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INTRODUCTION

I. Introduction

The TexShare Communication Plan Workbook

The TexShare Communication Working Group was formed in July 2004 to enable TexShare member libraries to more effectively market their resources and services by providing customizable tools and information about communication strategies. The Working Group, in partnership with Texas State Library and Archives Commission staff, produced this workbook to provide libraries with a customizable guide to develop and implement a marketing plan.

The workbook companion web page contains customizable informational materials to help librarians implement the suggested tactics contained in this plan. These items are available at <http://www.texshare.edu/toolkit>. Among the items contained in the toolkit are ready-to-use language explaining TexShare, logos, searching guides and tutorials, sample press releases, and sample op-ed pieces. Be sure to explore everything the toolkit has to offer.

The task force created this workbook from a template of the OhioLINK Marketing Toolkit available online at www.ohiolink.edu/ostaff/marketing. The basis for the OhioLINK toolkit came from the ongoing Campaign for America's Libraries initiative developed by the American Library Association, which can be viewed online at <http://www.ala.org/ala/issuesadvocacy/advocacy/publicawareness/campaign@yourlibrary/index.cfm>. The American Library Association also has a communications toolkits and handbooks for librarians available online at <http://www.ala.org/ala/issuesadvocacy/advocacy/publicawareness/campaign@yourlibrary/prtools/prtoolsresources.cfm>. These resources are valuable references for additional communication ideas and plans of action.

An electronic discussion list is also available to users of this toolkit. This mailing list is intended for administrative and general discussion regarding TexShare services, operations, projects, and governance. Use the list to share ideas and questions about marketing, promotion, publicity, advocacy and other related topics. To subscribe, go to <http://lists.tsl.state.tx.us/mailman/listinfo/texshare-users> and fill out the online form. K-12 librarians can subscribe to a mailing list for the sharing and discussion of K-12 database information literacy issues at <http://web.esc20.net/k12databases/digiknow.html>.

Founding Members of the TexShare Communications Working Group

Greg Tramel (Montgomery County Memorial Library System), Willie Braudaway (Val Verde County Library), Dell Davis (Houston Academy of Medicine - Texas Medical Center Library), Stephen Dingman (San Antonio College Library & Media Services), Mabel Hockaday (University of Texas at Brownsville/Texas Southmost College), Liane Luckman (St. Edward's University), Monica Norem (Harris County Public Library; Cy-Fair College Branch), Steve Seale (Northeast Texas Library System), Stacy Sizemore (Denton Public Library), Ron Wirtz (McLennan Community College), Ann Mason (Texas State Library and Archives Commission), Mike Avila (Texas State Library and Archives Commission), Erica Mckewen (Texas State Library and Archives Commission).

Texas Library Association Toolkits

The Texas Library Association provides materials for public and media relations as part of their library toolkits web page at <http://www.tsla.org/html/toolkit/index.html>. The page is divided into sections for pr basics, outreach to the press and the public, and securing support from decision makers. Each section contains links to download valuable tools and resources.

II. How to Use This Workbook

Librarians must have a concentrated and coordinated effort to communicate why they are important, what they contribute to campus and society, and all the terrific things they are capable of doing. This workbook was created to guide you in developing and implementing a communication plan for your library and to build on the tools provided by the TexShare toolkit and TLA. This is just one part of the TexShare Communication Plan Workbook. Resources to help you carry out the tactics described are available online at <http://www.texshare.edu/toolkit/index.html>.

The ideas contained in this workbook are provided as **examples**. Every library in Texas is unique. Therefore, some of the ideas and tactics described **may not apply** to all libraries. Feel free to add, delete or **change the content** of this workbook as needed to create the very best plan for your library.

This workbook was designed for libraries **at all stages of progress** in their marketing efforts. If this is your library's first comprehensive marketing effort, you may wish to focus on one goal, and/or limit your tactics to one target audience. Libraries with established marketing or communication plans might wish to utilize this workbook as a resource for additional ideas and tactics.

Customizing the Plan

This workbook is a step-by-step guide to creating a successful communication plan. To be effective, it must be customized to reflect the challenges, goals and trends that affect your individual library.

Activities are suggested at the end of each section in order to stimulate this process.

Customizing your communication plan **is just the beginning**. You will need to refine and improve it as implementation and evaluation take place. The process of marketing requires a consistent and sustained effort. Be patient. **Results take time**, especially when you are working to change current opinions and habits. The effort is not only worthwhile; it is essential to our future.

To assist in customization, the workbook is **available in both Word and PDF formats** at <http://www.texshare.edu/toolkit/index.html>.

Components of a Finished Plan

A completed plan can be used as a foundation for making other long-range planning & budgeting documents. A solid plan should contain the following components:

- Challenges currently facing the library
- Goals and recommendations already established for your library
- Library's strengths and weaknesses
- Market Research
- Target Audiences
- Goals, objectives, strategies & tactics to be implemented as part of the Communication Plan
- Measurement tools

We want to hear from you!

TexShare communications is designed to be a dynamic effort that coordinates the shared successes of TexShare member libraries in Texas. As you carry out the activities listed in your plan, be sure to inform the Communications Working Group about your successes. **Please send samples, success stories and media coverage** to the TexShare mail address at:

texshare@tsl.state.tx.us Examples of library produced items and success stories will be posted on the outreach materials section of the TexShare Web site at:

http://www.texshare.edu/outreach_materials.html

IV. Strategic Challenges Facing Texas Libraries

The challenges below are shown as examples, which can be modified to suit specific communication and outreach needs, such as TexShare communications or other informational outreach aspects of your library. Feel free to add, customize or delete from the examples listed.

List the strategic challenges that affect your users and community. Begin to think in broad terms when forming the challenges, but stick to more specific categories when finalizing your list. Examples of statistics are shown to illustrate specific types of categories.

 **Library Activity: List the challenges affecting your library.**

Add to or modify challenges from the list below. Then, place these challenges in order of importance for your library. Utilize campus or community priorities and initiatives, your strategic plan, results from the LibQUAL+ survey (LibQUAL+ is a survey service offered to the library community by the Association of Research Libraries; see <http://www.libqual.org> for details), usage statistics, and other data as necessary to assist you in prioritizing. Add specific statistics to your challenges, when appropriate.

