|-----------------------------|
| Have access to other technology assistance resources in community (N=415) | 253 | 61.0% |
| Have used this/these technology assistance resource(s) (N=253) | 221 | 87.3% |

The technology status of libraries was measured on the basis of several variables, listed in Table VIIC.6. Libraries varied in the technology they had available for patron use.

Nearly three-quarters of the libraries had a web site. More than 65 percent offered wireless network connections, and 61.7 percent had an automated catalog available through the Internet, but only 39.5 percent had a circulation system that was available through the Internet. Nearly all libraries (96.4 percent) provided access to TexShare databases. More than three-quarters had a technology plan.

Table VIIC.6: Library Technology Status

| Library | Number of Libraries (N=415) | Percent of Libraries |
|--|------------------------------------|-----------------------------|
| Has a current technology plan | 322 | 77.6% |
| Has an automated catalog that is available through the Internet | 256 | 61.7% |
| Has an automated circulation system that is available through the Internet | 164 | 39.5% |
| Offers a wireless network connection | 275 | 66.3% |
| Provides access to online TexShare databases to patrons | 400 | 96.4% |
| Has a web site | 304 | 73.3% |
| Has a web site that offers web-based services | 166 | 40.0% |

About 30 percent of the libraries had computer labs (Table VIIC.7).

Table VIIC.7: Have a Computer Lab in Library

| | Number of Libraries (N=415) | Percent of Libraries |
|-----------|------------------------------------|-----------------------------|
| Yes | 124 | 29.9% |
| No | 287 | 69.2% |
| No answer | 4 | 0.9% |

Three-quarters of libraries with computer labs offered instructor-led computer classes to their community (Table VIIC.8).

Table VIIC.8: Provide Instructor-Led Computer Classes To Community

| | Number of Libraries (N=124) | Percent of Libraries |
|-----|------------------------------------|-----------------------------|
| Yes | 94 | 75.8% |
| No | 30 | 24.2% |

2. Technology Competencies

On average, library directors and staff mastered a set of technology competencies “to a moderate extent,” as shown in Table VIII.C.9 The set of competencies that library staff mastered the most include:

- Operate the various modules of the library's automated system (mean score: 1.48 out of 5). Indeed, 65.5 percent of the library directors reported that they and their staff mastered this competency “to a great extent.”
- Create, evaluate and implement a computer and Internet usage policy for the library (Mean score: 1.53). Nearly 60 percent of the library directors reported mastering this competency “to a great extent.”

Competencies least mastered include:

- Ability to isolate and identify problems with hardware, software, and networks (Mean score: 2.39). Only 19.0 percent reported mastering it “to a great extent.”
- Use security tools and backup strategies (Mean score: 2.25): 30.4 percent mastered it “to a great extent.”
- Ability to articulate privacy and intellectual property issues that relate to library technology, including filtering software (mean score: 2.24): 30.1 percent reported mastering it “to a great extent.”

Table VIII.C.9: Technology Competencies

| | To a Great Extent | To a Moderate Extent | To Some Extent | To a Minor Extent | Not At All | Mean* |
|---|-------------------|----------------------|----------------|-------------------|------------|-------|
| Demonstrate proficiency in the use of computer hardware and common software | 37.3% | 41.9% | 13.5% | 5.5% | 0.2% | 1.88 |
| Isolate and identify problems with hardware, software, and networks | 19.0% | 37.8% | 27.7% | 11.3% | 2.2% | 2.39 |
| Communicate problems effectively to support/repair person | 38.1% | 42.4% | 14.0% | 3.4% | 0.2% | 1.83 |
| Locate and use manuals, FAQs, and telephone and online help services to identify and solve problems | 36.4% | 32.8% | 19.0% | 7.5% | 2.7% | 2.06 |
| Use security tools and backup strategies | 30.4% | 32.8% | 20.0% | 10.6% | 4.6% | 2.25 |
| Articulate privacy and intellectual property issues that relate to library technology, including filtering software | 30.1% | 34.7% | 18.3% | 8.4% | 6.3% | 2.24 |
| Operate the various modules of the library's automated system (OPAC, circulation, acquisition, cataloging, etc.) | 65.5% | 22.7% | 5.8% | 2.4% | 1.4% | 1.48 |
| Work with vendors to maintain current automated system and prepare to upgrade or replace when necessary | 38.6% | 32.5% | 14.2% | 6.5% | 5.8% | 2.06 |
| Articulate a basic understanding of the World Wide Web and web page structure | 42.2% | 36.6% | 11.3% | 4.8% | 2.9% | 1.87 |
| Use digital communication tools such as email, electronic discussion lists, and web conferencing | 47.0% | 36.6% | 10.4% | 3.4% | 0.2% | 1.70 |
| Create, evaluate and implement a computer and Internet usage policy for the library | 59.8% | 28.2% | 7.7% | 2.2% | 0.5% | 1.53 |
| Teach basic computer and Internet use to customers | 39.3% | 30.1% | 18.1% | 7.5% | 3.4% | 2.04 |

* Mean was calculated on a 5-point scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

3. Technology Grants

One way in which libraries supplement their funding for technology is through grants. One-half of the libraries applied for technology grants in 2003 to 2006. Of the 209 libraries that applied for grants, 89 (42.6 percent) applied for one grant, 54 (25.8 percent) applied for two grants, and 66 (31.6 percent) applied for three or more grants. On average, libraries applied for 1.22 grants during that period. Libraries received, on average, 1.03 grants. More than 43 percent of the libraries that applied received one grant, 23.0 percent received two grants, and 24.4 percent received three or more grants, as shown in Table VIII.C.10.

Table VIIC.10: Technology Grants Applied for and Received in 2003-2006

| | Grants Applied for | | Grants Received | |
|-------------------------|-----------------------------|----------------------|-----------------------------|----------------------|
| | Number of Libraries (N=415) | Percent of Libraries | Number of Libraries (N=209) | Percent of Libraries |
| One | 89 | 21.4% | 91 | 43.5% |
| Two | 54 | 13.0% | 48 | 23.0% |
| Three | 36 | 8.7% | 29 | 13.9% |
| Four | 18 | 4.3% | 15 | 7.2% |
| Five or more | 12 | 2.9% | 7 | 3.3% |
| Did not apply/No answer | 206 | 49.6% | 19 | 9.1% |
| Mean | 1.22 | | 1.03 | |

4. TANG Technology Training, Consulting, and Assistance

More than 81 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 TANG staff in 2003-2006 (Table VIIC.11).

Table VIIC.11: Staff Received Technology-related Training, Consulting or Assistance from Respective Library System from 2003 to 2006

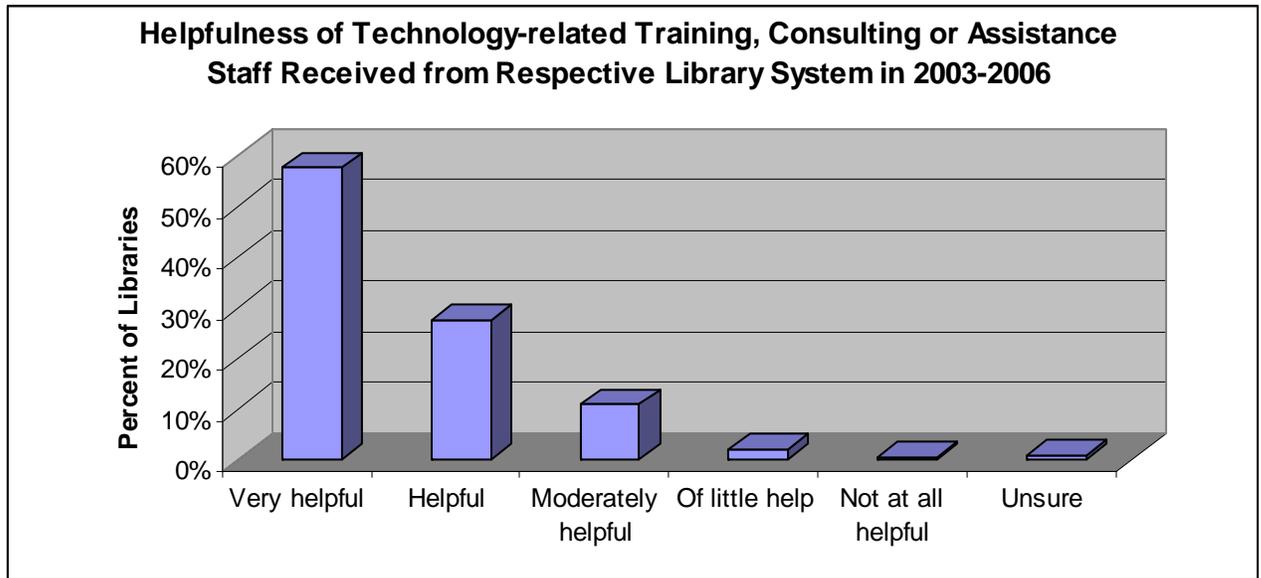
| | Number of Libraries (N=415) | Percent of Libraries |
|-----------|-----------------------------|----------------------|
| Yes | 338 | 81.4% |
| No | 72 | 17.3% |
| No answer | 5 | 1.2% |

Overall, libraries considered the technology-related training, consulting and assistance they received through TANG to be “helpful:” mean score of 1.63 on a 5-point scale. About 58 percent of the libraries regarded the assistance they had received to be "very helpful" and 27.5 percent considered it "helpful." Fewer than three percent of the libraries found the technology-related training, consulting or assistance “of little help” or “not at all helpful” (Table VIIC.12).

Table VIIC.12: Helpfulness of Technology-related Training, Consulting or Assistance Staff Received from Respective Library System in 2003-2006

| | Number of Libraries (N=338) | Percent of Libraries |
|--------------------|------------------------------------|-----------------------------|
| Very helpful | 195 | 57.7% |
| Helpful | 93 | 27.5% |
| Moderately helpful | 37 | 10.9% |
| Of little help | 7 | 2.1% |
| Not at all helpful | 2 | 0.6% |
| Unsure | 3 | 0.9% |
| No answer | 1 | 0.3% |
| Mean* | 1.63 | |

* Mean was calculated based on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, 5-Not at all helpful.



Between 287 (69.1 percent) and 327 (78.8 percent) of the libraries reported communicating with TANG staff in 2003 to 2006. On average, libraries communicated with TANG staff about seven times a year in 2003, 2004, and 2005. In 2006, libraries communicated with TANG staff slightly more: close to eight times, as shown in Table VIIC.13.

Table VIIC.13: Mean Number of Times Library Communicated with TANG Staff in 2003 to 2006

| | Number of Libraries | Mean Times |
|------|----------------------------|-------------------|
| 2003 | 287 | 6.99 |
| 2004 | 293 | 6.96 |
| 2005 | 307 | 7.05 |
| 2006 | 327 | 7.62 |

Libraries reported that TANG staff visited them, on average, between two and three times a year (Table VIIC.14).

Table VIIC.14: Mean Number of Times TANG Staff Visited Library in 2003 to 2006

| | Number of Libraries | Mean Times |
|------|----------------------------|-------------------|
| 2003 | 287 | 2.51 |
| 2004 | 295 | 2.44 |
| 2005 | 310 | 2.66 |
| 2006 | 327 | 2.81 |

Libraries appreciated many aspects of the technology-related training, consulting or assistance their Library System provided through TANG (Table VIIC.15). One-half or more of the libraries valued the:

- Technician's experience and knowledge (65.5 percent).
- Technician had experience in working with libraries (61.0 percent).
- Training was hands-on (59.5 percent).
- Training was tailored to the level of knowledge/skills of staff (53.3 percent).
- Training was tailored to library needs (50.1 percent)

Table VIIC.15: Library Staff Liked Best About Technology-related Training, Consulting or Assistance Library System Provided in 2003-2006

| | Number of Libraries (N=415) | Percent of Libraries |
|---|------------------------------------|-----------------------------|
| Technician's experience and knowledge | 272 | 65.5% |
| Technician has experience in working with libraries | 253 | 61.0% |
| Training was tailored to the level of knowledge/skills of staff | 221 | 53.3% |
| Training was hands-on | 247 | 59.5% |
| Technician provided training on-site | 135 | 32.5% |
| Technician provided follow-up training where needed | 124 | 29.9% |
| Materials were user friendly | 207 | 49.9% |
| Technician has a 1-800 line for technical assistance | 135 | 32.5% |
| Technician established a relationship of trust with the library staff | 179 | 43.1% |
| Training was tailored to library needs | 208 | 50.1% |
| Technician's communication abilities | 203 | 48.9% |

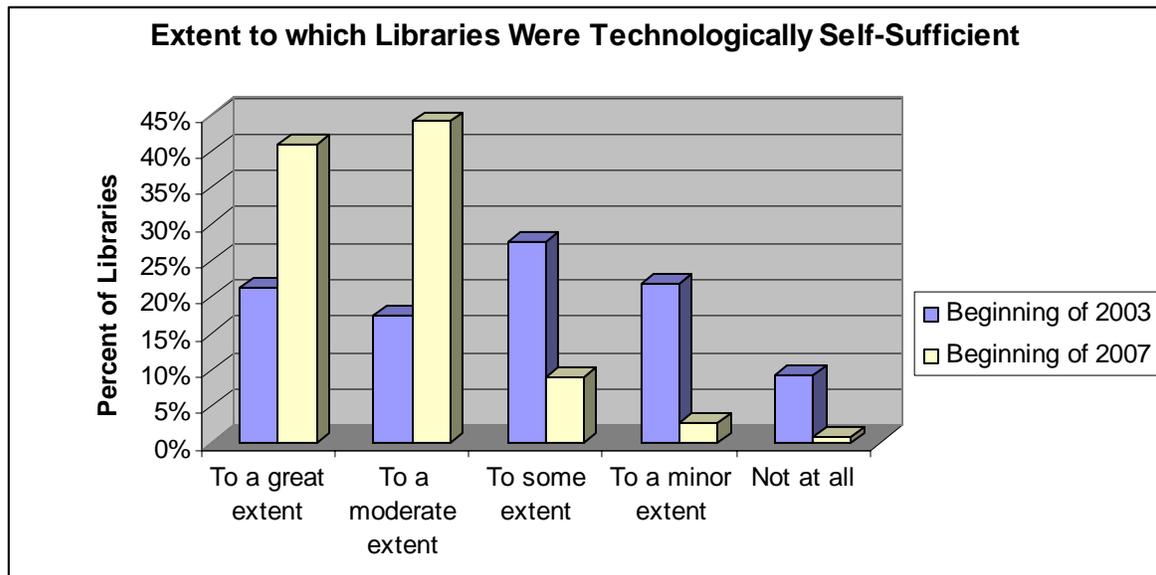
The technology-related training, consulting and assistance that Library Systems provided to their members through TANG has had a significant impact on the libraries' technology self-sufficiency. As shown in Table VIIC.16, libraries increased their technology self-

sufficiency in the last four years. At the beginning of 2003, on average libraries rated their self-sufficiency 2.78 on a 5-point scale; a rating representing “some self-sufficiency.” At present, libraries rated their self-sufficiency 1.75, representing a “moderate” level. Forty-one percent of the libraries considered themselves to be technology self-sufficient in 2007, up from 21.4 percent at the beginning of 2003. At the beginning of 2003, a total of 30.9 percent of the libraries rated their technology self-sufficiency as “minor” (21.7 percent) or “none” (9.2 percent). At the beginning of 2007, only 3.4 percent of the libraries fall into these categories; a decrease of 27.5 percent. Less than one percent of the libraries considered themselves not being technology self-sufficient at all in 2007 compared with 9.2 percent in 2003.

Table VIIC.16: Extent to which Libraries Were Technologically Self-Sufficient

| | Beginning of 2003 | | Beginning of 2007 | |
|----------------------|-----------------------------|----------------------|-----------------------------|----------------------|
| | Number of Libraries (N=415) | Percent of Libraries | Number of Libraries (N=415) | Percent of Libraries |
| To a great extent | 89 | 21.4% | 170 | 41.0% |
| To a moderate extent | 73 | 17.5% | 183 | 44.1% |
| To some extent | 114 | 27.5% | 37 | 8.9% |
| To a minor extent | 88 | 21.7% | 11 | 2.7% |
| Not at all | 38 | 9.2% | 3 | 0.7% |
| No answer | 13 | 3.1% | 11 | 2.7% |
| Mean* | 2.78 | | 1.75 | |

* Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.



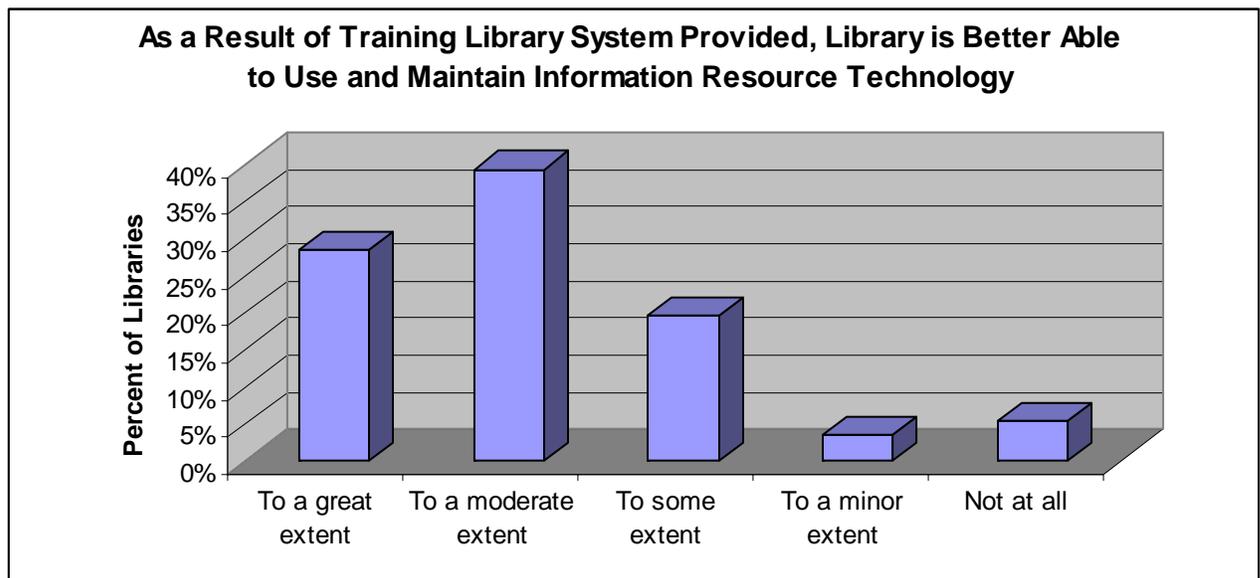
Overall, libraries indicated that the technology-related training they received through TANG “moderately” improved their ability to use and maintain information technology resources (Table VIIC.17). Nearly 30 percent of the libraries reported that as a result of

the training the Library Systems provided to them, they were able to use and maintain information resource technology "to a great extent" and 39.3 percent were able to do so "to a moderate extent." Less than 10 percent of the libraries improved their ability to use and maintain information technology resources "to a minor extent" or "not at all" as a result of the training.

Table VIII.C.17: As a Result of Training Library System Provided, Library is Better Able to Use and Maintain Information Resource Technology

| | Number of Libraries (N=415) | Percent of Libraries |
|----------------------|--|-----------------------------|
| To a great extent | 118 | 28.4% |
| To a moderate extent | 163 | 39.3% |
| To some extent | 81 | 19.5% |
| To a minor extent | 15 | 3.6% |
| Not at all | 23 | 5.5% |
| No answer | 15 | 3.6% |
| Mean* | 2.16 | |

* Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.



On average, libraries' technology resources and technology resource management improved "to a moderate extent" since the beginning of 2003 (Table VIII.C.18). The greatest improvements were in libraries':

- Offering more electronic services or resources to patrons/users.
- Offering more reliable electronic services or resources to patrons/users.

Table VIIC.18: Changes in Technology Resources Since the Beginning of 2003

| | To a Great Extent | To a Moderate Extent | To Some Extent | To a Minor Extent | Not At All | Mean* |
|---|--------------------------|-----------------------------|-----------------------|--------------------------|-------------------|--------------|
| Your/Your staff technology competencies increased | 35.4% | 41.0% | 18.1% | 2.4% | 1.2% | 1.91 |
| You/Your staff handle basic technology problems without assistance | 28.2% | 43.9% | 19.8% | 4.3% | 1.9% | 2.06 |
| You offer more reliable electronic services or resources to patrons/users | 43.6% | 34.5% | 14.0% | 3.6% | 2.4% | 1.85 |
| You offer more electronic services or resources to patrons/users | 41.7% | 33.7% | 15.2% | 3.6% | 3.4% | 1.91 |
| You plan and budget for technology without assistance from the Library System | 37.3% | 25.8% | 17.6% | 7.7% | 8.9% | 2.23 |

* Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

** Percents do not add to 100 because table does not include "no answers."

D. TECHNICAL ASSISTANCE NEGOTIATED GRANT (TANG) - LIBRARIES' PRIMARY AREA OF SERVICE ANALYSIS

1. Libraries' Technology Status

Libraries, regardless of whether they serve urban, suburban or rural areas, increased the number of Internet-connected computers they had for their patrons from 2003 to 2007 (Table VIID.1). Libraries primarily serving urban and suburban areas added a larger number of patron computers from 2003 to 2006 than libraries serving primarily rural areas. On average, libraries serving urban areas added 21.23 computers from 2003 to 2006; libraries serving suburban areas added, on average, 14.90 computers, while libraries serving rural areas added one patron computer during this period. On average, more than 97 percent of the patron computers were in working order in 2007 in libraries serving primarily urban and suburban areas compared with 77.5 percent of the patron computers in libraries serving primarily rural areas.

Table VIID.1: Member Libraries Patron Computers by Primary Area of Service

| | Primary Area of Service | | | | | |
|---|---------------------------|--------------------------------|---------------------------|--------------------------------|---------------------------|--------------------------------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | Number of Libraries | Mean Number of Computers | Number of Libraries | Mean Number of Computers | Number of Libraries | Mean Number of Computers |
| Number of Internet connected patron computers library had at the beginning of 2003 | 32 | 25.34 | 83 | 30.29 | 259 | 9.63 |
| Average number of Internet connected patron computers were in working order in 2006 | 37 | 46.57 | 85 | 45.19 | 266 | 10.63 |
| Number of Internet connected patron computers library currently has | 36 | 49.28 | 84 | 47.14 | 267 | 14.11 |
| Number of Internet connected patron computers presently in working order | 36 | 47.97 | 84 | 46.15 | 263 | 10.94 |

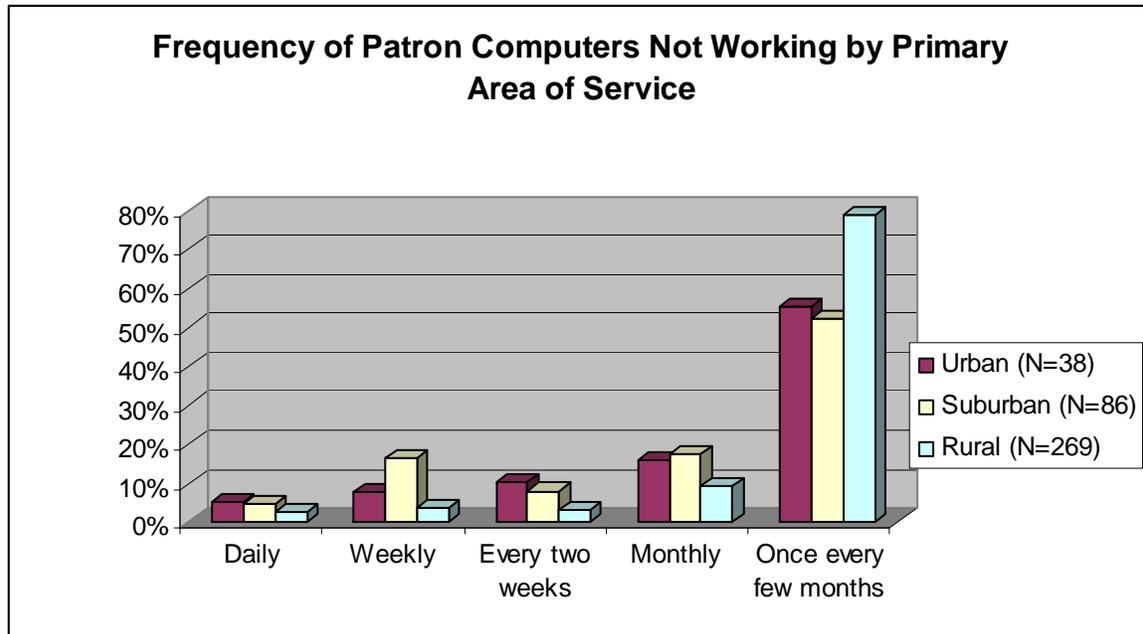
The frequencies with which the three types of libraries had non-functioning computers were statistically significant. Libraries serving primarily rural areas faced non-functioning patron computers less frequently than libraries primarily serving urban or suburban areas. As shown in Table VIID.2, 78.8 percent of the libraries serving rural areas compared with 55.3 percent of libraries serving urban areas and 52.3 percent of the libraries serving suburban areas had computers out of order once every few months.

Table VIID.2: Frequency of Patron Computers Not Working by Primary Area of Service*

| | Primary Area of Service | | | | | |
|-----------------------|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Daily | 2 | 5.3% | 4 | 4.7% | 7 | 2.6% |
| Weekly | 3 | 7.9% | 14 | 16.3% | 10 | 3.7% |
| Every two weeks | 4 | 10.5% | 7 | 8.1% | 9 | 3.3% |
| Monthly | 6 | 15.8% | 15 | 17.4% | 25 | 9.3% |
| Once every few months | 21 | 55.3% | 45 | 52.3% | 212 | 78.8% |
| No answer | 2 | 5.3% | 1 | 1.2% | 6 | 2.2% |
| Mean** | 4.14 | | 3.98 | | 4.62 | |

*Chi-square = 33.78, 8 d.f., $p < .00004$.

** Mean was calculated on a 5-point scale: 1-Daily, 2-Weekly, 3-Every two weeks, 4-Monthly, 5-Once every few months.

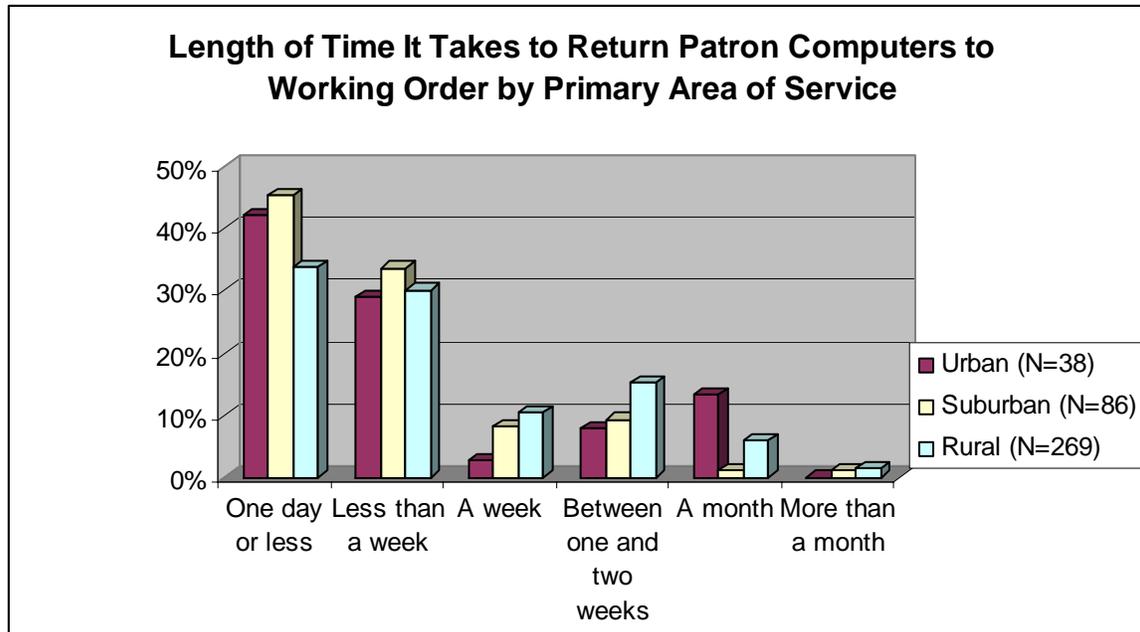


On average, it took libraries a week or less to fix their computers. Libraries primarily serving suburban areas had a shorter turnaround time than libraries serving primarily urban areas (Table VIID.3). Libraries serving primarily rural areas had a longer turnaround time. This is consistent with the fact that libraries in rural areas had access to fewer local technology resources.

Table VIID.3: Length of Time It Takes to Return Patron Computers to Working Order by Primary Area of Service

| | Primary Area of Service | | | | | |
|---------------------------|-------------------------|-------|-----------------|-------|---------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| One day or less | 16 | 42.1% | 39 | 45.3% | 91 | 33.8% |
| Less than a week | 11 | 28.9% | 29 | 33.7% | 81 | 30.1% |
| A week | 1 | 2.6% | 7 | 8.1% | 28 | 10.4% |
| Between one and two weeks | 3 | 7.9% | 8 | 9.3% | 41 | 15.2% |
| A month | 5 | 13.2% | 1 | 1.2% | 16 | 5.9% |
| More than a month | - | - | 1 | 1.2% | 4 | 1.5% |
| No answer | 2 | 5.3% | 1 | 1.2% | 8 | 3.0% |
| Mean* | 2.17 | | 1.89 | | 2.32 | |

* Mean was calculated on a 6-point scale: 1-One day or less, 2-Less than a week, 3-A week, 4-Between one and two weeks, 5-A month, 6-More than a month.



Libraries have shown great independence from Library Systems (i.e. TANG) in dealing with technology problems. In most instances, libraries regardless of the type of service area, tried to fix technology problems themselves (Table VIID.4). Libraries serving primarily urban areas tried to fix 81.8 percent of the problems themselves; libraries serving primarily suburban areas tried to fix 93.6 percent of the problems themselves; and libraries serving rural areas tried to fix 90.7 percent of the technology problems themselves. Rural libraries showed the greatest dependence on TANG assistance in addressing technology problems: they used TANG staff assistance in 12.7 percent of the cases compared with urban area libraries that contacted TANG staff only with 3.3 percent of the technology problems and suburban area libraries that contacted TANG only for 1.2 percent of the problems.

Table VIID.4: When Experiencing a Technology Problem in 2006 by Primary Area of Service

| | Primary Area of Service | | | | | |
|--|-------------------------|----------------------|---------------------|----------------------|---------------------|----------------------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | Number of Libraries | Mean Number of Times | Number of Libraries | Mean Number of Times | Number of Libraries | Mean Number of Times |
| Try to fix it yourself | 25 | 30.88 | 63 | 184.56 | 224 | 35.04 |
| Call a technology vendor in your community | 24 | 4.67 | 63 | 7.76 | 217 | 4.89 |
| Call the Library System (TANG) | 25 | 1.24 | 66 | 2.42 | 222 | 4.91 |
| Number of problems experienced in 2006 | 24 | 37.75 | 65 | 197.06 | 238 | 38.61 |

A significantly smaller percentage of libraries serving primarily rural areas had access to local technology assistance resources. As shown in Table VIID.5, 53.2 percent of rural area libraries had access to such resources compared with 76.3 percent of urban area libraries and 77.9 percent of suburban area libraries. A larger percentage of rural area libraries that had access to such resources utilized them (90.2 percent) compared with 82.7 percent of urban area, and 83.6 percent of suburban area libraries.

Table VIID.5: Access to and Use of Other Technology Assistance Resources in Community by Primary Area of Service

| | Primary Area of Service | | | | | |
|--|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Have access to other technology assistance resources in community* | 29 | 76.3% | 67 | 77.9% | 143 | 53.2% |
| Have used this/these technology assistance resource(s)** | 24 | 82.7% | 56 | 83.6% | 129 | 90.2% |

* Chi-square = 24.32, 2 d.f., $p < .00001$.

** Percentage is calculated based on number of libraries with access to other technology assistance resources.

Libraries serving primarily urban and suburban areas had more technology capabilities than libraries serving primarily rural areas, as shown in Table VIID.6. Smaller percentages of rural area libraries have a current technology plan, automated catalog and circulation systems available through the Internet, wireless network connections, web pages, and web-based services. The technology gap between rural area libraries and urban and suburban area libraries is particularly large with regard to automated catalog and circulation systems available through the Internet and web-based services.

Table VIID.6: Libraries Technology Status by Primary Area of Service

| Library... | Primary Area of Service | | | | | |
|---|-------------------------|--------|--------------------|-------|------------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Has a current technology plan | 31 | 81.6% | 70 | 81.4% | 204 | 75.8% |
| Has an automated catalog that is available through the Internet* | 30 | 78.9% | 79 | 91.9% | 132 | 49.1% |
| Has an automated circulation system that is available through the Internet* | 22 | 57.9% | 61 | 70.9% | 71 | 26.4% |
| Offers a wireless network connection | 27 | 71.1% | 63 | 73.3% | 173 | 64.3% |
| Provides access to online TexShare databases to patrons | 38 | 100.0% | 84 | 97.7% | 259 | 96.3% |
| Has a web site* | 33 | 86.8% | 81 | 94.2% | 174 | 64.7% |
| Has a web site that offers web-based services* | 22 | 57.9% | 66 | 76.7% | 67 | 24.9% |

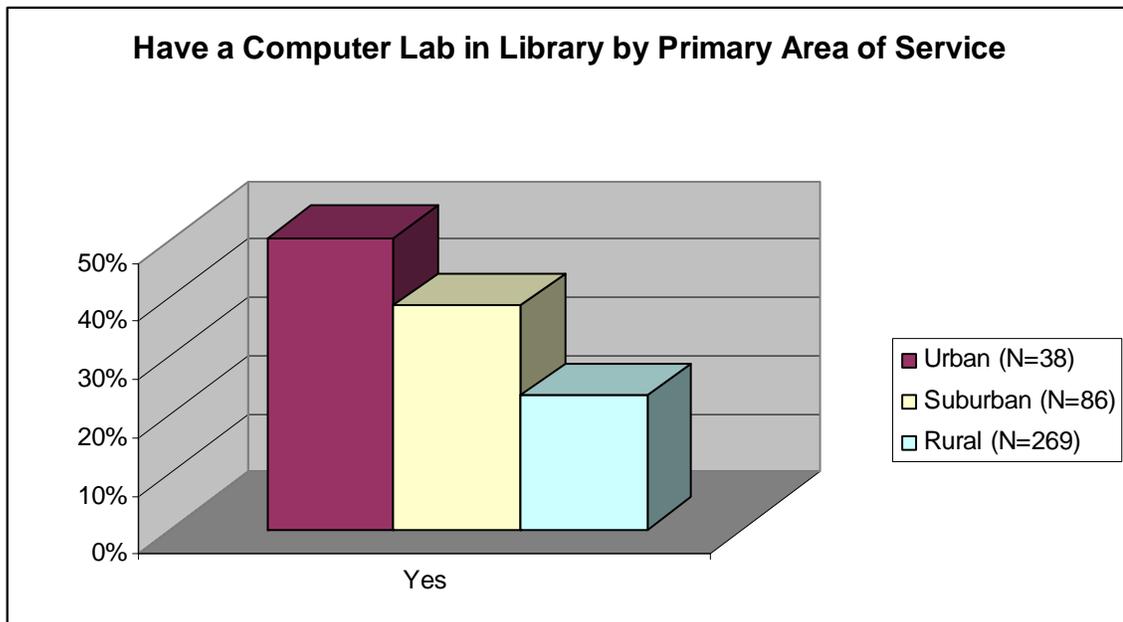
* Differences are statistically significant.

The libraries serving urban, suburban, and rural areas differed in a statistically significant manner in whether or not they have computer labs. A smaller percentage of rural area libraries compared with suburban and urban area libraries had computers labs (Table VIIID.7).

Table VIIID.7: Have a Computer Lab in Library by Primary Area of Service*

| | Primary Area of Service | | | | | |
|-----------|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Yes | 19 | 50.0% | 33 | 38.4% | 62 | 23.0% |
| No | 19 | 50.0% | 53 | 61.6% | 203 | 75.5% |
| No answer | - | - | - | - | 4 | 1.5% |

* Chi-square = 15.73, 2 d.f., $p < .00038$.



Among libraries with computer labs, a smaller percentage of rural area libraries (67.7 percent) offered instructor-led computer classes to the community than libraries serving primarily suburban (84.8 percent) and urban areas (89.5 percent), as shown in Table VIIID.8.

Table VIIID.8: Provide Instructor-Led Computer Classes To Community by Primary Area of Service

| | Primary Area of Service | | | | | |
|-----|-------------------------|-------|--------------------|-------|-----------------|-------|
| | Urban (N=19) | | Suburban (N=33) | | Rural (N=62) | |
| | # | % | # | % | # | % |
| Yes | 17 | 89.5% | 28 | 84.8% | 42 | 67.7% |
| No | 2 | 10.5% | 5 | 15.2% | 20 | 32.3% |

2. Technology Competencies

The staff of urban, suburban, and rural libraries differed significantly in their technology competencies. Libraries serving primarily rural areas had, on average, lower technology competencies in all areas listed in Table VIID.9 than libraries serving urban and suburban areas. Staff in libraries serving suburban areas had the highest levels of technology competencies.

Table VIID.9: Technology Competencies by Primary Area of Service*

| | Primary Area of Service | | | | | |
|---|-------------------------|------|-------------------------|------|-------------------------|------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | To a Great Extent | Mean | To a Great Extent | Mean | To a Great Extent | Mean |
| Demonstrate proficiency in the use of computer hardware and common software | 60.5% | 1.70 | 55.8% | 1.60 | 27.5% | 2.01 |
| Isolate and identify problems with hardware, software, and networks | 28.9% | 2.27 | 36.0% | 2.12 | 12.3% | 2.49 |
| Communicate problems effectively to support/repair person | 52.6% | 1.65 | 52.3% | 1.60 | 31.2% | 1.94 |
| Locate and use manuals, FAQs, and telephone and online help services to identify and solve problems | 60.5% | 1.70 | 48.8% | 1.80 | 28.3% | 2.20 |
| Use security tools and backup strategies | 50.0% | 2.00 | 45.3% | 1.98 | 22.3% | 2.38 |
| Articulate privacy and intellectual property issues that relate to library technology, including filtering software | 44.7% | 1.76 | 52.3% | 1.71 | 21.2% | 2.49 |
| Operate the various modules of the library's automated system (OPAC, circulation, acquisition, cataloging, etc.) | 65.8% | 1.51 | 80.2% | 1.26 | 59.9% | 1.57 |
| Work with vendors to maintain current automated system and prepare to upgrade or replace when necessary | 52.6% | 1.76 | 55.8% | 1.76 | 29.4% | 2.23 |
| Articulate a basic understanding of the World Wide Web and web page structure | 60.5% | 1.62 | 66.3% | 1.44 | 32.3% | 2.05 |
| Use digital communication tools such as email, electronic discussion lists, and web conferencing | 68.4% | 1.41 | 61.6% | 1.45 | 40.1% | 1.82 |
| Create, evaluate and implement a computer and Internet usage policy for the library | 71.1% | 1.41 | 72.1% | 1.36 | 53.9% | 1.61 |
| Teach basic computer and Internet use to customers | 57.9% | 1.68 | 52.3% | 1.83 | 32.7% | 2.17 |

* Differences were statistically significant across all categories.

3. Technology Grants

Libraries serving primarily urban areas submitted a larger number of technology grants than libraries serving primarily suburban and rural areas. They also received nearly twice as many grants than the other two categories of libraries, as shown in Table VIID.10.

Table VIID.10: Technology Grants Applied for and Received in 2003-2006 by Primary Area of Service

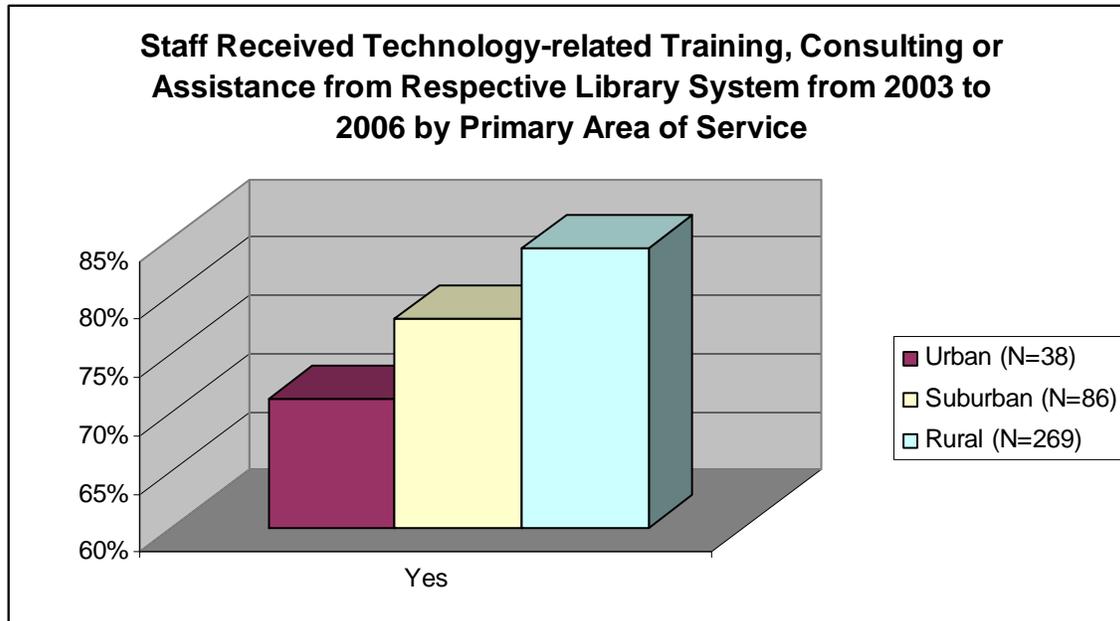
| | Primary Area of Service | | | | | |
|----------|-------------------------|------|--------------------|------|------------------|------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | Mean | # | Mean | # | Mean |
| Applied | 34 | 1.85 | 82 | 1.12 | 255 | 1.15 |
| Received | 33 | 1.58 | 79 | 0.87 | 249 | 0.98 |

4. TANG Technology Training, Consulting, and Assistance

A larger percentage of libraries serving primarily rural areas had received technology-related training, consulting and assistance from their respective Library Systems in 2003-2006 than libraries serving primarily urban and suburban areas (Table VIID.11).

Table VIID.11: Staff Received Technology-related Training, Consulting or Assistance from Respective Library System from 2003 to 2006 by Primary Area of Service*

| | Primary Area of Service | | | | | |
|-----------|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | % | # | % | # | % |
| Yes | 27 | 71.1% | 67 | 77.9% | 226 | 84.0% |
| No | 10 | 26.3% | 19 | 22.1% | 39 | 14.5% |
| No answer | 1 | 2.6% | - | - | 4 | 1.5% |



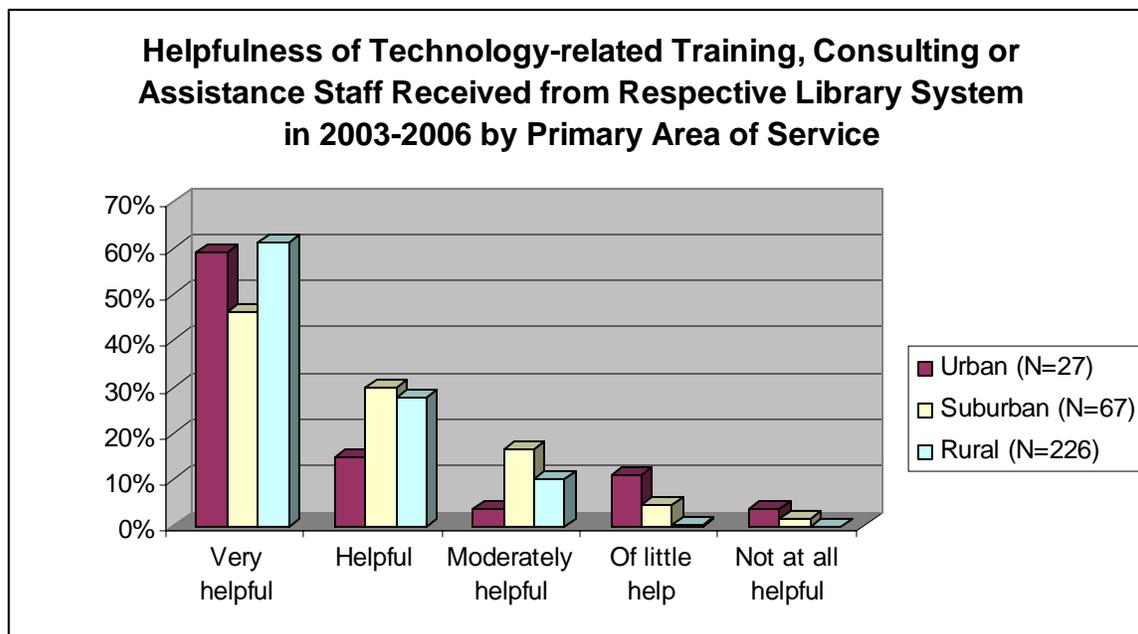
Regardless of primary area of service, libraries considered the technology-related training, consulting and assistance they received through TANG to be “helpful” (Table VIID.12). However, the three types of libraries differed statistically in the extent to which they considered the training, consulting and assistance helpful. Libraries serving primarily rural areas found TANG training, consulting and assistance more helpful, on average, than libraries serving primarily suburban or urban areas.

Table VIID.12: Helpfulness of Technology-related Training, Consulting or Assistance Staff Received from Respective Library System in 2003-2006 by Primary Area of Service*

| | Primary Area of Service | | | | | |
|--------------------|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=27) | | Suburban (N=67) | | Rural (N=226) | |
| | # | % | # | % | # | % |
| Very helpful | 16 | 59.2% | 31 | 46.3% | 138 | 61.1% |
| Helpful | 4 | 14.8% | 20 | 29.8% | 63 | 27.9% |
| Moderately helpful | 1 | 3.7% | 11 | 16.4% | 23 | 10.2% |
| Of little help | 3 | 11.1% | 3 | 4.5% | 1 | 0.4% |
| Not at all helpful | 1 | 3.7% | 1 | 1.5% | - | - |
| Unsure | 1 | 3.7% | 1 | 1.5% | 1 | 0.4% |
| No answer | 1 | 3.7% | - | - | - | - |
| Mean** | 1.92 | | 1.90 | | 1.52 | |

* Chi-square = 31.46, 10 d.f., $p < .0005$.

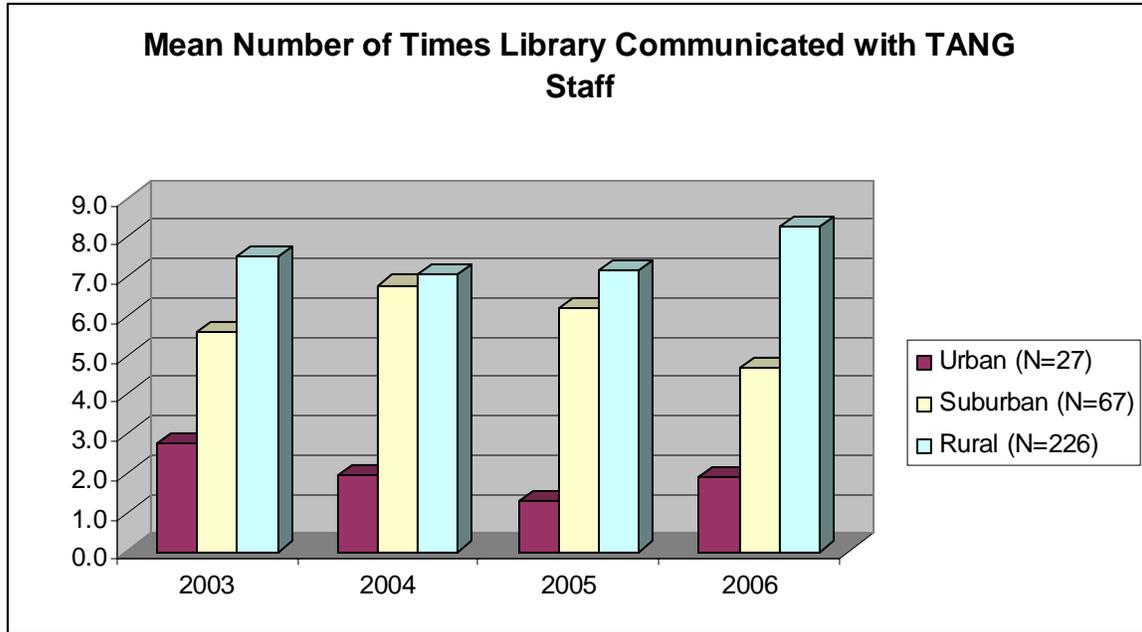
** Mean was calculated based on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, 5-Not at all helpful.



Libraries in rural areas communicated with TANG staff more times, on average, in 2003 through 2006 than suburban or urban area libraries (Table VIID.13). Urban area libraries communicated with TANG staff the least number of times.

