



MONTANA
**State
Library**

***Library Services and Technology Act (LSTA)
Evaluation Report
2013-2017***

Anthony Chow, PhD
Strategic Performance Systems, LLC
February 6, 2017



MONTANA
**State
Library**



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Sincerely,

Dr. Anthony Chow
CEO, Strategic Performance Systems, LLC

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Evaluation Summary (2-5 pages)

The Montana State Library’s Five-Year 2013-2017 LSTA evaluation took place over a six-month process from August 2016 to January 2017. A total of 253 participants took part in interviews (n=5), focus groups (six focus groups, n=23), four site visits spanning five days in Montana (four different libraries were visited), and a community wide survey administered to the general public (N=161) and also mailed to a random sample (N=54). In addition, 10-years of public library statistics was analyzed to identify longitudinal trends and existence of significant relationships between library inputs, outputs, and community quality-of-life factors.

Montana Public Library Trends

Montana’s population is “graying” faster than the national average as its senior population is growing at a higher rate and exceeds the national average by 2.3%. While on par with, or doing better than the national average on a number of quality-of-life factors as measured by the US Census Bureau, Montana is below the national average in terms of median household income and per capita income over the past 12 months and above the national average in terms of poverty rate. Because of the downturn in the economy in a number of natural resource staples such as coal, timber, and oil that generates jobs and a more robust tax base, loss of jobs, and the continued shifting of the population towards seven of Montana’s largest cities, Montana is in a state of transition, which as a macro context has potential implications for library services in terms of resources, services, and programming.

In focus groups with state library staff and library directors from across the state and the statewide survey, the four main ways libraries can continue to serve the Montana community are through programming focused on life-long education and entertainment, providing technology and digital access, providing books/magazines/newspapers/information, and providing access in terms of hours/location/ease-of-use/different formats. The State Library can best support

libraries in five significant ways – 1) Continue supporting “economically distressed” libraries whose local budgets have been recently cut while digital demand and cost continue to increase; 2. Focus integrated support in workforce development, digital literacy, and Internet access (librarians report these are commonly interrelated issues with patrons, especially when looking for jobs and trying to use resources); 3. Community education and outreach – much of the community does not seem to understand what libraries can



Figure 1 - Mother and her son using the Internet at Clancy Public Library

do for them and are continuously surprised when some finally do use the library (this poses potential problems in terms of funding support from the community and community leaders as well); the other aspect of this is forming closer partnerships with organizations trying to do the same things and/or support the same types of patrons (e.g. literacy partnerships with schools); 4. Continue doing a great job in taking the lead in statewide resource sharing (MSC and ML2G, etc); and 5. Address concerns from some libraries about the “graying of the field” and the inability to recruit new library professionals or retain existing ones because of inadequate salaries and/or training.

Overall public library support in Montana has been consistently strong over the past ten years from 2006 to 2015. Public libraries have seen local support (library income per capita) and state support (State Income Per Capita/Per Square Mile) continue to increase. Use of public libraries

has also continued to grow in certain areas. Juvenile circulation of library resources has grown annually (except for a small dip in 2013) and increased overall by 12% from 2006 to 2015. Adult circulation has fluctuated, experienced a big dip in 2013 but continues to increase largely to digital circulation. Overall total circulation has remained relatively static but with a clear shift towards digital circulation. Program offerings, consistent with national trends, have shown



Figure 2 - Founding Patron and Librarian at Boulder Public Library

statistically significant increases over the past 10 years in young adult, adult, and overall programming offered. Children’s programs also increased by 42% but was not statistically significant.

Despite the significant increases in programs offered, Program Attendance, while having increased in all areas, were not statistically significant for any age group. Closer examination found that children’s programs represented 67% of all programs offered and all attendees but children’s program attendance only grew by 27% while adult and young adult programs represented only 33% but attendance has grown at much higher rates (56% and 53%, respectively). A program-to-attendance ratio was calculated for the 2006-2015 time period and adult programs were found to have the highest ratio at 1/21.7 compared to 1/21.2 for children

and 1/19.2 for young adults. All Montana programs combined had a 1/21.2 program-to-attendance ratio.

Library automation also experienced statistically significance growth in three areas – number of computers available, full-text online databases, and public Internet terminals. At the same time, however, patron demand clearly also changed as the total number of computer users and annual computer usage actually dropped by 40%. While the demand for online databases continues to increase the demand for computers appears to be decreasing rapidly. Wireless and Wired bandwidth continues to increase in importance as patrons and staff uploads and downloads in public libraries have increased at statistically significant levels. Wireless sessions have also increased significantly.



Figure 3 - Reference Desk Staff at Butte Public Library

All other traditional library metrics have remained relatively stable over the past 10-year period, which is significant because it does not support the general societal notion that people are using libraries less; rather, they are using them differently

Libraries and Quality-of-Life

A high positive return-on-investment was found as the more money per capita was invested in a public library. Library per capita income has statistically significant positive relationships/correlations with a wide array of other library inputs and outputs: the overall percent of registered borrowers, circulation per capita, collection per capita, expenditures per capita, and visits per capita.

Another high positive return-on-investment was found as a main (or the only) library is open more hours. Weekly service hours of the main branch and overall weekly hours of all branches have positive and statistically significant relationships with a long list of library inputs and outputs including all categories of circulation, collection, staff with MLS degree, and total visits to the library. To increase overall annual per capita visits to a public library one should consider increasing the collection per capita, expenditures per capita, income per capita, and overall percentage of registered borrowers. While these are not causal or direct relationships there are real statistically significant and positive relationships. As one goes up so most likely will the other.

To increase program attendance at a public library it is recommended to increase per capita state income, full-time staff with a professional MLS degree, and overall staff. Increasing programs and program attendance have positive and statistically significant correlations with employment, percent of population enrolled in elementary and middle school, percent of population enrolled in college, percent of population with a bachelor's degree, and median income.

Increasing circulation (all types) also was found to have positive and statistically significant correlations with percent of population enrolled in college and percent of population with a bachelor's degree, while circulation per capita has a negative relationship with percent of population over 25 with no high school diploma.

Increasing the overall percentage of registered borrowers was also found to have a positive correlation with household median income and a negative correlation with percent of population over 25 without a high school diploma. Also, a significant relationship was found between the more staff with a professional MLS degree and the higher percent of population enrolled in college and also has a bachelor's degree.

Primary Challenges and Opportunities Facing Montana Public Libraries

The primary challenges currently facing Montana libraries are funding/budgets, adequate staffing, physical accessibility, and resources. The primary opportunities are providing life-long learning programming, ensuring adequate and well-trained staff, continued partnerships and community advocacy, and marketing and outreach.

In addition, a special type of library, Tribal college libraries, face a number of unique challenges on all fronts (e.g. financial, cultural, historical, staffing, etc.) and the State Library could help most by providing a consultant (preferably a tribal member) that helps with communication, partnerships, and collaborations between local public libraries and tribal nations; prioritize services to tribal members in public libraries; prioritize services and programming for tribal youth; and finally digitization as there are many artifacts and aspects of tribal history that are being lost. The most asked for service for tribal college librarians was more in-person training as well as more electronic resources.

Montana librarians and patrons feel the top three ways public libraries serve the Montana community are through life-long learning programming (with an emphasis on early child and adult literacy), providing access to technology and digital access, and providing access to high quality books, magazines, newspapers, and other information.

State Library Vision, Strategic Plan, and Focal Areas

A 2015 statewide study involving all major library stakeholders created a guiding strategic vision: *Libraries are leaders in creating thriving communities*. Eight focal areas were identified – library directors, library boards, library infrastructure, lifelong learning opportunities, public access technology, collaboration, effective governance and funding, and staff. A strategic framework, largely in response to these taskforce findings, was adopted by the State Library in

December 2016 with a guiding purpose to help *all organizations, communities, and Montanans thrive through excellent library resources and services* with three primary priorities in which to achieve this purpose: 1) Foster Partnerships, 2) Secure Sufficient and Sustainable Funding, and 3) Create a Useful Information Infrastructure.

These three primary priorities and eight strategic focal areas together serve as a guide and targeted outcomes for the State Library.

Montana's LSTA Program

Montana librarians were most satisfied with State Library services in the areas of OCLC group services, Montana Share Catalog, the CE program, the MTBR, and early literacy. Evaluation participants were least satisfied with EBSCO Discovery Services, the courier service, consulting, downloadable e-content, and the MMP.

SWOT analysis found that the LSTA program's greatest Strengths include its statewide services such as MSC, TBL, MMP, consulting, training, excellent staff, with strong centralized projects that continue to improve. Primary Weaknesses include the ongoing challenge in providing electronic resources to all Montanans, a need for closer alignment between inputs, outputs, and MSL's strategic plan and LSTA goals (lack of focus at times), ongoing evaluation informed by clear, measurable goals, increasing cost of the MSC, marketing and outreach about the SL/LSTA activities, and being perpetually at or near complete capacity and always near their breaking point.

The LSTA program's greatest Opportunities include increasing partnerships with vendors and suppliers, improved communication as a team and organization, understanding local issues that may have statewide impact at a deeper level, creating a strong evaluation plan to ensure alignment with new strategic plan, taskforce recommendations, and LSTA goals, continuing to improve on existing projects, the success of their new lifelong-learning position, and continued use of data and performance-driven planning and evaluation. Its greatest Threats include budget and concerns around it, loss of buying power or sustainability of existing programs and services, being stretched too thin, and tension between big and small libraries.

The LSTA program has successfully achieved four of the five evaluation recommendations identified in its 2008-2012 Five-Year evaluation. Recommendation 1, however, focuses on evaluation and, while some progress has been made, more work needs to occur here.

Progress Towards IMLS Priorities

Five of the nine IMLS priorities were clearly achieved while four - #6 (targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills), #5 (Developing public and private partnerships with other agencies and community-based organizations), #7 (Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with

incomes below the poverty line), and #4 (Enhancing efforts to recruit future professionals to the field of library and information services), were lower rated and less prioritized during the 2012-2015 evaluation period.

A-1 – Progress Towards LSTA 2013-2017 Goals

All four LSTA goals were achieved, although Goal 3 (MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons) received only 4% of LSTA funds allocated. Goal 1 is *MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered*. A total of \$1,324,588.16 or 33% of all LSTA funds were allocated to this goal in 2012, 2013, 2014, and 2015. Staff's overall satisfaction with accomplishing the goal a 6.42 out of 7.0. As one participant noted, "Leadership and leading library development is a role that MSL has embraced and focused on through difficult financial times for public libraries and the state" (Staff member survey participant, December 2016).

Goal 2 is *MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services*. This goal was the lowest rated (5.75 out of 7.0) by staff yet had the highest percent of LSTA funds allocated with \$1,718,069.13 or 43% of all LSTA funding from 2012-2015. Three of the most significant activities implemented was the Montana Shared Catalog, MontanaLibrary2Go which circulated 4,862,102 e-resources to 102,497 patrons from 2012-2015, and the Montana Memory Project (MMP). As a staff member noted, "MSL and libraries have learned so much over the past five years about content, content delivery, and online resources. These lessons have been invaluable as we move into strategic planning and resource allocation in the future" (Staff survey response, December 2016)

Goal 3 is *MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons*. Goal 3 was the highest rated goal by the staff but only accounted for \$146,709.54 or 4% of total LSTA allocations. Closer examination of the logic model for this goal, however, shows that objectives 3.1, 3.2, and 3.3 were integrated with Goal 2 and accomplished; in addition, a wide variety of activities and outputs were accomplished for this goal including Ready2Read training events, Summer Reading training, and traveling makerspaces. A librarian participant noted, "I think they wrote the book on this – the State Library as a model; Jennie and her staff are just amazing; we are so lucky! They really have shown us how to resource share; seen some minor miracles – they exceed expectations" (Focus Group Participant, October 2016).

Goal 4 is *MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need*. This was the second highest rated goal and accounted for \$767,876.12 or 19% of all LSTA allocations from 2012-2015. Significant outputs include the conversion of 1,144 titles from analog to digital

format, a patron outreach project (POP) which added 1,588 additional patrons, and the distribution of 1,231,614 items from 2012-2015. As one librarian noted, “We have had very positive results with TBL – quite a few patrons that use it; it is their godsend; family members were really depressed and after introduced to talking books – they are just a different person. Don’t let this ever go away – people who use it and love it. You have no vision, physical or reading disability – we have a lot of just amazing testimonials about it; our veteran’s home and nursing homes promote TBL” (Focus Group Participant, October 2016).

Retrospective Question A-2 and A-3 – Focal Areas and Focal Groups

Five of the six Focal Areas have been clearly addressed and Focal Area 4 (Economic & Employment Development) will become a current and future priority through the creation of a new Lifelong Learning full-time position. Three focal groups were clearly addressed with substantial focus (10% or more of all LSTA funds): Individuals with disabilities, the library workforce (current and future), and families. Although less of a consensus among staff, children (0-5) and school-aged youth (aged 6-17) have also been somewhat addressed.

Process Questions B1-B3

SPRs have been used to help guide overall activities although the previous text-based only format made it much more difficult to use than the new more quantitative input, output, and outcome-based system (B-1). No major changes were made to the 2013-2017 five-year plan despite significant staffing turnover and some major cuts in state-level funding (B-2). SPRs are widely shared and disseminated with SL stakeholders (B3).

Methodology Questions C1-C4

An objective, outside, third-party evaluator was selected and conducted the evaluation in a valid and reliable fashion utilizing a full evaluation plan, evaluation cross-walk, and evaluation logic-model (C1). A mixed-method approach was used to collect and analyze data using qualitative and quantitative methodology. This included the use of interviews, focus groups, survey, and site visits as well as analysis of 10-years of Montana public library statistics using Pearson-R correlation, ANOVA, and linear regression (C2). All major stakeholders were included in the sample – staff, administrative committees, librarians, and patrons. Sampling included stratified sampling intended to ensure diverse perspectives in terms of types of libraries from different regions of the state. In addition, 100 residents from each of the six federations were randomly selected and mailed a print survey. The total sample for the evaluation was 253 participants. This included interviews (n=5), focus groups (six focus groups, n=23), four site visits spanning five days in Montana (four different libraries were visited), and a community wide survey administered to the general public (N=161) and also mailed to a random sample (N=54) (C3). Two reports will be generated from the evaluation – this full report and a refined final report that will be submitted to IMLS that adheres to its established page limits. The reports will be widely shared with all SL stakeholders and major findings and recommendations will be disseminated on a specially designed website (C4).

Future IMLS Priorities, Focal Areas, and Focal Groups for 2018-2022

The patron random sample's IMLS priorities were 1 (Expand services for learning and access to information and educational resources in a variety of formats), 8 (Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks), 3 (Provide librarian training and professional development), 2 (Establish or enhance electronic and other linkages and improved coordination among and between libraries), and 7 (Target library and information services to persons having difficulty using a library and to underserved urban and rural communities). A composite ranking for staff, librarians, the SLC/NAC and the random sample found the same five IMLS priorities.

The randomly sampled patrons selected its top Focal Area Priorities as Information Access (Focal Area 2), Lifelong Learning (Focal Area 1), Civic Engagement (Focal Area 6), and Human Services (Focal Area 5). The composite rankings were Information Access (Focal Area 2), Lifelong Learning (Focal Area 1), Institutional Capacity (Focal Area 3), and Human Services (Focal Area 5), and introduced Institutional Capacity as a higher priority than Civic Engagement. Focus groups with library directors, however, identified a different set of IMLS Focal Area priorities – Institutional Capacity (Focal Area 3), Information Access (Focal Area 2), Economic & Employment Development (Focal Area 4), Lifelong Learning (Focal Area 1).

The patron random sample prioritized school-aged youth, families, children, individuals with limited functional literacy, individuals with disabilities, and library workforce as their top priorities. The composite rankings identified the same five groups.

Recommendations

1. Continue improving evaluation activities by developing an evaluation process aligned with the State Library's new strategic plan and three strategic directions. Ensuring that LSTA allocations, inputs, outputs, and outcomes are meeting your long-term goals as an organization will both help with internal decision-making but also serve as opportunity for clear dialogue with internal and external stakeholders about meeting their needs.
2. Utilize a logic model as both a real-time planning and evaluation tool to ensure all LSTA allocations are identified as inputs toward, and are aligned to, specific LSTA five-year goals. This will also assist you in documenting data that will be required by the new IMLS SPR system.
3. Prioritize the following IMLS Priorities:
 - IMLS Priority 1 – Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.

- IMLS Priority 8 - Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.
 - IMLS Priority 3 - Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.
 - IMLS Priority 2 - Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
 - IMLS Priority 7 - Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved.
4. Prioritize the following IMLS Measuring Success Focal Areas:
- Information Access (Focal Area 2) – the demand for digital resources should only continue to grow and are particularly important in Montana because of its geography and low population density. Consider lending programs that emphasize mobile technology that is preloaded with desired digital information and/or uses prepaid cellular or satellite-based networks¹ for connectivity in rural areas with no traditional broadband access (e.g. tablets with prepaid set of minutes through cellular or satellite company).
 - Civic Engagement (Focal Area 6) - support all libraries in educating their communities about the role libraries play in today’s society and the suite of resources and services that are now available to them. The high return-on-investment libraries represent cannot be fully realized if many members of the community do not use them. In addition, 6.1 (improve users’ ability to participate in their community) was the highest ranked focal area intent. In addition, supporting tribal college libraries and helping tribal nations build closer partnerships and relationships with public libraries can serve as a nexus for increased cultural understanding, collaboration, and investment in the future that benefits everyone.
 - Lifelong Learning (Focal Area 1) – continue focusing on programming and other resources and services for seniors/ adults, young adults, and children.
 - Economic & Employment Development (Focal Area 4) – provide training, programming, and resources to support libraries in Montana communities to help them serve as community hubs and to help facilitate redefining workforces as

¹ Broadband Satellite Networks by 2019, <http://www.theverge.com/2016/2/10/10958952/boeing-viasat-fast-internet-developing-countries-rural-homes>

- worldwide consumption of fossil fuels continue to diminish. Technology access and the requisite digital literacy necessary to negotiate it are prerequisites to succeed in today's workforce. While ranked #11 in the composite rankings, focus groups with library directors identified this as a high priority for most of them, which parallel the statewide economic transition from fossil fuels to other economies.
- Institutional Capacity (Focal Area 3) – in order for libraries to best serve their communities they must be accessible in terms of facilities, hours, well-trained staff, resources, and services. 3.2. (Improve the library's physical and technological infrastructure) and 3.1. (Improve the library workforce) were ranked #6 and #8 in the survey composite rankings.
 - Human Services (Focal Area 5) - 5.2. (Improve users' ability to apply information that furthers their personal or family health & wellness) and 5.3. (Improve users' ability to apply information that furthers their parenting and family skills) were ranked #7 and #10, respectively and 5.1 (Improve users' ability to apply information that furthers their personal, family, or household finances) is also pivotal for strengthening the overall economy.
5. Prioritize the following Focal Groups as significant funding priorities (10% or more of LSTA funding):
 - a. school-aged youth
 - b. families
 - c. children
 - d. individuals with limited functional literacy
 - e. individuals with disabilities, and
 - f. library workforce
 - g. Ethnic or minority populations – specifically tribal members and tribal nations
 - h. Individuals that are unemployed/underemployed
 6. Support libraries in providing robust support of information access to high priority information and entertainment sources in print and digital formats when applicable:
 - a. Weather
 - b. Email
 - c. News: local, national, and world
 - d. Smartphones (e.g. mobile apps)
 - e. Information around outdoor leisure activities
 7. Seek to assist libraries in increasing library inputs that have been found to be correlated to quality-of-life factors at positive and statistically significant levels including:
 - a. Library per capita income
 - b. Percent of registered borrowers
 - c. Weekly hours of main branch
 - d. Full-time staff with a professional MLS degree
 - e. Increasing programs and program attendance

- f. Increasing circulation (all types)
- 8. Use advanced statistical analysis centered around 10-year data trends and significant correlations and analysis of variance for each county and federation to help inform and support the positive impact local libraries are having on their respective communities and quality-of-life.

Evaluation Report

I. The State of Montana and Libraries in 2017

Montana Compared to National Averages

As of 2016, Montana’s population is approximately 989,414 people located within 145,545.80 square miles with a population per square mile density of 6.8 compared to the national average of 87.4. Population growth over the past six years (2010-2016) has been 5.4%, which is slightly higher than the national average (4.7%). In terms of age, Montana’s population is slightly under the national average in terms of population under 5 years old (6.0 to 6.2%) and under 18 (6.3 to 6.5%) but exceeds the national average in population over 65 (17.2% to 14.9%). Racially, Montana exceeds the national average in population that is White (89.2% to 77.1%) and American Indian and Alaska Native (6.6% to 1.2%) with much smaller percentages of the population that is Black or African American (0.6% to 13.3%), Asian (0.8% to 5.6%), or of Hispanic or Latino ethnicity (3.6% to 17.6%)².

Quality-of-life indicators suggest both positives and negative in comparison to national averages. On the positive end, a higher percentage of Montana’s population live in owner-occupied housing (67.2% to 63.9%), with a higher property value (\$193k to \$173k), lower median owner mortgage costs (\$1,294.00 to \$1,492.00 per month), and lower gross rent (\$711 to \$928) than the national average. In addition, more Montana residents 25 or older have a high school degree (92.8% to 86.7%) and have health insurance (14% to 10.5%). Montanans are also on par in terms of those 25 or older with a bachelor’s degree (29.5% to 29.8%) and people 16 years or older employed (63.6% to 63.3%). In contrast, however, Montana has a lower median household income (\$47,169.00 to \$53,889.00), lower per capita income in the past 12 months (\$26,381.00 to \$28,930.00), and higher poverty rate (14.6% to 13.5%) than the national average³.

According to focus group participants, the State of Montana has one of the oldest populations in the nation and a rapidly aging workforce. Because of the “greying of Montana” it is projected that by 2030 the majority of people living here will be 65 and older and a very real worker shortage. Traditionally, it has been primarily a natural resources-based economy focused on coal, timber, and oil. The economy is currently experiencing in flux with rapid changes occurring as coal usage has continued to decrease, which has drastically impacted the economy. In addition, there has been an oil boom and now an oil bust. A fundamental part of State Library funding has been tied to a coal-severance tax, but due to the downturn in coal, the percentage that goes to the Library has declined by more than one-third over the years. There is a move to try and shift some focus of the economy to manufacturing and health. Tourism is also big with two national parks. As one respondent put it, “The economy is not doing well. We are a very poor state that is very big” (Montana librarian, October 2016).

In terms of access to broadband, Montana is near last in the country (48th to 50th) and one of the most significant challenges is a lack of infrastructure and the overall cost of addressing this. Given the geography of the state it is difficult and expensive and affordability is a major concern.

² US Census Bureau: Montana vs. US Comparison, <http://www.census.gov/quickfacts/table/PST045216/30,00>

³ Ibid

There is a divide between the eastern and western parts of the state. The east is sparsely populated, rural, and has much smaller communities focused on agriculture and ranching and has an historical lack of trust with state government because of a tradition of independence. The West is where the larger cities are located and is attracting more young people because of urbanization and opportunities. There is a sense of frustration that western Montana is taking advantage of them because of greater access to resources and funding.

Cities in the western part of the state are also experiencing rapid growth. According to one focus group respondent, “...urbanization and revitalization is occurring in seven large cities in the western part of the state and the majority of the population are moving there” (Public librarian, October 2016). Affordable housing is becoming an issue, however, as many retirees or wealthy people from out-of-state have second homes, which has raised the cost of living dramatically; many of the locals are having trouble being able to afford quality housing. Montana is also 48th on the pay scale and among the highest in the nation for people having a second job.

The job opportunities in the western areas such as Mizzoula are mostly low paying and universities and hospitals are the largest employers. Young people are having a difficult time purchasing homes and rent is also extremely expensive. Bozeman also is facing a similar situation where the population is increasing rapidly but there is “zero affordable housing (\$325-340k) and literally no way to be able to buy a home” (Public librarian, October 2016). A larger percentage of Montanans live in rural communities and approximately 77% of Medicare recipients live 100 miles away from their healthcare provider; many have started connecting to doctors via the Web, which is referred to as telemedicine and is a growing area.

For tribal reservations, there are high instances of drug use, suicide rates, and a general sense of isolation. Unemployment, higher number of veterans, and mental health issues are also real concerns.

The Role of Montana’s Libraries

The Eastern/Western divide appears to also be prominent among librarians. There is a general sense that Eastern Montana is not afforded as much as attention, especially since the State Library is located in Helena, which is more on the western end of the state. Montana libraries are divided into six Library Federations: Tamarack, Pathfinder, Golden Plains, Broad Valleys, South Central, and Sagebrush⁴.

Evaluation participants felt strongly that libraries should play a significant role in supporting the quality-of-life of its aging and increasingly senior population.

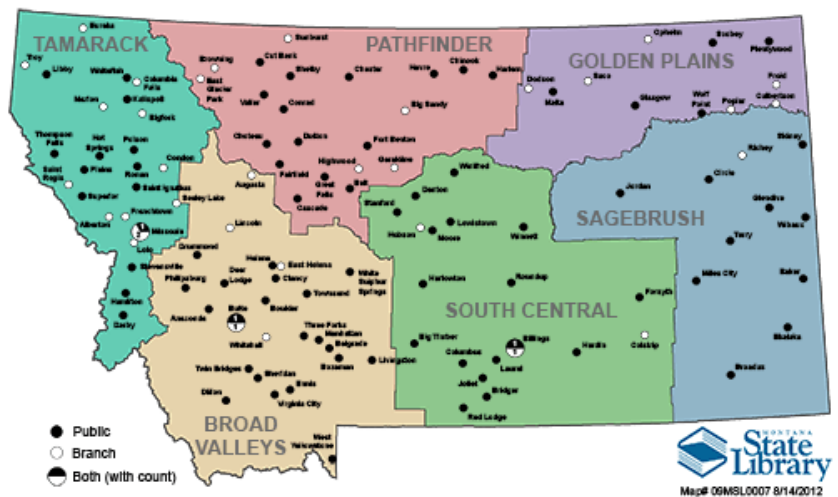


Figure 4 - Montana State Library Federations

⁴ Montana State Library Federations, http://msl.mt.gov/library_development/consulting/federations/

There has been a tradition of taking research-based approaches to early-literacy and the same could be done for seniors with an emphasis on life-long learning and other resources and services that support them.

Libraries are also a safe place for communities to gather. For smaller libraries in rural areas, their communities are close knit and everyone knows everyone. Libraries are often the only place for Wi-Fi and connectivity to the Internet and they serve as community hubs and community spaces. One librarian participant on the eastern end of the state noted, “we are tenacious and do amazing things with hardly anything and it is very hard to ask for help and aid although we desperately need it; we are isolated - both the geography and our economy. We feel we have less resources than other regions; we are good at sharing though what little resources we do have” (Librarian, October 2016). Their community had hoped for an oil boom but it did not materialize and a lot of people are looking for jobs. The library has become the job center and is the hub of the community and free source of resources, education, training, and entertainment – proctoring online courses, library programs, helping schools with library programs, and summer reading. People are coming as far as 90 miles to attend their programs. In Mile City, they try and provide as many programs as possible especially for the elderly; many people come for the social opportunities as well as grocery shopping and it really is one of the hubs of Eastern Montana. Outreach and marketing is the key to letting people know what is available for them while as they pass through.

On the western end of the state there are still significant connectivity issues. One participant estimated that in Mizzoula close to 40% of people do not have access to the Internet. Because of explosive growth and rapid development, the infrastructure is often not present to support broad band connectivity even in newer developments. Their library is heavily used for its Wi-Fi and connectivity. The library can and should also serve as the community cultural center – free entertainment, arts & culture, programming (especially focused on financial literacy), and even bookmobiles on the road that can bring services to the people. Mizzoula even has a technology bus that visits senior homes and partner with a lot of agencies to provide a place to connect with people. They also have a very strong volunteer corps largely comprised of retired seniors. While more bookmobiles have been rising in Montana to provide essential outreach, there is also the possibility of opening up small branches in partnership with schools (e.g. they provide the space and we provide the staff) to provide greater access to both connectivity and resources to rural, underserved areas. Ironically, despite the rapidly increasing population Mizzoula’s budget continues to be cut.

In general, participants felt that libraries needed to continue serving as community hubs to provide access to a suite of high priority resources and services such as Wi-Fi and technology, programming for all ages but especially in terms of work force development and job skills and senior services (children and youth services are the highest priority but librarians feel they are doing a pretty good job here already), access to free entertainment, continued access to digital services (e.g. Montana Shared Catalog and Montana To Go, etc.), and a safe place for socializing, meeting, and discussing pressing community issues. Although staff and resources are limited, libraries must continue to serve as mediators and leaders that people trust in the community to provide resources the communities need. Although it is recognized, libraries cannot be everything to everyone they still committed to trying very hard to be.

Training, user education, and outreach are also critical. Both librarians and their patrons need to

get up to speed with technology through digital literacy and all of the other different programs and services (e.g. workforce development, senior programming, etc.) being asked of libraries. User education and marketing what the library has to offer is also essential. As one participant noted, “Since 2002, at every event held someone says, “...oh, this is the first time I’ve been here” (Focus Group Participant, October 2016). For Native American tribes and tribal members there is also a concern that there are often not a lot of options and clearly increased library services could help many of them break the cycle of poverty that they are in. Some libraries are also facing an influx of immigrants that are unable to speak English.

Major Ways the State Library Can Help

Libraries were extremely satisfied with the State Library and as one participant noted, “it is doing a great job” (Focus Group Participant, October 2016). Several major themes arose during the librarian focus groups in ways the State Library could help Montana’s libraries. First, is supporting libraries in an economically distressed climate where people continue to turn to libraries for help while library budgets are getting cut and digital demands are increasing. The phrase, “we are struggling” was mentioned repeatedly by all types of libraries and seemed to focus around trying to serve an increasingly economically disenfranchised patron base while budgets are being reduced and costs continue to rise. The growing cost of being a member of the Montana Shared Catalog and the loss of the EBSCO databases for school libraries was a recurring theme.

The second theme was the need for support in workforce development, digital literacy, and access to the Internet. These three are closely linked together as people without jobs come to libraries often without access to the Internet and without the digital literacy skills necessary to negotiate an increasing digital world. As one participant noted, “Despite our struggles – libraries need to be in a leading role in our communities and serve those who are economically strapped; we need to be taking more of community leadership role, especially in employment development” (Focus Group Participant, October 2016). The role of the State Library could be to “help facilitate communication and coordinate partnerships with employment/workforce development (STEM/STEAM agenda is big in Billings) and serve as an access point for the Internet” (Focus Group Participant, October 2016).

A third theme was the need for outreach and closer partnerships with other community organizations as the general consensus is that a lot of the communities they served were not aware of the resources and services their libraries had to offer. Increased outreach means closer partnerships with organizations also serving patrons in workforce development, digital literacy, and education. This certainly includes k-12 schools as one participant noted, “we have desire for a deeper partnership with our local k-12 schools; the library should reflect the curriculum of the schools. School librarians are vitally important but their role is changing” (Focus Group Participant, October 2016). Another noted, “we are doing a good job of promoting literacy but we have not done a lot of collaboration in the schools (Focus Group Participant, October 2016). This outreach also must prioritize people in rural areas who either cannot conveniently access library services or are not aware of them.

The fourth theme is that Montana is already doing a great job of sharing resources and to continue making this a focal point, especially through digital access like the Montana Shared Catalogue and MontanaLibrary2Go. One participant noted, “Keep improving the ability to share

items with libraries across the state – resource sharing is critical; what is most amazing is that we share things across such a broad distance” (Focus Group Participant, October 2016). Another participant noted her strong support for the way the State Library is using funds in a centralized fashion to help all libraries, “SL knows that we will be frugal and financially responsible; we would not be as successful if we had a stricter and narrower focus on these funds. The shared catalog and being able to search each other’s collections is a crucial aspect of how we serve patrons” (Focus Group Participant, October 2016).

Lastly, there was some concern about the graying of the field and the ability to find qualified staff to work in libraries currently and into the future. While the use of part-time staff was helpful the need for full-time professional librarians with an MLS degree was essential and at times were hard to find. The State Library could help to ensure there are enough young professional librarians in the pipeline for the future.

Montana Library Trends: 2006-2015

Ten years of public library data for all Montana public libraries from 2006-2015 was analyzed to identify any major changes over time. Because all library data was used, the statistical measure one-way analysis of variance (ANOVA) was run. ANOVA computed and compared means of each statistic across ten years and identified statistically significant changes at a probability level of p=.05, which means there is only a 5% chance the change found was due to chance as opposed to representing a real difference.

Public Library Income

Montana library funding continues to be strong and saw statistically significant increases in two income areas - Income Per Capita (Service Population) and State Income Per Capita/Per Square Mile. Income Per Capita (Service Population) increased by 23% from \$26.02 in 2006 to \$34.01 in 2015.

Table 1 - Average Income Per Capita (Service Population) from 2006-2015

		N	Mean	Maximum
Income - Per Capita (Service Population)	2006	80	\$ 26.02	\$ 199.45
	2007	80	\$ 25.67	\$ 97.84
	2008	80	\$ 27.52	\$ 93.80
	2009	80	\$ 29.58	\$ 103.53
	2010	80	\$ 31.78	\$ 106.94
	2011	81	\$ 29.79	\$ 101.68
	2012	82	\$ 29.77	\$ 124.47
	2013	82	\$ 31.51	\$ 124.90
	2014	82	\$ 33.68	\$ 136.85
	2015	82	\$ 34.01	\$ 120.27
	Total	809	\$ 29.95	\$ 199.45
	Change		23%	

State Income Per Capita/Per Square Mile also increased significantly by 72% from \$1,327.99 in 2006 to \$4,810.45 in 2015.

Table 2 - Average State Income Per Capita/Per Square Mile from 2006 to 2015

		N	Mean	Maximum
Income - State - Per Capita/Per Square Mile	2006	80	\$ 1,327.99	\$ 12,322.00
	2007	80	\$ 1,280.96	\$ 12,322.00
	2008	80	\$ 1,269.66	\$ 12,322.00
	2009	80	\$ 1,280.36	\$ 12,322.00
	2010	80	\$ 1,283.09	\$ 12,322.00
	2011	81	\$ 1,257.81	\$ 12,322.00
	2012	82	\$ 1,242.45	\$ 13,026.00
	2013	82	\$ 1,249.88	\$ 13,026.00
	2014	82	\$ 4,810.45	\$ 50,133.00
	2015	82	\$ 4,810.45	\$ 50,133.00
Total		809	\$ 1,990.77	\$ 50,133.00
		Change	72%	

Local support from cities has also continued to increase over the years (except for 2012).

Table 3 - Average Library City Income from 2006-2015

		N	Mean	Maximum
Income - City	2006	80	\$ 69,713.66	\$1,708,022.00
	2007	80	\$ 72,736.61	\$1,713,790.00
	2008	80	\$ 77,007.74	\$1,792,506.00
	2009	80	\$ 99,950.70	\$1,948,285.00
	2010	80	\$107,218.85	\$1,955,178.00
	2011	81	\$110,233.16	\$2,077,614.00
	2012	82	\$108,632.98	\$2,043,261.00
	2013	82	\$112,103.22	\$2,084,607.00
	2014	82	\$116,286.22	\$2,157,146.00
	2015	82	\$117,829.11	\$2,340,621.00
Total		809	\$ 99,328.70	\$2,340,621.00
		Change	41%	

County support for libraries has also remained stable and increased consistently over the years.

Table 4 - Average County Library Income from 2006 to 2015

		N	Mean	Maximum
Income - County	2006	80	\$142,422.69	\$2,238,838.00
	2007	80	\$148,056.76	\$2,411,618.00
	2008	80	\$169,429.68	\$2,672,110.00
	2009	80	\$161,348.24	\$2,535,196.00
	2010	80	\$154,832.23	\$2,375,380.00
	2011	81	\$163,619.86	\$2,725,274.00

	2012	82	\$162,909.65	\$2,680,669.00
	2013	82	\$171,293.73	\$2,767,134.00
	2014	82	\$183,597.95	\$2,954,951.00
	2015	82	\$195,361.71	\$3,289,770.00
	Total	809	\$165,413.78	\$3,289,770.00
		Change	27%	

State support has also remained consistently strong.

Table 5 - Average State Library Income from 2006 to 2015

		N	Mean	Maximum
Income - State - Total	2006	80	\$ 5,680.94	\$ 69,103.00
	2007	80	\$ 5,086.36	\$ 72,881.00
	2008	80	\$ 5,595.56	\$ 75,087.00
	2009	80	\$ 5,598.43	\$ 73,055.00
	2010	80	\$ 5,660.49	\$ 67,518.00
	2011	81	\$ 5,605.62	\$ 65,876.00
	2012	82	\$ 3,381.11	\$ 20,696.00
	2013	82	\$ 3,388.48	\$ 20,685.00
	2014	82	\$ 6,949.13	\$ 51,663.00
	2015	82	\$ 6,930.13	\$ 51,688.00
	Total	809	\$ 5,385.67	\$ 75,087.00
		Change	18%	

Bottom line, Montana has supported its libraries consistently over the past 10 years at city, county, and state levels. To see all data tables please [see Appendix A](#).

Public Library Capital and Expenditures

No significant differences were found in library capital and expenditures as overall averages increased and decreased from year to year from 2006-2015. Total Capital Revenue from all sources for Montana public libraries fluctuated with spikes in 2006, 2007, 2013, and 2014. The table below shows all capital revenue.

Table 6 – Average Total Capital Revenue for Montana Public Libraries (2006-2015)

		N	Mean	Maximum	
Capital Revenue - Total	2006	80	\$ 83,183.41	\$ 6,048,337.00	
	2007	80	\$ 59,585.61	\$ 3,319,021.00	
	2008	80	\$ 18,452.38	\$ 880,000.00	
	2009	80	\$ 11,946.61	\$ 387,671.00	
	2010	80	\$ 12,911.68	\$ 309,723.00	
	2011	81	\$ 5,668.37	\$ 200,414.00	
	2012	82	\$ 19,443.71	\$ 514,893.00	
	2013	82	\$138,374.78	\$10,258,440.00	
	2014	82	\$ 93,552.43	\$ 7,147,527.00	
	2015	82	\$ 32,761.62	\$ 1,921,579.00	
		Total	809	\$ 47,768.09	\$10,258,440.00

Local Capital Revenue also widely fluctuated with spikes in 2006, 2007, 2012, 2014 and 2015.

Table 7-Average Local Capital Revenue for Montana Public Libraries (2006-2015)

		N	Mean	Maximum
Capital Revenue - Local	2006	80	\$ 42,490.70	\$ 2,848,337.00
	2007	80	\$ 44,271.09	\$ 3,319,021.00
	2008	80	\$ 3,882.24	\$ 242,004.00
	2009	80	\$ 9,527.19	\$ 387,671.00
	2010	80	\$ 6,286.94	\$ 243,955.00
	2011	81	\$ 2,642.15	\$ 200,414.00
	2012	82	\$ 15,479.48	\$ 514,893.00
	2013	82	\$ -	\$ -
	2014	82	\$ 92,615.29	\$ 7,147,527.00
	2015	82	\$ 30,325.05	\$ 1,921,579.00
	Total	809	\$ 24,822.11	\$ 7,147,527.00

Library expenditures also show wide fluctuations across the state. For all statistics and tables please [see Appendix A](#). The findings suggest that both library capital revenue (one time investments) and expenditures have widely fluctuated over the past 10 years with no trend upwards or downwards.

Libraries and Library Resources

Overall, the number of libraries and library resources have continued to grow, although not statistically significant. Five libraries have a book mobile with through libraries adding one from 2013-2015 - Missoula in 2013, Lewis and Clark in 2014, and Sidney-Richland in 2015. [See Appendix A](#) for all 10-year public library statistics from 2006-2015.

The total number of state library recognized libraries increased from 80 to 82 with one library being added in 2011 and a second one added in 2012. The general service population increased by 7% from 2006 to 2015 with a slight decrease in 2015. Overall library square footage also increased by 7% from 2006 to 2015.

Registered Patrons and Service Hours

The average number of registered patrons has remained consistent over the years, a 12% increase from 2006 to 2015, but decreased slightly from 2014 to 2015.

Table 8 - Average Registered Patrons from 2006 to 2015

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Registered Borrowers	2006	80	4927.79	9452.79	2824.17	7031.4	0	51559
	2007	80	5302.35	9889.741	3101.5	7503.2	0	56519
	2008	80	5591.04	10488.51	3256.93	7925.14	0	58992
	2009	80	5528.89	10664.96	3155.52	7902.26	95	64545

2010	80	5598.68	10833.06	3187.9	8009.45	87	63342
2011	81	5769.17	12185.67	3074.7	8463.65	80	77000
2012	82	5661.73	12179.6	2985.58	8337.88	87	75457
2013	82	5880.66	12535.47	3126.31	8635	110	72700
2014	82	5877.23	12356.69	3162.17	8592.3	98	77085
2015	82	5622.99	11105.66	3182.81	8063.17	89	59581
Total	809	5578.12	11167.77	4807.41	6348.83	0	77085
	Change	12%					

The overall percentage of service population registered also has remaining relatively consistent around 50% from 2006 to 2015 with slight decreases in 2011, 2012, and 2013.

Table 9 - Average Percent of Service Population Registered from 2006 to 2015

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Registered Borrowers - Percent Registered	2006	80	47.9334	26.80078	41.9692	53.8976	0	141.72
	2007	80	49.7538	23.64375	44.4921	55.0154	0	141.72
	2008	80	52.9619	22.13126	48.0368	57.8869	0	135.16
	2009	80	52.2343	21.56979	47.4341	57.0344	13.79	112.92
	2010	80	52.1694	22.75973	47.1044	57.2343	14.41	136.4
	2011	81	47.866	21.81235	43.0429	52.6892	14.87	146.3
	2012	82	47.7013	24.80967	42.2501	53.1526	15.17	160.24
	2013	82	49.484	25.7582	43.8243	55.1437	15.39	169.33
	2014	82	50.0117	26.70658	44.1436	55.8798	15.25	187.09
	2015	82	51.2639	29.29326	44.8275	57.7003	14	205.18
	Total	809	50.13	24.60037	48.4323	51.8277	0	205.18
	Change	6%						

Main library service hours also have remained relatively static averaging 39.33 hours per week.

Table 10 - Average Main Library Service Hours from 2006 to 2015

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Main - Weekly Hours	2006	80	37.95	12.37	35.2	40.7	15	64
	2007	80	38.3	12.665	35.48	41.12	15	64
	2008	80	38.5	12.703	35.67	41.33	15	64
	2009	80	38.85	12.452	36.08	41.62	15	64
	2010	80	39.15	12.146	36.45	41.85	15	64
	2011	81	39.52	11.878	36.89	42.14	15	64
	2012	82	40.23	11.374	37.73	42.73	15	63
	2013	82	40.45	11.327	37.96	42.94	15	63
	2014	82	40.02	11.487	37.5	42.55	15	63
	2015	82	40.22	11.334	37.73	42.71	15	63
	Total	809	39.33	11.943	38.5	40.15	15	64
	Change	6%						

Average weekly service hours increased consistently and by 10% over the past 10 years.

Table 11 - Average Weekly Service Hours from 2006 to 2015

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - All - Weekly Hours	2006	80	46.49	27.393	40.39	52.58	15	179
	2007	80	46.6	27.206	40.55	52.65	15	179
	2008	80	47.69	28.143	41.42	53.95	15	179
	2009	80	48.21	27.974	41.99	54.44	15	179
	2010	80	48.59	28.221	42.31	54.87	15	179
	2011	81	50.16	29.776	43.58	56.74	15	169
	2012	82	50.78	29.847	44.22	57.34	15	181
	2013	82	51.87	32.785	44.66	59.07	15	221
	2014	82	51.73	32.218	44.65	58.81	15	213
	2015	82	51.76	31.818	44.76	58.75	15	213
	Total	809	49.41	29.53	47.37	51.45	15	221
	Change		10%					

Circulation

Over circulation increased by 34% from 2006 to 2012, dropped by 17% from 2012 to 2013 and has been increasing steadily since.

Table 12 - Average Circulation from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Total	2006	80	68411.98	34900.15	101923.8	257	905836
	2007	80	70078.13	35277.84	104878.41	649	946884
	2008	80	72901.06	36825.86	108976.27	690	951537
	2009	80	78051.45	39165.58	116937.32	650	979928
	2010	80	84402.49	40035.58	128769.4	658	1205188
	2011	81	92827.4	33345.2	152309.59	900	2045346
	2012	82	91894.52	32197.93	151591.12	1094	2151460
	2013	82	76314.8	36002.99	116626.62	1252	1148006
	2014	82	72459.24	36676.92	108241.57	426	814233
	2015	82	74068.66	36085.6	112051.71	512	943285
		Total	809	78164.5	64762.9	91566.1	257	2151460
	Change		8%				

The figure below shows the variations in overall circulation.

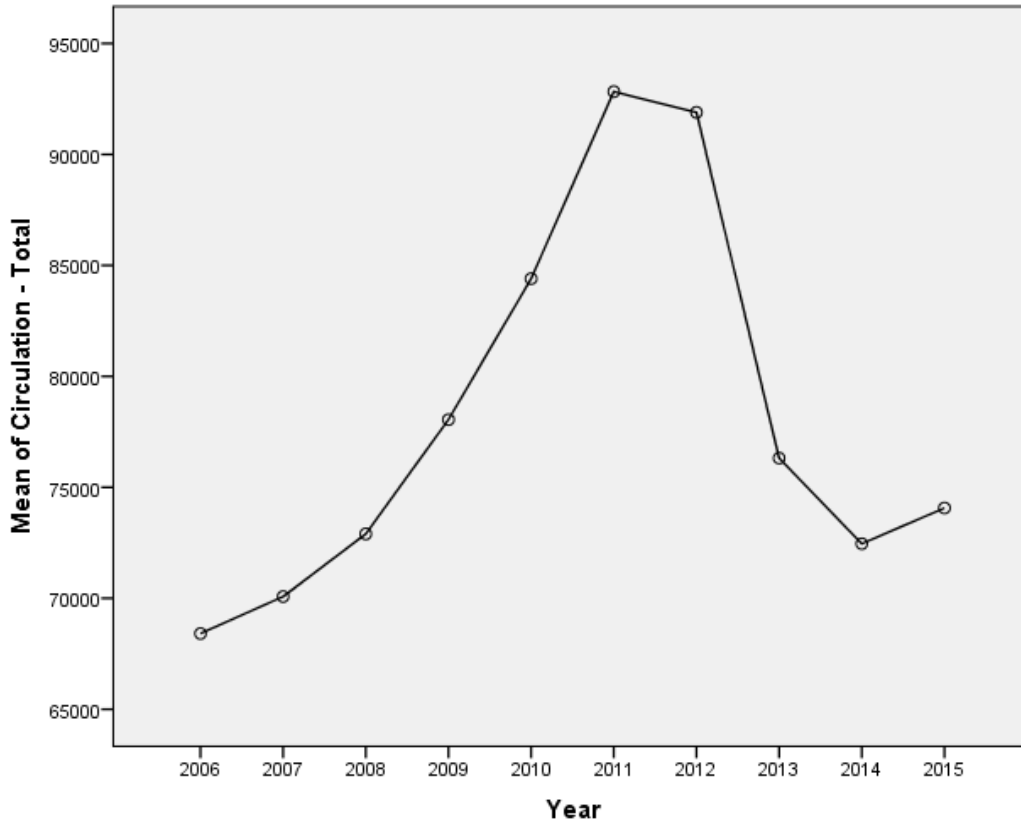


Figure 5 - Average Circulation from 2006 to 2015

Juvenile collection circulation has remained consistent and increased by 12% over the past 10 years.