- Reinforcing the position of the librarian as an information professional who is an essential member of instructional staff and the surrounding community. Advocating the value of educational skills such as evaluating and finding quality web sites, delivering avenues to research information and teaching users how to effectively use information.
- Responding creatively to stagnant or declining budgets and the increasing costs of resources.
(Currently, the Texas Legislature spends nine cents per person for library services*).
- Providing and marketing appropriate services and resources to new users, whether they are faculty, students or members of the local community, on-site, or outside of the library.
- Managing the impact of information technology on library services and resources.**
- Responding to increased competition.**

*Houston Chronicle. Houston, Tex.: Mar 11, 2005. p. B.10

**Modified from the article "Top Issues Facing Academic Libraries," by W. Lee Hisle (*C&RL News*, November 2002, Vol. 63, No. 10. p.714

V. Target Audiences

Target audiences are the **specific groups** of people whose behavior, attitudes and perceptions you wish to affect with your communications efforts. Add, customize or delete from the target audiences listed below as examples. You will want to divide target audiences into more specific groups (e.g. divide students into undergraduate students, international students, transfer students, etc., or divide patrons into genealogists, children, Internet computer users, community leaders, etc.).

Always consider internal audiences (library staff, student workers, volunteers, Friends of the Library) in your efforts as their understanding and support is critical to the success of your plan.

The following steps were selected and modified from *Library Marketing That Works!* by Suzanne Walters (Neal-Schuman Publishers, c2004. ch. 3).

 **Library Activity: Select the key target audiences you wish to concentrate on with your marketing plan.**

- Segmentation – Differentiate your customers and potential customers by characteristics.
- Demand – Identify the total number of individuals in each segment. Begin by using criteria to further define the individuals within each segment, which helps identify the actual demand for a service or product by segment.
- Customer decision-making process – Determine what or who will influence members of each segment to use a library product or service. Also determine who will, or how they will, influence each segment to use your library product or service.
- Competition – Visit bookstores, museums, universities and zoos. Visit their Web sites. Examine the programs and events they present that make these institutions desirable community destinations.

Internal: Librarians, library staff, technical staff, student workers, Friends of the Library, public information office

External: patrons, students, faculty, researchers, staff, administrators, board of trustees, board of regents, elected officials, funding bodies, alumni, accrediting agencies, donors, grant funding organizations, media, professional associations, community leaders, taxpayers, school boards

GOAL SETTING

VII. Goals & Objectives

The following goals (defined as attainable overall outcomes) and objectives (defined as specific and measurable statements of what will be accomplished) are provided as **examples**. You will need to **customize** this section by creating goals and objectives in accordance with your library's unique strategic plan, resources, and environment.

 **Library Activity: Set your goals and objectives.**

Add, customize or delete the following sample goals and objectives as necessary for your library. Then, based on your order for the challenges listed in section IV, arrange these goals and objectives in order of importance.

Goal #1: The surrounding community will be knowledgeable of the library's resources and services and will view the library as a vital part of campus and community life.

- Objective: Increase number of on-site users at the library by ____%.
- Objective: Increase the library's involvement in new student, faculty, community and funding group orientations.
- Objective: Attendance at library programs and events will increase by ____%.
- Objective: _____

Goal #2: Administrators and funding bodies will value the library as an essential part of education and the community and will strongly support the library with stable funding and annual increases.

- Objective: Release/exempt library from hiring freeze, budget cuts, etc.
- Objective: Invite administrators and members of funding bodies to attend key library events.
- Objective: _____

Goal #3: Friends of the Library, alumni, community groups, and other donors will strongly support the library financially.

- Objective: Increase library donations by ____%.
- Objective: *(University Libraries)* Get commitment from the university/college's development office to meet with the academic library and identify needs compatible with the development office's operations.
- Objective: *(Public Libraries)* Get commitment from local community groups and K-12 school libraries to meet with the public library and identify what services and programs meet the needs of local community groups and public schools.
- Objective: _____

Goal #4: Distance learning faculty, students from K-12 and higher education, and community researchers will be knowledgeable of the library's remote access resources and services that are available to support their courses, homework and projects.

Objective: Use of library's remote access and services for distance learners will increase by ____%.

Objective: Develop ___digital instructional modules per semester to promote independent learning and to facilitate remote access to instruction.

Objective: _____

Goal #5: The campus and surrounding community will understand the differences between free information on the Internet and online library resources and will utilize the library's Web site as their primary source for conducting research online.

Objective: Increase number of uses of library's Web site by ____%.

Objective: Increase number of database searches by ____%.

Objective: Raise scores on assessments and surveys dealing with differences between the World Wide Web and library resources by ____%

Objective: _____

Goal #6: The campus and surrounding community will view librarians as educated professionals who assist with all levels of research in-person and online.

Objective: Increase number of Chat with a Librarian uses by ____%.

Objective: Increase the number of course-integrated instructional sessions by ____.

Objective: Increase the number of on-site reference use of databases ____.

Objective: _____

Goal #7: Develop and nurture a good working relationship with elected officials.

Note: Some institutions may impose constraints on legislative advocacy. Find out what your institution's policies are before beginning working relationships with elected officials.

Objective: Library staff will create and implement a legislative advocacy plan.

Objective: Legislators will attend at least three library events this year.

Objective: Contact legislators about library issues quarterly, citing statistics to bolster arguments.

Objective: _____

Goal #8: _____

Objective: _____

Objective: _____

IMPLEMENTATION

VIII. Strategies & Tactics

In this section you need to decide which **tactics and vehicles** (vehicles are defined as communication methods or channels) you will use to communicate with your target audiences. The following **example** strategies and tactics are arranged according to the goal they primarily support. Add, customize or delete from the following list of strategies, tactics, and objectives.

 **Library Activity:** Create or select the appropriate strategies and tactics you will utilize to accomplish the goals and objectives you set in section VII.

Based on the order of your goals, place these tactics in order of importance. Then, assign your chosen tactics and set completion dates.