Table VIID.13: Mean Number of Times Library Communicated with TANG Staff in 2003 to 2006 by Primary Area of Service

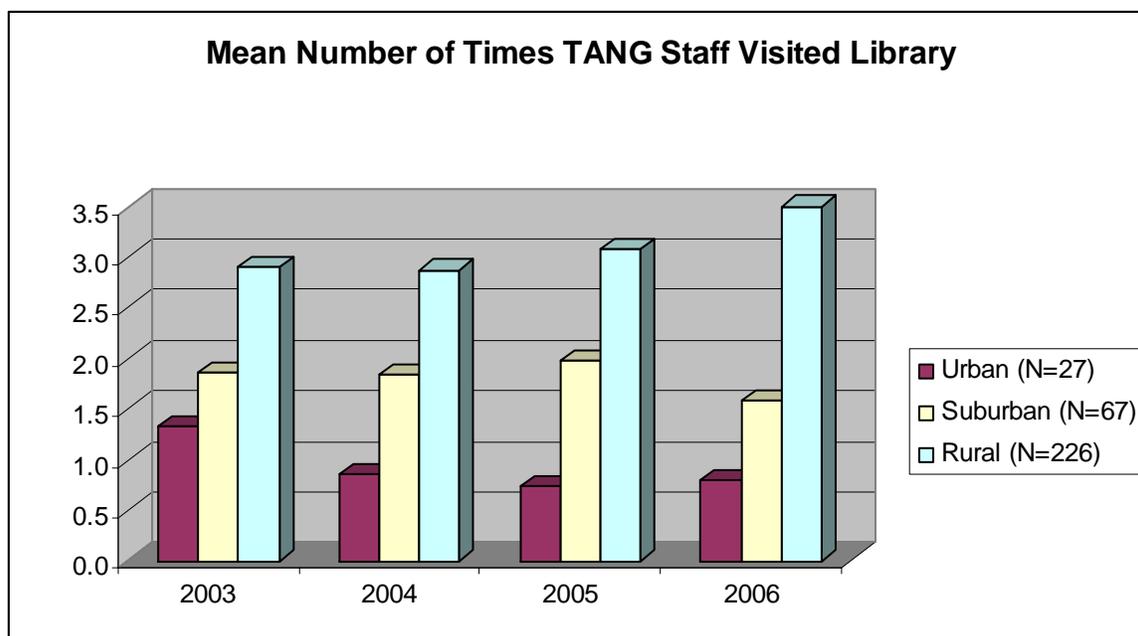
| | Primary Area of Service | | | | | |
|------|-------------------------|------|-----------------|------|---------------|------|
| | Urban (N=27) | | Suburban (N=67) | | Rural (N=226) | |
| | # | Mean | # | Mean | # | Mean |
| 2003 | 23 | 2.74 | 60 | 5.60 | 186 | 7.52 |
| 2004 | 23 | 1.96 | 59 | 6.78 | 193 | 7.04 |
| 2005 | 24 | 1.29 | 64 | 6.19 | 200 | 7.15 |
| 2006 | 26 | 1.88 | 65 | 4.66 | 216 | 8.27 |



TANG staff visited rural libraries more times, on average in 2003 through 2006 than either suburban area or urban area libraries (Table VIID.14).

Table VIID.14: Mean Number of Times TANG Staff Visited Library in 2003 to 2006 by Primary Area of Service

| | Primary Area of Service | | | | | |
|------|-------------------------|------|-----------------|------|---------------|------|
| | Urban (N=27) | | Suburban (N=67) | | Rural (N=226) | |
| | # | Mean | # | Mean | # | Mean |
| 2003 | 22 | 1.32 | 63 | 1.86 | 185 | 2.90 |
| 2004 | 22 | 0.86 | 63 | 1.84 | 193 | 2.87 |
| 2005 | 23 | 0.74 | 64 | 1.98 | 204 | 3.07 |
| 2006 | 25 | 0.80 | 67 | 1.58 | 215 | 3.50 |



A larger percentage of rural area libraries saw greater benefits in the TANG services than libraries serving primarily suburban or urban areas (Table VIID.15).

Table VIID.15: Library Staff Liked Best About Technology-related Training, Consulting or Assistance Library System Provided in 2003-2006 by Primary Area of Service

| | Primary Area of Service | | | | | |
|---|-------------------------|-------|-----------------|-------|---------------|-------|
| | Urban (N=27) | | Suburban (N=67) | | Rural (N=226) | |
| | # | % | # | % | # | % |
| Technician's experience and knowledge | 16 | 59.2% | 44 | 65.7% | 197 | 87.2% |
| Technician has experience in working with libraries | 17 | 63.0% | 44 | 65.7% | 178 | 78.8% |
| Training was tailored to the level of knowledge/skills of staff | 19 | 70.4% | 34 | 50.7% | 158 | 69.9% |
| Training was hands-on | 18 | 66.7% | 43 | 64.2% | 173 | 76.5% |
| Technician provided training on-site | 10 | 37.0% | 19 | 28.3% | 98 | 43.4% |
| Technician provided follow-up training where needed | 7 | 25.9% | 15 | 22.4% | 96 | 42.5% |
| Materials were user friendly | 17 | 63.0% | 36 | 53.7% | 143 | 63.3% |
| Technician has a 1-800 line for technical assistance | 9 | 33.3% | 13 | 19.4% | 104 | 46.0% |
| Technician established a relationship of trust with the library staff | 11 | 40.7% | 18 | 26.9% | 138 | 61.1% |
| Training was tailored to library needs | 9 | 33.3% | 37 | 55.2% | 151 | 66.8% |
| Technician's communication abilities | 13 | 48.1% | 28 | 41.8% | 150 | 66.4% |

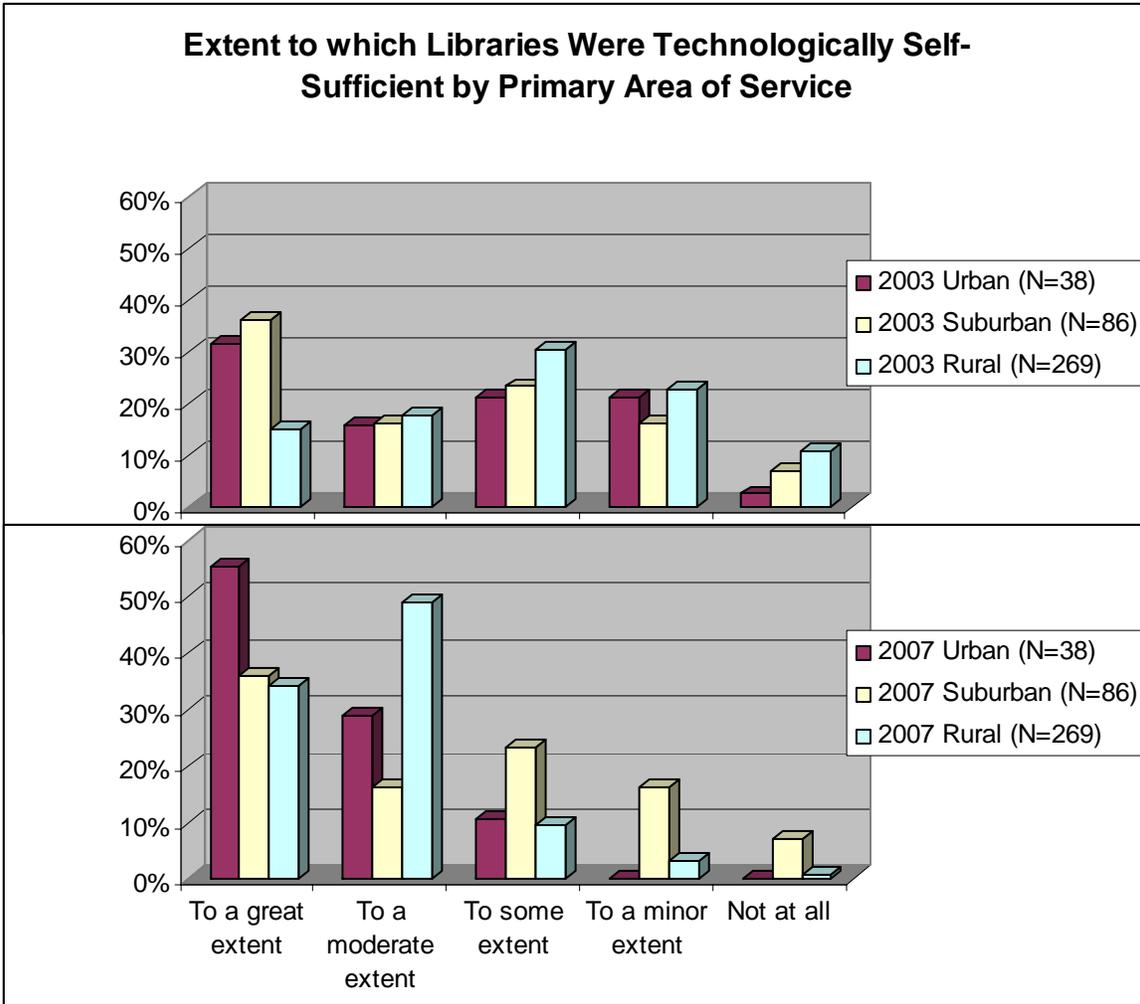
Urban, suburban, and rural libraries differed significantly in their technology self-sufficiency in 2003 and in 2007. Regardless of libraries' type of primary service area, libraries' technology self-sufficiency increased from 2003 to 2007 as a result of the technology-related training, consulting and assistance that Library Systems provided to their members through TANG. As shown in Table VIID.16, libraries serving primarily rural areas still trailed in their level of technology self-sufficiency libraries serving primarily urban and suburban areas. However, libraries serving rural areas made greater progress in technology self-sufficiency (1.13 points) than libraries serving urban (0.90 points) or suburban (0.82 points) areas.

Table VIID.16: Extent to which Libraries Were Technologically Self-Sufficient in 2003* and 2007 by Primary Area of Service**

| | Primary Area of Service | | | | | |
|----------------------|-------------------------|-------|--------------------|-------|------------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | 2003 | 2007 | 2003 | 2007 | 2003 | 2007 |
| To a great extent | 31.6% | 55.3% | 36.0% | 54.7% | 14.9% | 34.2% |
| To a moderate extent | 15.8% | 28.9% | 16.3% | 33.7% | 17.8% | 49.1% |
| To some extent | 21.1% | 10.5% | 23.3% | 8.1% | 30.5% | 9.7% |
| To a minor extent | 21.1% | - | 16.3% | 1.2% | 22.7% | 3.3% |
| Not at all | 2.6% | - | 7.0% | 1.2% | 10.8% | 0.7% |
| No answer | 7.9% | 5.3% | 1.2% | 1.2% | 3.3% | 3.0% |
| Mean*** | 2.43 | 1.53 | 2.41 | 1.59 | 2.97 | 1.84 |

* Chi-square = 22.21, 8 d.f., $p < .0045$.

** Chi-square = 17.46, 8 d.f., $p < .025$ *** Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.



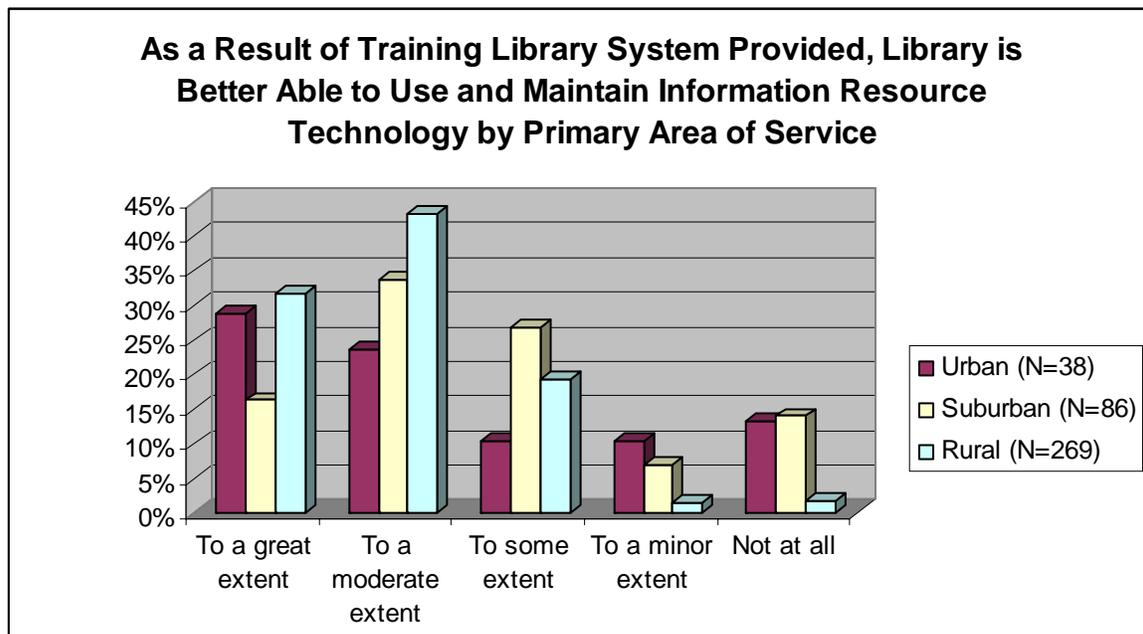
Urban, suburban, and rural libraries differed significantly in the extent to which they improved their ability to use and maintain technology resources. Libraries serving primarily rural areas made greater improvements in the use and maintenance of information resources as a result of TANG assistance than urban area and suburban area libraries (Table VIID.17).

Table VIID.17: As a Result of Training Library System Provided, Library is Better Able to Use and Maintain Information Resource Technology by Primary Area of Service*

| | Primary Area of Service | | | | | |
|----------------------|-------------------------|-------|-----------------|-------|---------------|-------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | # | Mean | # | Mean | # | Mean |
| To a great extent | 11 | 28.9% | 14 | 16.3% | 85 | 31.6% |
| To a moderate extent | 9 | 23.7% | 29 | 33.7% | 116 | 43.1% |
| To some extent | 4 | 10.5% | 23 | 26.7% | 52 | 19.3% |
| To a minor extent | 4 | 10.5% | 6 | 7.0% | 4 | 1.5% |
| Not at all | 5 | 13.2% | 12 | 14.0% | 5 | 1.9% |
| No answer | 5 | 13.2% | 2 | 2.3% | 7 | 2.6% |
| Mean** | 2.48 | | 2.68 | | 1.96 | |

*Chi-square = 46.42, 8 d.f., $p < .00000$.

** Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.



On average, libraries serving primarily urban areas saw the greatest level of change in their technology resources (Table VIID.18). Libraries serving primarily suburban or rural areas were similar in the level of change they have experienced in their technology resources.

Table VIID.18: Changes in Technology Resources Since the Beginning of 2003 by Primary Area of Service

| | Primary Area of Service | | | | | |
|--|-------------------------|------------|-------------------------|------|-------------------------|------|
| | Urban (N=38) | | Suburban (N=86) | | Rural (N=269) | |
| | To a Great Extent | Mean ** | To a Great Extent | Mean | To a Great Extent | Mean |
| Your/Your staff technology competencies increased | 42.1% | 1.83 | 33.7% | 2.03 | 34.9% | 1.88 |
| You/Your staff handle basic technology problems without assistance* | 34.2% | 1.89 | 37.2% | 2.10 | 24.2% | 2.06 |
| You offer more reliable electronic services or resources to patrons/users | 44.7% | 1.69 | 53.5% | 1.85 | 40.5% | 1.85 |
| You offer more electronic services or resources to patrons/users* | 44.7% | 1.81 | 52.3% | 1.91 | 38.3% | 1.92 |
| You plan and budget for technology without assistance from the Library System* | 47.4% | 2.00 | 54.7% | 2.02 | 29.0% | 2.36 |

* Differences are statistically significant.

** Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

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

1. Member Libraries' Technology Status

Libraries were divided into three groups with regard to their operating expenditures. Libraries with operating expenditures up to \$49,999 were classified as small; libraries with operating expenditures of \$50,000 to \$149,999 were classified as medium; and libraries with operating expenditures of \$150,000 or more were classified as large. Regardless of the size of their operating expenditures, libraries increased the number of Internet-connected computers they have for their patrons from 2003 to 2007 (Table VIIE.1). Libraries with medium and large operating expenditures increased the number of Internet-connected patron computers from 2003 to 2007 at a higher rate than libraries with small operating expenditures. On average, libraries with small operating expenditures had 4.84 public access computers in 2003 and 6.69 such computers in 2007, an increase of 38.2 percent. Libraries with medium operating expenditures had 9.93 Internet-connected patron computers, on average, in 2003 and 15.61 in 2007, an increase of 57.2 percent. Libraries with large operating expenditures had, on average, 27.04 Internet-connected patron computers in 2003 and 42.55 in 2007, an increase of 57.4 percent. On average, 98 or more percent of the computers were in working order in 2007 in libraries with small and large operating expenditures compared with 63 percent of the computers in libraries with medium operating expenditures.

Table VIII.1: Member Libraries Patron Computers by Operating Expenditures

| | Operating Expenditures | | | | | |
|---|---------------------------|--------------------------------|---------------------------|--------------------------------|---------------------------|--------------------------------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | Number of Libraries | Mean Number of Computers | Number of Libraries | Mean Number of Computers | Number of Libraries | Mean Number of Computers |
| Number of Internet connected patron computers library had at the beginning of 2003 | 93 | 4.84 | 134 | 9.93 | 160 | 27.04 |
| Average number of Internet connected patron computers were in working order in 2006 | 95 | 6.31 | 137 | 9.53 | 170 | 40.47 |
| Number of Internet connected patron computers library currently has | 96 | 6.69 | 137 | 15.61 | 168 | 42.55 |
| Number of Internet connected patron computers presently in working order | 93 | 6.62 | 136 | 9.85 | 168 | 41.63 |

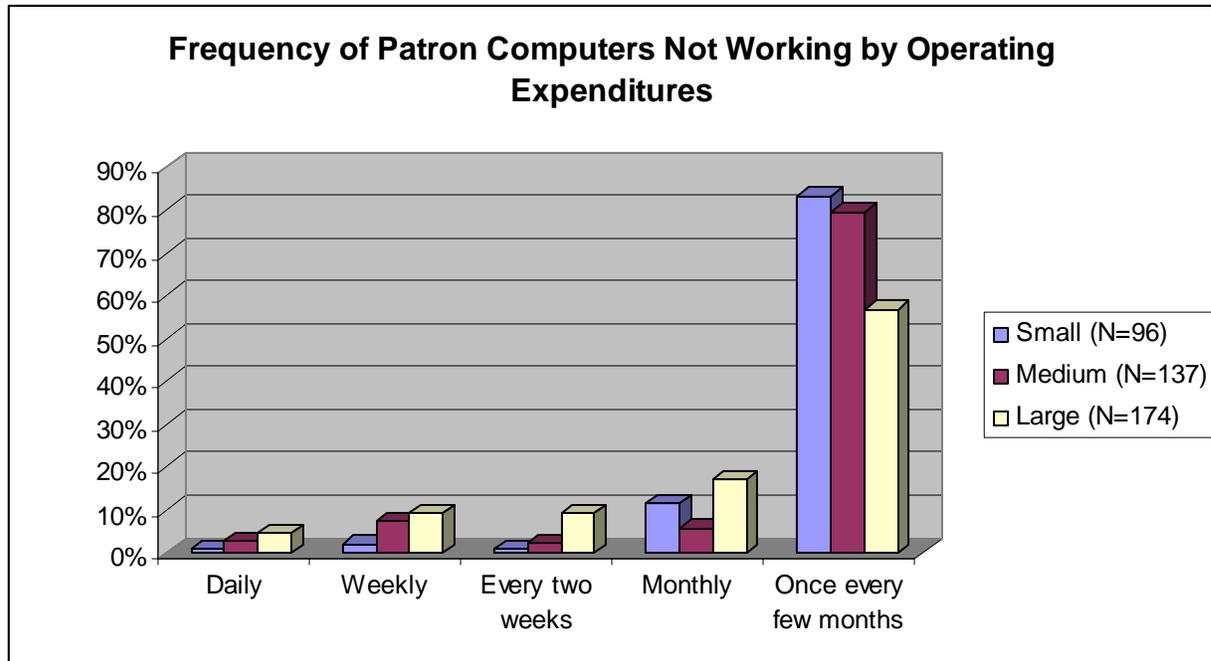
The differences in the frequency with which urban, suburban, and rural libraries were faced with non-functioning computers were statistically significant. Libraries with large operating expenditures were faced with non-working patron computers more often than libraries with medium or small operating expenditures. Libraries with large operating expenditures had a larger number of computers than libraries with medium or small operating expenditures. As shown in Table VIII.2, 83.3 percent of the libraries with small expenditures and 79.6 percent of the libraries with medium operating expenditures compared with 56.9 percent of libraries with large operating expenditures had computers non-functioning once every few months.

Table VIII.2: Frequency of Patron Computers Not Working by Operating Expenditures*

| | Operating Expenditures | | | | | |
|-----------------------|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Daily | 1 | 1.0% | 4 | 2.9% | 8 | 4.6% |
| Weekly | 2 | 2.1% | 10 | 7.3% | 16 | 9.2% |
| Every two weeks | 1 | 1.0% | 3 | 2.2% | 16 | 9.2% |
| Monthly | 11 | 11.5% | 8 | 5.8% | 30 | 17.2% |
| Once every few months | 80 | 83.3% | 109 | 79.6% | 99 | 56.9% |
| No answer | 1 | 1.0% | 3 | 2.2% | 5 | 2.9% |
| Mean** | 4.76 | | 4.55 | | 4.16 | |

* Chi-square = 32.25, 8 d.f., $p < .0.00002$.

** Mean was calculated on a 5-point scale: 1-Daily, 2-Weekly, 3-Every two weeks, 4-Monthly, 5-Once every few months.

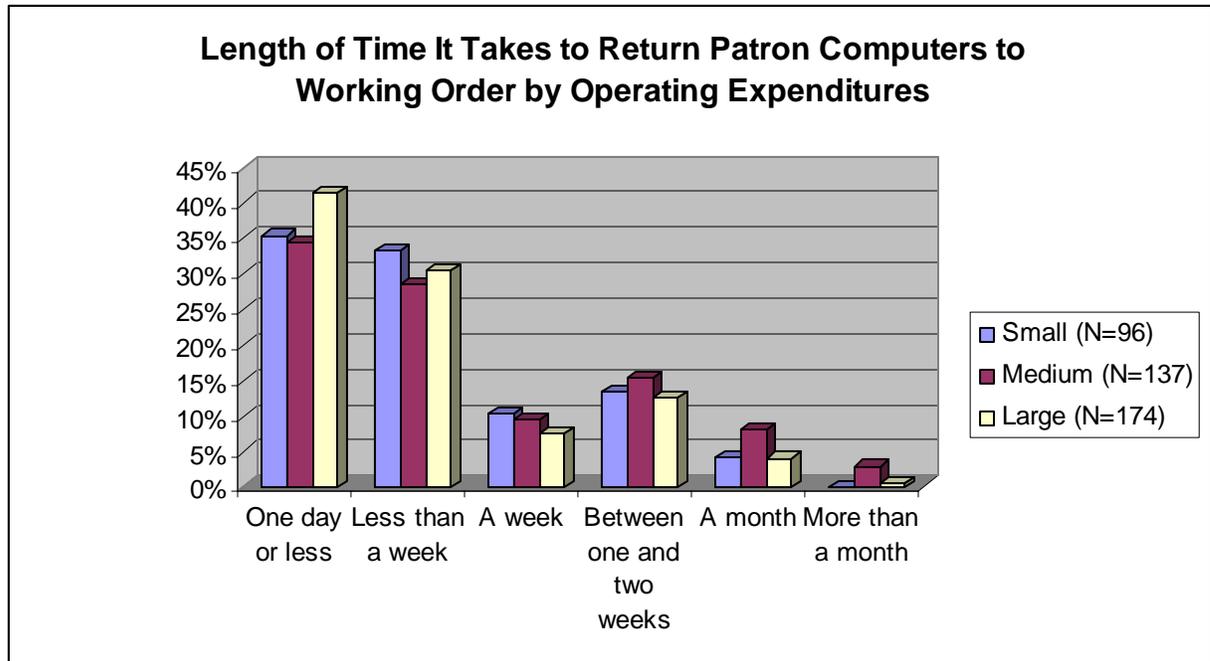


Libraries with large operating expenditures reported the fastest turn-around in fixing their patron computers, followed by libraries with small operating expenditures. Libraries with medium operating expenditures took longer to get their patron computers fixed (Table VIII.3).

Table VIII.3: Length of Time It Takes to Return Patron Computers to Working Order by Operating Expenditures

| | Operating Expenditures | | | | | |
|---------------------------|------------------------|-------|----------------|-------|---------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| One day or less | 34 | 35.4% | 45 | 34.3% | 72 | 41.4% |
| Less than a week | 32 | 33.3% | 39 | 28.5% | 53 | 30.5% |
| A week | 10 | 10.4% | 13 | 9.5% | 13 | 7.5% |
| Between one and two weeks | 13 | 13.5% | 21 | 15.3% | 22 | 12.6% |
| A month | 4 | 4.2% | 11 | 8.0% | 7 | 4.0% |
| More than a month | - | - | 4 | 2.9% | 1 | 0.6% |
| No answer | 3 | 3.1% | 2 | 1.4% | 6 | 3.4% |
| Mean* | 2.15 | | 2.42 | | 2.06 | |

* Mean was calculated on a 6-point scale: 1-One day or less, 2-Less than a week, 3-A week, 4-Between one and two weeks, 5-A month, 6-More than a month.



In most instances, regardless of the number of computers libraries had and the size of their operating expenditures, libraries tried to fix technology problems themselves (Table VIII.E.4). Libraries contacted TANG staff for a small percentage of their problems. The percentage referred to TANG was inversely related to the size of the library: libraries with small operating expenditures referred 23.4 percent of their problems to TANG; libraries with medium operating expenditures referred 20.4 percent, and libraries with large operating expenditures referred only 1.7 percent.

Table VIII.E.4: When Experiencing a Technology Problem in 2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|--|------------------------|----------------------|---------------------|----------------------|---------------------|----------------------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | Number of Libraries | Mean Number of Times | Number of Libraries | Mean Number of Times | Number of Libraries | Mean Number of Times |
| Try to fix it yourself | 80 | 13.33 | 118 | 23.19 | 126 | 136.94 |
| Call a technology vendor in your community | 78 | 3.33 | 116 | 6.57 | 121 | 6.18 |
| Call the Library System (TANG) | 80 | 3.94 | 119 | 5.86 | 125 | 2.51 |
| Number of problems experienced in 2006 | 83 | 16.80 | 128 | 28.77 | 125 | 149.56 |

Access to technology assistance resources increased in a statistically significant manner with an increase in libraries' operating expenditures. As shown in Table VIII.E.5, 47.9

percent of the libraries with small operating expenditures had access to such resources compared with 54.0 percent of libraries with medium operating expenditures, and 73.6 percent of libraries with large operating expenditures. More than 90 percent of libraries in the small and medium groups have used these resources compared to 81.2 percent of libraries in the large group.

Table VIII.E.5: Access to and Use of Other Technology Assistance Resources in Community by Operating Expenditures*

| | Operating Expenditures | | | | | |
|---|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Have access to other technology assistance resources in community | 46 | 47.9% | 74 | 54.0% | 128 | 73.6% |
| Have used this/these technology assistance resource(s)** | 44 | 95.6% | 68 | 91.9% | 104 | 81.2% |

*Chi-square = 25.44, 2 d.f., $p < .00000$.

** Percentage is calculated based on number of libraries with access to other technology assistance resources.

Differences in libraries' operating expenditures had a statistically significant association with libraries' automation status. Libraries with large operating expenditures were more advanced in their automation than libraries with smaller operating expenditures, as shown in Table VIII.E.6. The biggest differences were in the areas of automated catalog and circulation systems, having a web site, and offering web-based services. More than 90 percent of libraries with large operating expenditures had an automated catalog and 65.5 percent had an automated circulation system available through the Internet, compared with 48.9 and 25.5 percent, respectively of libraries with medium operating expenditures. Only 28.5 percent of libraries with small operating expenditures had such an automated catalog and only 13.5 percent had such a circulation system. Similarly, less than one-half of the libraries with small operating expenditures had a web site compared with 70.8 percent of those in the medium group, and 91.4 percent in the large group. Libraries' operating expenditures were also associated with having a technology plan.

Table VIII.E.6: Libraries' Technology Status by Operating Expenditures

| Library... | Operating Expenditures | | | | | |
|---|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Has a current technology plan* | 64 | 66.7% | 105 | 76.6% | 147 | 84.5% |
| Has an automated catalog that is available through the Internet* | 27 | 28.1% | 67 | 48.9% | 158 | 90.8% |
| Has an automated circulation system that is available through the Internet* | 13 | 13.5% | 35 | 25.5% | 114 | 65.5% |
| Offers a wireless network connection | 57 | 59.4% | 86 | 62.8% | 125 | 71.8% |
| Provides access to online TexShare databases to patrons* | 89 | 92.7% | 132 | 94.6% | 171 | 98.3% |
| Has a web site* | 43 | 44.8% | 97 | 70.8% | 159 | 91.4% |
| Has a web site that offers web-based services* | 11 | 11.5% | 37 | 27.0% | 117 | 67.2% |

* Differences are statistically significant.

The probability of having a computer lab in the library increased in a statistically significant manner with the library's financial resources, as shown in Table VIII.E.7. Libraries with large operating expenditures had twice the probability of having a computer lab than libraries with medium and small operating expenditures.

Table VIII.E.7: Have a Computer Lab in Library by Operating Expenditures*

| | Operating Expenditures | | | | | |
|-----------|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Yes | 17 | 17.7% | 29 | 21.2% | 75 | 43.1% |
| No | 78 | 81.3% | 106 | 77.4% | 98 | 56.3% |
| No answer | 1 | 1.0% | 2 | 1.4% | 1 | 0.6% |

* Chi-square = 25.97, 2 d.f., $p < .00000$.

However, the size of the library's operating expenditures was not directly associated with providing instructor-led computer classes to the community (Table VIII.E.8).

Table VIII.E.8: Provide Instructor-Led Computer Classes To Community

| | Operating Expenditures | | | | | |
|-----------|------------------------|-------|------------------|-------|-----------------|-------|
| | Small (N=17) | | Medium (N=29) | | Large (N=75) | |
| | # | % | # | % | # | % |
| Yes | 12 | 70.6% | 19 | 65.5% | 62 | 82.7% |
| No | 5 | 29.4% | 11 | 37.9% | 11 | 14.7% |
| No answer | - | - | 1 | 3.4% | 2 | 2.7% |

2. Technology Competencies

The level of technology competencies of library directors and staff differed in a statistically significant way for libraries serving the three demographic areas. Staff of libraries with large operating expenditures was significantly more technologically competent than staff of libraries with medium and small operating expenditures. As shown in Table VIII.E.9, staff of libraries with large operating expenditures had, on average, the highest technology competency level in all areas listed below. Staff of libraries with low operating expenditures had, on average, the lowest levels of technology competency.

Table VIII.E.9: Technology Competencies by Operating Expenditures*

| | Operating Expenditures | | | | | |
|---|-------------------------|------|-------------------------|------|-------------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | To a Great Extent | Mean | To a Great Extent | Mean | To a Great Extent | Mean* |
| Demonstrate proficiency in the use of computer hardware and common software | 19.8% | 2.29 | 27.7% | 1.99 | 55.2% | 1.55 |
| Isolate and identify problems with hardware, software, and networks | 7.3% | 2.72 | 10.2% | 2.60 | 32.8% | 2.03 |
| Communicate problems effectively to support/repair person | 26.0% | 2.08 | 29.9% | 1.93 | 51.1% | 1.61 |
| Locate and use manuals, FAQs, and telephone and online help services to identify and solve problems | 22.9% | 2.31 | 27.7% | 2.19 | 50.0% | 1.81 |
| Use security tools and backup strategies | 14.6% | 2.65 | 22.6% | 2.39 | 44.8% | 1.93 |
| Articulate privacy and intellectual property issues that relate to library technology, including filtering software | 15.6% | 2.70 | 23.4% | 2.41 | 42.5% | 1.86 |
| Operate the various modules of the library's automated system (OPAC, circulation, acquisition, cataloging, etc.) | 50.0% | 1.78 | 62.8% | 1.51 | 76.4% | 1.30 |
| Work with vendors to maintain current automated system and prepare to upgrade or replace when necessary | 18.8% | 2.66 | 32.8% | 2.07 | 54.0% | 1.72 |
| Articulate a basic understanding of the World Wide Web and web page structure | 24.0% | 2.35 | 36.5% | 1.89 | 57.5% | 1.57 |
| Use digital communication tools such as email, electronic | 34.4% | 1.85 | 41.6% | 1.79 | 58.0% | 1.54 |

| | | | | | | |
|---|-------|------|-------|------|-------|------|
| discussion lists, and web conferencing | | | | | | |
| Create, evaluate and implement a computer and Internet usage policy for the library | 50.0% | 1.73 | 56.2% | 1.57 | 67.8% | 1.40 |
| Teach basic computer and Internet use to customers | 24.0% | 2.41 | 34.3% | 2.15 | 50.6% | 1.76 |

* Mean scores were calculated on a 5-point scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

** Differences were statistically significant for all categories.

3. Technology Grants

Libraries with greater financial resources applied for slightly more grants, and received slightly more grants, as shown in Table VIII.E.10.

Table VIII.E.10: Technology Grants Applied for and Received in 2003-2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|----------|------------------------|------|-------------------|------|------------------|------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | Mean | # | Mean | # | Mean |
| Applied | 91 | 0.93 | 130 | 1.14 | 162 | 1.46 |
| Received | 88 | 0.88 | 126 | 0.93 | 159 | 1.19 |

4. TANG Technology Training, Consulting, and Assistance

A larger percentage of libraries with medium operating expenditures had received technology-related training, consulting and assistance from their respective Library Systems in 2003-2006 than libraries with small or large operating expenditures (Table VIII.E.11).

Table VIII.E.11: Staff Received Technology-related Training, Consulting or Assistance from Respective Library System from 2003 to 2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|-----------|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| Yes | 77 | 80.2% | 118 | 86.1% | 136 | 78.2% |
| No | 18 | 18.8% | 18 | 13.1% | 35 | 20.1% |
| No answer | 1 | 1.0% | 1 | 0.8% | 3 | 1.7% |

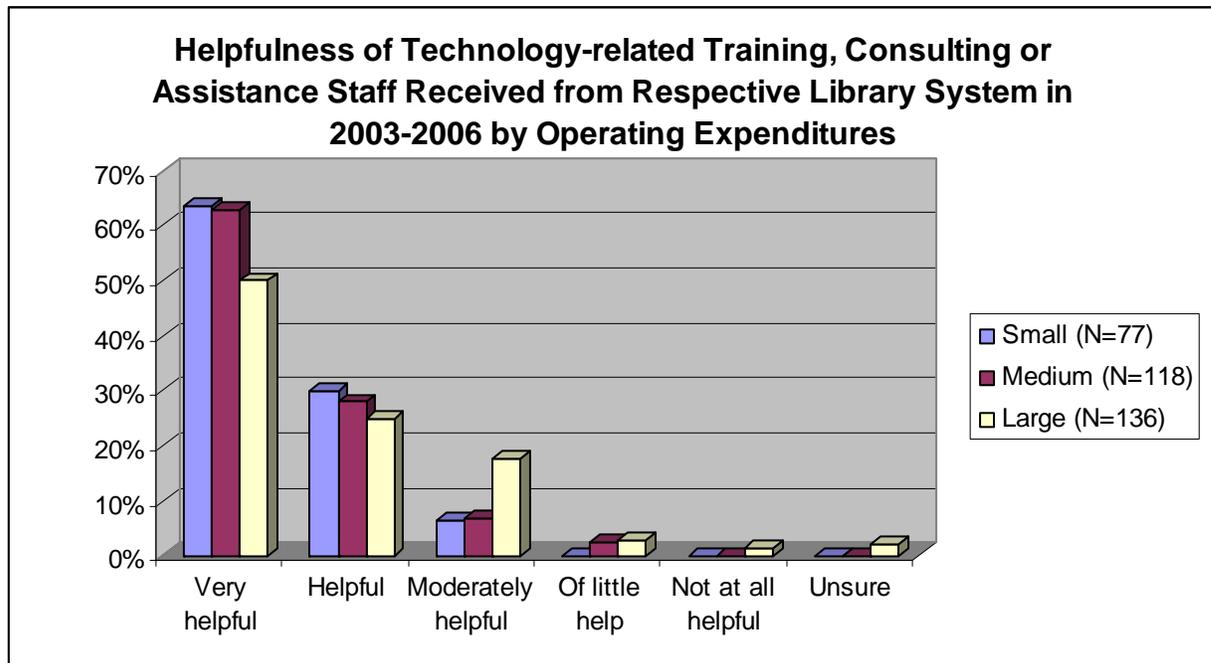
Overall, libraries considered the technology-related training, consulting and assistance they received through TANG to be “helpful” (Table VIII.E.12). However, libraries with small and medium operating expenditures found the technology-training, consulting and assistance that TANG staff provided significantly more helpful than libraries with large operating expenditures.

Table VIII.12: Helpfulness of Technology-related Training, Consulting or Assistance Staff Received from Respective Library System in 2003-2006 by Operating Expenditures*

| | Operating Expenditures | | | | | |
|--------------------|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=77) | | Medium (N=118) | | Large (N=136) | |
| | # | % | # | % | # | % |
| Very helpful | 49 | 63.6% | 74 | 62.7% | 68 | 50.0% |
| Helpful | 23 | 29.9% | 33 | 28.0% | 34 | 25.0% |
| Moderately helpful | 5 | 6.5% | 8 | 6.8% | 24 | 17.6% |
| Of little help | - | - | 3 | 2.5% | 4 | 2.9% |
| Not at all helpful | - | - | - | - | 2 | 1.5% |
| Unsure | - | - | - | - | 3 | 2.2% |
| No answer | - | - | - | - | 1 | 0.7% |
| Mean** | 1.43 | | 1.49 | | 1.87 | |

* Chi-square = 20.85, 10 d.f., $p < .022$.

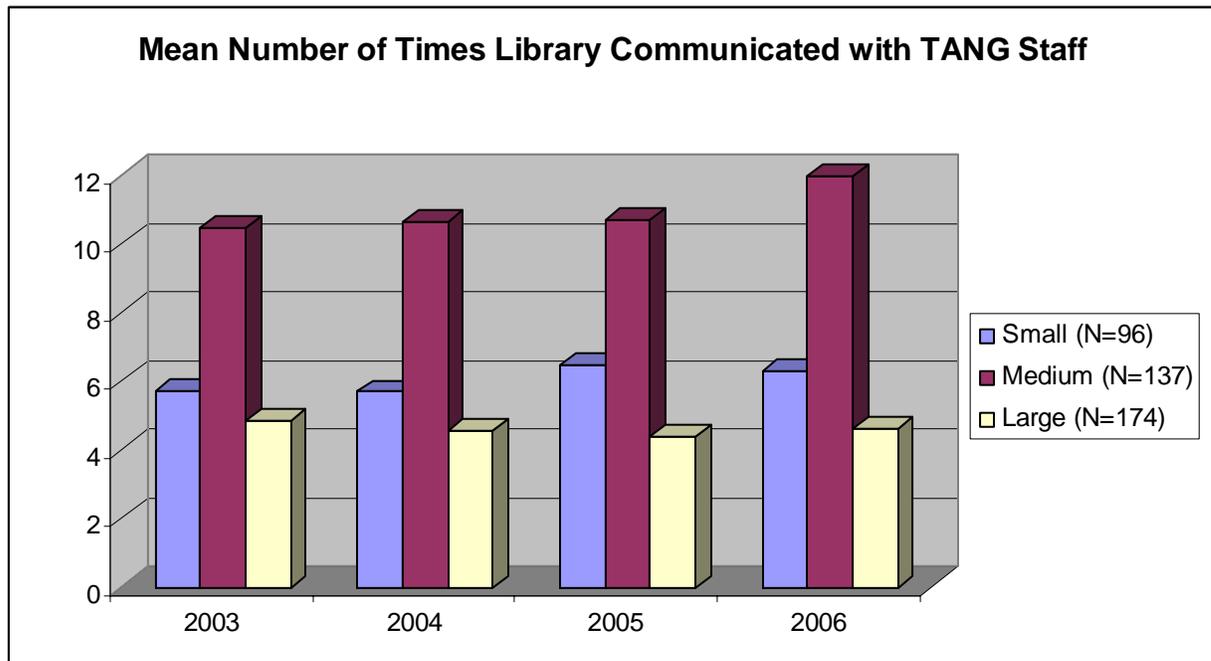
**Mean was calculated based on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, 5-Not at all helpful.



Libraries with medium operating expenditures communicated with TANG staff more times, on average, than libraries with small or large operating expenditures during 2003-2006 (Table VIII.13).

Table VIII.E.13: Mean Number of Times Library Communicated with TANG Staff in 2003 to 2006 by Operating expenditures

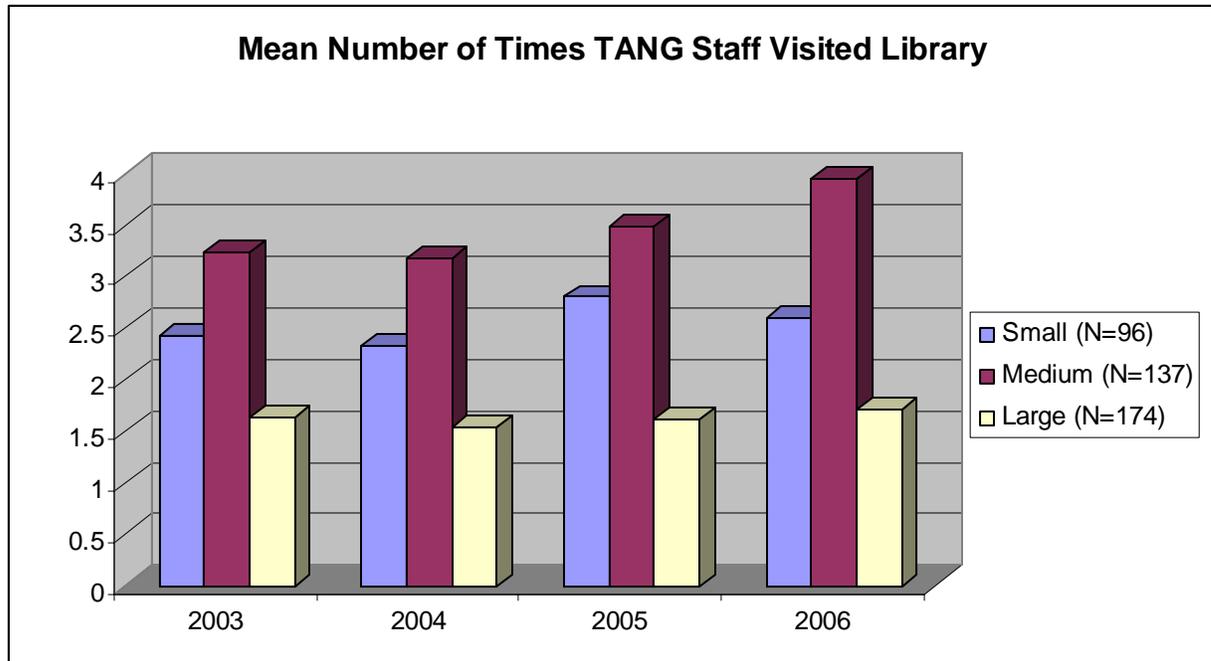
| | Operating Expenditures | | | | | |
|------|------------------------|------|----------------|-------|---------------|------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | Mean | # | Mean | # | Mean |
| 2003 | 68 | 5.71 | 95 | 10.48 | 119 | 4.86 |
| 2004 | 68 | 5.68 | 100 | 10.64 | 119 | 4.54 |
| 2005 | 71 | 6.45 | 104 | 10.68 | 126 | 4.37 |
| 2006 | 73 | 6.27 | 115 | 11.97 | 132 | 4.59 |



TANG staff visited libraries with large operating expenditures the least and libraries with medium operating expenditures the most during the 2003-2006 period (Table VIII.E.14).

Table VIII.E.14: Mean Number of Times TANG Staff Visited Library in 2003 to 2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|------|------------------------|------|----------------|------|---------------|------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | Mean | # | Mean | # | Mean |
| 2003 | 63 | 2.43 | 99 | 3.23 | 120 | 1.64 |
| 2004 | 64 | 2.33 | 105 | 3.17 | 120 | 1.53 |
| 2005 | 69 | 2.80 | 109 | 3.49 | 126 | 1.61 |
| 2006 | 69 | 2.59 | 120 | 3.94 | 131 | 1.71 |



Regardless of the level of their operating expenditures, libraries agreed on the aspects of TANG services they found most valuable. Across all groups, the experience and knowledge of the TANG technician was identified as the best liked aspect of TANG. However, a smaller percentage of libraries with large operating expenditures than libraries with medium and small operating expenditures recognized this valuable aspect of TANG services (Table VIII.E.15).

Table III.15: Library Staff Liked Best About Technology-related Training, Consulting or Assistance Library System Provided in 2003-2006 by Operating Expenditures

| | Operating Expenditures | | | | | |
|---|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | Mean | # | Mean | # | Mean |
| Technician's experience and knowledge | 69 | 71.9% | 105 | 76.6% | 92 | 52.9% |
| Technician has experience in working with libraries | 59 | 61.5% | 100 | 73.0% | 87 | 50.0% |
| Training was tailored to the level of knowledge/skills of staff | 51 | 53.1% | 79 | 57.7% | 85 | 48.9% |
| Training was hands-on | 60 | 62.5% | 93 | 67.9% | 87 | 50.0% |
| Technician provided training on-site | 32 | 33.3% | 50 | 36.5% | 49 | 28.2% |
| Technician provided follow-up training where needed | 33 | 34.4% | 48 | 35.0% | 37 | 21.3% |
| Materials were user friendly | 48 | 50.0% | 75 | 54.7% | 78 | 44.8% |
| Technician has a 1-800 line for technical assistance | 40 | 41.7% | 50 | 36.5% | 40 | 23.0% |
| Technician established a relationship of trust with the library staff | 47 | 49.0% | 74 | 54.0% | 51 | 29.3% |
| Training was tailored to library needs | 51 | 53.1% | 76 | 55.5% | 75 | 43.1% |
| Technician's communication abilities | 51 | 53.1% | 81 | 59.1% | 65 | 37.4% |

Both in 2003 and 2007, statistically significant differences existed in the technology self-sufficiency of libraries based on the size of their operating expenditures. As shown in Table VIII.16, libraries with small operating expenditures were the least technology self-sufficient while libraries with large operating expenditures were the most technology self-sufficient in 2003. Regardless of libraries' level of operating expenditures, libraries' technology self-sufficiency increased from 2003 to 2007 as a result of the technology-related training, consulting and assistance that Library Systems provided to their members through TANG. Libraries with small operating expenditures increased their technology self-sufficiency the most from 2003 to 2007 (1.4 points), compared to 1.09 points for libraries with medium operating expenditures, and 0.8 points for libraries with large operating expenditures. While libraries with small and medium operating expenditures narrowed the gap, still, in 2007, libraries with large operating expenditures remained more technology self-sufficient than the other two groups of libraries.