Table 13 - Average Juvenile Collection Circulation from 2006 to 2015

	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
			Circulation - Juvenile - Annual	2006			80	22824.81	10951.08	34698.55	0	307161
	2007	80	23719.86	11106.78	36332.95	0	322794
	2008	80	23093.53	10845.59	35341.46	0	322858
	2009	80	25381.78	11580.87	39182.68	0	338926
	2010	80	25810.84	12011.27	39610.41	0	318320
	2011	81	25910.88	11722.75	40099	0	326088
	2012	82	25028.17	12122.3	37934.04	-1	290908
	2013	82	24904.65	11582.94	38226.36	0	311219
	2014	82	25807.89	11761.56	39854.22	0	312584
	2015	82	25933.41	11738.25	40128.58	0	320902
	Total	809	24848.61	20712.53	28984.69	-1	338926
	Change		12%				

The figure below shows the overall trends in juvenile circulation.

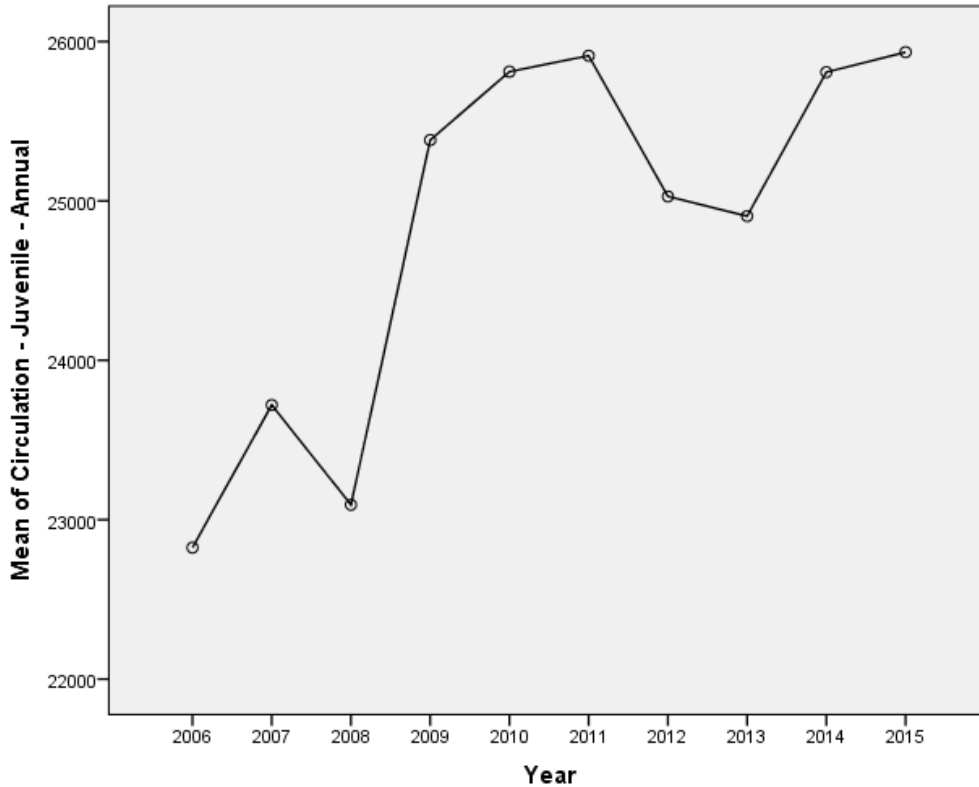


Figure 6 - Average Juvenile Circulation from 2006 to 2015

Adult collection circulation has fluctuated, increasing by 47% from 2006 to 2011 and then decreasing by 23% from 2012 to 2013. Overall circulation has increased by 5% over the past 10 years.

Table 14 - Average Non-Juvenile Circulation from 2006 to 2015

	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
Circulation - Non-juvenile - Annual	2006	80	45587.16	23858.22	67316.1	153	598675
	2007	80	46358.26	24064.31	68652.22	250	624090
	2008	80	49807.54	25655.51	73959.56	265	628679
	2009	80	52669.68	27450.45	77888.9	250	641002
	2010	80	58591.65	27525.12	89658.18	178	920827
	2011	81	66916.52	19694.23	114138.81	588	1746477
	2012	82	66866.35	17603.47	116129.24	679	1895584
	2013	82	51410.16	24094.85	78725.47	725	836787
	2014	82	46651.35	24791.6	68511.1	0	501649
	2015	82	48135.24	24183.36	72087.13	0	625244
	Total	809	53315.89	43660.83	62970.96	0	1895584

		Change	5%				
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Circulation Per Capita (Service Population) has remained steady with a small 2% decrease over the past 10 years.

Table 15 - Average Circulation Per Capita (Service Population) from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Per Capita (Service Population)	2006	80	6.2776	5.283	7.2722	1.33	29.08
	2007	80	6.0115	5.0656	6.9574	0.38	34.21
	2008	80	6.3279	5.3966	7.2592	0.4	31.36
	2009	80	6.5946	5.6971	7.4922	0.38	26.56
	2010	80	6.937	5.7761	8.0979	0.38	35.32
	2011	81	6.4637	5.3829	7.5445	1.62	34.67
	2012	82	6.4121	5.3807	7.4435	1.78	37.3
	2013	82	6.023	5.0523	6.9938	1.91	36.03
	2014	82	5.9749	4.9173	7.0325	0.86	37.89
	2015	82	6.1645	4.9837	7.3453	1.03	41.91
	Total	809	6.3171	5.997	6.6372	0.38	41.91
		Change	-2%				

Statistics for electronic circulation first were collected in 2013 and shows a rapid 46% increase from 2013 to 2015.

Table 16 - Average Electronic Circulation from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Electronic	2006	0	.	.	.	.	.
	2007	0	.	.	.	.	.
	2008	0	.	.	.	.	.
	2009	0	.	.	.	.	.
	2010	0	.	.	.	.	.
	2011	0	.	.	.	.	.
	2012	0	.	.	.	.	.
	2013	82	3982.01	1765.17	6198.85	0	59451
	2014	82	9566.8	256.62	18876.99	0	374769
	2015	82	7362.88	3534.68	11191.07	0	94329
	Total	246	6970.57	3570.79	10370.34	0	374769
		Change	46%				

Programs and Attendance

Consistent with national trends, statistically significant increases were found in programs offered for youth, adults, and overall; program attendance also increased consistently although not quite at statistically significant levels.

Children’s programs increased by 42% from 2006 to 2015, but was not statistically significant because of a small decline in 2013.

Table 17 - Average Children's Programs from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs - Children	2006	80	76.48	55.65	97.3	0	372
	2007	80	78.38	56.51	100.24	1	431
	2008	80	82.3	59.82	104.78	1	451
	2009	80	93.09	67.86	118.32	0	493
	2010	80	102.4	73.73	131.07	0	618
	2011	81	108.35	77.79	138.91	1	695
	2012	82	115.82	85.13	146.51	1	667
	2013	82	123.5	75.89	171.11	0	1716
	2014	82	114.01	85.25	142.77	0	682
	2015	82	131.39	95.19	167.59	0	792
	Total	809	102.76	93.25	112.28	0	1716
	Change		42%				

The figure below shows the increase of children’s programming over the past ten years.

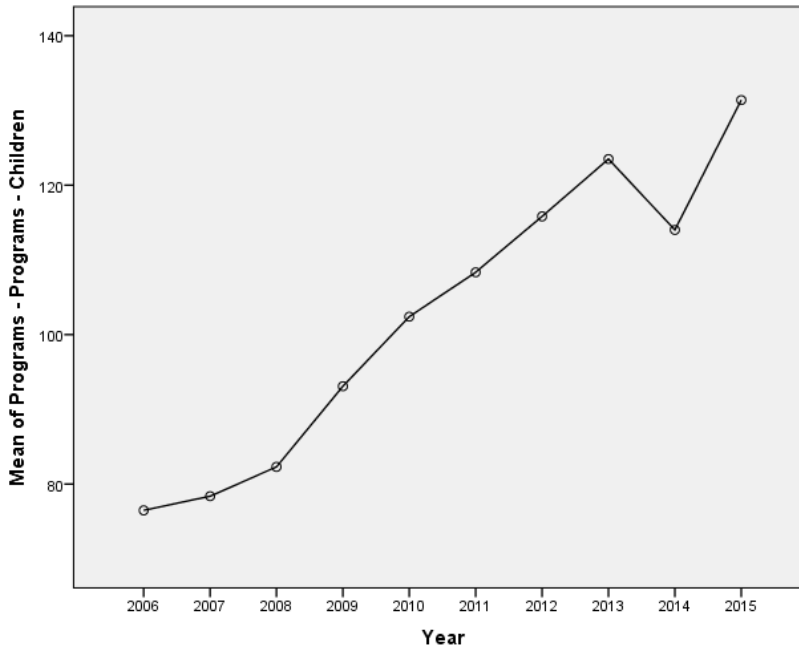


Figure 7 - Average Children's Program from 2006 to 2015

Programs for young adults increased by 79% over the past ten years, which was a statistically significant increase.

Table 18 - Average Young Adult Programs from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Programs - Young Adult	2006			80	4.1	2.49	5.71	0	37
2007	80	5.2	3.27		7.13	0	41
2008	80	8.89	4.34		13.44	0	147
2009	80	11.18	5.97		16.38	0	164
2010	80	12.63	6.64		18.61	0	178
2011	81	13.84	7.5		20.18	0	173
2012	82	15.8	7.65		23.96	0	260
2013	82	15.2	7.87		22.52	0	208
2014	82	14.6	8.76		20.44	0	183
2015	82	19.9	8.75		31.05	0	362
	Total	809	12.18	10.15	14.2	0	362
	Change		79%				

Adult programs also increased by 59%, which also was as statistically significant increase.

Table 19 - Average Adult Programs from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Programs - Adult	2006			80	20.79	12.8	28.78	0	229
2007	80	22.34	14.07		30.61	0	222
2008	80	24.18	15.96		32.39	0	214
2009	80	31.38	20.93		41.82	0	226
2010	80	42.2	20.18		64.22	0	786
2011	81	36.47	24.65		48.29	0	298
2012	82	40.54	26.26		54.81	0	361
2013	82	67.99	17.99		117.98	0	2028
2014	82	46.15	31.29		61	0	414
2015	82	50.96	34.3		67.63	0	462
	Total	809	38.43	31.99	44.86	0	2028
	Change		59%				

Overall programming for all groups increased by 50%, which also was a statistically significant increase.

Table 20 - Average Programming from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Programs - Total	2006			80	101.36	73.23	129.49	0	600
2007	80	105.91	76.16		135.67	1	544
2008	80	115.36	83.01		147.71	1	690
2009	80	135.64	99.32		171.96	0	678

	2010	80	157.23	113.11	201.34	0	857
	2011	81	158.65	116.56	200.75	1	793
	2012	82	172.16	128.12	216.2	1	849
	2013	82	206.68	105.67	307.7	0	3952
	2014	82	174.76	129.56	219.95	0	985
	2015	82	202.26	143.81	260.71	0	1350
	Total	809	153.36	137.44	169.29	0	3952
		Change	50%				

The figure below shows the overall increase in library programming from 2006 to 2015.

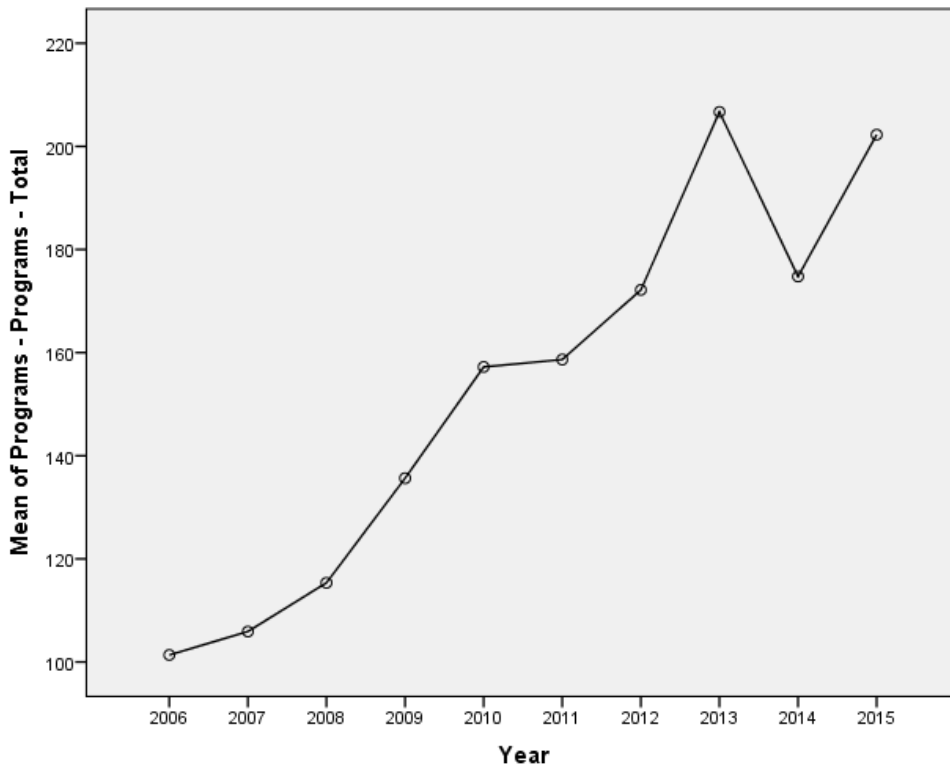


Figure 8 - Average Programs Offered from 2006 to 2015

As would be expected, attendance also grew for children, youth, and adults but not a statistically significant levels.

Attendance at children’s programs grew by 27% from 2006 to 2015.

Table 21 - Average Children Program Attendance from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs Attendance - Children	2006	80	1870.69	1196.19	2545.19	0	14832
	2007	80	1905.18	1197.43	2612.92	5	14683
	2008	80	1982.81	1240.83	2724.79	0	15926
	2009	80	2124.91	1340.82	2909.01	0	18419
	2010	80	2064.94	1253.74	2876.13	0	20567
	2011	81	2120.65	1329.47	2911.84	5	19866
	2012	82	2242.26	1424.26	3060.25	6	18302
	2013	82	2359.22	1401.82	3316.62	0	28000
	2014	82	2530.57	1638.79	3422.35	0	18588
	2015	82	2578.83	1604.39	3553.26	0	24418
	Total	809	2180.4	1924.73	2436.08	0	28000
	Change		27%				

Young adult program attendance increased by 56% but was not statistically significant as it decreased slightly from 2013 to 2015.

Table 22 - Average Young Adult Program Attendance from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs Attendance - Young Adult	2006	80	109.98	36.74	183.21	0	2577
	2007	80	163.19	59.6	266.78	0	3250
	2008	80	217.83	72.12	363.53	0	4456
	2009	80	257.81	101.7	413.93	0	4692
	2010	80	262.05	69.83	454.27	0	7148
	2011	81	285.83	57.34	514.31	0	8798
	2012	82	271.74	20.93	522.56	0	10117
	2013	82	262.35	33.53	491.18	0	9160
	2014	82	258.15	62.09	454.2	0	7762
	2015	82	250.5	37.45	463.55	0	8303
		Total	809	234.27	175.85	292.69	0	10117
	Change		56%				

Attendance at adult programs also increased by 53% from 2006 to 2015 but also was not found to be statistically significant because of a slight decrease in 2014.

Table 23 - Average Adult Program Attendance from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Programs Attendance - Adult	2006			80	468.03	288.15	647.9	0	4333
	2007	80	630.71	353.36	908.06	0	8572
	2008	80	671.01	344.37	997.66	0	11069
	2009	80	799.26	390.45	1208.07	0	14310
	2010	80	832.68	330.34	1335.01	0	18705
	2011	81	908.09	399.7	1416.47	0	17996
	2012	82	968.94	441.92	1495.96	0	18658
	2013	82	1050.63	433.48	1667.79	0	17391
	2014	82	994.76	482.27	1507.25	0	17500
	2015	82	997.38	536.19	1458.57	0	15036
	Total	809	833.93	693.09	974.77	0	18705
	Change		53%				

Overall program attendance increased consistently by 36% from 2006 to 2015 but was not found to be statistically significant.

Table 24 - Average Total Program Attendance from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Programs Attendance - Total	2006			80	2448.69	1606.35	3291.02	0	17581
	2007	80	2699.08	1710.1	3688.05	5	22679
	2008	80	2871.65	1781.82	3961.48	0	29304
	2009	80	3181.99	1987.11	4376.87	0	31088
	2010	80	3159.66	1802.29	4517.04	0	41260
	2011	81	3314.57	1926.3	4702.84	5	42803
	2012	82	3482.94	2021.2	4944.68	6	45787
	2013	82	3672.21	2043.41	5301	0	43425
	2014	82	3783.48	2338.39	5228.56	0	35584
	2015	82	3826.71	2347.59	5305.83	0	31857
	Total	809	3248.61	2840	3657.21	0	45787
	Change		36%				

The figure below shows the steady increase in overall program attendance over the past 10 years.

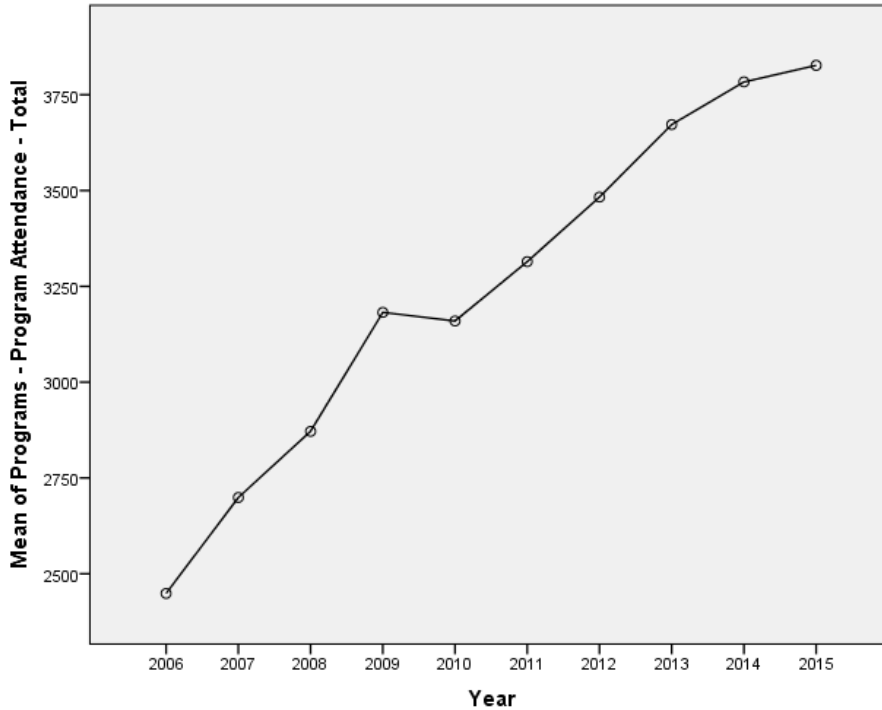


Figure 9 - Average Total Program Attendance from 2006 to 2015

The fact that library program offerings, except for children, increased at statistically significant levels while attendance did not suggest that overall community response was not as favorable and did not parallel the overall increase in offerings. Closer examination of the data suggests that children attendance represented 67% of programs offered but only grew by 27% while adult attendance and young adult programs represented collectively the remaining 33% of programs but their attendance grew by 56% and 53%, respectively.

Table 25 - Percent of Total Montana Public Library Programs from 2006- 2015

Programs - Adult	Programs - Children	Programs - Young Adult	Programs - Total
31,086	83,134	9,851	124,071
25%	67%	8%	100%

In terms of overall attendance from 2006-2015, the percentage of attendance almost mirrors their respective percentage of programs offered.

Table 26 - Percent of Total Montana Public Library Program Attendees from 2006- 2015

Program Attendance - Adult	Program Attendance - Children	Program Attendance - Young Adult	Program Attendance - Total
674,650	1,763,947	189,525	2,628,122

26%	67%	7%	100%
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When a program to attendance ratio was calculated interestingly the adult-to-attendance ratio was higher at 1 program to 21.7 attendees than both children (1/21.2) and young adults (1/19.2) program to attendance ratios.

Program to Attendance Ratio - Adult	Program to Attendance Ratio - Children	Program to Attendance Ratio - Young Adult	Program to Attendance Ratio - Total
1 to 21.7	1 to 21.2	1 to 19.2	21.2

Future implications could be to focus more on increasing adult programming (highest attendance ratio) and/or to increase potential relevance, outreach, and marketing of programs to potential attendees by working more closely with the community.

Library Automation

Three statistically significant changes in library automation in public libraries were identified: Computers increased, full-text databases increased and then decreased dramatically, and Internet terminals increased. The table below shows the changes for each. Please see [Appendix E3](#) for a full list of all statistics analyzed.

The average number of computers increased by 38%, the number of full-text databases increased by 40% from 2006 to 2012 and then decreased significantly, and the public Internet terminals increased by 42%.

Table 27 - Library Automation: Significant Changes

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Automation - Number of Internet Computers	2006	80	10.15	11.684	1.306	7.55	12.75	0	73
	2007	80	10.7	12.345	1.38	7.95	13.45	0	69
	2008	80	11.86	13.093	1.464	8.95	14.78	1	69
	2009	80	12.53	13.311	1.488	9.56	15.49	1	69
	2010	80	13.75	15.067	1.685	10.4	17.1	1	76
	2011	81	15.1	16.628	1.848	11.42	18.78	1	85
	2012	82	15.56	16.271	1.797	11.99	19.14	1	93
	2013	82	15.28	16.075	1.775	11.75	18.81	1	99
	2014	82	16.55	18.941	2.092	12.39	20.71	1	108
	2015	82	16.44	19.046	2.103	12.25	20.62	2	113
	Total	809	13.81	15.546	0.547	12.74	14.89	0	113
	Change	38%							
Automation - Online Full Text Databases	2006	80	8.26	9.385	1.049	6.17	10.35	0	66
	2007	80	9.93	12.104	1.353	7.23	12.62	0	69
	2008	80	10.66	11.735	1.312	8.05	13.27	0	69

	2009	80	10.58	11.262	1.259	8.07	13.08	0	69
	2010	80	12.63	14.216	1.589	9.46	15.79	0	76
	2011	81	13.38	15.895	1.766	9.87	16.9	0	85
	2012	82	13.84	15.007	1.657	10.54	17.14	0	93
	2013	82	0	0	0	0	0	0	0
	2014	82	0	0	0	0	0	0	0
	2015	82	0	0	0	0	0	0	0
	Total	809	7.89	12.076	0.425	7.06	8.72	0	93
	Change	40%							
Automation - Internet Terminals - Public	2006	80	9.13	10.443	1.168	6.8	11.45	1	66
	2007	80	9.78	11.536	1.29	7.21	12.34	1	69
	2008	80	10.69	11.362	1.27	8.16	13.22	1	69
	2009	80	11.2	11.571	1.294	8.63	13.77	1	69
	2010	80	12.58	14.243	1.592	9.41	15.74	1	76
	2011	81	14.14	15.773	1.753	10.65	17.62	1	85
	2012	82	15.22	15.954	1.762	11.71	18.72	1	93
	2013	82	14.54	15.237	1.683	11.19	17.88	0	99
	2014	82	15.63	18.411	2.033	11.59	19.68	1	108
	2015	82	15.71	18.79	2.075	11.58	19.84	2	113
	Total	809	12.89	14.755	0.519	11.87	13.9	0	113
	Change	42%							

Another major change found, however, although not statistically significant across ten years, were 40% decreases in weekly computer users and annual computer usage in public libraries from 2014 to 2015. This change is consistent with other state and national trends and can be partially attributed to patrons connecting using their own devices, the saturation of smartphones, and increased connectivity of the general public. Bottom line is that the public does not appear to be using public library computers as much as they used to. The rapid decline in both users and usage occurred in 2012.

Table 28 - Decline in Public Computer Users

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Public Internet Computer Users - Weekly	2006	80	256.5	489.456	54.723	147.58	365.42	3	3060
	2007	80	314.43	570.843	63.822	187.39	441.46	2	3011
	2008	80	309.06	571.863	63.936	181.8	436.32	3	3260
	2009	80	323.79	601.946	67.3	189.83	457.74	4	3618
	2010	80	326.63	581.776	65.045	197.16	456.09	4	3155
	2011	81	323.31	566.357	62.929	198.08	448.54	2	3250
	2012	82	370.46	707.898	78.174	214.92	526.01	3	4328
	2013	82	347.91	690.498	76.253	196.2	499.63	0	4400
	2014	82	448.37	1264.987	139.694	170.42	726.31	0	10098
	2015	82	271.23	418.65	46.232	179.24	363.22	0	2350
	Total	809	329.46	682.741	24.004	282.34	376.58	0	10098
	Change	5%							
	2006	80	13338	25451.699	2845.586	7674	19002	156	159120

Public Internet Computer Users - Yearly	2007	80	16350.1	29683.854	3318.756	9744.28	22955.92	104	156572
	2008	80	16071.25	29736.866	3324.683	9453.63	22688.87	156	169520
	2009	80	16836.95	31301.207	3499.581	9871.21	23802.69	208	188136
	2010	80	16984.5	30252.371	3382.318	10252.16	23716.84	208	164060
	2011	81	16812.05	29450.58	3272.287	10299.99	23324.11	104	169000
	2012	82	19264.1	36810.697	4065.061	11175.9	27352.29	156	225056
	2013	82	18091.56	35905.89	3965.142	10202.17	25980.95	0	228800
	2014	82	23,315.02	65779.323	7264.111	8861.72	37768.33	0	525096
	2015	82	14,104.05	21769.788	2404.071	9320.7	18887.4	0	122200
	Total	809	17131.98	35502.551	1248.203	14681.87	19582.08	0	525096
Change		5%							

The major finding is a potential disconnect between library resources offered and patron usage – the average number of computers increased by 38% while the number of users declined by 5% over that same time period and by 40% from 2014 to 2015.

Wired and Wireless Uploading and Downloading

Patrons and staff have significantly increased activity in uploading and downloading content over the Internet. While data collection of these statistics did not begin until 2013, all public library statistics measured in this area increased significantly from 2013 to 2015 – patron uploads (wired and wireless) and downloads (wired and wireless) and staff uploads and downloads (wired and wireless). Of particular note is that wireless sessions increased by 23% with the assumption that the majority of those were patrons connecting using their smartphones or mobile devices (e.g. tablets, laptops, smartwatches, etc.)

Patron uploads using wired or networked computers increased by 62%, which is a statistically significant increase.

Table 29 – Average Patron Uploads (Wired) from 2013 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Patron Upload Wired	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	7.71	3.36	12.05	0	100
	2014	82	20.28	-4.17	44.73	0	1000
	2015	82	20.51	-3.88	44.9	0	1000
	Total	809	4.92	1.41	8.42	0	1000
Change		62%					

Wireless patron uploads (using their own devices) increased by 65%, which also is statistically significant.

Table 30 - Average Patron Uploads (Wireless) from 2013 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Patron Upload Wireless	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	6.88	2.65	11.1	0	100
	2014	82	20.01	-4.44	44.47	0	1000
	2015	82	19.48	-4.91	43.86	0	1000
	Total	809	4.7	1.2	8.2	0	1000
	Change		65%				

Patron downloads increased by 59% and uploads by 55% from 2013 to 2015, both of which were also statistically significant.

Staff wired uploads (13%) and downloads (23%) and wireless uploads (14%) and downloads (16%) were also found to be statistically significant.

Overall, all wireless sessions increased by 23%, which also was found to be a statistically significant increase from 2014 to 2015.

Table 31 - Average Wireless Sessions from 2014 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Wireless Sessions – Annually	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	0	0	0	0	0
	2014	82	2686.07	664.75	4707.4	0	67942
	2015	82	3477.74	1166.31	5789.18	0	61344
	Total	809	624.76	307.41	942.12	0	67942
	Change		23%				

Interlibrary Loans

Overall interlibrary loan activity increased from 2006 to 2015 but not at statistically significant levels.

ILL within Montana increased by 60% from 2006 to 2015 but decreased slightly in 2011 and 2014.

Table 32 - Average Interlibrary Loans from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Loans - In State	2006	80	1,083.04	168.13	1997.94	0	29848
	2007	80	1,377.65	198.02	2557.28	0	37109
	2008	80	1,314.46	336.46	2292.46	0	33059
	2009	80	2,059.46	523.33	3595.59	0	48722
	2010	80	2,607.48	704.16	4510.79	0	61498
	2011	81	2,295.80	382.37	4209.24	0	59124
	2012	82	2,298.96	380.26	4217.67	0	56317
	2013	82	2,843.72	685.24	5002.2	-1	66599
	2014	82	2,609.48	490.43	4728.52	0	65927
	2015	82	2,707.04	545.11	4868.96	0	68508
	Total	809	2,124.82	1580.42	2669.22	-1	68508
	Change		60%				

Instate interlibrary loans that represented “borrowing” also increased by 59% from 2006 to 2015 but also was not statistically significant because of a decrease in 2011.

Table 33 - Average ILL Borrows from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Borrows - In State	2006	80	1106.01	192.44	2019.59	0	27721
	2007	80	1258.53	134.87	2382.18	0	37038
	2008	80	1568.74	114.55	3022.92	0	43109
	2009	80	2020.66	314.7	3726.62	0	55035
	2010	80	2563.73	484.13	4643.32	0	61814
	2011	81	2225.11	90.48	4359.74	0	67046
	2012	82	2301.01	223.17	4378.85	0	64900
	2013	82	2668	417.6	4918.4	-1	65215
	2014	82	2691.38	430.76	4951.99	0	64701
	2015	82	2723.33	399.79	5046.87	0	68727
	Total	809	2117.57	1526.08	2709.06	-1	68727
	Change		59%				

Significant Correlations Between Library Inputs and Outputs

All public library reported statistics were examined for statistically significant correlations or relationships. In addition, quality-of-life statistics at the county level served by county libraries were also compared. The results parallel separate findings in North Carolina and Arizona that certain library activities and outputs such as circulation and programs have strong statistically

significant relationships with such quality-of-life facts as median income, percent of population in college, and percent of population with a college degree. All significant correlation tables can be seen in [Appendix B](#).

Library Per Capita Income

Library Per Capita Income (Service Population) was found to be statistically significantly correlated with a host of library outputs. While the relationship cannot be deemed causal what the correlation means is that there is real positive relationship between per capita library funding – as it increases so does the percent of registered borrowers, circulation per capita, collection per capita, expenditures per capita, and visits per capita. Moderate correlations are considered in the 0.3 to 0.5 range while Strong correlations are considered in the .5 to 1.0 range⁵.

Table 34 - Library Income Per Capita Significantly Correlated to Library Outputs

		Income - Per Capita (Service Population)	Income - Per Capita (Census/Estimated Population)
Circulation - Per Capita (Service Population)	Pearson Correlation	.523**	.533**
	Sig. (2-tailed)	.000	.000
	N	809	809
Circulation - Per Capita (Census/Estimated Population)	Pearson Correlation	.468**	.808**
	Sig. (2-tailed)	.000	.000
	N	809	809
Collection - Per Capita (Service Population)	Pearson Correlation	.596**	.390**
	Sig. (2-tailed)	.000	.000
	N	809	809
Collection - Per Capita (Census/Estimated Population)	Pearson Correlation	.507**	.779**
	Sig. (2-tailed)	.000	.000
	N	809	809
Expenditures - Per Capita (Service Population)	Pearson Correlation	.904**	.582**
	Sig. (2-tailed)	.000	.000
	N	809	809
Expenditures - Per Capita (Census/Estimated Population)	Pearson Correlation	.606**	.902**
	Sig. (2-tailed)	.000	.000
	N	809	809
Registered Borrowers - Percent Registered	Pearson Correlation	.520**	.562**
	Sig. (2-tailed)	.000	.000
	N	809	809
Visits - Annual Per Capita (Service Population)	Pearson Correlation	.511**	.547**
	Sig. (2-tailed)	.000	.000
	N	809	809
Visits - Annual Per Capita (Census/Estimated Population)	Pearson Correlation	.417**	.750**
	Sig. (2-tailed)	.000	.000
	N	809	809

Service Hours

A strong relationship was also found between state and county library income and total service hours at main branches, weekly hours, and bookmobile hours. This is important because weekly service hours also have strong correlations to a long list of library outputs. As service hours

⁵ Interpreting Pearson R Correlations, <https://statistics.laerd.com/stata-tutorials/pearsons-correlation-using-stata.php>

increase so, as expected, does a long list of library outputs including circulation, programs, professional staff with MLS, total staff, and weekly and annual visits.

Table 35 - Service Hours and Statistically Significantly Correlated Library Inputs and Outputs

		Service Hours - Main - Weekly Hours	Service Hours - Branch - Weekly Hours	Service Hours - Bookmobile - Weekly Hours
Automation - Number of Internet Computers	Pearson Correlation	.564**	.624**	.491**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Online Full Text Databases	Pearson Correlation	.388**	.447**	.140**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Public Internet Computer Users - Weekly	Pearson Correlation	.450**	.544**	.347**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Public Internet Computer Users - Yearly	Pearson Correlation	.450**	.544**	.347**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Internet Terminals - Public	Pearson Correlation	.530**	.628**	.417**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Internet Terminals - Staff	Pearson Correlation	.598**	.592**	.522**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Wireless Sessions – Annually	Pearson Correlation		.313**	.440**
	Sig. (2-tailed)		.000	.000
	N		809	809
Circulation - Juvenile - Annual	Pearson Correlation	.518**	.523**	.631**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Non-juvenile - Annual	Pearson Correlation	.459**	.547**	.486**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Total	Pearson Correlation	.491**	.556**	.545**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Electronic	Pearson Correlation	.345**	.544**	.712**
	Sig. (2-tailed)	.000	.000	.000
	N	246	246	246
Collection - Print	Pearson Correlation	.588**	.584**	.631**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Collection - Print Serials	Pearson Correlation	.596**	.585**	.451**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Collection - Audios	Pearson Correlation	.509**	.294**	.732**
	Sig. (2-tailed)	.000	.000	.000
	N	320	320	320
	Pearson Correlation	.523**	.589**	.638**

Audios - Physical Units	Sig. (2-tailed)	.000	.000	.000
	N	489	489	489
Income - County	Pearson Correlation	.441**	.752**	.333**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Income - State - Per Capita/Per Square Mile	Pearson Correlation	.424**	.467**	.665**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Income - State - Total	Pearson Correlation	.424**	.547**	.368**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Programs - Program Attendance - Total	Pearson Correlation	.552**	.555**	.467**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Staff - Total FTE w/MLS	Pearson Correlation	.505**	.539**	.543**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Staff - Total Paid Staff	Pearson Correlation	.584**	.667**	.522**
	Sig. (2-tailed)	.000	.000	.000
	N	164	164	164
Visits - Weekly	Pearson Correlation	.572**	.638**	.481**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Visits - Yearly	Pearson Correlation	.572**	.638**	.481**
	Sig. (2-tailed)	.000	.000	.000

Annual Visits Per Capita

The next significant relationship found is focused on getting people to visit libraries. More specifically, what library inputs lead to increased Annual Per Capita Visits to the library? The significant relationships found were on increasing per capita income, expenditures, and collection and increasing the percent of registered patrons.

Table 36 - Statistically Significant Correlations to Annual Visits Per Capita

		Visits - Annual Per Capita (Service Population)	Visits - Annual Per Capita (Census/Estimated Population)
Collection - Per Capita (Service Population)	Pearson Correlation	.444**	.300**
	Sig. (2-tailed)	.000	.000
	N	809	809
Collection - Per Capita (Census/Estimated Population)	Pearson Correlation	.511**	.670**
	Sig. (2-tailed)	.000	.000
	N	809	809
Expenditures - Per Capita (Service Population)	Pearson Correlation	.571**	.458**
	Sig. (2-tailed)	.000	.000
	N	809	809
Expenditures - Per Capita (Census/Estimated Population)	Pearson Correlation	.621**	.836**
	Sig. (2-tailed)	.000	.000
	N	809	809
Income - Per Capita (Service Population)	Pearson Correlation	.511**	.417**
	Sig. (2-tailed)	.000	.000
	N	809	809
Income - Per Capita (Census/Estimated Population)	Pearson Correlation	.547**	.750**
	Sig. (2-tailed)	.000	.000
	N	809	809
Registered Borrowers - Percent Registered	Pearson Correlation	.561**	.542**
	Sig. (2-tailed)	.000	.000
	N	809	809

Programming

The next set of significant correlations is focused on which library inputs significantly lead to increased patron outputs in terms of programming? Not surprisingly, the larger urban areas with more staff lead to increased programming and program attendance. The more registered borrowers, the more staff, the more programs, and the more program attendance.

Table 37 - Statistically Significant Correlations to Programming

		Programs - Adult	Programs - Children	Programs - Young Adult	Programs - Total	Programs - Attendance - Adult	Programs - Attendance - Children	Programs - Attendance - Young Adult	Programs - Attendance - Total	Registered Borrowers
Income - State Per Capita/Per Square Mile	Pearson Correlation	.433**	.604**	.486**	.598**	.525**	.713**	.301**	.670**	.751**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	809	809	809	809	809	809	809	809	809
Staff - Total FTE w/MLS	Pearson Correlation	.531**	.728**	.525**	.716**	.729**	.888**	.472**	.874**	.860**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	809	809	809	809	809	809	809	809	809
Staff - Librarian FTE	Pearson Correlation	.510**	.753**	.524**	.723**	.683**	.865**	.461**	.843**	.842**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	809	809	809	809	809	809	809	809	809
Staff - Other Staff	Pearson Correlation	.540**	.719**	.528**	.715**	.700**	.856**	.452**	.842**	.931**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	0.000
	N	809	809	809	809	809	809	809	809	809
Staff - Total Paid Staff	Pearson Correlation	.550**	.760**	.548**	.746**	.722**	.894**	.473**	.876**	.935**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	0.000
	N	809	809	809	809	809	809	809	809	809

Significant Correlations with Quality-of-Life Factors

Finally, we examine which library inputs and outputs have statistically significant relationships with quality-of-life factors.

Programming

The first library input and output is programming. The number of library programs and program attendance are highly correlated to the following quality-of-life factors: total labor force, total unemployed, percent of student population in grades 1-8, percent of population enrolled in college or graduate school, and percent of population with a bachelor’s degree. Total adult programs are also has a strong positive correlation with median household income.

Table 38 - Programming and Quality-of-Life

		Programs - Adult	Programs - Children	Programs - Young Adult	Programs - Total	Programs - Attendance - Adult	Programs - Attendance - Children	Programs - Attendance - Young Adult	Programs - Attendance - Total
EMPLOYMENT STATUS - Population 16 years and over - In labor force	Pearson Correlation	.683**	.591**	.266	.638**	.688**	.744**	.174	.751**
	Sig. (2-tailed)	.000	.002	.199	.001	.000	.000	.406	.000
	N	25	25	25	25	25	25	25	25
EMPLOYMENT STATUS - Population 16 years and over - In labor force - Civilian labor force - Unemployed	Pearson Correlation	.736**	.695**	.254	.728**	.754**	.840**	.173	.841**
	Sig. (2-tailed)	.000	.000	.220	.000	.000	.000	.409	.000
	N	25	25	25	25	25	25	25	25
SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - Elementary school (grades 1-8) -Percent	Pearson Correlation	-.466*	-.491*	-.053	-.490*	-.365	-.387	.190	-.375
	Sig. (2-tailed)	.019	.013	.803	.013	.073	.056	.364	.065
	N	25	25	25	25	25	25	25	25
SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - College or graduate school - Percent	Pearson Correlation	.774**	.584**	.275	.660**	.630**	.647**	.062	.655**
	Sig. (2-tailed)	.000	.002	.184	.000	.001	.000	.768	.000
	N	25	25	25	25	25	25	25	25
EDUCATIONAL ATTAINMENT - Population 25 years and over - Bachelor's degree -Percent	Pearson Correlation	.671**	.554**	.260	.609**	.662**	.716**	.162	.723**
	Sig. (2-tailed)	.000	.004	.209	.001	.000	.000	.438	.000
	N	25	25	25	25	25	25	25	25
INCOME AND BENEFITS (IN	Pearson Correlation	.535**	.197	.264	.313	.329	.317	.087	.329

2013 INFLATION- ADJUSTED DOLLARS) - Total households - Median household income (dollars)	Sig. (2- tailed)	.006	.346	.202	.128	.108	.123	.680	.108
	N	25	25	25	25	25	25	25	25

Circulation

In terms of circulation, four library outputs were statistically significant with quality-of-life factors: annual circulation for juveniles and non-juveniles, total circulation, and circulation per capita. Annual circulation for juveniles, non-juveniles, and total circulation had very strong positive correlations with total percent of the population either enrolled in college or with a bachelor’s degree. In addition, circulation per capita had a moderate negative correlation with percent of population over 25 without a high school diploma.

In other words, as circulation goes up the percent of people either in college or with a bachelor’s degree in that community also goes up.

Table 39 - Circulation and Quality-of-Life

		SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - College or graduate school -Percent	EDUCATIONAL ATTAINMENT - Population 25 years and over - Bachelor's degree -Percent	EDUCATIONAL ATTAINMENT - Population 25 years and over - 9th to 12th grade, no diploma -Percent
Circulation - Juvenile - Annual	Pearson Correlation	.784**	.862**	
	Sig. (2-tailed)	.000	.000	
	N	25	25	
Circulation - Non-juvenile - Annual	Pearson Correlation	.789**	.850**	
	Sig. (2-tailed)	.000	.000	
	N	25	25	
Circulation - Total	Pearson Correlation	.790**	.856**	
	Sig. (2-tailed)	.000	.000	
	N	25	25	
Circulation - Per Capita (Service Population)	Pearson Correlation			-.415*
	Sig. (2-tailed)			.039
	N			25

Registered Borrowers (Percent)

The percent of population that are registered patrons also has two moderate correlations – a positive correlation with household median income and a negative correlation with percent of adult population without a high school diploma.

Table 40 - Percent Registered Patrons Correlations

		EDUCATIONAL ATTAINMENT - Population 25 years and over - 9th to 12th grade, no diploma -Percent	INCOME AND BENEFITS (IN 2013 INFLATION-ADJUSTED DOLLARS) - Total households - Mean household income (dollars)
Registered Borrowers - Percent Registered	Pearson Correlation	-.453*	.405*
	Sig. (2-tailed)	.023	.045
	N	25	25

Staff with MLS and Weekly Hours

The final two significant correlations found were between total staff with an MLS degree and total weekly service hours at the Main branch. The total number of staff with an MLS degree is highly correlated with percent of the population either in college or with a bachelor’s degree. Weekly service hours at the main branch are also moderately correlated with percent of the population either in college or with a bachelor’s degree.

Table 41 - Correlations with Percent Population in College or with Bachelor's Degree

		SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - College or graduate school -Percent	EDUCATIONAL ATTAINMENT - Population 25 years and over - Bachelor's degree -Percent
Staff - Total FTE w/MLS	Pearson Correlation	.757**	.823**
	Sig. (2-tailed)	.000	.000
	N	25	25
Service Hours - Main - Weekly Hours	Pearson Correlation	.474*	.467*
	Sig. (2-tailed)	.017	.019
	N	25	25

Primary Challenges Facing Montana Libraries

Thematic analysis using codes to help categorize open-ended responses from the survey found ten primary challenges identified with a top three of funding, staffing, and physical accessibility.

Table 42 - Primary Challenges Facing Montana Libraries

Category	f
1. Funding/Budget: adequate and consistent	38
2. Staffing: Adequate librarians to meet community needs, training, and continuing education	28
3. Physical Accessibility: locations/geography, hours of operation, secure, safe and adequately sized buildings	25
4. Resources: Books, research materials, subscriptions, databases, electronic and digital sources, and Montana Library2Go	16
5. Community buy-in/participation	15
6. Federal, state, local advocacy, partnerships, and collaboration	11
7. Computers, printers, scanners, software, up-to-date applications, i.e. Excel, Word, Adobe: including user instructions	11
8. Marketing/outreach	9
9. Internet/Wi-Fi, E-rate	8
10. Life-long educational and entertainment programming	5

Primary Opportunities Facing Montana Libraries

There were a top six set of opportunities identified with the top opportunity being to focus on life-long learning programming with an emphasis on literacy, staff, partnerships and advocacy, marketing and outreach, and interlibrary collaborations.

Table 43 - Primary Opportunities for Montana Libraries

Category	f
1. Life-long educational and entertainment programming: including literacy	22
2. Staff: Maintain and fill needed positions, support and leadership, training and education	15
3. Private/Public/Governmental partnerships and advocacy	14
4. Marketing/Outreach	12
5. Interlibrary collaboration	11
6. Funding/budget, grants	10
7. Technology: computers, applications, internet, digital access	8
8. Resources: books, magazines, newspapers, research materials, electronic and digital materials, databases	7
9. Access: adequate geographic locations, safe and sufficient buildings, adequate hours of operation	6
10. Community participation/buy-in	5
11. Community space/events	5

Tribal Libraries

As Montana’s American Indian racial percentage is six times the national average, a few specific questions about tribal libraries were asked on the librarian survey and one interview was also conducted. Three tribal college librarians answered the survey and overall were somewhat satisfied that their libraries were meeting the needs of their tribal members (Average rated of 5.33 on a scale of 7.0).

In your opinion, are Tribal College Libraries meeting the needs of tribal members?		
Answer Options	Rating Average	Response Count
Tribal College libraries are meeting the needs of tribal members.	5.33	3

Qualitative comments, however, suggested a need for more activities and programming as well as more funding and resources:

- The library doesn't have a lot of activities for the public
- There are always funding issues that prevent us from getting all of what our patrons want or need.
- Money - for purchases, personnel

The interview with a tribal college librarian helped establish the fact that tribal college libraries face a number of unique challenges and are facing major challenges on many different fronts. First, they are very different than traditional academic and community public libraries. As part of a tribal university/college system they receive no public funding like traditional libraries and their budgets represent a small portion of the overall academic institution’s operating budget, which is set by their tribal nation. Because of this, the majority of the budget is spent on personnel often times representing close to 75% of the entire budget, which does not leave a lot for traditional resources and services. The loss of the State Library databases was a huge hit to their services as most tribal libraries cannot afford to pay for these on their own.

For many tribal nations and tribal members there is little to no access to library services. For many tribal members, there is no convenient access to either a public library or tribal college library. In addition, the notion of a library is not a traditional service for tribal nations and therefore it is not a part of the daily life of most tribal members. There is also some racial tension at public libraries which border tribal nation territory because tribal members do not pay taxes yet sometime use adjoining county public library services.

The interview participant was the director of a tribal college library at a community college. Her library is part of a consortium and they try to provide services for children, early literacy, and youth (free things they get from other places and also from her own pocket). She worked at the college for seven years and finished her bachelor’s and MLIS degrees online. At her library, all funding comes from the college itself and their collection is mainly non-fiction and also obtain and archive things for the tribe. Her college offers 15 or 17 degrees with approximately 500 students a semester. There is no housing and students are very local and commute. Their public

computers are reserved for students and they house the tribal archive (more of special reading room with targeted material about her tribe). Although they are the official archive of her tribal nation they have no funding or resources in which to do those activities. She also helps proctor for people getting online degrees.

Some other tribal college libraries have more robust archives and every library has to have at least one librarian (in accordance with their accreditation body); most have one full-time along with part-time and volunteers. The Tribe does not put money towards her college – all of the money is through federal appropriations and she is not certain but pretty sure they do not fund libraries directly. There is also a general mistrust of libraries, librarians, and what they do because typically librarians are not tribal members. In fact, she is the first tribal member to be a librarian at her tribal college library and out of 7 tribal colleges in Montana only three of them have tribal members; most librarians are non-native and it is a reflection of the profession itself.

The tribal college librarian would like to have stronger partnerships with the public libraries and really would like to secure funding from the tribe to provide services and resources that will directly help them. She would like to be able to show tribal leaders and tribal member what she can do for her community. Although she is unsure about the other six tribes she is confident that most tribal councils do not understand the value of libraries. Younger people from the tribal communities are thinking more about libraries than older generations.