Goal #1: *The surrounding community will be knowledgeable of the library’s resources and services and will view the library as a vital part of campus and community life.*

- Objective: Increase number of on-site users at the library by ____%
- Objective: Increase the library’s involvement in new student, faculty, community and funding group orientations.
- Objective: Attendance at library programs and events will increase by ____%.
- Objective:

Strategy:

1. **Introduce** the library to individuals on campus and the surrounding community.
2. **Create and promote** extra **incentives** to get students on campus and patrons in the surrounding community to use library resources and services.
3. **Inform** students on campus and patrons in the surrounding community what resources and services the library provides.
4. **Instruct** patrons of the library how to use the library’s resources and services.

Tactics:

Tactic	Components	Frequency & Dates	Assigned To
Ensure that the library is a stop on campus tours or school field trips.	-Provide and update script of “fast library facts” for tour and field trip leaders.	<i>Ongoing</i>	
Primary audience(s): <i>K-12, undergraduate, and graduate student users.</i>			
Invite student groups for a specialized library tour.	-Send letters or e-mails.	<i>Yearly</i>	
Primary audience(s): <i>K-12, undergraduate, and graduate students.</i>			

Tactic	Components	Frequency & Dates	Assigned To
Send welcome letters to new students and faculty. For faculty, include an I.O.U. for a free lunch with a librarian.	-Send letters or e-mails.	Start of each quarter/ semester	
Primary audience(s): K-12, undergraduate, graduate students and new faculty.			
Create a library display in an area outside the library.	-Feature in library's newsletter. -Feature on library's Web site. -Send press release to relevant campus, local, professional media and public information office. ⓘ Examples are available online at http://www.txla.org/html/pr/rfyl.html ⓘ Sample general press release available on TexShare toolkit	Change monthly	
Primary audience(s): K-12, undergraduate, and graduate students, faculty, city / county staff, city administrators and school administrators.			
Print posters that use campus and local celebrities to promote the library.	-Find art/graphics students to help with the project. -Distribute posters throughout campus and community. -Feature posters or graphics on library's Web site. -If posters are successful have campus and community vote on which celebrities to feature in next printing. ⓘ Examples are available online at http://www.txla.org/html/pr/rfyl.html ⓘ Sample TexShare poster available on TexShare toolkit	As needed	
Primary audience(s): K-12, undergraduate, and graduate students, faculty, city / county staff, city administrators and school administrators.			
Hold a scavenger hunt or other event at the library during orientation or at the start of a new K-12 school year.	-Send press release and public services announcements (PSAs) to relevant local media and public information office. -Post flyers/posters throughout campus or community centers. -List on library's Web site.	Fall	
Primary audience(s): K-12, undergraduate, and graduate students, faculty, city / county staff, city administrators and school administrators.			

Tactic	Components	Frequency & Dates	Assigned To
<p>Promote extended hours, study areas, and other helpful library services during finals week, before Texas Assessment of Knowledge and Skills (TAKS) examinations, or other major school testing periods.</p>	<ul style="list-style-type: none"> -Send press release and PSAs to local media and public information office. -Discuss at faculty meetings, ask faculty to advise students. -Distribute table tents around campus. -List on library's Web site. -Purchase paid ads in campus paper or place ads in K-12 student newspapers. 	<p><i>Each semester/quarter</i></p>	
<p>Primary audience(s): K-12, undergraduate, and graduate students, faculty, city / county staff, city administrators and school administrators.</p>			
<p>Promote research consultation, term paper, and homework help.</p>	<ul style="list-style-type: none"> -Send press release and PSAs to relevant local media and public information office. -List on library's Web site. -Discuss at faculty meetings, ask faculty to advise students. -Distribute flyers throughout campus in student union, tutoring center, writing center, etc. -Purchase paid ads in campus paper or place ads in K-12 school newspaper. -Distribute table tents around campus. 	<p><i>Prior to midterms</i></p>	
<p>Primary audience(s): K-12 and undergraduate students. Secondary audience(s): faculty, school staff and school administrators.</p>			
<p>Hold a "Food for Fines" day (or other special promotion) where library users can donate nonperishable food in exchange for fines.</p>	<ul style="list-style-type: none"> -Send press release and PSAs to relevant local media and public information office. -Post flyers/posters throughout campus. -Discuss at faculty meetings, ask faculty to advise students. -Feature in library's newsletter. -List on library's Web site. -Distribute table tents around campus. -Purchase paid ads in campus paper or place ads in K-12 school newspaper. 	<p><i>Yearly</i></p>	
<p>Primary audience(s): K-12, undergraduate, and graduate students, faculty, school staff and administrators, local community, library staff.</p>			
<p>Celebrate National Library Week, Women's History Month, Poetry Month, Black History Month, etc. with a special library event, program or campaign.</p>	<ul style="list-style-type: none"> -Send press release and PSAs to local media and public information office. -Post flyers/posters throughout campus and the local community. -Distribute table tents around campus and the local community. -List on library's Web site. -Feature in library's newsletter. -Paid ads in campus paper or place ads in K-12 school newspapers. 	<p><i>Yearly</i></p>	
<p>Primary audience(s): K-12, undergraduate, and graduate students, faculty, school staff, school administrators, local community.</p>			

Tactic	Components	Frequency & Dates	Assigned To
Offer a bag lunch seminar, workshop, or other event for faculty.	<ul style="list-style-type: none"> -Send press release and PSAs to local media and faculty newsletter. -Post flyers/posters around campus in areas faculty visit. -Distribute table tents in faculty club, lounge, etc. -E-mail invitations to targeted faculty. -List on library's Web site. -Feature in library's and faculty newsletters. -Discuss at faculty department meetings. 	<i>Twice per year</i>	
Primary audience(s): <i>faculty.</i> Secondary audience(s): <i>school administrators, school staff.</i>			
Sponsor a program or event* at the library that allows faculty and local community members to increase their visibility. <i>*e.g. An authors series featuring works by local faculty or community members, or an exhibit of artwork.</i>	<ul style="list-style-type: none"> -Send press release and PSAs to relevant media and public information office. -Discuss at faculty meetings. -Feature in library's and faculty newsletters. -Purchase paid ads in campus paper or place ads in K-12 school newspaper. -Distribute table tents around campus and the local community. -List on library's Web site. 	<i>Yearly</i>	
Primary audience(s): <i>faculty, local community.</i> Secondary audience(s): <i>administrators, staff, library staff, graduate students, undergraduate students, Friends of the Library.</i>			
Open a café or coffee bar in the library.	<ul style="list-style-type: none"> -Send press release and PSAs to relevant media and public information office. --Purchase paid ads in campus paper or place ads in K-12 school newspaper. -Distribute table tents around campus and the local community. -Feature on library's Web site. -Feature in library's newsletter. -Give away promotion items with library's & café's name, such as coffee travel mugs, bookmarks, etc. 		
Primary audience(s): <i>undergraduate students, graduate students, faculty, library staff, school administrators, local community.</i>			
Produce and distribute a library newsletter (consider creating electronic, hardcopy, or both versions).	<ul style="list-style-type: none"> -Send to faculty and school administrators. -Mail to city / county departments to display prominently. -Distribute in literature racks in library and around campus and at community centers. -Have available at all public service desks. 	<i>Ongoing as needed</i>	
Primary audience(s): <i>faculty, administrators, undergraduate students, graduate students, city / county staff, library staff.</i>			