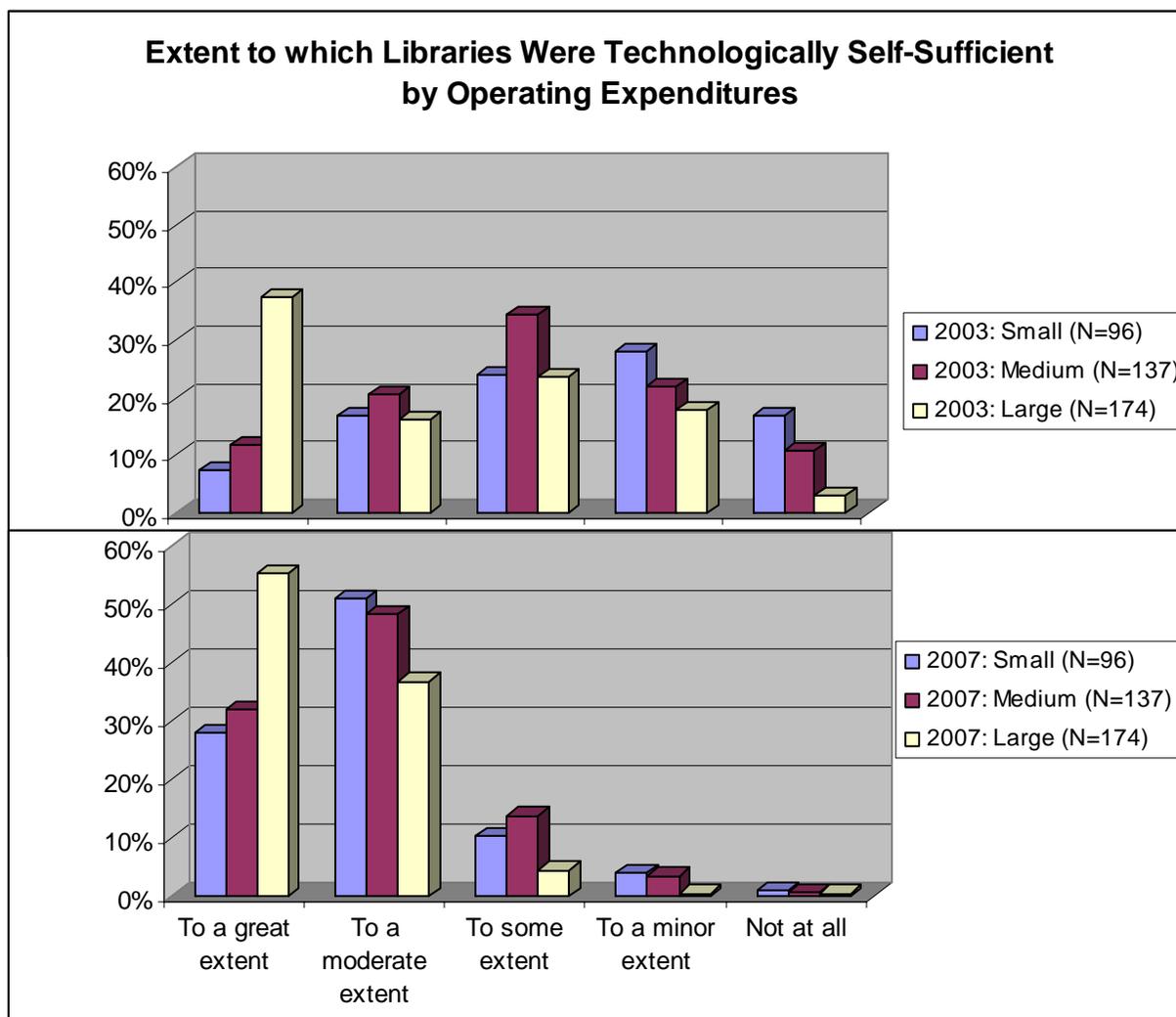
Table VIII.16: Extent to which Libraries Were Technologically Self-Sufficient in 2003* and in 2007 by Operating Expenditures**

| | Operating Expenditures | | | | | |
|----------------------|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | 2003 | 2007 | 2003 | 2007 | 2003 | 2007 |
| To a great extent | 7.3% | 28.1% | 11.7% | 32.1% | 37.4% | 55.2% |
| To a moderate extent | 16.7% | 51.0% | 20.4% | 48.2% | 16.1% | 36.8% |
| To some extent | 24.0% | 10.4% | 34.3% | 13.9% | 23.6% | 4.6% |
| To a minor extent | 28.1% | 4.2% | 21.9% | 3.6% | 17.8% | 0.6% |
| Not at all | 16.7% | 1.0% | 10.9% | 0.7% | 2.9% | 0.6% |
| No answer | 7.3% | 5.2% | 0.7% | 1.4% | 2.3% | 2.3% |
| Mean*** | 3.33 | 1.93 | 3.00 | 1.91 | 2.31 | 1.51 |

* Chi-square = 57.49, 8 d.f., $p < .00000$.

** Chi-square = 30.75, 8 d.f., $p < .00016$.

*** Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.



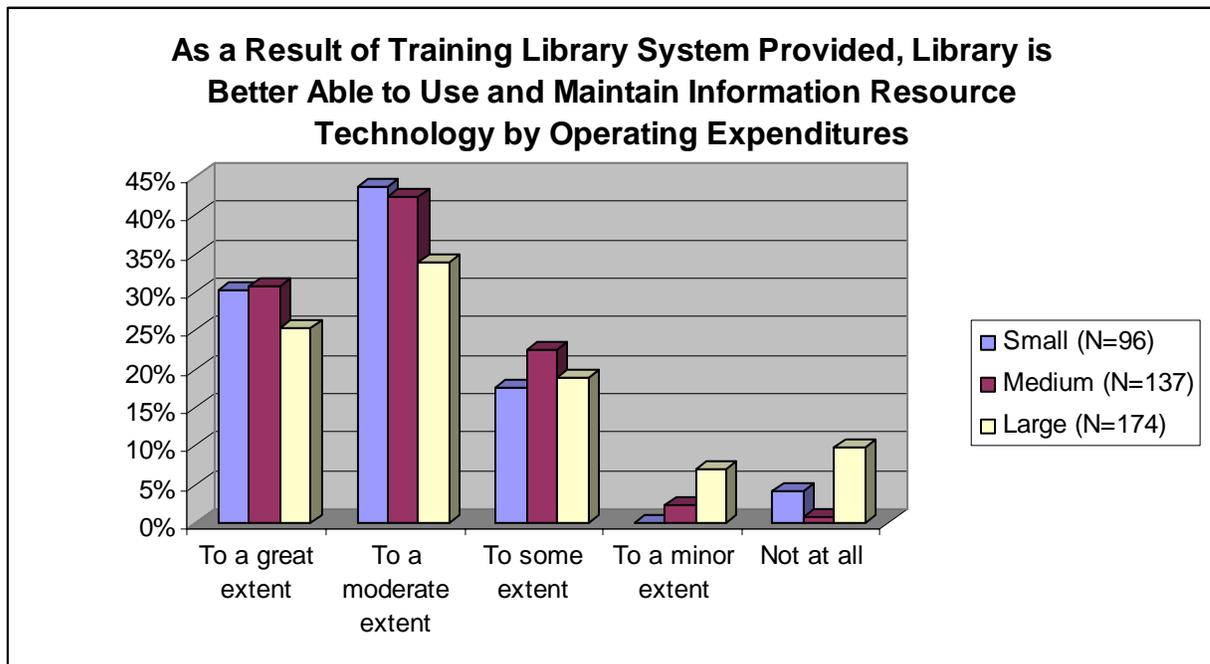
Libraries with medium and small operating expenditures gave greater credit to the TANG services in improving their skills to use and maintain information resource technology than libraries with large operating expenditures (Table VIII.E.17). Nearly 17 percent of libraries in the large group compared with 2.9 percent of libraries in the medium and 4.2 percent of libraries in the small groups indicated that TANG services did little or nothing to improve their ability to use and maintain their information resource technology.

Table VIII.E.17: As a Result of Training Library System Provided, Library is Better Able to Use and Maintain Information Resource Technology by Operating Expenditures*

| | Operating Expenditures | | | | | |
|----------------------|------------------------|-------|-------------------|-------|------------------|-------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | # | % | # | % | # | % |
| To a great extent | 29 | 30.2% | 42 | 30.7% | 44 | 25.3% |
| To a moderate extent | 42 | 43.8% | 58 | 42.3% | 59 | 33.9% |
| To some extent | 17 | 17.7% | 31 | 22.6% | 33 | 19.0% |
| To a minor extent | - | - | 3 | 2.2% | 12 | 6.9% |
| Not at all | 4 | 4.2% | 1 | 0.7% | 17 | 9.8% |
| No answer | 4 | 4.2% | 2 | 1.4% | 9 | 5.2% |
| Mean** | 2.00 | | 1.99 | | 2.39 | |

* Chi-square = 25.00, 8 d.f., $p < .00156$.

** Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.



A larger percentage of libraries with large operating expenditures saw improvement in their technology resources and technology resource management than libraries with medium and small operating expenditures (Table VIII.E.18).

Table VIII.E.18: Changes in Technology Resources Since the Beginning of 2003 by Operating Expenditures

| | Operating Expenditures | | | | | |
|--|-------------------------|------|-------------------------|------|-------------------------|------|
| | Small (N=96) | | Medium (N=137) | | Large (N=174) | |
| | To a Great Extent | Mean | To a Great Extent | Mean | To a Great Extent | Mean |
| Your/Your staff technology competencies increased* | 27.1% | 2.03 | 33.6% | 1.91 | 41.4% | 1.84 |
| You/Your staff handle basic technology problems without assistance | 22.9% | 2.17 | 20.4% | 2.14 | 36.2% | 1.95 |
| You offer more reliable electronic services or resources to patrons/users* | 33.3% | 1.98 | 43.1% | 1.76 | 50.0% | 1.85 |
| You offer more electronic services or resources to patrons/users* | 32.3% | 2.11 | 35.0% | 1.96 | 52.3% | 1.77 |
| You plan and budget for technology without assistance from the Library System* | 20.8% | 2.69 | 32.8% | 2.20 | 50.6% | 1.97 |

* Differences are statistically significant.

**Mean was based on a 5-point improvement scale: 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, 5-Not at all.

*** Percents do not add to 100 because table does not include "no answers."

IX. LESSONS LEARNED

Conclusions that can be drawn with confidence from the different sources of data the evaluation accessed and analyzed are that:

- Library Systems, public libraries, and fully or partially LSTA funded programs/projects engaged in a high volume of activities and provided a wide range of services to a large number of library staff and patrons.
- Public library staff had a wealth of continuing education opportunities available to them in 2003-2006 both through TSLAC and the Library Systems. Although these two providers of continuing education did not fully coordinate their offerings, a large number of library staff participated in both types of continuing education programs.
- Available technology, infrastructure, hardware, and software in public libraries increased considerably during 2003-2006.
- Public libraries' ability and competency to handle and manage their technology has improved greatly since 2003, thereby reducing computer downtime and optimizing availability of technology equipment.
- While all public libraries made progress in their technology self-sufficiency since 2003, and libraries serving primarily rural areas showed the greatest rate of progress, these libraries still lag behind urban and suburban area libraries in the technology competencies of their staff and in their ability to be self-sufficient technology-wise.
- Access to information and materials has increased over this period due to the availability of a rich and growing base of electronic resources (for public and academic libraries) and through the global scope of the interlibrary loan program.
- There is evidence of efforts through projects funded to provide services to underserved population groups but there is no data defining the relative scope of these efforts (what portions of specific underserved population groups have been served) or conclusive data as to whether such efforts are sustainable longer-term.

The high volume of activity and services manifested in 2003-2006 has to be set within a context in order to determine the relative magnitude of its scope. Data shows that of a legal service population of 20,744,941 in FY2005, Texas public libraries provided project funded services to 2,961,185. It is important to recognize that the number served is not an unduplicated count of individual patrons but represents the number of services provided, pointing to the fact that a relatively small percentage of Texans used the project funded services. The TSLAC, Library Systems, or other funded programs typically do not associate their goals with a specified percentage of eligible users they want to serve within a defined time period.

The lack of appropriate performance measures and specific targets associated with set goals limits the evaluation's ability to draw effectiveness, quality, and impact conclusions. The evaluation cannot objectively and decisively determine the effectiveness with which LSTA funded programs, including Library Systems and public libraries, in general, implemented the five state goals during the 2003-2006 period. Similarly, the evaluation cannot objectively measure the rate of progress made toward achieving the stated goals or clearly discern their impact on quality of library services.

Part of the difficulty in conducting the effectiveness, quality, and impact evaluation is due to the way in which the LSTA state goals have been articulated. While four of the five state goals clearly define their domain (i.e. continuing education and consulting, technology, under-served populations, archival/reference materials), the action verbs they use (e.g., provide, encourage, assist, enhance access, improve access) are broad, lack baseline time points, and are not operationally defined. These action verbs are given to multiple interpretations and their outcomes are open-ended; that is, their expected outcomes are not specified. Terms like "improved access" and "enhance" are relative terms that need baseline time points that will enable those implementing the goals and those evaluating the implementation to compare the end results with the situation at a specific point in time. While there is merit in broadly articulated goals, these need to be grounded in specific actions and have associated targets/outcomes in order to assess the degree to which they have been accomplished and how effectively. The LSTA state goals have neither of these two characteristics. They are not translated into operationally defined objectives (i.e. performance) with expected outcomes. This lack of translation of the state goals is also evident at the program/project, regional, and individual library levels. Consequently, it is not possible to determine the extent to which a goal has been implemented, the rate of progress toward "full implementation" or even whether certain activities can be associated with the goal (i.e., it is unclear what activities fall into the category of "encouraging libraries to use technology to serve the information needs of Texans").

Another part of the difficulty in drawing effectiveness, progress, and impact conclusions can be attributed to the articulation of goals that are both extremely broadly stated as well as encompass or overlap with other stated goals (and therefore, are redundant). Of the five state goals, the goal – "Provide Texans with improved access to library materials and services" – falls into such a category. This goal encompasses within it the other four goals. It is unclear what else it encompasses. This makes the evaluation of this goal extremely complex and probably incomplete. Having a set of goals that vary in their scope, from very narrow – "Enhance access to the special collections of the TSLAC and other libraries in Texas" – to extremely broad – "Provide Texans with improved access to library materials and services" – does not easily yield itself to evaluation.

In addition, the performance measures the TSLAC uses do not provide the needed information for conducting this type of an evaluation. The TSLAC reports three performance measures to the Legislative Budget Board:

- Number of librarians trained or assisted
- Number of materials provided
- Number of persons receiving project sponsored services

These performance measures illustrate, at best, libraries' level of activity. Although not explicitly stated, the assumption underlying these measures is that the more librarians are trained or assisted, the greater the increase in the number of materials provided, and number of persons receiving services. It is unclear from these measures whether libraries' performance is expected to increase each year and by what magnitude. Also unspecified is the mathematical relationship between the number of librarians trained or assisted and the two outputs.

Library System and project performance is measured relative to the targets they set for each measure. While reasonable, this measurement method is ineffective for two reasons. First, data shows that Library Systems have difficulty setting realistic targets; targets that are aggressive yet grounded in reality. Second, Library Systems fail to take their actual performance into account when setting targets for the coming year. Consequently, as mentioned throughout the report, targets set annually vary greatly from year to year with no discernable pattern. Similarly, performance varies by wide margins from year to year. The relationship between the target set and actual performance also varies widely. It is evident from the longitudinal data that Library Systems, programs/projects, and TSLAC do not use these performance data for resource allocation, evaluation of progress, or planning.

While these performance measures illustrate level of activity they do not provide core information that TSLAC, Library Systems, other LSTA funded programs/projects, and libraries can use to evaluate their "true" coverage and the actual scope of services they provide to their community and identify gaps. The measure – number of librarians trained or assisted – has limited utility because it does not specify the unique number of librarians trained or assisted, so that a percentage coverage relative to the total number of library staff can be calculated. Instead, it provides a duplicated and multiple accounting of librarians that participated in continuing education and consulting efforts. It also does not specify the number of unique libraries whose staff participated in the activity. Hence, the percentage of library staff the TSLAC and the Library Systems continuing education and consulting efforts reached is unknown; also unknown is how many libraries actually use these services. The TSLAC has encouraged its CE/C staff and Library Systems in the last two years to start collecting and providing such data. Furthermore, the combination of training and assistance into one performance measure further dilutes the usefulness of this measure.

A similar problem is associated with the measure – number of persons receiving project sponsored services. This measure does not represent discrete individuals but rather number of "provisions" of services. This measure does not provide data on the number of unique persons receiving services so that project personnel or libraries can discern the percentage of the community they serve. The Legislative Budget Board measures have

limited utility. To have meaningful and actionable data, TSLAC should implement measures that convey staff, library and community coverage.

While the current performance measures are applicable across all LSTA funded programs/projects because they are generic, they do not provide goal specific data. TSLAC should develop specific performance and outcome measures for each of its goals. The goal related outcomes should be defined at the state level, and then adjusted, as appropriate at the regional and library unit levels. For example, a state goal addressing services to under-served populations should specify the outcome as the number, percentage (from total respective population) or range expected to be served from this population in a single year or over a multi-year period. Such an outcome will then allow the measurement of progress. The performance measures articulated for each goal should require data that allows the assessment of actual coverage of library staff, libraries, specific population groups, or the community as a whole.

The current performance measures do not address quality of service. Most of the data available on quality of service focus on customer satisfaction, are subjective, and are drawn from customer (library staff and patron) satisfaction surveys. While these data are important, they are not sufficient. TSLAC needs to develop a set of quality indicators. These quality indicators should be tailored both to each of the state goals and to each of the LSTA funded programs/projects. Customer satisfaction should constitute only one among multiple measures of quality.

To evaluate the effectiveness of its programs in a more rigorous way, the TSLAC needs set clearly defined goals that do not overlap with each other, specify measurable quality and impact indicators, and develop performance measures and outcome targets for each of its goals.

X. EVALUATION PROCESS METHODOLOGY

1. Methodology

The evaluation methodology compiled primary and secondary data on Library Systems and public library activities, services, and performance during the 20003-2006 period as it related to the LSTA goals. The project used multiple data sources in the evaluation.

- Data from state reports including:
LSTA State Program Annual Report Fiscal Year 2003
LSTA State Program Annual Report Fiscal Year 2004
Texas State Program Report Summary Fiscal Year 2005
Texas State Program Report Summary Fiscal Year 2006
- Interviews with administrators of each of the programs funded through LSTA.
- LSTA funded program documents and program statistics.
- Statistics on Public Libraries available through <http://www.tsl.state.tx.us/ld/pubs/libsysact/index.html> 2003-2006
- TSLAC Customer Satisfaction surveys conducted in 2003 and 2005.
- Group interview with four Library Systems coordinators
- Group interview with eight TANG consultants from seven Library Systems.
- Site visits to three Library Systems involving in-depth interviews with the respective Library Systems coordinators, TANG staff, and focus groups with member library directors from a group of representative libraries. Library Systems visited were North Texas Regional Library System (NTRLS), South Texas Library Systems (STLS), and Texas Panhandle Library System (TPLS).
- Survey of Library Systems coordinators of their 2003-2006 activities, services they provided to libraries, including TANG, and the impact of these services on library operations and quality of services to patrons.
- Online survey of public library directors regarding services they had received from their respective Library Systems, including TANG, continuing education and consulting services they received from TSLAC and the impact of these services on the quality of their operations and patron services during 2003-2006.

The online public library directors' survey was conducted in February 2007. The Texas State Library and Archives Commission (TSLAC) contacted the 542 member libraries via e-mail with a link to the online survey. Four hundred and fifteen (415) libraries completed the survey, resulting in a 76.6 percent response rate.

The responding libraries were associated with all ten Library Systems, as shown in Table X.1. The responding libraries were representative of the population of member libraries in Texas associated with each of the Library Systems.

Table X.1: Member Libraries by Library System

| | Member Libraries (N=542)* | | Responding Libraries (N=415) | |
|---|------------------------------|---------|---------------------------------|---------|
| | Number | Percent | Number | Percent |
| Alamo Area Library System (AALS) | 46 | 8.5% | 35 | 8.4% |
| Big Country Library System (BCLS) | 38 | 7.0% | 27 | 6.5% |
| Central Texas Library System (CTLS) | 77 | 14.2% | 53 | 12.8% |
| Houston Area Library System (HALS) | 70 | 12.9% | 54 | 13.0% |
| Northeast Texas Library System (NETLS) | 106 | 19.5% | 85 | 20.5% |
| North Texas Regional Library System (NTRLS) | 74 | 13.6% | 60 | 14.4% |
| South Texas Library System (STLS) | 54 | 10.0% | 39 | 9.4% |
| Texas Panhandle Library System (TPLS) | 28 | 5.2% | 21 | 5.1% |
| Texas Trans-Pecos Library System (TTPLS) | 15 | 2.8% | 10 | 2.4% |
| West Texas Library System (WTLS) | 34 | 6.3% | 31 | 7.5% |

* Source: Texas Public Library Statistics 2005, Library Development Division, Texas State Library and Archives Commission, 2005.

Between 66.7 percent and 91.2 percent of the libraries in the ten Library Systems responded to the survey (Table X.2). The percentage of libraries responding to the survey was lowest in the Texas Trans-Pecos Library System (TTPLS) and highest in the West Texas Library System (WTLS).

Table X.2: Number and Percent of Responding Libraries by Library System

| | Member Libraries (N=542) | Responding Libraries (N=415) | |
|---|-----------------------------|---------------------------------|--------------------|
| | Number | Number | Percent Responding |
| Alamo Area Library System (AALS) | 46 | 35 | 76.1% |
| Big Country Library System (BCLS) | 38 | 27 | 71.0% |
| Central Texas Library System (CTLS) | 77 | 53 | 68.8% |
| Houston Area Library System (HALS) | 70 | 54 | 77.1% |
| Northeast Texas Library System (NETLS) | 106 | 85 | 80.2% |
| North Texas Regional Library System (NTRLS) | 74 | 60 | 81.1% |
| South Texas Library System (STLS) | 54 | 39 | 72.2% |
| Texas Panhandle Library System (TPLS) | 28 | 21 | 75.0% |
| Texas Trans-Pecos Library System (TTPLS) | 15 | 10 | 66.7% |
| West Texas Library System (WTLS) | 34 | 31 | 91.2% |

Appendix C contains the questionnaires used in the Library Systems coordinators' and public library directors' surveys and the interview guides used in the site visits to three Library Systems.

2. Project Information

The evaluation was conducted by a contracted outside evaluator, Dr. Ester G. Smith, EGS Research and Consulting, Austin, TX. The timetable for the study was from December 2006 – March 2007. The contract amount was \$59,840 and took her 445 hours. Many agency staff contributed time supplying information, being interviewed, and reviewing drafts with Ms. Smith on the study.

Staff

Deborah Littrell, Director, Library Development

Beverley Shirley, Director, Library Resource Sharing

Chris Jowaisas, Administrator, Library Systems/TANG Grants

Sue Bennett, TexNet Coordinator

Ava Smith, Director, Talking Book Program

Chris LaPlante, State Archivist and Director, Archives and Information Services

Four consultants, Continuing Education and Consulting Department, Library Development

Peggy D. Rudd, Director and Librarian

Wendy Clark, Administrator, Texas Reads

We will distribute the study widely to the library community through the agency website.

XI. PROGRESS IN SHOWING RESULTS OF LIBRARY INITIATIVES/SERVICES

1. Progress in Measuring Outcomes

Throughout the period of this five-year plan, we have developed staff and sub-grantee capacity to understand and use outcome-based evaluation (OBE). We have sent several staff teams to IMLS for OBE training, we have had IMLS deliver OBE training in the state, and we have also offered follow-up workshops conducted by agency staff for internal staff and sub-grantees. Two staff members participated in an OBE Training Institute at the University of Illinois at Urbana-Champaign.

Currently the agency uses LSTA funds principally for statewide library services. We continue to evaluate the use of OBE, or other impact evaluation methods, for programs such as interlibrary loan and statewide databases. Our most extensive use of OBE is with continuing education offered by all of our programs. We have focused on immediate outcomes. However, in the past year we have expanded the collection of intermediate level outcomes for continuing education, looking at how many workshop attendees have actually used or implemented the knowledge or skills gained through the training provided. We believe this provides a better indication of impact than immediate outcomes.

We have worked with the Systems to develop and begin to use logic models for other projects in their grants beyond continuing education and consulting. The first reporting for these other outcomes were part of the FFY05 report. A major challenge in reporting these types of outcomes is finding a way to summarize and report them effectively. One major lesson learned in this evaluation is the need to develop more specific and measurable goals. Implementing this recommendation will lead to better OBE reporting.

The Systems program has used the OBE logic model format as a planning tool beginning with their SFY06/07 long-range plans. We want them to use the model as a planning tool to help incorporate an outcomes approach from the start.

2. Develop Resources for Outcome Based Evaluation

We have worked with our Library Systems to develop a common basic logic model for continuing education that is delivered by the agency, the Systems, and also through the TANG program. A copy of the logic model is at the end of this section.

Our Youth Services Consultant participated in the development of the common OBE model for summer reading programs. We have started using this model in the state, and are also a partner in a current IMLS grant to study the effect of summer reading programs on students and reading. We hope the results of this study will provide a solid basis for outcomes for summer reading programs.



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Outcomes Logic Model Template

| |
|---|
| Organization Name |
| Texas State Library |
| Project/Program Name |
| Continuing Education Program |
| Organizational Mission (The part of the mission your program supports) |
| <p>The mission of the Texas State Library and Archives Commission is to safeguard significant resources, provide information services that inspire and support research, <i>education</i> and reading, and <i>enhance the capacity for achievement of current and future generations</i>. To accomplish this, we</p> <ul style="list-style-type: none">• Preserve the record of government for public scrutiny,• Secure and make accessible historically significant records and other valuable resources,• Meet the reading needs of Texans with disabilities,• Build and sustain statewide partnerships to improve library programs and services,• <i>Enhance the capacity for achievement of individuals and institutions with whom we work.</i> <p style="text-align: right;"><i>Preserving the Past, Embracing the Future</i> Agency Strategic Plan Fiscal Years 2007-2011 http://www.tsl.state.tx.us/pubs/docs/TSLAC-strategic-plan-2007-2011.pdf</p> <p>The continuing education and consulting staff of the Texas State Library and Archives Commission facilitate, coordinate, and promote library continuing education activities on a wide range of topics for all types of libraries, and develop related instructional and informational materials for interested persons working in and with libraries.</p> <p style="text-align: right;">Library Services and Technology Act in Texas: State Plan FY2003 - FY2007 http://www.tsl.state.tx.us/ld/pubs/lstaplan/2003/index.html</p> <p style="text-align: right;">Texas Library Systems Act and Rules for Administering the Library Systems Act Texas Administrative Code Title 13 - Cultural Resources Part I. Texas State Library And Archives Commission Chapter 1. Library Development Library Systems Act http://www.tsl.state.tx.us/ld/pubs/libsysact/sysact.pdf</p> |

To provide continuing education to Texas library staff to support:

- *Texas Public Library Standards Adopted by the Texas Library Association Council July 13,2004 and adopted by the Texas State Library and Archives Commission August 2, 2004* (<http://www.tsl.state.tx.us/plstandards/tplstandards04.pdf>);
- Public librarians in county and municipal libraries in completing the continuing education requirements for County Librarian Certification (TSLAC 1982, 1985) www.tsl.state.tx.us/ld/pubs/clc/index.html
- *School Library Programs: Standards and Guidelines for Texas; TEXAS ADMINISTRATIVE CODE Title 13. Cultural Resources Part I. Texas State Library and Archives Commission Chapter 4. School Library Programs Subchapter A. Standards and Guidelines Section 4.1 State Board of Educator Certification Rule §239.65 Requirements to Renew the Standard School Librarian Certificate (SBEC 2001)* (<http://www.tsl.state.tx.us/ld/schoollibs/sls/index.html>);
- Library Practitioner Core Competencies. Continuum of Library Education Project. Western Council of State Libraries.
- *Information Literacy Competency Standards for Higher Education* (ACRL 2000) <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm>
- *Standards for Libraries in Higher Education* (ACRL 2004)<http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm>
- *Guidelines for University Library Services to Undergraduate Students* (ALA 2005) <http://www.ala.org/ala/acrl/acrlstandards/ulsundergraduate.htm>
- *Guidelines for Distance Learning Library Services* (ALA 2000) <http://www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.htm>

| <p>Program Influencers (Key entities that help define the program or to whom the program will report results; e.g. board members, museum staff, parents of participants, participants, ACM)</p> | <p>What information they want from the program (e.g. continue the program, provide more funding, try to replicate the program)</p> |
|---|--|
| <ul style="list-style-type: none"> ○ Texas Legislature ○ Texas State Library (TSLAC), Director and Commissioners ○ Institute of Museum and Library Services (IMLS) ○ TSLAC Library Development Division (LD) Director, Systems Administrator and Continuing Education (CE) Consultants ○ Regional Library Systems (RLS) Coordinators and staff | <p>Program influencers want to know that TSLAC continuing education is empowering staff in public, school, and academic libraries to improve service to their target audiences as outlined in relevant standards.</p> <ul style="list-style-type: none"> ○ Fulfillment of: 1) TSLAC Agency Strategic Plan; 2) LSTA State Plan; and 3) Library Systems Act <p>Number of librarians trained or assisted; Instructional and informational materials provided; Persons served; Number of student workshop hours; and Evaluation of workshops (past, present, future)</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> ○ Texas State Library (TSLAC), Director and Commissioners ○ TSLAC Library Development Division (LD) Director, Systems Administrator and Continuing Education (CE) Consultants ○ Regional Library Systems (RLS) Coordinators and staff ○ TLA | <ul style="list-style-type: none"> ○ Curriculum that meets continuing education needs of librarians ○ Quality of CE programs ○ Outcomes that benefit libraries and library patrons ○ Satisfaction of CE participants ○ Workshop topics that are in demand ○ Quality of presenters |
| <ul style="list-style-type: none"> ○ Library Directors and staff ○ Educations Service Centers (ESCs) ○ School District Library Coordinators | <ul style="list-style-type: none"> ○ Cost and time requirements for staff to attend ○ Topics of training ○ Benefits to library and community ○ What outcomes of libraries are important to public officials/funders? ○ How can outcomes be used for advocacy to library funders? ○ How can outcomes be used for advocacy to community and community partners? ○ How can outcomes be used to show funders what "good" libraries can do. ○ Will continuing education credits be provided? |
| <ul style="list-style-type: none"> ○ Workshop participants (i.e. library staff) | <ul style="list-style-type: none"> ○ What training is available? ○ When and where? ○ Who is sponsoring it? ○ Is it related to their responsibilities? ○ What will be included in training? ○ What is the cost of the training? ○ Will continuing education credits be provided? |
| <ul style="list-style-type: none"> ○ Professional Associations – i.e. ALA, PLA, MLA, SLA, TML, ○ Friends Groups, ○ Other CE providers -- i.e. Amigos, Professional Consultants, Online providers {MERLOT – http://www.merlot.org/Home.po}, various vendors {i.e. database, automation}, etc. ○ CE Committees and/or Interest Groups --i.e. TexShare Education Working Group ○ Library Schools | <ul style="list-style-type: none"> ○ Statewide/nationwide implications for libraries and impact on libraries via reports, articles, etc. |
| <p>Need Identified (Why you believe the program is needed—e.g. to address a lack, strengthen an existing characteristic or ability, create a new condition)</p> | <p>Sources of Information (What evidence you have that the program is needed, e.g. staff knowledge, research, audience communication, partner knowledge)</p> |
| <p>The continuing education opportunities are designed to meet library educational needs as identified by assessment surveys, staff analysis of changes occurring in the profession, and specific requests that have statewide implications.</p> | <ul style="list-style-type: none"> ○ Input/requests provided by librarians, library administrators, and library staff (academic, school, public, special) ○ Surveys of librarians ○ Workshop and conference evaluations ○ Input from TSL staff and Regional Library staff ○ TSLAC Agency Strategic Plan ○ The Library Services And Technology Act In Texas: State Plan |

| | |
|--|--|
| | <ul style="list-style-type: none">○ Texas Library Systems Act and Rules for Administering the Library Systems Act Texas Government Code: TSLAC General Powers And Duties○ Input from technology vendors○ Recent needs assessments include:<ul style="list-style-type: none">□ Technology Inventory and Assessment (Kathleen R. Murray and William E. Moen, Texas Center for Digital Knowledge, University of North Texas), September 2002.□ Needs Assessment Study of Texas Academic, Public, and School Libraries: Final Report (William E. Moen and Carol Simpson, Texas Center for Digital Knowledge, University of North Texas; Florence Mason, F. Mason & Associates; Louella Wetherbee, Library Management Consultant), October 2002.□ A Study of Public Library Development in Texas (Himmel & Wilson Library Consultants), July 2003.□ Evaluation of LSTA Five-Year Plan for Texas, 1998-2002 (EGS Research & Consulting), April 2002 |
|--|--|

| Program Purpose (We do what, for whom, for what outcomes) | |
|--|---|
| What outcome(s) do we want? | To provide staff in public, school, and academic libraries with continuing education opportunities that meet their needs for knowledge, skills, and confidence to provide the highest level of service as described in relevant standards. |
| For whom? | <ul style="list-style-type: none"> ○ Target Audience: Library staff |
| What will we do to produce them ? | <ul style="list-style-type: none"> ○ Develop and/or coordinate continuing education programs such as workshops, seminars, etc. |
| Program Activities List (Key management or administrative actions/tasks needed to make the program happen) | Program Services List (Key events, products, or services your audience will experience, participate in, or use to gain the intended outcome) |
| <ul style="list-style-type: none"> ○ Develop Curriculum and Materials ○ Copy Handouts and Insert into Packets ○ Develop, copy, and distribute announcements ○ Develop Online Registration ○ Logistics (Coordinate with others to plan locations, Reserve Meeting Rooms, Develop schedules, registration, equipment, etc.) ○ Make Travel Arrangements (hotel, airline reservations, transportation, travel documentation, etc.) ○ Plan program evaluation | <ul style="list-style-type: none"> ○ Workshops on all aspects of library services ○ Handouts ○ Web-Based Follow-up Support ○ Consulting ○ Workshops and training developed in alignment with relevant standards and certification and renewal requirements for school, public, and academic librarians. |
| Inputs (Materials, supplies, staff, building, or other resources needed to support the program) | |
| <ul style="list-style-type: none"> ○ Consultants ○ Contract Presenters ○ Administrative Support Staff ○ Web Site for Registration and information ○ Curriculum Development ○ Handouts/Packets ○ Computers ○ Software ○ Facilities ○ Budget for Continuing Education ○ Presentation equipment and supplies ○ <i>Texas Public Library Standards</i> (TLA 2004) www.tsl.state.tx.us/plstandards/tplstandards2004.doc, ○ County Librarian Certification (TSLAC 1982, 1985) www.tsl.state.tx.us/ld/pubs/clc/index.html ○ <i>School Library Programs: Standards and Guidelines for Texas</i> (TSLAC 2005) http://www.tsl.state.tx.us/ld/schoollibs/, ○ State Board of Educator Certification Rule §239.65 Requirements to Renew the Standard School Librarian Certificate (SBEC 2001) http://info.sos.state.tx.us/pls/pub/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=239&rl=65, and ○ <i>Information Literacy Competency Standards for Higher Education</i> (ACRL 2000) www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.htm, ○ <i>Standards for Libraries in Higher Education</i> (ACRL 2004) www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm ○ Guidelines for University Library Services to Undergraduate Students (ALA 2005) | |

www.ala.org/ala/acrl/acrlstandards/ulsundergraduate.htm

- Guidelines for Distance Learning Library Services (ALA 2000)
<http://www.ala.org/ala/acrl/acrlstandards/guidelinesdistancelearning.htm>

Outputs (Quantities of things that represent program productivity, e.g. number of products, events, or services provided; number of participants or users)

- # of student workshop hours provided by library staff and others
- # of informational items and instructional manuals distributed
- # of librarians trained
- Output targets developed for each biennium, and for each project annually
- Grant programs report performance targets of outputs on *Uniform Statistical Report*

| Target Population/Audience (e.g. middle school students; visually challenged adults; rural teen parents) | Audience characteristics that might impact the success of your program (e.g. age, interests, cultural norms, language, physical challenges, income, mobility) |
|---|--|
| Library Staff | <ul style="list-style-type: none"> ○ All ages ○ Mostly female ○ Degreed and non-degreed ○ Professional and non-professional ○ Employed by all types of libraries, including public, academic, school, and special ○ Varying funding sources, including city, county, school district, corporate ○ Varying responsibilities within the library setting, including administrative, support, technical, reference, circulation, youth services ○ Varying levels of technological knowledge ○ Serve communities in large and small towns ○ Work in large and small libraries ○ Serve clients of all socio-economic levels ○ Rural and Urban ○ Culturally diverse ○ Regionally diverse ○ Value knowledge |

| Outcome Time frame | Intended Outcomes (Changes in skill, knowledge, attitude, behavior, life condition or status) | Indicators (measures you will use to understand the extent to which outcomes occurred; an indicator “stands for” an outcome) |
|--|--|---|
| <p>Note: A rigid format is provided as a reminder that outcomes are achievements or changes for individuals who participate in a program or use a product. Similarly, indicators show the extent to which the outcome was achieved by participants or users. “# and %” are place keepers that represent the number of participants or users who experience the outcome. Specific numerical values will be chosen under “target.” Other language may be used, as long as it reflects active, concrete, objective demonstration of learning in an amount you choose to represent your project goal.</p> | | |
| <p>Immediate (by end of project or individual’s participation)</p> | <p>Dependent on exact CE opportunity, but sample outcomes include:</p> <ul style="list-style-type: none"> • Increased Awareness • Increased Knowledge • Increased Confidence <p>(Evaluation form)</p> | <p>Dependent on exact CE opportunity, but sample indicators include:</p> <ul style="list-style-type: none"> • # and % of participants who do/say/think/feel/believe/demonstrate /show what? • # and % of library staff who report an increase in knowledge of the value of what? • # and % of participants who report an increase in confidence to plan and implement what? |
| <p>Intermediate (up to 1 year after project or individual’s participation)</p> | <ul style="list-style-type: none"> • Increased Skills <p>(Follow-up Survey)</p> | <ul style="list-style-type: none"> • # and % of participants who successfully implement what? |
| <p>Long-term (more than one year after project or individual’s participation)</p> | <p>Impact on Library patrons (Inference – research indicates what?)</p> | <p>(i.e. research indicates that children that are read to are more prepared to enter school).</p> |

APPENDIX A: LSTA GOALS

LSTA GOALS

LSTA has six goals:

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.
- Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks.
- Provide electronic and other linkages between and among all types of libraries.
- Develop public and private partnerships with other agencies and community-based organizations.
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

Library directors were asked to provide examples illustrating how they address the LSTA goals. They were also asked to evaluate the extent to which the training, consulting and assistance that TSLAC and the library systems provided helped them address these goals. Section 1 of this Appendix presents this information. Section 2 presents a summary of examples that library systems coordinators provided illustrating how they have helped their respective libraries address the LSTA goals and to what extent have libraries improved in addressing these goals as a result of the assistance and services they had received from their respective library system.

1. Library Directors

Library directors provided the following examples illustrating how their library addressed each of the LSTA goals.

They provided the following examples demonstrating how their library *expanded services for learning and access to information and educational resources in a variety of formats for individuals of all ages*.

- A grant provided by HALS enabled the library to provide access to its catalog online.
- Access to TexShare databases
- Added a couple of databases.
- Added digital media downloadable materials in four formats.
- Added more books on tape and started pre-school program
- Added online services discussed during workshops.
- Added services for birth to age 3, added services for age 3 to 4, added a middle school summer program, added a high school book club, added a senior resource informational center host AARP.
- Added virtual chat, added Live Homework Help, added numerous databases, added Overdrive, continued to provide facilities for distance learning and teleconferencing
- Adding audio visual materials
- Addition of more public access computers, additions to the collection in all areas.
- Adult education classes twice a week. Storytime for children 2-5 once a week. Summer reading program for k-5th grade one week in the summer.
- Adult Literacy, Story Time for preschoolers, Summer Reading Program.
- After attending a training session on serving Spanish Speaking population, I was able to implement a small amount of ideas on how to reach the Hispanic community through community leaders. I developed a plan to outreach to the local Head Start school, both in the library and in the school, providing books for specific lesson plans and sponsoring parent/children day in the library. I am now in the process of developing a small plan to serve residents in the local nursing center. Our library has a very, very, small budget, one staff member and is open for only 20 hours per week. Therefore, services offered must be limited.
- An example would be to have funds to provide a reading program to teach kids and some adults that can't read or have trouble reading.

- As a member of TPLS and Harrington Library Consortium, we have been able to subscribe to Tumble books for children, Groliers, and Learning Express. We have also added live homework help for students from 4th grade to intro college level.
- Awareness of and access to the TexShare Databases, Demonstration of use of Library Database and Software, Web-site comprised
- Became more diverse in our collection development
- Because of BCLS and TSLAC we now offer access to the Internet and TexShare Databases on 10 computers. We offer free use of computers, bilingual and large print materials and programming for all ages and groups.
- Because of the collection funds received for books, we were able to purchase more material in other formats: large print, children's audio, Spanish, ESL, and adult audio. Because of the on site IT help, we were able to keep our networked computers online so that patrons could use them for research purposes.
- Because of the training from TESLAC (FrontPage via Element K) I have been able to improve our website. Because of the help and advice from CTLS Tang Specialists I have been able to get my catalog on my website and functioning properly as well as getting my automation system properly set up.
- Began offering weekly preschool storytimes for toddlers and preschoolers; offered first summer reading program for school-aged children.
- Books, videos, databases, and public access computers were made available through Loan Star Grants. The Talking Book program was tried, but not used extensively because of need during the trial period. We will try that again if the need arises.
- Books; GED study manuals; VHS's; DVD's; Audio materials
- Bought educational DVDs from DVD grant to serve all ages.
- Bought library materials
- By adding wireless access, we have expanded the usefulness of the library's internet capability.
- By expanding our collection of books and magazines available to the public.
- By forming reading groups and providing tutoring for students.
- By getting computers in the Library for all to use.
- By helping students find needed information, both from books and on the Internet.
- By making TexShare available.

- By obtaining grants for electronic resources and for utilizing staff to implement informational programs.
- By providing Internet services the individuals using the library are able to communicate via their e-mails, search for information otherwise not available to them. College students making us of the library's resources.
- Carefully selected materials for the collection
- Children's programs: Lapsit program was developed
- Collection development - purchase of materials in large print, self-help books, Texana books, Christian fiction, children's books.
- Collection Development Bilingual services
- Collection Development funds enhanced the diversity of APL's collection.
- Collection development funds have been used to enhance our services to the whole community, our large print users, and public school students (many of whom are below the poverty level) and their families.
- Computers were purchased through TIFF grants and maintained for public use including access to TexShare Databases. Patrons are also eligible for ILL through the library.
- Computers, books of all levels
- Conducted computer classes for beginners (adults)
- Consultant's reports were useful in improving the efficiency of our technical services department, which enabled our Library to shift more resources to other areas of need. Consultants also prepared a report regarding needed facilities improvements.
- Consulted system in automating our library for improved services
- Continuously expand and upgrade collection and improve services with emphasis on areas of community need such as Spanish language materials for adults and children in a variety of formats, changed library layout to make more accessible, purchase additional large print and DVD
- CTLS Collection Allocation Funds have provided development funds for a Large Print Collection, core Music on CD collection, core Toddler Board Book materials, books for emerging readers, core Reference materials, core Bilingual materials in Spanish and English and this year, illustrated novels for Young Adults and children. By targeting these funds outside of the budget process, it was easy to start a new collection.
- CTLS Helped with technology plan and helped staff carried it out. Also helped with automation and hands on help setting up network and hands on help getting the Internet into library.

- Developed more outreach programs to community agencies serving preschool and senior citizens.
- Developed Public Training Classes especially for inexperienced users of all ages and increased number of public access computers.
- Development funds allowed us to provide more books and audio-visual materials to our clients.
- Development of a collection of audio books on CD.
- Doubled storytimes and summer reading programs
- During this period of time, the library became automated so materials could be located easier. Patrons have access to the TexShare databases.
- DVD, Video and Audiobook Collections and access to State Funded Databases
- DVD's are in multi-languages; large print; tutor help
- Education concerning the accessibility of the TexShare databases.
- Educational and informative traveling exhibits
- Educational DVD collection, reorientation of furnishings to facilitate access, customer service, weeding collection
- ESL
- Established a graphic novel section with a Texas Reads grant. The NTRLS provided a large hanging sign over the section as advertisement.
- Every Child Ready to Read Grant does parent reading workshops and distributes free books to families attending the workshop.
- Expanded adult regular and large print, audio book, and juvenile collections through system grant money.
- Expanded audio book services to include CDs for both adults and children.
- Expanded collection of Large Print books, reference materials, children's materials, audiobooks, and children's sign language materials for a new program.
- Expanded eBranch services; library provide wireless access & laptops in all branches to augment access to information; added value to online catalog
- Expanded Internet connected computers from (3) to (8). Educational video and print.
- Expanded our ELS collection to include more formats and also our Spanish collection.

- Expanded services and access would be the databases provided by the state and the live homework help provided by AALS, our OUTREACH programs for Head Start, computer lessons to adults and seniors to better acquaint them to the digital information provided by software and the internet. Support for our schools in our library materials and research help for assignments. Large print materials, DVD, and audiobooks (for sight impaired) and the increased collections in the new formats have been a priority.
- Expanded Summer Reading Program to children to include Art Classes in collaboration with local Laredo Center for the Arts, a nonprofit organization.
- Expanding upon our collection of media and Spanish language material
- From our Reference Department, the staff is trained to offer assistance and make recommendations from books, all print and non-print resources, and/or the electronic databases.
- Funds received from Loan Star Libraries Grants and NETLS Collection Development have been used to provide a variety of library materials for all ages. The funds were very helpful to supplement the money allocated in the city's budget.
- Gave tours to the Evan Start families on library services
- GED Classes
- Guidance for the Internet. Providing needed books. Research using TexShare
- HALS provided mini grants for DVDs. I received two of these and expanded my Spanish language DVD collection and educational DVD collection.
- Have added audiobooks on CD, movies and educational on DVD. We have also started a small collection of classical and popular music on CD's.
- Have added materials in Spanish language; added additional computers for patron use; increased number of audio books
- Have added more computers and additional educational materials.
- Head Start children began attending Story Hour. Provided large print materials to nursing home patrons.
- Head Start program
- Help with Collection Development Plan provided foundation & helped clarify decisions regarding scope of media formats & resolved migration issues
- Homework Center - used NETLS discount for tutor.com; added TexShare DB to library's E-branch; NETLS materials contracts are most important asset in ALL services to ALL ages.

- Hurst Public Library initiated Northeast Tarrant Reads, a collaboration assisted by NTRLS. Summer Reading Clubs benefited from the SRC performers showcases.
- I feel our library has been a great help to students and adults who do not have computer access in their homes. We have been able to assist adult students returning to school who do not have computers in their homes and junior high and high school students with homework help with use of our computers and printers.
- ILL, TexShare databases, public computer classes
- In 2006, our library introduced its first online catalog.
- In addition to the written word in book form, the library expanded its book-on-tape collection, particularly the Newbery Award winners for children; participated in Loan Star Libraries, which provided DSL for three internet computers; and the library began providing a preschool and home schoolers Storytime program during the school year similar to the children's program offered in the summer.
- In our computer-training center we have expanded curriculum to specialized subject areas such as genealogy, job searching, homework help for children/teens, and other digital information topics.
- In Storytimes we use puppets, books, posters, TV, stereos, and hands-on crafts. Tutoring sessions we use workbooks, books, and a one on one tutor. Intergenerational programs we usually provide a performer dressed in costumes.
- In the last 5 years we have been able to meet many more needs of our patrons by a larger collection, ILL, computers, Internet access, fed. & state info.
- In the years 2003 to 2006 I was the Children's librarian at a large library, and did not use a lot of the services from System or LSLAC. I have been at this library starting 09/5/06.
- Increased access to technology through web based services, including on line reference services.
- Increased audio books and large print materials.
- Increased hour of availability of computers and library in general.
- Increased Internet use; added CDs, books on tape, videos.
- Increased large print and audio collection.
- Increased LP collection, audio collection. Put link to TexShare databases on public computers.
- Increased number of public access computers including six in the children's section and four in the young adult section. Purchased new reference books for all ages.
- Increased the size of large print and audio book collections.

- Increasing Spanish language collection including AV materials
- Internet access; large print & audio books; new reference books
- Introduced a wireless network with 8 laptops available
- It shows in the library usage, hard to define
- Library keeps current technology updates. Updated reference materials, along with other library material formats. Yearly educational programs. Created colored labeling system for patron's easy identification, along with subject shelf labeling.
- Library now provides wireless capabilities and provides weekly computer classes in Spanish.
- Library services are accessible in all formats for the informational and educational resources to patrons of all ages.
- Library sponsors special educational adult programs and workshops - on topics ranging from water harvesting to digital photo editing to geology ... children's summer art programs.
- Library website.
- Lighted magnifier very useful for in library use for visually handicapped. Developed DVD Collection with Loan Star Funds. TexShare Databases very useful! Spanish Periodicals.
- Literacy Classes, library tours, summer programs, school presentations of library services and programs.
- Live Homework Help is a great service to offer our patrons. There is a need for tutors in our city--we are short on space for actual in-house tutoring and there are few people in our area who offer tutoring services. We can now we can offer a solution to those problems with Live Homework Help.
- Live homework help through tutor.com thanks to partnership arrangement with NTRLs membership libraries.
- Loan Star funds have been used to purchase materials in multiple formats for all age groups.
- Loan Star funds were used to develop a young adults' collection in our library. They were also used to greatly enhance our large print collection. This funding helped to provide additional educational and informational resources to two unique service populations within our community who had been previously underserved.
- Made patrons more aware of the TexShare databases, received more educational DVD's in a broader range of self help information.