In terms of the needs of her tribal members, in priority order:

- 1) Jobs and careers. Because of some of the federal relationships with tribal members they cannot leverage their land as collateral to start businesses and there is a historic mistrust of tribal members and use of their assets. Because of this they cannot really take out loans and therefore there are very few businesses.
- 2) Healthcare. Native Americans have the highest rate of diabetes of all races. Tribal nations usually do not have independent doctors or clinics and most tribe members rely on the Indian Health System but they are severely understaffed and under-resourced – for example there are only two dentists for 10,000 people so there is very little real preventative care.
- 3) Housing. Two bedrooms for four families for example is a typical arrangement. Tribal members have very few housing options and there is just not enough of it available.
- 4) Violence and drug use. Although this is a problem across the state it is a significant problem for tribal members and tribal nations. Tribal members do have really strong family units and do help one another out but this is still a widespread problem.

In terms of library services and how they can best help her community:

- 1) Help with resumes and completing applications – most of jobs are government or education and there is really very little private enterprise available.
- 2) Keeping the doors open through outreach and marketing – we have expanded hours and often time we are alone in our buildings.
- 3) Assisting with information literacy and providing materials for our students
- 4) We do a lot for students in general (giving them a place where they feel comfortable –

some come from 30 miles away)

- 5) We say we have a really high priority for early literacy but do not have many resources or provide much programming to support it, which is mostly due to lack of funds.
- 6) Outreach to the community to give them opportunities to learn and have fun in the library

Another issue she wanted to bring up was better understanding how tribal colleges fit in with the State Library Commission– sometimes she feels like most of what they discuss does not relate to her or tribal college libraries. She also struggles to see how to benefit from LSTA funds and also to encourage tribal colleges to be more active in State Library activities. The State Library does do a very good job of being inventive in serving anybody and one of the trainers even lives on a reservation but there is not a lot of communication or marketing to be active in State Library things. For example, the Federations are not heavily marketed and she does not know of any Tribal College directors who attend the Federation meetings. Although they are a bit out of the way, could her library become part of the courier system?

Tribal college libraries feel isolated and there is not a lot of good will between tribal members and the public libraries – for example at her county seat where there is a lot housing available there is a lot of racial tension for fear that it is becoming a native town even though tribal reservations and its members do not pay taxes.

How could the State Library best help?

- 1) A consultant to take the lead in helping get the tribal college libraries together with the local public librarians to build partnerships and collaboration in the best interest of tribal members and adjoining county residents as well (e.g. sharing their tribal history and archives for example)
- 2) Prioritize tribal services in public libraries close to the tribal reservations – tribal college libraries really do not have the resources to serve their tribal members in many of the diverse ways public libraries traditionally do. In the ideal, public libraries who are close to tribal lands could receive grant funding to help specifically create services and resources targeting tribal members of all ages.
- 3) Tribal youth typically have nowhere to go or anything to do (like most teens). They need a safe place to congregate and why not libraries?
- 4) Digitization grants. There is a huge need to digitize and archive tribal artifacts as much is being lost, including native languages, as the older generation passes on.

In her opinion, this could start at the Federation Level but it would probably help to have one name everyone could turn to build strong partnerships and collaborations and work through some of these very real issues. There is also a need for more training and more professional tribal member librarians. While most non-native librarians are great, usually the tribal people do not see them as part of their community and do not trust them and stay away.

**In what ways do you feel libraries can best support tribal members who use libraries?
What services or resources are most used or needed?**

Additional survey responses from three tribal college librarians suggest that libraries could best support tribal members through increased activities and programming for kids and families, digital literacy and Internet access, and online training opportunities:

- More activities for kids and families
- There are some members of my tribal community that don't know a lot about using computers or other electronics. We are really patient with these patrons and take the time to show them how to navigate through our services and resources. We have a lot of patrons that use our Ancestry.com and Heritage Quest sites.
- The State Library has been a great support to the tribal college libraries. The addition of webinars has been a great thing. Because we are limited on staff, it is difficult to travel to meetings and training. Online resources are especially important to help us fulfill our professional development goals and networking with other libraries of all types.

If the State Library were to have available funding in support of Tribal College Libraries over the next five years, where would you most like to see this funding focused on and in what way would you like to see it delivered (e.g. online, training workshops in person, resources for checkout, via cellphone, etc.)?

If the State Library had additional funds, the tribal college librarians would like to see more in-person training and workshops for both librarians and their patrons. In addition, one participant also noted the need for additional collection development funds:

- workshops in person
- The funds would be used to keep our periodical subscriptions up to date. I would also use the funds to put more current books in the hands of our patrons. I would also use funds to organize trainings in the library for our patrons.
- In-person workshops at our libraries would be nice. By personally visiting our libraries, State Library staff can better understand our circumstances and patrons. Loss of the online databases was somewhat devastating to our patrons and staff. I've received many questions about both the public and academic databases that had been provided. We've received many questions about the loss of the automotive database especially.

Top Priorities for Libraries

Staff, librarians and trustees, and patrons were asked to identify what they think the top three ways libraries should serve the community. Given open-ended responses, thematic analysis through coding identified four major top categories – life-long education programming, technology and digital access, books and other information, and access.

What do you believe are the three most important resources, programs, or services the Library should provide to benefit you and the community?

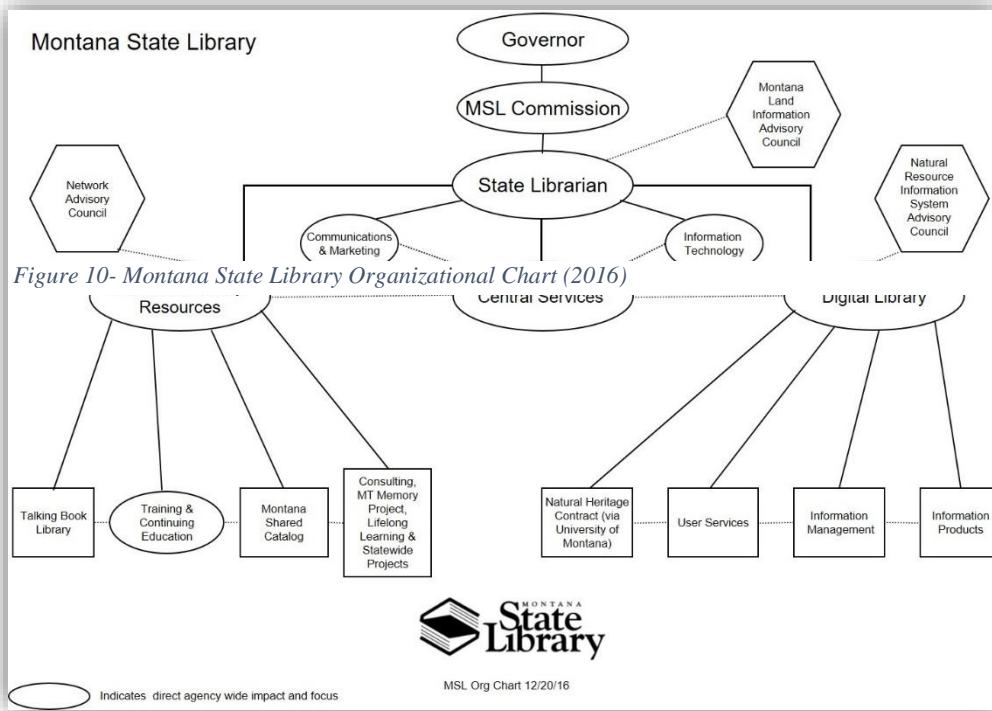
Category	Priority 1	Priority 2	Priority 3	Total
1. Life-long entertainment and educational programming: including children and Youth and adult programming and services, especially early child and adult literacy	24	47	50	121
2. Technology and digital access: Internet/Wi-Fi, affordable and accessible, digital/electronic resources and databases	33	37	36	106
3. Books, magazines, and newspapers: including difficult-to-locate and books-on-tape	49	29	15	93
4. Access: hours, geographical location, easy check out, information	25	23	12	60
5. Public Space/community center: welcoming and diverse	4	12	28	44
6. Computers: including printers, operating instructions and safety precautions	12	18	11	41
7. Research/Reference resources	16	12	13	41
8. Collaboration, partnerships, and advocacy: State and national level, Interlibrary card, ILL, shared databases	12	9	12	33
9. Staffing: Adequate staff to meet community needs, continuing education, and training	7	8	4	19
10. Catalog	9	4	3	16

II. Montana’s LSTA Program

LSTA Program Organization

In 2016, LSTA funding is overseen through the Statewide Library Resources Division housed within the Montana State Library. Through this division LSTA funds are used to support six main projects and/or activities – The Talking Book Library, Training & Continuing Education, the Montana Share Catalog, Consulting, Montana Memory Project, and Lifelong Learning & Statewide Projects. The Network Advisory Council (NAC) directly oversees the State Library

Resources Division and the Montana State Library Commission helps oversee the State Library overall.



Changes pertinent to the LSTA program did occur over the past five years within the Statewide Library Resources area. A grants position was eliminated when that

person retired, a full time MMP director and Lifelong Learning position was added. In addition, whereas in the past the NAC used to advise the State Librarian directly, it now works

directly with the SLR Director instead.

LSTA funds in Montana are used to support library development across the state and there is no sub-grant program. The focus is to develop and share statewide resources. An ideal example is the Montana Shared Catalog. LSTA funds allow the State Library to pilot different projects like experimenting with maker kits. It also supports three remote library consultants who are able to focus on individual libraries and their unique needs in real-time. Each consultant supports two federations and each have a specialty area – one focuses on e-rate, another on strategic planning, and third is familiar with other federal programs. It also funds an IT staff person and trainer, the Talking Book program, and in general it is used to support infrastructure, innovation, and engagement for all libraries around the state. They try to avoid funding individual projects because of their commitment to scalability for all libraries.

State Library Priorities and Strategic Directions

A 2015 statewide study involving all types of libraries and federations examined how Montana libraries should focus their resources and a strategic vision was created: *Libraries are leaders in creating thriving communities*. Eight focal areas were identified necessary to achieve this vision – library directors, library boards, library infrastructure, lifelong learning opportunities, public access technology, collaboration, effective governance and funding, and staff⁶. In December

⁶ Montana Library Priorities.PDF

2016, the Montana State Library adopted a new strategic framework⁷ stating that its purpose is to help *all organizations, communities, and Montanans thrive through excellent library resources and services* with three primary priorities in which to achieve this vision: 1) Foster Partnerships, 2) Secure Sufficient and Sustainable Funding, and 3) Create a Useful Information Infrastructure.

LSTA Overview

In terms of LSTA allocations and projects the past five years has seen an emphasis on OBE (outcomes-based evaluation) and developing metrics in which to evaluate and measure the impact of LSTA-funded initiatives. Qualitative evaluation has always been a tradition but there has definitely been a shift towards more quantitative and performance-based evaluation and planning. The NAC could be the right place to help the State Library develop metrics to help create targets and measures of success. There is a strategic need to be more intentional and performance-based from the implantation side as LSTA funds are not increasing and the fading away of coal-severance tax funds due to the fading market.

As far as the LSTA process, they receive the LSTA award in early spring and the State Library gets to work looking at any new program proposals. The NAC reviews proposals and the Commission votes (proposals are new costs and priorities). This process is not highly formal or that closely aligned to the five-year plan. The State Library has been striving to improve this over the last couple of years. The goals from their strategic plan, however, are connected the LSTA goals is this helps inform how LSTA funds are allocated. In the end, although LSTA funds are only a small portion of State Library funds it has had a major impact across the state and is especially important given how volatile their statewide funding is given major reductions in their coal severance tax revenue.

Focus groups with representatives with libraries across the state revealed high levels of satisfaction and strong spirit of collaboration and sharing. Specific areas mentioned were how useful and valuable the consultants were in always being there for them when they were needed. As one participant noted, “If you have a problem they will come to the library right away; they do a lot for rural communities” (Focus Group Participant, October 2016). Participants were also unanimous in their support of keeping LSTA allocations centralized, which they feel is the right model for their state as opposed to allocating funds through competitive grants. Other strong positives included the transparency and openness in which the State Library engaged with libraries and willingness to support all types of libraries.

Participants who had come from other states who had competitive grant programs also noted several additional advantages to the centralized model – it used to be very difficult and stressful to apply for grants and smaller libraries rarely had the time and resources to prepare and compete for those grants. The bigger and more experienced libraries always applied for and received the grant funding and rural libraries in particular where not competitive because of lack of expertise and resources. Lastly, the centralized model reflects the spirit of support and collaboration of Montana, which helps it remain such a special place to be.

⁷ Montana State Library Strategic Framework, http://docs.msl.mt.gov/aboutweb/documents/strategic_framework.pdf

The Network Advisory Council (NAC)

This committee is comprised of representatives from all different types of libraries and one of their purposes is to have “the uncomfortable conversations.” For the school library represent, her role was to keep informed by being at the table as she does not feel school libraries have a large voice in general. The State Library Staff encourage the NAC to have conversations about libraries and the role of the State Library and LSTA funding. One member noted that an opportunity for improve was in the way they set goals and measured progress, “it is a little stale and we need to stop counting stuff but rather point to user outcomes (let’s get Jane Doe’s stories)” (NAC Focus Group Participant, October 2016). They also noted they need to look at what they are doing in a different ways emphasizing focusing less about how much money was spent and more on stories of impact of that funding. There was a general sense that the reports given to the NAC were not as useful and informative as they could be.

Satisfaction with LSTA Program, State Library, and Services

Librarians were asked to identify which State Library services they used and OCLC, the Montana Shared Catalog, and downloadable e-content where the three most frequently used services.

Table 44 - State Library Services Used

Montana State Library Five-Year LSTA Evaluation Survey

Which of the following have you used or been a participating member of from 2013-2016 (check all that apply)?

Answer Options	Response Percent	Response Count
OCLC Group Services (cataloging and interlibrary loan)	85.2%	98
Montana Shared Catalog	75.7%	87
Downloadable e-content	65.2%	75
Discovery	40.0%	46
CE program	68.7%	79
Consulting	27.8%	32
Courier Service	37.4%	43
Montana Memory Project (MMP)	45.2%	52
Early Literacy	40.0%	46
Montana Talking Book Library (MTBL)	16.5%	19
Other (please specify) and/or please feel to clarify or elaborate:		10
answered question		115

They were also asked to rate their overall satisfaction with these services and the top three were OCLC, the Montana Shared Catalog, and Continuing Education opportunities.

Table 45 - Highest Rated State Library Services

To what extent are you satisfied with the following State Library programs?		
Answer Options	Rating Average	Response Count
1. OCLC Group Services (cataloging and interlibrary loan)	6.31	95
2. Montana Shared Catalog	6.21	96
3. CE program	6.03	93
4. Montana Talking Book Library (MTBR)	5.73	90
5. Early Literacy	5.65	95
6. Montana Memory Project (MMP)	5.53	92
7. Downloadable e-content	5.48	95
8. Consulting	5.33	91
9. Courier Service	5.15	95
10. Discovery	4.20	89
	5.56	

Select comments:

- Ready2Read has been one of the most successful programs in our state, and has directly benefited the families of Montana. It has created high-quality materials and training specifically focused on librarians helping families and caregivers with young children. The online trainings are also very well done, and really help to engage librarians in a state our size.
- state library consultants do not support library staff and give conflicting advice and often inaccurate info
- MTBR is the most successful program of the entire state library. State employees mostly do not know about OCLC and Interlibrary loan. Much work needed to get the word out to our thousands of state employees.
- I would like to see expansion of the courier service to include more libraries and library types.
The MTBR needs to be promoted outside of general library circles - patrons who need this service are often not aware of its existence and don't go to their public library for items. (My experience is that they assume MT Library to Go is the only "audio" option available.)
- MSC is heavily weighted to serve the Western side of the state particularly the 'partners, sharing groups' or the "founding members" while giving short shrift the to the eastern side of the state.
- I really like the work being done with the MMP however I think that a better platform than CONTENTdm could really make this program shine
- EBSCO databases- 1
- Discovery and Courier service are vital, but still need lots of work.

- I strongly agree that the State Library has attempted to provide services, training, promotional materials, and consulting in every area possible and has given great thought to areas in which the level of service has had to decrease. As far as the services listed above, I believe the State Library has provided a wonderful variety of services - but my community does not utilize all of the services to the utmost extent. However, I believe it is important for other libraries across the state to have the opportunities to use these services and hope they continue.
- When I refer folks to MTBR they can only use the services if they have doctor's proof.

LSTA Program Strengths

5) Strengths of the LSTA program were discussed in interviews, focus groups, and a statewide survey. The LSTA programs greatest strengths include statewide services such as MSC, TBL, MMP, consulting, training, excellent staff, with strong centralized projects that continue to improve.

Select comments:

- MSC, consulting, training
- LSTA provides funding for TBL.
- Attention to data, collaborative and collective decision-making. It has provided a clear roadmap to keep things "on the rails" when funding or other pressures have come into play.
- Traveling consulting librarians, an abundance of training opportunities, localized library groups based on geography (federations), excellent human resources hiring decisions and job reconfiguration decisions.
- Excellent staff; strong centralized projects
- The staff far and away are a great strength – so knowledgeable, intimately familiar with the libraries in the state and incredible people to work with.
- Centralized process – do not give subgrants; these programs have been built and have been consistent and continue to improve.
- Responsive to the Montana library community
- Staff is small but can also be a weakness (staff stretched too thin).
- The LSTA coordinator – both former and current (conscientious and strong human side)
- We do follow our five-year LSTA plan.
- Great trust – inside and outside of the library community; impartial, quality organization
- All of our departments are engaged with one another; good communication; good leadership
- Talking Books in particular (although staffing has been a challenge)
- Lots of great ideas; our leadership team is willing to try different things (willing to experiment with things)
- Good ROI
- Let us do a lot of cool stuff – take some chances, the goals of the money – resource sharing and collaboration at its best
- Informal network of communication and formal workshops and meetings
- If there are going to be changes – they put it out there for feedback; they do look at the

data very well to make decisions; they have some kind of evidence to make their decisions.

- Federation meetings twice a year; there is a representative from the Commission comes to our meetings; they do a great job of communication; it is budgetary issue.
- Wiggle room to try new things and that has been huge for me. We have four weekly Storytime's – we coordinate with the schools and preschools; our story times are like preschool; many students see me as their first teacher; the State Library provides resources to make this happen. I use LSTA funding for resources and training to better help support early literacy in the community.
- The SL's support and worth is unmeasurable – professional development and opportunity for collaboration; every person I have worked with has been fantastic

LSTA Program Weaknesses

The LSTA programs greatest weaknesses include the ongoing challenge in providing electronic resources to all Montanans, a need for closer alignment between inputs, outputs, and MSL's strategic plan and LSTA goals (lack of focus at times), ongoing evaluation informed by clear, measurable goals, increasing cost of the MSC, marketing and outreach about the SL/LSTA activities, and being perpetually at their capacity and always near their breaking point.

Select comments:

- (Providing) electronic resources for all Montanans
- "I'm not sure how much direct communication TBL has with LSTA."
- Focus on inputs and outputs--need to connect to the new MSL strategic plan and look toward measuring impacts.
- Support for specific local library issues, which sometimes end up negatively affecting all libraries, when one library is used to determine state library practices / procedures / laws.
- Evaluation and setting clear, measurable goals (work in progress); lack of diversified funds to support programs in times of crisis means that LSTA is heavily relied upon; concerns about sustainability of having most SLR staff on LSTA funding.
- The new increase (30 cents) for the Montana Shared catalog (where did this cost come from? I do not think this is a sustainable model)
- I would like to see our state's SPR each year (public library director)
- Weakness – we turn over staff and that institutionalized knowledge does not go with it; training has to be the right time and right place (almost onsite training)
- We do not have a robust website – not as nimble as we would like.
- Weaknesses – funding issues; people trying to meet everyone's needs.
- Our library does not really use State Library resources (Montana academic library)
- Advertising what their process and what is out there that academic libraries can use - maybe we can collaborate and build consortia and resources
- I am not sure what the State Library does – how they operate or what there is there
- Very happy with the MMP – not happy with ContentDM; not as accessible as other software; screenreaders, user friendliness

- Lack of focus on metrics; it is very easy to get distracted by the next main initiative
- We need to put more resources into initiatives that have the highest impact – lack of focus
- Flip side of our LSTA process – small shop (10 people in our division and we can only do so much ourselves); if we had additional funds....
- Feels like a top down process sometimes
- Competitive subgrants (were taken off the table – the amount did not seem worth the paperwork)?
- We are perpetually at our capacity – priority to set aside our time to evaluate and review our plan. We have a lot of work that is reactive.
- Formal evaluation process

LSTA Program Opportunities

The LSTA programs greatest opportunities include increasing partnerships with vendors and suppliers, improved communication as a team and organization, understanding local issues that may have statewide impact at a deeper level, creating a strong evaluation plan to ensure alignment with new strategic plan, taskforce recommendations, and LSTA goals, continuing to improve on existing projects, the success of their new lifelong-learning position, and continued use of data and performance-driven planning and evaluation.

Select comments:

- Investigate more partnerships with other vendors/suppliers around the state
- Improved communication!
- Alignment with the new strategic plan will be critical.
- Become more involved in understanding local library issues that could have state-wide repercussions.
- Creating a strong evaluation plan with the support of our management and commission; thoughtfully advancing our existing statewide programs; lifelong learning position
- Better implementation of existing projects
- Focus on life-long learning; we want to focus more on our aging population (we are going to have to plan and prioritize)
- Coal-tax crisis (loss of 1/3rd of funding)
- The study taskforce’s focal areas represent opportunities to completely realign based on the needs of our libraries
- We have created a life-long learning position which is so broad and encompasses a lot
- Focus on workforce development
- Excited about the shift to data driven performance; staff really wanting to make time to do this.
- Broadband, to bring in these opportunities – the state needs to improve this; can we position ourselves (things like telemedicine)?
- Makerspace movement (fly tying stations) - very connected to our communities
- Partnership between the National Library Service is looking to making things easier;

broadening services

- Library Development Taskforce Survey – we saw the writing on the wall due to increasing funding constraints; identifying these needs gives us clear opportunities and tells us what people want.
- Growing some of our established collaborative programs like the share programs, OverDrive, Montana Memory Project
- Needs to stay streamlined; feds need to know the money is being spent well
- Just need more money
- Data and information needs to come more to us (in easy to understand format) so that we can understand the reports and we can make informed decisions (NAC and State Library Commission)

LSTA Program Threats

The LSTA programs greatest threats include budget and concerns around it, loss of buying power or sustainability of existing programs and services, being stretched too thin, and tension between big and small libraries.

Specific comments:

- Unpredictable funding and political climate over the next five years; lack of shared vision in our consortia; communicating the value of statewide consortia to our members so that they continue to buy in and sustain or increase our operational capacity.
- Always worried about funding and loss of buying power; real risk so many staff tied to this funding; health-care cost is increasing dramatically
- We do have Library Districts; not like regional; state statute allows for Library Districts (six in Western Montana) – the libraries that have formed them have seen a large growth.
- We have some volatile funding – our natural resources; if we could diversity our funding; if we could have more of our LSTA funding supporting through the legislature.
- Always funding.
- Being stretched too thin
- Tension between big and small libraries (must keep reminding ourselves we must collaborate)

Progress Towards 2008-2012 Evaluation Recommendations

Results from interviews, focus groups, and surveys suggest that overall stakeholders are satisfied that all five recommendations from the 2008 evaluation have been addressed.

To what extent do you agree that the State Library addressed these previous 2012 evaluation recommendations:		
Answer Options	Rating Average	Response Count
#1. MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the	6.30	11

product and service improving library services. Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.		
#2. MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services. The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.	6.40	11
#3. MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries. The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.	6.27	11
#4. The next decade will experience crucial societal demographic changes that will impact both the MSL’s and local libraries’ services to a target patron group. Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals’ life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.	6.08	12
#5. MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago. The empirical support of online-based resources in this evaluation, wedded to the comments in both the surveys and focus groups, shows that these types of products and services bridge the miles between regional and local community hubs that serve the segments of the Montana population who live in a rural setting (and equally the many Montanans who live in an urban setting that remains a great distance from the nation’s population centers). MSL should also continue to use LSTA funds in programs that support bringing physical materials to the library location in the understanding that patrons included in this evaluation support the concept of the virtual library, and recognize the value of increased service and individual economic benefit of bringing the library into their home or office, even as they maintain a sense of pride for what is a traditional community institution.	6.27	11

Specific comments regarding each recommendation:

Recommendation 1: *MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services. Data from the product specific surveys demonstrates this in the instance of the Montana*

Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.

There was a general since that some progress has been made but a lot more work needs to be done in terms of evaluation.

- Strict data and surveys do not always show the entire picture.
- Hearing from the users to whom we provide services is vital.
- Implementation of the Library Development Study Task Force.
- Tied to public library stats; look at that usage; how to grow
- Use data to help think to improve our library services
- Those surveys were focused on statewide projects; they did not have explicit recommendations
- Not consistent and standardized across projects; a plan to bi-annual surveys
- The CE program - a three question survey
- We have a few formal evaluation opportunities
- Not sure we get down to the patron level very often
- No, we do not have something like this specifically.
- Area we want to explore further.
- Not anything specific yet. Library Snap Shot day - but nothing formal.
- MSL staff will continue to design and implement outcome-based evaluation tools such as assessments, surveys and interviews to measure the impact of selected LSTA-funded projects.
- Adopting process
- Actively striving to do this.
- Not there yet; we are ready now....
- This data will be included in the annual State Program Reports as appropriate. Input will also be solicited from the Network Advisory Council to determine if both the specific LSTA projects and the general five-year goals are being achieved as outlined in the plan. The NAC's input will be used in the informal annual review done by MSL staff to determine what goals have been met, what challenges are being faced, and what adjustments need to be made in the plan.
- We do a good job of informing them; making use of the NAC to discuss how
- No, not that formal
- I would like to see the NAC play a more prominent role.
- Been a goal of mine to start having this happen

Recommendation 2: *MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services. The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.*

- You can have the greatest database on the planet but if no one knows about it and it isn't being used to its potential, how effective it is really?
- Lots of promotional material from databases, early reading, summer programs, and low-vision reading programs.
- Training and professional development - an evaluation guide has been created. The group of trainers meet periodically
- The kinds of evaluation tools we could use.
- We have part-time marketing person; we can do more in terms of outreach certainly
- We would directly with library staff.
- At one point the consultants were called outreach consultants

- Do we have big picture evaluation built in?
- The service requires an annual survey - The National Library Service
- That does happen annually

Recommendation 3: *MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries. The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.*

- Assuming it will be standardized.
- Even school libraries, which take the most time, have joined despite their disproportionate use of resources. Also the MT shared Catalog hired additional staff to fund this large initiative. I wouldn't have voted for that, but the public libraries did just pass that vote.
- I think it may be time to revisit the idea of a statewide library card, but instead of a single-branded card, instead be constructed of hundreds of different libraries' cards which all grant their users access to the materials and services they need to make their lives, work, and education better. Local brands, responsive to and representative of local needs and resources, with statewide and global power. Local libraries, reaching out, revealing in.
- Continue to grow; some concerns about cost;
- WE have continued to add more libraries; how do we make it sustainable and not to overload our staff?
- Definitely we made progress on this one - all of the libraries came together to help simplify the policies.
- There is so much perception of the value of the MSC.
- I don't think the delineation really happened
- Potentially, consortia are reliant on the dynamics of large libraries and smaller libraries; a deeper study is needed.
- Not in a formal way, there is sensitivity on this issue.
- Perception amongst the rural libraries that their voice is not included but urban libraries are trying to include rural libraries - surveys have shown their patrons want the same thing.
- They don't recognize that everything is scaled differently; informally the shared catalog staff have tried to be sensitive this.

Recommendation 4: *The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group. Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.*

- The older demographic won't be around eternally, and the younger demographic who is also disabled is much more tech-savvy. Services should be adjusted accordingly.
- Growing aging population is one we want to focus on.
- No, not really.
- We have tried to stay on top of this - the consultants keep an eye to the future

Recommendation 5: *MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago. The empirical support of online-based resources in this evaluation, wedded to the comments in both the surveys and focus groups, shows that these types of products and services bridge the miles between regional and local community hubs that serve the segments of the Montana population who live in a rural setting (and equally the many Montanans who live in an urban setting that remains a great distance from the nation’s population centers). MSL should also continue to use LSTA funds in programs that support bringing physical materials to the library location in the understanding that patrons included in this evaluation support the concept of the virtual library, and recognize the value of increased service and individual economic benefit of bringing the library into their home or office, even as they maintain a sense of pride for what is a traditional community institution.*

- Adapt with the times, yes.
- Maker Space support
- Online access to trainings; laptop labs, GoTo Meeting pilot;
- Yes, we have put a lot of LSTA funds in statewide platforms; shared catalog.
- Definitely - the maker kits, petting zoos (the consultants)

III. Retrospective Questions (A-1 to A-3)

Addressing IMLS Priorities

The top four IMLS priorities that were the highest rated were #4 (providing training and professional development), #1 (expanding services for learning and access to information), #2 (establishing or enhancing electronic and other linkages and improved coordination among and between libraries), and #8 (Developing library services that provide all users access to information). The four IMLS priorities below the mean rating were less prioritized during the 2013-2016 evaluation period. See the table below.

To what extent do you feel the State Library has helped Montana libraries with the following services over the past four years (2013-2016)?

Answer Options	Rating Average	Response Count
#3. Providing training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (e.g. library certification (CE) program)	5.98	118

#1. Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (e.g. programming training for librarians)	5.53	118
#2. Establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (e.g. providing discounted access to digital collections, online resources for patrons, and services for library staff such as OCLC Group Services)	5.49	118
#8. Developing library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.	5.21	107
#6. Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills	4.86	109
#5. Developing public and private partnerships with other agencies and community-based organizations	4.84	114
#7. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line applicable to a family of the size involved	4.78	106
#4. Enhancing efforts to recruit future professionals to the field of library and information services.	4.40	114
	5.14	

Specific comments for each priority:

IMLS Priority 1

Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**MSL State Goal 1: consultation, leadership, training**)

Thematic analysis of open-ended survey comments identified five major categories in terms of ways this priority was achieved.

	Category	f
1.	Training and consultation services: technology, services, leadership, conferences, workshops in a variety of locations	17
2.	Difficulty achieving goals: loss of EBSCO databases, HomeworkMT, and Tutor.com have limited achieving goals	15
3.	Interlibrary partnership/collaboration: OCLC, Montana Library2Go, and the Shared Catalog	15
4.	Diverse and locally relevant programming	7
5.	Librarian educational resources	5

IMLS Priority 2

Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**).

Six main categories were identified in terms of accomplishing IMLS Priority 2.

Category		f
1.	Interlibrary collaboration and partnerships improving resource affordability and access: digital and electronic, Montana Library2Go, Memory project, and Montana Shared Catalog	20
2.	Funding cuts and loss of resources impacting quality and diversity of services offered: EBSCO databases, Tutor.com	14
3.	Staffing and leadership: support, training, and consulting have helped improve accessibility and usability	11
4.	Improving due to budgeting assistance, grants, and associated cost savings	7
5.	Limited due to difficulty in accessing/understanding electronic services: need direct access to Overdrive, Kindle downloads, Montana Library2Go, improved website usability, and clear user friendly instructions	4
6.	School libraries are a low priority	4

IMLS Priority 3

Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)

Four primary categories were identified.

Category		f
1.	Multiple staff and leadership trainings, professional development and continuing education opportunities	21
2.	Need more trainings, continuing education, courses/workshops: diverse and specific topics held in various geographic locations, improved communication, return of fall workshops, and available to full and part-time staff	14
3.	Online and distance learning	5
4.	Interlibrary collaboration/partnerships: technology, databases, cost savings, and wider staff knowledge base	4

IMLS Priority 4

Enhance efforts to recruit future professionals to the field of library and information services

This is the one priority that evaluation participants did not feel was heavily addressed but generated a lot of comments during the evaluation. The top two categories were “had not seen activity here” or “do not know.” This was not a priority for LSTA funding during the 2012-2015 evaluation period.

Category		f
1.	Have not seen or aware of such efforts	11
2.	Do not know	7
3.	By providing scholarships and continuing education opportunities: i.e. Sheila Cates scholarships	5

Selected qualitative comments:

- There has been a drop off in this area. Used to managed scholarship program; also part of SWIM
- Supporting paraprofessional and professionals in libraries
- Supporting succession training; more than 50% of librarians are eligible for retirement
- We had some grants before my time – send library staff to library school if they want an MLIS
- We need higher salaries for our librarians; we need to be able to hire staff; the library director that serves over 25k are required to have an MLIS; rural library directors may not have that degree.
- We have had a lot of turnover – it would be great to have more but the salaries are not commiserate with the degree level.
- Don’t see us putting funding in profession training in the next five-year cycle.
- Someone has asked us about this. We have some people who have asked; not at this time
- Took a good amount of staff time to manage this the past.
- Is probably is a need but not sure how much of a need.
- We have all of these retiring librarians; the need for qualified librarians to come in work in Montana is a priority.
- We have done a lot of this in the past; did this for five or six years; big outreach campaign; don’t know how effective it was
- We have been helping with succession planning; prepare mid-level staff; advertising
- Limited resources – focus on library directors; there are other ways but we like this too.
- Worth having a conversation; more important in the rural parts of the state.
- The state library helps train un-trained libraries who become great librarians
- The library association has the funds to help librarians get a degree
- We are really good at training and education; internship programs; ways to recruit;
- Paying higher salaries for professional libraries; paid a livable wage and library salaries are not high enough for professionals to live in areas they want to live.

IMLS Priority 5

Develop public and private partnerships with other agencies and community-based organizations **(MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons)**

Four main categories were identified the most mentioned being “have not seen or do not know” but also emphasizing State Library programming like summer reading, TBL, etc.

Category	f
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1.	Do not know/have not seen	10
2.	Increasing public and private partnerships/collaborations would be beneficial: i.e. interlibrary, technology and/or telecommunication businesses, and museums	6
3.	Accomplished summer reading programs, TBL programs	3
4.	Achievement is dependent on fluctuating state library funding, marketing, and outreach: i.e. loss of EBSCO	2

Selected comments:

- Mostly been public; some restrictions because our staff are LSTA funded
- We could focus more or make more of a priority with private partnerships; received grants supporting early literacy program;
- Diversifying funding – I can do more of this.
- Ready2Read is a great example that we do have a lot of private partnerships
- A priority should be placed on doing this for economic and cultural development.

IMLS Priority 6

Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)

Three categories were identified through thematic analysis.

	Category	f
1.	Unfamiliar and/or unaware of such targeted programs and services	7
2.	Meeting goal by diversifying programming and services: i.e. supporting summer reading programs, talking books, increasing rural access, and cooperation with the Office of Public Instruction on educational programs and MSL.	7
3.	Need more targeted trainings and program development, including marketing and outreach on how to increase diverse patron participation	6

Selected comments:

- Wanted to have more emphasis on different populations; we tried in the past two or three legislative sessions to get funding for the life-long learning position
- Our tribal libraries do want to better serve their members; like to see them continue to be part of the process; some low hanging fruit.
- We struggle a lot with the geography – try our hardest to take down these barriers
- Very important for Billings – Native American; not a large middle-class; have’s or have not’s; a City/County Library (1 main library and one branch at the City College)

IMLS Priority 7

Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and

Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)

Four main categories were identified Priority 7.

Category		f
1.	unaware of this emphasis and/or efforts	6
2.	Targeted programming is helping in these efforts: Early Literacy trainings, board books, MontanaLibrary2Go, and other programs provided by the State Library	5
3.	Need to improve efforts in this area: staffing, access, marketing and outreach, maintaining EBSCO and expanding broadband	3
4.	Need more consistent interlibrary collaboration and training, including school libraries and State Library.	3

Select comments:

- Texting program; we know that low-income users use text; we are really reaching those with this technology
- Strive to create a cost formula to support less-funded libraries
- We have addressed families and children (expect to expand)
- We probably include our tribal populations in that group. I do see that as a potential opportunity.
- Yes, need to include children from families are in poverty;
- Literacy with families.
- There is a poverty line and people are just above it; they miss out on services; one of my passions in life is our story times for families that cannot get into Head Start – these kids are getting left behind.

IMLS Priority 8

Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.

Four main categories were identified for Priority 8.

Category		f
1.	Through the development of public and private partnerships and collaborations: i.e. regional, state, and national associations. Montana Shared Catalog	10
2.	Limited due to restricted funding and/or loss of programming and technology limitations	6
3.	Unfamiliar and/or unaware of	3
4.	Need more MSL leadership. Currently, locally focused.	3

Select comments:

- Providing tools to provide access to their local collections
- Significant emphasis with libraries sharing their collections
- Partnership group – have opened-up using sharing walls; people can ask for any collection – they float; courier service
- State publications program; all libraries should be government information centers
- ILL
- State Librarian network; OCLC – group services program
- Service hub – DPLA (Digital Public Library of America) – bring digital collections through Montana into DPLA) – standardizing the metadata.
- Already done, can increase in that area.
- Nixed the databases! Subscriptions through EBSCO are no longer.

IMLS Priority 9

Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

The results of this evaluation suggests that the State Library of Montana, despite some challenges in terms of funding and staffing, has done this during the evaluation period.

Retrospective Question A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

As one of the core purposes of this evaluation, progress towards Montana’s four LSTA goals were examined from multiple lenses and data points – through interviews, focus groups, surveys, and using a logic model to measure inputs, outputs, and outcomes. For clearer evaluation purposes, each of the four goals were also split into two parts because each identified multiple purposes within the same goal as originally stated. The table below suggests that State Library staff were satisfied that all four goals were accomplished although Goal 2 Part 1 received a slightly lower rating (5.75 out of 7.0) than all other goals.

Table 46 - Staff Satisfaction Ratings of LSTA Goals

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals (part 1).	6.42	12
Goal 1: MSL provides appropriate trainings and training resources so that the best use can be made of the resources offered (part 2).	6.42	12
Goal 2. MSL acquires and manages relevant quality content that meets the needs of Montana library users (part 1).	5.75	12
Goal 2. MSL provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (part 2).	6.08	12

Goal 3. MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons.	6.58	12
Goal 4. MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons (part 1).	6.42	12
Goal 4. MSL provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (part 2).	6.25	12

Closer examination of all LSTA allocations from 2012-2015 suggests that ironically Goal 2 received the highest percentage of funding at 43% while Goal 3, the highest rated among staff, received only 4% of total funding.

Table 47 - LSTA Allocations by Goal (2012-2015)

LSTA Allocations 2012-2015

LSTA Goals	FY2012	%	FY2013	%	FY2014	%	FY2015	%	Total	%
Goal 1	\$313,782.07	31%	\$ 339,356.24	35%	\$ 354,507.33	36%	\$316,942.52	32%	\$1,324,588.16	33%
Goal 2	\$476,794.96	47%	\$ 377,464.87	39%	\$ 416,420.99	42%	\$447,388.31	45%	\$1,718,069.13	43%
Goal 3	\$ 25,157.00	2%	\$ 52,303.02	5%	\$ 20,681.00	2%	\$ 48,568.52	5%	\$ 146,709.54	4%
Goal 4	\$194,500.02	19%	\$ 199,362.00	21%	\$ 199,362.00	20%	\$174,652.10	18%	\$ 767,876.12	19%
TOTAL	\$1,010,234.05		\$ 968,486.13		\$ 990,971.32		\$987,551.45		\$3,957,242.95	

The figure below presents a visual display of the percent of LSTA funds allocated to each goal from 2012-2015.

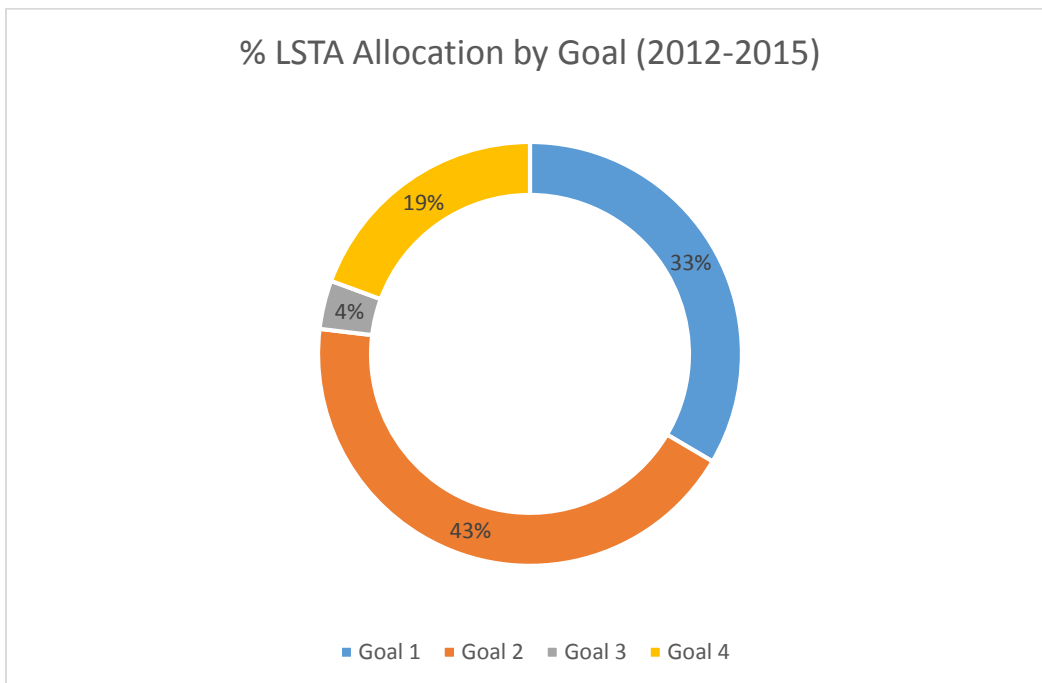


Figure 11 - LSTA Allocations by Goal (2012-2015)

Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (Achieved).

Based on triangulated qualitative and quantitative data including a completed logic model (see below) for each Goal 1 objective, it appears that Goal 1 has been achieved. A total of \$1,324,588.16 or 33% of all LSTA funds were allocated to this goal.

The staff rated both parts of Goal 1 a 6.42 out of 7.0. The table below shows the ratings for Goal 1 and Objective 1.

Table 48 - Goal 1 and Objective 1 Satisfaction Ratings

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals (part 1).	6.42	12
Goal 1: MSL provides appropriate trainings and training resources so that the best use can be made of the resources offered (part 2).	6.42	12
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc.	5.82	11
1.1.1. LSTA will be used for MSL staff to research and stay abreast of library developments (part 1)	5.83	12
1.1.1. LSTA will be used to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision (part 2).	6.08	12

Select staff comments:

- MSL is very proactive in training library staff statewide on new technologies, best practices and resources available to library patrons.
- I believe MSL offers a good amount of consultation and training to end users, but needs to offer more training opportunities for MSL staff to get new information and keep up with library developments outside our state.
- In general, I think the state library does a great job of providing training and services. As far as the small public libraries that are facing specific issues or crisis situations, I don't think that the State Library gets in there, learns about the problems, and advocates. The State Library provides great support, but in a general way.
- Leadership and leading library development is a role that MSL has embraced and focused on through difficult financial times for public libraries and the state.
- I have seen the work that goes into providing training and leadership in these areas. I have also received such training and leadership from employees in the department.

Table 49- Goal 1, Objective 2 Satisfaction Ratings

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment.	5.50	12
1.2.1. LSTA will be used for MSL staff to assist library leaders with these efforts.	6.09	11

Select staff comments:

- MSL does a variety of things for outreach and to assist community libraries to plan and lead within their communities.
- MSL is doing well on this but needs to promote the idea of being a resource to communities, not just libraries
- Assistance with outreach is always appreciated.
- Again, I agree that the state library does this, but in a general way as opposed to helping libraries with specific problems.
- There is still much to be done to connect public libraries, trustees and local government entities but MSL has made a great start by focusing on this goal and dedicating staff/resources in this area.
- Consultants are paid with LSTA.
- State library staff participates in federation meetings. In an effort to provide greater and more widespread outreach services SLR has taken workshops on the road to visit different parts of the state. SLR and LD offer online training, online resources and self-paced modules to bridge the gaps often caused by distance in Montana.

Table 50 - Goal 1, Objective 1.3 Satisfaction Ratings

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
1.3. Provide consultant services for librarians across the state on relevant topics and technology.	6.36	11
1.3.1. LSTA will be used for MSL staff to provide onsite consultation and training	6.17	12

Select staff comments:

- I'm not as aware about "on-site" consultations and training as I am about conferences.
- I tend to think local staff would be better suited for local training, but not in all cases.
- Agreed - on general library law and technology, but not on specific local issues.
- Same as last response -- the consultants are making great progress, but there is still much to be done.
- I've traveled to provide onsite consultations and worked with others who do so. The topics are timely and relevant, the libraries we visit seem happy to have us there and they seem to be hungry for the information we bring.

Table 51 - Goal 1, Objective 1.4 Satisfaction Ratings

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities.	6.33	12
1.4.1. Provide regular venues for librarians to network, share, discuss, and brainstorm.	6.25	12
1.4.2. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	6.25	12

Select staff comments:

- Familiarity with the LSTA priorities would be a big help.
- Fall workshops, federation meetings, MLA conference are all established face-to-face venues.
- As a public library staff member I have attended many MLA workshops, Offline and The Ready to Read Rendezvous. These sessions have typically left room for brainstorming and discussion. Attendees are encouraged to talk to one another and provide feedback that will help trainers to answer questions and provide help where it is needed. As an attendee, these training opportunities left me with new knowledge and a renewed connection to my greater library community and reinforced my commitment to providing the best possible service to my patrons.

Table 52- Goal 1, Objective 1.5 Satisfaction Ratings

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others.	6.50	12
1.5.1. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars (part 1).	6.25	12
1.5.1. LSTA will be used to locate and promote other online training for Montana librarians to attend (part 2).	6.42	12
1.5.2. LSTA will also be used for equipment and software for producing and accessing online training.	5.83	12

Select staff comments:

- Maybe I missed them, but I don't know of many webinars that have happened.
- MSL offers webinars, and often promotes training from other sources but has not done much with producing training to share outside MSL.
- Staff development is vital.
- The catalog of webinars and training is substantial. The next level of development needs to pay attention to best practices in online pedagogy and then effectively promoting the content that has been developed.
- Training personnel and projects were a high priority during this period.

- The consultants are committed to their webinars in order to reach people all across the state. I've attended some and revisited many archived webinars. I have also used the online tracker to stay on top of my continuing education credits for Montana certification.

Table 53- Goal 1, Objective 1.6 Satisfaction Ratings

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
1.6. Provide a clearinghouse for information on conventional and online training opportunities.	6.36	11
1.6.1. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.	5.64	12

Select staff comments:

- I know it is available, but find the website fairly cumbersome to get and go through.
- I'm not familiar with any access tools.
- See previous comment. Need to understand more about how users want to access the content and how to make sure they know it exists.
- The Learning Portal was established during this period.
- The learning portal is full of archived training, and the emphasis to add our new training and information to the collection is strong.