Tactic	Components	Frequency & Dates	Assigned To
Send updates on new resources/services.	<ul style="list-style-type: none"> -Send press release and PSAs to relevant media and public information office. -Send targeted e-mails to each audience. -Feature updates in library's newsletter. -Send postcards to appropriate faculty and local community members. -List in "news" section of Web site. -Distribute bookmarks around campus and the library. <p style="text-align: center;">① <i>Sample TexShare bookmarks available on TexShare toolkit</i></p> <ul style="list-style-type: none"> -Buy mouse pads with windows and use them to feature announcements about new services. 	<i>Ongoing</i>	
Primary audience(s): <i>undergraduate students, graduate students, faculty, school administrators, city / county administrators, library staff.</i>			
Distribute promotional products* containing key library messages. <i>* e.g. travel mugs, pens, post-its, ID holders, mouse pads, etc.</i>	<ul style="list-style-type: none"> -Offer as free giveaway for library visitors. -Use as prizes for student programs or contest. -Hand out at library's booth during special events. -Send to faculty as part of welcome packet at the beginning of each semester. 	<i>Ongoing as needed</i>	
Primary audience(s): <i>K-12, undergraduate, and graduate students, faculty, school administrators, library staff, community members, Friends of the Library.</i>			
Attend faculty department meetings and share library news that will be of interest.	<ul style="list-style-type: none"> -Distribute newest promotional materials (e.g. newsletters, brochures, postcards, bookmarks, free promotion items, etc.). <p style="text-align: center;">① <i>Sample TexShare bookmarks and brochures available on TexShare toolkit</i></p>	<i>As needed</i>	
Primary audience(s): <i>faculty, school administrators.</i>			
Create a faculty liaison program.	<ul style="list-style-type: none"> -Librarian liaisons send contact information to faculty in their subject area. -List contact information on library's Web site. -E-mail targeted news to faculty by subject area. -Discuss at faculty meetings. 	<i>As needed</i>	
Primary audience(s): <i>faculty, library staff, school administrators</i>			
Create a faculty guide to library resources and services.	<ul style="list-style-type: none"> -Distribute to new faculty. -Feature on both library's Web site and institution's site for faculty and staff. -Have available at all public service desks. 	<i>As needed</i>	
Primary audience(s): <i>faculty.</i> Secondary audience(s): <i>school administrators, library staff.</i>			

Tactic	Components	Frequency & Dates	Assigned To
Create "how to research" and subject guides.	<ul style="list-style-type: none"> -Distribute in library, at writing center, at tutoring center, etc. -Have available at all public service desks. -Feature on library's Web site. -Offer to appropriate faculty to distribute to students. <p style="text-align: center;">① <i>Sample TexShare Database searching guides and tutorials available on TexShare toolkit</i></p>	<i>Ongoing</i>	
Primary audience(s): K-12, undergraduate and graduate students. Secondary audience(s): faculty.			
Offer classes or workshops on basic research skills or other topics of interest.	<ul style="list-style-type: none"> -Send press release and PSAs to relevant media and public information office. -Pitch article on research tips to campus paper or local community newspaper. -Feature in library's newsletter. -Post flyers/posters throughout campus. -Discuss at faculty meetings. Ask faculty to advise students and/or possibly give extra credit for attendance. -List on library's Web site. 	<i>Ongoing</i>	
Primary audience(s): K-12, undergraduate and graduate students.			
Request to speak at every campus or community event	-Contact organizers of events to secure a place as a featured speaker	<i>Ongoing</i>	
Primary audience(s): undergraduate students, graduate students, faculty, school administrators, city / county administrators, library staff.			
Keep library promotional materials (brochures, newsletter, etc.) at all public service desks.		<i>Ongoing</i>	
Primary audience(s): K-12, undergraduate and graduate students, faculty, city / county staff, library staff, administrators, local community.			
Open a computer lab in the library.	<ul style="list-style-type: none"> -Send press release and PSAs to relevant media and public information office. --Purchase paid ads in campus paper or place ads in K-12 school newspaper. -Distribute table tents around campus and the local community. -Feature on library's Web site. -Feature in library's newsletter. -Give away promotion items such as mouse pads and screen cleaners. 		
Primary audience(s): K-12, undergraduate, and graduate students. Secondary audience(s): faculty, school administrators, local community.			

Goal #2: Administrators and funding bodies will value the library as an essential part of higher education and the community and will strongly support the library with stable funding and annual increases.

Objective: Release/exempt library from hiring freeze, budget cuts, etc.

Objective: Invite administrators and members of funding bodies to attend key library events.

Strategy:

1. **Demonstrate** the library’s value to higher education and K-12 schools by keeping administrators informed about the library’s resources, services and successes.
2. Help **cultivate** administrative and community support for library funding by collaborating on projects and inviting them to share in your successes.
3. **Show** administrators and their staff how library resources can benefit them.