- Many more new library cards issued, technology classes, literacy classes. Summer reading and writing development, elder access to low visual services.
- Migrated to newer audio book formats.
- More formalize programming and collection development.
- More Spanish language materials more Large Print materials More books on CD and audio More and better programs for children More ILL and provide that service free
- Music, art and TexShare data base, reading program, educational programs
- New automated system, outreach programs, trained people how to use the internet
- New, updated reference materials.
- Newspaper columns were written explaining what HCL has available to access TexShare Databases. This led to several persons asking about TexShare; we provided login information for their use outside the library.
- Newton Library spent the better part of 2006 rebuilding its branch library, which was destroyed by Hurricane Rita. The branch library serves all of Deweyville and the surrounding areas.
- Through our participation in TexShare, patrons have the opportunity to use other libraries so I would think that the TexShare card would be a service.
- Now subscribe to tutor.com
- Obtaining more computers, and newer computers. Basic computer skills classes.
- Offer Live Homework Help; we expanded our collection of audiobooks and DVDs; we are creating an Education Resource Center for teachers providing equipment to help them in their classrooms.
- One example is our Books-To-Share program targeting children in childcare centers. We bring the library to these children, as they do not have opportunities to come to storytimes services at our libraries.
- Our catalog is now accessible online. We also have a library website with helpful links. We continue to update and improve our library collection in both print and electronic formats.
- Our community library provides basic services whenever the library is open to patrons of all ages. The library provides Internet, online catalog, copy machine, telephone and fax for administrative use, children's programming, adult ESL classes, and maintains a current collection of printed material.
- Our library expanded hours of service through the Loan Star Libraries. Developed a DVD collection for both adults and juveniles.

- Our library expanded services through utilization of Tex Share databases, educational DVDs, and print materials.
- Our library has provided audio/visual materials to persons of all age groups. We have added several items to our collection to satisfy and promote language diversity.
- Our library provides free computer access, current fiction and nonfiction, a large selection of large print books, and books on tape to all our patrons.
- Our library purchased new materials, continued our literacy classes.
- Our staff encourages the use of TexShare databases for information our library might not have on-site. We also appreciate being able to offer our patrons access through interlibrary loans. The WTLS audio circuit packets are invaluable in that our patrons have a new selection of audios every two months. Since our library has limited funding and space this service is a wonderful option for our patrons. Getting our card catalog on the computers helps our patrons access information in our library.
- Outreach to the community, wi-fi, storytimes, summer reading, increased access to databases.
- Participated in a CTLS consortium to purchase downloadable audios.
- Participated in the TexShare program, both databases and TexShare cards.
- Participation in the NETLS rotating collection enabled the library to provide access to large print books and audio books. Seeing how popular these materials were, we expanded our own collection of audio and large print materials. Individuals of all ages use the AV and print materials, the elderly, children, and commuters who use our CD and audio collections extensively. Electronic resources have increased from 12 to 18 public workstations, and are continually in use by all ages.
- Patrons have access to all Internet availabilities through our patron-used computers. Also access to Live Homework Help through library computers as well as through our Web Page at each individual home.
- PC instruction, encouraging senior citizens in computer use, encouraging adults not typical readers in audio use, always emphasize service to kids (who bring the family) in PreK storytime.
- Primarily the services were in the availability and use of on-line resources, such as databases. Also became users of the NETLS library of media with public performance rights, very valuable to local teachers and staff of prison systems (several in this area). Live Homework Help has helped schools and their students.
- Promoting and training in the use of electronic databases provide large print and audio/video materials in a variety of subject areas
- Provide 11 PC's for Junior High thru Adults and 4 PC's for K through 6th Grade; subscribe to TexShare database

- Provide books, DVDs, Videotapes, and Books on tape (and CD).
- Provide computer access to individuals of all ages, provide English classes for public; provide computer classes for the public.
- Provide database free of charge for low-income patrons on public PC.
- Provide digital media downloadable materials in four formats and provide in-house and remote computer access to various paid databases.
- Provide TexShare Databases Provided New Computers Provide Wireless Access.
- Provide tutor.com
- Provided audiobooks and DVD's and related to summer reading.
- Provided GED and Pre-GED courses on DVD for patrons. (About half of our adult patrons have not completed a GED or HS diploma program).
- Provided Live Homework Help as well as training on other electronic resources.
- Provided more audios and large type books.
- Provided programs for early literacy, children's programs, computer literacy classes for adults, and reference databases.
- Provided quality sources of materials, books, videos and electronic sources.
- Providing Video conferencing equipment for use to the community for distance learning.
- Provision of computer classes.
- Public Internet access for a rural low-income area.
- Purchased new computers.
- Purchased reference materials, provided programming for children, teens and adults. Purchased educational software for children and students.
- Quitman Public Library has expanded services in reference information (print and online) and encourages the use of online databases by offering after-school homework help.
- Reaching out to the local county Head Start programs, staff, and children/parents. Inviting local nursing home resident into the library for "field trip days" at the San Diego Library. Addressing local schools on library programs available.
- Resources provided by our NETLS system has greatly increased the number of patrons reading due to the addition of Spanish and bilingual language literature for children and adults.

- Rosetta Stone, TexShare Database, Large print books, audio books.
- Rotating large print & audio books.
- Services for the elderly - large print and audio.
- Services provided to all ages at the library were achieved by expanding our collection in all areas; bring technology up to date with software that educates all ages with resources to their level.
- Services were expanded by having additional resources to address diverse needs and through outreach activities to non-English speaking users as well as senior citizens.
- Set up TexShare databases for remote authentication against our Horizon database.
- Several library patrons pursued their education with online classes and the library staff monitored their exams. A computer was set up in a quiet area for student use only.
- Spanish patrons who do not speak English have access to our Rosetta Stone program.
- Speaking to people at my systems office on how to expand the small amount of Spanish materials. Gave me a brief overview on where to look.
- Staff at one branch library offered ESL training using materials purchased through a System mini-grant.
- Staff has been providing one-on-one training on computer usage, including the Internet, as needed.
- Students gaining college courses online have resources available for papers that they need to complete and also school students if they are working on papers for school and need other references.
- Subscription to TexShare databases and member of the TexShare card program. The library has MS Professional Office 2000 on all public Internet workstations.
- Summer Reading Program for preschool, elementary, and teens.
- System provided money for non-fiction collection development.
- System's rotating book/audio project courier services and TexShare card program allows access to increased information for library patrons.
- Targeted programs towards: Seniors, Middle schoolers and Teens.
- Teaching patrons to use Internet for searching the web and Tex-Share database.
- Technical training and training in the TexShare databases.
- TexShare database access.

- TexShare databases access, books, and audio books available for checkout. Office software available on public computers. Reference materials. Subscription to newspapers and magazines.
- TexShare Databases increased the number of public access computers.
- The audio books are a great asset for my older adults
- The consultant helped us to solve problems in our automation system and it ran smoothly.
- The Edwards Public Library provides the TexShare Databases for patron of all ages for learning and to access information.
- The library added DVDs and CDs to the library collection. Previously the collection only included books and videos.
- The library added educational videotapes and non-fiction books to the library's collection.
- The library has added more large print and Spanish/bilingual books into our collection. The library has also begun outreach programs to the senior citizens facility and a local day care facility.
- The library has expanded services for learning & access to info and educational resources thru: books, audio books, videos, CD's, CDROM, tapes, VHS, and computer w/internet. This is available to all regardless of age or race. There is staff available to assist as needed.
- The library has one computer with Internet service for public use. We purchase AR books so that the public school students will have access to another source of books in order to take AR tests that the school has available.
- The library implemented a educational/recreational video program, that has brought in many new patrons and after finding that we have this program, the patrons that are poor readers have discovered the audio book program and reading materials that are available for all reading levels.
- The Library offers online services and reading material to its patrons only in the Library setting.
- The library started opening on Sunday in March 2006. In addition, the library began offering Overdrive (downloadable audio books in January 2006 and added downloadable videos in April 2006.
- The library was able to purchase large print books, books on audiocassettes and CDs, and some bilingual.
- The Materials Allocations funds from HALS have helped enhance the Vidor Public Library's collection so the Vidor community can have updated materials available to them when they visit the library. Also, the TexShare databases are accessible to the community, which helps patrons and/or the public find information, either general or research, they need that otherwise would be unavailable to them.

- The materials that we have been able to purchase with funds from the System and from the state have enables us to provide ESL programs for a growing non-English speaking population.
- The move to the new facility provided space and opportunity to enhance services and increase interest in resources including Internet access, TexShare, and other resources.
- The quality of our collection has risen in the past several years thanks to collection development funds. We have up to date reference materials, books on tape and CD, videos and DVDs and of course, the TexShare databases along with the Internet and desktop programs.
- The system helped us purchase educational DVDs.
- The Texas Data Bases are available on the desktop of all patron computers. The collection development provided from the system allowed us to purchase reference and educational materials we would not have afforded.
- The TexShare card and database programs have enabled us to expand access to informational resources to all library users.
- The TexShare databases are very important to our patrons, and allow those who are homebound to use them as well.
- The TexShare databases have all kinds of information for all ages.
- The use of TexShare and all of their databases
- The use of the Texas State Database. I used it, and many patrons, children and adults use it also.
- They provide large print books for my senior patrons. The summer reading program for my younger readers. Computer classes for senior patrons.
- This is a combination school/public library. We have been focused on upgrading our easy section and our audio and Spanish sections because those were our deficient areas.
- This Library has developed a comprehensive collection development policy that addresses all these areas and that is used in the selection of all types of materials and formats for all age groups.
- This survey was asked for too quickly to properly answer these questions.
- Through a DVD grant last year DVD's were offered for pre-school children of Spanish speaking families
- Through computers, web page, Internet.
- Through electronic and print resources as well as programs such as Every Child Ready To Read.

- Through grants received from CTLS and TSLAC, the library was able to add to or upgrade its collections for Spanish language materials, large-print/audio materials and adult non-fiction.
- Through TexShare databases and by making public access computers available.
- Through the development of the new website, individuals of all ages have access to not only the library catalog, but the ability to renew, reserve books on line, as well as access to a number of other web services.
- TIF grant computers, Gates Grant computers and software, DVDs (HALS) extended AVs.
- Today , Mack Skinner from the BCLS installed a wireless router, purchased with Lone Star Grant funds, in our building, which will enable laptop users to access our wireless Internet.
- TPLS closed out the area loan books and donated them to the members of system. This increased my holdings of audio and large print books considerably.
- Tutor.com has been a terrific tutoring tool for students. NETLS negotiated w/the vendor for a terrific price.
- Until the fall of 2000 Lone Oak had never had a public library and now with the help of NETLS and TSLAC we are able to offer these services.
- Upgraded computers.
- Upgraded network system to provide reliable services for learning and access to information.
- Used HALS mini DVD grant to purchase fitness DVDS for children.
- Using funding from NETLS and ideas developed from continuing education opportunities, the library began offering outreach sessions to Head Start and Pre-K classes in the local ISD and outreach sessions to the elderly and infirm in a local senior daycare and nursing home. These sessions included programming and the provision of materials in several formats.
- Using new databases. Providing new programs to adults.
- Visual and audio formats. Books-on-CD, music CD's, and DVD.
- We acquired high speed Internet for our public and office computers, along with new computers throughout the library. We also offer Tex Share databases to our patrons and staff.
- We acquired wireless Internet access for our patrons through use of TexShare databases.

- We added a laptop computer learning center to teach people how to use a computer in general and specifically how to use our website and the TexShare link.
- We added more patron computers and helped with research. We added OPAC.
- We added programs for seniors, we improved service to bilingual borrowers, and we improved marketing, by targeting.
- We are a part of TexShare and provide TexShare remote access.
- We are now able to offer more patron access to the Internet with updated equipment, patron access to educational video material, and assist patrons with access to legal, medical, and vocational information via Internet.
- We are providing Internet Basics classes for adults and self-paced tutorial software for Office Suite products.
- We are using our CTLS grant money to purchase more DVDs, especially for children, which are so popular.
- We are working with meals on wheels to deliver books to the shut in and home bound.
- We began to offer classes in ESL, Spanish Language, and computer use.
- We enlarge our book collection as rapidly as possible, and our CD collection.
- WE expand our Spanish Language collection and subscribe to a database for people to learn foreign language.
- We expanded our services through by offering our patrons access to the Internet and TexShare.
- We focused our efforts on bilingual materials, books on tape and CD, and we recently purchased books in digital format.
- We had an adult computer class for two years.
- We have access to virtually all media types, with audio books via computer download being the most current consortium, facilitated by CTLS. We are looking at video download as well. We will most likely see no growth in spending for books and magazines, with a shift to other media.
- We have added state databases, study guides in various formats (books, CD's, DVDs and videos), learning English in various formats and foreign languages through Rosetta Stone.
- We have been able to provide material that we did not offer before by showing our patrons how to look up information.

- We have been developing Spanish language collections and young adult collections at all our sites in the past few years, and expanding large print and programming.
- We have been pleased to tell people about the databases and assist with their at home use.
- We have borrowed educational videos from the NETLS spot booking collection for patrons.
- We have continued to work closely with the public school system as well as our elderly to provide needed materials that are not available in other locations. Accelerated reading and large print books are an example of this.
- We have expanded the number of computers for patron access and tried to make all our patrons aware of the electronic sources available to them through TexShare.
- We have increased our Internet resources by adding a Wi-Fi connection in the library. Have increased the buying of audio books and large print books in all genres.
- We have provided computer classes for all levels especially those with no experience at all.
- We have provided computer classes, added more audio books to our collection and purchased many reference books with grant money we received from Tocker Foundation and HALS.
- We have provided new materials and Internet services to the public.
- We have reached out to our local Even Start program thru the school district and are now providing tours, cards and help with their needs. Most of these people are Hispanic and don't speak much English. Our Children's Coordinator goes each week and reads to the children of the Even Start participants.
- WE have wireless connection to the Internet, audio books on cassette and CD, educational movies on video and DVD.
- We helped more in Internet access of electronic resources.
- We improved our web page to include a calendar that displays, among other things, all Story Times.
- We instituted a weekly a Pre-K story and craft time program. The average attendance rate continues to increase.
- We now have bi-lingual and Spanish materials, large print, and A/V items. The NETLS collection development and special grants has allowed purchase of these materials that we might not have been able to buy. The different types of formats in the collection have increased steadily over the last two years.
- We now provide Homework Help through AALS.

- We offer programs for pre-schoolers, grade schoolers, and YA's, during the school year and then in the summer. We have reading machines, audio books, and large print titles for those with handicaps preventing them from reading a book in print. We also have tax assistance available to all individuals.
- We periodically visit school classrooms and our senior citizen's center to make our services known.
- We provide 11 Internet-ready computers, wireless service, Rosetta Stone Learning System and we have a set of 12 Ingles sin Barreras DVD/CD/Book that patrons may check out.
- We provide a weekly Summer Reading Program and monthly After School Reading program for all children, and teens help with it. We provide reading material for all ages, but especially have large print and audio books for the elderly, and also provide a pickup and delivery of materials for them.
- We provide Internet access.
- We provide library materials in large print, audio books, traditional book format, English language and Spanish Language. Materials are available appropriate for all age levels.
- We provide one-on-one computer classes, an online catalog, and offer a larger collection of large-print materials.
- We provide TexShare databases; we provide computer and Internet access.
- We provide the TexShare Databases, We purchased new reference books for adults and students to use, and we purchased large print and audio books for the older patrons and continued with our Summer Reading Programs and Accelerated Reading programs.
- We provided a story hour for home school families, a local day care and the local Head Start Center. We also provide a Summer Reading Program for the children in the county ages 3 yrs-5th grade. We just had our first book club meeting, Let's Talk Books, which is a book club for anyone interested in reading and sharing ideas about various types of books.
- We provided greater access to our children of our community through outreach programs with the daycare centers and schools and their full participation with our Summer Reading Program. We provided more opportunity for library use with our schools special education classes.
- We purchased bilingual and home schooling materials, updated the youth nonfiction collection, participated in Project Rotate for large print and audio books, and became an Interlibrary Loan participant.
- We purchased kits with video, CD, and workbook for Spanish population. The system added live homework help. Consortium added tumble books for preschool.

- We purchased training and study CD's, several copies of Encarta encyclopedia for public access computers, purchased large print books had training for the public on using the TexShare data bases.
- We received 2 grants for computers, which allows more access ability for patrons. We also have wireless connections for patrons to use their laptops
- We received a grant to provide four computers with Rosetta Stone software in Spanish and English to help ESL patrons.
- We recently moved to a new facility. The grant consultant at NTLIS was very helpful in assisting with the grant application for the new shelving and furniture.
- We set a schedule to deliver/pickup books to disable patrons, that otherwise would not have access to library items. We have started a collection of read-alongs (book and Cassette) for patrons with reading difficulties. These items have helped not only children but also adults who for some reason never learned how to read.
- We started a Story Time for preschool aged children. Grew so large had to divide into two groups. Adding bilingual and Spanish language to our collection. Increasing large print collection.
- We started an Early Childhood program for preschool children in 2006. We have also started a book delivery program for patrons that are unable to come to the library.
- We started using the TexShare database and we promote in our library.
- We strive to help people of all ages relate to the Internet and use the library. We are connected with the elementary school and reinforce children's use during and after school. We have also begun a children's storytime for preschool age.
- We surveyed patrons and started programs for their various needs, added more public access Internet computers, upgraded to DSL Internet service, marketed our library all over the community, we added Spanish Language sections for children, teens and adults, which included print, audio and audiovisual materials, we participate in the TexShare Card program, and we formed partnerships with the Alvarado Area Chamber of Commerce and the Johnson County Master Gardener Association.
- We try to work closely with Building Bridges, Head Start, Texas Migrant Council, and the two Elementary Schools in our community.
- We updated our adult nonfiction section for our patrons
- We upgraded our productivity software to be compatible with our schools of all levels in the area. Our Policy allows the staff to prioritize and allow students doing homework to utilize the resources longer.
- We use our collection development for large print books for the elderly, families in poverty, computer times for resources, DVDs, and videos.

- We use our local newspapers to provide our community with knowledge of all that our library offers.
- We use the interlibrary loan service quite a bit.
- We were able to have computer classes for the public at no charge.
- We were able to purchase a baby board book collection to serve the birth to age 3 population, and also bilingual books (English/Spanish) and materials to help Spanish speakers learn English. We also were able to purchase titles written in Spanish on food, pregnancy, etc.
- We would not have access to any databases if it were not for the Tex Share Databases. They open up a whole new realm of information for our patrons of all ages.
- We would not have access to any databases if it were not for the Tex Share Databases. They open up a whole new realm of information for our patrons of all ages.
- When they come in, we try to help them to find what they are looking for. If they are not used to computers, we assist them in learning how.
- When we receive funds for materials we try to look at the whole picture and look at the needs of all areas to fill in those gaps for books for every age and interest.
- With a grant from Tocker through NTRLS, we expanded our summer program last year to include teens and adults for a one-day musical learning experience.
- With CTLS funds we were able to expand our young adult collection to add to the curriculum related sources. We also have expanded our business related collection.
- With funding from HALS our library purchased Spanish language materials and started having weekly Spanish story times. We also offer Spanish computer classes using laptops that State helped us get through the Gates Foundation.
- With funds from the system we were able to increase our bilingual, audiobooks and large print collections.
- With the help of TPLS, we now have Live Homework Help, Learning Express Library, Tumble Books and Student Resource Center Gold. We had one young lady use the Learning Express Library and it helped her get an A in the subject she had trouble with.

Library directors provided the following examples demonstrating how their library *developed services that provide all users access to information through local, state, regional, national, and international electronic networks.*

- Access to the TexShare databases has assisted in connecting out users to the full text of information sources.
- Added computers and set up access to databases requested by patrons.
- All users with a library card have access to whatever networks we pay for that allow remote access, as well as TSL databases. Almost all of the tangible collections, other than reference and genealogy, are provided through ILL and TexShare.
- Assistance from our library system helped to implement ways to market TexShare databases & provided the training to build staff confidence in their use.
- Assisting senior citizens in becoming familiar with computers, who have not used one before.
- Because of BCLS and TSLAC we offer access on our free public computers to the Internet for research and recreational uses for students and adults alike. One patron, Dr. Alberto Galindo, is a published writer and uses our computers to do extensive research and writing on his books about the history of Zaragoza, Mexico and the surrounding area.
- Better access to TexShare databases.
- Brand new library website with links to Practice tests (GED, SAT, ACT, etc), also to the above databases.
- By creating a library website.
- By showing our patrons on the usage of the internet, etc.,
- Computer basic training workshops.
- Computer usage for all patrons with assistance from staff
- Continued to collaborate with the Harrington Library Consortium to expand services to all regional libraries.
- Cooperation with the Library of Texas, putting our card catalog.
- Development of friendly relationship with local college and offer GED classes. We provide the room and they fund the instructor. Close working relationship with AARP volunteers. They provide free Income Tax service to community at the library.
- DSL access to the Internet on all patron computers.
- Educated users to TexShare Database usage.

- Electronic databases that are available remotely if you have a library card and interlibrary loan service. Staff accesses the titles requested for loaning through OCLC.
- Expanded access to online catalog; provide remote access to electronic resources; provide selected web stats through online catalog.
- Free Internet Service to our library patrons and others visiting our community. Students attending universities are able to come and use the computers to do their homework assignments or students taking online courses.
- Grateful patrons were urged to utilize job website resources, provided by NETLS continuing education workshop, to improve their employment situations.
- I write a weekend newspaper column and advertise all the good things that happen at our library. One great thing is the TexShare Database.
- If they are looking for jobs, we help them find the place that tells about jobs. If they are looking for income tax forms, we help them to find them.
- Improved Interlibrary Loan services through ILLiad, WorldCat, and TexShare.
- Improved training in TexShare databases.
- In 2005, 13,475 searches were made by our patrons on TexShare databases. We presented workshops at library and a local school on how to use electronic resources to improve cancer awareness. NLM presented 5 in services on consumer health information on Internet for librarians.
- Informal classes in the library.
- Information documents distributed for using TexShare databases, Live Homework Help, and NETLS media library.
- Information provided by the System led to a partnership with Houston Medical Library. Interlibrary Loan is now a recognized service by the community we serve and in the last three years, has increased 320%.
- Internet access through computer network.
- IRS forms for patrons.
- Joined the State wide on-line catalog to give all residents of Texas access to our collection and vice versa.
- Library has an excellent e-branch, which is available to any Texas resident. Library belongs to LOT.
- Library has its own website listing library services and an online catalog listing collection held.

- Library has provided public Internet computers, training on use of these computers, links to specific websites (from Library webpage) and brochures identifying a variety of websites/educational links.
- Library provides students with tutoring help through Live Homework Help.
- Library staff individually tutors patrons on the use of electronic sources and databases.
- Library website can link to city cite. Internet links to all others.
- Library's website databases.
- Links on website and Internet.
- Links through TexShare and other websites.
- Live Homework help has been a product that members of TPLS and Harrington Library Consortium have been able to offer their patrons. Students have taken advantage of this service; we receive monthly reports of usage and comments. The library director has gone to each individual school and talked to principals, teachers and students. A program was given to the community about all services that are new to our library this year, including Live Homework help, Tumble books, Grolier's, Learning Express. We also reminded them of databases that we have available through TexShare.
- Loan Star Libraries grants used to update and replace aging computers. Marketing of TexShare databases through newsletters and local newspapers.
- Main library and branches provide users TexShare database access and offer Learning Express programs through our website.
- Make available databases provided by the state to our patrons in the library and at home.
- New computers, Broadband, website, Wi-Fi.
- New public access computer system.
- Newspapers articles and speaker's engagements teaching about TexShare and homework help.
- Newton Library purchased databases (TexShare and Heritage Quest) to be used by library patrons.
- Offer reference service both in the branches and on-line.
- Offered series of family history workshops teaching use of online genealogy resources.
- One example of how we have developed services that provide user access to electronic networks is by actively promoting online database resources using a variety of marketing strategies. We post signage, advertise on community television bulletin, weekly newspaper ads and fliers.

- One-on-one teaching patrons how to research electronic databases.
- Only the computer with Internet access for public use.
- Our computers stay busy with those of all ages who do not have personal Internet access. The databases provided are used by many in their own sites of access.
- Our library has been fortunate to have the Gates grants, local funding and matching grants to provide the computers and Internet access for our library patrons. Without the Gates grants this process would have been a slower process.
- Our library has promoted the use of the TexShare databases through newspaper articles, an informal workshop, printed bookmarks, individually showing patrons how to use the databases and with links from our library website.
- Our library hosts basic computer classes that make it possible for library users to access information through the Internet.
- Our library provided two computer classes for beginners.
- Our library provides free public access to the TexShare databases.
- Our library provides Internet service for all in our low-income community, especially for those who cannot afford their own personal computers.
- Our library set up a WI-FI connection in the spring of 2006. Now individuals are bringing their laptops to the library to connect.
- Our library's website has been recently redesigned to provide all users easy access to our online catalog, OCLC WorldCat, and the TexShare databases.
- Our patrons are able to access information through the TSLAC databases, Texas State Library and the Internet.
- Our services provide Internet connections and are particularly valued by many of our residents who do not have computers of their own. Participation in TexShare is vital for all of us.
- Our website connects our users both locally and other to a wide variety of electronic databases available through TexShare as well as our services.
- Our website links to local, library system, weather resources.
- Our website listed the address to the state databases; our library brochure lists the same.
- Participate in Loan Star, participate in 24/7 virtual chat, and provide ILL.
- Patron access to the library's computer lab and links on the library webpage to the State funded databases.

- Patrons are welcome to use TexShare resources when needed.
- Patrons can access information from the Texas Data Bases, the World Wide Web, or electronic resources.
- Patrons have access to all Internet availabilities through our patron-used computers.
- Patrons have the use of the TexShare database and Internet services are provided free of charge.
- People are able to use the database in order to get the information they need for homework, medicinal needs, and general information. Many times I have showed adults and students how to retrieve their information using the database as a resource.
- Prepared bookmarks with information and a link on our website.
- Printing of passwords and access to TexShare Databases, mailed and passed-out notices of how to access.
- Promoting TexShare databases, more computer instruction.
- Provide access to TexShare and instruct patrons in its use.
- Provide adequate computers for patrons.
- Provide computer classes to public so they can learn to use the Internet to communicate throughout the world.
- Provide in-house and remote patron computer access via library web page.
- Provide Internet services to low income individuals without Internet access in their own homes.
- Provide links to information websites through our website.
- Provide patrons information on TexShare database, how to access government web sites.
- Provide public access computers, TexShare.
- Provide remote and in-house patron computer access.
- Provided basic computer classes.
- Provided Internet access and information on how to access TexShare Databases and other information sources at library and remotely.
- Provided Internet access to all and implemented computer classes and demonstrations of TexShare.
- Provided public computers with Internet access.

- Provided training sessions in schools and community locations on databases available through the library system.
- Providing Internet access to public provides user access to information through local, state, regional, and national and international electronic networks.
- Providing public access computers has greatly enhanced the services our patrons enjoy in our library. Giving them information regarding our TexShare Databases has opened up tremendous opportunities for those who wish to utilize them.
- Providing public access computers with databases and lists of websites.
- Purchased additional computers to provide internet access to those without computers in the home, subscribe to databases to provide access to quality information, increased number of library staff providing assistance to patrons, provide one-on-one computer training for patrons, computer classes to begin in March.
- Put links on our library web page to Library of Texas site, city and federal government sites, and other library sites. Provided flyers highlighting the many electronic databases available.
- Se signed up for TexShare and made it known. We presently have 9 people signed up for TexShare. We are also able to access through the Internet a variety of libraries' collections. We have access to the Library of Congress as well.
- Services are accessible through the Internet.
- Signed users up for TexShare databases.
- Sources available through the Tex-Share services have been very helpful.
- System collection development funding provides access to test database.
- System provided equipment and technical assistance allowed us to provide better service thru electronic networks.
- Tex Share databases assist patrons researching genealogy projects.
- TexShare & National Medical Library.
- TexShare databases, classes on Internet use.
- TexShare Database program allows the library to offer valuable electronic databases.
- TexShare Databases Interlibrary Loan TexPress Delivery.
- TexShare Databases are available if anyone wants to sit down at the computer and use it. The address is posted on the computers.

- TexShare databases are used in the library (a school/public stand alone facility) on a regular basis.
- TexShare databases provided resources our library could not afford alone.
- TexShare databases; TexShare card program; Interlibrary Loan.
- TexShare project provides access to a good collection of electronic databases.
- TexShare, marketing service and teaching use in-house.
- The county provides a webpage for the library, which has a link to OPAC and email. Right now, it is only a basic service.
- The Edwards Public Library provides the TexShare Databases for patron of all ages for learning and to access information.
- The Hurst Public Library has developed a wide offering of electronic services through our website that include TexShare databases and other services that NTRLS consultants showcased.
- The implementation of the TexShare Card, allows patrons to reach more Public Libraries wherever they travel in Texas.
- The increased number of computers added on from 5 in 2000 to 21 in 2006 and two servers; from a dial up in 2000 to a T-1 in 2003 these made the Internet and software programs available that were non-existent before 2000. The information that TexShare Databases provided along with the Learning Express Library.com and the Rosetta Stone Eng/Spn programs have enhanced the tools for our library patrons and staff as well.
- The Internet explorer can get you all source of electronic linkages.
- The Internet is accessible from our library that would otherwise not be available to many of our patrons. Visitors to our canyon conduct business transactions, educational registrations, on-line class work, other educational experiences or the necessary contacts through e-mail. Home-schooled students use our computers for their on-line class work.
- The library became automated. Patrons have access to the Internet and have access to the TexShare databases.
- The library developed services that provide all users with access to information through the TexShare databases both at the library and at home.
- The library developed, promoted and provided computer classes to the community. Very Successful.
- The library expanded its public access terminals to 18 workstations where users can access electronic information, including the State Library databases on TexShare. Staff promoted use of TexShare, and also provided training on how to use the Internet, e-mail, and word processing.

- The library had one computer, that computer functioned as the main computer for library management and basic Internet. The CTLS staff helped with TIF Grant and found and helped get grants to get more computers and equipment and software for automation.
- The library has 8-9 public computers to access the Internet.
- The library has access to the TexShare databases that assist children as well as adults with resources that we could not afford without TSLAC assistance.
- The library has been able through local funding to add Internet connections, add a wireless connection, and make available various national and state web sites through the network.
- The library only has access to the Tex Share databases. However by using the Internet access computers our patrons do have quick access to a multitude of information through individual websites.
- The library only has access to the Tex Share databases. However by using the Internet access computers our patrons do have quick access to a multitude of information through individual websites.
- The library provided its own website with three public access Internet computers for this small rural area. During the past year, the Internet usage has increased 120%.
- The library provides regular classes on beginning Internet, Internet searching and finding specialized information like medical information.
- The library staff has developed written materials promoting the electronic resources available to the public and has provided publicity in the local news media regarding same.
- The library staff has helped many patrons individually with locating information by teaching patrons to go to different web sites, we keep a list of web sites by the computers.
- The Library took part in the first round of TIF funding for free public Internet access. Then, in 2003 we received funding for two additional computers from the Gates Foundation. Library staff attended NETLS workshops on using the Internet and TANG works.
- The number of computers we have available has increased, and people of all ages and levels use them daily.
- The staff encourages the patrons to use the databases available through the Texas State Library for research.
- The systems through the TANG grant helped me set up my Internet and enabled me to access information for my patrons.
- The TexShare card checks out library materials any where in the state. We introduce patrons to audio books, programs for the blind, interlibrary loan books, and DVD's.

- The TexShare databases do this, however, they need to be restored in the school systems because public libraries do not have the staff or expertise to perform one on one training to end users who are the ultimate target for providing the information.
- The Vidor Public Library has TexShare databases, from TSLAC, which are used by the patrons and public. They use the databases for homework, special school assignments, medical research and various other types of research. The databases help them find information that otherwise would be unavailable to them.
- This is offered to the public through use of computers with Internet.
- Through a column in the local newspaper, I advertise that we have Internet services that include local, state, regional and national information. I also conduct one-on-one basic computer/internet use.
- Through a cooperative agreement, we were able to purchase e-audio books for a reduced rate to expand that service.
- Through being a part of Loan Star Libraries, any Texas resident may obtain a library card from our library. Through our Internet services, we have served many out of state users.
- Through grants from various entities such as The Lone Star Grants, Gates Foundation, Tocker Grants, Wal-Mart, City and County plus donations. City and County.
- Through the Gates Grant last year and other TSLA money we have been able to purchase additional computers and electronic resources for the patrons. Increasing the number of PACs gives more patrons a chance to use them and learn how to use the Internet and other resources. We are also encouraging and education our patrons on the resources that TexShare makes available to them.
- Through the new website, users are able to access TexShare, Ebsco and many other links both locally and outside the community.
- Training in the use of the TexShare databases has prepared us to better help patrons use those resources.
- TSLAC staff assisted the Library with the PAC HUG grant, which provided the library with six much-needed new computers. Over the past year we have experienced a %34.9 percent increase in public access computers usage and this grant helped us to be able to better meet the public's needs.
- Update of web page, marketing of TexShare and other databases, links to Library of Texas.
- Upgraded computer network. Wireless service is available.
- Uses can readily access electronic information, including databases provided with TexShare funds, via the MCMLS website.
- Using information from workshops, we expanded our services to our patrons.

- Using the same computer, a patron can access our bibliographic catalog, go to local/regional websites, or access the state databases.
- Various training on the TEXSHARE program has helped my staff and I help our patrons.
- Virtual Reference services 24/7 were expanded to the public in 2004.
- We applied for grants.
- We applied to the group grants (Gates Foundation and etc.) To aid us in our ability to provide several public access computers.
- We are changing catalog vendors so patrons can access their library accounts remotely.
- We are in the process of upgrading our automation system so that we can provide remote access to our library catalog.
- We are TexShare members and have access to multiple electronic resources.
- We attend and sign up for training.
- We encourage use of the TexShare Databases for student research and other noted websites.
- We encouraged and taught patrons to use TexShare databases.
- We have 7 public computers that are networked through our library's main router. We offer through TexShare a variety of databases for research to our patrons.
- We have a class that teaches patrons how to use the TexShare databases.
- We have a handout that has the login and password to the TexShare databases that we give to anyone who is doing research or uses ILL to help them find more information from their home computers.
- We have a patron who volunteers, teaching our Spanish community English. We deliver to our homebound patrons. Summer Programs.
- We have a website and an online catalog.
- We have a website that is updated periodically with information on the library.
- We have circuit library borrowing with Central Library of Waco as well with Austin Library and CTLS.
- We have conducted a series of computer classes and we encourage their use of the TexShare database. We will have classes soon for students on using TexShare.

- We have developed our technology (hardware and software) primarily from local funds, but the consulting that we have received from the TANG grant has been invaluable to us in forwarding our program.
- We have full Internet services through TexShare databases with all patrons.
- We have Internet available to our patrons.
- We have links on our website to all sorts of opportunities from state databases to various URLs of web information that we have been able to make available to our patrons.
- We have patrons that send in their Avon orders, order things from companies, get airline tickets, find jobs, do homework research, take college classes online, and send in reports to a U.S.D.A. office for senior citizen housing.
- We have provided classes in how to use the Internet to access databases and Library of Texas.
- We have provided computer literacy classes involving more users of electronic services. Promoted the TexShare databases. Developed staff technological skills to better help our patrons.
- We have public access computers and classes have been taught for many years to keep people informed on the use of them. They are re-taught after a period of time and the interest is requested.
- We have put access to the databases on the desktops, Texas workforce commission and Work-Texas are data bases that we have trained patrons on. We give a great deal of hands on training on the computer to find the information people are seeking. They then can come in and use our computers and find what they need.
- We have started putting a monthly newsletter in the paper that delineates all of our new resources available on our website.
- We have thirteen public access computers connected to the Internet. Our most recent was purchased with funds from the Gates Foundation. The Texas State Library set this up.
- We have various links on our library's webpage, including TexShare, but it is geared for local and state resources.
- We keep expanding the number of patron computers.
- We made sure that the TexShare Logo is on the Library's web page for easy access, as well as making up bookmarks with the login info, etc. available.
- We now have DSL lines and 4 computers that are available to patrons at no charge.
- We offer databases through the state library and Rosetta Stone through STLS.
- We offer free access to Internet service to all in our library.

- We offer free training and access to information via our public access Internet computers.
- We offer library website along with TexShare database. Also, current almanacs that provide this particular information.
- We opened a new facility where we now have computers for users with Tex Share availability.
- We participate in TexShare and Harrington Library Consortium, allowing users to access resources available through local, state, regional, national and international electronic resources. We also have links on our web page, making access to these agencies easy.
- We participate in the Library of Texas and utilize the online databases in the TSLAC consortium.
- We pay a basic fee for Internet service for patron access.
- We provide "user-friendly" aid in accessing electronic networks if necessary. We have also put in place rules and regulations to make usage fair to all users.
- We provide 11 Internet ready computers for patrons to use for research, and we provide wireless access.
- We provide access to several new services through HLC i.e. tumble books, live homework help.
- We provide computers
- We provide free Internet computers, the only location in the county, that allow users with or without library cards to connect with the outside world.
- We provide Internet access whereby users can avail themselves to information provided by local, state, regional, national and international networks.
- We provide Internet access.
- We provide our patrons with TexShare databases Plus Internet access for all our patrons.
- We provide TexShare database and informed public by speaking to civic organizations and providing information through media.
- We provide these services in whatever manner the individual can understand his or her level of resources they are looking for. All kinds of formats are used to help individuals this information (electronic or reading information).
- We provide web-based services such as online databases, Rosetta Stone, and Online Homework help.
- We provided brochures promoting the databases provided by TLSAC.

- We purchased and installed computers with Internet access for the first time, participated in TexShare through the databases and card programs, developed our website with links to government, educational, genealogy, media, and good children's sites.
- We received a TIF grant that enabled us to provide internet services at no charge to the community
- We search out sites and teach our patrons to utilize them. We have an online database that our patrons use. We informally survey our patrons and seek out the resources to meet their needs and teach them to access them.
- We subscribe to the local newspapers and we have 5 public computers with Internet access.
- We subscribe to Tutor.com, which is online help for 4th through 12th grade seven days a week, from the library computers or their home computer. We provide Internet databases for various needs.
- We subscribed to the Useful Company's Discover Station system to manage our adult patron use computers.
- We targeted marketing of databases and of youth programs to reach uninformed residents by going into the schools instead of depending on handouts.
- We were able to computer classes for the public.
- We were able to participate in NETLS' Thin Client Pilot Project. This was especially helpful as our public access computers were aging and problematic coupled with the fact that there was only one IT staff to handle all technology problems within the city. Having working computers enabled us to provide the common, basic service of public computer access. Of course, being a member of TexShare allows all Texas residents free access to this service.
- We were able to provide further access to information through the TexShare databases and the wireless network which our CTLS funds helped fund.
- We work with any and all patrons to accomplish the task or information they need each time they visit our library.
- Web page, databases.
- Website with link to TexShare electronic sources and other area libraries websites. Internet connection available to connect to various local, state, regional, national, and international sites.
- Were able to put catalog on line and online database.
- When patrons obtain library cards, they are given a reminder to use the databases provided by the state at the same time they are given regulations, etc. There is a link on the public computers. Staff has received a little training in the use of the databases.

- Wireless communication allows users to access information from our web site.
- Wireless Internet connection.
- With help through state funding, the library acquired hardware and software as well as staff training. Policies were implemented that encouraged patron access to the resources.
- With the help of NTRLS workshops, we received ideas for creating more interactive web sites that directly assist patrons, creating a more responsive experience. Because of the TSLAC troubleshooting workshops, we were able to develop skills to maintain our systems, thereby keeping access open.

Library directors provided examples illustrating how their *library provides electronic and other linkages with all types of libraries.*

- Access to TexShare databases
- As a member of the Harrington Library Consortium we offer library cards that may be used at all other member libraries. Also, we offer limitless use of other libraries through Interlibrary Loan.
- As a member of TPLS and Harrington Library Consortium the combined effort of all libraries gives us more electronic links and databases than we could afford as an individual library.
- Because of BCLS and TSLAC we offer our patrons free computer access to the Internet and access to TexShare Databases, Interlibrary Loan Service, Continuing Education and college courses and testing on the Internet, and TexShare cards for authorized use of Texas libraries.
- Bowie Public Library provides Internet access and Interlibrary Loan services, which provides a link to other libraries.
- By Internet access and with TexShare Databases we are able to access WorldCat.
- By providing Internet access for all we can show our patrons how they can access other catalogs, etc. to assist them.
- By using the TexShare databases and inter library loan.
- Can access libraries through the Internet.
- Children's librarian cooperated with local ISD library to provide video program shown on local TV network.
- Collaboration with libraries in Cedar Hill and Lancaster - shared catalog. Library of Texas.
- Cooperation with the Library of Texas, putting our card catalog.
- CTLS provides an on-line forum to exchange ideas and concerns with other librarians.
- Dallas Public Library offers many links to electronic resources offered by public libraries as well as university libraries. Other sites through the Internet.
- Electronic Resources.
- E-Mail - Telephone.
- E-mail and library web sites to visit.
- From our website and our on-line catalog, we link to other libraries.

- Harrington Library Consortium links libraries of the Texas Panhandle.
- I do not understand the question, so obviously I have no social intercourse with other libraries electronically.
- I show people information about TexShare, ILL, and happily look up books for people from other libraries.
- Icon for the TexShare databases is on the desktop of public access computers.
- ILL as a borrower and lender.
- ILL is a great example...provides a large base of library materials.
- ILL, WorldCat, TexShare Database, TexShare library card program.
- I'm not at all sure we are doing this yet, but know we have the capability.
- Information regarding access to other library websites encourages patrons to explore. The TexShare card system has made available other-library services to patrons who have chosen to utilize this means.
- In-service professional development provided to local school districts' librarians twice per year.
- Interlibrary Loan component provides electronic linkage and access to materials from all types of libraries.
- Interlibrary Loan services link customers and all types of libraries through our web-based ILL system at the WorldCat database. A link to our web page from local school libraries provides access to our resources and services.
- Interlibrary loan, TexShare and going to other library websites. The Texas State Library websites are also used.
- Interlibrary loan, TexShare card, Internet computers that students use to link to their schools (college level too).
- Interlibrary loan and TexShare databases
- Internet access
- Internet access brochures
- Internet access - can access other libraries' online catalogs.
- Internet access allows users to visit websites and to search online catalogs of other libraries. The library participates in OCLC Interlibrary Loan program.
- Internet access, links on library's web page

- Internet, Reference and TexShare Database
- Library has website available for other libraries to view.
- Library of Texas bookmarked on public access machines. Under other our "linkage" is through participation in ILL and TexShare card program.
- Library of Texas gateway link on our web site and the TexShare databases available remotely; use of OCLC Group Access program, for ILL.
- Links to other libraries are on our website and our catalog. Interlibrary loans have greatly increased.
- LOT, OCLC and ILL requests.
- MCMLS, North Harris Montgomery Community College District and Harris County Public Library system have entered into a formal agreement for automated library services.
- Member of Library of Texas; holdings in WorldCat; provide links to area libraries; provide customer access to WorldCat; Chat Reference through HALS (info. 24/7); Harmonic Consortium w/North Harris Montgomery County College District and Tomball Community Library.
- Member of the HALAN consortium, participate in ILL.
- Newton Library and its branch library participate in the Interlibrary Loan program. It has its own website, and is on several list serves with libraries in the area.
- OCLC.
- On our website we highlight link to Library of Texas.
- Online catalogs and websites via Internet.
- Only used through ILL, TexShare cards, and on-line access to other library collection information.
- Our computers are from a grant from the school district, & they administrate them. We have email contact with CTLS & other libraries in our system. We plan to develop a web page soon.
- Our greatest connection with other libraries is through Interlibrary Loan.
- Our library catalog is available for searching through our website. Links to NETLS (which has links to all its libraries) and to TSLAC (which has links to all TX libraries) are available on our website. Part of our Loan Star Libraries Grant is dedicated to converting microfilm of the local paper to CD-ROM which will then be loaded onto a server and will be accessible through our website. We do have requests from other libraries for obituaries from the paper, so once the CDs are loaded, the information will

be accessible to all. NETLS also has list-serves available for its member libraries for such topics as reference, collection development, etc.

- Our library catalog is on line.
- Our library has access to TexShare, and through HALS we also provide ILL.
- Our library participates in the Library of Texas catalogs and often links to other libraries to refer users to items that we don't hold that are owned by others.
- Our library provides free public access to the Library of Texas.
- Our library's bibliographic records are available on OCLC WorldCat as a member library and our website provides linkages to both UNT and TWU Libraries.
- Our library's computer center is the hub of information for many of our patrons. There are many in our community who do not have computers or Internet access. We have continued to upgrade our computers and software to keep current. TexShare helps our patrons to have a wealth of knowledge available. We have links on our computer desktops for websites that will be of interest to our patrons of all ages.
- Our linkage with other rural libraries in our area is still in need of improvement, but we're working on that.
- Our online catalog reflects links to all of the other public libraries in the county, a nearby University library and two special interest libraries of interest to our patrons. It also links to all of the public libraries within a 20-mile travel radius and the major urban libraries in the State of Texas. TexShare cards are provided and honored here.
- Our only electronic linkage at this time is through the TexShare databases. We also use interlibrary loan frequently and always ask patrons if they would like for us to get materials for them that are unavailable at our library.
- Our partnership with area libraries (CCLS) has allowed us to network and be more response to our patrons.
- Our patrons are able to go to various websites using the Internet access computers at the library. Plus our patrons can access the Library of Texas website for even more information on what other libraries have available. We can then procure what they need/want through ILL.
- Our patrons are able to go to various websites using the Internet access computers at the library. Plus our patrons can access the Library of Texas website for even more information on what other libraries have available. We can then procure what they need/want through ILL.
- Our patrons have use of all Internet availabilities as well as Tex Share Data Bases at our library as well as from their homes through our Web Page.
- Our patrons know they can come here for computer, copying, printing, and research in any library throughout the country they choose.

- Our system libraries provide statewide databases for the use of our patrons.
- Our users access other libraries on-line catalogs. TexShare and other web-based databases. Users can set up e-mail accounts with Yahoo or Hotmail from Library computers to contact individuals at other libraries. Interlibrary loan requests are searched and submitted electronically as well.
- Our web page and catalog are available on-line.
- Our web page, which is provided by HLC, has links to other Libraries in our system.
- Our website has a section devoted to other types of libraries and website we
- Participation in and use of various list serves.
- Patrons are free to access through the Internet databases and articles from other libraries.
- Patrons have access to the catalogs of other libraries using the First Search WorldCat Basic Search, which is available on the desktop of our patron computers.
- Patrons may access system websites through the Internet or books and other materials through ILL. Area libraries are also willing to help each other when the need arises.
- Patrons may use our computers for Internet searches, or we order items through interlibrary loan.
- Primarily through Interlibrary Loan service
- Provide access to Interlibrary Loan services. Also, the library has a subscription to TEXSHARE databases.
- Provide access to other libraries via the Internet and offer ILL loans from other libraries.
- Provide adequate computers for patrons.
- Provide Internet and e-mail services to other libraries.
- Provide in-house and remote patron computer access via library web page.
- Provide links to other libraries through links on our website.
- Provide remote and in-house patron computer access.
- Provides ten patrons Internet workstations. Library created website with online catalog.
- Provision of TexShare databases and interlibrary loan.
- Put links on our library web page to Library of Texas site.

- Serve actively on the Denton County Library Advisory Board. Serve on TLA committees.
- Service where you can search holdings of multiple libraries.
- Shared network with local schools already established.
- State provides us access to low-cost databases that may be used by patrons in the library or at their homes.
- STLS provides us a Web page where we can locate other member libraries and contact them if needed for staff information or if a patron is seeking information/material that is in their area.
- TexShare and Library of Texas.
- TexShare and WTLS web page.
- TexShare Databases, interlibrary loans, and The Library of Texas.
- Tex-Share database is advertised and utilized by our patrons.
- Tex-Share is a prime example of a service for all users.
- TexShare, which enables our patrons to search various library websites.
- The Decatur Public Library is a member of the Wise County Library Association, an informal group of public libraries that meets regularly to work on cooperative projects, such as book sales and grants. The library underwent a major web site redesign in 2005 and in that redesign a local resources page was created. This page includes links to all nearby public and academic libraries. Also, all staff have been trained and encouraged to use ILL services, thereby creating linkages with all lending libraries and expanding the library's collection well beyond its physical walls.
- The Edwards Public Library provides the TexShare Databases for patron of all ages for learning and to access information.
- The library has a large contingent of distance-learning students who must use our workstations to access the class assignments, reserve readings and resources of the college library of their degree plan.
- The library is a member of ZLOT, with its collection available through that means. We are also listed in other consortia. However, the catalog is not in WorldCat due to the \$10,000+ entry fee. Of course, anyone can get into the catalog with the web address.
- The library links to LOC, OCLC, net library, and consortia libraries. Several sites provide links to this library and other public libraries. Links to government libraries.

- The library maintains a website with links to other libraries. A NETLS mini-grant allowed us to upgrade our automation system to a new web-based automation/circulation system that keeps our OPAC available 24/7 for all users, including other libraries.
- The library only uses the Texas State Library databases and patrons find the databases very helpful.
- The library participates in a consortium with another public library and a community college library to provide information and access to the holdings of each. It also participates in a courier service that transfers materials between the two public library systems.
- The library provides electronic and links with other libraries thru databases and ILL.
- The library utilizes the list serve from the system and promotes and utilizes databases such as TexShare.
- The Library web page links to other Libraries. The Donna Library produces a form-based system to answer reference questions. The results are then mailed to the Library in the area, which provides the answer.
- The only linkage that we use with other libraries is our ILL connection. Our Ill requests have increased.
- The only program provided is inter-library loan services.
- The TexShare Database provides linkage with other libraries for us. I also use the First Search interface to locate books, etc. in other libraries. I often use other library websites to find information for myself as well as patrons.
- The World Wide Web is accessible through electronic access.
- There is a link at the bottom of our website that links to the Texas State Library.
- This Library is part of a consortium of several public libraries in this county, and is linked to all of them. It also provides information on searching websites/links for all types of libraries, including school, university, and special and/or business/non-profit libraries.
- This service is available via the Internet and interlibrary loan services that we are able to make available.
- Though our WTLS system.
- Thought websites the patrons have access to the catalogs of state agency libraries, university libraries.
- Through ILL online, our library has access to library material that is not available at our library.