Staff and Librarian Perceptions on Goal 1

- We have done a very good job – the three regional consultants (they are one of the higher rated resources)
- Learning portal – online access to all training and professional development; been very successful; needs assessment – put on webinars and record them; learning portal – organized by certification requirements;
- We four staff are dedicated to Goal 1 – three consultants, trainer; had much more interaction with the trainer; lot more webinars, CE certification
- Done a lot of strong and robust work here.
- How do we measure success?
- Shift of the consulting away from technology to our current arrangement – libraries felt comfortable doing the technology on their own
- Very successful with our training; CE coordinator brought a strong education background and instructional design
- Excellent job; the consultants really help us; many options for leadership building; they are hitting this quite well; Leadership training every other summer.
- Sometimes we feel we are in the middle of no-where.
- Some of this has been a transition for the Shared Catalog – more training is now available – peer-to-peer training; some definite progress on that front; those things are being standardized around research experience; where we started and where we are now; we are certainly picking up the pace
- Nobody in my organization is able to help me with my job; I do not have library training;

the training provided by the SL has enable me to serve our organization with these skills as a librarian

- Our school librarians are teachers with librarian certification; they must take cataloging; most do not have an MLIS – required to have a teacher’s certification and k-12 library endorsement
- I slipped into my role and the training is essential; we serve agencies; medical library
- This is excellent in each area; I have benefited from each of these; our library hosted the early literacy initiatives; babies and books; attended different programs; resources
- Montana librarians have really worked together.
- Last four years – really seen the SL employees themselves better educated with more expertise
- This is what our SL does best
- Nice to be able to get an answer within 24 hours and know it is correct
- One of the most helpful – the online training is spectacular; helps alleviate the huge land area.

Goal 1: Logic Model (2012-2015)⁸

Inputs: 3 FTE for statewide consulting - all LSTA funding

Activities: Consulting contacts on leadership issues; broadband; technology planning; projects/ideas; trustee orientation (does not include e-rate or MTLIB2GO, etc.)

Outputs: Consultants made site visits to all 82 public libraries. Information was provided on a wide range of topics including mobile devices, collection management, OCLC enrollment, services and software, building planning, statistics, human resources, marketing, library policies, social software, MTLibrary2Go, MT Shared Catalog, MT Memory Project, Discover It, EZ Proxy and the MT Library Directory. Other consulting was provided for IT support, filtering, library exhibits, building issues, blogging platforms, school-community library issues, web pages, Internet privacy concerns, RSS feeds, library board and funding body relationships, collection management, e-book creation and self-publishing. Additionally, consultants provided assistance with library districts, administration, disaster planning, technology planning, strategic planning, friends and foundations, CE and professional development, Library Federation plans of service and annual reports, reference resources, technology specifications, board development, intellectual freedom, library standards, and E-rate.

⁸ As reported by the Montana State Library’s LSTA Coordinator/Statewide Projects Librarian

1.1. *Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.*

Inputs

Inputs: 3 FTE for statewide consulting - all LSTA funding.

Activities: Consulting contacts on leadership issues; broadband; technology planning; projects/ideas; trustee orientation (does not include e-rate or MTLIB2GO, etc.). In addition to their regular duties, the 3 consultants helped revise the criteria for receiving the “Excellent Library Standards Award” (ELSA). The ELSA recognizes libraries that use MT’s Public Library Standards to assess and improve their services. Other types of libraries can also earn the award based on applicable standards.

Outputs: Number of libraries that received ELSA in this award period: 1,066

Outcomes: As a result of the new ELSA standards, libraries were encouraged to strive harder to improve library services. The public library district transition planning template reduced the stress of the transition to a district and helped keep the process on track.

1.2. *Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.*

Inputs: Partial time of 1 FTE-statewide consultant

Activities: Led strategic planning sessions and planning meetings.

Outputs: Conducted a total of 29 meetings from 2012-2015.

Outcomes: While there are no specific measures of impact of planning activities, it is well documented that strategic planning is likely to have impacted and helped participating libraries with more efficient and effecting short and long-term planning that will benefit them and the patrons they serve for years to come.

1.3. *Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training*

Inputs: Partial time of 3 FTE Statewide Consulting Librarians

Outputs:

Activity	2012	2013	2014	2015	Total
Site Visits	412	122	135		669
E-Rate Consultations	220	60	54	51	385
Information requests from public library staff	1712	330	494	282	2818
Consultant led training (in-person and virtual)	189	50	22	52	313
Attendance at training sessions	2274	859	286	416	3835

Consultants made site visits to all 82 public libraries during this reporting period. During the reporting period, information was provided on a wide range of topics including mobile devices, collection management, OCLC enrollment, services and software, building planning, statistics, human resources, marketing, library policies, social software, MTLibrary2Go, MT Shared Catalog, MT Memory Project, Discover It, EZ Proxy and the MT Library Directory. Other consulting was provided for IT support, filtering, library exhibits, building issues, blogging platforms, school-community library issues, web pages, Internet privacy concerns, RSS feeds, library board and funding body relationships, collection management, e-book creation and self-publishing. Additionally, consultants provided assistance with library districts, administration, disaster planning, technology planning, strategic planning, friends and foundations, CE and professional development, Library Federation plans of service and annual reports, reference resources, technology specifications, board development, intellectual freedom, library standards, and E-rate.

Outcomes: Library directors gained the knowledge necessary to meet the requirements of the public library standards; State Library consulting contributed to the success of many administrative efforts in small public libraries around the state facing challenging situations. Consultants assisted two libraries in revising interlocal agreements; one library with board reorganization; and one library federation with transitioning to new leadership. Consultants also contributed to the development of a new staffing/compensation plan to assist directors and boards with attracting and retaining excellent employees.

Output: E-Rate Consultations (N=385)

Librarians received individual and group E-Rate consultations. The E-Rate consultant attended annual E-Rate trainings in October 2013 in Portland, OR and the 2014 Schools Health & Libraries Broadband Conference in Washington, DC, participated in the American Library Association E-Rate Task Force, and provided data to ALA Office for Information Technology Policy on MT library broadband availability, E-Rate costs, and participation. This consultant prepared comments representing MT libraries for the Federal Communications Commission E-Rate Modernization Order, and attended monthly State E-Rate Coordinator teleconference meetings.

Outcomes: Savings of \$390,157.28 from 2012-2015

Activity	2012	2013	2014	2015	Total
E-Rate Savings	\$80,000.00	\$82,800.00	\$92,000.00	\$135,357.28	\$390,157.28

Output: Information requests from public library staff (N=2,818)

The three consultants fielded a total of 2,818 information requests from public library staff. While specific outcomes were not documented, MSL prides itself in providing direct support to its librarians in versatile and diverse ways.

Output: Consultant led training (in-person and virtual) (N=313; Attendees, N=3,835)

The three Library Consultants planned and carried out training sessions for public library boards and new public library directors to help them become familiar with the laws, standards, and best practices necessary to provide and maintain successful library services.

Outcomes: Through formal training and orientation sessions, new library directors and board members became familiar with their responsibilities and with the wide variety of resources available, resulting in improved library services in their communities.

Output: Technology Petting Zoos (TPZ; \$21,915)

The consultants provided public library staff training and guidance using the Technology Petting Zoo (TPZ), a set of tablets and ereaders that library staff can use to experience working with new technology. In 2012, 28 tablets were added and in 2013, an additional 10 new iPad tablets and 10 Google Nexus tablets were purchased for new “tablet labs” that add training opportunities in addition to our existing laptop labs.

A total of seven training sessions were held with 110 attendees. In addition, 115 librarians attended a poster session at the 2014 Fall Workshop where they had the opportunity to try out tablets and learn about their applications. 2 new tablet labs purchased with FY13 LSTA support guided exploration and training for library staff on workplace apps and concepts like roving reference and embedded librarianship. Projectors and speakers augment these training labs. As the comfort level has increased and the technology itself rapidly and continually changes, MSL has switched to a maintaining a core set of 5 TPZ kits. Each kit is customized specifically to supply the appropriate equipment to the 3 Statewide Consultants, the MSC Trainer and the Talking Book Library staff so that they can provide effective training and support to the librarians and TBL patrons they serve.

Outcomes: Library staff gained experience with current technological devices in order to better serve their patrons and connect them to state-supported online services such as

MontanaLibrary2Go. The TPZ allows for technology and digital literacy to be taught for librarians across the state.

1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.

Inputs: 1 FTE - Statewide CE Coordinator who managed all of the following projects.

Outputs:

Activity	2012	2013	2014	2015	Total
Fall Training Workshops	53	21		12	86
Workshop Attendees	561	160		140	861
Trustee Training Hours	21	9	12	12	54
Trustee Attendees	335	34	116	64	549

Output: Fall Training Workshops (N=86 sessions, 861 attendees)

Respondents consistently ranked Fall Workshops sessions highly. 86-100% rated the sessions at Fall Workshops as relevant to their jobs, 86-100% rated the session presenters as well prepared, and 78-90% said that the sessions met their expectations. A large majority of attendees reported that the training was interesting (60-78%), related to their job(s) (60-70%), expanded knowledge or skills (62-70%), and was practical (50-77%).

Output: Trustee Training (N=54 hours, 549 attendees)

Attendees gave the presenters high grades, and overwhelmingly noted that opportunities for trustees to network are rare and much appreciated. At the 2013 Montana Library Association meeting, the Flathead County Library System was honored as Montana’s first board where all the trustees had attained MSL certification under the state library’s certification program for trustees. This was a significant positive outcome in support of the MSL certification program and a model for other boards.

Outcomes: Evaluation at Trustee trainings have uncovered a need for template materials to assist library boards in a director search and hire, for example. Through discussion with the CE cohort supported by the Chief Officers of State Library Agencies (COSLA), it has been determined that this is a common need across states. In response, the CE Coordinator at MSL is working with her peers to develop these materials.

89% of trustee training attendees reported that they learned something that was directly applicable to their library, and 75% noted that they were now aware of specific gaps that

exist at their libraries that need to be addressed. 25% found that the procedures they have in place put them in good shape to manage a transition in executive staff, and a few mentioned that the affirmation of their preparedness was reassuring.

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2 of a series of 3 onsite trustee trainings were augmented by an online version of the training to reach a greater audience and provide a follow-up resource accessible anytime. Ensuring Library Leadership Continuity webinars with Jim Nys were replayed a total of 17 times. Hakala’s 4 part webinar series, Happily Ever After: Board/Directory Relationships that Work generated more than 50 plays.

Additional 1.4 Activities

Activity	Frequency	Outcomes
Summer Leadership Institute number of participants:	36	Identified projects included developing resources for succession training, planning a book festival in eastern MT, engaging with community organizations to build resources for homeless library users, initiating a “Books & Babies” program, and planning for a building remodel and expansion. These ongoing projects would be supported through ongoing communication with Institute colleagues and mentors through a forum on the Learning Portal and in-person follow-ups at conferences such as Fall Workshop and the MT Library Association annual conference.
Scholarships for library staff:	20	R-Squared attendees shared their experiences with MT colleagues through a day-long training, inspired by the conference, at the MT Library Association conference in April 2013.
Scholarships for library staff to attend the Association of Rural & Small Libraries annual conference and the American Library Association conference. Number of scholarships offered:	4	The ALA scholarship attendee partnered with Multnomah County (OR) Library staff on a webinar after attending their ALA “My Librarian” session, and shared how he was adapting their ideas at his library. The webinar had 10 live attendees and 44 plays on Vimeo.

<p>The Montana State Library used FY14 LSTA to sponsor scholarships for public librarians and members of the Montana State Library's Network Advisory Committee to attend national conferences. Afterward, the recipients shared conference findings with their peers via recorded webinar sessions facilitated by the State Library. Scholarships for library staff:</p>	<p>9</p>	<p>Scholarship attendees have commented that without the scholarship opportunities provided through the State Library, they would never have been able to attend a national conference. Post-conference sessions also increased knowledge sharing and collegiality within the Montana library community. An hour long webinar session, “Great Ideas from the ARSL Conference,” was presented by 2014 attendees and uploaded to the MSL Vimeo channel (http://vimeo.com/112195336). At reporting time, this video had been replayed 22 times. The American Library Association 2015 Annual Conference Montana peer sharing webinar (https://vimeo.com/139648042) had been replayed 11 times.</p>
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1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training

Inputs: 1 FTE, 82 Citrix GoToMeeting licenses (\$10,750.22)

Outputs:

Activity/Output	2012	2013	2014	2015	Total
Online Training Hours	292		81	59	432
GoToMeeting Licenses		82			82
Certifications	309	80	63	86	538
Number of webinars available on the MSL Vimeo channel		69			69

Output: Online Training, Webinars, & Vimeo Channel

The output of more than 80 webinars and tutorials added to the MSL Vimeo channel and linked through the learning portal during the grant period resulted in a measurable increase in application to the MSL certification program. In calendar year 2012, there was a 90 % increase in certifications issued. In calendar year 2012, there were 80 certifications issued by the MSL; the previous 3 years had an average of 46 per year.

Outcomes: Evaluative measures for webinars included in-session feedback, statistical analysis from the MSL Vimeo channel, and informal peer review. MSL webinars were well received, archived recordings were popular with library staff, and applications for MSL certification continue to trend up. Librarians can search Vimeo to quickly find content either by MSL CE category classification or by the MSL program that the training is developed to address. MSL’s Learning Portal also links to national providers of online training for libraries. The constant online availability of learning opportunities supports the MSL Continuing Education Certification Program, a requirement for all MT public library directors, and an optional program for other staff and trustees.

Applications for Montana State Library Certification reveal that users depend upon online training to supplement their face-to-face training activities. 62.5%, nearly two thirds, of librarians currently tracking their CE in the Montana Library Directory have listed that they have attended a webinar in the past few years. The mode number of webinars attended is three. Among those that have actually achieved certification, the reliance on webinars for their professional development is significantly higher. Web-based learning supports the State Library Certification program by expanding the learning opportunities for librarians and trustees, and reducing hurdles such as limited travel budgets, extreme weather, and long distances in Montana.

Evaluative measures for webinars include in-session feedback, statistical analysis from the MSL Vimeo channel, and informal peer review. MSL webinars are well received, archived recordings are popular with library staff, and applications for MSL certification continue to trend up. Librarians can search Vimeo to quickly find content either by MSL CE category classification or by the MSL program that the training is developed to address. MSL’s Learning Portal also links to national providers of online training for libraries. The constant online availability of learning opportunities supports the MSL Continuing Education Certification Program, a requirement for all MT public library directors, and an optional program for other staff and trustees.

Output: GoToMeeting Licenses to Libraries

The Online Training and Meeting Software pilot gives public library directors, staff and trustees access to online meeting and training software that enables them to virtually meet, collaborate, and share expertise. MSL was able to expand its existing Citrix contract to include 82 additional licenses, one for each public library. Directors manage their license internally, enabling staff or library trustees to also organize online meetings and trainings if desired. Through GoToMeeting, librarians network with colleagues, increase board meeting participation, and facilitate community discussions that lead to partnership opportunities. Librarians also have access to shared GoToTraining and GoToWebinar licenses. MSL also acquired more licenses for its staff to increase webinars facilitated by MSL in support of LSTA efforts. Number of GoToMeeting licenses provided to public libraries

Outcomes: A. Public library directors and staff become comfortable utilizing their individual GoToMeeting licenses to network with colleagues around the state, optimize meeting opportunities related to overall library administration, and advance the public service goals of their library within their individual communities. B. Public library directors and staff utilize the shared GoToTraining and GoToWebinar licenses available from the State Library to share expertise and collaborate on ideas for library development and resource sharing with their colleagues around the state, and to provide direct training

and assistance to their end users. C. The State Library gains an understanding of the ways in which libraries can use online meeting applications to gain efficiencies, expand services and reach new audiences. D. There is a notable expansion of training expertise that gradually develops from within the library community, as librarians begin to utilize these tools to collaborate and assist each other. E. The 6 library federations in the state see benefits, such as an increase in trustee attendance at federation meetings and meetings of multiple federations for purposes of training and collaboration. F. Librarians gain a better understanding of the use of online meeting tools as an option for specifically publicly noticed meetings.

Output: Increase in MSL Certifications to Librarians

Library directors in Montana are required to maintain certification through the State Library program in order to receive state aid funding. All other library staff are encouraged to achieve certification. An increase in certification signifies a better educated and skilled library workforce in Montana.

In 2013, Nearly 500 individuals have registered to track their CE with MSL, and an average of 80 librarians and trustees apply for certification or renewal every year.

In 2014, The application procedure for Montana State Library Certification was moved to an exclusively online process for all library staff and trustees in order to improve data collection, reduce errors in processing, ease the process for applicants, and create a procedure that is sustainable as requests for certificates continue to increase while staff-time available for processing is decreasing.

1.6. [Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.](#)

Inputs: 7 LSTA-funded MSL staff contributed to the development of the Learning Portal throughout this reporting period: The Training and Development Specialist, the Montana Memory Project Director, a Reader Advisor from Talking Book Library, the Training and Technical Services Specialist for the Montana Shared Catalog, and the 3 library consultants.

Outputs: The Learning Portal is a website created and maintained by MSL staff. The purpose of the Learning Portal is to provide a centralized location for online learning resources produced by MSL or as a result of MSL programs, to support continuing education of library staff and trustees statewide, and to enhance use and understanding of MSL statewide projects and programs. The Library Learning Portal contains information about training opportunities, library development materials, and handouts from former workshops sponsored by MSL.

Pages of Learning Portal content developed during this period: 254

Outcomes: MSL staff set the following outcomes set for the Learning Portal: 1. Provide anytime, anywhere rigorous and relevant training opportunities to Montana librarians and library trustees to improve information services and library operations statewide. 2. Support the Montana Library Certification program for library staff and trustees by making it easier to find training that qualifies for continuing education credit and applies to one of the four CE categories, so that more librarians and trustees achieve their certification. 3. Nurture a culture of learning among library staff, volunteers and trustees so that they not only seek out more training opportunities, but they share what they know with their peers across the state and beyond.

In 2014, The Continuing Education Coordinator adjusted and expanded the Montana State Library Learning Portal to provide easier access to training materials and better navigation so that all library staff could more quickly and easily find relevant on-demand training. 78.5 percent of respondents enrolled in a six-part series exploring online resources that are licensed statewide for libraries and their patrons noted that they liked that they did not have to travel to get training. 57% indicated that they felt connected to the class. Every respondent cited at least two reasons why they liked the online class.

Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (Achieved).

This goal was the lowest rated (5.75 out of 7.0) by staff yet had the highest percent of LSTA funds allocated with \$1,718,069.13 or 43% of all LSTA funding from 2012-2015. Three of the most significant activities implemented was the Montana Shared Catalog, MontanaLibrary2Go which circulated 4,862,102 e-resources to 102,497 patrons from 2012-2015, and the Montana Memory Project (MMP). Staff overall were satisfied with both parts of Goal 2 (5.75 and 6.08, respectively).

Table 54 - Goal 2, Objective 1 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
Goal 2. MSL acquires and manages relevant quality content that meets the needs of Montana library users (part 1).	5.75	12
Goal 2. MSL provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (part 2).	6.08	12

2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually.	5.83	12
2.1.1. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources.	5.92	12
2.1.2. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	5.83	12

Selected staff comments:

- Unfortunately, some of the e-content has been cut, but on the other hand some of it was not used enough to cover the cost.
- MSL needs to do better on these.
- It's difficult to measure user need without feedback. Sharing that feedback is also important. There are many quality resources here but the outreach doesn't seem to meet the same level of quality. Funding also seems to be a constant issue.
- MSL and libraries have learned so much over the past five years about content, content delivery, and online resources. These lessons have been invaluable as we move into strategic planning and resource allocation in the future.
- Insufficient personnel time to fully develop this goal.
- Over the last five years the Montana State Library has done all of these things. It might be easy to think otherwise with the recent discontinued funding that has resulted in a search of new options and solutions for some of these services. Overdrive still seems to remain popular and well used. As a library patron I have to place holds on new and popular items in Overdrive because there are so many people using it.

Goal 2, Objective 2, Activity 2 was not rated as highly as the goals, objectives, and activities in Goal 2.

Table 55 - Goal 2, Objective 2 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources.	6.55	12
2.2.1. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization.	6.36	12
2.2.2. LSTA will also provide high-quality digitization equipment for libraries to use.	5.18	12

Specific staff comments:

- I don't know of any equipment supplied, but it might have happened. I do know that Jennifer Birnel has done a wonderful job and the MMP has grown and is vastly better than it was 4 years ago. What a great resource for people.

- Additional staff for the MMP would help meet these goals. Also an investing in a mobile "digitization lab" a trainer could take to a library and assist them with digitizing a collection would also help increase collections.
- The MMP is one of the most valuable assets that MSL will continue to develop with its partners.
- MMP switched to centralized digitization rather than providing equipment, but otherwise, met these goals.

Overall, Goal 2, Objective 3 and its activities were not as highly rated.

Table 56- Goal 2, Objective 3 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons.	5.27	11
2.3.1 LSTA will be used for MSL staff to research and evaluate existing and beta products (part 1).	5.20	10
2.3.1 LSTA will be used to negotiate statewide discounts (part 2).	5.60	11
2.3.1 LSTA will be used to train librarians and patrons in use of existing and new products (part 3).	5.58	12
2.3.1 LSTA will be used to develop materials to promote use of the tools across the state (part 4).	5.58	12
2.3.2. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.	5.75	12

Selected staff comments:

- Expand? I don't know if it has "expanded" as funding has decreased or shifted to other areas.
- I think it would be important to measure how widely used the tools and databases are before expanding. If such tools are deemed appropriate, expansion would of course become a priority, and then funding becomes an issue.
- This priority has changed as other funding sources have been significantly reduced.
- Statewide Projects Librarian is paid through state funds, not LSTA, so "LSTA will be used to negotiate statewide discounts" needs to be reworded. If we mean, "LSTA will be used to subsidize statewide discounts," that would be more accurate.

Table 57-Goal 2, Objective 4 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web.	6.67	12

2.4.1. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.	6.67	12
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Select staff comments:

- I know some libraries across the state who use the shared catalog daily.
- This would seem to depend on statewide broadband access and the viability of the resources depending on user wants and needs.
- A new library just joined the MSC last month and there are others working steadily toward meeting the basic requirements to get started.

Table 58 - Goal 2, Objective 5 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
2.5. Explore opportunities to improve Internet access and technology support for libraries.	5.92	12
2.5.1. LSTA will be used for MSL staff to make recommendations for partnerships with state agencies and other organizations involved with access to electronic resources.	5.91	12
2.5.2. LSTA could also be used to assist libraries with enhanced access when appropriate.	5.89	11

Selected staff comments:

- There are still areas in MT that need vastly improved internet access. Large metropolitan areas take this access for granted.
- There needs to be more investigation in to possible partnerships with internet providers, especially for rural libraries.
- I can't imagine Montana library users not going for this.
- MSL and the State Librarian are leaders in this area.
- Not clear on how this goal was implemented. We do have a consultant who assists libraries with E-Rate.

Table 59 - Goal 2, Objective 6 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items.	6.42	12
2.6.1. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries.	6.08	12

2.6.2. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	6.36	12
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Select staff comments:

- I don't know of "pilot projects", but I do know of libraries taking advantage of materials loaned from other libraries and resource sharing.
- The courier project is excellent but still needs to expand - perhaps investigating other possibilities that travel to more remote areas (food service trucks?)
- Information access for all is a vital part of library services.
- The courier pilots have been great learning experiences.
- Courier project
- There has been work and research done to try and expand the range of courier services between libraries. As new libraries join the Montana Shared Catalog some are adding their collections to partner libraries.

Staff and Librarian Perceptions

- One of the things we did try that did not work – we tried to launch EBSCO’s discovery tool; the libraries did not buy into this; insufficient user experience; tried it for three or four years but decided to discontinue
- Suite of statewide periodical databases – due to lack of funding we closed it
- Worked with DPI – created online portal that provides access
- Seen significant growth in our MMP – 3 to 4 years, we hired a full-time director – responsible for everything; seen significant growth in libraries contributing to it.
- Kind of a mix. Some ambivalence what represents content – statewide EBSCO contract to provide quality content to the entire state – used highly by school and academic libraries; centralized discovery services contract which allowed each library location as a one-stop location – did not resonate with the libraries
- Academics liked it but did not have much need for the EBSCO service – intent did not align with the Need
- One success has been OverDrive – strong base of libraries that contribute to it.
- EBSCO had a lot of options – they don’t have time to go into that detail and customization; Montana Library To-Go – centralized resource and all of the content is shared and very simple in that way; need to rethink how important it is for individual customization.
- MontanaLibraryto go very successful
- Shared Catalog too
- Databases – lots of outreach, training, and marketing; did not see the usage (EBSCO and GAIL)
- The courier has been fairly successful; struggling with the sheer geography
- Some of our content has dropped because of Coal funds have gone.
- The shared catalog; Montana Library To-Go (we can’t afford it); before the shared catalog we had a consortium; each library has to now pay their own contract – around \$800.
- Sustainability and cost effectiveness (91,000 circulations in Montana Library To-Go);

this is really great service but at 30 cents it is almost a disincentive for increased circulation.

- MLTG is being used by patrons but they do get frustrated because of the titles. We do a lot of interlibrary loans.
- From a School perspective this has been huge – online catalogs and e-resources; by being connected the process is more seamless; people get materials from across the state
- We would not be able to run successfully like we do – one of the services used most in our County; we would not be able to run this way without the shared catalog and SL support
- The couriers (200 a month and we are sending 100's of books; regular postage would be \$1,000's)
- Legislators they get this – this is an important service; they have been very supportive.
- The fact they can access the catalog 24/7 – moms can't even begin searching for information without this.
- We are not part of the MTLG – our catalog is 1/3rd digital because of this; literally a 3rd of our checkouts is digital; a lot of folks can gain access; we see people that we never would come without this semester
- From the School perspective – largely adult and young adult; for many schools this does not meet our needs; a number of k-12 libraries that have purchased them on OverDrive content – did not want to wait too long
- Such great content; hard for the leaders to know what things to put the money toward; school/community library; students don't use it to the extent they should have; homeworker helper program
- EBSCO – both these programs were not utilized as much as they should be; they both went away.
- Montana Shared Catalog (no way our rural community could have a robust system like this); Montana Library To-Go (we greatly benefit from this as well)
- They have done their best; always a changing goal; good at always looking at what we need and trying to provide it.
- The Network Advisory Council meet to evaluate what the options and where the SL should put the money; they have a limited amount of money and must prioritize; gives us ownership
- The consultants that go out to the libraries; allows us to customize and form their educational opportunities.
- Eastern Montana – it is incredible; surprised how MLTG has grown and expanded; we never anticipated it would have grown as fast as it has; we have heard that ranchers use it all the time in the field; have access to larger collections; really cuts down on the cost for everyone.
- A lot of little libraries before the shared catalog; now they are part of a high quality system; they finally realized that they can manage this at their libraries
- The Shared Catalog is fairly unique; it is helpful and wonderful model; the MLTG is also incredible – what we are struggling with is it is a victim of its own success; hold times are getting longer and larger libraries are paying more costs rapidly; keeping with the sharing ethos – our per use fee is still less than smaller libraries because we are checking-out more; large libraries face the same budgetary issues – our budgets are getting cut and

costs keep going up.

- We have over 100k (.30 cents per item) – costs us \$14k and this will need to come from the book budget as increased use in the electronic resources; if SL stops paying the platform fee.... Can we find a vendor that does not charge a platform fee? Are there other options other than OverDrive.

Goal 2: Logic Model

Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually.

LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.

Inputs: The Statewide Projects Librarian administered this project (0.25 FTE funded by LSTA in this period).

MSL staff worked with OverDrive to add new libraries, led online trainings for participating libraries on accessing circulation and collection statistics, promotional materials, and support documentation, created step-by-step tutorials on the MSL Learning Portal, created a page documenting membership meetings and committee work on the Statewide Library Resources Portal, facilitated meetings for the membership, Executive Committee, and Selection Committee, worked with the Selection Committee in facilitating the purchase of new content, and provided basic technical support and troubleshooting to participating library staff.

In 2012, MSL began covering the \$1,500 one-time-only startup vendor fee for new libraries joining MontanaLibrary2Go. Use of LSTA funds for eliminating startup fees and hosting a central platform for shared content allowed all sizes of public libraries in the state to participate in ebook and downloadable audiobook lending and offer a vast collection of content to their patrons at minimal cost. The new membership cost share formula includes three different subtiers within what was previously the lowest tier, to create a more equitable cost structure per patron for the smallest libraries. The new lowest tier for new participating libraries (0-999 patrons) paid an annual fee of \$482 for access to over 22,000 items by the end of FY13, averaging out to under \$.02 per item.

Outputs: A total of 92 libraries and branches now participate in MontanaLibrary2Go.

Table 60 - MontanaLibrary2Go Circulation from 2012-2015

Activity/Output	2012	2013	2014	2015	Total
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MontanaLibrary2Go Circulation (e-resources)	2,641,906	607,637	749,996	862,563	4,862,102
MontanaLibrary2Go New Patrons	60,064	16,921	12,305	13,207	102,497
New items added to MontanaLibrary2Go	26,675	4,458	8,154	7,510	46,797
Total items available in MontanaLibrary2Go	20,314	22,539	30,693		

The consultants provided public library staff training and guidance using the Technology Petting Zoo (TPZ), a set of tablets and e-readers that library staff can use to experience working with new technology. A total of 11 training sessions took place from 2012-2015 and approximately 140 attendees.

Outcomes: Attendees gained the skills they needed to serve their local library patrons using MontanaLibrary2Go.

In 2012, the value and popularity of this service has inspired many donations from member libraries, Friends groups, and library federations toward the shared content budget in the amount of \$40,396. This amount was collected from 6 public libraries and 4 federations representing all sizes and budgets. The number of checkouts during this period increased by 32%. In 2013, Circulation (number of checkouts) increased by 23%.

In 2015, during the reporting period, while annual fees for member libraries increased by 5%, the number of e-books and digital audiobooks available to all MontanaLibrary2Go registered users increased by 8% from 28,410 in the FY14 LSTA reporting period to 30,748 total copies in the FY15 LSTA reporting period. This illustrates that, in addition to having access to an existing collection valued at over one million dollars, members saw a collective value increase in this reporting period alone that exceeded the value of their individual contributions. The number of Montanans making use of MontanaLibrary2Go increased during this reporting period, as did their level of activity. Circulation (number of checkouts) increased by 15%, from 749,996 in the FY14 LSTA reporting period to 862,563 in the FY15 LSTA reporting period. During the reporting period, 13,207 new accounts were created for MontanaLibrary2Go. The total number of library patrons registered for MontanaLibrary2Go user accounts increased by 17%, from 63,365 in the FY14 LSTA reporting period to 73,889 in the FY15 LSTA reporting period.

In 2013, 51,057 total registered MTLibrary2Go patrons. In 2014, there were 63,365 total registered MontanaLibrary2Go patrons.

In 2012, a total of 20,314 items were available in MontanaLibrary2Go at the end of this reporting period, resulting in a greater selection for patrons and a greater return on investment for participating libraries. In 2013, a total of 22,539 copies of e-book and audiobook titles were available in the shared collection at the end of this reporting period.

“When I pay our MontanaLibrary2Go bill, I know I am buying WAY MORE than just access to the materials. We are also getting top-notch professionals to do the selection and acquisition of those materials. And I am so grateful that you do this for all of us. Thank you selection committee!” (Dillon Public Library staff).

Output: MontanaLibrary2Go Local

MontanaLibrary2Go Local was a pilot developed to expand and diversify the downloadable ebook collection available to the MontanaLibrary2Go consortium, to facilitate ebook content creation in libraries, and to provide a platform for locally hosting content that the consortium could acquire or purchase outright, rather than license through a vendor. This funding covered the licensing and set up of an Adobe Content Server for one year.

The MontanaLibrary2Go Selection Committee decided that the scope of the MontanaLibrary2Go Local e-content pilot collection should be limited to titles of state or regional interest. The MontanaLibrary2Go selection procedure was revised to include local author donations, which are sent on a monthly basis to that month’s selector who evaluates whether the title is appropriate for the collection. The selection team will then review before the title is added to the collection. MSL staff worked on the website infrastructure, patron authentication, and the Adobe Content Server (ACS) upgrade during this time.

Outcome: A survey distributed to MontanaLibrary2Go participating libraries in May 2013 indicated that library staff wanted to make additional content, particularly content with a regional emphasis, available to their patrons. This content would include locally created or published e-books, as well as titles from small- to mid-level publishers and academic presses. The setup of the Adobe Content Server was the first step toward being able to host this local content. The Selection Committee’s new procedures for reviewing local content helps guide acquisition choices in this new area of electronic resources collection development.

2.2. [Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources.](#)

LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.

Inputs: 1 FTE (Montana Memory Project Director); in-kind match = 100 hours contributing library staff time. LSTA funded the salary, technology infrastructure, and travel for the MMP Director position.

Montana Memory Project

Activity/Output	2012	2013	2014	2015	Total
Montana Memory Project (MMP) Training Presentations	165	46	56	53	320
Attendees	1670	412	840	318	3,240
MMP Outreach Visits		38	26	22	86
Digital Collections Improved	1	78			
New Collections Added	9	9	25	4	47
Number of collections hosted on MMP website	178	78	103	48	407
Contributing Institutions	161	38	45	48	292
Number of images hosted on site	2,069,128	254,762	860,164	707,964	3,892,018
Number of images added		254,762	104,402		359,164
Website Visits		124,769	174,430		299,199

Outputs: LSTA funded the salary, technology infrastructure, and travel for the MMP Director position. In 2013, a temporary technical assistant was hired on contract to provide support to contributing institutions on the use of MMP related programs, including CONTENTdm’s Project Client; provide training and advice on adding images, objects, and metadata to collections and on creating Dublin Core metadata records for digital items; update the MMP webpage to create new collections, new contributing institutions, lesson plans and other relevant content; post regularly to the MMP Social media sites; and complete other technical and training support duties as directed by the MMP Director.

Output: Training Presentations

MMP staff presented workshops and webinars introducing librarians to the tools and techniques for creating digital collections and provided project support and consultation for collections. Presentations or training sessions were offered in Great Falls, Augusta, Helena, Chico, Butte, Dillon, Billings, Forsyth, Choteau and Polson. Trainings and presentations were from 1 - 3 hours in length and attendees came from all parts of the state. Topics covered included introducing the MMP, CONTENTdm software, a joint presentation with the MT Women in Agriculture Oral Histories project, historical photographs from the Dillon and Butte areas, historical college or high school yearbooks from Helena, Billings and Sidney, and local newspapers from Malta and Sidney.

Outcomes: Attendees gained the skills they needed to contribute new collections to the MMP.

Output: MMP Outreach Visits

As a result of meetings between the MMP Director and potential institutional partners, 13 new collections have been added or are currently being worked on by new partners. Seven of the new collections came from first-time contributors, all of whom were contacted through outreach efforts.

Output: Digital Collections

FY12 LSTA funds were used for 9 awards totaling \$7,139.62 to assist 5 libraries, 2 museums and 1 archive in digitizing unique collections for inclusion in the MMP: Beaverhead County Museum, the Butte Silver Bow Public Archives, Carroll College Library, Phillips County Library and the Phillips County Museum, Rocky Mountain College Library, Sidney-Richland County Library, and MSU Billings Library. Additionally, \$2,091 was used to employ an intern to clean up metadata for the University of Montana - Mansfield Library collection.

In 2013, this funding paid for the costs of digitizing the materials by a central vendor. The funding recipients included 4 public libraries, 1 museum, 1 school & 1 academic library, 1 state agency library, and 1 city agency.

Outcome: These new collections add greater geographic representation and increase the number of items that the public can access to learn about Montana history through the MMP website.

Output: Adding New Collections

In 2012, \$2,091 was used to employ an intern to clean up metadata for the University of Montana - Mansfield Library collection.

Metadata standardization allows for an easier search and discovery of items on the MMP website and allows for consistent transfer to other content management platforms. In 2013, the cataloging committee created new guidelines and reviewed metadata requirements in fall 2013. The new basic metadata requirements were applied to the existing collections and collection search results have vastly improved. In 2014 and 2015, this funding was used during this period to pay for the CONTENTdm annual subscription and the statewide Digital Archive subscription which provides long term preservation of master images.

Outcome: Subsidizing the cost of the content management software and digital archive software and maintaining the website allowed libraries to create and share digital content online that they may otherwise not have the financial resources or staff time and expertise to share. The statewide platform also allowed that local content to be exposed to a wider audience that it would have otherwise.

Output: Increased Collaboration and Usage

Contributing libraries, images provided, and website visits increased substantially from 2012-2015.

At the end of 2015, the number of followers for the MMP's Facebook page had increased by 49%, from 2,578 to 3,852 followers. On Twitter, the MMP now has 184 followers. This has resulted in increased awareness and use of the MMP website. The number of MMP web sessions

increased during this reporting period by 8.98%, to 174,430 sessions, and the number of users increased by 12.86%, to 118,050 unique users.

The MMP Director established a formal partnership with the Mountain West Digital Library (MWDL). The MMP content is harvested by their aggregation services and MMP content is searchable on their website. The MWDL is a Service Hub of the Digital Public Library of America (DPLA) and our MMP content is also now available on this national website.

2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. *LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.*

Inputs: \$32,000 in FY12 LSTA provided one year of access to a unique, customizable instance of EBSCO Discovery Service for all Montana libraries; 0.25 FTE (Statewide Projects Librarian, paid with state funds)

Outputs:

Activity/Output	2012	2013	2014	2015	Total
EBSCO Discovery Service for all Montana libraries	800	800	800	800	3,200
Training Sessions	40	13			53
Training Attendees	329	117			446
Search Statistics	202,147	69,069	76,508		347,724

This contract provided access to a customizable discovery tool at no cost to libraries. It enabled libraries to test the discovery tool and to create a one-stop search tailored to the needs of their research communities.

Outcome: In 2013, Discover It use in libraries increased by 22%. In 2014, EDS usage increased by 9.7%.

2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. *LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.*

Inputs: 4 FTE (2.34 paid with LSTA and 1.66 from member fees).

Outputs:

Activity/Output	2012	2013	2014	2015	Total
Montana Shared Catalog Allocations	\$181,310.00	\$172,150	\$176,254	\$184,912.62	\$714,626.62
Help Requests	33,780	17,000	1,890	1,890	54,560
Training Sessions Offered	130	44	15	34	223
Attendees	1427	423	182	442	2,474
Number of Libraries Added to MSC	38	3	2	7	50
Startup and data migration fees	\$54,850.16	\$16,344	\$1,900	\$39,667.00	\$112,761.16

MSC staff is responsible for web development, installing and maintaining hardware, installing and updating software, administrative support, database management, new library implementation, providing technical support and training for new libraries, and training member library staff to use MSC tools.

MSC staff facilitated the growth and development of the statewide catalog, evaluated and implemented new products and updates, negotiated licenses and fees, and provided technical support to MSC members.

Participating libraries saved staff time on systems work that the MSC staff covers on their behalf. Participating library staff gained knowledge about using the ILS software and about copy cataloging.

Each year, libraries across the state were invited to apply to join the MSC. LSTA funds are available to help libraries with start-up costs. Joining the MSC led to increased access to library materials for patrons of new MSC libraries.

2.5. Explore opportunities to improve Internet access and technology support for libraries. LSTA will be used for MSL staff to make recommendations for partnerships with state agencies and other organizations involved with access to electronic resources. *LSTA could also be used to assist libraries with enhanced access when appropriate.*

See objectives 2.1-2.4.

2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. *LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.*

Inputs: 0.25 FTE (Statewide Projects Librarian, paid with state funds); state match = \$98,886; non-state match = \$369,730; in-kind match = 45 hours’ member library staff time

Enrolled libraries have access to discovery, cataloging, and interlibrary loan tools, with costs based on a formula that keeps OCLC affordable for all libraries. The Group Services contract includes access to CatExpress, Connexion, FirstSearch, WorldCat, and WorldShare Interlibrary Loan. The Statewide Projects Librarian administered the OCLC Group Services project.

Outputs:

Activity/Output	2012	2013	2014	2015	Total
Offset costs to participating libraries for access to OCLC cataloging, interlibrary loan, and authentication tools	\$59,736.00	\$62,277	\$89,741	\$75,380.00	\$287,134.00
Number of libraries enrolled to receive discounted access to OCLC Group Services	1045	251	272	273	1,841
Number of original catalog records added to WorldCat	8,336	3,140	2,933	2,000	16,409
Number of copy catalog records updated in WorldCat	466,590	78,980	89,023	209,155	843,748
Number of ILL requests filled (borrowing)	53,071	49,758	46,859	44,099	193,787
Number of ILL requests filled (lending)	194,449	50,420	50,201	50,000	345,070
Courier Project	\$16,334.00				\$ 16,334.00
startup costs for joining the courier service	\$10,372.68		\$7,839	\$5,765.50	\$ 23,977.18
Number of libraries that received this discount	43		19	18	80
Number of items circulating via courier per month	17,060		685	16,265	

Output: OCLC

Interlibrary loan transactions through OCLC decreased by 3% from the FY14 LSTA reporting period to the current reporting period. However, ILL requests made by patrons in MSC libraries that share user privileges continued to increase, probably because of the simpler "place hold" capability within the Shared Catalog.

In this five-year period, MSC library patrons increased their holds on library materials from other MSC libraries by 7.37% (from 271,627 in 2012 to 291,662 in 2016). The consortium also increased the number of libraries sharing items with one another via direct patron holds by 30% (from 61 libraries to 79 libraries).

Outcome: This suggests that the MSC is meeting its goal of increasing access to materials for a growing portion of Montana citizens through their local libraries. The Montana Shared Catalog consortium’s project to streamline its configuration and

circulation policies during this reporting period has resulted in the MSC staff being able to work more efficiently to meet the needs of MSC member libraries, as well as to prepare for any future system migration and to position the consortium to utilize new technologies by reducing the complexity of the shared system. During this three-year system reorganization project, staff identified and removed nearly 1,000 unused policies and unused reports from the system.

As a result of this system reorganization, various processes done by MSC staff are now much faster:

- Time to add a new library from 120 to 50 hours (58% decrease)
- Adding a new branch from 20 to 8 hours (60% decrease)
- Adding a library to a sharing group from 20 to 6 hours (70% decrease)
- Changing a library to eliminate fines from 5 to 0.5 hours (90% decrease)
- Changing circulation rules from 2 to 0.5 hours (75% decrease)

MSC staff can now utilize the time saved in these tasks to respond more quickly to ongoing support requests, to develop more training materials to help members use the system effectively, and to research possibilities for further increasing the usefulness and efficiency of the shared system.

The OCLC cost share formula implemented by MSL allows libraries of all kinds to continue to participate in the statewide OCLC contract and make use of cataloging and interlibrary loan tools. The cost for libraries is much less through the statewide license than if the library purchased these services individually. In 2013, The OCLC Statewide Group Services contract made more than a dozen cataloging and resource sharing tools available at a discounted rate to 251 public, academic, school, and special libraries and branches that were enrolled during this period.

Output: WorldCat

Montana library staff added records to WorldCat, which increased access to and awareness of those holdings through the WorldCat interface. Original catalog records created access to unique items for the first time and made them discoverable online. Montana library staff filled user requests through interlibrary borrowing and lending, which reduced duplication of collections and saved money on collection development at the local level.

Output: Courier Project

The Statewide Projects Librarian administered the courier project

Access to a regular courier service reduces the cost of resource sharing of physical materials between libraries. The average cost per item, based on contract value and estimated items sent during this reporting period, was \$0.32.

Outcome: This is approximately a 90% reduction in cost compared to standard shipping via mail. This cost savings to libraries means that libraries can devote more of their

budget to meeting other funding priorities. In May 2013, a survey was distributed to staff at libraries participating in the courier consortium. 67% responded that the courier service made a noticeable impact in their library circulation numbers and delivery savings; 56% were also tentatively interested in the possibility of expanding courier service both within MT and regionally. Comments provided on the survey also indicated that there continued to be a wish to have MSL assist with the current courier effort by providing centralized communication tools, collecting consistent and standardized statistics, and participating in discussions regarding contracts and service expansion and development, among other roles and responsibilities.

In 2012, 55 libraries were served through the 19 drop site libraries that were able to participate at discounted service rates. In 2013, the courier service served 54 library locations through 18 drop sites that signed service agreements with Critelli Couriers. The Montana State Library holds the contract with Critelli.

The proven value of the courier network to sharing group libraries supports continued efforts to strengthen the network and keep costs affordable for any Montana libraries that are interested in sharing physical materials for the benefit of their patrons. For libraries, "affordable" means at least being consistently more cost effective than sending via mail. Statistics indicate that volume and cost per item factor into affordability, and that a flat rate does not actually represent a discount for some libraries that do not send and receive a volume of materials on the level of the MSC sharing group libraries.

Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (Achieved).

Goal 3 was the highest rated goal by the staff but only accounted for \$146,709.54 or 4% of total LSTA allocations. Closer examination of the logic model for this goal, however, shows that objectives 3.1, 3.2, and 3.3 were integrated with Goal 2 and accomplished; in addition, a wide variety of activities and outputs were accomplished for this goal including Ready2Read training events, Summer Reading training, and traveling makerspaces.

Table 61 - Goal 3, Objective 1 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
Goal 3. MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons.	6.58	12

3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections.	6.58	12
3.1.1. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC.	6.33	12

Selected staff comments:

- LSTA has not been explicitly used to expand sharing group participation in this period.
- The various committees and groups within the MSC are in a near constant state of collaboration as they work to share resources and expand services. The ongoing work done by those cataloging and importing records have a direct impact on patron services. Thanks to their collaborative efforts and expanded training on the decisions they have made in this area, the OPAC reflects improvements that are seen and used by patrons.

Table 62 - Goal 3, Objective 2 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
3.2. Continue to partner with library vendors to extend statewide e-content purchasing programs and access tools.	5.73	11
3.2.1. LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts. [see goal #2, program #1 above]	5.80	11

- More statewide contracts would be beneficial to many libraries (tutor.com., zinio for example)
- This is important, but also greatly affected by decreased funding from other sources.

Table 63 - Goal 3, Objective 3

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content.	6.27	11
3.3.1. LSTA will be used for MSL staff to explore and establish partnerships for MMP.	6.10	10

Select staff comments:

- More than one staff member would help.
- New partnerships are limited by the capacity of the small staff to do it all.
- Very strongly agree. Not just strongly. This is our future, at least in part.
- This goal was accomplished.

Activity 3.4.2 was rated much lower than all other Goal 4 ratings.

Table 64 - Goal 4, Objective 1

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
3.4. Continue to develop programming materials and tools for libraries to use (part 1).	5.90	11
3.4. Continue to partner with other state agencies and organizations (part 2).	5.82	11
3.4.1. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community.	5.90	11
3.4.2. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	5.20	11

Select staff comments:

- I am unaware of funds to a life-long learning program beyond having the new librarian.
- As before, it depends on what these tools and materials are, and if they are considered as filling user needs.
- Great job, especially with providing early literacy program ideas and materials to all libraries.
- With a few exceptions, LSTA was not used to purchase materials and items for local programming efforts. The lifelong learning position was created in 2016.

Table 65 - Goal 3, Objective 5 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
3.5. Continue work with established courier services to find an efficient and affordable system to transport materials between libraries.	6.09	12
3.5.1. LSTA will be used for MSL staff to work coordinating partnerships between courier services and libraries. (see goal #2, program 36 above)	6.00	12

Selected staff comments:

- Still a key program. Not quite working right, for everyone, as of yet. There's hope if we hang in there.
- LSTA has been used to subsidize courier costs to libraries but not for personnel administering this project.
- This work is continuing and has been emphasized in the MSC partner meetings.

Goal 3, Objective 6 was rated slightly lower than other Goal 3 objectives and based on the logic model it appears that this is one objective that may have not been met in terms of LSTA funds being specifically allocated to achieve this objective.