Tactics:

Tactic	Components	Frequency & Dates	Assigned To
Send administrators and funding bodies key library publications, e.g. newsletters, annual reports, the strategic plan, and new service announcements.	-Include a cover letter. -Post annual report and newsletters on your Web site.	<i>Ongoing</i>	
Primary audience(s): administrators and funding bodies.			
Send original copies of pertinent media coverage to key administrators and funding bodies.	-Include a cover letter. -Feature links to media coverage in “news” section of library’s Web site.	<i>Ongoing</i>	
Primary audience(s): administrators and funding bodies.			
Have library staff volunteer to serve on influential committees.		<i>Ongoing</i>	
Primary audience(s): school administrators, city / county staff, library staff.			
Develop specialized training for administrative staff on how library resources can assist them.	-Publicize with letters, e-mails and phone calls. -List on library’s Web site.	<i>Start of each quarter/ semester</i>	
Primary audience(s): school administrators, city / county staff, library staff.			
Invite administrator members of funding bodies to participate in library programs and events when appropriate.		<i>As needed</i>	
Primary audience(s): school administrators, city / county staff.			

Tactic	Components	Frequency & Dates	Assigned To
Increase media coverage of the library.	<ul style="list-style-type: none"> -Build relationship with your institution's public information/media relations/university relations office. Seek their advice and keep them updated on library news. -Send press releases and PSAs to relevant university, local and professional organization media about library services, news & events. -Establish contacts with media so they can call you when in need of story. -Create an online newsroom for media by offering press releases and news on library's Web site. 	Ongoing	
Primary audience(s): legislators, Friends of the Library members, donors, community members, K-12m undergraduate and graduate students, faculty, city / county staff, library staff, administrators, Board of Trustees, City Council / County Commissioners, etc.			
Primary audience(s):		Secondary audience(s):	
Primary audience(s):		Secondary audience(s):	

Goal #3: Friends of the Library, alumni, community groups, and other donors will strongly support the library financially.

Objective: Increase library donations by ____%.

Objective: (University Libraries) Get commitment from the university/college's development office to meet with the academic library and identify needs compatible with the development office's operations.

Objective: (Public Libraries) Get commitment from local community groups and K-12 school libraries to meet with the public library and identify what services and programs meet the needs of local community groups and public schools.

Strategy:

1. **Develop** a Friends of the Library program to assist the library in advocacy and fundraising.
2. **Increase media coverage** of the library in order to reach potential donors.

Tactics:

Tactic	Components	Frequency & Dates	Assigned To
Institute a Friends of the Library program.	<ul style="list-style-type: none"> -Offer new alumni / select local community members a one-year free membership. -Feature on library's Web site. -Develop a brochure. 	Ongoing	
Primary audience(s): alumni, faculty, city / county staff, library staff, administrators, local community members, donors.			
Create a newsletter for Friends of the Library members.	<ul style="list-style-type: none"> -Print or electronic version. 	Yearly	
Primary audience(s): Friends of the Library.			
Create a Web page for Friends.	<ul style="list-style-type: none"> -Include a calendar of events. -Include old issues of the newsletter (mail new issue as a benefit to members only). -Provide links to library resources and services that Friends' members can utilize. -Use to entice potential Friends members to join. 	Ongoing	
Primary audience(s): legislators, Friends of the Library members, donors, community members, undergraduate students, graduate students, faculty, city / county staff, city / county administrators, Board of Trustees, etc.			
Hold a program at the library just for Friends.	<ul style="list-style-type: none"> -Send invitations. -Feature on library's and Friends' Web sites. -Feature in Friends' newsletter. -Send press release and PSAs to relevant media and public information office. 	Yearly	
Primary audience(s): Friends of the Library.			
Invite Friends to appropriate library functions (lectures, etc.).	<ul style="list-style-type: none"> -Send invitations. -Feature in Friends' newsletter. -Feature on Friends' Web site. 	Ongoing	
Primary audience(s): Friends of the Library.			

Tactic	Components	Frequency & Dates	Assigned To
Increase media coverage of the library.	<ul style="list-style-type: none"> -Build relationship with your institution's public information/media relations/university relations office. Seek their advice and keep them updated on library news. -Send press releases and PSAs to relevant university, local and professional media about library services, news & events. -Establish contacts with media so they can call you when in need of story. -Create an online newsroom for media by offering press releases and news on library's Web site. 	<i>Ongoing</i>	
Primary audience(s): legislators, Friends of the Library members, donors, community members, undergraduate students, graduate students, faculty, staff, library staff, administrators, Board of Trustees, etc.			
Partner with local restaurants and businesses for giveaways to increase public awareness of the library.	-Ask local businesses in your service area for giveaways / gift certificates to use at library events.		
Primary audience(s):		Secondary audience(s):	
Primary audience(s):		Secondary audience(s):	
Primary audience(s):		Secondary audience(s):	

Goal #4: Distance learning faculty, students from K-12 and higher education, and community researchers will be knowledgeable of the library's remote access resources and services that are available to support their courses and homework and projects.

Objective: Use of library's remote access and services for distance learners will increase by ____%.

Objective: Develop digital instructional modules per semester to promote independent learning and to facilitate remote access to instruction.

Strategy:

1. **Inform** faculty and students in distance learning about the library's resources and services that are available remotely.
2. **Instruct** faculty and students in distance learning how to use these resources.

Tactics:

Tactic	Components	Frequency & Dates	Assigned To
Work with appropriate office on campus or individual faculty to add links to library resources and services on school and course Web pages.		<i>As needed</i>	
<p>Primary audience(s): K-12, undergraduate and graduate students, faculty. Secondary audience(s): school administrators, school staff.</p>			
Create a brochure about library resources that are available via remote access.	<ul style="list-style-type: none"> -Send to faculty and ask them to distribute to students. -Distribute brochures around campus and community centers, including distance education office, information technology areas, and computer labs. -Feature on library's Web site. -Feature in library's newsletter. 	<i>Yearly</i>	
<p>Primary audience(s): K-12, undergraduate and graduate students, faculty, school staff, library staff.</p>			
Send updates about new resources available by remote access.	<ul style="list-style-type: none"> -Send targeted e-mails to each audience. -Distribute bookmarks around campus, community centers, and the library. -Send postcards to appropriate faculty. -Feature on library's Web site. 	<i>Yearly</i>	
<p>Primary audience(s): K-12, undergraduate and graduate students, faculty, school staff, library staff.</p>			
Create online tutorials, videos or other training aids for resources that are available off-campus.	<ul style="list-style-type: none"> -Send e-mails to distance education faculty and students with URL to these training aids. -Feature on library's Web site. -Feature in library's newsletter. 	<i>Ongoing as needed</i>	
<p>Primary audience(s): faculty, undergraduate students, graduate students, school staff, library staff.</p>			
Partner with faculty to teach a course on finding and using research resources on the Internet.	<ul style="list-style-type: none"> -Feature in library's newsletter. -Feature on library's Web site. -Send press release to relevant media and public information office. 	<i>Each quarter/ semester</i>	
<p>Primary audience(s): faculty, library staff. Secondary audience(s): K-12, undergraduate, and graduate students, school administrators.</p>			