- Through interlibrary loan we are able to find books that are not available through our library. We have had very few requests that were not completed.
- Through our consortium, our electronic access includes small, medium and large publics, schools and academic libraries.
- Through our system library's webpage.
- Through our website, there is a link to TexShare Databases and we give our patrons the bookmark that shares the TexShare information.
- Through the Internet and or sites that may need to used to reach other libraries.
- Through the Internet most libraries can be accessed by going to their website, If you know which one you want and even if you don't you can access them.
- Through the TexShare access to WorldCat we are able to easily see what is available in other libraries throughout the country. Access to member library's catalogs is also available through CTLS.
- Train patrons to use the TexShare databases
- TexShare, System membership and Loan Star
- TexShare, information and borrowing books
- Using link with Dallas Pubic in ordering interlibrary loan books for patrons.
- Videoconferencing equipment allows remote workshop attendance.
- We are a member of TPLS and the Harrington Library Consortium. HLC gives us access to the catalog of all of the other libraries in this database. HLC has public, academic, and public schools in it. This gives us a wide variety of books and materials to choose from.
- We are a part of a regional OPAC that includes ALL types of libraries.
- We are a part of West Texas Library Systems. We have a website with an online card catalog.
- We are able to access other library's websites.
- We are connected to the First Search Data base and our computers can connect to catalogs at several Libraries that have their catalogs on the net.
- We are currently working on getting our full catalog up and on the Internet. Then we will be part of the NETLS group that has Book Systems as its catalog and be able to access each other's collection. Plus other libraries and individuals will be able to as well. Cooke County Library is also a member of TexShare so we have access to numerous databases. We work with the local community college and other school libraries to offer services that help with their curriculum.

- We are member of HALAN, a consortium of 7 libraries sharing resources.
- We are not linked per se but through the Internet we have contact with all types of libraries.
- We are Z39.50 compliant, use the World Cat, use LC's cataloging resources, use the Amigos network for interlibrary loan, and can access the Texas State Library electronic databases.
- We direct patrons to the Library of Texas site and have a few customers go through that for ILL.
- We do extensive interlibrary loan.
- We have 11 public access computers that are used by our patrons for research, job hunting, email and just surfing.
- We have 12 computers with Internet access available to the public. We do not have a direct link to another library. We have only have access through the Internet and others' websites.
- We have 36 public access computers plus 28 laptops that are used for training purposes. We have a wireless system that enables patrons to bring their own laptops to access information in the Internet. Our catalog is on the Internet.
- We have a website that is available to all libraries. We are in the processing of linking with our local school district so students in Diboll may access our collection any time, even from school.
- We have a website, muensterlibrary.com, and we use Book Systems company's Atrium software which allows web searching of our catalog.
- We have increased our ILL by 100% at least because our system library has provided us with a courier service that allows us to reduce postage costs for ILL.
- We have Inter-Library Loan and use the WorldCat to find all materials.
- We have little electronic linkages with other libraries.
- We have on our website links to the other libraries that are a part of TPLS.
- We have provided classes in how to use the Internet to access databases and Library of Texas.
- We have the computers that patrons can access information through the Internet.
- We have the web sites and e-mail addresses for a great number of libraries and can always get ones that we don't have.

- We joined the pilot project for LoT, and now pay several hundred dollars yearly for software support. TSLAC did not help with technical problems, and sadly has not put a priority on developing this as a meaningful statewide catalogue, so we will drop the program this year.
- We link our website to the local school districts.
- We made daily use of OCLC information about other library collections.
- We now have 15 computers with Internet access.
- We offer Ill services as well as Internet.
- We offer Internet service to patrons who can access World Cat, etc.
- We offer the TexShare database furnished by the state library.
- We participate in an automation consortium of public libraries. We also interact with some school, academic, and special libraries.
- We participate in the ILL program and the TexShare program and provide access to the Internet via our public access computers.
- We participate in the interlibrary loan and TexShare programs.
- We participate in the Library of Texas and utilize the online databases in the TSLAC consortium.
- We participate in the TexShare database and card programs, have public computers with Internet connections, and have links on our website to other libraries in the area.
- We promote the TexShare programs as much as possible. We provide TexShare cards as requested
- We provide a TexShare link on our web site, and are planning to add links to other local library catalogs in our new version that is about to be launched. NTRLS's interest in assisting us with web site development provides an encouragement and a friendly spirit of competition.
- We provide linkage through TexShare and the TSLAC library listings.
- We provide links to other libraries under the "useful Internet resources" so people can access some selected libraries.
- We provide many services through our webpage that are made available through cooperation between the Texas Panhandle Library system and the Harrington Library Consortium.
- We provide online services with information to connect to other links.

- We provide the information for the access to the Tex Share databases to all our patrons.
- We provided a site for teleconferencing programs, which connected libraries throughout the state. We also used funds to pay for TexPress courier service, which expedites ILL request fulfillment.
- We use OCLC WorldCat for interlibrary loan and to assist in cataloging materials. We have a web-based catalog.
- We use the databases from the TESLAC to link our patrons to the State Library of Texas and WorldCat!
- We use the TexShare service between Texas Libraries. WE also use Inter Library Loan service (ILL). In the past we have used Inter-library usage between five other libraries (Watauga, Haltom City, Richland Hills, Bedford, and Hurst).
- We use WorldCat and OCLC.
- We use ZTexas Client and OCLC First Search for title search.
- We will provide linkages as soon as our website is up and running.
- Web links, communication with area school librarians, site visits to promote summer reading club.
- Website, participate in Loan Star and TexPress, 24/7 virtual chat.
- Wireless Internet.
- With our Interlibrary Loan Policy and TexShare cards.
- With the Internet we are able to access information for our patrons through other libraries and databases.

Library directors provided examples demonstrating how their *library developed public and private partnerships with other agencies and community-based organizations*.

- 2006 - Library Director attended training with the Wichita Adult Literacy Commission to establish a Literacy program in Bowie. The Wichita Literacy office will provide all supplies for the program until Bowie is able to support its own program.
- A few gas and exploration companies have made monetary donations to provide some help with library materials and technology.
- AARP income tax preparation for the elderly
- Accept senior citizens as volunteers. Act as a training station for summer students. Became a member of our local Chamber of Commerce.
- All the libraries of Wise County work together to promote programs.
- Although LSTA funding was not used directly, our library was successful in participating in a community wide grant that brought new equipment, software, a server, etc. Without the overall services we provide, we probably would not have been able to participate in this grant opportunity.
- Became member of Commerce, Developed rapport with local clubs.
- Bookmobile makes regular stops at the school district ESL classes for parents and at local non-profit providing these classes, collaborate with Lee College in its program to attract non-traditional students, AARP provides tax help here each year
- Bremond ISD supplies our wireless Internet service through their T1 Internet connection.
- Building two branches in partnership with Houston Community College and the University of Houston, partner regularly with all of the school systems in the county, provide outreach services to Head Start and other juvenile facilities, partner with many County social service providers as we serve 26 senior outreach sites, provide community information on the website.
- Business fairs, programs with other organizations.
- By involving them in the 100-year anniversary (2003), our Friends summer social, the Texas Summer Reading program and year around reading.
- By our community bulletin board, by our community channel and by word of mouth.
- By working with other organizations and taking part.
- Chamber of Commerce and new news media via the Internet. Used for summer reading program and other events.
- Chamber of Commerce sponsored library book bags. Family enter at local Middle School provides teachers and Facility for Adult Literacy Program. Seagoville Library provides materials, markets program and assist with teaching/volunteers.

- Chamber of Commerce, Crowley school district.
- Collaborate with school librarians, Head Start, Boys and Girls Club.
- Collaborated on a grant application with the University and Children's Museum.
- Collaborating with local and private agencies is the key to promoting library services, literacy programs, and public awareness.
- Conduct programs for Head Start, Even Start and other social agencies.
- Conducted open house with Chamber of Commerce.
- Contracted with Head Start and Texas Worksource Allow community service workers to come work at the library for community service hours.
- Cooperation with schools.
- Cooperation with the local school district for summer reading program, interagency agreement with Temple College.
- Cotulla Woman's Club, local Garden Club, local Historical Society all use our resources and contribute to our ability to purchase new items. Library staff an active member of the Cotulla Main Street project. Also contract with Hecho en Encinal (city in our county 30 miles south), a non-profit arts group, to provide summer reading programs for children in that town; they also house an Encinal "library" to handle circulation of 100-200 library materials that are placed there on a quarterly rotating basis: they help us take the library to the people when the people can't get to the library!
- Create displays and provide an announcement board to advertise activities in the community.
- CTLS consulted with staff in how to seek out partners in wanting to do partnership grants. They also consulted staff in keeping up good pubic relations.
- Currently hosting author with school district, System office assisting with marketing; System office assisted marketing for 11 area libraries to host "One Book, One Community"; System office helping to design brochure for 7 member library cooperative.
- Do limited outreach to day care centers with storytime.
- Do summer program with MVIDS Community education. Funding for all types of library improvement from Tocker foundation. Connected with local business.
- During attendance at one of NETLS' workshop, an idea was born and has now come to fruition. When we give library cards to new residents, we also give them a bag courtesy of the local Chamber of Commerce, which has maps of the area, information about other agencies, etc. Though not technically a partnership, the library director is a frequent speaker at organizations such as Rotary Club, the Optimist Club, etc. We also collaborate with the local historical organizations to promote the Texana collection and

have author visits/book signings for such books. One of the organizations is responsible for the library's subscription to This Old House and East Texas Historical Journal.

- Established program with local senior center. Established GED program with local college.
- Geographic meeting helped to network meeting with other libraries that are combination.
- Geographic meetings and STLS.
- Get with the local schools to find out summer reading requirements to provide materials on the lists. Same with Pre-AP and Advanced placement materials.
- Grant from AT&T.
- Grants from foundations and organizations.
- Had bookmark contest with schools, donated deleted books to Rotary, provided book bags to first year teachers through Chamber of Commerce.
- Have developed a partnership with Borders Books and Music to present various programs.
- Head Start and local govt. agencies.
- Head Start generally receives two outreach programs a week if their programming allows the time.
- Homeschoolers, interlocal agreement with school district, Head Start, explored OBOC with neighboring cities.
- I am the sole employee of this small, well-used library. I am also secretary of the Ranger Economic Development Corporation and secretary of Rural Texas Access (internet service). People interested in new business in our community, visit the library, to see me; and it's apparent that our library has a lot to offer--more than one would expect! Rural Texas Access has Internet solutions all over our county; our last four computers and I think two printers have been due to RTA. Our library uses "free" wireless Internet due to RTA.
- In 2006, we ran a marketing campaign called "Show us your library card, Lamesa" in which we partnered with many local businesses to get people to sign up for a library card. We also partner with the local schools and local businesses, as well as local civic organizations during our annual Texas Reading Club.
- Informal partnerships currently exist.
- Internet access is provided by school system.
- Introduced the community-based organizations to the library services available to them via Internet or local resources such as reading materials.

- Joint fundraising effort with the Frontier Times Museum. Provide space for both GED and ESL classes.
- Joint programming with the Chamber of Commerce, HeadStart, Wharton public library, daycare centers, and the Junior Service League.
- Joint programs with Local History society, genealogy groups, quilting groups.
- Library cooperates annually with school district and a non-profit group to provide bilingual programming for families.
- Library director contacted UTB's Language Institute and arranged for Spanish classes (beginner and advanced) to be taught at the library. The library is working with the United Way and IRS as a free tax return center to help local residents file taxes. The library received a grant from Rotary to purchase new books and computers for children and young adults. The library worked with the Town of South Padre Island in order to establish a small reading room on the island.
- Library has developed partnerships independently, without assistance from TSLAC.
- Library is partnering with A. E. Butler and Ford High School in Science Education.
- Library received grant funding from a community business to help underwrite and facilitate assistance for TCHS freshmen and sophomores to complete their required summer reading. (Partnered with the Texas City High School and BP for this program).
- Library sponsors Bluebonnet program with ISD. Also uses HS volunteers for Homework Center.
- Library staff members belong to various community organizations, developing relationships.
- Library staff, volunteers and trustees present talks for organizations or have booths at local events; we invite people in local businesses and schools to serve on committees, including our grant committee and our Capital Campaign Committee.
- Main library and branches participated in development and expansion of East Texas Virtual Village project with schools, colleges, Education Service Center, counties, cities, businesses, and faith-based organizations. Staff members served on committees and Advisory Board.
- MCMLS is working with the Conroe/Lake Conroe Rotary Club to create a community park at the site of the new Stewart-West Branch facility in the town of Montgomery. Staff are also partnering with Spanish-speaking students from CISD to provide computer training for non-English speaking users.
- Meetings with chamber of commerce, Lyons club and Friends organization.
- Memorandum of Understanding with Met Head Start whereby we offer special tours and storytime events for Head Start Students. Memo of Understanding with Lee College Library to provide space for several reference works for Lee College students and

provide assistance for students to access Lee College's web site. Cooperative relationship with Lee College Educational Opportunity Center as a board member and as a provider of space for its information programs and services. Provide special story time events and tours for local school children and local day care.

- Memphis Public Library has a strong relationship with our public school and we are invited in to present programs. The school brings students to the library for information and education about the public library. Our meeting room is used by Harrington Cancer Center for mammograms 6 times a year, providing health care to our rural patrons.
- Museum Friends of the Library County.
- We do coordinate and work with the public schools, Head Start, Area Agency on Aging and Concho Valley Council of Governments, local day cares, civic organizations and groups to provide library programs and services - but not in a formal way.
- Newton Library reports to the County Commissioners and to the Newton Chamber of Commerce. The director attends monthly meetings for both organizations. The library participates in all of the functions of the Chamber. There are also links of community interest on the library's website.
- Northeast Tarrant Reads was a cooperative venture in 2006 involving 11 Northeast Tarrant County public libraries, NTRLS, Barnes & Noble, Fort Worth Star Telegram among others.
- Now and member of the local Chamber of Commerce. Work well with the local newspaper.
- Offered special storytimes for Girl Scout troops and local moms club.
- On our own initiative we have cultivated the local school librarians. For example, we asked the two local high schools to create library cards that their students can use, since some children cannot get a parent to come to the library and register for a card. We are also building a community network online through MySpace to get more input from the community as to what they would like to see at the library. We share resources as we can with the local Boys and Girls Club, and work closely with the Mom's Club for our story time events.
- Our Internet wireless is connected to our Hale Center Public School. The Pioneer Club started the Library in the 1960's. We are a 501c3. The City of Hale Center helps with \$320.00 a month. The Lions Club is a good supporter and our local newspaper.
- Our library director personally visits two local preschools with monthly thematic literacy-based presentations at their facilities. She is working as a consultant with one preschool to coordinate multicultural storytelling as part of a grant they have been granted. The library director works with a local elementary school as a public library consultant on their site-based decision making team. Our library expands that schools efforts to benefit the community through promotion of and participation in their community benevolence projects, such as Heads, Hearts, and Hands (gathering of hats, gloves, coats for needy families) and the Undy 500 (gathering of new underwear for needy families) We are proud to serve our community more than just books and library services!

- Our library formed a partnership with the local Head Start by providing materials for parents, children and staff and by providing a program at the centers.
- Our library has a good relationship with our local community college. We serve their students on a regular basis. The college has been offered our library Friends group an opportunity to have an annual fundraiser the first Thursday of each April. The Creative Arts Department has a "Thursday Nite Live" musical. Our library and Friends contact sponsors for the program. Wal-Mart has a matching grant that The Friends apply for before this event. Our Friends of the Library is a diverse group of individuals that have helped our library in many areas. The local businesses are very supportive of the library and the Friends.
- Our library has a traveling collection with the senior housing authority that provides books with meals delivered through meals on wheels program.
- Our library has been making the public aware of resources by going out into the community with programs and working closely with the Friends group.
- Our library has developed partnerships with the county and the city. We also partner with the schools in the county to provide educational programs for their students.
- Our library has partnered with the Senior Citizen program in teaching several computer classes for seniors.
- Our library hosts a story time. Two local daycares and the Met Head Start school bring children.
- Our library is a combination school and public library sharing staffing, financing, and programming. The RIF programs are done within the school scheduling and the summer reading programs expand goals into the summer months. The library's extended hours provide services to school students after school hours and during summer months. The school network allows students to save their work to personal files, which can be accessed, from any computer on the campus. Our community is highly supportive of all library programs and takes pride in promoting it to newcomers.
- Our library offers a program for the Boys and Girls Club once a week. We work with the Texas Work Force offering pre-GED classes, ESL classes and literacy classes.
- Our library offers students of Hemphill schools homework help and free print outs for homework. We also offer a meeting place for home schooled children and many reference books for both types of education.
- Our library participates in a One book, One Community program with the local school system and the local university, as well as an organization providing recordings for the visually impaired/learning differenced.
- Our library routinely participates in city-sponsored events such as parades, fund-raisers and celebrations, often offering our services as volunteers or as storytellers. We also participate in literacy nights at local area schools and are currently working on establishing a working relationship with our city's Youth Commission.

- Our Library works closely with the Chamber of Commerce, Lion's Club, City of Quitaque, and a local service group, We the Women. We provide a necessary link between the service group and those who must do community service for payment of fines. We help sponsor the Health Fair and provide the literature for advertising while working with the Lion's Club.
- Our library works cooperatively with the public schools in our programs, especially Reading with Rudolph, and the high school librarian is on our board of directors. Private businesses support our library through our Friends program.
- Our library works with other city departments, area service organizations, and schools to provide services. For example, one of our popular summer programs for children is a water safety program in which the Library works with the Fire Department, Public Works Department, and the YMCA Splash Park to provide an exciting outdoors program for around 300 children. Daycares and individuals are invited to participate.
- Our school system has the same library software.
- Our town in very small and organization such 4H use the library to research material they might be using in upcoming events.
- Partner with public schools Partner with Rolling Plains Management Head Start.
- Partner with Borders to provide various programs.
- Partner with school district to provide electronic services, tech support, continuing adult education classes.
- Partner with school: Internet access through school's T-1 line; library provides remote access for students taking A/R tests. Partner with county annex: wireless antenna downstream connects county to school T-1 line. Library hosts regular meetings by 10+ community groups.
- Partner with schools and day-care facilities to promote programming. Provide meeting space to local organizations.
- Partnered with local day care to have them participate in story time activities.
- Partnership with Head Start local daycare centers Alamo area agency on aging county extension services
- Partnerships with Irving-Las Colinas Chamber of Commerce (Irving Business Institute grant); sharing resources and information with local school districts; collaboration with local business to provide Job Fair.
- Partnerships with Local Senior Citizen Group for Programming; Partnership with Local Historical Society for digitizing local records for Internet and Catalog Access.
- Provided meeting facilities for Head Start and other organizations. Began outreach program to local nursing homes.

- Provided rotating collection of large print books and books on tape for two nursing homes.
- Providing a free after hours meeting place, help advertise club activities.
- Received grant called Texas Responds in collaboration with two outreach centers and the public library in Lancaster, Texas.
- Reciprocal borrowing agreement with local community college. Food for Fine program at library donates all food received to the local food pantry.
- Reciprocal borrowing with local college (Wayland Baptist University); genealogical society based at the library.
- Rotary Club funds Summer Reading Program, AARP conducts free Income tax filing; AARP conducts Driver Safety Program.
- Rotary Club gave money and books. Partnered with reading programs with the local schools, and a Community Partnership with the local Head Start for Literacy Opportunities and migrant worker parents to obtain a Temporary library card for them and their children.
- School providing music and art; Day care providing music and reading Storytime.
- Several community organizations donate time and money to the library to purchase materials and provide what the library needs in man-hour services. This provides the community service organization with the hours they need to meet their requirements and us with the service they provide.
- Since our community library is 15-20 miles from a major city, we have invited our elected county officials to our board meetings. These officials have shared a number of resources that can serve our needs.
- Sponsor for summer programming.
- Storytime at daycare.
- Suggestions for additional support in grant writing.
- Tax preparation by AARP volunteers, Planetree Services for medical information provided by medical librarians, interlocal agreements.
- The best way that we have found to develop partnerships with the community is just getting out there and promoting what the library has to offer. We host gatherings, participate in community events, donate prizes and represent the library any time we can.
- The Duval County Public Libraries developed a partnership with the South Texas community Action in Rio Grande for the Head Start programs in our county.

- The Every Child Ready to Read grant created a partnership with the HEB ISD. Since that first meeting in April 2006, we have collaborated on other projects including Kindergarten Round-up, Book Blast! and a Short Story Writing Contest.
- The Friends of Clyde Public Library was and continues to be the driving force that guided the library's direction from 1972 to 2006. In July 2006, the City of Clyde placed the library under the city government.
- The Gates Foundation went through TSLAC to further assist libraries in replacing outdated PC's. The Library works with the schools for summer programming, advertising, etc.
- The ILL has assisted our library in providing additional resources for our library patrons.
- The librarian goes and speaks to the senior citizens at their weekly round up, and tries and find out what resources they need and bring them the next time.
- The library contracts with Menard County, the local Head Start, Menard Industrial Development Corporation and the City of Menard through interlocal agreements. The library also holds agreements with the Workforce Commission.
- The library has developed partnerships with local agencies to provide services for Head Start, Western Texas College and the local school systems by making information available for students and educators.
- The Library has provided programs for Head Start parents and library tours for the pre-kindergarten program in conjunction with the Rusk ISD. The Library also serves as a workplace for persons needing to community service for area Justices of the Peace as well as the County Probation Department. The Librarian has been a member of the County Extension Service Executive Board for over twenty years. The Library works with the Cub Scout program locally.
- The Library has several partnerships with local organizations including the local art league and the local history organization, which provide rotating exhibits.
- The library is a host of the Caregiver Resource Center. Information on Alzheimer's and other illnesses.
- The library is a member of the local chamber of commerce and cooperates actively with it to provide community services. We also work with local homeowners organizations and the city government. The library has worked with national organizations that promote democracy education particularly.
- The Library is a member of the Wise County Library Association. It also participates in the Social Services Group for Wise County. Additionally, we provide social and educational programs for the local Head Start. We also initiate regular meetings between our library and the local school librarians. Additionally, we have a cooperative relationship with the Decatur ISD in which they provide us with free Internet access and some technology support. We work with the Rotary club to co-sponsor local blood drives.

- The library is active in this small rural area, providing information and activities for the organizations in the community, i.e. the community club, volunteer fire department, and the Texas Extension Education Association.
- The library request support from local organizations for the summer reading program. The high school uses ILL for the advanced English class reading. The school has an off-campus tutoring program in the library.
- The library routinely works with the Chamber of Commerce and many service organizations and those organizations support the library. Example, the Rotary Club has given the proceeds from their Spelling Bee to the library's building fund, twice.
- The library serves as the library for the nearby south campus of Grayson County Community College, which provides funding for materials, computers, and one full time para-professional. The library staff works closely with the ISD, cooperatively planning and providing programs of benefit to students K-12. A recent program involved coordination from high school, college, and public library to bring a speaker from the County Crisis Center to speak about rape prevention. Library staff organized a program on Internet safety, which brought a speaker from the county sheriff's department to speak to teens at the library. The Friends of the Library raised funds through community donations, the City, and Texas foundations to expand the library, doubling its size.
- The library staff works with the Garland ISD to promote library services to the school librarians and provides a textbook review collection. In addition, the library offers monthly programs sponsored by Baylor Garland.
- The library teamed with the Cuero Independent School District for summer programs for the older youth.
- The library worked with the local ISD to develop a homework help center in the library after school hours to assist students requiring additional help. The high school helped recruit Honor Society students to serve as individual tutors to those students who needed one-on-one assistance.
- The library works closely with other agencies working with youth and adult basic education.
- The Library works closely with the city administration and other agencies locally to achieve funding and services not normally available. Hocheim Insurance, Bluebonnet Electric Co-op, HEB, and Time-Warner are some of the companies assisting the Library in various ways.
- The local phone company is providing computer training each month (basic and advanced) for patrons and other community.
- The local Rotary Club assisted the Library in fund raising. In addition, local organizations including HEB, the Fire Department, and the Police Department use the facility to access the Internet and do training sessions. The Library also participated with the local Homeland Security to provide training and services to EMS personnel.

- The local school brings us the lists of Accelerated Reading books for which they have the tests. We mark the titles we have that are on the list. Several community organizations use our meeting room.
- The NETLS libraries and ILL plus the Smith County Libraries have now joined together for some projects.
- The new facility we just moved into was renovated by a local foundation. They raised \$230,000 mainly from ex-members of the community. The foundation was created first and foremost to benefit this small rural library.
- The public library and the public school library work together to order books and materials and share those resources. Collections are rotated between the libraries. The librarian spends half a day at each location.
- The Rotary gave us money to purchase Accelerated Reader books for our school. Building Bridges has toured our library and learned about all the things a library provides for their children. I have read to the Head Start children and the Elementary children. The Texas Migrant Council comes to our library to check out books for their children to read during their time at the center.
- The Summer Reading Program is an example of how the library has developed public & private & community-based partnerships to enhance, maintain, and encourage literacy.
- There is a countywide literacy program and the school uses some of our literacy materials. In conjunction with the elementary school, I mark books that are on the school's accelerated reading list. Del Mar College received a grant to target ages 3-5. Odem Public is inviting two authors to come to the library to host a program and the public school is making arrangements for their pre-K students to attend.
- This Library has not developed public or private partnerships with other agencies.
- This library is committed to the partnerships in our community, i.e. area schools, chamber of commerce, local business. All these entities have really stepped up their support to the library.
- Through NETLS, our library developed a partnership with the East Texas Rural Arts Association. An Art Grant was provided through which classes were conducted in our library; exhibits and demonstrations were performed, and patrons were involved in artistic endeavors. Through our association with the Van Zandt County Adult Education and TVCC, a partnership was formed to promote literacy and GED classes and a Job Fair.
- Through providing programs for clubs in the city & newspaper articles.
- Through the State's Texas Responds grant, we set up a website linked to our library site that provides information about nonprofit services in our area - npl.sfasu.edu/communityservices

- TIFB Community Network 3 Grant together with Zapata Independent School District and with the Community Action council of South Texas, Also with Zapata County Community Coalition.
- Too many to list here. Almost on a daily basis, Laredo Public Libraries share and collaborate with other local agencies for programming, fund raising, training, etc.
- Used the information from a grant-writing workshop to apply for grants. Provided bilingual storytime to children in childcare at Adult Education Center, sponsored by CFBISD.
- Videoconferencing equipment has been made available to area non-profit and community-based agencies.
- We allow organizations to use our facilities for meetings.
- Ours is a combination high school and community library, so we are very tied to the school district. We also receive summer reading grants from two local industries.
- We are a member of Texas Panhandle Library System as well as Harrington Library Consortium ... these agencies are a great help to our library.
- We are a part of the Leadership Sweetwater Program to educate future leaders of our community. We will participate in a Career Fair sponsored by the local high school.
- We are actively involved in community organizations like the Kiwanis, Rotary, Optimist Clubs, Chamber of Commerce, and Henderson County Performing Arts Assn and such other clubs and organizations and use them to advance the cause of learning and entertainment.
- We are collaborating with our local newspaper, local museum, and Texas Tech University to microfilm all 75 years worth of the local weekly newspaper.
- We are currently working with Stephen F. Austin University on a project to microfilm, digitize and index our county newspaper of record. We have also involved the Brown Foundation in this project.
- We are known throughout our county, and are therefore able to access business's like Wal Mart.
- We are providing programs to two local senior resident facilities twice a year. We offer science fair programs to show kids how to use the library to accomplish their projects.
- We are still working on this area. We do have a partnership with the Texas Workforce Commission.
- We are working on this with Chamber and the school.
- We are working with many organizations-Amarillo Independent School District, Amarillo College as well as 80 other libraries of all types through the Harrington Library Consortium.

- We can access the catalogs of several of the libraries here in South Texas and cooperate with them to borrow materials.
- We collected food for the local food pantries and excused users fines for overdue books, in lieu of donations. We team with the local Chamber of Commerce to promote library activities. We host a Halloween event at the library, part of a downtown project to entertain local children in a safe environment.
- We developed and sponsor (with our invited partners--County Historical Commission and local Museum) an annual local History Forum.
- We developed partnerships through club memberships, volunteering, and newspaper advertising.
- We developed partnerships with the local public school.
- We developed the Denton Community Network with members of the Chambers of Commerce, Denton Independent School District, city and county departments, UNT, and TWU.
- We do this by brainstorming at our library system meeting and regional meetings. The support and assistance NTRLS helps our libraries develop these partnerships.
- We go to Pre-K classes, have special programs for them & families (they get federal money for our input) Speaking to service clubs and City about library services and needs.
- We have a fair exchange with the public schools. This time of the year, we have to send patrons to accounting offices to pick up a tax form that is not sent to us.
- We have a great partnership with McDonald's. Our children's librarian goes once a week to tell stories and read books to the customers.
- We have a partnership with Head Start where the children visit once a month and I read to them and we do a craft together. We also have a partnership with the school where we provide tutoring for students after school and also we have computers to assist children with their homework and learning games to help the little ones with their math and reading. We also have an accelerated reader list from each school that participates in the program. We keep resource material that help the children do research and projects. We provide high school honor students with jobs after school in order to help tutor these children. We also participate in First Books so we can distribute books during our summer reading program, our after school tutor program, and our preschool story hour.
- We have a Smithville Community Network site that holds our web page and can be added as needed, this is used by several community network organizations and a one stop for all Smithville information.
- We have access to community organizations through our library board, which is composed of representatives of these organizations. We work also with city and school governments.

- We have always worked with the school district's librarians to promote summer reading and to share resources.
- We have an agreement with several organizations, notably AACOG and Region 20, who provide us with resources we can offer to our patrons. Included in this are the Caregiver Resource Center and the library facility used on three nights for literacy training.
- We have an agreement with the Texas Department of Justice to provide materials and information to the inmates if requested. We also have an agreement with the local school system to provide a tour and story hour, once a month, to Head Start children in our area.
- We have an on-going partnership with the Head Start program and provide out-reach programs to all the Head Start Centers in the community. We are involved in a partnership with the USDA, Texas-Mexican Border Coalition and Pan American University in Edinburg, which has provided an instructor for Adult Computer Literacy at no cost to the library. Through a grant from the United Way of the Coastal Bend we are involved in a Heads UP! Reading Program a satellite television training network for the early childhood community for parents, child care providers and others in the rural Coastal Bend community interested in issues pertaining to children ages zero to five.
- We have been asked to judge research papers for soil and water conservation, and also to talk at meetings describing what's available at the library.
- We have developed partnerships with a social agency and the school district. Both entities provide space for our ESL program and work with us on obtaining grants for the program.
- We have employed Experience Works! clients in the past, we have provided storytime for summer school students in Hooks ISD, and we have enlisted high school service organization members as volunteers.
- We have had jointly sponsored events which led to publicity for each.
- We have partnered in an ongoing community grant with our school system and local government agencies.
- We have partnered with our new museum to share resources and equipment. We have also partnered with our school for learning opportunities for FCCLA service learning students.
- We have partnered with the Family Literacy Center to provide Internet access to their students needing extra time online to finish their projects. We also proctor long distance students for a variety of colleges. We have also partnered with the local Senior Citizen Center and do periodic programs to help them become familiar with what the library has to offer them in a friendly atmosphere. And we partner with our local school system to do programs for the school children to help them become aware of what the library has to offer them and their families.
- We have partnered with the local Chamber of Commerce and Park Foundation.

- We have partnered with the Yoakum County Connection, Plains ISD, Plains Cemetery Association and various local civic organizations to provide Internet access, educational and recreational items to cater to their needs. We also proctor long distance students for a variety of colleges.
- We have partnered with United Way, Head Start and the Elem., Jr. Hi and High schools. I have given programs about the library, our databases and examples of our collections that can help with GED, bi-lingual, languages on audiotape.
- We have partnerships with local merchants, chamber of commerce and local schools.
- We have sponsors for the summer reading club and through that sponsorship we have developed relationships with our community.
- We have started a friends of the library group that is raising funds for our library. The group was started about 3 years ago and has raised money for books, summer reading programs and professional storytellers. The group is currently working on 501c3 status for a very large fundraising effort. We are planning to build a new library. We have worked at developing good working relationships with the schools in our area and promote our services and programs through them. We also get some volunteers for programs through the schools. We promote our children's programs through local churches, Schools and daycare providers. We have increased awareness of services we provide but other than our Friends group we have not found additional sources of funding.
- We have started to work closer with the local school systems, have local reading programs in which local sponsors like bookstores, the outlet mall, Cracker Barrel, Sonic and others have given prizes. More non-profit organizations are using the facility and giving the library more exposure. The library is partnering with Butterfield Stage Players, the local community playhouse who is located in the old Carnegie library building. We have been having special story hour events and trying to do fundraising as well. Our goal is to educate and expose children in the county.
- We have strong community support with our city, county, and local trust in the bank.
- We held an essay contest about family history for the 5th through the 12th grades at school. Each year we have worked with the elementary school to have the 4th and/or the 5th grade classes visit the library. This month we are hosting a "Taste of Ballinger" For the Love of the Library with the local churches providing the food and recipes for a cookbook in order to raise funds and awareness of the library.
- We helped our daycare centers with programs, and Books to use for their programs.
- We house the Alvarado Area Chamber of Commerce, co-host a lecture series offered by the Johnson County Master Gardener Association, co-host an art fair, which take place in our library, with the local school district and we offer meeting space to various non-profit organizations and the local school district.
- We house the local offices of the Texas Workforce Commission and the Texas Rehabilitation Center. Ours is also the local library for the Business and Technology Center in Andrews, which is a branch of Odessa College and UTPB.

- We join with the school libraries and help sponsor the RIF program. The Twentieth Century book club uses our books and facilities.
- We open our conference room and extra office space to different agencies offering free tax help, Medicare counseling, and meals to seniors. We co-wrote a grant collaborating with a neighboring library to offer CD/DVD cleaning and repair service to patrons.
- We partnered with our local Rotary club to provide English classes to local residents.
- We partner with a large number of local businesses to provide prizes for the Summer Reading Club and other children's programs, with the local Kiwanis club to provide funds for books and personnel for programs, and with our area schools to provide programs and personnel for programs. We have done storytime outside the library and hosted other groups in the library for children's programs.
- We partner with our local school district, the Even Start Literacy Program, the local day care centers to provide library services to their clientele. We are also members of the Forest Trails Library Consortium.
- We partner with The Chamber of Commerce, the school district and Head Start to bring awareness to our library and other community project.
- We partnered with local college to provide GED classes at the library. AARP volunteers work cooperatively to provide free tax service to our community at the library location.
- We partnered with Medline plus to help our patrons access medical data bases.
- We partnered with our local Literacy agency to provide ESL classes for our patrons.
- We partnered with the local Chamber of Commerce to start the local history section. The Chamber received a grant, which allow us to purchase a display cabinet and vertical files for the local history information.
- We partnered with the local school district to provide meeting space in exchange for the opportunity for the library staff to participate in the training program.
- We provide outreach programs to nursing homes, day cares, and Head Start.
- We provide space for the Literacy Council of Williamson County and a staff member serves on the board of the Council; we house the Round Rock Volunteer Fire Department historical collection and an old pumper truck; we house the Mayor's office; we're seriously investigating a joint use city/school library branch.
- We provide support to Housing Authority with grants, programs, and provide special library tours to their resident adults and children, provide library cards and make library accessible to them.
- We provided computer classes to seniors from the local community senior group. We provide a pre-school program, which is attended by local daycare center. We participate in local community events.

- We receive city, county, school funding. We have also sent support letters through local banks, and are in process of beginning a Friends' Group.
- We receive our Internet service through our local school district. We also partner with other organizations such as the Historical Society and Genealogical Society to provide informational programs of interest to the public.
- We received funds for collection development from the Loan Star grant.
- We recently partnered with the North Shore Cultural and Heritage Society to host a book festival featuring 10 local authors and a genealogy panel discussion.
- We were part of a school telecommunication grant. We received a new computer and free Internet service from the school.
- We work closely with area school libraries; provide storytimes to kindergarten classes, Head Start, and pre-K groups from the schools. We meet with local librarians twice per year to discuss like problems and accomplishments, and how we can help each other.
- We work closely with the Archer County schools. We help students with AR books with lists provided from the schools and we have an online source for checking books for AR level for Archer City ISD. We are connected to the Internet through the school's T-1 line, which is why we do not have a web page or online catalog. They won't open a port due to possible security problems.
- We work closely with the Friends of the Library and the Seymour High School Library. We are in the process of 'sharing the read' with middle school students at Seymour I.S.D. who have no access to a formal library.
- We work closely with the local Lions Club, which is the only organization in this very tiny town. We also work closely with local school systems.
- We work hand in hand with our public school system in providing the resources needed for teachers and students alike.
- We work in close partnership with Community Action, INC. to provide free GED, ESL and literacy tutoring at the library.
- We work with Chamber of Commerce and the local school system on various events.
- We work with CPS, Juvenile Detention Center, and other social agencies, providing books and materials and information services
- We work with Head Start, Senior Center, Woman's Civic Club, local school district, Jasper Historical Commission to provide programs for children and adults.
- We work with local organizations such as the Chamber of Commerce and the Citizen's police academy. The library has a booth in the chamber's annual event FallFest. Also the friends of the library have become official members of the chamber. We also work w/the police academy to provide programs for patrons.

- We work with other organization in our community for our summer reading program, quilt show, and special exhibits in the library as well as staff volunteering their services in support of other organizations at their projects.
- We work with our independent school districts and Head Start. School tour and material resources.
- We work with our local elem. school with book fairs, storytime, workshops & field trips. Also the local church preschool with field trips and storytimes. A local planting group, a writers group and a historical group with a meet place.
- We work with the 3 school systems, Met Head Start, United Way, other county departments, and several local businesses and the chambers of commerce.
- We work with the public schools in our area to promote children's reading programs.
- We work with the school district for Summer Reading Club and art exhibits.
- We work with the schools and Texas Extension service and Middle Rio Grande Development Corporation to provide programs for our patrons and community members.
- We work with the State Workforce Personnel to facilitate their use of our facility when needed for GED classes.
- With school district to provide live homework tutor online.
- With the encouragement of TSLAC we have established a partnership with the local Head Start centers. We provide rotating collections to them and our children's librarian provides regular storytimes and serves on their educational advisory board.
- Work closely with local public schools.
- Work with Museum of Fine Arts, Houston to provide Art Camp; work with a variety of partners to promote The Big Read Project; partnership with Head Start; joint libraries with Tomball College and Cy-Fair College; Joint project with Houston Public Library to build Clear Lake-Freeman Branch.
- Worked with local Early Start Program to implement Your Baby Can Read program funded with Texas READ grant.
- Worked with school libraries - supported their One District, One Book program, made welcome bags for teachers, display reading list books.
- Worked with Texas Tech classes to provide marketing ideas. Literacy organization has offices in library.
- Worked with the Head Start classes for delivery of children's programs; worked with local science museum; worked with civic theatre group for various age levels.

- Working with school with writing contest of all ages. Working with other organizations that give monies to help the library.

Library directors provided examples demonstrating how their *library targets services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.*

- 28.8% of our community is from a different geographic, cultural, and/or socioeconomic background, according to the 2000 US Census. We try to help these diverse groups of people by providing Internet access and self-helps in a variety of languages, as well as items for their education and enjoyment in a variety of languages. We also have several bilingual people working at the library. To help those people with limited literacy or information skills we provide a variety of ESL audiovisual items. According to the 2000 census 25.7 % of the people between the ages of 21 to 64 years have some sort of disability and 60.1% of the people over the age of 65 have a disability. We provide ADA approved access at the library as well as offering a variety of items that would promote learning and enjoyment for all these individuals and their individual disabilities.
- 3/4 bilingual free computer classes senior services.
- 31.60% of our community is from a different geographic, cultural, and/or socioeconomic background, according to the 2000 US Census. We try to help these diverse groups of people by providing Internet access and self-helps in a variety of languages, as well as items for their education and enjoyment in a variety of languages. We also have several bilingual people working at the library. To help those people with limited literacy or information skills we provide a variety of ESL audiovisual items. According to the 2000 census 20 % of the people between the ages of 21 to 64 years have some sort of disability and 50% of the people over the age of 65 have a disability. We provide ADA approved access at the library as well as offering a variety of items that would promote learning and enjoyment for all these individuals and their individual disabilities.
- A NETLS mini-grant developed a core reference collection of Spanish language materials. It is increasingly used by Hispanics and others needing books, videos, and audios in Spanish. Spanish language children's programs have been provided using Hispanic volunteers. An accessible computer has a large screen monitor and screen reading software, as well as a scanner to read documents onto the screen for visually impaired. An Aladdin page magnifier is provided for those with vision difficulties. Tutoring is provided for those with limited functional literacy.
- A staff member is bilingual and helps those who come in with little or no English. We offer help to people who have limited or no literacy skills.
- All people are equal at the library, we provide Internet connectivity that is accessible to all; parents must give written permission for children under 18. We have several web links that offer their services in Spanish, such as Live Homework Help! For patrons that Spanish is the primary language. We provide help to individuals who have disabilities, by providing information to Texas State Library Talking Book program, by providing the necessary help to access any area of the library, through our large print collection or a computer which is defaulted to large icons, & larger print. I have several patrons who are in wheelchairs; the aisles between shelves are wide enough for them to navigate. We greet each patron as they come in and offer to help in any way they need us to.

- A lot of times since the library is small we can have a one to one demonstration of services to these individuals. Or we just have the equipment to help service the individual.
- Among our population, more than 25% are over 65 year old. We serve this group along with making a special effort to support our public school students and teachers. In our system over 70% of our students are entitled to free or reduced price meals, which is a sad commentary on the regional situation. Our Hispanic community continues to grow and was over 25% of our population a year or so ago.
- Because of BCLS and TSLAC we were able to complete an expansion and handicapped access remodeling of our library building to provide easy access to computers, books and materials and facilities services. Crockett County is a rural community that is over 50% Hispanic with a large population living at or near the poverty level. We work with a local ESL class to provide bilingual materials and computers, large print and audio materials for our elderly population, Internet access for job searches and continuing education and college courses and testing, and much, much more.
- Bilingual storytimes in Vietnamese & Spanish; materials in a variety of languages; family literacy programs; Head Start partnerships.
- Books (fiction, non-fiction and reference) and audiovisuals are offered in English and Spanish. Instructional videos offered to learn English. Bilingual books available to children and parents. The library is currently working with the United Way to bring bilingual programs to a day care center in Laguna Heights, a low-income neighborhood.
- Books in both English/Spanish are provided for the young ones. Since our funds are so limited, we have a small collection of large print books, books on tape, books on CD's, a few music CD's. The library is wheelchair accessible. The library does provide one on one literacy instruction with volunteers. The librarian tries to help people to some extent. When I am the only staff member here, I usually am not able to "cover all the bases." It is better when there is another person on staff or a volunteer is here.
- Books/media in Spanish, Optelec computer, computer assistance.
- Bowie Public Library is actively working to establish a Literacy program in Bowie. We are showing movies in the Library every Thursday, which is open to all patrons. We have established a partnership with TK Ranch to play movies every other Wednesday to the residents, which also encourages increased use of the Library.
- Branch library has a basic skills collection for adult new readers. Same branch added \$2,500 in ESL materials using Texas Book Festival Grant funds.
- Buy materials that are large print, DVD, books on tape and CD, access to books on tape by mail, Spanish materials.
- By expanding our Spanish Language collection we are able to target the Hispanic community, which is so prevalent in this area.
- By training our staff for this.

- By providing large print books, books-on-tape for blind, illiterate and children with learning disabilities.
- Children's presenters are culturally diverse and appeal to all socioeconomic and diverse abilities.
- Computer classes and one-on-one help, sewing groups for all groups.
- Conducts basic computer classes for adults with minimal or no computer skills; enhances large print and audio book collections; augments collection with non-English materials; provides public computer access to job-seekers, military members, military family members, students of all ages, and to others unable to afford their own Internet access.
- Delivers books to shut-ins.
- Educational games and toys targeting children in low-income families. Materials offered in a variety of languages. Large print and books on tape for sight impaired patrons. Adult Literacy classes.
- ESL and Spanish language materials.
- ESL classes and GED tutoring. Hispanic Heritage Celebration, Bilingual collection focusing on Spanish language.
- ESL classes for mothers and children, literacy classes for those unable to read, prominently display large print near entrance, provide motorized cart, classes to familiarize public with community services.
- Foreign Language collections and Literacy Collection.
- Free computer classes are offered through the Friends of the Library at no charge; our library offers books on tape and large print books for those who have trouble seeing normal print; we deliver books or other materials to those who are unable to make the trip to the library for whatever reason.
- Given our small-town rural location, the library is a center for providing assistance and educational and recreational materials to individuals of all ages, cultural and socioeconomic backgrounds. By complying with ADA regulations, providing software and appropriate materials, electronic availability and staff assistance, the needs of individual patrons are addressed.
- Handicap computer tables, magnifiers for the computers and Spanish materials for our Hispanic patrons.
- A small Spanish collection, a special computer for wheelchair bound, and DVD's for check out.
- Limited number of Spanish language books and periodicals.

- Literacy Program for very low literacy on 1 on 1 basis. Spanish Periodicals. Computer word processing and Internet use assistance. Collection Development funds for Large Type Books.
- Provided materials to an outreach center recently opened in an apartment complex in our city where the residents would not come to the library so we are providing materials close to them.
- Here are some examples of how the library currently targets services and are still trying to develop more. Have computers specifically for individuals with disabilities, Public access computers for those who have none, Develop and enlarge Spanish collection, Employ bilingual staff.
- HPL received family literacy grants in 2003, 2004 and 2005 for programs in branch neighborhoods providing disposable reading materials for the library users to keep.
- I provide reading materials in a Spanish/English language to serve our non-English readers as well as have a Spanish collection of books available and other resources to meet the needs of these individuals.
- If and when these needs are brought to our attention, we do what we can to help in any way.
- In the last five years, we have increased our materials in Spanish and hired Spanish-speaking employees.
- Increase to our collection of materials for sight-impaired or senior patrons, and computer/internet for patrons whom otherwise would not have this technology available.
- Interlibrary Loan; Alpha collection for adult beginning readers; large print books and audios for sight impaired.
- Language materials other than English meet our bilingual populations needs and we also target and meet the needs of our older population.
- Large print books, computers.
- Large print books, home deliveries, Spanish section of library, preschool reading program. Nursing home visits.
- Large print items.
- Large print materials for those with vision difficulties; selection of materials with emphasis on African American experience.
- Large print materials, audio books, story time for special needs children, bi-monthly field trip for high school resource classes, public computers available for all to use, interlibrary loan materials in other languages.
- Large print, audio book and Spanish language (adult and juvenile) collections.

- Library has an extensive popular DVD collection with sound tracks in multiple languages; Library funds tutor.com both inside and remotely; Library funds Learn-A-Test.
- Library has developed such services independently, with minor assistance from TSLAC.
- Library is ADA compliant. Staff gives one on one instruction to those not proficient in computer skills, aids patron in job searches. Library offers computers for tutorials to resource students at Ford High School.
- Library offers computer literacy to older adults.
- Library programs such as a summer reading program, etc.
- Library provides public with demonstrations of Texas Talking Book program equipment.
- Library purchased Ingles sin Barreras set and Oxford Picture Dictionary CD; hosts ESL classes; offers "books on wheels," a home school group history class; one-on-one computer assistance; provides educational computer games for small children; preschool storytime.
- Library services are for low-income, rural, ESL population.
- Literacy classes, help with the homeless help with job seeking large print materials, health materials.
- Literacy funding and materials.
- Monthly library programs at local nursing homes and Alzheimer's units.
- Multicultural collection development, Talking Book Program.
- Multicultural storytellers, a special series of programs, funded by NTRLS.
- Multimedia resources and programs.
- Offer ESL and basic computer classes; large-print collections.
- Offer large print books, audio books, Spanish print items, conduct monthly computer classes for beginners and intermediate skills.
- One example of this is the bi-lingual and Spanish materials that are now part of the collection. Until a few years ago there were virtually no materials in this format. Now there are both children's' and adult items. Another example is the number of PAC computers that the library now offers. Cooke County consists mainly of rural and lower economic patrons. Many of these folks can't afford personal computers, providing these new computers with Internet access and up to date Microsoft Office programs is very important to them. They use them to take online courses, resumes or professional documents, job searching or personal use.