Table 66 - Goal 3, Objective 6 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
3.6. Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives.	5.56	11
3.6.1. LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs.	5.56	11

Staff comments:

- Unknown to me.
- Strategic partnerships are critical. Capacity to grow and maintain these partnerships is the only limitation.
- Not sure

Staff and Librarian Perceptions

- We put significant emphasis on partnerships through our Broadband initiative; one of the things we heard from libraries (BTOP ended)
- We can get distracted here – partnerships need to be aligned to our end goals; we have a staff person that is on the early-literacy (Best Beginnings Advisory Council) council
- Roll out of the Affordable Care Act
- Number of national initiatives that came at the end of BTOP
- This is part of our culture; very strong in developing consortia and collaboration
- Sara Groves, the lifelong learning librarian; Ready2Read
- More talk and more action at the public library level; Glacier County Library (partnered with the hospital)
- The encouraging among libraries is strong; among other partnerships with other organizations.
- One our consultants is always posting for different opportunities; different ways if we are able to those projects they could.
- Opportunities just not time;
- After FY17 – large libraries pay a lot of money; data storage because of new state law (document storage – outside entity that came in and the SL is absorbing this cost and then farms out these costs)

- I think they wrote the book on this – the State Library as a model; Jennie and her staff are just amazing; we are so lucky! They really have shown us how to resource share; seen some minor miracles – they exceed expectations.
- They are forward thinking and problem solving without the SL’s willingness to help problem solve and work with her.
- A community resource – they are going to help us.
- Sometimes they make it so seamless – they facilitate so many things
- Met this goal quite well. When I think of the SL I think of collaboration – consulting, statewide licenses, workshops, and it is all about getting people together; always feel they have the best interest of all of us.
- In particular takes care of all size libraries – young, smart, and no fear from new employees.
- Big turnover with a lot of retirements four to five years; As people change there is more buy-in; there was a pushback from libraries before.

Goal 3: Logic Model

3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC (See goal 2.4).

3.2. Continue to partner with library vendors to extend statewide e-content purchasing programs and access tools. LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts. [see goal #2, program #1 above] (See goal 2.1)

3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content. LSTA will be used for MSL staff to explore and establish partnerships for MMP (See goal 2.2).

3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. *LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.*

Inputs: 0.125 FTE for early literacy position

Outputs:

Activity/Output	2012	2013	2014	2015	Total
Cost of early literacy staff hours	\$10,000.00	\$10,000.00	\$10,000.00	\$28,675.90	\$ 58,675.90
Number of Ready2Read training events offered:	12				12

Number of Ready2Read training (online and in-person sessions, excluding the Rendezvous) attendees	479				479
Cost of Ready2Read Rendezvous Attendees	\$4,007.00	\$15,504.42		\$15,294.14	\$ 34,805.56
Ready2Read program development meeting			\$2,150	\$1,600.00	\$ 3,750.00
Cost of Ready2Read material information	\$7,630.00	\$3,524.82		\$1,623.48	\$ 12,778.30
Ready2Read material disseminated	5,000	60,000		15,000	80000
Cost of Summer Reading Program Training	\$2,150.00	\$1,375.00	\$2,150	\$1,600.00	\$ 7,275.00
Summer Reading Program Training Sessions	12	13	0	7	32
Cost of Summer Reading Program Manuals	\$1,100.00	\$1,100	\$1,375	\$1,375.00	\$ 4,950.00
Summer Reading Program Manuals Disseminated	440	110	110	110	770
Cost of Summer reading public service announcements		\$270.00			270
Summer reading public service announcements		6			6
Cost of MT Makers traveling makerspaces	\$18,446.78	\$18,446.78	\$4,656		\$ 41,549.56
MT Makers traveling makerspaces disseminated		18	6		24
Number of libraries that hosted makerspace kits		21	15		36
Number of programs hosted by libraries during this period that made use of the makerspace kits		52	33		85
Number of attendees at maker programs		1,647	1,254		2901
Cost of Share Your Story		\$2,082			\$ 2,082.00
Share Your Story Kits		4			4
Share Your Story Interviews		8			8
Cost of Ready2Read Rendezvous Training				\$15,294.14	
Ready2Read Rendezvous Training Attendees				45	

Outputs:

The purpose of the Montana Makers traveling makerspace pilot was to create opportunities through local libraries to expose primarily school-aged Montanans to STEAM (science, technology, engineering, arts, mathematics) tools and resources that are not otherwise easily accessible in most Montana communities. Additionally, library staff across the state would have the opportunity to try out maker materials before committing funds to purchase materials that would be appropriate for their communities.

Outcomes: The programming focus was most heavily concentrated on the more traditional arts and crafts elements of the kit, as library staff reported their level of familiarity and comfort was highest in this area. 100% of reporting sites organized arts activities (4); 50% planned science-based formal programs (2); 50% planned technology programs (2); 50% planned activities with a focus on engineering (2); and 25% planned math activities (1). Library staff themselves reported having gained new experiences from using the technology and electronics tools in the kit, as many of the staff had never had the opportunity to use them before. The most frequently reported challenge and

request was the need for additional training on more complex pieces like the programming tools such as the Arduino. In response, MSL staff offered additional “drop in” sessions and also partnered with a vendor to host a Google Hangout and cover the fundamentals of programming the Arduino.

“I was able to attend the Maker Space workshop and a staff member attended the STEAM story time workshop at the end of September, so we are feeling pretty comfortable with the kit and excited to start using it. I’m really excited about this opportunity and want to thank you, State Library, and IMLS for this wonderful opportunity to connect more with our patrons. There are so many things we are being encouraged to participate in right now, it is so helpful to have the kit and guidance to provide us with a solid starting point. It makes it “do-able” instead of overwhelming.” (Glacier County Library staff)

Of the 15 libraries that hosted makerspaces during this reporting period, eight responded that they initially wanted to host a maker kit “to increase young adult/teen programming”; six responded “to increase STEM related programming”; four responded “to provide new services and new opportunities through the library”; and four responded “to try out makerspace materials before purchasing.”

In the evaluation, these libraries responded that they were successful in increasing STEM related programming (10 responses); providing new services (five responses); increasing community participation in library programs by attracting new users to the library (four responses); and increasing the number of programs for young adults and teens (two responses). Hosting libraries almost unanimously stated that they benefited from being able to test makerspace materials through the pilot before purchasing items for their libraries (13 responses). In the pre-hosting application, most (12) hosting libraries stated that they believed “technology” would be of greatest interest to young adults, followed by building (five), arts (four), and science (three).

In the post-hosting evaluation, technology did not fare quite as well with only eight libraries stating that those tools had been the most widely used. Arts and crafts (nine) were most popular. Ten libraries responded that technology tools had been used the least, in part because pieces such as the Arduino were difficult for library staff and volunteers to understand in a short amount of time in advance of planning programs. When asked what changes they would suggest for improving the content of the maker kits, five libraries suggested “more project examples from other libraries, better documentation, and more training;” four libraries suggested that content be separated into smaller, separate kits with a more specific focus; and three libraries requested more consumable materials (paper, glue, batteries) and accessories as these expendable items became a

considerable expense in sustaining programs. Libraries identified partners in their communities as being predominantly professionals or experts in a specific field (scientists, information technology professionals, medical professionals, engineers, and electricians, among others); or K-12 school faculty and students or student groups. Local organizations and afterschool groups such as the YMCA, 4-H, and the county extension office were also identified as program partners. Two libraries reached out directly to neighboring libraries to partner on programs or to ask for advice on planning programs.

“I have heard many of our youth settling for mediocrity and never hitching their saddle to a distant star. They don’t believe that they are smart enough to try for things in the science and technology arena. I want them to know that their library believes in them and that we can provide resources to help them reach for the stars and be that amazing person that they are meant to be.” (Glendive Public Library) "There was enough technology to do several months’ worth of programs. We used MaKey MaKey to make a giant, foot-operated game controller and banana keyboard. The teens also made an AM radio with the Snap Circuits. Other programs using skills developed with the kit included an hour of code and 3D printing. These numbers are huge for us and clearly show that the kit was a success. We plan to continue providing DIY/maker supplies for teens throughout the school year." (Belgrade Community Library staff)

Output:

Share Your Story was an LSTA-funded pilot that circulates portable digital audiovisual recording kits to libraries on a rotating basis. Hosting library staff is trained to use and make these tools available to record their communities’ stories in audio or video format. These stories are then collected and uploaded to several locations, where appropriate: the dedicated project website, the MSL Vimeo channel, and the MT Memory Project, as well as the contributing library’s website, if desired.

Outcomes:

Previously undocumented cultural heritage from the local community is documented and shared. • Community awareness of library resources and programs increases. • Presence of library resources and programs in the community expands. • Project that promotes intergenerational activity generates strong turnouts/participation. • New patrons visit the library or make use of library services. • Patrons have the opportunity to learn new technologies and skills. • Staff feel more confident with hands-on technology training, and offer increased or more varied opportunities to library patrons. • Community partnerships are formed or expanded to assist in promoting and collect stories.

Output:

This funding supported the Ready2Read Rendezvous. Training was offered at the 2015 Rendezvous featuring developmentally appropriate play spaces in libraries and how to integrate play in library programming and space; how to integrate early literacy and developmental information into story hours for mixed ages; and how to position your library as a center of the community for youth programming.

Outcomes:

Following the Ready 2 Read Rendezvous, a total of 12 libraries incorporated Countdown to Kindergarten programs in their libraries during this reporting period. These include large libraries such as the Bozeman Public Library and ImagineIf Libraries in Kalispell, but also small libraries such as Glacier County Library in Cut Bank, which serves the Blackfeet reservation, and the James E. Shanley Tribal Library which serves the Fort Peck reservation.

An outcome based on attendance at the Ready 2 Read Rendezvous from ImagineIf Libraries in Flathead County, Montana:

"We did implement an Early Literacy Kit project with our City-County Health Department. The idea for the kit came out of Ready 2 Read Rendezvous 2015; each kit contains a board book, egg shaker, information about the texting program, a mini poster with early literacy tips, a library card, and days and times of all of our library programs. The kits have been a huge success so far. We trained home visiting nurses on early literacy practices and they bring the information to their clients in their homes or in the case of WIC, during office visits. "

In the three months since we started the program, we have given out 140 kits to clients through WIC (Women, Infants and Children) and the Healthy Montana Families program, which sends nurses to visit clients in their homes and teach them about healthy parent-child relationships, safety and early learning. The feedback from Health Department staff and kit recipients has been overwhelmingly positive, with 100% of recipients agreeing with the statement:

"After practicing the skills from the library kit, I feel prepared to help my baby or child be a successful person and arrive at school ready to learn. "

We have also collected comments from recipients and learned that the kits can have a major impact on people's lives. Here are a few quotes that we received thus far:

- 'My baby was born in September. I never thought to start reading to him so soon. So glad to have books to start reading to him.'
- 'This is a book I wanted to purchase for my child that I couldn't afford, and now we have it.'
- 'I'm excited to read the book to my new baby when he arrives.'
- 'I'm able to continue teaching my son in my native language and also in English now that I have another book to read to him.'
- 'I'm excited to take my daughter to library; I forgot it was an option for small children.'
- 'We read more than one book each day now.' "

Another outcome based on attendance at the Ready 2 Read Rendezvous, from Glacier County Libraries in Cut Bank, Montana (which also serves the Blackfeet reservation):

"We did incorporate many ideas from the Ready 2 Read Rendezvous and the awesome training we received there! Many of the ideas for our 'Explore IT' Bench/Wall in our children's area were adapted on a smaller scale from the training there both from Jeri with the Boston Children's Museum and from the Storyville concept. (The changeable themes with our mini market stall and the "mouse house" are 2 examples). We were so inspired! Bess always handles Story Time for the month of August, so she decided to do 'Kindergarten Kamp' for the entire month. The themes she presented were: Scissors School, Dress for Success, Lunch Time, Riding the Bus, and Friendship. We purchased little supply boxes and each week they got to add a new school supply to their box and then on the last week they took them home. We had 20 participants and the parents were very appreciative of the program, with new participants that had not attended Story Time before. We also had positive feedback from teachers who thought this was a wonderful idea."

Additionally, all Ready 2 Read Rendezvous participants had to attend a webinar to provide updates on their year-long projects. Each webinar had about eight attendees during which each participant shared their project and provided details as to the success they had experienced thus far and the challenges. Participants worked together to brainstorm solutions for challenges. Participants then had to provide a written project update to the Early Literacy Coordinator. Additional training needs were identified in this process (managing volunteers, working with community partners) for which later webinars were scheduled.

3.5. Continue work with established courier services to find an efficient and affordable system to transport materials between libraries. LSTA will be used for MSL staff to work coordinating partnerships between courier services and libraries. (see goal #2, program 36 above)

3.6. Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives. LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs (The BTOP grant focused on this objective but it did not use LSTA funds although BTOP staff consulted with LSTA funded staff; no other attributable activity on this objective).

Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (Achieved).

This was the second highest rated goal and accounted for \$767,876.12 or 19% of all LSTA allocations from 2012-2015. Significant outputs include the conversion of 1,144 titles from analog to digital format, a patron outreach project (POP) which added 1,588 additional patrons, and the distribution of 1,231,614 items from 2012-2015.

Table 67 - Goal 4, Objective 1 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
Goal 4. MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons (part 1).	6.42	12
Goal 4. MSL provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (part 2).	6.25	12
4.1. Continue digitization of recorded Montana materials.	6.25	12
4.1.1. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.	6.50	12

Select staff comments:

- Some materials had been digitized, but this process has been nearly stopped due to lack of funding. There are many more books with Montana interests on the list to be recorded and

converted to digital. The software has been purchased, but more cases and containers could be used.

- I'm part of TBL so I am all for this, and am more familiar with its operations and user needs.
- These goals were accomplished.
- Patrons of MTBL who have come from other places in the US have commented on an improvement in access and service when they come to the Montana agency. The recording studio has various teams working on digitization throughout each day.

Table 68 - Goal 4, Objective 2 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers.	6.36	12
4.2.1. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	6.09	12

Staff comments:

- More promotion of this is needed so the public is aware.
- Not enough information
- MTBL staff are sent for training on new equipment as it is available. They are also given the training URLs for various other products their patrons may use.

Table 69 - Goal 4, Objective 3 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available.	6.75	11
4.3.1. LSTA will be used to purchase KLAS upgrades and provide system maintenance.	6.75	11
4.3.2. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.	6.56	12

Staff comments:

- Don't know enough to be sure.
- KLAS gets updated on a regular basis and staff at MTBL have a working relationship with that vendor.

Table 70-Goal 4, Objective 4 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
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Answer Options	Rating Average	Response Count
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons.	6.00	11
4.4.1. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.	6.14	11

Staff comments:

- unknown
- I don't know what POP is. I'm sure the state library is doing it, but I don't know it by that term.

Table 71 - Goal 4, Objective 5 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
4.5. Increase the amount of accessible materials to individuals who cannot read standard print.	6.18	12
4.5.1. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	6.18	12

Staff comments:

- Increased access has come from the National Library Service not the State Library. The Montana audio collection is expanding at a very slow rate.
- Patrons are impressed with the amount of braille twin vision books for children that MTBL has. MTBL purchases and uses the materials to have these books brailled in-house. New materials are added on a near weekly basis.

Table 72 - Goal 4, Objective 6 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services.	6.27	12
4.6.1. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.	6.36	12

Staff comments:

- MTBL is part of the outreach efforts and promotional materials are included. I wonder how many people are reached through these efforts.

Staff & Librarian Perceptions

- Thrilled that we have added a new recording studio; growing demand for the TBL
- The National Library Service
- TBL is a highly valued program.
- TBL – yes, we have been pretty successful
- No benchmarks – did not really define success
- We made progress.
- Minimized in outreach services; break in staffing for two years but that has been corrected
- Could we generalize this more to other people.
- I have not dealt with it and if they do not do it no one else would
- I have not heard much about this nor have I explored it
- Over the years maybe 10 people (have asked about it); someone requested a doctor's signature.
- We have offered these services – if we do not let it be known and people do not see us as a resource they will not use it.
- Need to revisit training and marketing and outreach and take advantage of it; at the last convention someone did talk about the Talking Book program
- I have a lot of my patrons who use the TBL – parents helping children with learning disabilities.
- I don't think this is well communicated well across the state; 26 years I have been here – only twice has anyone asked me about it; they don't know it exists or how to access it; lots of patrons, teachers, and students who don't know it exists. Can get to it in the shared catalog but need to better advertise it.
- We have had very positive results with TBL – quite a few patrons that use it; it is their godsend; family members were really depressed and after introduced to talking books – they are just a different person. Don't let this ever go away – people who use it and love it. You have no vision, physical or reading disability – we have a lot of just amazing testimonials about it; our veteran's home and nursing homes promote TBL.
- I'm aware of it but have not used it. Mentioned it but not taken advantage of it.
- I think it is really important – we just don't see so much of this; we are not really in the mix
- They are quiet at what they do; if they were not there, whole communities would be disenfranchised; great job moving into the future.
- They focus on Montana books as well.
- Bozeman – other communities; with outreach to other diverse communities; more and more signage is in Mandarin.

Logic Model

4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.

Inputs: 6 FTE and 90 volunteers

This funding covers staff salaries and operations for the Montana Talking Book Library (MTBL). Established in 1968, MTBL provides eligible Montana patrons, ages 3 to 103, with direct personal one-to-one patron service and support for ordering, receiving and/or downloading audio and Braille materials.

Activity/Output	2012	2013	2014	2015	Total
Number of Montana titles converted from analog to digital	597	287	35	225	1144

Outputs: As part of the Patron Outreach Project (POP), patrons were initially surveyed in 2013 and asked for their input on what significance and value they place on MTBL services in their lives. We received an 81% patron response. When asked what, if any, impact MTBL services had on the patron’s quality of life?

Outcomes: 100% responded positively, with 89% indicating the main leisure reading and entertainment they receive is through MTBL services. 100% indicated they would recommend MTBL services to everyone with a visual, physical or reading disability. 97% indicated they would not have the quality or accessibility of leisure reading materials without MTBL services, siting transportation, and other limited resources available to them. 3% of patrons indicated they have the resources to afford other leisure reading resources, but utilize MTBL services as their main source of reading and entertainment. 90% indicated the quality of the MTBL and NLS collections are excellent with emphasis on the new easier to use and play digital program; while 10% indicated they will miss the cassette collection and player. An overwhelming 100% indicated excellent service from all Readers’ Advisors in areas of response to patron requests, suggested reading materials and technology support.

Output: A Digital Transition strategy, developed to convert local Montana analog titles to audio digital, was approved by the Montana Legislature for one-time monies starting on 07/01/2013 through 06/30/2014. It was anticipated that one-third of the local collection would be digitized during that time. In the time period covered in this reporting period, 50 Montana cassette titles were converted to digital. MTBL submitted its first locally recorded digital book “Hand Raised: The Barns of Montana” to NLS for potential nationwide patron enjoyment in the online BARD collection. This creates an additional resource for nationwide Talking Book Libraries to offer their patrons and increases efficiency by not having to utilize an interlibrary loan process.

Outcome: The MTBL Digital Recording Program converted 25% (or 231 titles) of our local cassette titles to digital cartridges. New recording software and equipment were purchased during this time period to offer improved audio quality services and software security. The benefit to MT patrons is access to a higher quality of available MT audio titles from a TBL local recording studio.

4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.

Inputs: 6 FTE

Outputs:

Activity/Output	2012	2013	2014	2015	Total
Number of patrons trained to use BARD	168	58	41	44	311
Number of institutions trained to use BARD	24	5	12	2	43

4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.

Inputs: 6 FTE

Outputs: Keystone Library Automated Systems (KLAS) updated the MTBL KLAS database system in February, 2014, which offered staff additional database functionality in administering patron support. NLS contracted to receive more commercial books from publishers.

In April 2015, the MTBL Reader Advisor and Keystone automated database (KLAS) software administrator attended the KLAS Users’ Conference in Oklahoma City, Oklahoma.

Outcome: MTBL staff worked with KLAS staff to develop and install a completely redesigned catalogue subject code heading system that would better meet the needs of MTBL patrons, create a more expedited way to get books to patrons faster, as well as give more accurate support to MTBL staff in searching the catalogue. The redesign of the KLAS catalog subject code system greatly improved searching capabilities over what the original database system offered. The end result created a much easier and quicker mechanism of finding the desired books for patrons.

4.4. *Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.*

Inputs: MSL/MTBL contracted with a marketing firm to develop a 13-month Patron Outreach Project (POP) with the goal of increasing awareness of MTBL, new patrons, and establishing sustainability.

Outputs:

Activity/Output	2012	2013	2014	2015	Total
Patron Outreach Project (POP) new patrons added	1051	537			1588

Measurable increases in the MTBL project due to the Patron Outreach Project included: MTBL experienced an increase of 6% in new patrons, welcoming 514 additional new patrons to the service; a 4% increase in phone inquiries regarding services, and a 5% increase in distribution of patron applications and brochures.

Outcomes: The Patron Outreach Project came to an end on December 31, 2013. The objectives to increase awareness about MTBL were successfully met through educating the public about MTBL services using advertising, social media avenues, and newly revised brochures, mailers, and posters. The project reached at least 503,531 Montanans statewide through newspaper ads, with over 3,000 radio spots, and over 1,200 TV public service announcements and paid ads, including ad placement in specialty magazines and publications. Success was also measured by a 29.6% increase in new patrons signed up with MTBL, a 17.2% increase in new patrons downloading materials, and a 117% increase in public requests for MTBL applications for prospective patrons and institutions.

4.5. *Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.*

Inputs: 6 FTE

Outputs:

Activity/Output	2012	2013	2014	2015	Total
Number of Patrons Served	16,299	5,237	2,991	3,113	27,640
Items Distributed	698,226	202,029	147,892	183,467	1,231,614
Number of books downloaded from BARD	87,773	19,790	23,525	28,795	159,883
Number of Braille patrons	116	69			185
Number of Braille books delivered:	14,686	2,332	82	12,169	29,269
Number of patron requests answered by Reader Advisors	61,177	14,882	18,953	12,169	107,181

Number of BARD titles duplicated for non-BARD patrons:	5,820	1,568	1,060	1,752	10,200
Number of magazine issues distributed:	69,292	17,894	12,417	12,353	111,956

Outcomes: Responses to a patron survey on MTBL services were overwhelmingly positive. 80% said that they found MTBL services essential to their quality of life; and 20% would be challenged to find other affordable online resources to serve their needs.

Circulation: an increase of 1.5% in USPS processed materials; a total increase of 20.7% in overall circulation of processed materials. BARD downloads increased by 19.2%

Output: MTBL created a small internal children’s collection of Twin Vision for Pre-K to 3rd grade. This collection includes Pre-K board books and tactile image books. Twin Vision books are created by taking a standard print book with illustrations and transcribing the text into Braille on a clear plastic overlay inserted on the page.

Outcomes: Ensures free, accessible and easy-to-use library materials with personal support to state residents who cannot use standard print due to a visual, physical, or reading disability. Reader Advisors fielded 27% more requests from patrons

Output: The Duplication on Demand Cartridge Program creates access to digital titles in a physical cartridge format for patrons who do not have the resources to access online BARD titles.

Outcomes: A total of 1,568 titles were duplicated during this reporting period, reflecting the recycling of every cartridge and container originally purchased to maximize LSTA money.

4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.

Inputs: 6 FTE

Outputs: New brochures and posters were designed for a variety of outreach efforts to include having a presence at appropriate conferences such as Montana Library Association, Brain Injury Alliance Organization, all three Montana Blind and Low Vision Support Organizations, Montana Education Association, Montana Special Education Association, Montana Ophthalmology Academy, Montana Optometric Association, Montana Veterans Association, Montana Nursing Home and Assisted Living Organizations, and community organizations.

MTBL staff led or participated in trainings, conference presentations, or information sessions for MT Governor Steve Bullock, the General Federation of Women’s Clubs of MT, newly blind and low vision patrons attending a Summer Orientation Program, the MT HealthCare Association, consumer groups including Brain Injury Association of MT, MT Association of the Blind, National Federation of the Blind-MT, and American Council for the Blind-MT; all MT Blind and Low Vision department low vision support groups; NLS National Biennium Conference; Pacific NW Library Association Conference; Helena College-UM Student Disability Service; Carroll College Volunteer Fair; multiple retirement facilities; statewide community clubs and organizations; and blind and public elementary school special education teachers and parents. MTBL also collaborated with Perkins School for the Blind to offer legally deaf and blind Montanans technology benefits through the national iCanConnect program; and with independent Orientation and Mobility Counselors, vendors, and organizations to provide demonstrations of various devices to patrons using the MTBL Patron Center.

MTBL staff presented training and outreach to these organizations: Montana Blind and Low Vision Department; Montana American Council for the Blind (MACB) consumer group; Montana Veterans Administration; Butte Housing Authority; various chapters of the Montana Association for the Blind; Montana Library Association; National Federation of the Blind – Montana chapter; Great Falls low vision group; Touchmark retirement home book club; Overhear Consulting Company; Montana Health Care Association; and Eagles Manor retirement home. Additionally, MTBL staff provided information and demonstrated services for state legislators at the Montana Library Association’s Library Legislative Day in January 2015.

Were Any Goals Not Achieved?

Out of 12 staff responses, 11 felt that all four goals had been accomplished.

Table 73 - Were Any Goals Not Achieved?

Were any of the following four State Library LSTA goals for 2013-2017 NOT ACHIEVED as anticipated (select all that apply) (A-1 sub question)?		
Answer Options	Response Percent	Response Count
Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered.	8.3%	1
Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services.	8.3%	1
Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons.	8.3%	1
Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need.	8.3%	1
All four of our LSTA goals were met.	100.0%	12

Please discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed to the lack of progress for any of the four goals (A-1 sub question)?	1
<i>Answered Question</i>	12

Staff comments:

- MTBL goals were maintained, but not exceeded, due to staffing issues (extended illnesses and retirements). MTBL was short staffed especially during 2015-16. In the last 5 years, 4 of the 6 positions have had staff changes. A larger budget would always be nice in a library setting. Conversion to digital books has been virtually halted due to the need of staffing to convert older RC platforms to digital formats.

Retrospective Question A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Staff and librarian participants were asked to rate their satisfaction with how well each of the IMLS Focal Areas were addressed. The top four were Lifelong Learning, Information Access, Civic Engagement, and Institutional Capacity although none were rated higher than 5.3 out of 7.0. Focal Area 5 (Human Services) also was somewhat addressed and Focal Area 4 (Economic & Employment Development), which has not been a priority with LSTA funds, will become a higher priority with the creation of a new Lifelong Learning full-time employee starting in the fall of 2016.

Table 74 - Satisfaction with Progress Towards Focal Areas

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
1. Lifelong Learning (MSL Goal 3)	5.32	95
2. Information Access (MSL Goals 2, 3, 4)	5.24	90
1.2. Improved users' general knowledge and skills	5.10	92
6. Civic Engagement	5.09	81
2.1. Improved users' ability to discover information resources	4.97	92
6.1. Improved users' ability to participate in their community	4.97	86
3. Institutional Capacity (MSL Goals 1, 3)	4.96	84
2.2. Improved users' ability to obtain and/or use information resources	4.95	89
3.3. Improved library operations	4.94	91
5.3. Improved users' ability to apply information that furthers their parenting and family skills	4.92	88
3.1. Improved the library workforce	4.90	90
3.2. Improved the library's physical and technological infrastructure	4.87	90
6.2. Improved users' ability to participate in community conversations around topics of concern.	4.83	85
5. Human Services	4.68	76

1.1. Improved users' formal education	4.64	90
4. Economic & Employment Development	4.59	82
4.1. Improved users' ability to use resources and apply information for employment support	4.56	91
4.2. Improved users' ability to use and apply business resources	4.49	90
5.1. Improved users' ability to apply information that furthers their personal, family, or household finances	4.48	85
5.2. Improved users' ability to apply information that furthers their personal or family health & wellness	4.44	85
	4.85	

Select focus group and survey participant comments on each Focal Area.

1. Lifelong Learning (MSL Goal 3)

Table 75 - Satisfaction with Focal Area 1

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
1. Lifelong Learning (MSL Goal 3)	5.32	95
1.1. Improved users' formal education	4.64	90
1.2. Improved users' general knowledge and skills	5.10	92

Select focus group and survey comments:

- Civic engagement (just talking to our Americorps coordinator; the library could help our program; our chamber of commerce meets at the Library; people often do not know how to run meetings or organize committees and organizations)
- Economic and employment development
- Not really addressed it in this fashion – we do not work with our office of our public instruction to try and coordinate
- We would love to work with DPI
- Tutor.com was invaluable to many students K-college.
- Eliminating funding for Tutor.com and Ebsco databases has decreased our K-12 and college students' access to educational learning tools.
- Access to Webucator online classes as well as to Webjunction classes is very useful.
- MSL provides good training for librarians, who in turn provide services to users, but I don't see a lot of direct education of users.
- Many workshops are provided at state conferences. Fall Workshops put on by the State Library staff address these issues.
- I would say the State library has focused strongly in lifelong education. I see formal education as schools and colleges and I don't think that's where MSL has focused. Rather they have focused in library's early literacy, and wider access to information.

- With new Lifelong Learning Librarian, this will see more concentrated focus and growth in the next planning cycle.
- Proctoring training for distance ed- training on creating proctoring spaces and services, is needed now more than it was 15 years when I couldn't find those services in libraries.
- It seems as if there has been a push to encourage the use of the library across the "age board." From early age promoting the love of books and reading, the use of the library to access information, and as a way to continue with long distance learning (proctoring tests).
- Made a Lifelong Learning position and then hired a person to oversee this.
- We now support our own databases so our students can be college ready.
- I believe any library services contribute to lifelong learning. Our public library does help students but most reference-type services are for those not in formal education. How MSL improves users' general knowledge and skills is by offering training to staff in libraries
- I started working at my current library in 2015, so I cannot speak as to the headway made toward these goals prior to that time; however, since I started, the MSL has discontinued its EBSCO subscription and raised the cost of my library's subscription to MontanaLibrary2Go. Both of these occurrences do not lend themselves to supporting lifelong learning and the pursuit of knowledge, at least for patrons. The CE program for staff is commendable.

2. Information Access (MSL Goals 2, 3, 4)

Table 76 - Staff and Librarian Satisfaction with Focal Area 2

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
2. Information Access (MSL Goals 2, 3, 4)	5.24	90
2.1. Improved users' ability to discover information resources	4.97	92
2.2. Improved users' ability to obtain and/or use information resources	4.95	89

Select focus group and survey comments:

- Small libraries cannot afford subscriptions to databases for their patrons.
- The information resources we used most were Ebsco databases.
- It is very difficult to promote databases. Even though they are provided, it is hard to encourage users to use information resources.
- Enterprise patron access is much clearer than the former eLibrary and Bistro. EBSCO databases can no longer be accessed due to lack of funding at the state level.
- Again patrons have stated they cannot access the digital collection on a consistent basis.
- I believe we have really fallen behind on these areas. The website is cumbersome, inaccurate and difficult to navigate. Funding decline has also affected resource availability
- Fabulous through this summer, but loss of statewide databases will have an impact on these service areas.

- again databases cut off
- Sometimes, it's overwhelming how many resources are available. Having too many options can be more frustrating because instead of learning everything there is to know about one resource, I personally only know a little bit about a lot of resources.
- Loss of EBSCO limits information.
- The state library's website although it has a lot of valuable information, is not the easiest tool for some demographics in Montana.
- I still think resources are hard to find for the average patron online.
- The State Library has provided information resources even though they weren't necessarily used by the public the way everyone hoped.
- This will not be a future strength of the state library system unless we get stable funding.
- As already mentioned, the discontinued access to EBSCO databases and increased cost for MontanaLibrary2Go (at least for my library) undermines patrons' ability to access and use information resources.

3. Institutional Capacity (MSL Goals 1, 3)

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
3. Institutional Capacity (MSL Goals 1, 3)	4.96	84
3.1. Improved the library workforce	4.90	90
3.2. Improved the library's physical and technological infrastructure	4.87	90
3.3. Improved library operations	4.94	91

Select focus group and survey comments:

- CE program and consulting (was a taskforce priority)
- Broadband technology
- Courier service is great but challenges for those not on the route.
- We appreciate the technological resources and support we have as a member of the MSC.
- Thank you for adding new Montana Shared Catalog staff.
- We can contact the State Library for answers to our particular problems with technology and library layout.
- A work in progress. Not there yet by a long shot.
- In regards to operations, the training and information from the state library has a positive impact on the library operations for those who participate and apply the info.
- I feel like this relates more to our funding, which we get from the county. I know we get some State money, but, for example, the state isn't going to pay our wages so we can be open more than 25 hours a week.
- Digital Library reorganization was critically important.
- It has been my experience that the State Library has been of limited assistance to

our library as we are a branch and have been told we need to work through the County Library and the Commissioners. I did observe on one occasion where our Director called to get advice and was "gently" denied help.

- Something needs to be done about the low wages offered to paraprofessionals, even though that is primarily a local issue unique to each library and its tax base.
- I would like to see the State Library use their wealth of knowledge on how public libraries are created and intended to operate so that the communication between the library and the local governing body were more clearly defined and with a mutual understanding of such things.
- The consultants are available to help with organizational problems and provide solutions that benefit the library.

4. Economic & Employment Development

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
4. Economic & Employment Development	4.59	82
4.1. Improved users' ability to use resources and apply information for employment support	4.56	91
4.2. Improved users' ability to use and apply business resources	4.49	90

Select focus group and survey comments:

- There is a need for librarians to become better advocates; one primary area is in economic development
- BTOP program that ended in 2011;
- We do now through makerspace kits; business development centers and resources
- Supporting entrepreneurship
- Become more involved in the economic development statewide association; need to encourage all libraries to do this; creating opportunities to become engage in their local communities; changing nature of the role of libraries; get them away from desk and out of libraries.
- We do not have coordinated efforts to meet these goals within our Division
- We do have a consultant interested in community outreach
- We expect these to be addressed with the Lifelong learning position
- Both 4 and 5 will be prioritized
- Our NAC will be looking at the priorities; 5 may be a higher priority
- LSTA consultant provide training
- makerspaces
- Access to databases is limited by subscription prices.
- Patrons can find the resources though State Library webpage and our own.
- I would like to see a training on resources available for patrons as far as employment goes.
- With limited local opportunities, staff work to be helpful to our patron's need in

maneuvering through the State's sites. We have offered classes on creating job searches and resumes. It also seems that the State is working to find a way to continue without our local area resources (Coal). At a recent conference, it seemed as if it was a bad thing to be from our area and that there was little empathy for our situation.

- I do not recall many webinars or resources addressing employment support to patrons, though there are already resources in our county to meet those needs.

5. Human Services

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
5. Human Services	4.68	76
5.1. Improved users' ability to apply information that furthers their personal, family, or household finances	4.48	85
5.2. Improved users' ability to apply information that furthers their personal or family health & wellness	4.44	85
5.3. Improved users' ability to apply information that furthers their parenting and family skills	4.92	88

Select focus group and survey comments:

- the texting program
- The Ready2Read program has parenting information that helps patrons.
- There could be more information for personal, family and household finances available online to the users as a easy access link (with instructions as user friendly)
- The State always offers some form of early childhood training, and I think that's so important.
- Early Learning focus.
- We attempt to offer programing and opportunities for family interactions and education. I do not know of anything MSL promoted
- I recall some webinars to this effect, but not much else. These are issues that staff at our library strives to tackle on a day-to-day basis (like most public libraries), so more support would be welcome.

6. Civic Engagement

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
6. Civic Engagement	5.09	81

6.1. Improved users' ability to participate in their community	4.97	86
6.2. Improved users' ability to participate in community conversations around topics of concern.	4.83	85

Select focus group and survey comments:

- Area highly identified by the taskforce
- physical facilities are not supported; can we improve broad band capacity
- Not really had programs that directly relate to that
- Not sure how to address this – is this a priority for us or the state library association?
- We can only do so much.
- I thought the "Get Outside" campaigns were helpful with this.
- State Library sends libraries information on possible ways to connect with the community.
- They are always pushing us to be more involved in our communities as librarians. They tell us to "have a seat at the table."
- Geographic and natural heritage information in particular.
- This is probably at our core, going forward.
- Wish we had known about the statewide database precarious situation earlier and had the chance to comment on it before eliminating them was a fait accompli.
- Summer Reading Program encourages interaction with patrons and the community.
- They told us to get as many people together as possible so that all walks of life are present from your community and see how the library could help.
- Making known the resources provided by established organizations, such as Humanities Montana, has enabled libraries (including the one where I work) to host important community conversations.

Retrospective Question A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities?

Staff identified three focal groups that were clearly addressed: individuals with disabilities, the library workforce (current and future), and families. They were less sure about children (0-5) and school-aged youth (6-17).

Table 77 - Focal Groups Focused on in Five-Year Plan

Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes = 10% or more of LSTA funds were allocated toward that specific group)?			
Answer Options	Yes	No	Response Count
1. Individuals with disabilities	10	0	10
2. Library workforce (current and future)	9	0	9
3. Families	8	1	9
4. Children (aged 0-5)	6	2	8

5.	School-aged youth (aged 6-17)	5	3	8
6.	Individuals with limited functional literacy or information skills	4	5	9
7.	Ethnic or minority populations	2	6	8
8.	Individuals living below the poverty line	1	7	8
9.	Individuals that are unemployed/underemployed	1	6	7
10.	Immigrants/refugees	0	8	8

Select staff and librarian comments:

- TBL focuses on individuals with disabilities, so they represent the majority of the users I provide services for.
- Given the paucity of our financial resources, we don't have the luxury of targeting meaningful amounts of funding on any one user group. Instead we do our best to select programs that impact several groups at once. And if these groups are not equally recipients of the benefits of these programs, with luck, we have done enough to affect their lives in positive fashions. This would be a meaningful question if MSL had, for example, 3 to 10 times the financial resources it currently has to address our users and partner's needs.
- Need to also focus on the non-struggling groups
- We need to (be) wise enough with the resources to meet the needs of the groups we prioritize
- In Billings – 30% have the MLIS degree; keep pushing that MLIS degree; not the bottom line; you don't have to have the degree to run a library – business and personal skills; would not dismiss it as not important though.
- The training and accreditation – we are required to take classes throughout the year; getting certified helps; small towns would not be able to afford a degreed person.
- Rural libraries the director needs to have common sense and be able to work with people.
- Greater focus on immigrant families (ESL) (from Africa and the Congo)
- Immigration is a big issue; making current patrons aware of the other communities; disabilities, functional literacy, and families
- children ages 0-5, families, those just a bit above the poverty level, individuals with disabilities
- Poverty line, families, unemployed/underemployed
- Functional literacy, Poverty, Disabilities
- Both children groups (they are our future), individuals with disabilities
- Living below the poverty line
- Library workforce – the SL's commitment to continuing ed and training (staff are strong across the state)
- Limited functional literacy or information skills (to stay above the poverty line)
- We are going to see more immigrants and refugees (where many people go first) – a whole group from the Congo; libraries need to support to have the tools to provide new immigrants with resources
- Families – they are so disjointed.
- OPI and the Montana State Library – they should be able to communicate more than

they do; they rely heavily on the SL; they just don't do their job; school libraries are kind of dependent on the SL

- School issue – what is the quality of libraries?

IV. Process Questions (B-1 to B-3)

B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

The staff felt satisfied overall that SPRs were used to help guide overall Five-Year plan activities.

To what extent do you agree with the following statement:		
Answer Options	Rating Average	Response Count
The State Library used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan (B1).	5.78	11

Qualitative comments from interviews, focus groups, and survey responses suggests that SPRs were not used “as much this plan” (staff survey response, December 2016) but they were used to help identify activities and provide snapshots for how they were doing. It was noted that the old version was a bit heavy and text based but that the new version is more data driven and outcome-based, which will be easier to use for planning purposes. As another participant noted, “We could use it better” (Staff survey participant, December 2016).

While SPRs appeared to be tangentially used to determine future activities, the new data-driven SPR along with the future potential use of a logic model for the next five-year cycle will help increase its use and impact.

B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.

The staff rated this lowest rating (4.0 out of 7.0) in terms of satisfaction. But, despite major changes in staff including the State Librarian during the 2013-2016 period of the plan as well as budget cuts at the state level, the general sense is that the plan remained the same although less emphasis was placed in certain areas due to budget constraints.

To what extent do you agree with the following statement:		
Answer Options	Rating Average	Response Count
The State Library made changes to the Five-Year Plan (B2).	4.00	11

B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?

SPR data was consistently and annually shared with their State Library Commission (their governing body), Network Advisory Council (NAC), and governor’s office. They are also posted on their website, used internally, and also shared on their state listserv.

To what extent do you agree with the following statement:		
Answer Options	Rating Average	Response Count
The State Library shared data from the old and new SPR and from other evaluation resources (B3).	4.89	11

V. Methodology Questions (C-1 to C-4)

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

The Montana State Library selected Dr. Anthony Chow and Strategic Performance Systems, LLC from Greensboro, North Carolina. Dr. Chow is an Associate Professor at The University of North Carolina at Greensboro’s Department of Library and Information Studies and is CEO of his own consulting firm. This LSTA evaluation was rigorous, objective, and conducted by an independent, third-party evaluator from outside Montana with no previous connections or relationships with the State Library or any of its representatives. Dr. Chow was selected largely because of his requisite expertise in statistical and qualitative research methods, especially within the library field, and demonstrated a high level of competency in rigorously conducting this evaluation.

The report and evaluation requirements as stated in the guidelines outlined in IMLS-CLR-D-0019 was used as a significant part of the evaluation framework. Prior to the start of the evaluation, three guiding documents were created to ensure a valid and reliable process was conducted – Montana LSTA evaluation plan ([see Appendix D1](#)), evaluation crosswalk ([see Appendix D2](#)), and evaluation logic model ([see Appendix D3](#)). These three documents served as the foundation for the evaluation and helped ensure that all guidelines and required questions to be answered by the evaluation were identified and accounted for in the evaluation design and evaluation instruments. All evaluation protocol including interview and focus group questions, surveys, and site visits were planned, developed, and aligned to the evaluation requirements to ensure the evaluation and its findings were valid and reliable. The State Library reviewed and approved the plan, crosswalk, logic model, and drafts of all instruments prior to implementation.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

The evaluation used a mixed-method qualitative and quantitative approach. The use of an evaluation plan and evaluation crosswalk helped establish strong internal validity and reliability by ensuring all IMLS evaluation and report guidelines, Montana’s 2013-2017 LSTA goals⁹, and prior recommendations from Montana’s 2008-2012 evaluation¹⁰ were identified, documented, and accounted for in both the design and implementation of the evaluation and all associated instruments and protocol.

Qualitative methods included gathering all available SPRs, relevant statistical data, interviews with the State Librarian and LSTA administrator, focus groups with other MSL staff, the Network Advisory Committee, State Library Commission, focus groups with Montana librarians and patrons, online surveys for staff, librarians, and patrons, and two site visits including visiting selected libraries in central and western Montana. Questions were also asked using Montana State Library’s social media but no responses were received. Thematic analysis was used to review and categorize interview and focus group responses and anonymity and confidentiality of the participants were protected and secured. Open-ended survey responses were also coded, categorized, and collapsed into common themes. See the following appendices for original instruments used:

- [Appendix D4 –Staff Interview/Focus Group Questions](#)
- [Appendix D5 – NAC and Library Commission Focus Group Questions](#)
- [Appendix D6 – Librarian and Patron Interview/Focus Group Questions](#)
- [Appendix D7 – Montana State Library LSTA Five-Year \(2013-2017\) Survey](#)

Specific quotes were also used to supplement quantitative data and provide richer context to the findings.

Quantitative methods included several levels of data analysis. The preliminary level of analysis used basic descriptive statistics including frequencies, percentages, sums, and means when analyzing SPR data and the logic model ([See Appendix E1](#)), survey responses ([See Appendix E2](#)). The second level introduced basic correlations (Pearson R coefficient) ([See Appendix E4](#)), analysis of variance (ANOVA), and linear regression to identify statistically significant

⁹ Montana Five-Year Plan 2013-2017, <https://www.imls.gov/sites/default/files/state-profiles/plans/montana5yearplan.pdf>

¹⁰ LSTA in Montana – 2008-2012 Five-Year LSTA Evaluation, http://msl.mt.gov/library_development/Grants/LSTAEvaluation.pdf

relationships and differences in Montana’s public library statistics over a 10-year period and demographic trends in survey responses ([See Appendix E3](#)).

Collectively, this evaluation and findings have strong internal and external validity and reliability through the use of data triangulation, which examined Montana’s progress towards attaining its 2013-2017 five-year goals using a diverse set of data, methods, and stakeholder perspectives.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.

The evaluation’s target sampling frame focused on seeking input from major stakeholders, which included meeting with state library staff responsible for Montana’s LSTA program, their Network Advisory Committee, State Library Commission, librarians, and patrons.

The total sample for the evaluation was 253 participants. This included interviews (n=5), focus groups (six focus groups, n=23), four site visits spanning five days in Montana (four different libraries were visited), and a community wide survey administered to the general public (N=161) and also mailed to a random sample (N=54).

The table below shows the breakdown of stakeholders that completed the survey.

Table 78 - Survey Participants

Montana State Library Five-Year LSTA Evaluation Survey

Your Primary Status (choose the answer choice that best describes you):		
Answer Options	Response Percent	Response Count
State Library Staff	5.1%	11
Librarian or Library Staff	43.3%	93
Library Administrator	14.4%	31
Patron or General Community Member	30.7%	66
Network Advisory Council member	0.5%	1
State Library Commission member	1.4%	3
Public Library Trustee	4.7%	10
<i>answered question</i>		215

[See Appendix B](#) for full list of all evaluation participants.

Random Sampling

The State Library randomly selected 100 Montana residents from each of the Six Federations. Six-hundred print surveys were mailed and 54 completed surveys were returned, which is a 9%

response rate. Random sampling allows for increased validity and reliability as the 54 responses can be considered representative of typical Montana residents.

Participants represented all six State Library Federations per the Figure below.

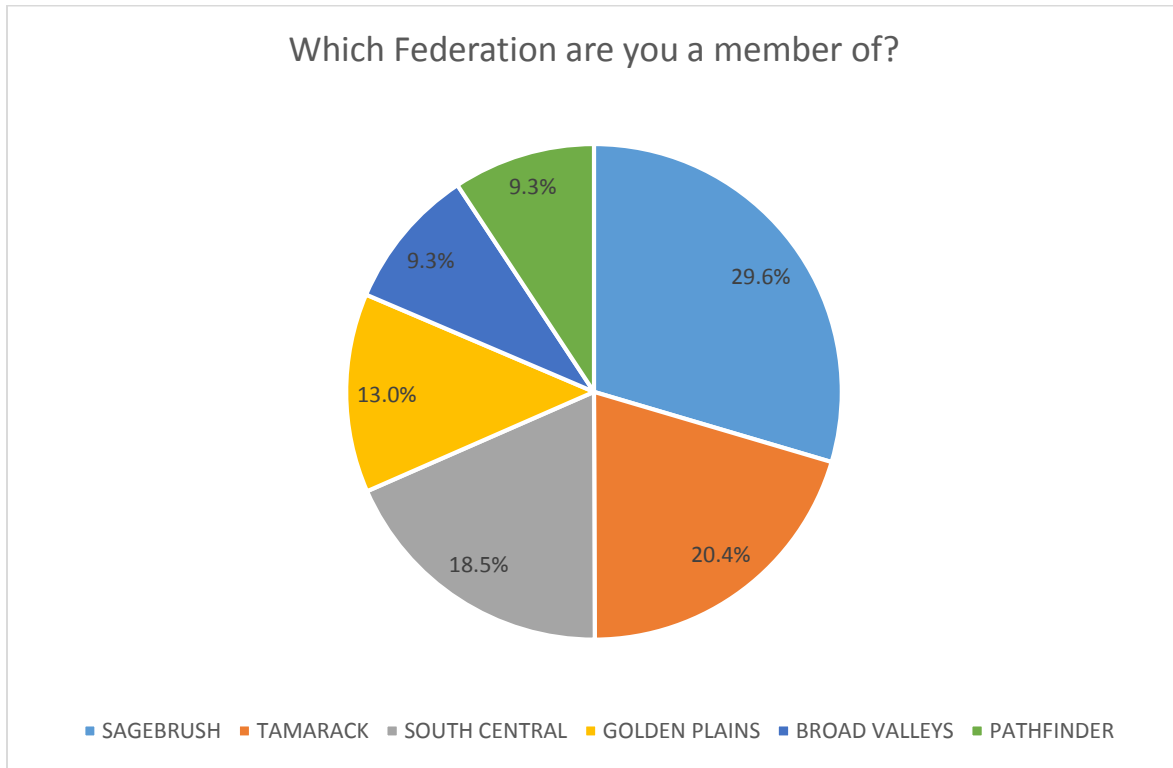


Figure 12 - Random Sample (Federations)

C-4. Discuss how you will share the key findings and recommendations with others.