Tactic	Components	Frequency & Dates	Assigned To
Offer instruction to faculty on library resources and services that support their distance learning courses or homework, including videoconferencing resources, online tutorials, online databases, etc.	<ul style="list-style-type: none"> -Send press release to relevant media and faculty newsletter. -Post flyers/posters around campus in areas faculty visit. -Distribute table tents in faculty club, lounge, etc. -E-mail invitations to targeted faculty. -List on library's Web site. -Feature in library's and faculty newsletter. -Discuss at faculty department meetings. 		
Primary audience(s): faculty, library staff. Secondary audience(s): community researches, administrators, staff, undergraduate students, graduate students, library staff.			
Form library committee/task force to articulate key means of supporting distance education/remote access.	Schedule regular meeting times to articulate means of supporting education/remote access.		
Primary audience(s): faculty, library staff. Secondary audience(s): administrators, staff, undergraduate students, graduate students, library staff.			
Primary audience(s):		Secondary audience(s):	
Primary audience(s):		Secondary audience(s):	

Goal #5: The campus and surrounding community will understand the differences between free information on the Internet and library resources and will utilize the library's Web site as their primary source for conducting research online.

Objective: Increase number of uses of library's Web site by ____%.

Objective: Increase number of database searches by ____%.

Objective: Raise scores on assessments and surveys dealing with differences between the World Wide Web and library resources by ____%

Strategy:

1. **Instruct** the campus and local community when to consult quality library resources instead of relying on the Internet.
2. **Widely promote** the library's Web site as the source for quality, research information.

Tactics:

Tactic	Components	Frequency & Dates	Assigned To
Use promotion pieces to explain the differences between resources found on the free Web and the electronic resources the library purchases.	<ul style="list-style-type: none"> -Write article for library's newsletter. -Feature on library's Web site. -Send article to local media and local publications. -Send PSAs to campus and local radio. -Write a Letter to the Editor or Op-Ed. <p style="text-align: center;">① <i>Examples of TexShare Op-Ed pieces are available on the TexShare toolkit</i></p>	<i>Ongoing</i>	
Primary audience(s): K-12, undergraduate and graduate students, faculty, school administrators, city / county staff, library staff.			
Work with appropriate campus office or city / county office to ensure library's Web site is accessible from institution's home page.			
Primary audience(s): K-12, undergraduate and graduate students, faculty, school administrators, city / county staff, library staff, Friends of the Library, community members, potential donors.			
Promote the library's Web site on all of the library's publications, promotions and communications.	<ul style="list-style-type: none"> -Include library's URL on all stationary. -Include library's URL in e-mail signature files. -Include library's URL on promotion and publicity materials (e.g. posters, brochures, flyers, handouts, press releases, etc.). -Promote library's URL with banners/posters on campuses buses / city buses. 	<i>Ongoing</i>	
Primary audience(s): K-12, undergraduate and graduate students, faculty, school administrators, city / county staff, library staff.			
Primary audience(s):		Secondary audience(s):	
Primary audience(s):		Secondary audience(s):	

Goal #6: The campus and surrounding community will view librarians as educated professionals who assist with all levels of research in-person and online.

Objective: Increase number of Chat with a Librarian uses by ____%.

Objective: Increase the number of course-integrated instructional sessions by ____.

Objective: Increase the number of on-site reference use of databases by ____.

Strategy:

1. **Promote** excellent customer service and inform campus and local community of the services librarians perform and the professional accomplishments of librarians.

Tactics:

Tactic	Components	Frequency & Dates	Assigned To
Promote the library's various formats for reference assistance (in-person, phone, e-mail, chat).	<ul style="list-style-type: none"> -Feature in the library's newsletter. -Feature on the library's Web site. -Send postcards to appropriate faculty. -Post flyers/posters. -Promote Ask a Librarian with banners/posters on campuses buses or city buses. 	<i>Fall</i>	
Primary audience(s): K-12, undergraduate and graduate students, faculty, administrators, city / county staff, library staff, local community.			
Highlight services provided between subject librarians and faculty; highlight services provided between children / young adult librarians and faculty.	<ul style="list-style-type: none"> -Feature information about subject librarians / children's librarians on library's Web site. -Feature articles in library's newsletter. -Write articles for faculty publications about services and successful partnerships between subject librarians / children's librarian and faculty. -Have subject librarians / children librarians send letters of introduction and business card to new faculty. 	<i>Ongoing</i>	
Primary audience(s): K-12, undergraduate and graduate students, faculty, administrators, city / county staff, library staff, local community.			
Promote library instruction.	<ul style="list-style-type: none"> -Feature in library's newsletter. -Pitch article on research and essay tips to campus paper. -Post flyers/posters advertising availability of classes. -Feature on library's Web site. -Distribute table tents around campus. -Discuss at faculty department meetings. -Send press releases and PSAs to university, local media. 	<i>Ongoing</i>	
Primary audience(s): K-12, undergraduate and graduate students, faculty, administrators, city / county staff, library staff, local community.			
Promote the professional accomplishments of librarians.	<ul style="list-style-type: none"> -Feature in library's newsletter. -Feature on library's Web site. -Send press releases to university, local media. 	<i>Ongoing</i>	
Primary audience(s): K-12, undergraduate, and graduate students, faculty, administrators, city / county staff, library staff.			

Tactic	Components	Frequency & Dates	Assigned To
Develop strategic partnerships with community and campus learning centers such as computer labs, information commons, and writing centers	-Meet with heads of community and campus learning centers and show how library services can help them meet their goals.		
Primary audience(s):		Secondary audience(s):	
Primary audience(s):		Secondary audience(s):	

Goal #7: Develop and nurture a good working relationship with elected officials.

Strategy:

The Texas Library Association 2003-2006 Strategic Plan suggests that elected officials need to be more aware of the intelligent and resourceful people who make libraries work, and must be made more aware of how essential libraries are to a society that has ever increasing demands for information and materials. Libraries provide opportunity by increasing an individual's education success, leading to an increased ability to apply for a better job and obtain greater personal income.