- One of the public computers has handicap access software and mouse, we provide learning English audio and video tapes as well as books, we have a small collection of books in other languages and bilingual materials, and we have an extensive collection of large print books and books on cassette and CD for the visually impaired.
- One on one computer help, basic computer skills classes, ESL referral sites.
- Open access and a welcoming atmosphere are the foundation of MCMLS public service. The library system partners with LVA - Montgomery County, an affiliate of Pro-Literacy, to assist individuals with limited literacy or information skills. Monthly bilingual storytimes are conducted in the evening to facilitate participation by family members of all ages and language/literacy levels.
- Organized and started a new bi-lingual/Spanish collection for our Hispanic population.
- Our community continues to grow in the Hispanic population. We target services by offering all the same information to anyone who seeks our help. Many times this is time consuming for the librarian, but worth every effort to see they get the information they need.
- Our computerized web searchable catalog reaches rural patrons. We lease audiobooks and large print books from the McNaughton Book Services Company.
- Our libraries provide GED materials in print and video format and language programs in computer software, audio, and print formats. The libraries have video, audiobook, Large Print, Spanish, and bi-lingual collections.
- Our library is a public library and open to all in the surrounding communities.
- Our library offers an array of programs for individuals of all ages. We offer AARP tax assistance, GED classes, computer training to adults and seniors, and materials in Large Print and audio formats.
- Our library offers ESL classes and one-on-one tutoring. Several people who have gone through our program have earned their GED and become citizens.
- Our library offers free computer classes weekly to teach basic computer skills.
- Our Library provides books in Spanish, we have helped with getting a viewer from State Library for patron not able to see well, purchased large print books, and provide one on one help with those with limited English skills.
- Our library provides services accordingly to the need of our community. Our ESL classes are very strong and we see that classes are held once a week.
- Our library staff is bilingual, our services benefit people of all walks of life, including those who have disabilities. One staff member speaks sign language and is available to interpret for those with hearing disabilities. We offer both fiction and non-fiction selections, as well as a few musical selections in Spanish to serve our community of 85% Spanish speakers. Librarians act as tutors in the afternoons to children who do their homework in the children's department.

- Our library strives to meet the needs of all the residents of our county by providing free computer access, current fiction and non fiction, large print books, and books on tape.
- Our library supports a small collection of large-print books and books on tape at our local nursing home.
- Our patrons are made up a diverse group of people. We are targeting people who have difficulty using a library. This includes the elderly, the vision impaired and people for whom English is not their first language. In Lamb County, 47.3% of people aged 65 and older are disabled. Hispanic households make up 43.5% of our population. One-third of children under 5 live below the poverty level. Most of our new purchased materials are for these groups.
- Our population predominately Anglo and Hispanic. We provide materials for each segment of the population i.e. Spanish materials in print, cassette, CD and video format. We have an active literacy program that serves that particular need.
- Our poverty level is about 18%. I think that about says it all! Oh! Our Spanish population is booming!
- Our program for shut ins/ homebound people where the meals on wheels volunteers will deliver books to these people is an example of such an effort.
- Our service pop includes Anglo, Hispanic, Black, and Vietnamese patrons; our usual clientele include vision impaired, hearing impaired, and wheelchair bound patrons.
- Outreach programs provided by the library are available to all persons who desire the service but are designed especially to serve those persons defined.
- Outreach programs to a daycare facility and a senior citizens home.
- Partner with Literary Council of Fort Bend County to provide ESL classes and literacy tutoring, provide book and AV collections in several languages, e.g. Chinese and Spanish, provide beginning computer classes for the public.
- Patrons utilize the high speed Internet in completing job applications and research projects for completing higher education courses, as well as studying for the GED exams.
- Programming for Head Start families
- Provide books on CD and Cassette Tape Provide Tax Forms Proctor testing.
- Provide books on tape for the physically challenged. Our library also provides books, videos and books on tape for those individuals wishing to learn English.
- Provide classes in English and computers skills.
- Provide diverse cultural displays and programs; provide homebound service and staff assistance in helping individuals to improve information skills.

- Provide diverse cultural displays and programs, provide homebound service, large print materials, and offer staff assistance to individuals with limited information skills
- Provide ESL classes for adults.
- Provide GED classes and basic literacy tutoring.
- Provide large print books for elderly that are in nursing homes.
- Provide many services to all aspects of the community.
- Provide programming and materials on getting a job, writing resumes, etc.
- Provide space for Texas Rehab, ESL, and GED test preparation.
- Provides large print books to adults and youth with vision problems. The youth books are a Literacy Bridge selection to aid in the ability and desire to read.
- Providing bilingual materials (Spanish/English) we are working on other services.
- Publish service in weekly article in local newspaper. Large print & audio books, bilingual & Spanish books.
- Purchase of materials for literacy, ESL, books on tape and on CD, large print materials.
- Read-along collection, Spanish section and provide home deliveries to homebound patrons.
- Recently replace mouse on one of our computers with one for people with hand coordination disabilities. Also the Librarian has taken tutor training to help adults learn to read, and help with GED testing.
- Refer individuals to local literacy training program. Offer Internet access to local workforce who helps all these groups. Provide materials in Spanish as needed. Provide materials that are of concern to different cultural groups.
- References, literature and a variety of book choices offered from Targeted Resources.
- Referrals to Hale County Literacy Program (which used to be housed at the library) or to school district (for GED).
- Rosetta Stone, Library @ Home program, school visits.
- We have a very nice large print section in our library and we take books to both nursing homes for them to read.
- Services, as well as books and media are provided to Spanish speaking patrons, elderly patrons, and dyslexic patrons.

- Since ours is an all-volunteer library we do not have the funds to hire people to work with individuals. I do, however, purchase large-print books, books in Spanish and English/Spanish, and try to find and purchase the best books available by and for our African-American community.
- Singletary Memorial Library serves a user base that is rural, racially diverse and economically disadvantaged. Our summer reading program targets children from pre-school through the fifth grade to encourage them use their reading skills even though school is out. Our free public computers provide Internet access to economically disadvantaged families and individuals. Our reference services are geared for and used most by persons with limited reading and information skills.
- Small ESL class with certified teacher with a 2 PC Internet lab, learning more Spanish, coordinating delivery of materials through local long term care facility, no fines.
- Some NTRLS funds were used to purchase materials used to serve ESL and low-income library users.
- Spanish books, large print books, computer with handicap features and adult literacy classes.
- Spanish collection.
- Spanish language collections, books for Dummies (parenting, computers, parliamentary procedure, cooking... etc.).
- Spanish Videos and books, Black history section, Books on tape for visual impaired, assistance with computer usage.
- Special collections and services for diversity groups.
- Spent time finding material and gave computer instruction.
- Sponsor local chapter of AARP, memo of understanding with Laredo Community College for GED & ESL sponsored classes, Webb County Head Start.
- Summer Reading Program for children from birth to age 16, ADA pc workstation, work with the City to have AARP tax preparation in the library auditorium, large print subscription, audio books.
- Summer reading programs. Medicare programs. Special education programs.
- Targeted services for diverse individuals is a task-oriented project. The library has begun the process to target this issue by first having a book section and collection for the Spanish population, Marketing and providing ESL classes for our local community in the library.
- That's what a library does every day just be being here. Our services are available to everyone.

- The best example of this was using our funding to purchase *Ingles sin Barreras* to help our growing Spanish population to learn English and prepare for jobs and education.
- The Every Child Ready to Read Grant provides brochures and books in Spanish for Spanish speaking families.
- The library and its branch are ADA compliant. Both libraries provide large print reading and listening material for visually impaired patrons. They also provide materials for non-English speaking patrons. All of the programs are free and open to anyone who chooses to participate.
- The library delivers books, audio books and other requested materials to individuals with disabilities to their homes and the nursing home. The library purchases large print books for those who have this need.
- The library does not charge nonresidents any fees. All people are welcomed into the library. Newspaper articles, radio programs and community programs emphasize our diversity. Materials are provided in all formats and skill levels. Work is done with ESL and GED instructors.
- The library has a Spanish language collection that covers the Hispanic population; this collection we try to improve each year. The library also promotes reading to all individuals with disabilities and with limited literacy skills.
- The library has a strong Spanish language collection that includes books for adults, young adults, and children, including easy readers. This collection also includes a Spanish video collection. The Library offers free GED tutoring and electronic pre-testing and literacy tutoring referrals for those in the community with limited literacy skills.
- The library has in its collection literacy information and guidance.
- The library has large print materials, a computer with adaptive software for the visually impaired. Several of our library patrons are blind; they use NetLibrary e-books (through the TexShare program) a lot! By downloading them to their home computers, their adaptive software can read the books to them. Our Spanish language collection is small but growing steadily; it augments the Spanish-language TexShare databases, which are essential to our service.
- The Library is very conscious of the various groups within its service population. Funding efforts within the past years have focused on delivering services to Spanish speaking, visually impaired, and those lacking computer access. An effort also has been made to conscientiously recognize various multicultural holidays during the year with displays and bulletin boards.
- The library offers collection in different languages, ESL classes through the Dallas ISD, and multicultural programs throughout the year.
- The library offers free computer classes and Internet classes to individuals who have no computer experience or access to computers. We also have a computer desk that provides access to individuals with disabilities.

- The library provides a longer checkout period for patrons that live in Terrel County that are home schooling their children.
- The Library provides access to material in Spanish as well as in English. It also provides ESL classes.
- The library provides an article in the local newspaper informing the public of services and activities provided. In this small library, if anyone with a disability needs service, they need only ask. Our motto is, "we are a small rural library, but we give personal service to every patron."
- The library provides free tutoring for anyone wishing to improve computer literacy skills. These services are especially used by seniors.
- The Library provides materials and tutors for the Laubach Way to English literacy program offered in this Library. The Library has an extensive section of bilingual materials in the Adult and Children's areas, as well as Rosetta Stone software. The Library has a Job Search Center, with touch-screen kiosk, as well as resume and career development materials. Library also has "Jaws" magnifying software for those with visual disability.
- The library provides monthly toddler storytime for all toddlers. The library collection includes printed, audio, and video material for patrons to check out to learn different languages and computer skills. The Rosetta Stone and Learning Express programs are also available on the patron computers.
- The library purchases materials for these groups.
- The library reached out to residents of the two local nursing homes to bring them in and provide library services. The library staff attends local events with governmental and community and schools to let them know about the materials, services, and technology available at our libraries.
- The library's collection consists of Spanish language materials, large print books, audiobooks, videos, juvenile easy reading books and picture books and nonfiction books of diverse subjects. One table is wheelchair height.
- The software we have is wonderful for our patrons with learning disabilities. We have several caseworkers that bring in their patrons to use the computers. This helps them with many skills (i.e. motor, learning, socializing, etc.) We have many patrons who travel to our area and use our library and computers. We have many patrons who are disabled who like the large print books and audiobooks. We select and deliver library materials to those who are unable to come into the library. Our library has two Hispanic employees who have been invaluable in servicing our Spanish-speaking library patrons. They feel more comfortable coming into the library and asking questions.
- This library is in a rural setting; therefore all patrons from all backgrounds have access to materials here. We offer the English language learning tools such as Rosetta Stone, and the Ingles sin Barreras materials.
- Through collection development materials.

- Translate and print library brochure in Spanish.
- Two persons on our staff are bilingual. But regardless of other languages, we try to answer any question put to us. We can forward questions on to a more appropriate person, as the need is determined. We are on the Main Street in town and we do get a wide variety of questions from walk-in traffic.
- Using the Command Spanish skills from the NTRLS workshop, we have been become more welcoming to our Spanish-only patrons. We have an ADA compliant facility, and a large screen monitor for those with limited sight. We have a good collection of audios and large print for the same reason (not to mention their popularity with commuters). We offer materials for any kind of literacy issue, not just for Spanish speakers.
- We are able to provide Audio/visual materials for learning English for those who speak only Spanish.
- We are always willing to assist anyone with literacy needs...Live Homework Help is available which we work with student if they need help...also anyone with a disability of any kind is helped in any way needed. We are a small rural community and know most of our patrons, so they feel very comfortable asking for assistance.
- We are an ADA Library; provide large print books, audio books, and information for programs on reading for the blind. We have a Spanish Collection.
- We are expanding our collection of items in Spanish, and conduct tours of the library in Spanish. We have also translated our brochure into Spanish and posted on the library website. Our library is fully ADA compliant and serves many individuals with physical, visual and hearing impairments. We also acquired a program, which scans and reads aloud text for the visually impaired through a TSLAC program. Our library provides office space and tutoring areas for the local all volunteer Temple Literacy Council.
- We are here to help and this is your library to use.
- We are now carrying more Eng/Spanish books than before to help the students and their parents to learn the English language. This has been a big plus for our library. The students can continue to read during the summer when school is not in session.
- We are offering Books on Wheels to shut ins, large print and audio books to those who have difficulty reading and English classes for those who wish to learn English. We also offer the "Ingles sin Barreras" for check out.
- We are providing materials in English/Spanish. We are also purchasing McNaughtons' in Spanish.
- We began an adult literacy/ESL program and purchased books and audio books to assist in the program using Targeted Library Service money.
- We borrow materials for the visually and hearing impaired. We have available largeprint book and audio materials.

- We carry books to shut-ins. We wave fines with extenuating circumstances. We connect patrons who need assistance with reading to the "Talking Books" program offered by the State Library.
- We consult with a cross section of members of the community to identify specific needs and set goals to meet those needs.
- We continue to expand our audio collection, and participate in the WTLS Books on Tape circulating packet. We also dedicate a substantial portion of our funds to purchasing large print books. Both items serve our disabled population.
- We continue to expand our large print collection to address the needs of our patrons that have vision impairments.
- We distribute books donated to this Library to jail inmates and local nonprofit organizations serving mentally and physically challenged individuals.
- We do not charge for a library card, therefore anyone can get a library card as long as they have a permanent address, but nothing else is of concern. We have a TTY phone and a reader for those patrons with vision or hearing disabilities. We receive funds to help with the Literacy Center of Harlingen, which is an outgrowth of the Harlingen Public Library.
- We do not have the funds to expand services to serve individuals of diverse background and disabilities, except through collection development.
- We don't "target" these groups. We try to provide services to ALL! We provide as much individual attention as needed to satisfy each patron.
- We don't have too diverse geographic or cultural backgrounds. We provide serves for all socioeconomic backgrounds.
- We evaluate the needs of our diverse community and target areas by offering such media as Large Print, audio books, particular genre reading like western, inspirational romance, training manuals, and bilingual books for all ages.
- We give literacy opportunities to migrant and transient workers of children in the Head Start program to obtain a Temporary library card.
- We have a Chinese and Spanish language section. We offer beginning Internet classes, ESL classes and have a magnifying reader for those who have a vision disability.
- We have a few Spanish language books, some bilingual books. We have some comfortable chairs with wheels at some of our patrons can use if they have trouble standing while selecting reading materials. We have books for those who need easy reading materials. We help get some patrons with computer use, as they are unsure of their abilities with a computer. Once started, they are off and running on their own.
- We have a large collection of Large Print books, audios, CD's, a few books in brail, language learning audios and bilingual books for children and young adults.

- We have a preschool story hour where children of all cultures come and learn about holidays, cultural practices, seasons, etc. We also make crafts and give out books from First Books. We also keep large print books, books in Spanish and Vietnamese, and books on tape.
- We have a small but growing collection of Spanish language materials for adults and bilingual materials for children. For the disabled we have a large print book collection and recorded books. We provide services to Met Head Start students, many of whom are low socioeconomic backgrounds. We sponsor an English as a Second Language program for Hispanics.
- We have a Spanish section and we often interlibrary loan books for our other special interest groups.
- We have a very active literacy program with ESL, adult literacy, etc. Is in a separate building and is a branch of the library system.
- We have access to a phone language hotline for translation of foreign languages, and a computer translation site. We have access to a medical library via Harris Hospital to get most recent findings of all types of medical problems. We also have literacy students working with adults who need reading help.
- We have accessible facilities, magnifiers, and audio books.
- We have added large print books and audio books.
- We have an active ESL program; we have a new Spanish-language collection with materials in a variety of formats; we have a large collection of audiobooks used by individuals who are sight-impaired and by students with learning differences.
- We have an Adult Literacy Program sponsored by the local Rotary Club of Alice and the District Rotary Club. We have ADA compliant workstations for people with disabilities. We are also involved in another grant titled I Can Learn (a basic and remedial math skills). The curriculum is computer based and self paced with real world applications and has been real helpful for students who need to sharpen their math skills.
- We have an extensive collection for parents with children that have disabilities, and strive to include a variety of books for different patrons. Librarian also works one on one with people to make sure that the patron gets what they need.
- We have an Internet computer for Spanish speaking patrons. Young Hispanic children help their parents to use the Internet, which in turn, allows the parents to help their children with homework assignments. We also offer a computer to mentally challenged children and adults. This helps them with hand/eye coordination, as well as mental stimulation.
- We have an ongoing ESL program. We have an ongoing computer-training program. We have an ongoing Lapsit program. The library is accessible to people with disabilities.
- We have attended several workshops on program planning for Spanish speakers. Our Summer Reading Manual always has ideas for Spanish Culture.

- We have developed a strategic plan and marketing plan with specific target audiences. All programs and services are planned with these specific targets in mind.
- We have established the ability to IM the library, we have a My Space account to draw in the youth, offer computer training one on one for seniors.
- We have had Mexicans who want to use Library Computers to Mexican, I don't do this as I don't speak Spanish, but the lady who helps me sometimes helped them to find and use Mexican language.
- We have library programs that help teach language skills.
- We have library users from different countries; we have created bonds with them so they now recruit newcomers from their countries to become library users.
- We have provided ESL classes. Also, our collection includes read-a-longs and audio books.
- We have public access in our Community Recreational center, Policing Center library housed in the housing authority complex, and we have several computers in several business.
- We have purchased books/DVD's for people in our community who are of a Spanish background.
- We have ramps, outside and inside where needed, to make our services accessible to all. We also provide an enhanced vision system for the visually impaired.
- We have some children's books in Spanish.
- We have Spanish/English books, mainly for children. However, we have no specific program for the disabled or limited literacy.
- We have sponsored and provided the location for GED and ESL classes. We enlist the help of two fluent Spanish-speaker/readers to select books and other library materials.
- We have two reading machines, audio books, and large print titles in both children's and adult's collections. We also have some Spanish and bilingual titles and handicapped seating at a PAC.
- We have worked with our school districts to promote reading programs, ESL programs, and to promote the use of the TexShare databases, an online practice test service that we subscribe to and use of our online catalog. We have worked with ESL teachers and migrant liaisons at the school to reach many of these individuals and have had some success in serving our Spanish-speaking residents.
- We make every effort to accommodate those with disabilities who visit our library. Our library clerk recently participated in a Spanish class the Friends group hosted. In this way, we hope to be able to better communicate with those who do not have advanced English language skills.

- We offer a large collection of print and audiovisual resources in Spanish and in Vietnamese
- We offer ESL classes to non-English speaking people. Also, we offer computer classes to those who are not computer literate or who wish to improve their computer skills.
- We offer free training on computer use and various software applications. We offer programs about different cultures. We offer materials in languages other than English.
- We offer GED classes, various educational programs for different groups of people, programs for children as well as large print books and books on tape for the visually impaired. We provide materials for learning Spanish and English, Rosetta Stone and bilingual books.
- We offer large print and audio books; at least 50% of our patrons are considered low-income
- We offer materials (print and AV) in Spanish, we have materials and programs about and with the assistance of people of other cultures, we offer computer classes in English and Spanish, we offer bibliographic instruction, we provide programming to nursing and retirement homes, and we deliver materials to the homebound.
- We offer one of the few bookmobile services in the state, bringing library materials to various areas within Jefferson County.
- We offer our services to anyone who walks in our door and requests use of our skills or service.
- We offer training on the basic access points to information, e.g., the automated card catalog and the Internet, in both Spanish and English.
- We only have two employees, so we cannot provide a great deal of educational opportunities other than through books, magazines, the Internet, & computer assistance.
- We proactively hire people of diverse backgrounds; we provide meeting room space, including space for religious services, for all people (fee based); we collect in Spanish and Hindi (Bollywood films); we are located in the "poorest" part of Round Rock; as indicated above, we house meeting space for Literacy Council instruction; we provide training for computer use (basic skills, application skills, library skills).
- We provide a large collection of Spanish language materials, a substantial number of Korean and Vietnamese language materials, and items in over 80 other languages. ESL, Literacy, Website, GED.
- We provide a place for literacy training and train our staff to respond to needs of various groups.
- We provide a pre-school literacy program called Bookworms that is available to all community and area residents. We provide large print books and audios for seniors. We provide free library service to all residents of Texas.

- We provide a selection of Spanish books, videos for our community. We have a wide selection of audio books for the hearing impaired, and we offer FREE literacy training to our community.
- We provide a study area and tutors for students (upon request). We help patrons with limited literacy skills by providing them our undivided attention to their wants and needs.
- We provide an adult literacy class as well as have Internet available along with other materials for these groups of individuals.
- We provide books and space to the local school ESL Teacher and her students.
- We provide books on CD and tape for children having trouble reading, the older generation with sight problems and the commuters.
- We provide books on tape for a blind patron and we helped her get her certification learning Braille.
- We provide books written in English and Spanish, large prints and audio books. We listen to our patron and try to purchase books that they request in range of our collection management policy.
- We provide free GED, ESL and literacy tutoring at the library.
- We provide information on services that we offer through various methods.
- We provide large print books via the CTLS LP circuit and we help patrons needing the service to apply for services for the Blind and Visually Handicapped.
- We provide large print books, audio books, and a CCTV for magnifying any print material that a person wants to read. We have a bilingual person on the staff that can communicate with those who speak Spanish.
- We provide materials in Spanish, we have a dial-a-book program for our aged patrons, and we have a "Help Me Read" section for our youngest readers. If grants are available we provide programs at our senior citizens village.
- We provide one-on-one computer classes, an online catalog, and offer a larger collection of large-print materials.
- We provide one-on-one literacy classes, have videos on learning the English language.
- We provide outreach programs to nursing homes, day cares, and Head Start.
- We provide personal service to any one who may have limited skills.
- We provide public access computers linking needy patrons with Health and Human Services office, since the physical office closed in our town. NTRLS training was provided for adults after advertising this need. Now our staff is capable of training any user in this need. We have available Spanish language materials and means of searching

and producing documents in other languages. The RIF program produces three programs and handouts each school year to our school children--the school records a 76% at-risk population. We have also held a seniors' Internet safety training class. There is a handicapped public access computer, as well as handicapped entrances and rest rooms. There is a free meeting room available for anyone hosting non-profit activities. We provide two art exhibits each year showcasing area talent.

- We provide reading materials and Internet access regardless of race, creed, age, etc. We are handicapped friendly and our librarian conducts a County Literacy Class.
- We provide some multi-lingual materials. Our patrons have access to a large print keyboard and track-mouse. We provide all levels of reading materials to people with limited reading levels.
- We provide Spanish for Kids, GED classes, ESL classes, audio books, large print collection, and free tax service.
- We provide Spanish Language books for our Non-English speaking patrons. We provide large print and audio books for our older patrons and patrons who have trouble reading regular print books.
- We provide Spanish Language Materials to our patrons of all ages.
- We provide Spanish Language materials, access to special computers for the disabled (i.e. upright monitors, higher tables for wheelchairs to fit under), and we have a literacy program that is part of the library that works with literacy, GED, and ESL.
- We provide visual and audio material for people with limited to no literacy skills, we provide two ESL classes per week for our Spanish speakers, and for computer students we have ad lib classes per individual student request.
- We provided services to schools and day cares that need special help and books for the individuals. We worked with those who had limited functional problems.
- We provided the location for the Mexican Consulate to come to our area and several hundred people came. We work closely with Head Start, Adult Learning and other agencies to provide services to a diverse population.
- We publicize the Talking Books program and assist with applications as necessary. We provided informal training to people using the computer for the first time.
- We serve a rural community and we provide our patrons with Spanish and English material since we are very close to the Mexican border.
- We serve all ages here at our library thru various programs and activities
- We show movies for free every Saturday in our new auditorium. We have a book club. We have a preschool storytime and craft day.
- We show people how to turn the Internet into the language of choice, we teach people how to use the Internet highway, we work one on one to solve their problem.

- We sponsor a book club for senior citizens.
- We support, partner with organizations, such as MHMR, the Housing Authority, Texas A&M University-Kingsville, school administration officials, to target as many individuals to make them aware of the library and the many programs, services, varied collections the library has that might benefit them. The library provides tours, write letters of support for organizations applying for grants and/or services.
- We target our collection development purchases of all books and etc. for all of these groups - persons with disabilities, rural poor and all socioeconomic backgrounds, and individuals with limited functional literacy.
- We work on the schools to enhance their reading program as well as schedule summer reading club around summer school hours. Twenty-nine percent of our children live below the poverty line.
- We work with a center for the Mentally Challenged, Head Start. We also provided to our Spanish speaking community.
- We work with patrons on their technologies abilities. We have a Spanish storyteller for the ESL students from Windthorst to introduce them to the library each year.
- We work with Special Ed classes and those with hearing impaired losses. We sponsor a Hispanic Celebration each year. We provide to limited English speakers an audio-video program to help them learn English.
- We work with these people on an individual basis assisting them to find the information they need or refer them elsewhere.
- Well, I don't speak Spanish well or often, but as a repeat Mexico Missionary, I do have some skills and I helped a man THIS WEEK with his English skills--and he helped me practice my Spanish--which is humbling! I have also helped with some translations on forms that I have typed for "culturally different" and English-challenged citizens. One of the best things that I've done is learn about the new Medicare Prescription Part D Plan. I attended a program at the Eastland Hospital on Dec. 15, 2005, and then invited every eligible (Medicare) citizen to the library to enroll in the new prescription drug program using the Medicare.gov website to determine the best company for each--dependent on their own prescription drug needs. (It's not hard--just a little time-consuming.) I've done this now for two years.
- When anyone that falls within the parameters of q12e comes in, we assess what they need and provide it if we can and if not, we direct them to a location that can provide what they seek. We are small... we do not have the funding to create program services targeted to these specific groups of individuals. We participate in the system's large print circuit books. We do not have the funding or shelf space to purchase as many IP books as we can have with the circuit.
- When the library sees the need for our patrons, we serve it. Through Interlibrary Loan, by being ADA compliant, and having the resources to help them function with literacy in and software that offers tutorials in information skill. We also assist our patron when they need it.

- With an array of public computers, Internet access, our library is the first point of entry for many new immigrants seeking employment, adult literacy and ESL classes, and building their technology skills.
- With funds from Loan Star Libraries and collection development money from NETLS, we have purchased more large print, audio (especially CDs), and hi/lo books. We also promote the Talking Book Program. We have several organizations dedicated to serving disabled/low functioning citizens. They bring the individuals to the library to visit and have an opportunity to check out materials. We also offer space for tutors who work with those learning to read.
- With the Internet and TPLS.
- Work with Head Start to provide storytimes, and go to various outreach events to provide library information (Head Start, schools, community events).
- Work with Tex-Share program to find more ESL material.
- Working with-in schools for children. And as mentioned keeping up with different organizations to keep abreast of individuals needs and working with different agencies to meet those needs. Seeking out grants when our budget cannot meet the needs of those groups that we are targeting.
- Workshop on Spanish collection development and making libraries more Spanish friendly. Also increased audio collection.
- Zapata County Public Library has Spanish classes, provides Ingles Sin Barreras for the non-English speaking, has books in different languages and uses South Texas Library System's services to help all types of patrons. Example the Rosetta Stone Program.

Library directors provided examples demonstrating how their *library targets library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.*

- A large percent of our patrons who use automated system are rural families with children below poverty line.
- A pilot project of delivering books, both printed or recorded, was developed in conjunction with the Friendship Center's Meals on Wheels. Outreach activities, such as participation in the school's parent nights and local fairs and festivals, have enabled staff to reach a wide range of families that might not have visited the library facility previously.
- Continuing effort to provide educational opportunity to both our student population, the number of families living below the poverty line, and many of our residents who do not the educational level we wish they had achieved.
- Library offers programs to help with language skills and development.
- All our services are free and we encourage their use by everyone.
- Always on hand for assistance.
- Anyone in the state of Texas who desires a membership card is granted access to our library without cost.
- Approximately 50% of our rural population does not have access to the Internet other than in school or here at the library. Helping students with projects.
- As mentioned above, it is sometimes difficult to "cover all the bases." One-on-one help is the only help I can give. I do explain how to access the Internet and the state databases. Being a former school librarian, I can encourage children and parents to appropriate books for their use.
- As mentioned in the above statement, it is housed in the housing low rent housing; recreation center and many more come to the library since we have computers for public use.
- Assistance readily available - reference librarian available during all hours the library is open.
- Assistance with all library materials and computer assistance. Provide and deliver books for Head Start Program.
- At times a person having difficulty using the library is brought to our attention that is when we do what ever we can to help serve him/her to better utilize the library and its resources with what ever it takes to bring information and or understanding to this individual. We join forces with our day care center to reach the below the poverty line children and their families to better teach them about the library and all it has to offer them.

- Because of BCLS and TSLAC we provide our community with a full range of library services including bilingual programming and materials for children and adults such as 'El Dia De Los Ninos' and ESL classes, free computer and Internet access for information and recreation, and for continuing education and college courses and testing online.
- Because of the children participating in the above programs, they bring their parents in to the library. Most of the parents do not speak English, so the students do the talking for them.... We again use our language phone line & computer language access.
- Because our library is so small, we provide personal service to everyone coming to the library.
- Bilingual services are enhanced low-income; rural services are enhanced and targeted.
- Bilingual staff member.
- Bookmobile regularly visits disadvantaged neighborhoods carrying materials and providing programming for children, library van carries materials to 8 nursing/assisted living facilities and to 23 private homes.
- Bookmobile service to low-income neighborhoods; books by mail for the homebound.
- Books to low income daycares, storytimes, one-on-one assistance.
- Personally helping to locate a particular book or subject for those having difficulty. Assisting students to find needed information be it in books or by electronic sources.
- By providing books and books on Tape or CD in their language i.e.: Spanish reading material and The opportunity for young children to use a computer not connected to the internet for educational games making learning fun.
- By reaching out to them.
- By setting down with the patrons and going through ever thing they need, and let them ask questions and if we can't answer we will find someone who can.
- Children summer reading.
- Community education and Head Start.
- Conducts 2 weekly story time programs for preschoolers, monthly evening family story times, special programs for teens, summer programs for 18 months - 15 years, outreach programs to nursing homes and senior apartments; conducts basic computer classes for adults with limited or no computer skills.
- CTLS has helped this library in how to work with organizations such as Even Start, Head Start, Work force, BVCAS, Step Program. We work with all these organizations in helping with literacy, life skill, job training, computer training and bilingual services.

- Doctors' office, health nurse, schools, food bank, thrift store, home schoolers and churches.
- During the Summer Reading Program we play games teaching how to use OPAC and how to locate the material on the shelf. Daily we show our adults how to use OPAC.
- Early literacy and children's programs, including storytimes at Head Start center.
- ESL classes hosted at the Library.
- Every year the teachers bring all the first grades to the library for a tour and to get a library card and information about the library to take home. We always have staff available to assist all patrons with the library services and the computers.
- Extending an invitation to the Avance, an organization that assists low-income families to meet at the public library. This allows families who would otherwise not visit the library come in and gain awareness of what we have to offer.
- Family story time, database access via website, catalog and patron account via website.
- Flyers to schools, weekly newspaper article, advertising in local businesses. Offer Summer Reading Program and various events throughout the year.
- Flyers, communication one on one, helping people to learn how to use the library. Telling all that libraries are user friendly and free.
- Free Internet usage. Not having to have a library card to use the Internet. Basic computer skills classes.
- Free Internet, phone information and no charge to check out materials.
- Group instructions.
- Guidance is provided to person needing any type of needs. Computers are used by students that do not have computers at home to do schoolwork, such as research. We provide them with the proper information for them to login to the TexShare Databases.
- Half to one-third of my collection development funds are earmarked for Spanish language materials of all types for all age ranges. I visit the local schools and speak to the library clubs or assemblies to encourage the children to bring their parents to the library. One or two times a year, I have an article (in Spanish) in our community newsletter detailing the library's services for Spanish speakers and readers.
- Have used several HALS collection development allocations as well as Loan Star Libraries funds to improve Spanish language, ESL, and materials for underserved young adults. All 3 collections have increased circulation and the number of teen cards issued has doubled.
- Head Start children come to Story Hour.

- Head Start parents tour the library at the beginning of the school year. The library also hosts an after-school tutoring program.
- Head Start partnership community outreach thru community education classes.
- Holding mini-workshops with staff/parents of local Head Starts. Going into the nursing homes to visit with administrators/staff and letting them know what we have available to residents. During the Texas Reading Clubs having a brief introduction to using reference materials to children and how to use them.
- I am always available to anyone needing help with homework or access to the computers for research. Our patrons know that if I can't understand their needs, the City Manager can interpret. We have a good working relationship.
- I am involved in an outreach program with the Head Start students here.
- I don't understand this question. Define 'having difficulty using a library'. There is always someone on hand to assist patrons with whatever they are searching for or trying to do. If we don't have the materials or program that they need, we provide what we can and search for the rest. Being a one-employee library, I work closely with most patrons that frequent the library.
- I help anyone that comes in--or at least try to! The second part of that question is one of my favorite activities: I read to Head Start every Tuesday morning before I open the library.
- I provide an introduction of library services through an Adult Literacy program held at the Public School for the parents of children attending school. To assist them in the use of computers and make them aware of how they can obtain a free library card and use the library to borrow materials and explain to them all the services we have to offer free of charge.
- Instruction is given to any patron who needs help using the library. If they seem to be having difficulty, they are asked if we can give assistance. We actually look up things for people who are having difficulty reading or understanding the instructions. No one is turned away.
- Large keyboards, travel support for programs.
- Library did a survey with this target audience in mind and actively asked people coming in the library to participate.
- Library first provides outreach services to families in a facility outside the library that is familiar and comfortable to the participants, and then invites them to visit the library.
- Library has developed such services independently, with minor assistance from TSLAC.
- Library has Internet connection.
- Library is in a low-income, rural area, offers services to children in area.

- Library programs provided specifically to Head Start children, including children at neighborhood community centers in lower-income areas.
- Library staff assists patrons that have difficulty in using the library, by assisting them with the information services they need.
- Library staff is well trained in assisting individuals having difficulties in library use, either because of unfamiliarity, disability or limited skills in utilizing the library. Special attention is given to areas serving children and children's programming. Loan Star Libraries grants have allowed the purchase of audios, language aids, and children's books and tapes.
- Library strives to provide "something for everyone" and to make each person feel warmly welcomed.
- Library tours to Head Start group. Our staff is bilingual which is a big plus for us at the library, being able to communicate and inform our Spanish speaking patrons of our services when they come in.
- Littlefield is a rural, agricultural community located 40 miles from the nearest large town. We have no movie theater or bookstores and few recreational outlets for our citizens. Many people commute the 40 miles to Lubbock to work. Thirty-six per cent of our citizens didn't graduate from high school or get a GED. In 35% of the homes in Lamb County, some language other than English is spoken. Since there are no bookstores closer than 40 miles, the library is the outlet for many people in our community. They rely on us to have current bestsellers and movies because there isn't any other place for them to obtain these items or to get them with no fee. Our citizens watch talk shows and read newspapers so they know what is current and want the same access as their counterparts in larger cities. The library's budget is limited and we can't always keep up with the demand.
- Many children from families below poverty attend summer reading and use public access computers. Two rural communities are served by this library.
- Memphis Public Library provides reading programs for all children, when children visit the library we have a listening center where they can listen to Tumble Books. Our community is an impoverished community, which a large Spanish speaking population, we provide books in Spanish as well as English.
- Menard County is a rural area and ranks roughly as about the 5th poorest county in the state. 28% of adult incomes and 40% of its children are below the poverty level. Almost every program and service is designed to target this population. Therefore, outreach is for anyone in the county who requires library services.
- More information needed to respond to your question re: "difficulty using a library" Underserved communities that we DO target to serve are the unincorporated areas of Dallas County, that are not citizens of any "City" We extend and provide free library service to that population. In addition, there are areas of Kaufman County that we provide free service to as well for the same reason noted above for Dallas County.
- Most of our patrons are below the poverty line and they are all rural.

- Most of the monies that we receive from WTLS are spent on purchasing quality materials for the youth in our community because many of them are from homes below the poverty line and have no other access to these materials. We also, with the help of our Friends of the Library and the State Library, provide a summer reading program at no cost, with prizes, for ages 3-13.
- Newton Library serves a population that is considered rural and economically disadvantaged. Our library cards are free and our fines are minimal. All of our programs are free.
- Ninety percent of our community is living below the poverty level. We provide materials for the required and recommended reading lists for grades Pre-K thru 12. We have sponsored parenting workshops and early childhood development materials.
- NTRLS provided a rotating DVD collection in Spanish. The program was called Gozala. They also gave us posters in Spanish to advertise the program.
- Offer a Lapsit program for mothers and young children of all backgrounds. Offer free of charge membership to all areas. Provide materials that emphasize what social services exist.
- Offer storytimes and summer reading club programs
- One-on-one help from staff.
- Online library is an example of services to persons having difficulty using a library because of time. We also deliver & pick up books for homebound or nursing center patrons.
- Our bilingual staff assists Spanish-speaking patrons with the use of computers and the Internet, and with finding information in our Spanish language collection. With our MOU with Met Head Start we provide special programs for children who live below the poverty line. As an area with much poverty, many of our patrons depend on us for access to computers and the Internet and to assist them with informational needs.
- Our children's librarian goes to a preschool weekly and presents a storytime to preschool children. She also carries books for them to check out.
- Our community is in the bottom percentile for lower income families in our state, and the library provides free computer access and reference services including job searches, government aide and health-related information.
- Our community is made up of senior citizens and poverty level individuals (the majority). We strive to help all who come in needing assistance. If we cannot help them or find the information they need we try to refer them to agencies that can help them. As I stated before we have the Texas Workforce commission and Work Texas on our computer icons.
- Our County had no libraries before the Real County Library was established by the FOL Group. It is a rural community with a large part, families with incomes below the poverty level. Job opportunities are minimal, mostly part-time and all grossly underpaid. It has

been our privilege to provide materials and to provide children's programming that has increased reading and the adult attitudes toward "libraries and reading."

- Our entire county is considered underserved, we offer Summer Reading Program for children.
- Our library constantly provides programming to the historically underserved suburban children. Children come to us after school, and we provide after school clubs, computer access, and training.
- Our library employees bilingual staff members, offer programming in Spanish, we offer programs for children and we extended our Summer Reading program for a full two months plus so that children who never get to take a summer vacation with their families have something to look forward to. We offer museum displays with lectures for children.
- Our library is completely handicap accessible. The adult patron use computers offer a large print option for those who have sight problems.
- Our library is very rural with a high percentage of children from families below the poverty line. We have targeted the Spanish speaking population with some programs and additions of Spanish language materials with Targeted Resource spending through the library system and with a Texas Reads Grant. We also have many children from these families using our Internet workstations for schoolwork as well as recreation. We do not charge a fee to public school students printing homework from our computers. We also offer informal help with how to use the computer. We have some Spanish-speaking mothers of young children who bring their children to the library to use the learning games on the children's computers.
- Our Library offers free library cards to persons living in Rusk and the southern half of Cherokee County. Alto and Wells both have libraries that are open very limited hours with limited resources. Residents of these communities and the surrounding rural areas have access to our collections and services. We work with the pre-kindergarten program to get library cards for the children in the program.
- Our library participates in the Texas Reading Club to provide library services to children in our rural town & the surrounding area.
- Our library partners with two local preschools and several local elementary schools to promote adult and child literacy through summer reading program promotion as well as school year parent-night literacy programs. These programs introduce non-English speaking parents to the resources the public library provides and gives them introduction to library personnel. Parents are often reluctant to visit a public service until they find out that there are services that would directly benefit them, such as books and materials in their own language, and computer access to help them with financial and social improvements. Our library has been able to provide these services primarily due to our NETLS resources, and our whole community is very grateful.
- Our library picks up children directly from the schools and brings them to our after-school reading programs.

- Our library provides Spanish and English orientations to inform patrons of the vast benefits that the library provides.
- Our Library serves a rural community with a predominately low-income level, and offers the only library service within 30 miles.
- Our library serves the underserved rural population of our county by providing the most current topics and titles available for recreational, information and educational needs.
- Our services are free and we are very willing to fill there needs in any way. How to use the computer, set up an email address, Spanish programs etc.
- Our summer reading club encompasses children from all economic groups.
- Our Summer Reading Club program runs for 6 weeks in the summer and targets the underserved youth & children. It also targets low-income families because there is no fee to participate. For persons having difficulty using a library we provide a large print collection as well as an audio book collection.
- Outreach services provided to schools and day care centers by staff.
- Personal one-on-one services with the library director using computers or finding information.
- Provide assistance to those who find using a library difficult.
- Provide brief individual instruction, free resources and programs for those below the poverty line.
- Provide help to local nursing home and assisted living facilities in using our resources.
- Provide Spanish language materials.
- Provided reading programs and incentives for children.
- Providing programs at the local schools.
- Providing programs at the school that inform about the library.
- Purchase materials for a variety of different persons--offer storytime for preschoolers and offer a summer reading program.
- Purchase of Spanish language materials and outreach through the schools and local media to publicize the availability of the resources.
- Reach out to do programs with Even Start and Head Start host them in the library to introduce and get cards Programs at all the schools in the area, networking through community education.
- Read to Head Start children.

- Reference assistance serves all abilities, socioeconomic, and culturally diverse library patrons.
- School visits, attend PTO programs to register parents and children for library cards, perform story times at Head Start and Even Start.
- See 12d regarding the Encinal "library". So many of our families in this county are at poverty level and below that they are a majority of users of our library. We welcome all and make fines and other library charges reasonable in order to foster responsibility for the use of library materials without any expense being overwhelming. Users of computers are not required to have a library card or be a patron in good standing, so we do not limit access.
- We plan on having an open house for the nearest local elementary, which is predominately Hispanic, to show the parents the resources available.
- Since our library is run by the school district as well, the library sees that every child has the opportunity to visit the library 30 or more minutes a week by his or her teacher. Parents of these children are invited as well.
- Since we are in an agricultural, rural, retirement community with a 25% illiteracy rate and 35% below poverty level, one thing we did was convince our governing entity to eliminate the annual library card fee. Now that patronage and circulation is on a sharp increase we are in the process of evaluating the changes. Tried but true methods are the old-fashioned suggestion box and wish list.
- Sixty percent of our service area is below the property line. To address their needs we offer one-on-one training and assistance with job applications, on-line schooling, research, etc.
- Staff assistance is available for those who have difficulty using the library, with the copy machine, with finding materials, with using the online catalog. Staff programs have been developed to read to patients at the local nursing home, and to provide CDs to those patients with vision problems. A free library card is available for any patron who lives in Texas, regardless of whether they are rural or urban. A weekly Read-to-Win story time for preschoolers is available to all, emphasizing interaction between parent and child.
- Staff looks up information and retrieves material for those who do not know how to access it themselves.
- Staff reads weekly to Head Start children in Clyde and Baird. During the summer, the library has a Summer Reading Program for all children.
- Story hours at Head Start to de-mystify the library and familiarize children with library staff.
- Story reading at Head Start, and local nursing home.
- Story times at the daycare centers.

- Summer program entertainers that bring people to the library that usually don't utilize our services. A free, fun program brings in those that might not know all of the services a library offers.
- Summer Programming, Holiday Programming, Publicity, Storytime kits and craft items, Literacy Programs, Computer Access for word processing and Internet use and education.
- Summer reading program.
- Summer Reading Program for children from birth to age 16, Valentine craft program, work with the City to have AARP tax preparation in the library auditorium, annual picnic on the lawn sponsored by the Library Advisory Board, includes storyteller for children of all ages, storytime-family literacy program, multicultural programs for children, young adult programs, winter read in for teens and adults.
- Summer reading programs. Medicare programs. Special education programs.
- System collection development funds are used to purchase materials for the Patterson Branch Library, in an underserved area of the city.
- Targets non-English speaking residents through a large adult and children's Spanish language collection.
- TexShare database access.
- The biggest way Cooke County Library did this was by becoming fully automated. This has changed the way the library is perceived in the community and brought back past patrons and new ones. Also In the last two years we offer a weekly children's story hour, special reading programs all year round for children under 10 and for older kids. We're working on having the full catalog online for people to search and getting the website up to date with all the electronic resources available to card holders. The Director continues to speak at local organizations and to the local media for coverage and tries to always keep the library in the public eye.
- The Circulation Staff is trained to assist any individual who needs help using the library. We provide assistance in-house, over the phone, and via e-mail.
- The governing body entered into an agreement to bring library services to the rural residents of Kennedy County, and to open the library to any non-resident in need of services.
- The juvenile collection is a main feature of our library. In addition, we offer a weekly preschool story time.
- The libraries project for 2007 is to have a well-defined web-base and upgraded library software to accommodate people in rural areas. Providing them access to use the catalog on line to reserve, and view books in the library. We have already increased the library hour to accommodate patron needs for after work and on Saturdays.
- The library director has for years taken materials to the homebound, those living at home, and has returned the materials to the library for those individuals. One lady, 98 years old,

received and read approximately five books per week. Children from all walks of life, whether wealthy or in poverty, are welcome to participate in the Summer Reading Program or Preschool-Home School Program. Some home school parents from other counties have found our resources geared to their curriculum and have made this library a "regular" in their pursuit of excellent curriculum for their child. When individuals ask for a particular resource, which the library director deems acceptable for the community at large, the library director makes the effort to provide it.

- The Library offers a twice-weekly Homework Help Center, with tutors, for children in grades 1-6. The Library also does outreach programs for children and teens in low-income apartments in this community.
- The library offers a variety of free services to the poor. Personal assistance by library staff to these individuals.
- The library participates in the Summer Reading Club.
- The Library provides access and training on computers to, as well as GED classes. The Library uses volunteers to person to group training. The philosophy of the Library is not to be the educator that is the job of the school but provide material for "self education" at a place and time convenient for that purpose.
- The Library provides free library service to a 3-county area. Computer services are open to all resident and non-resident individuals in the area.
- The library provides information services to persons having difficulty by giving individual lessons.
- The library provides public access computers to users. Staff assists persons using computers in the library. Staff offers information on using databases available through the library and on using email programs. Reference, Genealogy, and children's area staff answer users' questions over the telephone and through e-mail.
- The library provides TexShare databases, interlibrary loan, RIF programming, public access computers/computer lab, to all citizens of our rural community. The library is handicapped accessible and is open on weekdays from 8-8, on Saturdays, and throughout the summer months and school holidays.
- The library purchases materials for these groups.
- The library staff is eager to assist patrons locate materials in the library collection for their specific needs and assist them access the Internet or do word processing.
- The Parenting Workshops highlight the six skills necessary to become a reader, library resources and distributes a free book at the workshop with a coupon to redeem a second free book at the library.
- The staff is available to help anyone who needs individual help in learning to use the OPAC, how to find the materials that they need.

- The summer reading program was expanded from 4 weeks to 8 weeks to offer art classes as well as reading programs.
- The TLS funds were used to purchase children's books for all our story time activities and for all children in the county. The TLS funds were also used to purchase audio books and large print books.
- This is a repeat of question 12e. Wheelchair, walker, and cane users get the door opened if we see them, we put people who live outside town on a no fine status, even wealthy rural underserved are pleased they can borrow books locally, and we cater to small children because we're above 20% poverty here.
- This is accomplished through our After School and Summer Reading programs as well as our Christmas Reading with Rudolph. We urge all to participate.
- This library carries books and other reading material to the local nursing home on a weekly basis.
- This library provides weekly children's outreach services to local preschools and day care establishments that cannot bring children to the library due to transportation issues.
- Though we have a non-resident fee, those who are on ANY KIND of public assistance receive a free library card-- and for them it is truly free as no non-resident based agency pays for any kind of library support.
- Through library website, databases, reference help in-house and on the phone.
- Tours for Head Start and Even Start parents, presentations at Head Start meetings, Spanish language and bi-lingual materials.
- Utilize Every Child Ready to Read concepts in onsite and outreach storytimes, offer continuing education credits to area daycare workers using Every Child Ready to Read concepts.
- We advertise our services through church bulletins.
- We are a member of Interlibrary Loan, which is very valuable to our small community. Each individual is treated with respect and dignity, whatever your age may be and we are always here to help.
- We are a rural library from a very small and lower income community. We now provide Saturday service that helps.
- We are here to help anyone with difficulty using the library. Our library has been used several times by the Texas Workforce Commission to meet with clients, and we are always open to them. We are sympathetic to all those in need.
- We are located downtown in the area of the low-income part of town so we have many children walking to our facility. We also have a bookmobile that goes to Section 8 housing taking books and the summer reading program to the children there.