Two evaluation reports have been generated – one full report to the Montana State Library which exceeds the IMLS page limit and a smaller report submitted to IMLS within following its established guidelines and page requirements. The reports submitted to IMLS will be shared on the MSL website and widely disseminated across the state. In addition, the major results of the evaluation will also be shared using a dissemination website.

VI. Future 2018-2022 Priorities: Staff, Librarian, and Patron Perspectives

As part of the evaluation, all participants were also asked to identify future Montana library priorities by IMLS priority, Focal Group, Focal Area, and also open ended responses.

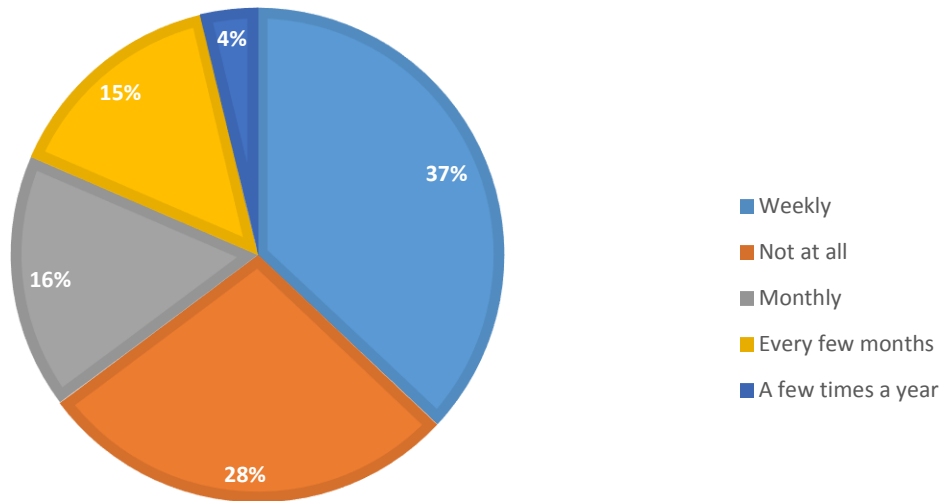
Demographics of Randomly Sampled Montana Residents

Library Usage

Think about the past 12 months. In a typical month, approximately how often did you visit or use in any way (in person, online, and/or service) a library?

Answer Options	Response Percent	Response Count
Weekly	37.0%	20
Not at all	27.8%	15
Monthly	16.7%	9
Every few months	14.8%	8
A few times a year	3.7%	2

APPROXIMATELY HOW OFTEN DID YOU VISIT OR USE IN ANY WAY (IN PERSON, ONLINE, AND/OR SERVICE) A LIBRARY IN THE PAST 12 MONTHS?



Select random sample comments:

- Libraries are being supplanted by relatively ready/accessible internet connections.
- Often more than once a week
- I don't read much.
- can download books online
- 2x month
- no need
- Every 2 weeks
- member of library board.
- Web MD

- Every 2 weeks. I visit to check out books for leisure reading.
- We live 15 miles from town and actually just don't read much.
- Have a local library in my retirement home
- I like to check out audiobooks.
- sources available online at home
- Live way in the country.
- My eyesight is very limited. I do not use the library at all. In past both my husband and I did use it regularly.
- Fiction
- No need
- Much of the information is available on the internet
- Just check out books.
- Majority of my required information comes from internet/ipad.
- I download books - audio - to listen to on my ipad. I also check out books from our local library.
- Not open on weekends.
- Order books off Amazon
- It is not easy for us to visit since we live out of town.
- 5 or more visits per month. I use the public library, but now that I am in school at MSU-B I am in the library on campus at least a couple times a week.

IMLS Priorities for 2018-2022

The patron random sample of Montana residents (both users and non-users) identified IMLS Priority 1, 8, 3, 2, and 7 as their highest priorities.

Table 79 - Patron Random Sample Future IMLS Priorities

To what extent do you feel the following national priorities should represent a substantial focus of Montana's libraries over the next five years?		
Answer Options	Rating Average	Response Count
#1 - Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills	5.40	47
#8 - Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks	5.33	48
#3 - Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services	5.30	46
#2 - Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services	5.08	48
#7 - Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved	5.00	47

#4 -Enhance efforts to recruit future professionals to the field of library and information services	4.76	45
#6 - Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills	4.57	46
#5 - Develop public and private partnerships with other agencies and community-based organizations	4.46	46

To get a clearer understanding on whether there were differences between stakeholders, the data was broken down in four different participant groups – staff, SLC/NAC members, librarians, and patron random sample. The table below shows the ranking of different stakeholders by IMLS priority.

To what extent do you feel the following national priorities should represent a substantial focus of Montana's libraries over the next five years?					
Answer Options	Staff Rank (n=7)	SLC and NAC Rank (n=4)	Librarian Rank (n=90)	Patron Random Sample Rank (n=47)	Average Rank
#1 - Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills	3	1	1	1	1.5
#2 - Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services	6	2	3	4	3.75
#3 - Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services	2	3	2	3	2.5
#4 -Enhance efforts to recruit future professionals to the field of library and information services	8	8	8	6	7.5
#5 - Develop public and private partnerships with other agencies and community-based organizations	4	4	7	8	5.75
#6 - Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills	7	6	6	7	6.5
#7 - Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved	5	7	5	5	5.5
#8 - Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks	1	5	4	2	3

Next a composite ranking, an average of all rankings, was taken illustrating some degree of consensus among the top three future priorities – IMLS Priority 1 (Expand service for learning and access to information and educational resources), IMLS Priority 3 (Provide training and professional development), and IMLS Priority 8 (Develop library services that provide all users access to information). IMLS Priority 2 (Establish and enhance electronic and other linkages) and IMLS Priority 5 (Develop public and private partnerships) had some disagreement and are highlighted in the table below.

To what extent do you feel the following national priorities should represent a substantial focus of Montana's libraries over the next five years?						
Answer Options	Staff Rank (n=7)	SLC and NAC Rank (n=4)	Librarian Rank (n=90)	Patron Random Sample Rank (n=47)	Average Rank	Composite Rank
#1 - Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills	3	1	1	1	1.5	1
#3 - Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services	2	3	2	3	2.5	2
#8 - Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks	1	5	4	2	3	3
#2 - Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services	6	2	3	4	3.75	4
#7 - Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved	5	7	5	5	5.5	5
#5 - Develop public and private partnerships with other agencies and community-based organizations	4	4	7	8	5.75	6
#6 - Target library services to individuals of diverse geographic, cultural, and socioeconomic	7	6	6	7	6.5	7

backgrounds, and to individuals with limited functional literacy or information skills						
#4 -Enhance efforts to recruit future professionals to the field of library and information services	8	8	8	6	7.5	8

In the aggregate, combining all participants together, over 150 staff, librarians, and patrons rated each of the IMLS priorities. The top four IMLS priorities based on the averages of all participants were the same as the composite rankings - IMLS Priority #1 (Expand services for learning and access to information and educational resources in a variety of formats), #3 (Provide training and professional development...), #2 (Establish or enhance electronic and other linkages and improved coordination among and between libraries), and #8 (Develop library services that provide all users access to information).

Table 80 - IMLS Priorities for 2018-2022

To what extent do you feel the following national priorities should represent a substantial focus of Montana's libraries over the next five years?		
Answer Options	Rating Average	Response Count
#1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills	5.99	158
#3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services	5.90	157
#2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services	5.74	159
#8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks	5.65	158
#7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved	5.46	157
#6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills	5.22	156
#5. Develop public and private partnerships with other agencies and community-based organizations	5.09	153
#4. Enhance efforts to recruit future professionals to the field of library and information services	4.93	155
Average	5.50	

Select staff, librarian, and patron comments on the future importance of IMLS priorities 1 and 2:

#1 (ranked the highest future priority) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills

#2 (ranked the third highest future priority) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services

- Please consider offering tutor.com again! My students and their parents miss it! Even if it is not available to all libraries, I would direct my patrons to the public library so that they can use it.
- Living in a rural area, we do not have other access to education, workforce development, etc. The library is an essential resource for community members.

The more our libraries are connected, the better access for our patrons.

- Making sure that services that work are available to all is important. Resource sharing is necessary in our state in order to improve the quality of and access to library information.
- There are currently SO MANY resources available for us to use and show the public, but we, as a library system, are not getting it out there and we are not working with the proper connections. We are a library system, but maybe it's time we start thinking commercially, with marketers, such as big businesses do. We will not lose the integrity of being a "Library" and all that image entails, but it's time we learn how to show people, that a "Library" can move along WITH the times-and maybe show them a bit before the times in some cases, and not be behind the times. Not just in programing, but in the resources we already have.
- databases are too expensive for any one library to sustain a subscription over time. without subscription database access a great deal of info is inaccessible to the general public without having to pay on a case-by-case bits & pieces basis that can add up very quickly and strain personal resources. restoring funding for more database access would help patrons more directly than improving connectivity. "Electronic linkages" ie backbone connectivity and higher-bandwidth connections for towns and residences are not really within the purview of the state library anyway. Improved coordination is a pipe dream - everyone pays lip service but no one ever listens anyway, so why waste the money?
- I do not believe that rural communities will receive the same quality of services as urban communities if more services are streamlined at the state level.
- Funding inequities across the state have been subsidized by grants, friend of library organizations, PTA's, etc. Equalization of access and resource equity is fundamental to our learners of all ages.
- Montana is generally behind the rest of the nation in terms of reliable connectivity. Also, due to a high percentage of poverty, many Montanans do not have household access to computers or internet.

Select staff, librarian, and patron comments on the future importance of IMLS priorities 3-5:

#3. (ranked the second future highest priority) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services

#4. (ranked the eighth and last future highest priority) Enhance efforts to recruit future professionals to the field of library and information services

#5. (ranked the seventh and second to last future highest priority) Develop public and private partnerships with other agencies and community-based organizations

- Recruitment should be easier if librarians are provided the professional development they need in order to delivery library services.
- The last one (#5) is highly needed and very lacking
- It is not possible to recruit future library professionals when the current professionals are not valued financially. Professionals (many with a Master's degree) should earn a professional salary.
- There is no need to recruit more people to the field. There are plenty of people looking for jobs in the LIS field. Unfortunately what needs to be addressed are the extremely low salaries offered in Montana for jobs that require years of experience and education. If salaries were higher and the field more respected there would be no problem filling positions.
- There might be enough librarians in MT right now - the Occupational Outlook Handbook predicts a very small increase in job opportunities. That could change though, so that's an important one to watch to make sure that need gets met again.
- I know many people who have struggled in order to find full time employment in the field. In my graduating class many spirited, community driven people who had hoped to make a difference in libraries went on to work for corporate entities after finding a lack of opportunities in public libraries. If something wonderful occurred that gave libraries the means to expand their services and create more full time positions, there would be qualified people interested in those jobs.
- Important to build community partnerships to help us identify needs of our community members and to earn their trust as we invest monies in library services to serve our library populations.
- Interested candidates should be encouraged and assisted financially in their quest for advanced professional development - especially if they are already valued, successful clerical or para-professional staff in a Library open to the public.
- Montana libraries need more professionals!

Select staff, librarian, and patron comments on the future importance of IMLS priorities 6-8:

#6. (ranked the sixth future highest priority) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills

#7. (ranked the fifth future highest priority) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved

#8. (ranked the fourth future highest priority) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks

- Why would you limit it to below the poverty line? Target everyone to take advantage of one of the best things in the USA - our libraries!! Our librarians are fantastic, already up to speed with helping users tech skills.
- School libraries can go a long way in meeting these goals in the rural areas.
- national policies get lost, it's the state and locals that should take care of library services.
- I want to emphasize that first come first serve is (weighted) towards higher populated areas. It is just simple math. When our services our (weighted) that way, those of us in rural areas receive less services, yet our constituents pay taxes for those services. I am concerned that these people will become frustrated with this issue and start to devalue small and medium public libraries.

- I understand that The Queens' Public Library, of The New York City Public Library system, serves a(n) area with over 60 native fluency languages among its Patrons, and has Staff with native fluency in over 30 of those languages (and materials in many of them): That's Progress!
- Our community is predominantly low- to middle-income families and individuals. The library would like to be more (or continue to be) relevant to their needs.

Future IMLS Focal Area Priorities for 2018-2022

The randomly sampled patrons selected its top Focal Area Priorities as Information Access (Focal Area 2), Lifelong Learning (Focal Area 1), Civic Engagement (Focal Area 6), and Human Services (Focal Area 5).

Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?			
Answer Options	Rating Average	Response Count	Rank
2. Information Access	6.08	51	1
1. Lifelong Learning	5.88	51	2
2.2. Improve users' ability to obtain and/or use information resources	5.73	51	3
2.1. Improve users' ability to discover information resources	5.69	51	4
1.2. Improve users' general knowledge and skills	5.56	50	5
6.1. Improve users' ability to participate in their community	5.45	44	6
6.2. Improve users' ability to participate in community conversations around topics of concern.	5.32	44	7
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	5.31	42	8
6. Civic Engagement	5.26	34	9
5.3. Improve users' ability to apply information that furthers their parenting and family skills	5.21	42	10
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	5.14	42	11
4.2. Improve users' ability to use and apply business resources	4.94	47	12
5. Human Services	4.92	38	13
4.1. Improve users' ability to use resources and apply information for employment support	4.83	47	14
1.1. Improve users' formal education	4.78	49	15
3.1. Improve the library workforce	4.72	46	16
3.2. Improve the library's physical and technological infrastructure	4.65	46	17
4. Economic & Employment Development	4.61	44	18
3.3. Improve library operations	4.56	45	19
3. Institutional Capacity	4.43	40	20

The composite rank was calculated based on the average ranking of each Focal Area by all stakeholders. The top four Focal Areas included Information Access (Focal Area 2), Lifelong Learning (Focal Area 1), Institutional Capacity (Focal Area 3), and Human Services (Focal Area 5). Areas of major disagreement were shaded for emphasis and Civic Engagement (Focal Area 6) were ranked much higher by SLC/NAC members and patrons than State Library staff or librarians.

Table 81 – Composite Future Focal Area Rankings

Answer Options	Staff Rank (n=7)	SLC/NAC Rank (n=4)	Librarian Rank (n=86)	Patron Random Sample Rank (n=45)	Average Rank	Composite Rank
2. Information Access	1	2	1	1	1.25	1
2.2. Improve users' ability to obtain and/or use information resources	2	4	2	3	2.75	2
1.2. Improve users' general knowledge and skills	4	1	6	5	4	3
2.1. Improve users' ability to discover information resources	9	3	3	4	4.75	4
1. Lifelong Learning	3	13	4	2	5.5	5
3.2. Improve the library's physical and technological infrastructure	5	5	5	17	8	6
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	6	11	11	8	9	7
3.1. Improve the library workforce	7	7	7	16	9.25	8
6.1. Improve users' ability to participate in their community	19	6	10	6	10.25	9
5.3. Improve users' ability to apply information that furthers their parenting and family skills	8	12	12	10	10.5	10
6. Civic Engagement	18	9	13	9	12.25	11
3.3. Improve library operations	10	15	9	19	13.25	12
4. Economic & Employment Development	11	8	18	18	13.75	13
6.2. Improve users' ability to participate in community conversations around topics of concern.	16	18	15	7	14	14
3. Institutional Capacity	15	14	8	20	14.25	15
4.2. Improve users' ability to use and apply business resources	17	10	19	12	14.5	16
5. Human Services	13	16	16	13	14.5	17
4.1. Improve users' ability to use resources and apply information for employment support	12	19	14	14	14.75	18
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	14	17	17	11	14.75	19

1.1. Improve users' formal education	20	20	20	15	18.75	20
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In the aggregate and based on average ranking of all survey participants, the top four shifted slightly to Information Access (Focal Area 2), Lifelong Learning (Focal Area 1), Institutional Capacity (Focal Area 3), and Civic Engagement (Focal Area 6).

Table 82 - Future Focal Area Average Ratings

Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?			
Answer Options	Rating Average	Response Count	Rank
2. Information Access	6.20	158	1
2.2. Improve users' ability to obtain and/or use information resources	6.05	157	2
2.1. Improve users' ability to discover information resources	5.93	158	3
1. Lifelong Learning	5.89	156	4
1.2. Improve users' general knowledge and skills	5.71	158	5
3.2. Improve the library's physical and technological infrastructure	5.49	155	6
6.1. Improve users' ability to participate in their community	5.48	151	7
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	5.43	150	8
5.3. Improve users' ability to apply information that furthers their parenting and family skills	5.42	149	9
6.2. Improve users' ability to participate in community conversations around topics of concern.	5.41	150	10
6. Civic Engagement	5.40	134	11
3.1. Improve the library workforce	5.37	154	12
3.3. Improve library operations	5.31	154	13
5. Human Services	5.28	138	14
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	5.26	149	15
4.1. Improve users' ability to use resources and apply information for employment support	5.24	156	16
3. Institutional Capacity	5.23	141	17
4.2. Improve users' ability to use and apply business resources	5.12	155	18
4. Economic & Employment Development	5.03	147	19
1.1. Improve users' formal education	4.89	155	20
Average	5.46		

Focus groups with a diverse group of Montana Library directors, however, suggested different priorities focused most frequently on a top three of **Institutional Capacity** (Focal Area 3, selected 10 times as a top three priority), **Information Access** (Focal Area 2, selected 9 times as a top three priority), and **Economic & Employment Development** (Focal Area 1, selected 8 times as a top three priority).

Select focus group comments:

Focal Area 3: Institutional Capacity (MSL Goals 1, 3) (10 votes)

- 3.3. Improve library operations is essential.
- Rated #3 for both Billings and Harlem, and #2 for another library system.
- Another librarian from a librarian standpoint, “when I attend our state library conference – it’s a great place to exchange information; a lot of people do not know about the rules and standards for cataloging – anything we can do to increase skillsets” (Focus Group Participant, October 2016).

Focal Area 2: Information Access (MSL Goals 2, 3, 4) (9 votes)

- Both ways - give information to users, provide our state’s information to the world
- For Billings this is #1 - such a large rural population in our state
- Harlem #2
- #1 for another library system

Focal Area 4: Economic & Employment Development (8 votes)

- -#2 for Billings

Focal Area 1: Lifelong Learning (MSL Goal 3) (7 votes)

Focal Area 5: Human Services (6 votes)

- #1 for Harlem
- #3 for another system

Focal Area 6: Civic Engagement (5 votes)

- #6 Civic engagement – library users have a tendency to be very quiet; not the ones to go to City Hall to express how important libraries are; Training on how to do this, less intimidating; very rarely are their patrons from the communities attend the hearings – The SL came to my board of trustees retreat – morning session on advocacy at the board level. Making yourself known with everyone.

Select staff, librarian, and participant comments on Focal Area 1:

Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?									
Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
1. Lifelong Learning	3	1	6	13	25	37	71	5.89	156
1.1. Improve users' formal education	9	6	14	35	29	24	38	4.89	155
1.2. Improve users' general knowledge and skills	4	0	7	17	24	53	53	5.71	158

- Rural areas do not have other access.

- Not sure what these meant. How to improve users' general knowledge and skills is not addressed and so the questions do not have much meaning.
- Goes without saying
- I am not sure how our library would do either of the specific improvements listed.
- YOUTH SERVICES!

Select staff, librarian, and participant comments on Focal Area 2:

Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?									
Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
2. Information Access	2	1	3	8	18	38	88	6.20	158
2.1. Improve users' ability to discover information resources	3	3	1	9	33	39	70	5.93	158
2.2. Improve users' ability to obtain and/or use information resources	3	1	1	9	24	47	72	6.05	157

- Many people know how to discover information, but do not know how to evaluate or use them in a meaningful way.
- Improve the resources and access to them
- Patrons must feel welcome and comfortable using all - including online - resources. Youth must be actively encouraged and mentored onsite.

Select staff, librarian, and participant comments on Focal Area 3:

Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?									
Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
3. Institutional Capacity	7	8	2	18	36	33	37	5.23	141
3.1. Improve the library workforce	8	5	7	16	30	42	46	5.37	154
3.2. Improve the library's physical and technological infrastructure	6	5	4	21	25	44	50	5.49	155
3.3. Improve library operations	6	8	4	21	34	38	43	5.31	154

- Improvement is always a good thing.
- Many Montana libraries have one professional librarian and a staff of part-time, high school educated staff in an effort to save money. This practice does not display the value of a professional librarian. In addition, with this structure, the library director should really have a management degree instead of a library services degree.
- We would love to be open more hours and have more space.
- Clerical, Para-Professional and Professional Staff Members should be able to imagine a Career Progression Path - even if it assumes continuing at a different Library/institution.

Select staff, librarian, and participant comments on Focal Area 4:

Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?									
Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
4. Economic & Employment Development	5	5	7	41	28	28	33	5.03	147
4.1. Improve users' ability to use resources and apply information for employment support	6	2	6	36	33	31	42	5.24	156
4.2. Improve users' ability to use and apply business resources	7	2	6	38	36	30	36	5.12	155

- There are other agencies in most communities that provide these important services.
- Good ideas for improvement if these services are not provided elsewhere.
- Libraries can't do it all
- Libraries can partner with local Job Services but do not (n)eed to take on their mission.
- Community-appreciated business support is valuable.
- I believe there are already organizations in place that specialize in this issue.

Select staff, librarian, and participant comments on Focal Area 5:

Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?									
Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
5. Human Services	5	3	9	22	30	31	38	5.28	138
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	3	4	11	23	40	29	39	5.26	149
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	3	2	9	25	33	30	48	5.43	150
5.3. Improve users' ability to apply information that furthers their parenting and family skills	5	5	6	23	25	38	47	5.42	149

- There are other agencies in most communities that focus on these important services.
- Libraries can't do it all.
- There are state a federal resources for this but do not need to be the library's primary mission.
- Youth Services through Parents is most worthwhile.

- Our community and library patronage is comprised largely of families that would benefit from access to this kind of information.

Select staff, librarian, and participant comments on Focal Area 6:

Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?									
Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
6. Civic Engagement	5	1	6	25	22	36	39	5.40	134
6.1. Improve users' ability to participate in their community	4	1	6	24	30	44	42	5.48	151
6.2. Improve users' ability to participate in community conversations around topics of concern.	4	3	7	20	35	41	40	5.41	150

- Libraries should be the center of any community. They provide the highest civic service.
- I'm not sure this is the library's job. All librarians can guide you already to the resources, but for them to be teachers to anything besides getting on the computers is best left to our public school which should implement adult classes!
- I feel that whoever is using the library, knowledge is being acquired naturally.
- There are other agencies in most communities that focus on these important services.
- This is a good goal but not sure how it is going to be implemented.
- Provide neutral ground for community conversations.
- The availability of a dedicated, comfortable Public Meeting Space with modern technical services helps all program goals.

Focal Group Future Priorities

The patron random sample identified their future top six focal groups as school-aged youth (6-17), families, children (0-5), individuals with functional literacy, individuals with disabilities, and the library workforce.

To what extent do you feel the following groups should represent a substantial focus for Montana libraries over the next five years?			
Answer Options	Rating Average	Response Count	Rank
School-aged youth (aged 6-17)	6.04	47	1
Families	5.89	47	2
Children (aged 0-5)	5.58	45	3
Individuals with limited functional literacy or information skills	5.57	47	4
Individuals with disabilities	5.43	47	5
Library workforce (current and future)	5.27	46	6
Individuals that are unemployed/underemployed	5.12	46	7
Individuals living below the poverty line	5.09	47	8
Ethnic or minority populations	4.63	47	9
Immigrants/refugees	4.07	47	10
Average	5.27		

Composite rankings of all stakeholders identified the top five focal group priorities as school-aged children (6-17), individuals with limited functional literacy or information skills, families, library workforce, and individuals with disabilities.

To what extent do you feel the following groups should represent a substantial focus for Montana libraries over the next five years?						
Answer Options	Staff Rank (n=7)	SLC and NAC (n=4)	Librarian Rank (n=85)	Patron Random Sample Rank (n=47)	Average Rankings	Rankings
School-aged youth (aged 6-17)	5	2	1	1	2.3	1
Individuals with limited functional literacy or information skills	2	1	5	4	3.0	2
Families	8	2	2	2	3.5	3
Library workforce (current and future)	3	2	4	6	3.8	4
Individuals with disabilities	1	2	7	5	3.8	4
Children (aged 0-5)	9	2	3	3	4.3	6
Individuals living below the poverty line	4	2	6	8	5.0	7
Ethnic or minority populations	6	2	9	9	6.5	8
Individuals that are unemployed/underemployed	10	2	8	7	6.8	9
Immigrants/refugees	7	10	10	10	9.3	10

Aggregate ratings of all stakeholder responses, however, which provides more weight to the librarian perspective because of their higher numbers of participation, had a top five of school-aged youth (6-17), families, children (0-5), individuals with limited functional literacy or information, and library workforce.

To what extent do you feel the following groups should represent a substantial focus for Montana libraries over the next five years?		
Answer Options	Rating Average	Response Count
1. School-aged youth (aged 6-17)	6.16	152
2. Families	6.01	153
3. Children (aged 0-5)	5.95	151
4. Individuals with limited functional literacy or information skills	5.73	151
5. Library workforce (current and future)	5.62	151
6. Individuals with disabilities	5.53	153
7. Individuals living below the poverty line	5.46	154
8. Individuals that are unemployed/underemployed	5.36	152
9. Ethnic or minority populations	5.03	153
10. Immigrants/refugees	4.52	152
	5.54	

Focus groups with library directors supported a focus on children and families, and recommended future focal group priorities as: Children (aged 0-5) (5 votes); School-aged youth (aged 6-17)

(5 votes); Families (4 votes), as one focus group participant noted, “a good experience and helps start the cycle” for a lifetime; Library workforce (current and future) (4 votes), one participant noted, “maintaining and encouraging new people coming into the workforce” was essential; and Individuals with disabilities (4 votes).

Select comments for specific focal groups:

To what extent do you feel the following groups should represent a substantial focus for Montana libraries over the next five years?										
Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	N/A	Rating Average	Response Count
Library workforce (current and future)	2	3	7	19	23	36	51	10	5.62	151
Individuals living below the poverty line	3	2	10	18	35	34	45	7	5.46	154
Individuals that are unemployed/underemployed	3	4	9	20	39	27	44	6	5.36	152

- Libraries should serve all peoples.
- Serve all not just some
- Partnerships are critical to successfully delivering services with this focus.
- No one should feel unwelcome - even properly behaving so-called "Asphalt Rats" should be afforded full services - just as are sightless and hearing-impaired and otherwise physically challenged Patrons.

To what extent do you feel the following groups should represent a substantial focus for Montana libraries over the next five years?										
Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	N/A	Rating Average	Response Count
Ethnic or minority populations	6	7	11	23	38	21	37	10	5.03	153
Immigrants/refugees	13	9	15	34	25	19	28	9	4.52	152
Individuals with disabilities	3	3	7	16	35	37	46	6	5.53	153

- The library should serve all citizens.
- There are few immigrants/refugees or ethnic populations in our county.
- The world is becoming more diverse, at the same time more challenging. While Montana has historically been viewed as homogeneous, in the future this will become more untrue. That is to say, Montana will become more diverse in the future. I believed libraries should embrace and meet that fact.
- I do not like taxpayers' funds being targeted to serve anything other than all people because in recent decades the taxpayers ended up being those most unserved. Resources requested/needed by the average middle class person are very often simply not available.
- These would be ranked higher if they were a more significant population in Montana or if this was a ranking for national libraries. Since these are such small groups in Montana, they deserve representation, but only in relation to their presence in our communities. Likewise, if Montana saw an increase in its refugee or minority populations, then focus should be changed accordingly.

- We don't serve immigrants/refugees or ethnic/minority populations at our library. We do serve some individuals with disabilities.
- Libraries should be a welcoming and helpful place to all demographics.
- In conjunction with the state and federal agencies working with these groups the library may have a role but not necessarily a primary focus.
- Almost all of these Patrons are taxpayers.
- I do feel that by labeling people and putting them into categories such as these only creates disconnect and contempt for one another. I feel people should be treated as EQUALS all across the board....by race, economic status, nationality, sexual preference etc.....
- I feel that people should be treated as equals, regardless of ethnicity, abilities, or financial situations. Creating separate programs and focusing on just one group causes a greater divide among peoples.

To what extent do you feel the following groups should represent a substantial focus for Montana libraries over the next five years?

Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	N/A	Rating Average	Response Count
Individuals with limited functional literacy or information skills	2	2	5	13	37	34	56	2	5.73	151
Families	2	1	0	9	31	40	64	6	6.01	153
Children (aged 0-5)	3	2	2	13	22	35	69	5	5.95	151
School-aged youth (aged 6-17)	2	1	2	4	24	40	75	4	6.16	152

- Immigrants (especially Mexicans) need to be able to speak English to obtain citizenship. Someone is going to have to pick up this ball. Again - our Public Schools should be doing this! Check out Colstrip's offerings.
- Libraries should operate as they originally were established to operate, based on the principle of serving all patrons equally. Therein is where their focus and priority should lie.
- Children in general should be the priority - no matter what ethnic background, ability or disability. Make them love books early so they put down the electronic devices. Digital books are handy but everyone should love the feeling of reading a book.
- It's essential to start with infants and families in serving our communities.
- Early childhood education and school age youth should represent a substantial focus and these groups would include families and individuals with limited functional skills.
- ALL groups - even the "average" citizen - need to be a focus for libraries - meeting the needs of any individual group is not equal service. Making sure all groups are reached is a challenge, but necessary.
- Again, can't be all things to all people. Librarians are not social workers although some are teachers.
- I'm surprised seniors were not identified as a group. Since this is the largest growing segment of the population, I believe we would be remiss not to focus on their needs.
- Yes.
- Again, I feel that all people should be treated as EQUALS. Every living breathing individual deserves library services on an equal level and we should focus on that....not the specific demographic.

Final Comments about the State Library and its services

- Commend them about the job that they are doing; helping us help our communities
- With all of our challenges and diversity across the state – with the structure and the LC and NAC and other administrative cooperation that goes on and be so transparent and honest is outstanding. They are doing a stellar job and they fight for us.
- This is the first profession where people at the top actually know my name – I commend them for that; other professions I had that has never happened. They truly care about all the libraries.
- We are a huge family and they do such a great job.
- They know us and have a pulse is what is going on.
- I would not have an online catalog without it!
- I personally appreciate the opportunities.

Academic libraries

- Academic Libraries (Montana Tech) – funding, we are very lucky that we are an affiliate; funding at our institution is adequate but there are resources (engineering library and heavy science); items that I simply cannot afford – the state does not support higher ed.
- Physical infrastructure needs a lot of upgrades (built in 1972); temperature control and water fountains; the School supports us but the State in general; our technology is very good (all the hardware and software) and good IT support. Sufficient but not ideal.
- Did a weaning project seven years ago – our circulation numbers are robust (do more electronic); technical nature of our resources; journal collection is weeded constantly – larger area for collaboration and study rooms
- Similar for UM – funding and being able to maintain our resources – cuts every year the last two or three years; collections development is diminishing; this past year are personnel cuts; the State
- Fairly old building (1970’s) – some maintenance over the year; lots of things that could be improved; air quality; probably about the same across the campus; adequate with the technology and better than some places in campus (adequate to good).
- We are pretty similar – increased usage; no weeding projects; a need for creating more usage spaces; fair number of collaborative spaces for students to use; more quiet areas

Patron Information and Entertainment Priorities

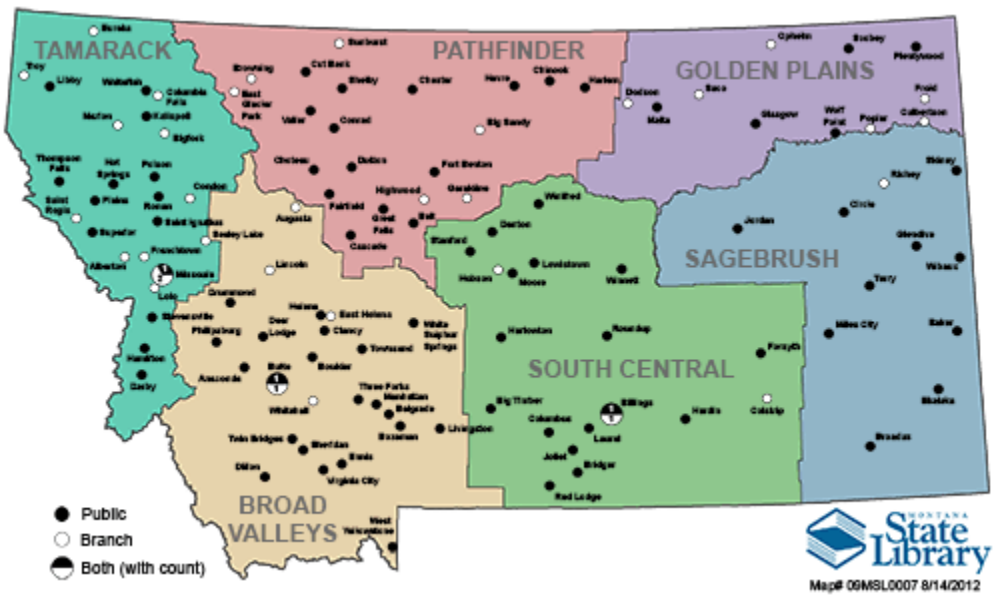
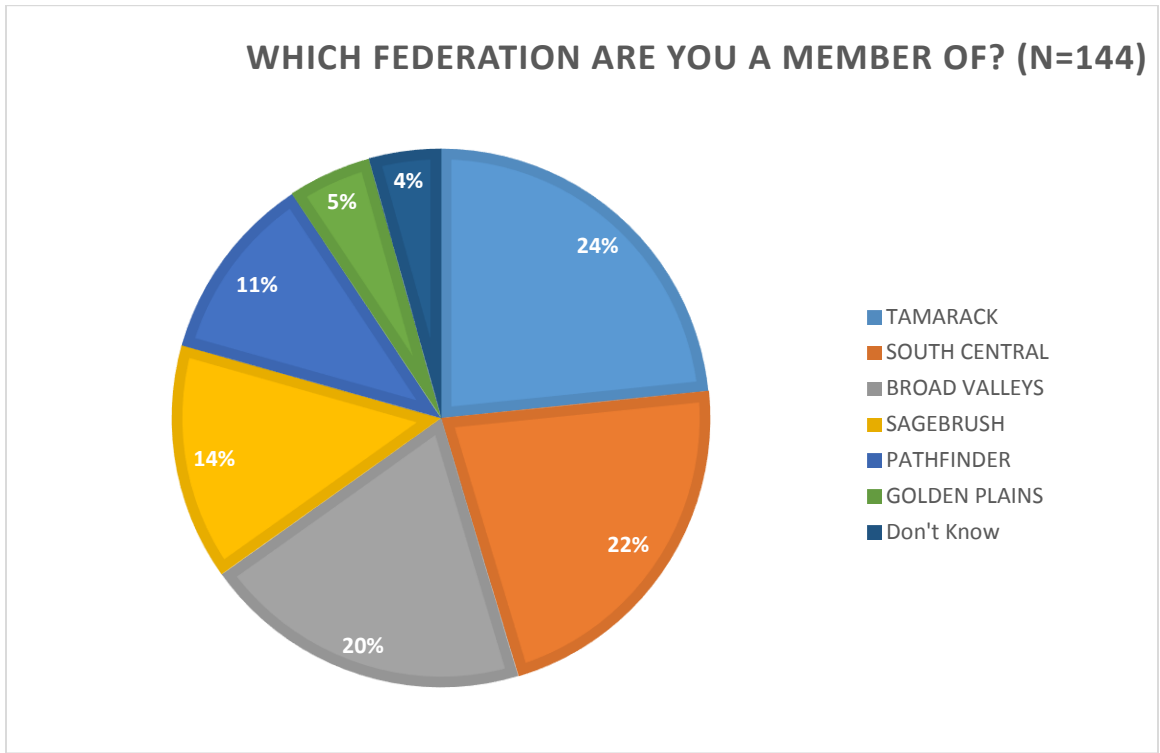
The final data point for this evaluation was understanding the general information needs and sources, entertainment priorities, and highest priority library services and sources.

Data will be presented in the aggregate, by staff and librarian, and by random sample only to illustrate any potential differences in perception.

Demographics

Federations

All federations were represented in the study with relatively good representation from east and western ends of the state – 24% was from Tamarack, 23% from South Central, 20% from Broad Valleys, and 14% from Sagebrush.



Frequency of Use

In the aggregate, the majority of participants used the library on a weekly basis.

Montana State Library Five-Year LSTA Evaluation Survey

Think about the past 12 months. In a typical month, approximately how often did you visit or use in any way (in person, online, and/or service) a library?

Answer Options	Response Percent	Response Count
Daily	29.0%	49
Weekly	42.6%	72
Monthly	11.2%	19
Every few months	7.1%	12
A few times a year	1.2%	2

For the patron random sample, the majority also were also weekly users followed closely by non-users.

Think about the past 12 months. In a typical month, approximately how often did you visit or use in any way (in person, online, and/or service) a library?

Answer Options	Response Percent	Response Count
Weekly	37.0%	20
Not at all	27.8%	15
Monthly	16.7%	9
Every few months	14.8%	8
A few times a year	3.7%	2

Travel time to the library

As found in work with other states and throughout North Carolina, library users tend to be within 20 minutes of the library they use. Approximately 90% of the participants were 20 minutes or closer with 60% being within 10 minutes. Online access is also another variable now.

Montana State Library Five-Year LSTA Evaluation Survey

How long does it usually take you to travel to visit the library you most often use?

Answer Options	Response Percent	Response Count
0-5 minutes	28.7%	31
5-10 minutes	29.6%	32
10-15 minutes	17.6%	19
15-20 minutes	13.0%	14
More than 20 minutes	7.4%	8
Other (please specify) or please feel free to elaborate:	3.7%	4
<i>answered question</i>		108
<i>skipped question</i>		107

Number	Response Date	Other (please specify) or please feel free to elaborate:	Categories
1	Jan 9, 2017 7:20 PM	25-30 minutes	
2	Jan 6, 2017 10:16 PM	Dependent on bookmobile service	
3	Jan 4, 2017 9:32 PM	20-25 minutes	
4	Oct 25, 2016 5:05 PM	I access online libraries and information.	

For the patron random sample, approximately 80% lived within 20 minutes while 15 participants did not use the library at all.

How long does it usually take you to travel to visit the library you most often use?		
Answer Options	Response Percent	Response Count
0-5 minutes	25.6%	10
5-10 minutes	30.8%	12
10-15 minutes	17.9%	7
15-20 minutes	10.3%	4
More than 20 minutes	7.7%	3
Other (please specify) or please feel free to elaborate:	7.7%	3
	<i>answered question</i>	39
	<i>skipped question</i>	15

Urban vs. Rural

Overall the survey sample was 81.5% from rural communities.

Montana State Library Five-Year LSTA Evaluation Survey

Do you live in Billings, Missoula, or Great Falls (communities with more than 50,000 residents)?		
Answer Options	Response Percent	Response Count
Yes	15.4%	20
No	81.5%	106

For the patron random sample that did respond to the question, 88% were from rural communities.

Do you live in Billings, Missoula, or Great Falls (communities with more than 50,000 residents)?		
Answer Options	Response Percent	Response Count
Yes	12.0%	3
No	88.0%	22

Other (please specify)	0.0%	0
<i>answered question</i>		25

Gender

Both the aggregate and random sample were predominately female.

Montana State Library Five-Year LSTA Evaluation Survey

Please tell us your Gender:		
Answer Options	Response Percent	Response Count
Female	82.5%	127
Male	17.5%	27

Patron random sample gender breakdown.

Please tell us your Gender:		
Answer Options	Response Percent	Response Count
Female	70.6%	36
Male	29.4%	15

Race

The overall sample was 95% White with representation from some American Indian or tribal members.

Montana State Library Five-Year LSTA Evaluation Survey

Please tell us your Race and check all that apply:		
Answer Options	Response Percent	Response Count
White	92.1%	140
White (Spanish/Hispanic/Latino)	2.6%	4
Black or African American	0.0%	0
American Indian or Alaskan Native	2.6%	4
Asian	0.7%	1
Native Hawaiian or Other Pacific Islander	0.0%	0

The patron random sample had a similar breakdown.

Please tell us your Race and check all that apply:		
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Answer Options	Response Percent	Response Count
White	92.0%	46
White (Spanish/Hispanic/Latino)	4.0%	2
Black or African American	0.0%	0
American Indian or Alaskan Native	2.0%	1
Asian	2.0%	1
Native Hawaiian or Other Pacific Islander	0.0%	0
Other (please specify)	2.0%	1
<i>answered question</i>		50

Age

The 24 and under age group did not participate in the survey and the majority of participants were 35 or over.

Montana State Library Five-Year LSTA Evaluation Survey

Please tell us your Age Range:		
Answer Options	Response Percent	Response Count
17 or Under	0.0%	0
18-24	0.6%	1
25-34	8.3%	13
35-44	14.1%	22
45-54	20.5%	32
55-64	32.1%	50
65-74	21.2%	33
75+	3.2%	5

The patron random sample represented an even older population with 76% being over 55.

Please tell us your Age Range:		
Answer Options	Response Percent	Response Count
17 or Under	0.0%	0
18-24	2.0%	1
25-34	3.9%	2
35-44	2.0%	1
45-54	11.8%	6
55-64	31.4%	16
65-74	45.1%	23
75+	3.9%	2
<i>answered question</i>		51

Primary Language Spoken

English was the primary language spoken at home.

Montana State Library Five-Year LSTA Evaluation Survey

Please tell us what is the Primary Language you speak at home:		
Answer Options	Response Percent	Response Count
English	100.0%	156
Spanish	0.0%	0
Native American (please specify tribal language) or Other (please specify)	0.0%	0
<i>answered question</i>		156

Education Level

The education level of the sample skewed towards the college educated.

Montana State Library Five-Year LSTA Evaluation Survey

Your Education (highest degree earned):		
Answer Options	Response Percent	Response Count
Some high school	0.0%	0
High School diploma	16.1%	25
Associate Arts (two-year community college)	9.0%	14
Technical Certificate	5.2%	8
Bachelor's Degree	28.4%	44
Master's Degree	35.5%	55
Ph.D./Ed.D.	0.6%	1
JD	0.6%	1
MD	0.0%	0
Other (please specify)	4.5%	7
<i>answered question</i>		155
<i>skipped question</i>		60

Number	Response Date	Other (please specify)	Categories
3	Nov 7, 2016 8:02 PM	up to two years of college	
4	Oct 25, 2016 8:48 PM	Some College and Library Certification	
5	Oct 19, 2016 9:31 PM	Have bachelors and working on masters	
6	Oct 18, 2016 9:02 PM	B.A. Plus many various non-degree University courses.	
7	Oct 18, 2016 8:01 PM	some college	

The patron random sample was a bit more normally distributed representing both college and non-college educated participants.

Your Education (highest degree earned):		
Answer Options	Response Percent	Response Count
Some high school	0.0%	0
High School diploma	31.4%	16

Associate Arts (two-year community college)	11.8%	6
Technical Certificate	11.8%	6
Bachelor's Degree	25.5%	13
Master's Degree	13.7%	7
Ph.D./Ed.D.	0.0%	0
JD	2.0%	1
MD	0.0%	0
Other (please specify)	3.9%	2
<i>answered question</i>		51
<i>skipped question</i>		3

Number	Response Date	Other (please specify)	Categories
1	Jan 9, 2017 8:08 PM	Military tech	
2	Jan 6, 2017 7:51 PM	Some college and some by correspondence	

Household Income

There is a good distribution of household incomes represented in the survey participants.

Montana State Library Five-Year LSTA Evaluation Survey

Your Combined Household Income:		
Answer Options	Response Percent	Response Count
\$0 - \$25,000	11.0%	16
\$25,000 - \$50,000	30.3%	44
\$50,000 - \$75,000	26.2%	38
\$75,000 - \$100,000	15.2%	22
\$100,000+	17.2%	25
<i>answered question</i>		145

The patron random sample showed a similar diverse distribution:

Your Combined Household Income:		
Answer Options	Response Percent	Response Count
\$0 - \$25,000	17.4%	8
\$25,000 - \$50,000	32.6%	15
\$50,000 - \$75,000	17.4%	8
\$75,000 - \$100,000	8.7%	4
\$100,000+	23.9%	11
<i>answered question</i>		46

Computing Devices

Access to technology and the Internet are also key indicators to access to information. Unfortunately, because this survey was primarily disseminated online there is a built-in bias towards users who already have access.

Montana State Library Five-Year LSTA Evaluation Survey

Do you have a computing device (computer, laptop, and/or tablet) at home?		
Answer Options	Response Percent	Response Count
Yes	92.4%	146
No	7.6%	12
Other (please specify)	0.0%	0
<i>answered question</i>		158

The random sample, however, does give us a clearer view of a more typical perspective on access to technology among Montana residents at least among survey respondents.

Do you have a computing device (computer, laptop, and/or tablet) at home?		
Answer Options	Response Percent	Response Count
Yes	88.5%	46
No	11.5%	6
Other (please specify)	0.0%	0
<i>answered question</i>		52

Internet Access

As expected the Internet is accessible via a number of different ways at home for survey participants.

Montana State Library Five-Year LSTA Evaluation Survey

Do you have access to the Internet at home and, if so, through what device(s) (check all that apply)?		
Answer Options	Response Percent	Response Count
Laptop computer	72.0%	113
Smartphone	65.0%	102
Tablet	54.8%	86
Desktop computer	42.0%	66
Cellphone (no web browsing)	15.9%	25
No, I do not have Internet access at home.	7.6%	12
Chromebook	5.7%	9
Other (please specify)	1.9%	3
<i>answered question</i>		157
<i>skipped question</i>		58

Number	Response Date	Other (please specify)	Categories
1	Jan 11, 2017 9:08 PM	Kindle	

2 Oct 24, 2016 8:52 PM very limited usage as we only have satellite no DSL

The patron random sample showed similar connectivity with laptops being the most prominently used followed by smartphones, tablets, and desktop computers.

Do you have access to the Internet at home and, if so, through what device(s) (check all that apply)?		
Answer Options	Response Percent	Response Count
Laptop computer	68.6%	35
Smartphone	54.9%	28
Tablet	41.2%	21
Desktop computer	39.2%	20
Cellphone (no web browsing)	21.6%	11
No, I do not have Internet access at home.	9.8%	5
Chromebook	2.0%	1
Other (please specify)	2.0%	1
<i>answered question</i>		51
<i>skipped question</i>		3

Number	Other (please specify)	Categories
1	Kindle	

Library Priorities

For the aggregate sample, the top four include checking out printed books, the website, accessing Wi-Fi, and public meeting use.