Note:

Some institutions may impose constraints on legislative advocacy. Before taking any of the steps listed below, find out what your institution's policies are regarding legislative advocacy. Then, according to policies, begin to build a legislative advocacy agenda.

Objective: Library staff will create and implement a legislative advocacy plan.

Objective: Legislators will attend at least three library events this year.

Objective: Contact legislators about library issues quarterly, citing statistics to bolster arguments.

Tactics:

Tactic	Components	Frequency & Dates	Assigned To
Library staff will create and implement a legislative advocacy plan.	-Schedule meetings with library staff	<i>As Needed</i>	
Primary audience(s): library staff.			
Meet with campus' legislative relations office/staff for advice and ask them to include the library's issues in their advocacy efforts.	-Schedule meeting with relations office	<i>Yearly</i>	
Primary audience(s): legislators.			
Join the Texas Library Association to participate in legislative advocacy, continuing education events, and networking channels. Subscribe online to TLA Texline to stay informed of late breaking news of interest to Texas libraries at http://www.tsla.org/pubs/texline/index.html	-Go to http://www.tsla.org to find more information about the organization		
Primary audience(s): legislators.			
Participate in Texas Library Association Legislative Day.		<i>Yearly</i>	
Primary audience(s): legislators, library staff.			

Tactic	Components	Frequency & Dates	Assigned To
Contact legislators regarding relevant issues (Who is your representative? – find out online at http://www.capitol.state.tx.us/fyi/fyi.htm)	<ul style="list-style-type: none"> -Send letters or e-mails. -Call or visit your legislator regarding important issues. -Use statistics specific to the official's district to illustrate your points. See the Appendix for resources. 	Yearly	
Primary audience(s): legislators, library staff.			
Invite legislators to library for events/visits.	<ul style="list-style-type: none"> -Invite key administrators to participate and meet with legislators. -Send press releases to university, local media about library services, news & events. 	As Needed	
Primary audience(s): legislators. Secondary audience(s): Friends of the Library members, donors, community members, K-12, undergraduate and graduate students, faculty, city / county staff, library staff, administrators, board of trustees, etc.			
Increase media coverage of the library.	<ul style="list-style-type: none"> -Build relationship with your institution's public information/media relations/university relations office. Seek their advice and keep them updated on library news. -Send press releases and PSAs to relevant university, local and professional media about library services, news & events. -Establish contacts with media so they can call you when in need of story. -Create an online newsroom for media by offering press releases and news on library's Web site. 	Ongoing	
Primary audience(s): legislators, Friends of the Library members, donors, community members, K-12, undergraduate and graduate students, faculty, city / county staff, library staff, administrators, Board of Trustees, etc.			
Primary audience(s):		Secondary audience(s):	
Primary audience(s):		Secondary audience(s):	

EVALUATION

X. Evaluation

A successful communication plan begins and ends with evaluation. Market and user research is the impetus for the creation of a plan. Periodic measurement during and after the implementation of the plan is critical to make a case for funding, and to make modifications in your plan to meet the needs of users and achieve your objectives.

There are many formal and informal methods of evaluating your efforts. Think about what you want to measure when you begin and as you go through your plan. While your most formal evaluation efforts will take place after your marketing plan is in place, be willing to evaluate and change your plan and tactics during implementation. Be sure to measure the objectives listed from Section VII – Goals and Objectives. Your goals and objectives can be modified if measurement results do not yield the desired outcomes.

 ***Library Activity: Decide which measures you will utilize to evaluate your efforts.***

- **Library Statistics** – number of reference questions asked, library visitors, hits on the Web site, circulation, number of database searches, number of tours or presentations given, etc.
- **TexShare Database Statistics** -
(see <http://www.texshare.edu/memberinfo/statistics/statsinfo.html> on how to get statistics from the vendors, including the number of full-text documents retrieved, to see which full-text documents are the most popular.
- **Surveys, Focus Groups** – Compare the results from formal surveys (e.g. LibQUAL+, Zoomerang, Survey Monkey. See Appendix for more details), informal surveys, institutional research, and focus groups both before and after your marketing plan is in place.
- **Funding** – Did library funding increase? Were further cuts avoided?
- **Media attention** – Save newspaper clippings, record radio clips, subscribe to clipping service, etc. What kinds of stories were the media interested in? Which press releases resulted in articles or air time?
- Have staff **record any comments** they hear about the library or your promotional tactics. Avenues for collecting comments can include comment cards at the checkout desk or on tables, a web page that patrons can go to and leave comments. Provide this web page link on informational items.

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XI. Appendix - References and Resources

The following is a list of references and resources mentioned in this workbook.

GENERAL

1. **TLA, PR Rx Public Relations Media Relations library toolkits.** Available online at <http://www.txla.org/html/toolkit/index.html>
2. **Texas State Library and Archives Commission Outcome Measures Methodology.** Available online at: <http://www.tsl.state.tx.us/outcomes/index.html>
3. **Texas Library Association 2006-2009 Strategic Plan** <http://www.txla.org/html/docs/plan.html>
4. Mathews, Joseph R. (2004). *Measuring for Results: The Dimensions of Public Library Effectiveness.* Libraries Unlimited.

MARKET RESEARCH

1. Walters, S. (2004). *Library Marketing That Works.* New York: Neal-Schuman Publishers, Inc.
2. “**Top Issues Facing Academic Libraries,**” by W. Lee Hisle (*C&RL News*, November 2002, Vol. 63, No. 10.p.714.
3. **Public Library Geographic Database (PLGDB) Mapping.** Available online at: <http://www.geolib.org/PLGDB.cfm>
(Provides standardized library data for benchmarking and research).
4. **OCLC Membership Reports**
Available online at: <http://www.oclc.org/reports/>
5. **LibQUAL+ Survey**
LibQUAL+ Spring 2002 Survey Results – OhioLINK (notebook produced by the Association of Research Libraries / Texas A&M University).
6. **Federal Census Data**
Available online at: <http://www.census.gov/>
7. **School District Demographics**
Available online at: <http://nces.ed.gov/surveys/sdds>
8. **Noel-Levitz**
Higher education marketing services available online at: <http://www.noellevitz.com/About+Us/>

9. **Chambers of Commerce Statistics**

Find your local chamber of commerce online at:
<http://www.chamberofcommerce.com>

10. **University Fact Books**

Institutional research, usually available in university libraries

11. **City and State Demographics**

Links available in Texas Online under Regional & Community Resources:
<http://www.state.tx.us/>

12. **Regional Councils of Government**

Research and Data link available online:
<http://www.txregionalcouncil.org/>

13. **PEW Research Center Studies**

Provides information on issues, attitudes and trends shaping America and the world. Available online at:
<http://pewresearch.org/about/>

14. **“OCLC White Paper on the Information Habits of College Students.”** Published by OCLC Online Computer Library Center, Inc., June 2002. Available online at
www.oclc.org/research/announcements/2002-06-24.htm.