- We are located in a very rural area. Wichita Falls is the nearest larger city and it is eighty miles from here. Many of our patrons are at or below the poverty line. We provide access to the Internet, books, and entertainment in the form of video, DVD, and music to the community. I am here to assist any patron with any difficulty in using the library. I have also provided one-on-one assistance with computer usage.
- We are located in an affluent urban area and have very few underserved or poverty level users. We do not target them. For those who have difficulty using the library, staff and volunteers are always available to assist.
- We are seeking to identify problems in this area by getting in contact with citizens who might know of any of these problems.
- We assist patrons on a one-on-one basis when they ask for assistance. We have storytime for children of all economic backgrounds.
- We assist those having difficulty. Rural schools bus their students to the library for information. All faculty grew up in rural communities, thus understanding and knowing how to help.
- We created a movie night on Fridays to give local families a place to have some free entertainment. This brings more people into the library in a non-threatening way. The computers are very popular with the youth, and this encourages the parents to become more familiar with the facility. Since many can't afford computers at home, the library becomes very valued in the community. We spend a lot of time helping people use computers to conduct business.
- We deliver books to homebound patrons.
- We deliver materials to those patrons who for valid reasons cannot come to our library.
- We demonstrate services to all patrons with personal tours, tutorials, and tender love and care.
- We distribute donated books to a variety of organizations including Boys and Girls Club, local nonprofit organizations targeting abused spouses and children, and nursing facilities.
- We encourage more parents to get a library card through efforts in partnering with Ninos Head Start and providing tours and story hours to these children.
- We give them a library card and encourage them to use the library by checking out materials and using computers; some get enrolled in literacy program.
- We had purchased a lot of bilingual and Spanish books for all ages to use. We worked one on one with patrons and citizens who needed help using the Library.
- We have a children's story hour during June. We try to teach parents that have never been to a library how they can help their children learn to read and to love books.

- We have an active ESL program. We also provide a summer reading program and invite all children to participate.
- We have books available for how to become a U.S. citizen and can show them the website to fill out the necessary forms and it lets them know where they need to go to complete the process and the cost.
- We have made available a Phone delivery service to enable rural families to have books delivered to their area and picked up at a later date.
- We have many patrons who are disabled who like the large print books and audio books. We select and deliver library materials to those who are unable to come into the library. A major project for our library is in the area of accelerated readers.
- We have no rural areas and no families with incomes below the poverty line, but we provide services to those having difficulty using a library by delivering and picking up library materials and meeting them at their cars with new materials when they can drive to the library.
- We have one patron who is in a wheelchair, & our computers are easily accessible to him--he comes almost every day. We have donated books to the county jail facility. We provide books to the nursing home in our city.
- We have quite a few of these, as this is a poor town. We help them to know to come, and of course we have a reading program in June.
- We have received several grants to buy books to duplicate what is in the school library and to have books that the school cannot afford. We have a reading program in the summer and the local kids club uses our library once a week after school.
- We have recently begun a cooperative project with the Amarillo Independent School District to bring our electronic resources to all school children in the district, including parent education on how to access those services. We also are working with our local WIC department on bringing early literacy strategies and training to WIC clients.
- We have several families with incomes below the poverty line that home school. We have ordered materials geared specifically to the home school instructor, and made sure those families were aware of the items available use.
- We have so many from this category that we try to reach by marketing, arrangement, materials selection. Many of our users are in this group. I think they feel comfortable using our library. Part of it is welcoming, friendly attentive staff.
- We have special programs and special hours occasionally (well advertised) to meet their needs.
- We have story time and summer reading programs, to which all children are welcomed.
- We have story time weekly for children and we have a Summer Reading Program.

- We have storytime and craft time every week. We show movies every week in the auditorium.
- We have targeted the seniors who are at the senior center with large print and many other materials such as medical information and prescription drug information.
- We have the bookmobile.
- We help people to get the books on tape for the Blind through the state library. We also have language tapes for Vietnamese and Spanish to learn English.
- We help them find the information they seek. We provide for the needs of our patrons, no matter what those needs are. We provide personalized service.
- We help them to understand our services and take them step-by-step through the process needed to satisfy their information needs without making them feel that it is a bother or imposition for us. We provide all the time they need to understand the library's services.
- We help them with any research from books, as in showing them the books or materials that will have the information needed; make copies; show them how to find topics on the computer.
- We make it a point to purchase a good selection of material that is high interest, low reading skilled oriented to aid those who have difficulty reading. We provide space for community service announcements in our library.
- We meet with the parents of "special needs" students and those who are learning English to invite them to our library and ask how we may better serve them. We market our library to the entire community at every available opportunity. We offer Story Time in English and Spanish to promote family literacy. We have a summer and a Winter Reading Club for adults, small children and teens.
- We offer a "Book Angel" program at Christmas. We accept new books and cash donations with which we purchase new books. All the books are then given to local Dibold agencies that in turn give these books to needy children.
- We offer a low fee to neighboring communities, underserved areas that seek library services at our Library. We have been known to waive fees.
- We offer adult literacy classes as well as have Internet available along with other materials.
- We offer free computer classes in Spanish & English. Head Start brings families to the library. School ESL classes come on field trips. Free Internet access for adults seeking jobs or scholarships.
- We offer free one on one tutoring for grades 1-3 in an area of our city where all schools are Title I schools and where Spanish is a primary language for many families.
- We offer free programs for the entire community, which includes all age levels, and income lives.

- We offer our help to anyone who needs assistance and asks for help using electronic resources. We have had tutoring classes in using the Internet for senior citizens.
- We offer programs that encourage adults and children to read, learn, explore the world around them, and programs that offer cultural enrichment. We do not know who is below the poverty line and we are, what I would consider, an underserved urban/rural community. We just don't have the funding to offer a wide variety of programs.
- We offer programs to children through the school, and other sources as available.
- We offer some later hours for those who are unable to use our library during daytime hours. Audio materials are popular with commuters. We place books in our Senior Citizen's Center.
- We offer some training to individuals afraid to use the library facilities and computers. We teach them how to find materials and how to use the computers to access information.
- We offer special tours to groups such as Head Start and provide their staff with special reference materials for their use only. We encourage library card users with special meetings of targeted groups.
- We provide a presentation (information on how to apply for a library card and the information available at the library) to Head Start students and their parents.
- We provide a story hour for Head Start students. We encourage their parents to come in and get library cards for their children.
- We provide a variety of training venues for basic computer instruction, and have PCs at each of our sites for the large proportion of our population who do not have them at home.
- We provide an on-going weekly Story-Hour that introduces children and their parents to the library and its services. We also have two special programs a year such as El Dia de los Ninos/El dia de los Libros where we provide bilingual programming and cultural awareness.
- We provide assistance to adults and children everyday. (Ex.--using the card catalog, how to go to the Internet, locating materials, answering searches on the telephone).
- We provide books, audio books, and video/DVDs with no charge. They just need a library card to use our facility and services.
- We provide computers for families that cannot afford them and give instructions for their use.
- We provide free any library service with assistance as well providing free class for those wanting to learn more.
- We provide free GED, ESL and literacy tutoring at the library.

- We provide Head Start with a reading program. Our staff is always on hand to provide assistance to those who are in need of computer help, assistance with finding a good book to read, or looking up information that is needed.
- We provide new best sellers for adults and summer programs for children who have incomes below the poverty line. They are unable to travel to a large town for activities and learning opportunities.
- We provide one-on-one computer classes, an online catalog, and offer a larger collection of large-print materials.
- We provide outreach programs to nursing homes, day cares, and Head Start.
- We provide programs geared to children and also provide Internet access as well as access to items for recreation and information that would otherwise be unable to the patrons in our rural community. The 2000 Census states that 17.2% of the families in our community are below poverty level and 20.2% of individuals over the age of 18 are below poverty level. Through our Internet access and informational resources we provide this target group with job and educational information and opportunities. Something that they would not have available to them on an individual basis.
- We provide programs geared to children and also provide Internet access as well as access to items for recreation and information that would otherwise be unable to the patrons in our rural community. The 2000 Census states that 18.2% of the families in our community are below poverty level and 19.2% of individuals over the age of 18 are below poverty level. Through our Internet access and informational resources we provide this target group with job and educational information and opportunities. Something that they would not have available to them on an individual basis.
- We provide reading materials and multi media materials to these patrons. As small library we do not have the staff to provide any other services.
- We provide resume help for job seekers, we provide college and career help as requested. We were the sign up spot for the Salvation Army Christmas Angel Tree program.
- We provide service to children in United Way agency childcare facilities, training on how to use our online catalog and databases, the home bound living in assisted living facilities, teens incarcerated at juvenile detention centers, and homework assistance for school-age children.
- We provide services to the homebound.
- We provide storytime 3 times a week at various times of the day to try to reach our service population. We offer library tours to school age children who often bring in their parents later and show them where to go and what to do! We are a medium-sized library and can offer more personal service to those new to libraries. We walk them through getting a library card, using the card catalog, locating materials, etc.
- We provide summer programs for public schools for low-income students.

- We provide the Summer Reading Program and help the schools with Accelerated reading programs. We provide a homebound delivery of books to people who are unable to come to the library. We provide Spanish language fiction and non-fiction for our Spanish language only patrons. We provide current topics and title in both Fiction and Non fiction for all our readers.
- We provided research help for those needing assistance finding information. We provided summer school story time for students in Hooks ISD. We hold story time in the summer and during special events during the year. We sponsor the Texas Reading Club for children in our area.
- We serve 40 homebound patrons by taking library materials to them on a regular basis. This service was started with a grant from the TSLAC.
- We serve a predominantly rural area. There is no public transportation. Because this is a problem we charge no fines. Often we deliver and collect books at churches for convenience, as that is still a location where most patrons will visit during the week.
- We serve many rural communities around the Greater Cedar Creek Lake Area. HeadStart students from nearby facilities come to the story hour at the library. We also provide literacy and GED programs free of charge.
- We serve not only our community but all of Montague County; we also provide services to the nursing homes, assisted living and shut ins. We have a good selection of books for the children's area and we have public computers to help with research and homework assignments.
- We service these groups through school education programs and through our summer programs.
- We target this group through schools and through our local human resources department by providing information about our services.
- We tried to target the children and young mothers by providing the baby board book collection, along with tips and help on reading to your baby.
- We try to keep a variety of materials on hand.
- We will "walk them through" any process at our disposal so that they leave the door with the information they were seeking. All of our patrons are important to us so that we can provide the same types of information to all.
- We work closely with local social services organizations and provide tours and presentations to special groups upon request.
- We work with Head Start, private preschools and other groups of children. We also deliver to housebound.
- We work with the local Even Start programs in the schools, and with HeadStart, and with the local community colleges offering ESL classes.

- We work with the schools to enhance their reading program as well as schedule summer reading club around summer school hours. Twenty-nine percent of our children live below the poverty line.
- We work with this service through our children's programs.
- When some had difficulty using the library and information services, we assist them in finding them what they need, and also by showing them how use the right materials.
- We work with compassionate and helpful volunteers!
- Youth outreach provides deposit collections and programming to Head Start and other institutions serving youth; Community Outreach provide deposit collections and programming to more than 25 senior sites. Summer Reading Club is provided to youth at more than 60 sites outside the libraries. Literacy classes and tutoring are held in library branches throughout the county.

Library directors were asked to assess the extent to which the consulting services and assistance they received from TSLAC and from library systems helped them address the LSTA goals (Table 1). Between 11.3 percent and 30.4 percent of the library directors reported that the consulting services and assistance helped them address LSTA goals "to a great extent." Between 15.9 and 36.1 percent of the directors reported that the consulting services and assistance either did not help at all or they were not sure whether it helped them meet the LSTA goals. Overall, library directors regarded the consulting services and assistance they had received as helpful "to some extent." Library directors considered the assistance to be most helpful in expanding services and access to information and educational resources and in developing library services that provide all users access to information through electronic networks. The consulting services and assistance from TSLAC and library systems were least helpful in the development of partnerships with agencies and community organizations.

Table 1: Extent to Which Consulting and Assistance Received from Library System and TSLAC Staff Helped Libraries in 2003 - 2006

| | To a Great Extent | To a Moderate Extent | To Some Extent | To a Minor Extent | Not At All | Unsure | Mean* |
|--|-------------------|----------------------|----------------|-------------------|------------|--------|-------|
| Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages | 30.4% | 28.2% | 14.5% | 2.9% | 5.1% | 10.8% | 2.53 |
| Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks | 26.5% | 25.3% | 18.6% | 3.6% | 7.2% | 10.4% | 2.68 |
| Provide electronic and other linkages between and among all types of libraries | 15.4% | 21.7% | 17.3% | 4.1% | 13.3% | 17.8% | 3.35 |
| Develop public and private partnerships with other agencies and community-based organizations | 11.3% | 15.7% | 15.2% | 10.6% | 18.3% | 17.8% | 3.70 |
| Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills | 19.5% | 23.9% | 17.8% | 8.4% | 8.7% | 12.8% | 3.01 |
| Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line | 21.4% | 21.4% | 15.4% | 6.0% | 13.0% | 13.0% | 3.07 |

* The mean was calculated on a 5-point scale: 1-Very helpful, 2-Helpful, 3-Moderately helpful, 4-Of little help, and 5-Not at all helpful.

2. Library System Coordinators

Library system coordinators provided multiple examples of how they helped their member libraries address each of the LSTA goals. The examples are organized by LSTA goal and identify the library systems that offered the examples.

library systems coordinators provided examples of how they assisted member libraries *expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.*

- System consulting staff visited member libraries to assist with evaluating their collections including actively participating in weeding of materials. (BCLS)
- System provides access to Live Homework Help, an online one-on-one tutoring service addressing all content areas with emphasis on science and math for grades 4-12 that is offered in English and Spanish to all member libraries through the System's web page. Systems staff also worked diligently to provide better technology to all member libraries: they upgraded operating systems, public access software and security software. The System also covered all fees for all member libraries to TexShare databases. (AALS)
- Targeted Library Resources grants have been used to purchase access to TexShare and TexSelect databases. Local libraries would have otherwise had difficulty paying for these resources. Member libraries used the databases to support educational efforts of public school students and teachers. College students attending classes in rural areas far from a traditional college library used the databases to complete assignments and continue their education. (CTLS)
- Provided training through in-person workshops, online workshops, webinars, videoconferencing and provided accompanying books and materials. (TPLS)
- Provided continuing education through workshops on topics such as: Decision-Making for Managers, Staffing for Results, Customer Service, Collection Development Plan, Cataloging Basics, Space Planning, and Outcome-based Evaluation. Increased the currency of library materials and expand collection scope through local purchases. Libraries purchased more than 33,660 books and audiovisual materials. Covered TexShare fees for 30 libraries. Through DVD mini-grants enabled 25 libraries to purchase DVDs for local collections, increasing DVD circulation to 6,641 in FY2006; a 30 percent increase over what 24 libraries reported in FY2005. Five of the 15 libraries that received the DVD mini-grants in both FY2005 and FY2006 more than tripled their circulation of project DVDs in FY2006 compared with FY2005. (HALS)
- The System administered the Live Homework Help, an online tutoring program run by tutor.com, for several member libraries. The System negotiated discounts for member libraries and offered support for the program by answering technical questions. (NTRLS)
- Provided collection development funding to member libraries to update their print, non-print and electronic resources. (NETLS)
- System has been instrumental in helping member libraries, especially those located in rural areas, become automated and have better access to electronic resources through the

Internet. This has been accomplished through consultation (collection evaluation, advice on negotiating with vendors, and software and hardware installation) and continuing education (basic reference skills, basic computer skills, use of TexShare databases). (TSLS)

- System consulted with member librarians on how to develop and utilize both their internal and virtual collections. Provided informal workshops on database use to librarians and their staff. (WSLS)
- Provided training on the use of TexShare databases and the Library of Texas. Provided ESL and language learning packages in multimedia formats for use by individuals of all ages. (TTPLS)

Library systems provided the following examples of how they helped libraries *develop library services that provide all users access to information through local, state, regional, national, and international electronic networks.*

- System covered the costs of TexShare database use for all member libraries. System offered Live Homework Help to all libraries. System updated and greatly expanded web services. (AALS)
- Facilitated training in the use of TexShare databases. (BCLS)
- Provided training to increase proficiency in the use of TexShare databases and educational software. Provided workshops on stealth teaching with creative software that helped library staff use educational software with children. System promoted remote access to databases. Once libraries got remote access they were encouraged to launch library card campaigns targeting students and teachers so that they can become eligible to use TexShare databases. (CTLS)
- Assisted member libraries in becoming fully automated with a region-wide Union Catalog. (TPLS)
- System used technology mini-grants to upgrade libraries' technology equipment or create web-based catalogs. In FY2006, 30 library members received a PC, laptop or peripheral equipment grants. One library received an authority control project grant. The web catalog grants increased the number of members with a web-based catalog from 47 (70 percent) in March 2005 to 60 (87 percent) by September 2006. Provided workshops on Policies for Windows, TexShare databases, and PowerPoint. (HALS)
- System paid for TexShare access for several libraries from their collection development funds. (NTRLS)
- System encouraged libraries to use online interlibrary loan (ILL) requests and access to Library of Texas and TexShare databases. (NETLS)
- System assisted member libraries with technology planning, implementation and maintenance; e-rate funding for telecommunications service; Tocker Grant funding for technology; formal technology related workshops; one-on-one training; technical how-to documents; and telephone and e-mail support. (STLS)

- Provided continuing education opportunities addressing advanced reference skills – databases, government information sites, and consumer information. (TTPLS)
- System staff trained and encouraged the use of WorldCat as a resource for interlibrary loan and cataloging information. System also encouraged the use of the Library of Texas. (WTLS)

Library systems provided the following examples to illustrate how they helped their member libraries *provide electronic and other linkages to all types of libraries.*

- The System offered three blogs, one wiki, and a library-centered web page. The System also offered an electronic distribution list to all libraries that was used frequently. The staff promoted the library of Texas to all member libraries. The System also provided a rigorous training program and a technology consultant in order to expand libraries' electronic literacy. (AALS)
- Encouraged libraries with web pages to provide web access to their library's catalog and provide a portal to access state licensed databases. (BCLS)
- The System's web site maintained a talent pool that listed the skills and resources of member libraries' staff. The web site also listed links to other library systems and library organizations that promote library services to a variety of populations and institutions, including school and academic libraries. System's youth services specialist presented workshops that frequently included a component on school libraries and other local library resources. (CTLS)
- System offered a workshop to member library staff on technology-related topics such as networking, routers, switches, and firewalls. In FY2006 the System offered a Wifi Hotspot workshop to complement the purchase of wireless routers and installation of wireless networks. (HALS)
- System worked with TSLAC to link member libraries to Library of Texas portal and to the TexShare databases. (NETLS)
- One of the libraries received a target community grant to establish a children's services program for underserved communities. System worked with school libraries in that community to develop promotional materials for the children's program. (NTRLS)
- System assisted member libraries with applying for and receiving e-rate funds to upgrade Internet connections from a 128 Kbps ISDN line to a 1.54 Mbps T-1 line connection to provide patrons with increased bandwidth and connection speed in order to access online web-based information resources. (STLS)
- The system encouraged and assisted its member libraries to participate in a region-wide (Panhandle) union catalog, promoting reciprocal borrowing. (TPLS)
- Provided training on network security and maintenance; access to catalogs online and non-traditional web-based reference sources. (TTPLS)

- All the libraries became automated and had the ability to put their catalog on the web. However, local Internet Service Provider (ISP) issues prevented this. The System continued to work with the ISPs to solve the problem of providing static IP addresses for these rural libraries. (WTLS)

Library systems provided examples showing how they helped their members *develop public and private partnerships with other agencies and community-based organizations.*

- The system partnered with the non-profit Resource Center of Texas to assist all libraries with database support and grant development, and provided one free workshop for every library. The system covered all costs for this partnership. (AALS)
- The System submitted grant applications on behalf of libraries for “every child ready to read” which identified partnerships with Head Start and local child care providers. The staff facilitated a community-based long range planning process with an extensive component on local partnerships and collaborations as strategies to stabilize funding for libraries. Marketing, grant seeking, fundraising have all been standalone topics for workshops for member libraries. System staff reviewed and commented on member libraries’ grant applications for outside funding. (CTLS)
- The System offered consulting services through on site visits, phone and e-mail to enhance library services and programs, grant writing, collections weeding, and advocacy. System consultants also met with community organizations and library boards, upon request. In FY2006, System consultants visited one non-member and 30 member libraries. Hurricane Rita heavily affected planned site visits to 29 member libraries. Several libraries were closed for months due to necessary repairs. Some branches have yet to reopen, one year later. Special consultations addressed diverse needs such as building programs, integrated library systems, collection assessment, space planning, municipal or non-profit status, and long range and technology planning. Workshop topics included advocacy, library materials challenges, the Patriot Act, policies for results, and long range planning. (HALS)
- The System encouraged collaborative applications for System grants. (NETLS)
- The System worked with North Tarrant County area businesses, libraries, and public schools to develop promotional materials for a One Book One Community event. (NTRLS)
- The System encouraged partnerships between libraries and their local literacy councils by providing funds to the libraries for literacy activities. (STLS)
- The System partnered with the Harrington Library Consortium, aiding member participation. (TPLS)
- El Paso area libraries participated in a consortium of college, university, public school, public libraries, and other agencies. Agencies include Housing Authority, and local non-profit training and workforce development agencies. Several small city libraries collaborated with school and local organizations for shared bandwidth, programs, and services. (TTPLS)

- Member libraries worked with senior centers providing programs for seniors and with Head Start and day care centers offering literacy programs for children. They also partnered with community colleges to provide GED programs. (WTLS)

Library systems coordinators illustrated how they helped member libraries ***target services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.***

- The System did a lot of more work with Spanish language materials and vendors. The System offered significant discounts with several vendors and routinely worked with libraries in Spanish language acquisitions. The System offered purchasing consortia discounts including books and media from Mexico, Central America, and Spain. (AALS)
- The System allocated funds to member libraries for the purpose of targeting populations in these areas. The System assisted libraries with identifying populations and provided ideas on developing programs. (BCLS)
- System staff provided bibliographies and purchasing information on Spanish language materials and did one-on-one consulting with member libraries on services to special populations. Several members used their Targeted Library Resource grants to establish or expand their world language collections. Reading club workshops contained bilingual materials for collections, storytimes, and craft activities. Members also used grants to purchase “learn a test” which targets adults with lower literacy levels. (CTLS)
- The System offered workshops every year for members at locations throughout the region. Topics included: adult programming, summer reading program, PowerPoint, and functional Spanish for library staff. In FY2006, 44 librarians (17 percent of members) received training via online classes; 807 attendees received customized training through nine staff development grants. By September 2006, the System website offered access to three web-based training modules, including plan, target market 1, 2, 3. (HALS)
- The System required that collection development funds be used to purchase materials in these target areas. (NETLS)
- The System provided language line services: that is, a translation service that libraries can use to help reach non-English speakers. (NTRLS)
- The System sponsored several workshops in emergent and family literacy, specifically “Making a Place for Emergent Literacy” and “Every Child Ready to Read @Your Literacy” presented by experts. (STLS)
- The System offered a cooperative collection development project, Rotating Talking Books, and Rotating Large Print. (TPLS)
- The System offered continuing education workshops on services to Spanish speaking persons, elderly, young adults, children, individuals with visual impairment, and individuals needing improved literacy and educational skills. Several libraries have begun to offer ESL and literacy classes and programs. (TTPLS)

- Some member libraries purchased materials for the visually handicapped, such as large print books and audio books. Other libraries offered learning tools for ESL, since 30 percent of the population speaks a language other than English at home. Most libraries provided either formal or informal training on information literacy skills: 28 percent of the population in the service region does not have a high school diploma or GED. (WTLS)

Library system coordinators provided multiple examples on how they helped member libraries ***target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with income below the poverty line.***

- Ninety percent of the System’s libraries were in rurally isolated areas. The System worked heavily in consulting to and education of these libraries. The System provided grant review, return on investment data for funding authorities, and collection management and automation systems. The System also offered a broad-based variety of workshops and technical training. (AALS)
- The System allocated funds to member libraries for the purpose of targeting these populations. The System assisted libraries with identifying populations and offered assistance in developing programs. (BCLS)
- The System offered Targeted Library Resource grants for material purchase in alternative formats for groups that have difficulty using a library such as those who may have impaired vision or limited literacy skills. The System provided large print materials that libraries use in deposit collections in nursing homes, retirement centers, or senior activity centers. Workshops targeting the elderly population have led to the formation of a “serving seniors network,” which promoted the use of multigenerational programming in member libraries. Every library served a large number of children in poverty. The skills building the specialist did reached children all across the region whether the child is in a rural or urban community. Youth services and workshops focused on the educational needs of children. (CTLS)
- The System offered life-long learning and literacy grants that supported pilot projects to address the needs of underserved urban and rural communities, and persons having difficulty using a library, including children from low-income families. In FY2006, four libraries provided materials and programs in the following areas: African American history, family literacy to young children in partnership with Head Start, and library story times at local day care facilities for preschoolers, YA and Hi-Lo materials in Spanish, and family literacy in English. (HALS)
- The System required that collection development funds be used to purchase materials in these targeted area. (NETLS)
- The System worked with the Chico Public Library and a county jail to provide promotional materials reaching out to the elderly and prisoners. (NTRLS)
- The System provided workshops and consultation on the long range planning process using specifically the PLA’s New Planning for Results. Certain libraries surveyed their

communities and have started programs to reach out to underserved populations in their area. (STLS)

- All member libraries served underserved urban and rural communities. The System circulated large print and talking books. The System is currently offering Live Homework Help in English and Spanish through tutor.com to all public libraries in the region. The program targets students in grade 4 through freshman in college as well as ESL and GED students. (TPLS)
- The System sponsored workshops and provided support materials for summer reading, Spanish speakers, and home schoolers many of whom live on ranches in very remote locations and are only able to come to the library every two weeks. The System encouraged programs and services to juvenile detention facilities (boot camps) and other groups that benefit from outreach efforts. (TTPLS)
- Eighty-five percent of the libraries in this region serve rurally isolated populations. The System used funds to provide current information to citizens with no other access to that information. Eighteen percent of the entire population of the service area is living below the poverty level. For most citizens, the library is the only access to print information, as well as access to the Internet. (WTLS)

The continuing education and consulting services and assistance that library systems provided to member libraries in 2003 to 2006 improved libraries' ability to meet LSTA goals, as shown in Table 2. On average, libraries improved greatly or moderately in four of the six areas (as demonstrated by mean scores of 1.4 to 1.7). Libraries improved to a moderate extent in the area of partnership development with agencies and community-based organizations. The least improved area involved the development of electronic and other linkages with and among all types of libraries.

Table 2: Extent to which Member Libraries Improved As a Result of Training, Consulting and Assistance Library Systems Provided 2003-2006

| | To a Great Extent | To a Moderate Extent | To Some Extent | To a Minor Extent | Not At All | Mean* |
|---|-------------------|----------------------|----------------|-------------------|------------|-------|
| Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages. | 60.0% | 30.0% | 10.0% | - | - | 1.5 |
| Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks. | 60.0% | 10.0% | 30.0% | - | - | 1.7 |
| Provide electronic and other linkages between and among all types of libraries. | 30.0% | 20.0% | 20.0% | 30.0% | - | 2.5 |
| Develop public and private partnerships with other agencies and community-based organizations. | 40.0% | 20.0% | 30.0% | 10.0% | - | 2.1 |
| Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills. | 80.0% | - | 20.0% | - | - | 1.4 |
| Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line. | 70.0% | 10.0% | 20.0% | - | - | 1.5 |

* Mean scores were calculated on a 5-point scale, 1-To a great extent, 2-To a moderate extent, 3-To some extent, 4-To a minor extent, and 5-Not at all.

According to library systems coordinators, some libraries experienced little or no improvement in the areas that LSTA goals targeted for a variety of reasons.

- Funding levels were very low in the region. The librarians were committed and enthusiastic in offering library services to their communities. Low funding levels limited services that libraries can offer, such as web-based downloadable audios and enhanced educational resources. (AALS)
- Many smaller libraries had little or no web presence needed to provide electronic linkages. Many smaller libraries were understaffed and open a few hours a day, thereby making development of partnerships difficult. (BCLS)
- High staff turnover in 22 libraries greatly impacted continuity and progress. The majority of the member libraries also faced significant budget cuts and changes in their governing body personnel. (HALS)

- Not all libraries used and implemented the ideas the System set forth through training and consulting. (NETLS)
- The system began to explore in 2006 partnerships with other agencies. The System encouraged libraries to formalize some of their informal partnerships and to think more in terms of collaboration. (STLS)
- More stable funding is needed to enhance and expand programs. (TTPLS)

Limited funding prevented libraries from developing services other than their basic services. The System also lacked the funds to help libraries in developing additional services. Local ISP providers refused to provide static IP addresses that were required for a library catalog to be placed on the web. The System provided website development and website hosting for some of the libraries. (WTLS)

APPENDIX B

CASE STUDIES

North Texas Regional Library System (NTRLS) Case Study

The site visit to the North Texas Regional Library System (NTRLS) was conducted on February 14, 2007. Interviews were conducted with the interim executive director, the Technical Assistance Negotiated Grant (TANG) technician, and a group of nine library directors.

The nine library directors represented rural, suburban, and urban service areas. The libraries had between two and twenty full-time staff. The number of public access computers these libraries had ranged from six to twenty. All the libraries represented had a technology plan, as a result of training and assistance NTRLS provided to them.

1. Background

The service area of the North Texas Regional Library System (NTRLS) has a population of 2,302,016. NTRLS has 74 member libraries and one non-member. Most of NTRLS libraries serve suburban (34 libraries, 46 percent) or rural (36 libraries, 49 percent) areas. Four of the 74 member libraries are urban (5.4 percent). NTRLS' 2006 budget was \$872,984.

The interim executive director joined NTRLS as a TANG staff member, became manager of services and assistant director. He has been in his current position since December 2006.

NTRLS conducts needs assessments and surveys its members to determine what services to provide. Since 2005 NTRLS has organized its services around the LSTA goals.

2. Continuing Education and Consulting Services

2.1 NTRLS Continuing Education and Consulting

NTRLS allocated 7.6 percent of its budget to continuing education and 19.2 percent to consulting.

NTRLS has a continuing education committee. The committee meets at the beginning of the year and prepares a list of topics on which to provide workshops. The committee surveys library members regarding which of these topics they would like to get continuing education. The committee reviews survey results and finalizes the continuing education topics. According to the interim executive director, the committee coordinates its list of continuing education topics with the TSLAC Continuing Education/Consulting Department.

The interim executive director considers NTRLS' continuing education program the most comprehensive and robust of all library systems. In 2007, NTRLS plans to offer 95 workshops. Most of the workshops are held at the NTRLS office, although the interim

executive director recognizes that this location limits the attendance of some of its small member libraries, because of the distance.

NTRLS provides continuing education through onsite and online workshops. NTRLS increased the number of workshops in 2005 and 2006. Table 1 lists the workshops NTRLS provided in 2003-2006.

Table 1: NTRLS Workshops 2003-2006

| Year | NTRLS Workshops |
|------|--|
| 2003 | Partners! Public Schools and Public Libraries PC Troubleshooting |
| 2005 | Outcome Based Evaluation Summer Reading Program 2004 Thematic Storytimes Getting Along with Nice People in Difficult Situations Putting Magic Into Your Storytime When Crafts and Clowns Won't Work: Reading Programs for Adults Ensuring User Friendly Web Pages Cheap and Easy Crafts Keeping It Simple: Fundraising 101 The September Project Workshop, an open panel discussion Online Tutorial: Dealing with Difficult Patrons with Confidence Cheap and Easy Crafts Creating a Long Range Plan "This Ain't Your Mama's Library" |
| 2005 | Advocacy 101 Go Wild...READ Improving Information Security in your Library 2-day Workshop, Fostering Civic Engagement Through Community Forums Technology Planning Building Blocks for Writing Grant Proposals Technology Planning Media Booking Workshop PEP Session Young Adult Enrichment Program Technology Planning Connecting Young Adults and Libraries US Marc and Cataloging Explore! Fun With Science PEP Session Connecting Young Adults and Libraries: How To Do It Workshop Keeping It Simple: Developing a Marketing Plan for your Library Creating a Long Range Plan: A Workshop for Small Public Libraries Strengthening Your Library: The Need for a Collection Development Policy Strengthening Your Library: The Need for a Collection True Colors Retailing Your Library Tech Talk with Adam and Adam Teaching the Internet: One on One Explore! Fun With Science PEP Session Can We Talk a Little Closer? PEP Session Records Management |

| | |
|------|--|
| | <p>Book Repair EAST MEETS WEST...AGAIN! Welcome to Management Library Districts Storytelling 101 (PEP Session) Outreaching Teens: Tight Budgets, Tight Programs TexShare MORNING SESSION TexShare AFTERNOON SESSION</p> |
| 2006 | <p>Digitization on a Dime True Colors Thin Client Alternatives Summer Reading Club Workshop and Performer's Showcase Staffing for Results NTRLS Open House & System Services Workshop Tech Talk with Adam and Adam Policies for Results Planning Your Library's New Building or Expansion Grant Writing Basics for Youth Programs Conducting a Library Image Audit: Seeing What "They" See About Us Reference Interview Libraries of the Future Tech Talk with Adam and Adam Library Services to Non-English Speaking Users Cutting the Red Tape: Finding Online Government Information Successful Collaborations can Be a Reality Presentation Skills: Speaking Up About Your Library Maintaining Library Services with Reduced Funding Tech Talk with Adam and Adam Fostering Civic Engagement Through Community Forums Using Puppetry in your Library RFID What is the Return on Investment? East Meets West...Continuing to Network Book Protection and Repair (hands on) Desktop Publishing Electronic Collection Development: Collecting and Organizing Web Resources Advocacy: Get Strong Support for our Libraries Using the Texshare Databases in your Library Basic Internet Research Locating Consumer Health Information: Resources on the Internet Performers' Fair and Showcase Online Social Networking All About Web 2.0 Inviting Home Schoolers Into Your Library Media Booking Workshop True Colors Spanish for Library Staff Using the Texshare Databases in Your Library Basic Internet Research Trends in Children's Literature Reaching Reluctant Readers</p> |

The interim executive director wants to add online courses that provide participants with certificates at completion. NTRLS developed an online course on electronic collection development and business sources. NTRLS uses experts to develop these courses. NTRLS plans to survey its member libraries for suggestions on other online courses it should develop.

NTRLS monitors its workshops through attendance statistics and evaluations. It also implements three and six-month follow-ups with workshop participants.

NTRLS has an ad hoc committee for continuing education involving several universities/colleges including the University of North Texas, Texas Western College, and Texas A&M Kingsville. The committee plans and develops continuing education workshops.

The library directors who participated in the group interview appreciated the assistance NTRLS provided to them through workshops, onsite consulting and training, executive training, assistance with grant writing for library construction, moral support, and advocacy before the city commissioner. Library directors considered continuing education the most critical area of support they had received from NTRLS. They lauded the NTRLS staff accessibility and timeliness of response. “Having the support is the key.” They credited NTRLS with increasing the level of professionalism of the library staff through the continuing education programs and consulting.

According to the library directors, NTRLS meets the needs of libraries of all sizes. NTRLS empowers the small libraries by increasing their skill level through continuing education. They find the NTRLS workshops particularly helpful because they are hands on. For example, the NTRLS weeding workshop targeted collections of small libraries. This workshop also addressed how to interview a patron and what materials to keep updating – all issues related to professionalism. Through continuing education and consulting the library system gives a sense of security to librarians that are in remote locations and feel very isolated professionally.

NTRLS meets the needs of medium size libraries through the variety of workshops it offers. Library directors from medium size libraries invite volunteers to participate in the workshops because of the high value they see in these workshops to library operations. NTRLS also benefits large libraries by creating opportunities for networking with library staff across its entire service area.

2.2 TSLAC Continuing Education

Library directors indicated that TSLAC does not survey librarians about their training needs. Hence, the TSLAC continuing education workshops do not always address topics that are relevant to their needs. The TSLAC workshops, according to some of the library directors, target issues that are mostly relevant to larger libraries. In addition, the workshops are not always accessible because of distance. Library directors who

participated in the group interview attended TSLAC workshops addressing Small Library Management, Library as a Community Center, Every Child Reads, and Promotion and Marketing.

3. Technology Services Through TANG

NTRLs has a 5-year technology plan; the plan was updated in 2006. The library system has a technology advisory committee composed of librarians and technologists; it meets three times a year. The technology advisory committee helped develop the NTRLs plan.

NTRLs allocated 5.5 percent of its budget to networked resources.

NTRLs assists libraries in the technology area through the TANG program. The current TANG technician came to NTRLs in 1999. He estimates that about 50 percent of the libraries use TANG services. The bigger libraries have internal technology staff and do not need TANG services. The NTRLs TANG program provides onsite training, computer maintenance via Windows updates, server upgrades, workstation replacement, and help with web pages. The TANG technician also repairs computers, troubleshoots, and does pre-purchase research on hardware and software products to provide price quotes. He also assists libraries with specs and quotes for computer grants. When the library gets the grant, the TANG technician helps them to rollout the program. Finally, the TANG technician helps libraries develop sustainability plans for maintaining and replacing their equipment. The TANG technician also posts on the NTRLs web site information about new technologies.

The NTRLs annual survey asks libraries whether they want to use TANG services onsite. Based on requests for onsite visits, the TANG technician develops an annual site visit schedule. The TANG technician conducts onsite visits weekly on Monday through Thursday. If libraries that requested onsite visits do not need his assistance, he moves to the next library on the list. On Fridays the TANG technician responds to requests. On average, the TANG technician serves 35 to 40 libraries a year. About 80 percent of these libraries are small and 20 percent are medium in size. The TANG technician visits each of these libraries about three times a year, and spends two days at each site. When the TANG technician is on site he spends about one day providing assistance and one day training library staff. The most complex task he performs on site involves replacing servers. On average, between 10 and 20 percent of the requests for onsite assistance involve a higher level of efforts, requiring seven to ten days. In 2005, the TANG technician devoted three months to longer-term projects helping five libraries. In 2004, the TANG technician trained 20 libraries onsite how to develop technology plans. He then actually helped them with plan development; 15 of these libraries developed technology plans.

Until 2007, all TANG training was provided on site. In 2007, NTRLs started to provide training using curriculum that the Big Country Library System (BCLS) developed on basic troubleshooting and repair. The curriculum consists of four sessions and can be customized to libraries' needs. NTRLs plans to provide training four times a year.

Library staff that complete all sessions will receive a certificate. NTRLS plans to videotape the sessions and distribute the videotapes for training.

Because technology is constantly changing, libraries will always be in need of assistance. Library directors identified a range of high priority technology needs; these include more software training, moving from Athena to another system, purchasing more computers to serve the growing number of patrons, and thin-client network. The TANG technician expects that in the next three to five years, libraries will require increased assistance with technology because the libraries do not have the funds to purchase new equipment.

The NTRLS interim executive director has seen a drastic change in libraries' technology capabilities. Library directors agreed that their technology competencies have increased as a result of the training NTRLS provided to them. Consequently, library directors or staff can describe technology problems more clearly, in greater detail, and with a higher level of accuracy to the TANG technician over the phone and can better follow his suggestions on how to fix the problem. In spite of their improved technology skills, library directors varied in their level of technology self-sufficiency. The larger libraries are technology self-sufficient because they have staff that are dedicated to technology. That is not the case for the smaller libraries.

The TANG technician has also seen an increase in libraries' technology self-sufficiency. An increasing number of library staff takes the initiative when they encounter a problem; they try to fix it themselves. The TANG technician has seen a drop in the number of calls asking for his help. Most libraries can handle everyday technology usage issues, update Windows, and update anti-virus software and other software programs.

Although the frequency with which libraries contact the TANG program has decreased, and some libraries do not contact TANG at all, many of the NTRLS member libraries continue to rely on TANG. The frequency with which they contact the TANG technician varies from once every two weeks to once in six months.

According to the TANG technician, libraries consider the program invaluable. Librarians do not know what they would do without the assistance they receive from TANG. TANG saves libraries a considerable amount of money: technology support providers charge between \$100 and \$200 an hour. The TANG technician typically spends five hours on site assisting libraries, thereby "saving" the library between \$500 and \$1,000 a day. The TANG technician considers the major contribution of the program is keeping libraries' technology current.

NTRLS is trying to adopt a more proactive approach for its TANG program rather than to just respond to member needs. As technology maintenance and replacement will always be a library need, NTRLS is looking to develop strategies to assist libraries remotely. To provide services in a more timely manner, NTRLS sees a need to supplement its TANG program with a second staff member. With two staff, one can do the training and the second can provide direct support.

4. Underserved Population Segments

The NTRLS interim executive director considers the goal addressing underserved populations the most challenging because of the large number of segments that are underserved and the size of the underserved population. NTRLS allocated 24.8 percent of its budget to disadvantaged/ targeted services. Library directors attributed their limited programs targeted at underserved groups to lack of funds.

NTRLS considers this goal a high priority for them. It encourages its member libraries to use funds for underserved group programs. The library system has an outreach effort, consulting libraries how to serve these population segments. NTRLS put special emphasis on programs for youth. In fact, the interim executive director recommended adding a goal specifically addressing teenagers, a group that does not use the library much, but constitutes the largest segment of future patrons. Indeed, NTRLS is collaborating with Denton ISD and the North East Texas Library System (NETLS) in the development of youth and children programs.

Library directors identified a range of programs targeting underserved populations.

- Some of the library directors who participated in the group interview reported that they added programs for teens; this resulted in an increase in the number of patrons.
- Several of the libraries target older adults.
- One of the libraries, located on a campus of a high school, takes programs to senior citizens.
- Another library has a homebound program. They have a staff member who is dedicated to the program. They also work with the police department that delivers books to peoples' homes.
- A larger library has eight traveling library programs; each consists of 40 large print books and 12 audio books. The traveling program is taken to nursing homes every three months.
- One of the libraries does presentations to retired teachers.
- Another library director communicates with the business community to determine their needs and how to serve them.
- One of the library directors expanded services to Spanish speakers. This library also held a workshop on graphic novels for teenagers.
- Another library has monthly programs for home schooled children as well as a summer program for K-5 students.

South Texas Library System (STLS) Case Study

The South Texas Library System (STLS) was visited on February 19, 2007. Interviews were conducted with the STLS coordinator, the TANG staff, and a group of seven library directors. Two of the seven library directors represented large libraries, one represented a medium size library, and four represented small libraries. Five of the directors came from libraries serving primarily rural areas. The staffing of the nine libraries ranged from one to 85. The libraries had between three and more than 250 public access computers. Three of the libraries did not have a web page. One of the libraries did not have a long-range plan. The libraries faced different challenges ranging from the type of population in their service area. One of the libraries experienced a large increase in population that has led to the opening of new branches and expansion of services. A second library is dealing with a very large transient patron population, estimated at 5,000,000 who use the library's ESL materials. A third library has a stagnant population that is not education minded and has a high dropout rate. Several of the libraries have expanded in the last four years, moved to new locations or added branches.

1. Background

The STLS service area population consists of 26 counties, covering 27,000 square miles with a population of 1,860,182. STLS has 54 member libraries and two non-members. STLS serves primarily rural areas: 89 percent of its libraries are rural libraries and 11 percent are urban. STLS had a budget of \$707,709 in 2005 and 2006. STLS member libraries vary widely in the population size they serve ranging from 1,000 to 250,000. Only 15 of the 54 libraries have professionally trained staff.

The current coordinator has been with TSLs for seven years but has been in her current position only since September 2006.

STLS has a technology plan. It developed its technology plan with assistance from a consultant who is knowledgeable about libraries.

STLS determines its services through a members' needs assessment. The coordinator reviews the needs assessment data with the planning committee and makes final decisions about what services to provide and how to prioritize them. STLS provides continuing education, consulting, literacy training, and technology support services; it is phasing out its reference back-up program because of lack of use. Demand for reference back-up services declined as all STLS libraries have access to TexShare databases.

2. Continuing Education and Consulting Services

STLS allocated 2.6 percent of its budget to continuing education.

The topics STLS continuing education workshops address are defined through member input. The coordinator plans to initiate an online survey to assess members' continuing education needs. The system brings in five outside experts a year to present workshops.

Each of these experts offers two to three workshops. On average, STLS offers about 20 workshops a year. Table 1 lists the continuing education workshops STLS offered in 2003-2006.

Table 1: STLS Continuing Education Workshops 2003-2006

| Year | STLS Workshops |
|------|---|
| 2003 | Texas Reading Club – “Mission Impossible: Spy a Book!” Customer Service Genealogy Workshop How Web Pages Are Made Link to Learn Making Sense of Windows Microsoft Access for Beginners Microsoft Office Network Basics ProQuest Databases Reference Skills Spreadsheets for Librarians Streamline Planning Is Not an Oxymoron! TexShare Databases The Invisible Web Troubleshooting Windows 2000 Professional Writing a Collection Development Policy |
| 2004 | Creating Excellent Children’s Collections in Public Libraries Customer Service Getting the most from Microsoft Word 2000 Heritage Quest Training Just You and Me Kids: Storytimes That Work Library Privacy & Confidentiality: Law and Policy Microsoft Access II Microsoft Excel: The Next Level More Bang for the Bucks Network Troubleshooting Summer Reading Club 2004 – Color Your World ...Read TexShare Databases Athena Basics Cataloging Basics Collection Evaluation Copyright Basics Consumer Service Deep Freeze: A Technician’s Guide to Basic Administration Every Child Ready to Read Getting the Most From Microsoft Word Introduction to PowerPoint Long-Range Planning: More Exciting Than It Sounds |

| | |
|------|---|
| | <p>MARC for Beginners: Unveiling the Mystery Microsoft Excel: The Next Level Putting Excel to Work in the Library Reading: the Sport of Champions Reference Skills Retailing Techniques in the Library Sustaining library Technology: The Thin Client Alternative TexShare Databases: An Overview TexShare or Google?</p> |
| 2005 | <p>Collection for Teens @ Your Library Copyright Basics Customer Service Genealogical Research: New Ways To Find Your Roots Go Wild...Read! Grant Writing Introduction to Microsoft FrontPage Introduction to PowerPoint Making a Place for Emergent Literacy Managing Difficult Patrons No More Snag, Bag, and Tag Reference Skills TexShare Databases Using Excel in Libraries</p> |
| 2006 | <p>Athena Basics Cataloging Basics Collection Evaluation Copyright Basics Consumer Service Deep Freeze: A Technician's Guide to Basic Administration Every Child Ready to Read Getting the Most From Microsoft Word Introduction to PowerPoint Long-Range Planning: More Exciting Than It Sounds MARC for Beginners: Unveiling the Mystery Microsoft Excel: The Next Level Putting Excel to Work in the Library Reading: the Sport of Champions Reference Skills Retailing Techniques in the Library Sustaining library Technology: The Thin Client Alternative TexShare Databases: An Overview TexShare or Google?</p> |

STLS also provides workshops on demand; that is, only for the library or libraries requesting it. The most common workshop on demand deals with customer service. In addition, STLS offers online courses through the University of North Texas.

Library directors who participated in the group interview were highly complimentary of STLS continuing education services. The continuing education services STLS provided increased their knowledge and educated their staff. The workshops also gave directors and staff a better understanding of the “larger picture” beyond what goes on in the library. A director of a small library with one staff member and volunteers lauded the continuing education her volunteers received. One of the library directors who was not trained as librarian credited the STLS in teaching her how to run the library. The library directors also appreciated being asked for input regarding continuing education topics.

The STLS coordinator monitors the continuing education services. Each workshop is evaluated through a participant survey. In addition, the STLS conducts three-month follow-up surveys to look at intermediate outcomes.

In the next five years, STLS plans to introduce new technologies into its member libraries, such as gaming and social networking to make libraries friendlier to children and teens. STLS jointly with the Alamo Area Library System (AALS) and the Central Texas Library System (CTLS) are bringing in two consultants to give a workshop on gaming. STLS is also considering a workshop in collaboration with North Texas Regional Library System (NTRLS) on social networking and library policies to address this area.

3. Consulting

STLS allocated 16.4 percent of its budget to consulting. In 2006, STLS offered 8,136 hours of consulting.

The STLS tries to respond quickly to library requests. Requests for consulting often result in site visits. The large service area makes site visits a costly strategy: the furthest library is located about 150 miles from the STLS offices in Corpus Christi.

About one-half of the 54 member libraries are small. STLS services are critical for the small libraries, according to the coordinator. STLS helps these libraries with a myriad of problems ranging from dealing with their local government officials to improving their technology. STLS helped some of the directors present convincing cases to their council and city government for additional funding. Between 10 to 12 of the member libraries are medium size. These libraries have professional staff and rely mainly on STLS for consulting on library collections issues. STLS helps the 10 to 12 large libraries by recommending consultants and doing on-demand training. In turn, the coordinator calls on the large libraries for ideas on collaboration. The coordinator wants to use their expertise to benefit all member libraries.

Library directors considered the availability of STLS staff and the support they offer as the most critical benefit that system membership offers for them. A director of a small library with one staff member and volunteers lauded STLS help in preparing a TIF grant and in getting assistance with regard to a patron issue. A second library director received help with an e-rate application.

4. Technology Services Through TANG

STLS allocated 2.9 percent of its budget to networked resources.

STLS TANG staff consists of a TANG specialist who manages the program and has been with STLS for 7.5 years and a technician who has been on staff for 1.5 years. The technician responds to calls from libraries and provides technology support.

According to the coordinator, between 50 and 65 percent of the libraries have web pages. About one-third have web-based services. Most of the libraries with web pages have an automated catalog. All members have e-mail, and consequently, a considerable portion of the communication with member libraries is done through e-mail.

Given the STLS large service area, the TANG technician tries to fix problems remotely using Go-To-My-PC software. The technician would like to get remote access to all libraries. If the problem cannot be fixed remotely, then the technician will go onsite. There are no pre-scheduled site visits. The technician spends 60 to 75 percent of his time on the road.