Please rate the importance of the following library services to you over the past 12 months:		
Answer Options	Rating Average	Response Count
1. Checking out printed books	5.95	152
2. Library Website (e.g. to search for materials, place materials on hold, renew materials, use research resources, or manage your account online).	5.21	150
3. Library Wi-Fi	5.16	152
4. To use public meeting rooms for any purpose, including voting	5.03	153
5. A place to socialize and attend community events	4.93	153
6. A place to work or study	4.65	151
7. Using reference materials, newspapers, magazines, or other periodicals	4.34	152
8. A place to read	4.22	152
9. Staff help with your computer or other digital device	4.08	151
10. Programs or services designed for children 5 and under	3.96	152
11. Downloading eBooks, music, or eAudio books	3.71	150
12. Computer or Internet training classes or workshops	3.71	151
13. Checking out movies on DVDs	3.66	151
14. Downloading Audio books	3.45	150
15. Programs or services to help find a job or create a resume	3.36	151
16. Help with homework for school aged children or teens	3.32	151
17. Checking out audio books or music on CDs	3.26	151
Average		4.24

- The difficulty with downloading audiobooks is that the two-week checkout is often too short to listen to the whole book.
- I don't know how to download eBooks or use audio books (except on my Kindle)

- I need to learn about downloading eBooks, music or eAudio books. Our library doesn't offer these services and I have never used them, but see how they could be helpful in some situations. I still like a "paper" book.
- Like to know the news from numerous sources. Prolific.
- I am often frustrated with the wait times when accessing Montana Library to Go.
- I love checking out books but will avoid things on disc whenever there is an option to download (at a cost or free). The discs are so often scratched or dinged that it becomes very frustrating to use them.
- I basically use the library for checking out printed books. Everything else is achieved in other manners.
- CONFESSION OF A SUPREME IRONY: Although I have long spent a couple of days a month, on average, on Library Issues for years past, since I can NOT read without marking - annotating, I have not checked out a Library Book in decades [I am 73 years old].
- My partner and I like to listen to books together, and downloading audiobooks allows us to enjoy that at home and on the road.
- Using the computer and internet effectively is getting more complicated with more interference from corporate media. Pop up ads are getting more intrusive, algorithms think they are smarter than the person using the computer, and privacy issues are becoming more important.
- Although I marked n/a because I do not personally use it, I still believe these are important for others.
- I don't have children, so those programs don't impact me personally, however I see a huge need for these services and think they are vital for the library and community. I don't rely on the library for wi-fi personally, but know for some it is their only access. When at the library I appreciate the access.
- There is not enough publicity about school aged tutoring available for school aged children. The Montana tutoring system that was online before was confusing to explain to patrons and the times available were quite...confusing if not just unapproachable. There needs to be a different approach to tutoring at the public library. Possibly a connection and/or a working WITH the school districts.
- Library wi-fi in our community is not good.
- I think the last two items.. are important for the kids ... our library is excellent with these services... my children are adults on their own....
- This is where I am at right now, if this were to span the last 5 years it would include programs for younger children. I frequented that sort of programming very regularly. I think computer literacy services are extremely important, but they are not services I need personally.
- My answers are based on a librarian. As a patron, I would not be using any of these services.
- All are very valuable for most Patrons.
- I like using the library wifi when given the option. I'm pretty tech-savvy and don't need help with learning new programs or devices.
- I have needed none of these services, however they are all very important to those who cannot afford them.
- library has no website available that allows checkouts, renew etc.
- I do most of my reading at home but do like to have a quiet place to read or study if needed.
- The job hunting services have been very important in the past.
- I go to the library to visit with the director and staff...
- My answers are a librarian and what I observe daily.
- I attend almost monthly - sometimes more often - as a Trustee Member of The FOUNDATION for our Missoula Public Library.
- library does not a website for above services. Users not allowed access
- Working in a library has actually resulted in me not going to one during my days off/leisure time.

The patron random sample ratings were much lower and had checking out printed books as the top choice but also had using reference materials (e.g. newspapers) and a place to socialize in its top four.

Please rate the importance of the following library services to you over the past 12 months:

Answer Options	Rating Average	Response Count
1. Checking out printed books	4.86	39
2. To use public meeting rooms for any purpose, including voting	4.06	39
3. Using reference materials, newspapers, magazines, or other periodicals	3.53	38
4. A place to socialize and attend community events	3.53	39
5. Library Website (e.g. to search for materials, place materials on hold, renew materials, use research resources, or manage your account online).	3.47	37
6. Library Wi-Fi	3.41	39
7. A place to read	3.17	39
8. Computer or Internet training classes or workshops	3.09	39
Programs or services designed for children 5 and under	3.03	39
Staff help with your computer or other digital device	3.03	38
Checking out audio books or music on CDs	3.00	39
A place to work or study	3.00	38
Help with homework for school aged children or teens	2.57	39
Checking out movies on DVDs	2.56	38
Programs or services to help find a job or create a resume	2.08	38
Downloading Audio books	1.94	39
Downloading eBooks, music, or eAudio books	1.89	39
Average	3.07	

Technology Used to Access Information

In terms of priority daily information sources the telephone (wired or cellphone/smartphone) is the number one information source followed by using a laptop, texting, using a desktop computer, and listening to the radio.

On a daily basis, how often do you use the following resources for accessing information?

Answer Options	Rating Average	Response Count
1. Telephone (wired or cell)	4.61	155
2. Laptop computer	4.25	154
3. Smartphone texting	4.07	153
4. Desktop computer	3.89	154
5. Radio	3.83	157
6. Smartphone web browsing	3.76	153
7. Social Media (e.g. Facebook, Twitter, etc.)	3.73	156
8. Television	3.72	115

9. Smartphone mobile apps	3.68	155
10. Print magazines	3.57	154
11. Print newspaper	3.42	157
12. Tablet	3.22	152
13. Smartphone instant messaging (e.g. Instant messaging, Google Hangout, Facebook, Twitter, etc.)	3.16	152
14. Computer instant messaging (e.g. Google Hangout, Facebook, Twitter, etc.)	2.96	155
15. Tablet PC (e.g. Surface, iPad Air, etc.)	2.88	152
16. Cellphone (no web browsing)	2.39	149

The patron random sample had the same first two – telephone and laptop – but radio and access to print newspapers and magazines were both in the top five.

On a daily basis, how often do you use the following resources for accessing information?		
Answer Options	Rating Average	Response Count
1. Telephone (wired or cell)	4.79	52
2. Laptop computer	4.06	52
3. Radio	3.92	52
4. Print newspaper	3.67	52
5. Print magazines	3.63	52
6. Smartphone texting	3.55	51
7. Smartphone web browsing	3.52	50
8. Desktop computer	3.27	51
Smartphone mobile apps	3.18	51
Social Media (e.g. Facebook, Twitter, etc.)	3.04	52
Smartphone instant messaging (e.g. Instant messaging, Google Hangout, Facebook, Twitter, etc.)	2.81	48
Tablet	2.80	51
Computer instant messaging (e.g. Google Hangout, Facebook, Twitter, etc.)	2.73	51
Tablet PC (e.g. Surface, iPad Air, etc.)	2.65	49
Cellphone (no web browsing)	2.58	50
Television	1.82	11
	3.25	

Daily Information Sources

Similar to other studies, the top five most important daily information sources were weather, email, and news (local, national, and world).

How important are the following INFORMATION sources in your daily life?		
Answer Options	Rating Average	Response Count
1. Weather	5.76	169
2. Email	5.71	170
3. Local news	5.58	170
4. National news	5.31	169
5. World news	5.30	170
6. Desktop Computer	4.88	169
7. Community resources	4.87	167
8. General website surfing	4.82	169

9. Smartphone/Cell phone Telephone Calls	4.77	169
10. Laptop Computer	4.77	168
11. Smartphone/Cell phone Texting	4.68	170
12. Community events	4.66	170
13. Smartphone	4.53	169
14. Government resources	4.10	169
Facebook	3.73	169
Tablet Computer	3.69	167
Telephone over the Internet (Skype, Gmail talk, etc.)	3.49	165
Social Media in General (e.g. Youtube, Instagram, LinkedIn, Snapchat, etc.)	3.36	169
Video conferencing (Skype, Google Video, Facetime, etc.)	3.18	166
Sports	2.76	167
Movie reviews	2.49	168
Blogging in general	2.33	169
Hunting/Fishing Reports and Forecasts	2.31	166
Chromebook	1.88	168
Twitter	1.73	162
	4.03	

- National news is mostly propaganda
- I do not have access to a computer and am not familiar with any electronic gadget.
- I want to be able to check factual sites for myself and patrons, as well as information that is indepth and of diverse content but complete. Often patrons and myself want very specific archival material that is difficult to find. Online and digital access to the two university libraries in the state would be amazing. Thanks.
- I don't seem to have time to get on Facebook or twitter. I really do use my Smartphone a lot.
- I am not a big user of social media but use email for most of my correspondence.
- need more computers in library and faster internet; more access
- Internet daily or weekly newsletters from groups like Heritage Foundation, Cato Institute, Hillsdale College.
- I love being a part of the libraries around here. Especially with bicentennial library.
- Reliance on Smartphone to access many other services including internet access when wi-fi is not available. It is also a source for maps and other resources.

Staying plugged in to national and local news and resources is a part of being an active citizen and informed consumer. Knowing resources available is part of patron services and needed professionally as well as personally.

Facebook for personal connections with others is important. It is not a place to get reliable info, but can provide info about community resources and events. Being able to call a place for more info is a nice option. My direct library line is an internet phone service and provides patron services regardless of if I am at my desk or not (forwards to my smart phone).

Computer/internet access is important for many levels of involvement and is not mentioned but a crucial part of information access.

- Google is your friend, and so is DuckDuckGo and the Reuters newsfeed; also BBC news.
- I get most of my information from from national news (tv) and government resources but I access those mostly from my smart phone
- Both for personal and professional use to promote library programs and important information to our community.
- People seem to be going towards avoiding phone calls if they can help it. Messenger services seem far more heavily used.

- I use the daily paper each day, not necessarily for work, but carry it into the work world. My phone has become an important part of keeping in contact with friends, logging personal information and I am using it more for email than a conventional laptop.
- I cannot afford a cell phone or Internet for personal use. I do not use social media - I value my privacy. I print out much because I do not enjoy reading longer information on the computer.
- I do almost - "virtually" - all of my communications activity - both incoming and outgoing - on my iPhone. N.B.: As a participant here, there should be a category for Library Foundation Trustee/Board Member. I am a former Public Library Trustee, a founding and continuing Public Library Foundation Trustee, a former State Library Commission Member, and a former U.S. National Commission on Libraries and Information Science (NCLIS) Member.
- We need free stuff for our patrons because most of them do not have jobs or the education to get jobs
- lack of internet access limits many of above sources lack of access to library services limits access to sources
- I value quick, efficient access to (online) information as indicated in my ratings of communication/social media/smartphone responses. As an adult services librarian, access to and understanding of community resources is paramount for both myself and library patrons.
- I still read newspapers, digital and print.
- I use the web almost exclusively for information searching, answers to questions about ideas, facts, history, etc. Wikipedia doesn't cover much depth when a patron or myself needs more specific answers to issues and ideas.
- I really depend on the weather on both smartphone and tv. Enjoy baseball and some other sports on TV. Also appreciate the local news.
- I get most of my information from familiar websites.
- In general, I am not a sports fan. I don't tend to go from site to site randomly. I heavily use certain sites repeatedly and rely on known reliable resources for most of my information gathering. Movie reviews are helpful for specific movies but not something I use on a daily basis.

All the other resources are relied on daily for general information purposes or specific research needs.

- I use information from these sources everyday to make decisions in a number of areas.
- I read a few newspapers online each day. I have more than 1200 "Apps" on my iPhone, and I regularly check about 40 each day.
- I'm easily bored by the news because reading it often feels like a chore (especially during election season), but my smartphone is invaluable for texting/calling/social media/weather-checking and music.
- My husband and I have 2 news websites.
- Not computer literet
- I faithfully follow my favorite sites.
- I also get a great deal of my information from various podcasts.
- everything at work is desktop computer, most home stuff is either desktop or laptop.
- I rarely use my laptop at home, instead my phone. I use a desktop computer at work two days a week. A daily paper is used every day.
- Desktop computer at work only. Check personal email once or twice a week; work email daily but only when at work, not from home.
- I have 2 tablets, but use either or both of them less than twice a week.
- lack of access to internet prevents many of sources i prefer mail
- Our household uses a desktop and laptop computer fairly frequently (daily), but neither are up to date in terms of operating system or software. We use computers and email all the time, both at work and at home. I use skype at work to keep conversations/questions going with co-

workers when it is not always convenient to email or walk across the building to meet. Again, community events and their proliferation are paramount to my job.

For the patron random sample, the top five remained unchanged.

How important are the following INFORMATION sources in your daily life?		
Answer Options	Rating Average	Response Count
1. Weather	5.88	52
2. Local news	5.75	52
3. World news	5.23	53
4. National news	5.13	53
5. Email	4.91	53
6. Smartphone/Cell phone Telephone Calls	4.72	53
7. General website surfing	4.23	53
8. Community resources	4.19	53
9. Laptop Computer	4.19	52
10. Smartphone/Cell phone Texting	4.06	53
11. Smartphone	4.00	53
12. Desktop Computer	3.96	53
13. Community events	3.89	53
14. Government resources	3.66	53
Telephone over the Internet (Skype, Gmail talk, etc.)	3.14	51
Tablet Computer	3.08	53
Sports	2.94	52
Facebook	2.89	53
Hunting/Fishing Reports and Forecasts	2.60	52
Social Media in General (e.g. Youtube, Instagram, LinkedIn, Snapchat, etc.)	2.48	52
Video conferencing (Skype, Google Video, Facetime, etc.)	2.37	52
Movie reviews	2.25	52
Blogging in general	1.92	53
Chromebook	1.74	53
Twitter	1.26	50
	3.62	

Entertainment Priorities

In terms of daily entertainment leisure reading was the top choice and then email and news followed closely by smartphone use, outdoor leisure activities, and texting.

Answer Options	Rating Average	Response Count
1. Leisure reading	5.71	170
2. Email	5.15	169
3. Local news	5.09	169
4. National news	4.88	170
5. Smartphone/Cellphone	4.59	170
6. Outdoor leisure activities (bicycling, horseback riding, skiing, etc.)	4.57	168
7. Smartphone texting/instant messaging	4.32	168
8. Attending community events (sports, theater, etc)	4.32	167
9. Exercising/playing sports	4.26	166
10. General website surfing	4.20	169

11. Watching TV in general	3.91	169
12. Facebook	3.85	169
13. Smartphone Talking on the Phone	3.74	167
14. Watching movies via DVD	3.58	169
15. Smartphone web browsing	3.55	169
16. Playing traditional games (e.g. board games, cards, etc.)	3.54	169
17. Watching movies on TV	3.51	169
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Listening to music on the Internet	3.36	168
Netflix	3.24	165
Amazon Prime or Other Internet Streaming Services	3.20	169
YouTube videos	3.05	168
Watching movies at the theater	3.02	169
Watching movies on the Internet	2.79	168
Video conferencing (Skype, Google Video, Facetime, etc.)	2.72	166
Smartphone listening to music/podcasts	2.72	165
Watching / Reading about sports	2.64	168
Smartphone playing games/using apps	2.50	168
Telephone over the Internet (Skype, Gmail talk, etc.)	2.48	165
Movie reviews	2.24	167
Smartphone watching TV/videos/Movies, etc.	2.09	166
Redbox	1.65	168
Twitter	1.58	168
		<hr/>
		3.50

- I am not a big movie fan. I do like watching my choice of YouTube videos.
- Podcasts are also an important component of my information/entertainment source. (Sometimes, it is hard to differentiate between entertainment and information. For example, I find the NPR Politics Podcasts both entertaining and educational on political issues.)
- My iPhone is always at hand: I don't always respond to it; it is seldom turned off.
- love to read. no satellite etc TV no smartphone lack of internet makes email low priority
- I like easy, legal access to movies, so Netflix was ideal when we had a subscription. We don't have a TV but we have computers. I value leisure reading as an escape from technology (even if its on an ereader), and I believe a lot of our patrons do, too. Most people still come to our library to check out items.
- I do play card games on the net while I am listening to podcasts on my choice.
- some of the same questions
- I listen to music on either an mp3 player or my home system.
- Would love to play traditional games and cards if I had someone to play with!
- I play a little solitaire and gin rummy a couple/few times a week.
- no internet access as I live by (my)self (-) games aren't important but play some solitary cards
- Access to music is something I would really rather not do without.
- Socializing with friends is my preferred entertainment but it does not have to be at a sport event or theatre. Having a cup of tea and visiting is a good form of entertainment for me.
- These surveys are pretty ridiculous. Sorry, that is my opinion
- Watching TV in this case does not include watching TV on a TV. I took it to mean watching TV shows, regardless of the equipment I use to watch them, which in this case is on a laptop computer or tablet.
- I have no TV or smart phone... rarely go to movies...
I read lots of books I get from the library...
- Would love to see movies in theater and attend more community activities but do not have the income for that.
- Do not use any other telephone instrument.
- no internet; low income so activities are limited
- I like to move around and make my body stronger. Working out keeps me sane.

The patron random sample had a similar top five but with local news being the top entertainment activity.

Answer Options	Rating Average	Response Count
1. Local news	5.25	53
2. Leisure reading	4.87	53
3. National news	4.70	53
4. Email	4.49	53
5. Outdoor leisure activities (bicycling, horseback riding, skiing, etc.)	4.23	53
6. Watching TV in general	4.19	53
7. Attending community events (sports, theater, etc)	4.06	53
8. Smartphone/Cellphone	3.98	53
9. Exercising/playing sports	3.92	52
10. Smartphone texting/instant messaging	3.62	53
11. General website surfing	3.62	53
12. Watching movies on TV	3.52	52
13. Smartphone Talking on the Phone	3.40	52
14. Smartphone web browsing	3.19	53
15. Facebook	3.15	52
Playing traditional games (e.g. board games, cards, etc.)	3.02	53
Watching movies via DVD	2.91	53
Watching / Reading about sports	2.88	52
Listening to music on the Internet	2.85	53
Watching movies at the theater	2.72	53
YouTube videos	2.49	53
Amazon Prime or Other Internet Streaming Services	2.43	53
Netflix	2.32	53
Telephone over the Internet (Skype, Gmail talk, etc.)	2.31	52
Video conferencing (Skype, Google Video, Facetime, etc.)	2.21	53
Smartphone playing games/using apps	2.11	53
Watching movies on the Internet	2.02	53
Smartphone listening to music/podcasts	1.74	53
Movie reviews	1.68	53
Redbox	1.64	53
Smartphone watching TV/videos/Movies, etc.	1.62	53
Twitter	1.21	53
	3.07	

Final Survey Comments

- I cannot stress enough how important libraries (I feel) are to a community. They need to be built up and each community should be educated on what they offer. Advertise!
- Focus on operating within your budget.
- Libraries should be for the source of information, NOT a social service.
- The state library has been so very helpful in all the services and technological help in the last five years. Keep up the good work. THANKS.
- Nothing was mentioned in this survey about financing library services. I feel the State Library should continue to focus on getting the necessary financing through legislative actions. They have done a good job in the past and I think they should continue with this important function in the future.
- "Increased patron usage of services" and/or "customer satisfaction" are always a great goals for libraries.

- Marketing. Start thinking about how to market what is there. Show the world what it is we are, do and what great things that will work.
- It would be interesting to give respondents a choice between LSTA priorities for Montana. I thought they all looked good, and so marked them as important. I didn't have to choose, or even assign relative ranks. I am glad to have avoided this, because all the priorities are important. But we don't have the capacity to respond to each of these priorities equally. I will watch the results of this survey with interest. Bruce Newell
- I think the loss of the online databases was a huge loss to all citizens and took one of the best resources the State Library provided for schools. We see very little to no use of MMP and yet it is still funded while the databases are not.
- I believe that everyone who works at the Montana State Library is amazing! The effort and thought you each put in to helping librarians across the state is remarkable. How libraries have grown and changed for the better over the last decade is impressive and I have great confidence in the next five years too! You have encouraged librarians to collaborate and work together for common goals and have provided ways for libraries from all sizes of communities to support each other and seek the common good.
- The questions seemed to be suggesting an overreach of both the State Library's control and their ability to perform. I sincerely question the State Library's ability to both run daily operations or provide infrastructure for individual libraries. I feel the State Library is best suited when it is providing the following:
 - Vision for each new year, so the libraries (large and small) can be united by common goals and programming.
 - Education for librarians (from large and small library) to update them on policies, technology, and new ideas for reaching both patrons and communities.
 - Negotiating the contracts for state libraries, both large and small.
 - Providing the answers to occasional legal or cataloging or public relations questions.

Over those functions, I can't see how the State Library can micromanage libraries that are so very different, with such different demographics. I think the State Library is a great resource, especially when it focuses on what it does best.

- I feel great about the current MSL staff and I am excited to see where their creativity and dedication takes us!
- Although I am not a new librarian, I am new to using SIRSI when it is not connected to a school system such as Billings Public Schools. I am using it competently, but maybe not comfortably. The workshops I've attended have helped. I do appreciate ILL program and use it quite a bit. I appreciate the work the staff does and the help they provide.
- Again, specifically inquire of Library FOUNDATION Trustees - many of whom are otherwise only Patrons, but who have special commitments.
- The State Library has started to focus more on rural areas, which is greatly appreciated. Continue to focus in this area, I believe, is extremely important.
- Keep up the good work. Thank you for not spending so much money on the databases that no one was using. Maybe bring back the auto database, that was the only one that anyone used in our library
- We appreciate all the resources that the Montana State Library provides for the libraries of Montana.

VII. Conclusions & Recommendations

The results of the evaluation suggest that the Montana State Library has satisfactorily achieved its four 2013-2017 LSTA goals. The evaluation had seven primary goals and five have already

been addressed in this report. The two remaining goals, highlight effective practices and make recommendations for use in organizing the next five years, are addressed as part of this evaluation’s conclusions and recommendations.

Highlight effective practices of MSL’s LSTA program

The State Library and LSTA program has broad level support and trust from Montana’s libraries and a common theme was how satisfied they were with the ability to be able to always turn to them when they had questions. There are three effective practices I wanted to highlight:

1. **Consultants assigned to serve specific federations** – this was repeatedly lauded as a strength and represented a consistent point of contact for librarians in each respective federation.
2. **Provision of online training and State Library certification** – as online learning continues to proliferate and grow in popularity worldwide, in a state as geographically spread out as Montana, this is both economically and pedagogically sound.
3. **Centralized vs. competitive services and LSTA allocation** – the general ethos of Montana culture seemed a unique blend of independence and collaboration. The centralized model helps focus limited resources on the State Library’s top priorities and Montana libraries and librarians who participated in the study all stated the satisfaction with and preference towards centralized services as opposed to innovation sub-grants that many other states use. Several directors who were from other states noted how competitive sub-grants created an unintended air of competition and also disenfranchised smaller libraries who did not have the staff resources or expertise to compete against larger systems. As noted by several staff members, this allows for pilot testing so that successful programs can be brought to scale to the rest of the state.

Major Evaluation Findings

Based on the evaluation results, x major findings have been identified:

- 1) Montana’s population appears to be “graying” faster than the national average as its senior population is growing at a higher rate and exceeds the national average by 2.3%.
- 2) While on par with or doing better than the national average on a number of quality-of-life factors as measured by the US Census Bureau, Montana is below the national average in terms of median household income and per capita income over the past 12 months and above the national average in terms of poverty rate.
- 3) Because of the downturn in the economy in a number of natural resource staples such as coal, timber, and oil that generates jobs and a more robust tax base, loss of jobs and the continued shifting of the population towards seven of Montana’s largest cities has significantly impacted

Montana, which has potential implications for library services in terms of resources, services, and programming.

- 4) The four main ways libraries serve the Montana community are – Programming focused on life-long education and entertainment, providing technology and digital access, providing books/magazines/newspapers/information, and access in terms of hours/location/ease-of-use/different formats.
- 5) The State Library can best support libraries in five ways – 1. Continue supporting “economically distressed” libraries whose local budgets have been recently cut while digital demand and cost continue to increase; 2. Focus integrated support in workforce development, digital literacy, and Internet access (librarians report these are commonly interrelated issues with patrons, especially when looking for jobs and trying to use resources); 3. Community education and outreach – much of the community does not seem to understand what libraries can do for them and are continuously surprised when some finally do use the library (this poses potential problems in terms of funding support from the community and community leaders as well); the other aspect of this is forming closer partnerships with organizations trying to do the same things and/or support the same types of patrons (e.g. literacy partnerships with schools); 4. Continue doing a great job in taking the lead in statewide resource sharing (MSC and ML2G, etc); and 5. Address concerns from some libraries about the “graying of the field” and the inability to recruit new library professionals or retain existing ones because of inadequate salaries or training.
- 6) Public libraries have seen local support (library income per capita) and state support (State Income Per Capita/Per Square Mile) continue to increase from 2006-2015.
- 7) Juvenile circulation of library resources has grown annually (except for a small dip in 2013) and increased overall by 12% from 2006 to 2015; Adult circulation has fluctuated, experienced a big dip in 2013 but continues to increase largely to digital circulation. Overall total circulation has remained relatively static but with a clear shift towards digital circulation.
- 8) Program offerings, consistent with national trends, have shown statistically significant increases over the past 10 years in young adult, adult, and overall programming offered. Children’s programs also increased by 42% but was not statistically significant.
- 9) Program attendance surprisingly did not see statistically significant increases for any age group. Closer examination found that children’s programs represented 67% of all programs offered and all attendees but attendance only grew by 27% while adult and young adult programs represented only 33% but attendance has grown at much higher rates (56% and 53%, respectively). A program-to-attendance ratio was calculated for the 2006-2015 time period and adult programs were found to have the highest ratio at 1/21.7 compared to 1/21.2 for children and 1/19.2 for young adults. All Montana programs combined had a 1/21.2 program-to-attendance ratio.

- 10) Library automation experienced statistically significance growth in three areas – number of computers available, full-text online databases, and public Internet terminals. At the same time, however, patron demand clearly also changed as the total number of computer users and annual computer usage dropped by 40%. While the demand for online databases continues to increase the demand for computers appears to be decreasing rapidly.
- 11) Wireless and Wired bandwidth continues to increase in importance as patrons and staff uploads and downloads in public libraries have increased at statistically significant levels. Wireless sessions have also increased significantly.
- 12) All other traditional library metrics have remained relatively stable over the past 10-year period, which is significant because it does not support the general societal notion that people are using libraries less; rather, they are using them differently.
- 13) There is a high positive return-on-investment as the more money per capita is invested in a public library. Library per capita income has statistically significant positive relationships/correlations with a wide array of other library inputs and outputs: the overall percent of registered borrowers, circulation per capita, collection per capita, expenditures per capita, and visits per capita.
- 14) There is a high positive return-on-investment as a main (or the only) library is open more hours. Weekly service hours of the main branch and overall weekly hours of all branches have positive and statistically significant relationships with a long list of library inputs and outputs – all categories of circulation, collection, staff with MLS degree, total visits, etc.
- 15) To increase overall annual per capita visits to a public library one should consider increasing the collection per capita, expenditures per capita, income per capita, and overall percentage of registered borrowers. While these are not causal or direct relationships there are real statistically significant and positive relationships. As one goes up so most likely will the other.
- 16) To increase program attendance at a public library it is recommended to increase per capita state income, full-time staff with a professional MLS degree, and overall staff.
- 17) Increasing programs and program attendance have positive and statistically significant correlations with employment, percent of population enrolled in elementary and middle school, percent of population enrolled in college, percent of population with a bachelor's degree, and median income.
- 18) Increasing circulation (all types) has positive and statistically significant correlations with percent of population enrolled in college and percent of population with a bachelor's degree, while circulation per capita has a negative relationship with percent of population over 25 with no high school diploma.

- 19) Increasing the overall percentage of registered borrowers has a positive correlation with household median income and a negative correlation with percent of population over 25 without a high school diploma.
- 20) The more staff with a professional MLS degree the higher percent of population enrolled in college and also has a bachelor's degree.
- 21) The primary challenges facing Montana libraries are funding/budgets, adequate staffing, physical accessibility, and resources.
- 22) The primary opportunities for Montana libraries are life-long learning programming, adequate and well-trained staff, partnerships and advocacy, and marketing and outreach.
- 23) Tribal college libraries face a number of unique challenges on all fronts (e.g. financial, cultural, historical, staffing, etc.) and the State Library could help most by providing one consultant (preferably a tribal member) that helps communication, partnerships, and collaborations between local public libraries and tribal nations; prioritize services to tribal members in public libraries; prioritize services and programming for tribal youth; and finally digitization as there are many artifacts and aspects of tribal history that are being lost. The most asked for service for tribal college librarians was more in-person training as well as more electronic resources.
- 24) The top three ways public libraries serve the Montana community are through life-long learning programming (with an emphasis on early child and adult literacy), providing access to technology and digital access, and providing access to high quality books, magazines, newspapers, and other information.
- 25) A 2015 statewide study involving all major library stakeholders created a strategic vision *Libraries are leaders in creating thriving communities*. Eight focal areas were identified – library directors, library boards, library infrastructure, lifelong learning opportunities, public access technology, collaboration, effective governance and funding, and staff.
- 26) A strategic framework was adopted by the State Library in December 2016 with a guiding purpose to help *all organizations, communities, and Montanans thrive through excellent library resources and services* with three primary priorities in which to achieve this vision: 1) Foster Partnerships, 2) Secure Sufficient and Sustainable Funding, and 3) Create a Useful Information Infrastructure.
- 27) Montana librarians were most satisfied with State Library services in the areas of OCLC group services, Montana Share Catalog, the CE program, the MTBR, and early literacy and least satisfied with EBSCO Discovery Services, the courier service, consulting, downloadable e-content, and the MMP.

- 28) The LSTA program’s greatest strengths include statewide services such as MSC, TBL, MMP, consulting, training, excellent staff, with strong centralized projects that continue to improve.
- 29) The LSTA program’s greatest weaknesses include the ongoing challenge in providing electronic resources to all Montanans, a need for closer alignment between inputs, outputs, and MSL’s strategic plan and LSTA goals (lack of focus at times), ongoing evaluation informed by clear, measurable goals, increasing cost of the MSC, marketing and outreach about the SL/LSTA activities, and being perpetually at their capacity and always near their breaking point.
- 30) The LSTA program’s greatest opportunities include increasing partnerships with vendors and suppliers, improved communication as a team and organization, understanding local issues that may have statewide impact at a deeper level, creating a strong evaluation plan to ensure alignment with new strategic plan, taskforce recommendations, and LSTA goals, continuing to improve on existing projects, the success of their new lifelong-learning position, and continued use of data and performance-driven planning and evaluation.
- 31) The LSTA program’s greatest threats include budget and concerns around it, loss of buying power or sustainability of existing programs and services, being stretched too thin, and tension between big and small libraries.
- 32) The LSTA program has successfully achieved four of the five recommendations fully from its 2008-2012 evaluation. Recommendation 1, however, focuses on evaluation and while some progress has been made more work needs to occur here.
- 33) Five of the nine IMLS priorities were clearly achieved while four - #6 (targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills), #5 (Developing public and private partnerships with other agencies and community-based organizations), #7 (Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line), and #4 (Enhancing efforts to recruit future professionals to the field of library and information services), were lower rated and less prioritized during the 2012-2015 evaluation period.
- 34) Results for A-1 – Progress Towards LSTA 2013-2017 Goals. All four LSTA goals were achieved, although Goal 3 (MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons) received only 4% of LSTA funds allocated.
- 35) Results for A-2 - Five of the six Focal Areas have been clearly addressed and Focal Area 4 (Economic & Employment Development) will become a current and future priority through the creation of a new Lifelong Learning full-time position.

- 36) Results for A-3 – Three focal groups were clearly addressed with substantial focus (10% or more of all LSTA funds): Individuals with disabilities, the library workforce (current and future), and families. Although less of a consensus, children (0-5) and school-aged youth (aged 6-17) have been somewhat addressed.
- 37) Results for B-1 – SPRs have been used to help guide overall activities although the previous text-based only format made it much more difficult to use than the new more quantitative input, output, and outcome-based system.
- 38) Results for B-2 – No major changes were made to the 2013-2017 five-year plan despite significant staffing turnover and some major cuts in state-level funding.
- 39) Results for B-3 – SPRs are widely shared and disseminated with SL stakeholders.
- 40) Results for C-1 – An objective, outside, third-party evaluator was selected and conducted the evaluation in a valid and reliable fashion utilizing a full evaluation plan, evaluation cross-walk, and evaluation logic-model.
- 41) Results for C-2 – A mixed-method approach was used to collect and analyze data using qualitative and quantitative methodology. This included the use of interviews, focus groups, survey, and site visits as well as analysis of 10-years of Montana public library statistics using Pearson-R correlation, ANOVA, and linear regression.
- 42) Results for C-3 - All major stakeholders were included in the sample – staff, administrative committees, librarians, and patrons. Sampling included stratified sampling intended to ensure diverse perspectives in terms of types of libraries from different regions of the state. In addition, 100 residents from each of the six federations were randomly selected and mailed a print survey. The total sample for the evaluation was 253 participants. This included interviews (n=5), focus groups (six focus groups, n=23), four site visits spanning five days in Montana (four different libraries were visited), and a community wide survey administered to the general public (N=161) and also mailed to a random sample (N=54).
- 43) Results for C-4 – Two reports will be generated from the evaluation – this full report and a refined final report that will be submitted to IMLS that adheres to its established page limits. The reports will be widely shared with all SL stakeholders and major findings and recommendations will be disseminated on a specially designed website.
- 44) IMLS Priorities – The patron random sample’s IMLS priorities were 1 (Expand services for learning and access to information and educational resources in a variety of formats), 8 (Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks), 3 (Provide librarian training and professional development), 2 (Establish or enhance electronic and other linkages and improved coordination among and between libraries), and 7 (Target library and

information services to persons having difficulty using a library and to underserved urban and rural communities). A composite ranking for staff, librarians, the SLC/NAC and the random sample found the same five IMLS priorities.

- 45) Future IMLS Measuring Success Focal Areas - The randomly sampled patrons selected its top Focal Area Priorities as Information Access (Focal Area 2), Lifelong Learning (Focal Area 1), Civic Engagement (Focal Area 6), and Human Services (Focal Area 5). The composite rankings were Information Access (Focal Area 2), Lifelong Learning (Focal Area 1), Institutional Capacity (Focal Area 3), and Human Services (Focal Area 5), and introduced Institutional Capacity as a higher priority than Civic Engagement.
- 46) Focus groups with library directors, however, identified a different set of IMLS Focal Area priorities – Institutional Capacity (Focal Area 3), Information Access (Focal Area 2), Economic & Employment Development (Focal Area 4), Lifelong Learning (Focal Area 1).
- 47) Focal Group Future Priorities – the patron random sample prioritized school-aged youth, families, children, individuals with limited functional literacy, individuals with disabilities, and library workforce as their top priorities. The composite rankings identified the same five groups.
- 48) In terms of library priorities over the past year – the top five services were checking out printed books, using the website, Wi-Fi, using the public meeting rooms, and socializing or attending community events. The random sample had a similar top five but with using reference material as a higher priority than library Wi-Fi.
- 49) The top five types of technology used to access information daily were the telephone (wired or cellular), laptop, smartphone texting, desktop, and radio. The patron random sample replaced smartphone texting and using a desktop with reading print newspapers and magazines.
- 50) The top five daily information sources both the aggregate and random samples were weather, email, and local, national, and world news.
- 51) The top five entertainment priorities were leisure reading, email, local and national news, and using a smartphone/cellphone. The patron random sample introduced outdoor leisure activities into its top five.

Recommendations

9. Continue improving evaluation activities by developing an evaluation process aligned with the State Library's new strategic plan and three strategic directions. Ensuring that LSTA allocations, inputs, outputs, and outcomes are meeting your long-term goals as an organization will both help with internal decision-making but also serve as opportunity for clear dialogue with internal and external stakeholders about meeting their needs.

10. Utilize a logic model as both a real-time planning and evaluation tool to ensure all LSTA allocations are identified as inputs toward, and are aligned to, specific LSTA five-year goals. This will also assist you in documenting data that will be required by the new IMLS SPR system.
11. Prioritize the following IMLS Priorities (Finding 44):
 - IMLS Priority 1 – Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.
 - IMLS Priority 8 - Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.
 - IMLS Priority 3 - Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.
 - IMLS Priority 2 - Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.
 - IMLS Priority 7 - Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved.
12. Prioritize the following IMLS Measuring Success Focal Areas:
 - Information Access (Focal Area 2) – the demand for digital resources should only continue to grow and are particularly important in Montana because of its geography and low population density. Consider lending programs that emphasize mobile technology that is preloaded with desired digital information and/or uses prepaid cellular or satellite-based networks¹¹ for connectivity in rural areas with no traditional broadband access (e.g. tablets with prepaid set of minutes through cellular or satellite company).
 - Civic Engagement (Focal Area 6) - support all libraries in educating their communities about the role libraries play in today's society and the suite of resources and services that are now available to them. The high return-on-investment libraries represent cannot be fully realized if many members of the community do not use

¹¹ Broadband Satellite Networks by 2019, <http://www.theverge.com/2016/2/10/10958952/boeing-viasat-fast-internet-developing-countries-rural-homes>

them. In addition, 6.1 (improve users’ ability to participate in their community) was the highest ranked focal area intent. In addition, supporting tribal college libraries and helping tribal nations build closer partnerships and relationships with public libraries can serve as a nexus for increased cultural understanding, collaboration, and investment in the future that benefits everyone.

- Lifelong Learning (Focal Area 1) – continue focusing on programming and other resources and services for seniors/ adults, young adults, and children.
 - Economic & Employment Development (Focal Area 4) – provide training, programming, and resources to support libraries in Montana communities to help them serve as community hubs and to help facilitate redefining workforces as worldwide consumption of fossil fuels continue to diminish. Technology access and the requisite digital literacy necessary to negotiate it are prerequisites to succeed in today’s workforce. While ranked #11 in the composite rankings, focus groups with library directors identified this as a high priority for most of them, which parallel the statewide economic transition from fossil fuels to other economies.
 - Institutional Capacity (Focal Area 3) – in order for libraries to best serve their communities they must be accessible in terms of facilities, hours, well-trained staff, resources, and services. 3.2. (Improve the library’s physical and technological infrastructure) and 3.1. (Improve the library workforce) were ranked #6 and #8 in the survey composite rankings.
 - Human Services (Focal Area 5) - 5.2. (Improve users’ ability to apply information that furthers their personal or family health & wellness) and 5.3. (Improve users’ ability to apply information that furthers their parenting and family skills) were ranked #7 and #10, respectively and 5.1 (Improve users’ ability to apply information that furthers their personal, family, or household finances) is also pivotal for strengthening the overall economy.
13. Prioritize the following Focal Groups as significant funding priorities (10% or more of LSTA funding):
- a. school-aged youth
 - b. families
 - c. children
 - d. individuals with limited functional literacy
 - e. individuals with disabilities, and
 - f. library workforce
 - g. Ethnic or minority populations – specifically tribal members and tribal nations
 - h. Individuals that are unemployed/underemployed
14. Support libraries in providing robust support of information access to high priority information and entertainment sources in print and digital formats when applicable:
- a. Weather
 - b. Email

- c. News: local, national, and world
 - d. Smartphones (e.g. mobile apps)
 - e. Information around outdoor leisure activities
15. Seek to assist libraries in increasing library inputs that have been found to be correlated to quality-of-life factors at positive and statistically significant levels including:
- a. Library per capita income
 - b. Percent of registered borrowers
 - c. Weekly hours of main branch
 - d. Full-time staff with a professional MLS degree
 - e. Increasing programs and program attendance
 - f. Increasing circulation (all types)
16. Use advanced statistical analysis centered around 10-year data trends and significant correlations and analysis of variance for each county and federation to help inform and support the positive impact local libraries are having on their respective communities and quality-of-life.

VIII. Appendices

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Appendix A - List of acronyms

Pending

Appendix B - List of participants

Data Collection	Stakeholder	Date	Participants	Location
Interview 1	State Librarian	6-Sep	1	State Library
Interview 2	LSTA Coordinator	6-Sep	1	State Library
Interview 3	Director of Statewide Resources	6-Sep	1	State Library
Focus Group 1	MSL Staff	6-Sep	6	State Library/Virtual
Focus Group 2	NAC	6-Sep	4	State Library
Interview 4	State Library Commission	6-Sep	1	State Library
Focus Group 3	Library Directors	25-Oct	4	State Library/Virtual
Focus Group 4	Library Directors	25-Oct	4	State Library/Virtual
Focus Group 5	Library Directors	25-Oct	4	State Library/Virtual
Site Visit 1	School Library	25-Oct	1	Helena
Interview 5	DPI	25-Oct	1	Helena
Focus Group 6	Library Directors	26-Oct	5	State Library/Virtual
Site Visit 2	Public Library	26-Oct	4	Clancy
Site Visit 3	Public Library	26-Oct	3	Boulder
Site Visit 4	Public Library	26-Oct	3	Butte
General Survey	All	12/1-1/15	161	Online
Random Survey	Patrons	12/1-1/15	54	Print mailers

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Appendix C - Bibliography of all documents reviewed

Pending

Appendix D - Copies of any research instruments used for surveying, interviewing, and/or use of focus groups

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[Appendix D7 – Montana State Library LSTA Five-Year \(2013-2017\) Survey](#)

Appendix D1 – Montana LSTA Evaluation Plan

Evaluation Goals

- 1) Highlight effective practices of MSL’s LSTA program - *lsta overview, logic model, data collection*
- 2) Utilize both statistical and qualitative evaluation methods to assess the efficiency in implementing the activities used in advancing state goals - *built into mixed methods; self-assessment, satisfaction ratings, efficiency = accomplishing goals with maximum impact*
- 3) Develop key findings and recommendations from evaluating the past five years for use in organizing the next Five-Year Plan - *examine 2012 recommendations, identify major findings and recommendations for this evaluation, establish logic model for next five years*
- 4) Identify processes at work in implementing the activities in the plan, including the use of performance-based measurements in planning, policy making and administration - *detail organizational management and processes for MSL LSTA administration; review annual SPRs; SWOT analysis*
- 5) Answer Retrospective Questions:
 - A-1.
 - To what extent did your Five-Year Plan activities make progress towards each goal? *Logic model and data collection*
 - Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? *Logic model and data collection*
 - A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas¹² and their corresponding intents? *Logic model and data collection*
 - A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No) *Logic model and data collection*
- 6) Answer Process Questions:
 - B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan? *Logic model and data collection*
 - B-2. Specify any changes you made to the Five-Year Plan, and why this occurred. *Data collection*
 - B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources? *Data collection*
- 7) Answer Methodology Questions
 - C-1. Identify how you implemented an independent Five-Year Evaluation using the

¹² October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

criteria described in the section of this guidance document called Selection of Evaluators.

Evaluation report

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

Evaluation report

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. [Crosswalk, evaluation report](#)

C-4. Discuss how you will share the key findings and recommendations with others.

Evaluation, dissemination website, data collection

Guidelines for Retrospective and Process Questions

1. Make use of administrative data on program performance. This information can be data that is reported to IMLS on the SPR or other programmatic data collected by the SLAA. [All public library data from 2013-2016 - compare non-funded vs. funded vs. quality of life factors; annual LSTA report; analysis of each annual SPR](#)
2. The administrative data will likely need to be supplemented with information collected from interviews, surveys, and/or focus groups. [Data collection](#)
3. Data also may be available from secondary documents, including contracted third-party program evaluations, studies from non-partisan entities, and any SLAA reports submitted to IMLS and state policy makers. [All evaluations and IMLS reports available.](#)
4. Other sources of information, such as Census data, state education data, and surveys conducted by the SLAA may be used to describe broad changes in communities or in the state. While these, for the most part, cannot be used for making direct attributions of outcomes from LSTA programming efforts, they can effectively describe the context of activities undertaken. [Yes, and will also run ANOVA and linear regression to seek relationships especially with state education data.](#)
5. Descriptive statistics should suffice in conducting any quantitative analysis. The mixing of summary tables and/or figures summarizing the results in the narrative is customary in this type of research. Presentation of extensive statistical output is generally reserved for appendices. [Descriptive stats, crosstabs, and advanced statistics will be included as appendices.](#)
6. A content analysis (with potential descriptive statistics for summarizing codes) is probably an acceptable method for conducting qualitative analysis. There are various types of sampling and coding strategies that will precede selecting a content analysis or other analytical choice; the independent evaluator should make these transparent in allowing you and other readers to assess the credibility of the evidence. (See below for more details on evaluation methodology and using an independent evaluator.) [Qualitative data collection of major stakeholders through interviews and focus groups; additional qualitative data collected via survey by stakeholder. Thematic encoding of transcripts and open ended comments.](#)

Guidelines for Methodology Questions

7. The independent evaluator should clearly address these questions to your satisfaction before proceeding to collect and analyze data. *Schedule 9/2 meeting and drafts of all data collection instruments.*
8. The independent evaluator will need to carefully document project records used in the study. Professional guidelines for this type of research require protocols in place to ensure confidentiality and consent. *Private server for all data collection results; consent form for all participants*
9. In working with the independent evaluator, other stakeholders reviewing the document should have set aside appropriate time to assure that they have enough knowledge of the scientific techniques that the evaluators will be using in collecting and analyzing data, including tradeoffs that they are making given limited resources and time. *Approval from MSL team*
10. You should include a section that summarizes the methods used in any statistical and qualitative research. For qualitative research, many types of sampling and coding strategies may be appropriate; whatever gets selected should be made transparent in this section. *Yes, will be part of approval process*
11. The appendices should contain copies of any instruments used for data collection as well as those used in coding. *Copies of all instruments and coding sheet and dictionary.*

Evaluation Crosswalk

- List all MSL goals, objectives, and activities
- List all IMLS priorities
- List all IMLS Retrospective, Process, and Methodology questions
- List Report outline sections (see full outline below): IMLS priorities, focal areas and intents (A-2), and focal groups (A-3)

2013-2017 Logic Model

- Situation: *SWOT analysis, general overview of MSL organization and functioning (needs assessment)*
- Priorities: *Vision, Mission, LSTA plan goals and objectives*
- Assumptions: *Support of libraries? Efficiency and effectiveness of allocation? Success of LSTA projects funded? Representativeness*
- External Factors: *Census, state priorities, state of libraries*
- *MSL completes inputs, outputs, outcomes by goal, budget, and program*

Performance Data

“For the LSTA funded projects, what I would like is as much information as possible based on annually:

- What/who was funded - name, type of library, service population, and region of the state (whatever classification makes sense here - NE, NW, SE, SW, etc.)
- How much
- Type of grant
- Intended stakeholders

- The proposal and their annual reports
- Any key outputs and outcomes you have identified
- Which MST goal, objective, or activity they were aligned to
- Were they aligned with IMLS' Measuring Success Focal Area?"

- Compare funded by year
 - Descriptive stats
 - ANOVA by demographics by funding
 - Quality of life (census)
 - Educational data (k-12)
- Compare with non-funded by year
- Linear Regression (compare input, output, and outcome variables)

Sample

The desired sample will include:

- All LSTA staff of the MSL
 - Interviews with Cara and State Librarian (Jennie) and Director of Statewide Library Resources (Tracy)
 - Focus group with remaining staff (LSTA-funded projects and positions)
 - Christie Briggs, Montana Talking Book Library Director
 - Jo Flick, Statewide Trainer & Continuing Education Coordinator
 - Jessie Goodwin, Montana Shared Catalog Director
 - Sara Groves, Lifelong Learning Librarian
 - Pam Henley, Statewide Consulting Librarian
 - Suzanne Reymer, Statewide Consulting Librarian
- A purposeful (specifically selected to ensure they are included in the sample) and stratified (different types are selected to ensure representation) sample of libraries
 - Public
 - Academic
 - School
 - Special
 - Tribal
 - Urban/Rural
 - Patron Demographics
 - Funded vs. Non-funded
- Librarians and library administrators:
 - All funded
 - Focus group of random/stratified (2 per type of library per year - 1 random, 1 top)

“Why don't you select two per year per type of stakeholder served for 2013, 2014, 2015, and 2016.

This should give us 8 members per type of focus group. 1 should be randomly selected and 1 can be hand picked as a top/model program.”

- Public library (2 focus groups?) - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
- Academic library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
- School library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)

- Special library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
- Purposeful and stratified sample of patrons
 - All funded (emailed survey link)
 - Random sample focus groups based on type of library: 2 recipients per year - 1 random and 1 top/model program
 - Public library (2 focus groups?) - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
 - Academic library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
 - School library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
 - Special library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
- Random sample of patrons (e.g. representative of the state’s racial, ethnic, and socioeconomic demographics).
 - Needs assessment? Value of libraries? Do they use libraries?