This is a Web survey of the information habits of college students which OCLC commissioned in December 2001. The study consisted of 1,050 18-24 year old college students who use the Internet for school-related assignments. Some of the relevant findings include:

- Half of the respondents said information on the Web was not adequate for their assignments.
- Seven out of ten respondents use their campus library's Web site for at least some of their assignments. Students who do not use the library's Web site said it is because they did not know the library had a site (20%), the library's site doesn't have what they need (20%), or they feel other sites have better information (43%).
- When they need help using the Web, 61% of respondents ask a friend, 36% of students ask a professor or teaching assistant, and only 21% ask a librarian.
- Although college students prefer face-to-face interaction, 62% of respondents said they would use free online help from librarians.

TALKING POINTS

1. **“Stand up and Speak Out for Libraries Action Kit”** Available online from a link at
<http://www.ala.org/ala/issuesadvocacy/advocacy/toolsforadvocacy/general/index.cfm>

This advocacy action kit is for library staff, trustees, and friends. Includes messages, tips, and strategies to support public, school, and academic libraries.

The kit presents 10 pro library arguments:

1. Connect us to our past.
2. Inform our present
3. Inspire our future.
4. Educate, entertain, enrich.
5. Build communities.
6. Help students succeed.
7. Attract businesses.
8. Support literacy and lifelong learning.
9. Protect our right to know.
10. Are a great American bargain.

2. **“Fund Texas Libraries.”** Houston Chronicle. Houston, Tex.: Mar 11, 2005. p. B.10

3. **“Properly Funding Librarians Vital for Top Shelf Education.”** San Antonio Express-News. San Antonio, Tex.: Jan 19, 2006. p. B.07

SAMPLE SURVEYS

1. Marketing the Millennials @ ALA – Association of College and Research Libraries.

Available online at:

<http://www.ala.org/ala/mgrps/divs/acrl/events/pdf/duck-etal05.pdf>

Appendix A. UPG Library Experiences—Attitudes Toward UPG’s Library Services (Survey Form)

Rate each of the items below, using the following scale: SD = strongly disagree, D = Disagree, ? = uncertain, A = agree and SA = strongly agree. Circle NA if the item is Not Applicable, i.e., if it does not apply to you.							
1..		SD	D	?	A	SA	NA
1.	If the library stayed open more hours, I would use it more						
2.	If the library had an area for refreshments, I would spend more time there						
3.	I would make use of library facilities for wireless computing or plugging in laptops if they were available						
4.	I feel more comfortable in the library than anywhere else on campus						
5.	The library staff members are friendly and willing to help						
6.	The library staff members are knowledgeable and able to help						
7.	I don’t know who to approach at the library to help me find information						
8.	PittCAT is a confusing or difficult system to use						
9.	Pitt’s electronic journal database is a confusing or difficult system to use						

10.	It should be possible to access all library materials from off campus by logging in with a Pitt username, even if you don't use Stargate as your internet provider						
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2. Washington State Libraries Marketing Initiative – Baseline Attitude & Usage Study August 2004 Available online at:

http://www.secstate.wa.gov/library/libraries/projects/marketing/docs/2004_BaselineAandU.pdf
 (Questions asked on survey shown on bottom of each results slide).

COMMERCIAL SURVEY SERVICES

1. Survey Monkey

Commercial survey service available online at:
<http://www.surveymonkey.com>

2. Zoomerang

Commercial survey service available online at:
<http://info.zoomerang.com/>

WEB SITES

1. Campaign for Americas Libraries

<http://www.ala.org/@yourlibrary>

2. Communications Plan Workbook for Libraries

From the American Library Association. Available online at PR Tools and Resources:
<http://www.ala.org/ala/aboutala/hqops/pio/campaign/prtools/prtoolsresources.cfm>

3. TexShare Toolkit

<http://www.texshare.edu/toolkit/index.html>

TexShare Toolkit Items

This toolkit includes materials and information to enthuse staff, customers, funding entities, and others in the community about TexShare services. TexShare is an exciting, cost effective, and information rich resource and we are pleased to provide these items to help you.

1. Ready-to-use language - succinctly describes TexShare and the TexShare Databases.
2. Logos - Color and Black and White - logos of TexSharing cowboy, including customizable bubble version and non-bubble versions. (Permission is granted to use, copy, modify and distribute this logo and its documentation for non-commercial informational purposes, and without fee.)
3. Bookmarks - Color and Black and White - customize bookmarks with library information.
4. PowerPoint Presentation - for local community groups, funding entities, and governmental bodies.
5. Button template - print out and use with a button maker machine.
6. Sticker templates - print out on 2 inch by 4 inch label paper.
7. Press Release (Customizable): Databases - Put in your library information, such as quotes, statistics, and additional services.

8. Press Release (Customizable): Card - Put in your library information, such as quotes, statistics, and additional services.
9. Opinion-Editorial (Customizable) Article - Put in your library information, such as quotes, statistics, and additional services.
10. Published Op-Ed Article and a Published News Article Examples.
11. Poster and Brochure for Databases - Print a tabloid size TexShare Database poster and a letter size database brochure from pdf files.
12. Brochure for Card - Print a legal size TexShare Card brochure from pdf files.
13. Database Searching Guides / Tutorials
14. Links to TexShare Web site F.A.Q. and Informational Items.

4. Marketing the Library – Web-Based Training for Public Libraries

<http://www.olc.org/marketing/index.html>

NOTES

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