The TANG technician keeps a file on each library he visits or consults with. He knows what technology each library has, what problems he has addressed in previous visits, what type of assistance the library requested, and the training it has received. The technician also leaves a report with the library at the end of the site visit describing the problems and services provided.

TANG offers four formal workshops a year on different topics such as MS shared toolkit, and security (Deep Freeze). In 2003 and 2004, TANG also offered workshops on different software programs and their use. STLS occasionally contracts with experts to offer workshops. TANG staff wants to expand its workshops to include workshops on new technologies and not to just address current library needs. The greatest technology need that libraries have, according to the TANG technician, involves the administration and management of their own technology. Because of the large variance in the technology capabilities of member libraries, the TANG technician would like to get all libraries to possess a basic level of technology skills.

The TANG program has served 40 of the 54 member libraries in the past 18 months. In 2006, TANG provided 1,506 assists, trained 55 library staff through two formal workshops (Sustaining Library Technology: The thin Client Alternative” and “Deep Freeze: A Technician’s Guide for Basic Administration”) and distributed 122

instructional materials. According to the TANG technician, all libraries that have been assisted improved their technology knowledge.

Directors of three of the larger libraries who participated in the group interview indicated that they participate in STLS workshops. They do not need the other TANG services since their libraries have their own IT departments or technology staff. The other library directors identified a large number of technology related services that the TANG program provided to them. These included help with technology grants identifying what equipment and software to include in the grant, installing new computers that the libraries purchased through the grants, upgrading the network system, installing a wireless network, installing the Internet in an old building and computer maintenance.

The STLS coordinator has seen some change in librarians' technology skills, although some of the small rural libraries are still far behind mostly because of librarian turnover and the age of the librarians. The TANG technician concurs that there has been some increase in library staff technology skills. Some of it is due to the Tocker and Gates grants and to the onsite training that TANG provided. Member libraries can be classified into three groups based on technology skills: 60 percent have minimal knowledge, 30 percent have medium knowledge, and 10 percent have good knowledge. About half of the libraries are technology self-sufficient. Some of these libraries have in-house information technology staff.

Library directors' assessment of their technology self-sufficiency varied. Those who reported a basic level of knowledge indicated that they need intermediate and advanced training. They also need courses on new equipment and software.

According to the coordinator, the libraries in the Valley section of the STLS service area are more technology savvy. They have a Valley Internet Alliance (VIA). Because of population growth, these libraries have more staff and their staff is more specialized. They have also taken advantage of the University of North Texas and the University of Texas Pan American library management programs. However, some of these libraries still depend on TANG because they often have difficulties in getting their local tech support vendors to respond in a timely manner.

The TANG staff monitors the program by analyzing program statistics such as number of assists and asking libraries for feedback on their satisfaction with STLS TANG services. The small libraries are the most appreciative of the support TANG provides to them.

5. Underserved Population Segments

STLS allocated 11.3 percent of its budget to disadvantaged services.

According to the coordinator, the state goal addressing services to underserved segments of the population is the most challenging for STLS. In small communities libraries are seen as serving a specific segment of the population rather than providing services to the entire community.

The coordinator considers literacy services the greatest need in the STLS area of service. STLS provides literacy grants for 20 libraries. STLS gives each of these libraries a \$1,000 grant. STLS also offers \$300 to libraries for programming that targets children or adults. Libraries have become more aware of accessibility issues. None of the libraries serve the homebound population.

The coordinator plans to expand services to more segments of the population. STLS is currently subscribing to Learning Express database (a GED, SAT, and TAKS preparation online program) and to Rosetta Stone (a bilingual program). The coordinator assumes that these programs will draw a larger segment of the population. Rosetta Stone is appropriate also for Winter Texans who want to learn Spanish.

Library directors who participated in the group interview gave multiple examples of services they provide to underserved population groups.

- One of the libraries serving a farming area offers computer classes to the community through a Department of Agriculture grant that provides funds for a computer instructor position for two years.
- The tutor.com programs serve school children by offering online homework help in all content areas.
- The Learning Center online program targets 40 different professions. It contains tests for border patrol, fire fighters, etc. One of the libraries that has this program is open on Sunday, once every quarter, for testing.
- One of the libraries has developed a collection for home schoolers.
- Several libraries collect large type books and books on CD.

Texas Panhandle Library System (TPLS) Case Study

The site visit to the Texas Panhandle Library System (TPLS) was conducted on February 20, 2006. Interviews were conducted with the TPLS coordinator, TANG consultant, and a group of four library directors. Three of the library directors considered their libraries serving primarily rural areas. The libraries represented in the group interview had between two to four full-time staff. Two of the libraries also had part-time staff. Only one of the libraries had branches. Libraries had between four and 18 public access computers. All had a long-range plan or were in the process of developing such a plan.

1. Background

The Texas Panhandle Library System's (TPLS) service area covers 25,610 square miles with a population of 416,550. The service area has 33 libraries, 28 of which are TPLS

member libraries. TPLS serves mostly rural libraries: 98 percent of its 28 libraries are located in rural areas; one percent is in urban areas, and one percent is in suburban areas. Two of the member libraries are combined public library-public school libraries.

The TPLS offices are located in the Amarillo Public Library. The Amarillo Public Library, the largest public library in the region, serves most libraries in the region through the Harrington Library Consortium (HLC), an online union catalog. The HLC has 80 members, some of them public school and academic libraries. The TPLS has two full-time staff and a 2007 budget of \$288,000. The coordinator has been in her role for 13 months and came from a large library system.

2. Continuing Education and Consulting Services

2.1 TPLS Continuing Education

TPLS allocated 7.5 percent of its budget to continuing education.

According to the coordinator, the primary focus of TPLS is on continuing education and consulting to libraries. The coordinator considered continuing education and consulting critical because most librarians do not have library science degrees. The coordinator wanted all librarians in the TPLS service area to have a basic set of librarian skills. The coordinator develops the continuing education agenda through an annual member survey conducted during a planning session. The coordinator distributes a list of workshops twice a year. As most libraries only have one librarian, TPLS offers workshops multiple times to accommodate as many librarians as possible. The continuing education agenda is a combination of workshops previously delivered and new workshops. It is necessary to repeat workshops because of librarian turnover. TPLS also started offering online workshops in March 2006. TPLS uses videoconferencing to network all the libraries. Starting in 2008, the Amarillo Public Library will have a videoconference room. Library directors who participated in the group interview reported that they attend 10 to 12 workshops a year.

Between 2003 and 2006, the TPLS provided between nine and 12 workshops a year, as shown in Table 1.

Table 1: Workshops TPLS Offered 2003-2006

| Year | TPLS Workshop |
|-------------|--|
| 2003 | Collection Development Effective Customer Relationships Fun with Funds Annual Report Reference Services and Resources Book Repair at the Circulation Desk Time to Sign Audio, Video, and CD Repair Review of Excel Intermediate Excel Review of Word Intermediate Word |
| 2004 | Storytelling Weeding Digitization of Local Special Collections The Invisible Web Book Repair at the Circulation Desk Mystery Genre Annual Report Annual Report Summer Reading Club 2004 Writing Collection Development Policy Proposed Standards and Minimum Criteria |
| 2005 | Cooperative Collection Development The Power of Persuasion Ingram's iPage Ordering Annual Report Book Repair Summer Reading Effective Communication w/co-workers Long Range Planning Library Security Story Telling For Adults |
| 2006 | Collection Development Selecting the "Right Stuff" Graphic Novels Made Easy Creating Effective Library Policies Keys to Successful Outcomes Assessment Easier Funding, More Patrons Privacy and Confidentiality in Libraries Keyes to Successful Outcomes, Part II Summer Reading Club |

TPLS also brought in a consultant to help libraries with space planning in response to a request from member libraries. The consultant provided two workshops and visited 16 libraries. The consultant also provided a hands-on workshop.

In 2006, TPLS in collaboration with academic libraries had a joint vendor fair. Sixty vendors participated along with 150 librarians.

TPLS does not coordinate with TSLAC CE/C the topics of its workshops or their delivery time. According to the TPLS coordinator, TSLAC does not typically offer workshops in the TPLS service area.

TPLS evaluates its workshops through pre-post surveys and a follow-up survey three to six months after the workshop was delivered. The coordinator plans to add a second follow-up survey one year after librarians participated in a workshop.

The TPLS coordinator is considering the development of academies, one for young librarians and one for librarians who have been in their job for many years. Academics are two to three day workshops based on the Western Council of Core Competencies. The library directors agreed with the coordinator that training for new librarians is critical.

The coordinator also sees a need for three continuing education institutes: one for library board members, one for librarians who are ready to retire on how to transition their libraries, and one for library friends.

In addition, the coordinator plans to implement a librarian recruitment program. The program will give scholarships to persons interested in completing a library science degree. The University of North Texas and Texas Western University have a library science program that is mostly online.

2.2 TSLAC Continuing Education

Library directors who participated in the group discussion considered continuing education critical. They depend primarily on TPLS continuing education since their ability to attend TSLAC workshops is limited because of distance. Also, TSLAC workshops tend to be more generic and do not always address the librarians' specific needs. TSLAC does not survey librarians to assess their continuing education needs. Library directors are typically not aware of what TSLAC offers because they do not receive lists of continuing education workshops from TSLAC. Many of the TSLAC workshops are offered once, further limiting their opportunity to attend them.

Library directors took some online courses from the University of North Texas and from TSLAC. They participated in online courses from the University of North Texas on grant writing, staff relations, and diversity. One of the directors took an online course from TSLAC on networks.

2.3 Consulting

TPLS allocated 20.9 percent of its budget to consulting.

Library directors received consulting from TPLS by phone or onsite. They received consulting on a wide range of issues including how to rearrange the library and how to handle patron confidentiality.

3. Technology Services Through TANG

TPLS allocated 28.3 percent of its budget to networked resources.

Both the TPLS coordinator and the library directors considered the state goal addressing technology the most challenging goal because most of the TPLS libraries are located in remote rural areas without local technology support resources. Some of the library directors suggested that one of the state goals should be to assist librarians to stay technologically current.

The current TPLS coordinator improved the technology capabilities of the library system to serve its member libraries more effectively. The TPLS developed a web page, has encouraged the use of e-mail to minimize the use of paper, and distributes a newsletter online. TPLS has also helped improve the technology capabilities of its member libraries. All TPLS member libraries have web pages. All TPLS libraries provide access to TexShare. Most of the libraries have online catalogs. The Harrington Library Consortium hosts all the libraries' web pages.

The coordinator considers the main purpose of the technology services the TPLS provides is to move libraries to wireless technology. Five of the libraries have wireless. All are moving in that direction.

TPLS provides technology support through the TANG program. The TANG consultant joined TPLS in November 2004. The program focuses on technology training. The consultant goes on site to teach library staff how to handle technology, answer librarians' questions, and do pre-purchase research and evaluate of software the libraries want to purchase. To further assist libraries TPLS established the Emergency Technical Assistance Program in 2007. Most TPLS libraries are located in remote rural areas with no local technology assistance resources.

The four library directors who participated in the group interview reported that they have a technology plan, although some of the plans have not been updated since 2000. Directors complained that they were not always able to follow the computer replacement schedule in the plan because of lack of funding from their county or town.

In 2003-2006, libraries' greatest technology needs consisted of networking services, PC repair, and pre-purchase evaluation of hardware.

The services the TANG consultant has provided were a combination of needs that librarians identified and new areas such as wireless technology and web-based services that the consultant identified. One of the major tasks the TANG consultant performed was assisting libraries with troubleshooting. The TPLS does not have remote capabilities to troubleshoot. Most librarians (25 out of 28) can describe the problems in sufficient detail to allow the consultant to guide them in fixing the problem. Most of the consultant's time in 2005 (about 80 percent) and 2006 (about 70 percent) was spent on this task.

The TANG consultant also provided technology related training to libraries. The TANG program offered three to five workshops a year, as shown in Table 2. The topics of some of the workshops were developed in response to librarians' suggestions.

Table 2: TPLS TANG Workshops 2003-2006

| Year | TPLS TANG Workshops |
|------|--|
| 2003 | A+ Core Hardware Fundamentals/A+ Operating System Fundamentals Network Security made Simple Improving Communications Between Servers and Workstations Create and Edit Your Own Public Policy |
| 2004 | Fighting Computer Infections! Keeping Your Computers in TIP-TOP Shape Accidental Network Administrators Maintaining and Troubleshooting Windows 2000 Servers |
| 2005 | Power to the Library! Search Engine Attributes and Dealing with Malware Maintenance and Support for Your Library Network Introduction to Building Websites Using FrontPage |
| 2006 | Technology Planning MS Access Building Databases You Can Use Freeware! What Is It and How To Get It Enhance Your Website: More Things To Do with FrontPage Break the Chains! Get Freedom For Yourself and Your Patrons |

Until recently, librarians came to TPLS for technology related training. The consultant plans to increase on-site training through a mobile computer lab. The TPLS purchased 10 laptops that the consultant will take with her on site and train library staff, starting in spring 2007. In 2005, the TANG consultant spent 40 percent of her time visiting libraries, trying to visit each library. In 2006 she spent about 30 percent of her time on site. The TANG consultant goes on site primarily by invitation.

The TANG consultant started to offer online technology tutorials. These tutorials address how to make bookmarks, use browsers, and build tables in Word. The consultant plans to add a tutorial on how to do charts in Excel.

In 2005 the TANG consultant also purchased and distributed materials to librarians focusing on automating computer maintenance. The materials addressed networks and

Windows. The consultant also created materials with shortcut tips, how to schedule computer backup, and upgrade virus protection.

The TANG consultant considers a large number of the librarians to be technology savvy and self-sufficient, although librarians' technology competencies still vary. Two of the librarians are still "afraid of technology." Most librarians try to fix problems themselves before contacting TANG. The TANG consultant has seen a change in librarians' attitudes toward technology and witnessed their increased levels of confidence and competence in dealing with technology problems. Most librarians can back up their computers, deal with viruses, operate on the registry, and upgrade their software. According to the TANG consultant, librarians do not need much assistance with their hardware. The consultant attributes librarians' technology competency to the fact that both she and the previous consultant insisted that librarians work hand in hand with the consultant when addressing problems. This motivated librarians to acquire and improve their technology skills. The major barriers to technology self-sufficiency, according to the TANG consultant, are staff turnover and librarians' lack of time to deal with technology.

Library directors were more critical of their technology competency. Library directors reported different degrees of technology self-sufficiency. One of the directors classified her level as low because she has not kept up with technology changes. A second director used to work through technology problems but does not have the time to do so at present. A third library director reported that her skills have improved. She is less dependent on TANG because she has access to a local technology support provider. Library directors recognized that not all libraries have local technology support resources or the funds to pay someone locally.

Library directors' reliance on TANG varied from once every two to three weeks to once or twice in six months. Although library directors considered themselves less dependent on TANG, they recognized that if TANG services were not available, they would have to find another source and somehow find the money for it by taking money away from another area of service.

4. Underserved Population Segments

TPLS allocated 14.1 percent of its budget to older adults programs.

Library directors who participated in the group interview implemented a variety of programs targeting underserved populations, although they recognized that not all library directors have the time or staff to do special programs.

The library directors welcomed the workshops on diversity. These workshops addressed services to youth, older adults, and Spanish speaking populations and provided libraries with ideas for programs.

- One of the library directors is building a Spanish language collection. A second director moved the youth collection to a separate section of the library, near the

computers, and purchased new titles as a result of the TPLS workshops and ideas shared with other librarians. According to this director, the relocation of the youth collection increased circulation.

- One of the libraries is offering ESL classes jointly with the Literacy Council. The classes meet three times a week. The library director moved books to the classrooms and increased circulation. This library is also in the process of building a Spanish language collection. In the summer, this library does some children's programs.
- To reach underserved segments, another library director purchased best sellers and large print books. Only one-quarter of the residents in the area of service of this library have library cards.

5. Impact of Library Services

Library directors were highly satisfied with the continuing education, consulting, and technology related services that the TPLS has provided to them. The TPLS has provided resources that they could not afford to obtain on their own. They recognized that they “could not make it without the system. Can't imagine being there on our own. Psychologically, can't do without the system.” The library directors credited TPLS with keeping them current. TPLS has provided downloadable books, audio books, and an online homework tutoring program. All these helped them serve their patrons better. As a result of TPLS training and consulting librarians are more professional, work at a higher level, and are aware of new trends, new technology and what is available. The TPLS keeps them informed through e-mails about grant opportunities, pertinent legislation and library-related events. Library directors also credited the TPLS with invaluable help dealing with government entities. The support they receive through TPLS raises the librarians' credibility in their respective communities.

APPENDIX C

DATA COLLECTION INSTRUMENTS

TEXAS LIBRARY SYSTEMS QUESTIONNAIRE

As part of the LSTA Long-Range Plan evaluation, we are surveying the Library Systems with regard to activities and services that the Library Systems provided to member libraries during the 2003 through 2006 period. Please respond to each question and provide the requested information. Note that all data will be analyzed and reported in aggregate only; no individual Library System responses will be identified.

Please complete the questionnaire and mail it back in the enclosed envelope by February 16, 2007.

1. Specify your system: (CIRCLE ONE ONLY)
 - 1 Big Country Library System (BCLS)
 - 2 Texas Panhandle Library System (TPLS)
 - 3 Central Texas Library System, Inc. (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. Do you have a technology plan?
 - 1 Yes
 - 2 No

4. About what percent of your member libraries: (RECORD A PERCENT FOR EACH)
Have a technology plan? _____ %
Have an automated catalog that is available through the Internet? _____ %
Have an automated circulation system that is available through the Internet? _____ %
Offer a wireless network connection? _____ %
Provide access to online TexShare databases to their users/patrons? _____ %
Have a web site? _____ %
Have a web site that offers web-based services? _____ %

5. Which of the following describes how your Library System has used LSTA funds during 2003 through 2006? (**CIRCLE ALL THAT APPLY**)

- 1 Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages;
- 2 Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks;
- 3 Provide electronic and other linkages between and among all types of libraries;
- 4 Develop public and private partnerships with other agencies and community-based organizations;
- 5 Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and
- 6 Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

6. 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 from 2003 through 2006? (**CIRCLE YES OR NO IN THE TABLE BELOW UNDER Q.6**)

6a. About what percentage of your member libraries received these services from you during that time period? (**RECORD PERCENT IN THE TABLE BELOW UNDER Q.6a**)

| | Q.6 | | Q.6a |
|---|-----|----|------------------------------------|
| | Yes | No | Percent of Member Libraries Served |
| Collection development: books and other materials | 1 | 2 | |
| Provide funds for cooperative video collection | 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 | |
| Provide wireless network equipment for member libraries | 1 | 2 | |
| Provide funds for member library automation projects | 1 | 2 | |
| Purchase (or assist with the purchasing of) video and teleconferencing/distance learning equipment for member libraries | 1 | 2 | |
| Purchase and upgrade libraries' computer hardware and software | 1 | 2 | |
| Provide funding for other types of technology purchases or | 1 | 2 | |

| | | | |
|--|---|---|--|
| upgrades | | | |
| 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 | |
| Fund projects to serve older adults | 1 | 2 | |
| Fund projects to serve people with disabilities | 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 | |
| Train libraries in the development of technology plans | 1 | 2 | |
| Provide funds for planning projects | 1 | 2 | |
| Develop long-range plan | 1 | 2 | |
| Develop technology plan | 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 | |

7. Using the following 6-point scale, please identify the extent to which member libraries improved in the following areas as a result of the training, consulting and assistance you provided to them from 2003 through 2006. **(CIRCLE ONE NUMBER FOR EACH STATEMENT)**

| | To a Great Extent | To a Moderate Extent | To Some Extent | To a Minor Extent | Not At All | Unsure |
|---|-------------------|----------------------|----------------|-------------------|------------|--------|
| Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages. | 1 | 2 | 3 | 4 | 5 | 6 |
| Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks. | 1 | 2 | 3 | 4 | 5 | 6 |
| Provide electronic and other linkages between and among all types of libraries. | 1 | 2 | 3 | 4 | 5 | 6 |
| Develop public and private partnerships with other agencies and community-based organizations. | 1 | 2 | 3 | 4 | 5 | 6 |
| Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|--|---|---|---|---|---|---|
| limited functional literacy or information skills. | | | | | | |
| Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line. | 1 | 2 | 3 | 4 | 5 | 6 |

- 7a. Please provide a brief example demonstrating how you helped your member libraries expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.

- 7b. Please provide a brief example demonstrating how you helped your member libraries develop services that provide all users access to information through local, state, regional, national, and international electronic networks.

- 7c. Please provide a brief example demonstrating how you helped your member libraries provide electronic and other linkages with all types of libraries.

- 7d. Please provide a brief example demonstrating how you helped your member libraries develop public and private partnerships with other agencies and community-based organizations.

- 7e. Please provide a brief example demonstrating how you helped your member libraries target services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.
- 7f. Please provide a brief example demonstrating how you helped your member libraries target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.
- 7g. Please explain briefly why member libraries experienced some, minor or no improvement in the six areas listed in Q.7.

8. About what percentage of your libraries have programs that serve the following populations? (**RECORD A PERCENTAGE FOR EACH**)

| | Percent of Libraries |
|---|---------------------------------|
| Low-income | _____ % |
| Bilingual/English as a second language (ESL) and limited English proficiency (LEP) | _____ % |
| Older adults | _____ % |
| Early childhood literacy | _____ % |
| Youth | _____ % |
| People with disabilities | _____ % |
| Rural residents | _____ % |
| Urban, inner city residents | _____ % |
| Low literate adults | _____ % |
| Intergenerational groups | _____ % |

TANG (Technical Assistance Negotiated Grants)

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

9. Has your Library System used TANG funds to provide the following services from 2003 through 2006? (**CIRCLE YES OR NO IN THE TABLE BELOW UNDER Q.9**)

9a. About what percentage of member libraries received the following services from you through TANG from 2003 through 2006? (**RECORD PERCENTAGE IN THE TABLE BELOW UNDER Q.9a**)

| | Q.9 | | Q.9a |
|--|-----|----|-------------------|
| | Yes | No | Percentage Served |
| 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 through personalized 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 wireless network equipment or installation to library | 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 preparing or writing technology 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 | |

10. How helpful have these TANG services been to your member libraries? (CIRCLE ONE NUMBER OFR EACH STATEMENT)

| | Very Helpful | Helpful | Moderately Helpful | Of Little Help | Not At All Helpful | Unsure | N/A; Did Not Provide Service |
|--|--------------|---------|--------------------|----------------|--------------------|--------|------------------------------|
| 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 through personalized 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 wireless network equipment or installation to library | 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 preparing or writing technology 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 |

11. Overall, how helpful have your TANG strategies been in 2003-2006 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.11b)
- 5 Not at all helpful (SKIP TO Q.11b)
- 6 Unsure (SKIP TO Q.12)

11a. Please give an example demonstrating how your TANG strategies have helped libraries achieve the program objective.

SKIP TO Q. 12

11b. Why have these TANG strategies not helped member libraries meet the program objective?

12. How often did you address the following topics through TANG training, consultation, or other assistance in 2003 through 2006? Note that “Rarely” refers to a few times a year; “sometimes” refers to once or twice a month; and “often” refers to once or twice a week (CIRCLE A NUMBER FOR EACH)

| | Never | Rarely | Some-times | Often |
|---|-------|--------|------------|-------|
| Wireless (Purchasing, Installing, or Maintaining) | 1 | 2 | 3 | 4 |
| Assist library staff in working with vendors | 1 | 2 | 3 | 4 |
| Wiring and testing | 1 | 2 | 3 | 4 |
| Automation software upgrades and conversions | 1 | 2 | 3 | 4 |
| Installations - hardware | 1 | 2 | 3 | 4 |
| Installations - software | 1 | 2 | 3 | 4 |
| Security | 1 | 2 | 3 | 4 |
| Servers (Purchasing, Installing, or Maintaining) | 1 | 2 | 3 | 4 |
| Operating systems | 1 | 2 | 3 | 4 |

| | | | | |
|--|---|---|---|---|
| Networking | 1 | 2 | 3 | 4 |
| Network Maintenance | 1 | 2 | 3 | 4 |
| Web site setup/development | 1 | 2 | 3 | 4 |
| Videoconferencing | 1 | 2 | 3 | 4 |
| Hardware maintenance | 1 | 2 | 3 | 4 |
| Troubleshooting | 1 | 2 | 3 | 4 |
| Gates, Tocker, TIF, other grant application and implementation (technical aspects, what they need to purchase, etc.) | 1 | 2 | 3 | 4 |
| A+ certification | 1 | 2 | 3 | 4 |
| Microsoft Certified Professional | 1 | 2 | 3 | 4 |
| Certified Novell Administrator | 1 | 2 | 3 | 4 |
| Introduction to PCs | 1 | 2 | 3 | 4 |
| Windows 2000 | 1 | 2 | 3 | 4 |
| Windows NT | 1 | 2 | 3 | 4 |
| Windows XP | 1 | 2 | 3 | 4 |
| Internetworking with TCP/IP | 1 | 2 | 3 | 4 |
| General technology planning | 1 | 2 | 3 | 4 |
| Budgeting for technology purchases / upgrades | 1 | 2 | 3 | 4 |
| Other: _____ | 1 | 2 | 3 | 4 |

13. 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: _____

14. Have your TANG strategies/services in 2003 through 2006 changed compared to strategies/services you implemented **before** 2003?

- 1 Yes
- 2 No (**SKIP TO Q.15**)

14a. Please illustrate how they have changed.

15. At the beginning of 2003, about what percentage of your member libraries were technologically self-sufficient? By self-sufficient we mean libraries have the ability to perform a basic level of troubleshooting before seeking assistance.

_____ %

15a. At this time, about what percentage of your member libraries are technologically self-sufficient?

_____ %

16. Have you detected any change from 2003 to 2006 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.17**)
- 4 Unsure/Don't know (**SKIP TO Q.17**)

16a. What changes have you seen in the type of assistance or training requested by member libraries over this time period?

17. Do member libraries that received TANG assistance in 2003 through 2006 offer more access to electronic resources to their users/patrons than before they had received such assistance?

- 1 Yes
- 2 No (**SKIP TO Q.18**)
- 3 Unsure/Don't know (**SKIP TO Q.18**)

17a. To what extent do member libraries who received TANG assistance presently offer greater electronic 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 (**SKIP TO Q.18**)
- 5 Not at all (**SKIP TO Q.18**)
- 6 Unsure (**SKIP TO Q.18**)

17b. Please provide an example demonstrating how member libraries have offered greater access to electronic resources to their users/patrons as a result of assistance you provided to them in 2003 through 2006.

18. What changes have you seen in the ability of member library staff to use and maintain information resource technology as a result of TANG services and assistance provided in 2003 through 2006?

19. 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

LIBRARY QUESTIONNAIRE

*As part of the LSTA Long-Range Plan evaluation, we are surveying all TSLAC member libraries with regard to activities and services that TSLAC and the Library Systems provided to you during the 2003 through 2006 period and the services you provided to your patrons. Please respond to each question and provide the requested information. Note that all data will be analyzed and reported in **aggregate** only; no individual library responses will be identified. Please complete and submit the questionnaire by February 19, 2007.*

1. Please check the name of library system and the name of the library to which you belong: **(CHECK ONE LIBRARY SYSTEM AND CHECK YOUR LIBRARY NAME)**

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

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

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

3. In what year 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 that is available through the Internet? | 1 | 2 |
| Have an automated circulation system that is available through the Internet? | 1 | 2 |
| Offer wireless (Wi-Fi) network / Internet access to your patrons? | 1 | 2 |
| Provide access to online TexShare databases to your users/patrons? | 1 | 2 |
| Have a web site? | 1 | 2 |
| Have a web site that offers web-based services? | 1 | 2 |

5. Do you have a current technology plan?

- 1 Yes
- 2 No

6. Which of the following services did you receive from your respective Library System in 2003-2006? (**CHECK ALL THAT APPLY**)

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

7. How satisfied have you been with each of the services you have received from your respective Library System in 2003 through 2006? 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 check "Not Applicable." (**RECORD ONE NUMBER FOR EACH**)

| | 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 cooperative video collection | 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 |
| Funds for a wireless network connection | 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 |
| 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 |
| Training library staff in the development of a technology plan | 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 |

7a. 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 identify the service and explain why you have been dissatisfied.

8. What topics were addressed by the continuing education and consulting services you received from your Library System in 2003 through 2006? (**CHECK ALL THAT APPLY**)

- 1 Library administration (planning, budgeting)
- 2 Collections
- 3 Facility
- 4 Finance
- 5 Marketing, public relations, advocacy
- 6 Personnel
- 7 Services
- 8 Technology
- 9 Other (**DESCRIBE**): _____

TSLAC Staff Services

9. Did you participate in any training or continuing education that **TSLAC staff** provided or sponsored during the 2003 through 2006 period?

- 1 Yes
- 2 No (**SKIP TO Q.10**)

9a. In about how many training/continuing education workshops in which **TSLAC staff** either facilitated or provided training did you participate during this time period? _____

9b. Did the training/continuing education sessions in which **TSLAC staff** either facilitated or provided training address: (**CHECK ALL THAT APPLY**)

- 1 Library administration (planning, budgeting)
- 2 Collections
- 3 Facility
- 4 Finance
- 5 Marketing, public relations, advocacy
- 6 Personnel
- 7 Services
- 8 Technology
- 9 Other (**DESCRIBE**): _____

9c. Overall, how would you rate the training/continuing education sessions in which **TSLAC staff** either facilitated or provided training? (**SELECT ONE ONLY**)

- 1 Excellent
- 2 Good
- 3 Fair
- 4 Poor

10. To what extent did you implement what you have learned in the continuing education workshops you attended from 2003 through 2006 in which **TSLAC staff** either facilitated or provided training: (**SELECT 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
11. Did you receive any consulting from **TSLAC staff** in 2003 through 2006?
- 1 Yes
 - 2 No (**SKIP TO Q.12**)
- 11a. About how many times did you receive consulting services from **TSLAC staff** during this time period? ____ times
- 11b. What areas did the **TSLAC** consulting address? (**CHECK ALL THAT APPLY**)
- 1 Library administration (planning, budgeting)
 - 2 Collections
 - 3 Facility
 - 4 Finance
 - 5 Marketing, public relations, advocacy
 - 6 Personnel
 - 7 Services
 - 8 Technology
 - 9 Other (**DESCRIBE**): _____
- 11c. Overall, how would you rate the consulting that **TSLAC** staff provided? (**SELECT ONE ONLY**)
- 1 Very helpful
 - 2 Helpful
 - 3 Moderately helpful
 - 4 Of little help
 - 5 Not at all helpful

12. To what extent did the consulting and assistance you received from the **Library System** and from **TSLAC staff** help you with the following? Please use the 6-point scale to record your responses. (**RECORD ONE NUMBER FOR EACH**)

- | | | | |
|----------|-----------------------------|----------|--------------------------|
| <i>1</i> | <i>To a great extent</i> | <i>4</i> | <i>To a minor extent</i> |
| <i>2</i> | <i>To a moderate extent</i> | <i>5</i> | <i>Not at all</i> |
| <i>3</i> | <i>To some extent</i> | <i>6</i> | <i>Unsure</i> |

Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages. 1 2 3 4 5 6

Develop library services that provide all users access to information through local, state, regional, national, and international electronic networks. 1 2 3 4 5 6

Provide electronic and other linkages between and among all types of libraries. 1 2 3 4 5 6

Develop public and private partnerships with other agencies and community-based organizations. 1 2 3 4 5 6

Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills. 1 2 3 4 5 6

Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line. 1 2 3 4 5 6

12a. Please provide a brief example demonstrating how your library expanded services for learning and access to information and educational resources in a variety of formats for individuals of all ages.

12b. Please provide a brief example demonstrating how your library developed services that provide all users access to information through local, state, regional, national, and international electronic networks.

12c. Please provide a brief example demonstrating how your library provides electronic and other linkages with all types of libraries.

12d. Please provide a brief example demonstrating how your library developed public and private partnerships with other agencies and community-based organizations.

- 12e. Please provide a brief example demonstrating how your library targets services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.
- 12f. Please provide a brief example demonstrating how your library targets library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.
- 12g. Overall, how helpful have the services your Library System and TSLAC provided to you been in meeting your needs? **(CHECK 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 in 2003 through 2006 under each project. If you did not serve any individuals within a specific group, record “0” for that group. *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 literacy | _____ | 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 the persons you served in these projects been with the services you provided? Use a 10-point scale where 1 refers to "very dissatisfied" and 10 refers to "very satisfied." (CHECK ONE FOR EACH)

| | 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 literacy | 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 in 2003 through 2006 helped improve ... (CHECK ONE FOR EACH)

| | To a Great Extent | To a Moderate Extent | To Some Extent | To a Minor Extent | Not At All |
|---|----------------------------------|-------------------------------------|-------------------------------|----------------------------------|---------------------------|
| Library's collection | 1 | 2 | 3 | 4 | 5 |
| Library's technology | 1 | 2 | 3 | 4 | 5 |
| Your library operations | 1 | 2 | 3 | 4 | 5 |
| Your library management | 1 | 2 | 3 | 4 | 5 |
| Your planning | 1 | 2 | 3 | 4 | 5 |
| Your funding | 1 | 2 | 3 | 4 | 5 |
| The range of services you provide | 1 | 2 | 3 | 4 | 5 |
| The quality of services you provide | 1 | 2 | 3 | 4 | 5 |
| Your ability to serve individuals you could not serve before | 1 | 2 | 3 | 4 | 5 |

16. In your experience, what are the major benefits that you have derived from being a member of your respective Library System? (CHECK 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 sources

- 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 (DESCRIBE): _____
17. How many Internet connected patron computers do you currently have in your library? ____
- 17a. How many Internet connected patron computers did you have at the beginning of 2003? ____
- 17b. How many of your Internet connected patron computers are presently in working order? ____
- 17c. On average, how many of your Internet connected patron computers were in working order in 2006? ____ computers out of ____ computers
- 17d. How often do you have patron computers that are not working? (CHECK ONE ONLY)
- 1 Daily
 - 2 Weekly
 - 3 Every two weeks
 - 4 Monthly
 - 5 Once every few months
- 17e. How long does it typically take to return your patron computers to working order? (CHECK ONE ONLY)
- 1 One day or less
 - 2 Less than a week
 - 3 A week
 - 4 Between one and two weeks
 - 5 A month
 - 6 More than a month
18. Do you have a computer lab in your library?
- 1 Yes
 - 2 No (SKIP TO Q.20)
19. Do you provide instructor-led (by library staff or others) computer classes to the community?
- 1 Yes
 - 2 No

20. In 2006, when you had a problem with your computers, other technology equipment or network, how many times did you: **(RECORD NUMBER FOR EACH)**

Try to fix it yourself or asked your staff to fix it _____
 Call a technology vendor in your community _____
 Call the Library System (TANG) _____
 Number of problems experienced in 2006 _____

21. Do you have access to any other technology assistance resources in your community besides TANG?

- 1 Yes
- 2 No **(SKIP TO Q.22)**

21a. Have you used this/these technology assistance resource(s)?

- 1 Yes
- 2 No

22. To what extent do you or your staff possess the following technology competencies? Use the following 5-point scale to rate your competencies. **(CHECK ONE NUMBER FOR EACH)**

- | | | | |
|---|-----------------------------|---|--------------------------|
| 1 | <i>To a great extent</i> | 4 | <i>To a minor extent</i> |
| 2 | <i>To a moderate extent</i> | 5 | <i>Not at all</i> |
| 3 | <i>To some extent</i> | | |

| | | | | | |
|---|---|---|---|---|---|
| Demonstrate proficiency in the use of computer hardware and common software | 1 | 2 | 3 | 4 | 5 |
| Isolate and identify problems with hardware, software, and networks | 1 | 2 | 3 | 4 | 5 |
| Communicate problems effectively to support/repair person | 1 | 2 | 3 | 4 | 5 |
| Locate and use manuals, FAQs, and telephone and online help services to identify and solve problems | 1 | 2 | 3 | 4 | 5 |
| Use security tools and backup strategies | 1 | 2 | 3 | 4 | 5 |
| Articulate privacy and intellectual property issues that relate to library technology, including filtering software | 1 | 2 | 3 | 4 | 5 |
| Operate the various modules of the library's automated system (OPAC, circulation, acquisition, cataloging, etc.) | 1 | 2 | 3 | 4 | 5 |
| Work with vendors to maintain current automated system and prepare to upgrade or replace when necessary | 1 | 2 | 3 | 4 | 5 |
| Articulate a basic understanding of the World Wide Web and web page structure | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| Use digital communication tools such as email, electronic discussion lists, and web conferencing | 1 | 2 | 3 | 4 | 5 |
| Create, evaluate and implement a computer and Internet usage policy for the library | 1 | 2 | 3 | 4 | 5 |
| Teach basic computer and Internet use to customers | 1 | 2 | 3 | 4 | 5 |

23. How many technology grants did you apply for from 2003 through 2006? (Note – do not include Gates grants)

 0 None (**SKIP TO Q.24**)

23a. How many of the above grants did you receive?

 0 None (**SKIP TO Q.24**)

23c. Describe briefly the purpose of the technology grant(s) you received.

24. Did your staff receive technology-related training, consulting or assistance from your respective Library System from 2003 through 2006?

- 1 Yes
- 2 No (**SKIP TO Q.27**)

24a. How helpful has the technology-related training, consulting or assistance you received from the Library System been in meeting your technology needs? (**CHECK ONE ONLY**)

- 1 Very helpful (**SKIP TO Q.25**)
- 2 Helpful (**SKIP TO Q.25**)
- 3 Moderately helpful (**SKIP TO Q.25**)
- 4 Of little help (**CONTINUE**)
- 5 Not at all helpful (**CONTINUE**)
- 6 Unsure (**SKIP TO Q.25**)

24b. Why was the technology training, consulting or assistance not helpful?

25. About how many times did you call or e-mail the TANG staff member in your respective Library System in 2003, 2004, 2005, and 2006?

2003: ____ 2004: ____ 2005: ____ 2006: ____

25a. About how many times did TANG staff visit your library in 2003, 2004, 2005, 2006?

2003: ____ 2004: ____ 2005: ____ 2006: ____

26. What did you/your staff like best about the technology-related training, consulting or assistance your Library System provided from 2003 through 2006? (**CHECK 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: _____

27. To what extent was your library technologically self-sufficient at the beginning of 2003? By self-sufficient we mean libraries have the ability to perform a basic level of troubleshooting before seeking assistance. (**CHECK ONE NUMBER IN THE "2003" COLUMN**)

27a. To what extent is your library technologically self-sufficient at the present? (**CHECK ONE NUMBER IN THE "PRESENTLY" COLUMN**)

| | <u>Q.27</u> <u>2003</u> | <u>Q.27a</u> <u>Presently</u> |
|----------------------|--|--|
| 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 |

28. As a result of the technology-related training, consulting, and assistance that you have received from your respective Library System in 2003 through 2006, is your library better able to use and maintain information resource technology? (**CHECK 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

29. To what extent have your technology resources changed since the beginning of 2003? (CHECK ONE NUMBER FOR EACH)

| | To a Great Extent | To a Moderate Extent | To Some Extent | To a Minor Extent | Not at All |
|---|-------------------------|----------------------------|----------------------|-------------------------|---------------|
| Your/Your staff technology competencies increased | 1 | 2 | 3 | 4 | 5 |
| You/Your staff handle basic technology problems without assistance | 1 | 2 | 3 | 4 | 5 |
| You offer more reliable electronic services or resources to patrons / users | 1 | 2 | 3 | 4 | 5 |
| You offer more electronic services or resources to patrons/users | 1 | 2 | 3 | 4 | 5 |
| You plan and budget for technology without assistance from the Library System | 1 | 2 | 3 | 4 | 5 |

30. Are there any services or assistance that TANG should offer and are not offering currently?

31. Do you have any other comments or suggestions about the services the Library System/TANG 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

TEXAS LIBRARY SYSTEM COORDINATOR INTERVIEW GUIDE

1. Very briefly, 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. Please describe your role as the Systems Coordinator.
 - 2.1 How long have you been the Systems Coordinator?
3. *Let's discuss services that your Library System provided to member libraries under the Systems Grant during the 2003-06 period.*
 - 3.1 Briefly describe how did you decide which services to provide in 2003 through 2006? Describe the process and who was involved.
 - 3.2 What services did you provide?
 - 3.3 Which of these do you consider the major services?
 - 3.4 Which of these do you consider your best service(s)?
 - 3.4.1 Explain why you consider this service (these services) your best.

Let's talk specifically about two services: TANG and Continuing Education and consulting.

4. Describe the technology-related services you provided to member libraries in 2003 through 2006.
 - 4.1 Do you have a technology plan? If not, why not? (*Ask for documentation*)
 - 4.2 How do you determine your libraries' technology needs? (*Ask for documentation*)
 - 4.2.1 Is this the most effective way to determine their technology needs?
 - 4.2 Did you make any changes in the way you provide technology assistance since 2002?
 - 4.3 What changes have you seen in your member libraries' technology-related capabilities since 2002?
 - 4.4 What types of libraries have enhanced their technology related capabilities the most? The least?

- 4.5 What are the primary areas in which your member libraries need assistance with technology?
5. How do you determine your continuing education and consulting agenda for the year?
 - 5.1 About how many continuing education sessions/workshops did you provide annually from 2003 to 2006? What topics did these sessions/workshops address? How many member libraries participated? (*Ask for documentation*)
 - 5.1 How do you coordinate with TSLAC continuing education staff in planning your continuing education activities?
 - 5.2 How have your continuing education and consulting activities changed in the past 4 years?
 - 5.3 What do you project the continuing education and consulting trend to be in the next 5 years?
 - 5.4 How do you monitor your continuing education and consulting activities?
 - 5.5 How do you evaluate your continuing education and consulting activities?
 - 5.6 Do your member libraries implement what they learn in your continuing education activities?
 - 5.6.1 How do you follow-up to determine whether they have implemented what they have learned?
 - 5.7 Are there any areas which you should address that were not addressed?
6. Overall, (did you experience/have you experienced) any difficulties or barriers in providing 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. How, do you think, your member libraries rank this Library System in the following areas:
 - 7.1 Meeting the needs of small libraries?

- 7.2 Meeting the needs of medium libraries?
 - 7.3 Meeting the needs of large libraries?
 - 7.4 Meeting the unique needs of individual libraries?
 - 7.5 Developing effective and efficient services?
8. Lets take a look at the five state goals in the LSTA long-range plan. Give examples illustrating how you helped your member libraries achieve each of the goals. (*Handout with LSTA state goals*)
- 8.1 Which one has been the most challenging/difficult to implement? Why?
 - 8.2 What other goals should TSLAC include in its LSTA long-range plan for the next five years?
9. What do you see as your greatest need(s) this year, in 2007-08, and in the next three to five years?
- 9.1 Why do you consider this/these your greatest need(s)?
10. What do you consider the greatest need(s) of people served by your member libraries in 2007-08, and in the next three to five years?
- 10.1 How do you plan to help member libraries address (this need/these needs)?
 - 10.2. What do you see the greatest need(s) of non-member libraries this year, in 2007-08, and in the next three to five years?
 - 10.3 Do you plan to help non-member libraries address (this need/these needs)?
 - 10.4 What do your consider the greatest need of people served by other types of libraries?
 - 10.5 Do you plan to help these other types of libraries address (this need/these needs)?
11. Please describe the major benefits that you (Library System) derived from the Systems Grants in 2003-2006.
12. Please describe the major benefits that your member libraries derived from the services you provided to them through the Systems Grants in 2003-2006.
- 12.1 Give some examples

13. What impact have the Systems Grants funds had on your Library System in 2003-2006?
 - 13.1 Give examples.
14. What impact have the Systems Grants funds had on your member libraries in 2003-2006?
 - 14.1 Give examples.
15. What impact have the Systems Grants funds had on your non-member libraries in 2003-2006?
 - 15.1 Give examples.
16. Of all these impacts that you mentioned, which do you consider the most important?
 - 16.1 Why?
17. How do you help libraries serve special populations such as older adults, ESL/LEP, people with disabilities, home-bound, residents of rural areas, inner-city residents?
18. Describe how do you collaborate with other types of libraries. (*Ask for documentation*)
19. What are the major trends that have affected libraries in the last five years?
20. What are the major trends that will affect libraries in the next five years? Longer term?
 - 20.1 How do you plan to incorporate these into your services?
21. 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 do you decide which services to provide to member libraries?
 - 3.1 Do you ask member libraries for input into the types of services they need?
 - 3.2 What were the major needs they have identified in 2003-2006?
 - 3.3 Do you have a plan of service? (*Ask for a copy*)
 - 3.3.1 How was this plan developed?
 - 3.3.2 Has it changed in the last 4 years (2003-2006)? How?
 - 3.4 Do you have a log of services. (*Ask for copy*)
4. Profile the member libraries in terms of their state of technology.
5. Profile member libraries in terms of their technology self-sufficiency at present.
 - 5.1 If you compare libraries' technology self-sufficiency before 2003 to their self-sufficiency today, what percent of the member libraries are more self-sufficient now than before 2003?
 - 5.2 How has their technology self-sufficiency changed in 2003-2006? That is, how do these libraries demonstrate that they are more self-sufficient?
 - 5.3 How would you define technology self-sufficiency?
 - 5.4 What percent of the libraries have very little self-sufficiency at present?
 - 5.4.1 Why is that?
 - 5.4.2 Are you providing these libraries with special services?
 - 5.5 Do you evaluate the technology related services you provide? How? (*Ask for documentation*)
6. What are member libraries' greatest technology needs at present?
 - 6.1 How do you plan to address (this need/these needs)?
 - 6.2 What were their greatest technology needs in 2003-2006?

- 6.3 What do you expect their needs to be next year? Over the next three to five year period?
7. What services do you provide to member libraries under TANG funding at present?
 - 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?
 - 7.4 How have your services changed in 2003-2006?
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 in 2003-2006?
 - 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 in 2003-2006 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 in 2003-2006?
 - 11.1 Give examples.
12. What do member libraries need that you are not providing at present?
 - 12.1 Why aren't you providing these services?
13. What do you see as your greatest accomplishment in working with member libraries in 2003-2006?
14. Which is your "most important" service?
15. 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 (such as automated catalog, automated circulation system, wireless network, online databases, web site, web-based services).
3. Do you have a long-range plan?
 - 3.1 What are the major issues you address in your long-range plan?
 - 3.2 What trends do you foresee?
 - 3.3 How do you expect to address these trends?
 - 3.4 What effect(s) will these trends have on your library operations?
 - 3.5 What type of assistance or services will you need from your Library System in light of these trends?
4. Describe your relationship with your Library System.
5. Does your Library System ask you about your needs for services and funds?
 - 5.1 Describe the needs assessment process the Library System uses.
6. What services have you received in the past four years (2003-2006) from your Library System?
 - 6.1 Describe each service and how helpful it was for you.
 - 6.2 Give some examples of how particular services helped you.
7. *Let's talk about technology-related services that the Library System provided to you.*
 - 7.1 What technology-related services did you receive in 2003-2006?
 - 7.2 How would you rate the helpfulness of these services?
 - 7.3 Have the services changed during the 2003-2006 period? Describe how.
 - 7.4 How often do you contact the Library System for assistance with technology?
Has the frequency changed in the past 4 years?

- 7.5 How self-sufficient do you consider yourself in managing and using technology at the present?
- 7.6 How would you define self-sufficiency?
- 7.7 Describe the impact that the technology-related assistance the Library System provided to you in 2003-2006 had on your technology capabilities.
- 7.8 What is your current greatest need in the technology area?
8. Do you have a technology plan?
- 8.1 Describe major highlights of your technology plan.
9. Overall, did you experience any difficulties in getting services from your Library System in 2003-2006?
- 9.1 What difficulties did you experience?
- 9.2 How did you address these difficulties?
10. Overall, how satisfied have you been with the services the Library System provided to you in 2003-2006?
- 10.1 Give examples of why you have been satisfied.
- 10.2 Give examples of why you have not been satisfied.
11. What impact did these services have on:
- 11.1 Your operations
- 11.2 Management/Administration
- 11.3 Staff skills and knowledge
- 11.4 The services you can provide to your patrons/users
- 11.5 Your ability to provide service to populations that you did not serve before
- 11.5.1 To which previously unserved populations did you provide services?
- 11.5.1.1. What services did you provide to them?

12. What do you consider to be your greatest unmet needs (exclusive of technology) at the present?
13. What are the major benefits that you have received from being a member of your Library System?
 - 13.1 Give some examples of how these benefits helped you.
14. How would you rate your Library System in the following areas:
 - 14.1 Meeting the needs of small libraries?
 - 14.2 Meeting the needs of medium libraries?
 - 14.3 Meeting the needs of large libraries?
 - 14.4 Meeting the unique needs of individual libraries?
 - 14.5 Developing effective and efficient services?
15. Do you collaborate with other types of libraries? Describe.
 - 15.1 If not, why not?
16. Looking at the state LSTA goals, to what extent have you met each of these goals in the 2003-2006 period. (*Distribute copy of goals*)
 - 16.1 Should these goals change in the next five years? How?
17. Any other comments or information you want to share with us.