Instrumentation & Data Analysis

Interviews

- MSL administration
 - Context, process, SWOT analysis, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
 - Responses coded by theme and organized by question; presented as common themes and quotes

Focus groups

- MSL staff
 - Context, process, SWOT analysis, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
 - Responses coded by theme and organized by question; presented as common themes and quotes
- State commission members (three to four)
 - Context, process, SWOT analysis, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
 - Responses coded by theme and organized by question; presented as common themes and quotes
- Librarians and administrators
 - Impact of LSTA funding, impact on stakeholders, logic model elements
 - Responses coded by theme and organized by question; presented as common themes and quotes
- Patrons
 - Impact of LSTA funding, impact on stakeholders, logic model elements
 - Responses coded by theme and organized by question; presented as common themes and quotes

Surveys - draft is at <https://www.surveymonkey.com/results/SM-SQMQN8DM/>

- All LSTA MSL Staff
 - Quantitative ratings on: process, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
 - Responses coded by theme and organized by question; presented as common themes and quotes
 - Descriptive statistics
 - ANOVA for each goal and objective (are staff more satisfied with progress on a particular goal or objective)
- LSTA funded librarians and administrators
 - Quantitative ratings on: Impact of LSTA funding, impact on stakeholders, logic model elements; satisfaction, open ended comments
 - Responses coded by theme and organized by question; presented as common themes and quotes
 - Descriptive statistics
 - Correlation - progress/satisfaction by demographic factor
 - ANOVA for each goal and objective (are staff more satisfied with progress on a particular goal or objective) - progress/satisfaction by demographic factor
 - Linear Regression - progress/satisfaction by multiple factors
- All librarians and administrators
 - Quantitative ratings on: Impact of LSTA funding and/or funded projects, impact on stakeholders, logic model elements; current and future needs, satisfaction, open ended comments
 - Responses coded by theme and organized by question; presented as common themes and quotes
 - Descriptive statistics
 - Correlation - progress/satisfaction by demographic factor
 - ANOVA for each goal and objective (are staff more satisfied with progress on a particular goal or objective) - progress/satisfaction by demographic factor
 - Linear Regression - progress/satisfaction by multiple factors
 - Funded vs. Non-funded

[Appendix D2 – Montana LSTA Evaluation Crosswalk](#)

High Priority Goals	Data	Interviews	Interview Questions	Focus Groups	Survey	Survey Questions	Social Media	Data Analytics
Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered.	Reports and logic model	MSL, librarian, administrators, patrons	Q4	MSL staff, trustees, librarians	MSL staff, librarians, patrons	Q2		
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q2		
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q3		
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q4		
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q5		

<p>1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q6</p>		
<p>1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q7</p>		
<p>Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>	<p>MSL staff, trustees, librarians</p>	<p>MSL staff, librarians and administrators</p>	<p>Q8</p>		
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q8</p>		
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q9</p>		

provide high-quality digitization equipment for libraries to use.								
2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q10		
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q11		
2.5. Explore opportunities to improve Internet access and technology support for libraries. LSTA will be used for MSL staff to make recommendations for partnerships with state agencies and other organizations involved with access to electronic resources. LSTA could also be used to assist libraries with enhanced access when appropriate.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q12		
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q13		

<p>Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons. The goal is MSL’s number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>	<p>MSL staff, trustees, librarians</p>	<p>MSL staff, librarians and administrators</p>	<p>Q14</p>		
<p>3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q14</p>		
<p>3.2. Continue to partner with library vendors to extend statewide e-content purchasing programs and access tools. LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts. [see goal #2, program #1 above]</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q15</p>		
<p>3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content. LSTA will be used for MSL staff to explore and establish partnerships for MMP.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q16</p>		
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q17</p>		
<p>3.5. Continue work with established courier services to find an efficient and affordable system to transport materials between libraries. LSTA will be used for MSL staff to work coordinating</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q18</p>		

partnerships between courier services and libraries. (see goal #2, program 36 above)								
3.6. Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives. LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q19		
Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need. This is not truly the number four goal for MSL. In the agency’s long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017 period.	Reports and logic model	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q20		
4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q20		

4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q21		
4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q22		
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q23		
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q24		
4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q25		
Were any Goals Not Met?	Reports and logic model	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q26		
IMLS LSTA-specified Grants to States Priorities (20 U.S.C. § 9141)								
1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals'	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q27		

needs for education, lifelong learning, workforce development, and digital literacy skills;								
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q28		
3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q29		
4. Enhance efforts to recruit future professionals to the field of library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q30		
5. Develop public and private partnerships with other agencies and community-based organizations;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q31		
6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q32		
7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q33		
8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q34		

9. Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q35		
Measuring Success Focal Areas and Intents								
1. Lifelong Learning	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q36		
1.1. Improve users' formal education	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q36		
1.2. Improve users' general knowledge and skills	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q36		
2. Information Access	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q37		
2.1. Improve users' ability to discover information resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q37		
2.2. Improve users' ability to obtain and/or use information resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q37		
3. Institutional Capacity	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
3.1. Improve the library workforce	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		

3.2. Improve the library’s physical and technological infrastructure	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
3.3. Improve library operations	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
4. Economic & Employment Development	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
4.1. Improve users’ ability to use resources and apply information for employment support	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
4.2. Improve users’ ability to use and apply business resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
5. Human Services	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.1. Improve users’ ability to apply information that furthers their personal, family, or household finances	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.2. Improve users’ ability to apply information that furthers their personal or family health & wellness	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.3. Improve users’ ability to apply information that furthers their parenting and family skills	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		

6. Civic Engagement	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
6.1. Improve users’ ability to participate in their community	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
6.2. Improve users’ ability to participate in community conversations around topics of concern.	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
2012 evaluation recommendations								
1. MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.		MSL staff	Q11a	MSL staff, trustees, librarians	MSL staff	Q48		
2. MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.		MSL staff	Q11b	MSL staff, trustees, librarians	MSL staff	Q49		
3. MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.		MSL staff	Q11c	MSL staff, trustees, librarians	MSL staff	Q50		
4. The next decade will experience crucial societal demographic changes that will impact both the MSL’s and local libraries’ services to a target patron group. Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals’ life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless		MSL staff	Q11d	MSL staff, trustees, librarians	MSL staff	Q51		

transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.								
5. MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago.		MSL staff	Q11e	MSL staff, trustees, librarians	MSL staff	Q52		
IMLS Retrospective, Process, and Methodology Questions								
A-1 To what extent did your Five-Year Plan activities make progress towards each goal? Logic model and data collection		MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q2-Q25		
A-1 Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?		MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q26		
A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? Logic model and data collection		MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q36-Q41		
A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No) Logic model and data collection		MSL staff	Q6	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q42		
Answer Process Questions:								
B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan? Logic model and data collection		MSL staff	Q7	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q45		
B-2. Specify any changes you made to the Five-Year Plan, and why this occurred. Data collection		MSL staff	Q8	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q46		
B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources? Data collection		MSL staff	Q9	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q47		
Answer Methodology Questions								
C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance			Evaluation Report					

document called Selection of Evaluators. Evaluation report								
C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.			Evaluation Report					
C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. Crosswalk, evaluation report			Evaluation Report					
C-4. Discuss how you will share the key findings and recommendations with others. Evaluation, dissemination website, data collection			Evaluation Report					
Logic Model								
Situation (assets, problems, and engagement)		MSL staff	Q1, Q3	MSL staff, trustees, librarians				
Priorities (guiding strategic plan)		MSL staff	Q2	MSL staff, trustees, librarians				
Assumptions		MSL staff	Q1, Q3	MSL staff, trustees, librarians				
External Factors		MSL staff	Q1, Q3	MSL staff, trustees, librarians, patrons				

[Appendix D3 – Montana LSTA Evaluation Logic Model](#)

High Priority Goals	Year	Budget	Inputs	Outputs		Outcomes	Rating (Scale of 1-10, 1=lowest attainment, 10=highest attainment)	Comments
Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered.				Activities	Frequency		Average of ratings for all Goal 1 objectives.	
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.								
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.								
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training								
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.								
1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and								

<p>facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>										
<p>1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.</p>										
<p>Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services.</p>										
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>										
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>										
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the</p>										

state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.								
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.								
2.5. Explore opportunities to improve Internet access and technology support for libraries. LSTA will be used for MSL staff to make recommendations for partnerships with state agencies and other organizations involved with access to electronic resources. LSTA could also be used to assist libraries with enhanced access when appropriate.								
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.								
Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons. The goal is MSL’s number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.								
3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC.								
3.2. Continue to partner with library vendors to extend statewide e-content purchasing programs and access tools. LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts. [see goal #2, program #1 above]								

<p>3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content. LSTA will be used for MSL staff to explore and establish partnerships for MMP.</p>										
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>										
<p>3.5. Continue work with established courier services to find an efficient and affordable system to transport materials between libraries. LSTA will be used for MSL staff to work coordinating partnerships between courier services and libraries. (see goal #2, program 36 above)</p>										
<p>3.6. Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives. LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs.</p>										
<p>Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need. This is not truly the number four goal for MSL. In the agency’s long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address</p>										

content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017 period.									
4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.									
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.									
4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.									
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.									
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.									
4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.									

[Appendix D4 –Staff Interview/Focus Group Questions](#)

State Library Staff Interview Questions

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, etc. (Identify processes at work in implementing the activities in the plan, including the use of **performance-based measurements in planning, policy making and administration**)

How has this changed from the past five-year 2008-2012 LSTA plan?

3. Let's do a SWOT analysis
 - a. What are the strengths of your LSTA program?
 - b. What are your main weaknesses?
 - c. What are your main opportunities for the next five years?
 - d. What are your main threats to protect against and avoid in the next five years?
4. Describe your current plan and to what extent did your Five-Year Plan activities make progress towards each goal (see below)? (A-1) - **See Program to Activity Crosswalk**
 - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.

Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and

collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL's goals for the 2013-2017 period.*

5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. Do you feel these should be the same priorities for 2018-2022?
 - 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**MSL State Goal 1: consultation, leadership, training**)
 - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
 - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
 - 4) Enhance efforts to recruit future professionals to the field of library and information services;
 - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)
 - 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
 - 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas¹³ and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?

1. Lifelong Learning (MSL Goal 3)

- 1.1. Improve users’ formal education
- 1.2. Improve users’ general knowledge and skills

2. Information Access (MSL Goals 2, 3, 4)

- 2.1. Improve users’ ability to discover information resources
- 2.2. Improve users’ ability to obtain and/or use information resources

3. Institutional Capacity (MSL Goals 1, 3)

- 3.1. Improve the library workforce
- 3.2. Improve the library’s physical and technological infrastructure
- 3.3. Improve library operations

4. Economic & Employment Development

- 4.1. Improve users’ ability to use resources and apply information for employment support
- 4.2. Improve users’ ability to use and apply business resources

5. Human Services

- 5.1. Improve users’ ability to apply information that furthers their personal, family, or household finances
- 5.2. Improve users’ ability to apply information that furthers their personal or family health & wellness
- 5.3. Improve users’ ability to apply information that furthers their parenting and family skills

6. Civic Engagement

- 6.1. Improve users’ ability to participate in their community
- 6.2. Improve users’ ability to participate in community conversations around topics of concern.

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?

- 8. Library workforce (current and future)
- 9. Individuals living below the poverty line

¹³ October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

10. Individuals that are unemployed/underemployed
11. Ethnic or minority populations
12. Immigrants/refugees
13. Individuals with disabilities
14. Individuals with limited functional literacy or information skills
15. Families
16. Children (aged 0-5)
17. School-aged youth (aged 6-17)

Process Questions:

18. B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?
19. B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.
20. B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?
21. Please describe to what extent MSL addressed these previous 2012 evaluation recommendations:
 - a. **MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.** *Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.*
 - b. **MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.** *The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.*
 - c. **MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.** *The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.*
 - d. **The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group.** *Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audiobooks*

(cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.

- e. **MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago.** *The empirical support of online-based resources in this evaluation, wedded to the comments in both the surveys and focus groups, shows that these types of products and services bridge the miles between regional and local community hubs that serve the segments of the Montana population who live in a rural setting (and equally the many Montanans who live in an urban setting that remains a great distance from the nation's population centers). MSL should also continue to use LSTA funds in programs that support bringing physical materials to the library location in the understanding that patrons included in this evaluation support the concept of the virtual library, and recognize the value of increased service and individual economic benefit of bringing the library into their home or office, even as they maintain a sense of pride for what is a traditional community institution.*

22. Ongoing Evaluation per the Five-Year Plan

Evaluation Plan (pg. 22)

The LSTA evaluators provided some suggestions for evaluation during this five-year plan:

16. "Perhaps rather than a state-level coordinated survey or focus group session, a standard survey could be developed by the State to be administered at the local level."
17. "While questions on the TBL survey asked for suggestions for improvement and prompted participants for problem areas, not one respondent wanted to see a change in the service they receive – these are important questions to ask in future surveys/interviews."
18. "The following evaluation period should include an analysis of MSC in both urban and rural libraries."

"Evaluation will be an ongoing activity.

- MSL staff will continue to design and implement outcome-based evaluation tools such as assessments, surveys and interviews to measure the impact of selected LSTA-funded projects.
- This data will be included in the annual State Program Reports as appropriate. Input will also be solicited from the Network Advisory Council to determine if both the specific LSTA projects and the general five-year goals are being achieved as outlined in the plan. The NAC's input will be used in the informal annual review done by MSL staff to determine what goals have been met, what challenges are being faced, and what adjustments need to be made in the plan.

Appendix D5 – NAC and Library Commission Focus Group Questions

State Library Commission/NAC Focus Group Questions

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, etc. (Identify processes at work in implementing the activities in the plan, including the use of **performance-based measurements in planning, policy making and administration**)
 - 2-a. How would you, as a NAC [or Commission] representative, describe your role in the LSTA planning, policy making, and administration process?
 - 2-b. What part of the process helps you to serve in this role?
 - 2-c. What part of the process should be improved to help you serve in this role?
3. Let's do a SWOT analysis
 - a. What are the strengths of your LSTA program?
 - b. What are your main weaknesses?
 - c. What are your main opportunities for the next five years?
 - d. What are your main threats to protect against and avoid in the next five years?
4. Describe your current plan and to what extent did your Five-Year Plan activities make progress towards each goal (see below)? (A-1)

Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.

Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the

information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL's goals for the 2013-2017 period.*

- a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)
5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. Do you feel these should be the same priorities for 2018-2022?
- 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**MSL State Goal 1: consultation, leadership, training**)
 - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
 - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
 - 4) Enhance efforts to recruit future professionals to the field of library and information services;
 - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State**

Goal 2: acquire and manage content; provide access)

- 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
- 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas¹⁴ and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?

1. Lifelong Learning (MSL Goal 3)

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

2. Information Access (MSL Goals 2, 3, 4)

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

3. Institutional Capacity (MSL Goals 1, 3)

- 3.1. Improve the library workforce
- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

4. Economic & Employment Development

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

5. Human Services

- 5.1. Improve users' ability to apply information that furthers their personal, family, or household finances
- 5.2. Improve users' ability to apply information that furthers their personal or family health & wellness
- 5.3. Improve users' ability to apply information that furthers their parenting and family skills

6. Civic Engagement

- 6.1. Improve users' ability to participate in their community
- 6.2. Improve users' ability to participate in community conversations around topics of

¹⁴ October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

concern.

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

8. Please describe to what extent MSL addressed these previous 2012 evaluation recommendations:

- a. **MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.** *Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.*
- b. **MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.** *The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.*
- c. **MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.** *The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.*
- d. **The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group.** *Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals' life experiences,*

physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.

- e. **MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago.** *The empirical support of online-based resources in this evaluation, wedded to the comments in both the surveys and focus groups, shows that these types of products and services bridge the miles between regional and local community hubs that serve the segments of the Montana population who live in a rural setting (and equally the many Montanans who live in an urban setting that remains a great distance from the nation’s population centers). MSL should also continue to use LSTA funds in programs that support bringing physical materials to the library location in the understanding that patrons included in this evaluation support the concept of the virtual library, and recognize the value of increased service and individual economic benefit of bringing the library into their home or office, even as they maintain a sense of pride for what is a traditional community institution.*

9. Ongoing Evaluation per the Five-Year Plan

Evaluation Plan (pg. 22)

The LSTA evaluators provided some suggestions for evaluation during this five-year plan:

19. “Perhaps rather than a state-level coordinated survey or focus group session, a standard survey could be developed by the State to be administered at the local level.”
20. “While questions on the TBL survey asked for suggestions for improvement and prompted participants for problem areas, not one respondent wanted to see a change in the service they receive – these are important questions to ask in future surveys/interviews.”
21. “The following evaluation period should include an analysis of MSC in both urban and rural libraries.”

“Evaluation will be an ongoing activity.

- MSL staff will continue to design and implement outcome-based evaluation tools such as assessments, surveys and interviews to measure the impact of selected LSTA-funded projects.
- This data will be included in the annual State Program Reports as appropriate. Input will also be solicited from the Network Advisory Council to determine if both the specific LSTA projects and the general five-year goals are being achieved as outlined in the plan. The NAC’s input will be used in the informal annual review done by MSL staff to determine what goals have been met, what challenges are being faced, and what adjustments need to be made in the plan.”

[Appendix D6 – Librarian and Patron Interview/Focus Group Questions](#)

Librarian Focus Group Questions

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, ease-of-use and interaction, etc.
3. What are the State Library’s strengths and opportunities? Do they use performance-based measurements in planning, policy making and administration?
4. To what extent, do you feel the State Library met the following goals in support of Montana’s libraries and patrons?
 - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

The goal is MSL’s number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.

Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency’s long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017*

period.

5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. To what extent do you feel the State Library has met these priorities and do you feel these should be the same priorities for 2018-2022?
 - 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**MSL State Goal 1: consultation, leadership, training**)
 - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
 - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
 - 4) Enhance efforts to recruit future professionals to the field of library and information services;
 - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)
 - 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
 - 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent do you feel the State Library met the following associated with the Measuring Success focal areas¹⁵ national priorities? Which do you feel should be priorities for 2018-2022?

1. Lifelong Learning (MSL Goal 3)

- 1.1. Improve users’ formal education
- 1.2. Improve users’ general knowledge and skills

2. Information Access (MSL Goals 2, 3, 4)

- 2.1. Improve users’ ability to discover information resources
- 2.2. Improve users’ ability to obtain and/or use information resources

3. Institutional Capacity (MSL Goals 1, 3)

- 3.1. Improve the library workforce
- 3.2. Improve the library’s physical and technological infrastructure
- 3.3. Improve library operations

4. Economic & Employment Development

- 4.1. Improve users’ ability to use resources and apply information for employment support
- 4.2. Improve users’ ability to use and apply business resources

5. Human Services

- 5.1. Improve users’ ability to apply information that furthers their personal, family, or household finances
- 5.2. Improve users’ ability to apply information that furthers their personal or family health & wellness
- 5.3. Improve users’ ability to apply information that furthers their parenting and family skills

6. Civic Engagement

- 6.1. Improve users’ ability to participate in their community
- 6.2. Improve users’ ability to participate in community conversations around topics of concern.

¹⁵ October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

7. A-3. Did any of the following groups represent a substantial focus for the State Library (Yes/No)? Which should be the primary focus over the next five years (2018-2022)?

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

8. Any other thoughts or comments about what the State Library needs to focus on over the next five years?

[Appendix D7 – Montana State Library LSTA Five-Year \(2013-2017\) Survey](#)

Insert PDF or link to PDF

[Appendix E - Optional output of statistical findings](#)

Pending

[Appendix F - Optional summaries of coding used in any qualitative analyses](#)

Pending

Five-Year Evaluation Report Outline

IMLS-CLR-D-0019

Documents required for the Five-Year Evaluation include a cover page (1 page), evaluation summary (2-5 pages), evaluation report (25 pages, max.), and appendices. Please follow the format specified below:

Cover Page (1 page)

- State Library Administrative Agency
- Title of the evaluation
- Evaluator(s) name and organizational affiliation
- Date
- Name of the team, branch, unit, or person commissioning the evaluation

Evaluation Summary (2-5 pages)

- Summarize key findings for the three retrospective and three process questions below
- Briefly describe the evaluation methodology, referencing the four methodology questions below

Evaluation Report (25 pages, max.)

- Answer the first six questions under A. Retrospective and B. Process in order, and numbered as they are below.
- Describe the methodology employed, responding to the four questions under C. Methodology, below.

A. Retrospective Questions

A-1. To what extent did your Five-Year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?

- Organize findings around each goal of the state's 2013-2017 Five-Year Plan
- Categorize each goal as either 1) achieved, 2) partly achieved, or 3) not achieved

A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?

Measuring Success Focal Areas and Intents

- Lifelong Learning
 - Improve users' formal education
 - Improve users' general knowledge and skills

- Information Access
 - Improve users’ ability to discover information resources
 - Improve users’ ability to obtain and/or use information resources
- Institutional Capacity
 - Improve the library workforce
 - Improve the library’s physical and technological infrastructure
 - Improve library operations
- Economic & Employment Development
 - Improve users’ ability to use resources and apply information for employment support
 - Improve users’ ability to use and apply business resources
- Human Services
 - Improve users’ ability to apply information that furthers their personal, family, or household finances
 - Improve users’ ability to apply information that furthers their personal or family health & wellness
 - Improve users’ ability to apply information that furthers their parenting and family skills
- Civic Engagement
 - Improve users’ ability to participate in their community
 - Improve users’ ability to participate in community conversations around topics of concern.

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No)

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)
- For the purposes of this question, a substantial focus would represent at least ten percent of the total amount of resources committed by the overall plan across multiple years.
- For those who answer Yes to any of the above groups, please discuss to what extent each group was reached.

B. Process Questions

B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?

B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.

B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?

C. Methodology Questions

C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them.

C-4. Discuss how you will share the key findings and recommendations with others.

Appendices

- List of acronyms
- List of people interviewed
- Bibliography of all documents reviewed
- Copies of any research instruments used for surveying, interviewing, and/or use of focus groups
- Optional output of statistical findings
- Optional summaries of coding used in any qualitative analyses

IMLS LSTA-specified Grants to States Priorities (20 U.S.C. § 9141)

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;
- Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;
- Enhance efforts to recruit future professionals to the field of library and information services;
- Develop public and private partnerships with other agencies and community-based organizations;
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, 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 birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;
- Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
- Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

Appendix D2 – Montana LSTA Evaluation Crosswalk

High Priority Goals	Data	Interviews	Interview Questions	Focus Groups	Survey	Survey Questions	Social Media	Data Analytics
Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered.	Reports and logic model	MSL, librarian, administrators, patrons	Q4	MSL staff, trustees, librarians	MSL staff, librarians, patrons	Q2		
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q2		
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q3		
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q4		
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q5		

venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.								
1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q6		
1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q7		
Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services.	Reports and logic model	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q8		
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q8		

purchase new products for pilot projects designed to determine use and value.								
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q9		
2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q10		
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q11		
2.5. Explore opportunities to improve Internet access and technology support for libraries. LSTA will be used for MSL staff to make recommendations for	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q12		

partnerships with state agencies and other organizations involved with access to electronic resources. LSTA could also be used to assist libraries with enhanced access when appropriate.								
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q13		
Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons. The goal is MSL’s number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.	Reports and logic model	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q14		
3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q14		
3.2. Continue to partner with library vendors to extend statewide e-content purchasing programs and access tools. LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts. [see goal #2, program #1 above]	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q15		

<p>3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content. LSTA will be used for MSL staff to explore and establish partnerships for MMP.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q16</p>		
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q17</p>		
<p>3.5. Continue work with established courier services to find an efficient and affordable system to transport materials between libraries. LSTA will be used for MSL staff to work coordinating partnerships between courier services and libraries. (see goal #2, program 36 above)</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q18</p>		
<p>3.6. Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives. LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q19</p>		

<p>Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need. This is not truly the number four goal for MSL. In the agency’s long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017 period.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>	<p>MSL staff, trustees, librarians</p>	<p>MSL staff, librarians and administrators</p>	<p>Q20</p>		
<p>4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q20</p>		
<p>4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q21</p>		
<p>4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q22</p>		

that system improvements and features can be fully utilized for patrons to access MTBL resources.								
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q23		
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q24		
4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q25		
Were any Goals Not Met?	Reports and logic model	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q26		
IMLS LSTA-specified Grants to States Priorities (20 U.S.C. § 9141)								
1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q27		
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q28		

3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q29		
4. Enhance efforts to recruit future professionals to the field of library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q30		
5. Develop public and private partnerships with other agencies and community-based organizations;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q31		
6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q32		
7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q33		
8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q34		
9. Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q35		

Measuring Success Focal Areas and Intents

1. Lifelong Learning	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q36		
1.1. Improve users’ formal education	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q36		
1.2. Improve users’ general knowledge and skills	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q36		
2. Information Access	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q37		
2.1. Improve users’ ability to discover information resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q37		
2.2. Improve users’ ability to obtain and/or use information resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q37		
3. Institutional Capacity	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
3.1. Improve the library workforce	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		

3.2. Improve the library’s physical and technological infrastructure	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
3.3. Improve library operations	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
4. Economic & Employment Development	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
4.1. Improve users’ ability to use resources and apply information for employment support	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
4.2. Improve users’ ability to use and apply business resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
5. Human Services	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.1. Improve users’ ability to apply information that furthers their personal, family, or household finances	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.2. Improve users’ ability to apply information that furthers their personal or family health & wellness	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		

5.3. Improve users’ ability to apply information that furthers their parenting and family skills	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
6. Civic Engagement	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
6.1. Improve users’ ability to participate in their community	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
6.2. Improve users’ ability to participate in community conversations around topics of concern.	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
2012 evaluation recommendations								
1. MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.		MSL staff	Q11a	MSL staff, trustees, librarians	MSL staff	Q48		
2. MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.		MSL staff	Q11b	MSL staff, trustees, librarians	MSL staff	Q49		
3. MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.		MSL staff	Q11c	MSL staff, trustees, librarians	MSL staff	Q50		
4. The next decade will experience crucial societal demographic changes that will impact both the MSL’s and local libraries’ services to a target patron group.		MSL staff	Q11d	MSL staff, trustees, librarians	MSL staff	Q51		

Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals’ life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.								
5. MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago.	MSL staff	Q11e	MSL staff, trustees, librarians	MSL staff	Q52			
IMLS Retrospective, Process, and Methodology Questions								
A-1 To what extent did your Five-Year Plan activities make progress towards each goal? Logic model and data collection	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q2-Q25			
A-1 Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q26			
A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? Logic model and data collection	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q36-Q41			
A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No) Logic model and data collection	MSL staff	Q6	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q42			

Answer Process Questions:								
B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan? Logic model and data collection		MSL staff	Q7	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q45		
B-2. Specify any changes you made to the Five-Year Plan, and why this occurred. Data collection		MSL staff	Q8	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q46		
B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources? Data collection		MSL staff	Q9	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q47		
Answer Methodology Questions								
C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. Evaluation report			Evaluation Report					
C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.			Evaluation Report					
C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. Crosswalk, evaluation report			Evaluation Report					
C-4. Discuss how you will share the key findings and recommendations with others. Evaluation, dissemination website, data collection			Evaluation Report					
Logic Model								
Situation (assets, problems, and engagement)		MSL staff	Q1, Q3	MSL staff, trustees, librarians				
Priorities (guiding strategic plan)		MSL staff	Q2	MSL staff, trustees, librarians				

Assumptions		MSL staff	Q1, Q3	MSL staff, trustees, librarians				
External Factors		MSL staff	Q1, Q3	MSL staff, trustees, librarians, patrons				

[Appendix D3 – Montana LSTA Evaluation Logic Model](#)

High Priority Goals	Year	Budget	Inputs	Outputs	Outcomes
Administrative costs for managing LSTA award	Fiscal Year				
Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered.		\$ 1,278,663.89		Activities	Frequency
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.	FY2012		3 FTE for statewide consulting - all LSTA funding	Consulting contacts on leadership issues; broadband; technology planning; projects/ideas; trustee orientation (does not include e-rate or MTLIB2GO, etc.)	593
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.	FY2013		3 FTE for statewide consulting - all LSTA funding	In addition to their regular duties, the 3 consultants helped revise the criteria for receiving the “Excellent Library Standards Award” (ELSA). The ELSA recognizes libraries that use MT’s Public Library Standards to assess and improve their services. Other types of libraries can also earn the award based on applicable standards. Number of	188
					As a result of the new ELSA standards, libraries are encouraged to strive harder to improve library services. The public library district transition planning template reduces the stress of the transition to a district and helps keep the process on track.

				libraries that received ELSA in this award period:		
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.	FY2014		Partial time of 3 FTE Statewide Consulting Librarians	Consulting contacts on leadership issues; broadband; technology planning; projects/ideas; trustee orientation (does not include e-rate or MTLIB2GO, etc.)	134	
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.	FY2015	\$231,291.87	Partial time of 3 FTE Statewide Consulting Librarians	Consulting contacts on leadership issues; broadband; technology planning; projects/ideas; trustee orientation (does not include e-rate or MTLIB2GO, etc.)	151	
					1066	
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.			Partial time of 1 FTE-statewide consultant	Led strategic planning sessions. Number of sessions	15	
1.2. Facilitate community leadership, library as community anchor, outreach services,	FY2013		Partial time of 3 FTE Statewide	Facilitated planning meetings	4	

community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.			Consulting Librarians			
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.	FY2014		Partial time of 3 FTE Statewide Consulting Librarians	Facilitated planning meetings	6	
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.	FY2015		Partial time of 3 FTE Statewide Consulting Librarians	Facilitated planning meetings	4	4 meetings/53 attendees
					29	
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2012	\$216,957.00	3 FTE for statewide consulting - all LSTA funding	Consultants made site visits to all 82 public libraries during this reporting period. During the reporting period, information was provided on a wide range of topics including mobile devices, collection management, OCLC enrollment, services and software, building planning, statistics, human resources, marketing, library policies, social software, MTLibrary2Go, MT Shared Catalog, MT Memory Project, Discover It, EZ Proxy	412	Library directors gained the knowledge necessary to meet the requirements of the public library standards.

				<p>and the MT Library Directory. Other consulting was provided for IT support, filtering, library exhibits, building issues, blogging platforms, school-community library issues, web pages, Internet privacy concerns, RSS feeds, library board and funding body relationships, collection management, e-book creation and self-publishing. Additionally, consultants provided assistance with library districts, administration, disaster planning, technology planning, strategic planning, friends and foundations, CE and professional development, Library Federation plans of service and annual reports, reference resources, technology specifications, board development, intellectual freedom, library standards, and E-rate.</p> <p>NUMBER OF SITE VISITS:</p>		
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA	FY2013	\$215,010.21	3 FTE for statewide	3 full-time library consultants offer consulting in general and	122	

will be used for MSL staff to provide onsite consultation and training			consulting - all LSTA funding	specialty areas of library development and provide continuing education opportunities for librarians and library trustees statewide. Number of site visits:		
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2014	\$222,473	3 FTE for statewide consulting - all LSTA funding	Number of site visits:	135	State Library consulting contributed to the success of many administrative efforts in small public libraries around the state facing challenging situations. Consultants assisted two libraries in revising interlocal agreements; one library with board reorganization; and one library federation with transitioning to new leadership. Consultants also contributed to the development of a new staffing/compensation plan to assist directors and boards with attracting and retaining excellent employees.
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2012		1 FTE	Number of libraries that received assistance for participating in E-Rate program:	220	55 MT public libraries benefited from assistance in applying for E-rate, and received \$80,000 in discounts.
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2013		1 FTE	The E-Rate consultant attended annual E-Rate trainings in October 2013 in Portland, OR and the 2014 Schools Health & Libraries Broadband Conference in Washington, DC, participated in the American Library Association E-Rate Task Force, and provided data to ALA Office for Information Technology Policy on MT library broadband availability, E-Rate costs, and	60	The 60 libraries participating in E-Rate saved \$82,800 through the program.

				participation. This consultant prepared comments representing MT libraries for the Federal Communications Commission E-Rate Modernization Order, and attended monthly State E-Rate Coordinator teleconference meetings. Number of libraries that received assistance for participating in the E-Rate program:		
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2014			Number of libraries that received assistance for participating in the E-Rate program:	54	54 libraries received over \$92,000 in e-rate funding. This helped them pay for voice and Internet services for their communities and enables them to connect with outside resources.
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2015		3	Number of libraries that received assistance for participating in the E-Rate program:	51	E-rate consultations increased the bandwidth speed and improved the technology infrastructure. It resulted in a local savings of \$135,357.28.
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2012		3 FTE	Information requests from public library staff:	1712	
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2013		3 FTE	Information requests from public library staff:	330	
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2014			Information requests from public library staff:	494	

1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2015		3	Information requests from public library staff:	282	
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2012		3 FTE	Consultant-led trainings (in-person and virtual):	189	
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2013		3 FTE	Consultant-led trainings (in-person and virtual):	50	
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2014			The three Library Consultants planned and carried out training sessions for public library boards and new public library directors to help them become familiar with the laws, standards, and best practices necessary to provide and maintain successful library services. Consultant-led trainings (in-person and virtual):	22	Through formal training and orientation sessions, new library directors and board members became familiar with their responsibilities and with the wide variety of resources available, resulting in improved library services in their communities.
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2015		3	The three Library Consultants planned and carried out training sessions for public library boards and new public library directors to help them become familiar with the laws, standards, and best practices necessary to	52	

				provide and maintain successful library services. Consultant-led trainings (in-person and virtual):		
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2012		3 FTE	Number of people in attendance at consultant-led trainings:	2274	
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2013		3 FTE	Number of people in attendance at consultant-led trainings:	859	
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2014			Number of people in attendance at consultant-led trainings:	286	Through formal training and orientation sessions, new library directors and board members became familiar with their responsibilities and with the wide variety of resources available, resulting in improved library services in their communities.
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2015		3	Number of people in attendance at consultant-led trainings:	416	
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2012	\$1,822	3 FTE	The consultants provided public library staff training and guidance using the Technology Petting Zoo (TPZ), a set of tablets and ereaders that library staff can use to experience working with new technology. Tablets added to TPZ:	28	Library staff gained experience with current technological devices in order to better serve their patrons and connect them to state-supported online services such as MontanaLibrary2Go.
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA	FY2012		Partial time of 3 FTE- statewide consultants	The consultants provided public library staff training and guidance using the Technology	110	

will be used for MSL staff to provide onsite consultation and training				Petting Zoo (TPZ), a set of tablets and ereaders that library staff can use to experience working with new technology. 7 trainings were given. Number of attendees:		
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2013	\$12,900	3 FTE; \$7,193 non-state match for equipment	The Technology Petting Zoo is a set of tablets and e-readers that library staff can use to experience working with new technology. As library patrons increasingly use tablets to access library content and services, MT librarians continue to educate themselves to provide better support to their users. MSL updated the content and administration of its TPZ kits during this period. 10 new iPad tablets and 10 Google Nexus tablets were purchased for new “tablet labs” that add training opportunities in addition to our existing laptop labs. Number of items added:	20	115 librarians attended a poster session at the 2014 Fall Workshop where they had the opportunity to try out tablets and learn about their applications. 2 new tablet labs purchased with FY13 LSTA support guided exploration and training for library staff on workplace apps and concepts like roving reference and embedded librarianship. Projectors and speakers augment these training labs. As the comfort level has increased and the technology itself rapidly and continually changes, MSL has switched to a maintaining a core set of 5 TPZ kits. Each kit is customized specifically to supply the appropriate equipment to the 3 Statewide Consultants, the MSC Trainer and the Talking Book Library staff so that they can provide effective training and support to the librarians and TBL patrons they serve.
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	FY2014		\$21,915	Items added to Technology Petting Zoo kits:	4	Two projectors and two sets of speakers were purchased to augment two State Library tablet training labs. This equipment further enables MSL training staff to provide successful training to librarians around the state using these labs.
			\$14,722			
1.4. Provide formal face-to-face training opportunities each year that	FY2012	\$60,969.94	1 FTE - Statewide CE Coordinator			

help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.			who managed all of the following projects			
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	FY2013	\$63,768	1 FTE - Statewide CE Coordinator who managed all of the following projects			
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	FY2014	\$68,593	1 FTE - Statewide CE Coordinator who managed all of the following projects			
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	FY2015	\$66,193.08	1 FTE - CE Coordinator			

venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.						
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	FY2012	\$10,673.01	1 FTE	Fall Workshops sessions offered:	53	At the Fall Workshop, the sustained 40% increase in attendance in 2011 was sustained in 2012
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	FY2013	\$21,072.69	1 FTE	Fall Workshops sessions offered:	21	Respondents consistently rank Fall Workshops sessions highly. 86 -100% rated the sessions at Fall Workshops as relevant to their jobs, 86-100% rated the session presenters as well prepared, and 78-90% said that the sessions met their expectations.
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for	FY2015	\$11,725.76	1	Fall Workshops sessions offered:	12	80 attendees completed an online evaluation survey following their attendance at Fall Workshops. A large majority of attendees reported that the training was interesting (60-78%), related to their job(s) (60-70%), expanded knowledge or skills (62-70%), and was practical (50-77%).

expenses including facilities, materials and presenters.						
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1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	FY2013		1 FTE	Fall Workshops attendees:	160	Respondents consistently rank Fall Workshops sessions highly. 86 -100% rated the sessions at Fall Workshops as relevant to their jobs, 86-100% rated the session presenters as well prepared, and 78-90% said that the sessions met their expectations.
	FY2015		1	Fall Workshops attendees:	140	
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<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>	<p>FY2013</p>	<p>\$9,258.68</p>	<p>1 FTE</p>	<p>MSL coordinated 3 in-person trustee trainings in 2014 at 3 sites: Billings, Kalispell, and Butte. Training centered on preparing boards to handle transitions in library leadership staff. Half of all librarians in MT are retirement age, making it critical that library boards have the resources and training to recruit and retain qualified staff. Trustee training hours:</p>	<p>9</p>	<p>Evaluation at Trustee trainings have uncovered a need for template materials to assist library boards in a director search and hire, for example. Through discussion with the CE cohort supported by the Chief Officers of State Library Agencies (COSLA), it has been determined that this is a common need across states. In response, the CE Coordinator at MSL is working with her peers to develop these materials.</p>
<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>	<p>FY2014</p>	<p>\$4,991</p>	<p>1 FTE</p>	<p>The Montana State Library provided onsite and online training directed at public library boards on the topic of planning for succession at several venues for the purpose of preparing library trustees for replacing key positions at their libraries. Trustee training hours:</p>	<p>12</p>	<p>89% of trustee training attendees reported that they learned something that was directly applicable to their library, and 75% noted that they were now aware of specific gaps that exist at their libraries that need to be addressed. 25% found that the procedures they have in place put them in good shape to manage a transition in executive staff, and a few mentioned that the affirmation of their preparedness was reassuring.</p>
<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>	<p>FY2015</p>	<p>\$5,481.87</p>	<p>1</p>	<p>The Montana State Library provided onsite and online training directed at public library boards on the topic of planning for succession at several venues for the purpose of preparing library trustees for replacing key positions at their libraries. Trustee training hours:</p>	<p>12</p>	

<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>	<p>FY2012</p>		<p>1 FTE</p>	<p>Trustee training attendees:</p>	<p>335</p>	<p>Attendees gave the presenters high grades, and overwhelmingly noted that opportunities for trustees to network are rare and much appreciated. At the 2013 Montana Library Association meeting, the Flathead County Library System was honored as Montana’s first board where all the trustees had attained MSL certification under the state library’s certification program for trustees. This was a significant positive outcome in support of the MSL certification program and a model for other boards.</p>
<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>	<p>FY2013</p>		<p>1 FTE</p>	<p>Trustee training attendees:</p>	<p>34</p>	<p>2 of a series of 3 onsite trustee trainings were augmented by an online version of the training to reach a greater audience and provide a follow-up resource accessible anytime. Ensuring Library Leadership Continuity webinars with Jim Nys were replayed a total of 17 times. Hakala’s 4 part webinar series, Happily Ever After: Board/Directory Relationships that Work generated more than 50 plays.</p>
<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>	<p>FY2014</p>		<p>1 FTE</p>	<p>Trustee training attendees:</p>	<p>116</p>	<p>89% of trustee training attendees reported that they learned something that was directly applicable to their library, and 75% noted that they were now aware of specific gaps that exist at their libraries that need to be addressed. 25% found that the procedures they have in place put them in good shape to manage a transition in executive staff, and a few mentioned that the affirmation of their preparedness was reassuring.</p>
<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and</p>	<p>FY2015</p>		<p>1</p>	<p>Trustee training attendees:</p>	<p>64</p>	

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1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	FY2012	\$3,367.62	1 FTE	Scholarships for library staff:	20	R-Squared attendees shared their experiences with MT colleagues through a day-long training, inspired by the conference, at the MT Library Association conference in April 2013.
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA	FY2013	\$6,596.44	1 FTE	Scholarships for library staff to attend the Association of Rural & Small Libraries annual conference and the American Library Association conference.	4	The ALA scholarship attendee partnered with Multnomah County (OR) Library staff on a webinar after attending their ALA “My Librarian” session, and shared how he was adapting their ideas at his library. The webinar had 10 live attendees and 44 plays on Vimeo.

<p>will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>				<p>Number of scholarships offered:</p>		
<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>	<p>FY2014</p>	<p>\$14,776</p>		<p>The Montana State Library used FY14 LSTA to sponsor scholarships for public librarians and members of the Montana State Library's Network Advisory Committee to attend national conferences. Afterward, the recipients shared conference findings with their peers via recorded webinar sessions facilitated by the State Library. Scholarships for library staff:</p>	<p>9</p>	<p>Scholarship attendees have commented that without the scholarship opportunities provided through the State Library, they would never have been able to attend a national conference. Post-conference sessions also increased knowledge sharing and collegiality within the Montana library community. An hour long webinar session, "Great Ideas from the ARSL Conference," was presented by 2014 attendees and uploaded to the MSL Vimeo channel (http://vimeo.com/112195336). At reporting time, this video had been replayed 22 times. The American Library Association 2015 Annual Conference Montana peer sharing webinar (https://vimeo.com/139648042) had been replayed 11 times.</p>
<p>1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>	<p>FY2012</p>		<p>1 FTE</p>	<p>Online training hours created:</p>	<p>292</p>	<p>The output of more than 80 webinars and tutorials added to the MSL Vimeo channel and linked through the learning portal during the grant period resulted in a measurable increase in application to the MSL certification program. In calendar year 2012, there was a 90 % increase in certifications issued. In calendar year 2012, there were 80 certifications issued by the MSL; the previous 3 years had an average of 46 per year.</p>
<p>1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other</p>	<p>FY2013</p>	<p>\$10,750.22</p>	<p>1 FTE</p>	<p>The Online Training and Meeting Software pilot gives public library directors, staff and trustees access to online meeting and training software that enables</p>	<p>82</p>	<p>A. Public library directors and staff become comfortable utilizing their individual GoToMeeting licenses to network with colleagues around the state, optimize meeting opportunities related to overall library administration, and advance the public service goals of their library within their individual</p>

<p>online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>			<p>them to virtually meet, collaborate, and share expertise. MSL was able to expand its existing Citrix contract to include 82 additional licenses, one for each public library. Directors manage their license internally, enabling staff or library trustees to also organize online meetings and trainings if desired. Through GoToMeeting, librarians network with colleagues, increase board meeting participation, and facilitate community discussions that lead to partnership opportunities. Librarians also have access to shared GoToTraining and GoToWebinar licenses. MSL also acquired more licenses for its staff to increase webinars facilitated by MSL in support of LSTA efforts. Number of GoToMeeting licenses provided to public libraries:</p>		<p>communities. B. Public library directors and staff utilize the shared GoToTraining and GoToWebinar licenses available from the State Library to share expertise and collaborate on ideas for library development and resource sharing with their colleagues around the state, and to provide direct training and assistance to their end users. C. The State Library gains an understanding of the ways in which libraries can use online meeting applications to gain efficiencies, expand services and reach new audiences. D. There is a notable expansion of training expertise that gradually develops from within the library community, as librarians begin to utilize these tools to collaborate and assist each other. E. The 6 library federations in the state see benefits, such as an increase in trustee attendance at federation meetings and meetings of multiple federations for purposes of training and collaboration. F. Librarians gain a better understanding of the use of online meeting tools as an option for specifically publicly noticed meetings.</p>
<p>1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars</p>	<p>FY2014</p>		<p>Montana State Library LSTA-funded staff conducted 81 online training classes directed primarily toward public library staff and trustees</p>	<p>81</p>	<p>Evaluative measures for webinars include in-session feedback, statistical analysis from the MSL Vimeo channel, and informal peer review. MSL webinars are well received, archived recordings are popular with library staff, and applications for MSL certification continue to</p>

<p>and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>					<p>trend up. Librarians can search Vimeo to quickly find content either by MSL CE category classification or by the MSL program that the training is developed to address. MSL’s Learning Portal also links to national providers of online training for libraries. The constant online availability of learning opportunities supports the MSL Continuing Education Certification Program, a requirement for all MT public library directors, and an optional program for other staff and trustees.</p>
<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>	<p>FY2015</p>		<p>1</p> <p>Montana State Library LSTA-funded staff conducted online training classes directed primarily toward public library staff and trustees to support continuing education and provide a no-cost training option for public libraries so that they may provide innovative and world-class services to library patrons. These classes were recorded and added to Vimeo, an online video hosting site, so that library staff could review the information on their own time and earn CE credit toward certification. Online training hours created:</p>	<p>59</p>	<p>Applications for Montana State Library Certification reveal that users depend upon online training to supplement their face-to-face training activities. 62.5%, nearly two thirds, of librarians currently tracking their CE in the Montana Library Directory have listed that they have attended a webinar in the past few years. The mode number of webinars attended is three. Among those that have actually achieved certification, the reliance on webinars for their professional development is significantly higher. Web-based learning supports the State Library Certification program by expanding the learning opportunities for librarians and trustees, and reducing hurdles such as limited travel budgets, extreme weather, and long distances in Montana.</p>

<p>1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>	<p>FY2012</p>		<p>1 FTE</p>	<p>Number of certifications issued to library staff:</p>	<p>309</p>	<p>Library directors in Montana are required to maintain certification through the State Library program in order to receive state aid funding. All other library staff are encouraged to achieve certification. An increase in certification signifies a better educated and skilled library workforce in Montana.</p>
<p>1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>	<p>FY2013</p>		<p>1 FTE</p>	<p>Number of certifications issued to library staff:</p>	<p>80</p>	<p>Nearly 500 individuals have registered to track their CE with MSL, and an average of 80 librarians and trustees apply for certification or renewal every year.</p>
<p>1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>	<p>FY2014</p>			<p>The CE Coordinator managed the Certification program and led the process to transition to a completely online system. Number of certifications issued to library staff:</p>	<p>63</p>	<p>The application procedure for Montana State Library Certification was moved to an exclusively online process for all library staff and trustees in order to improve data collection, reduce errors in processing, ease the process for applicants, and create a procedure that is sustainable as requests for certificates continue to increase while staff-time available for processing is decreasing.</p>
<p>1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and</p>	<p>FY2015</p>		<p>1</p>	<p>The CE Coordinator managed the Certification program and led the process to</p>	<p>86</p>	

<p>programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.</p>				<p>transition to a completely online system. Number of certifications issued to library staff:</p>		
<p>1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>	<p>FY2013</p>		<p>1 FTE</p>	<p>Number of webinars available on the MSL Vimeo channel:</p>	<p>69</p>	<p>Evaluative measures for webinars include in-session feedback, statistical analysis from the MSL Vimeo channel, and informal peer review. MSL webinars are well received, archived recordings are popular with library staff, and applications for MSL certification continue to trend up. Librarians can search Vimeo to quickly find content either by MSL CE category classification or by the MSL program that the training is developed to address. MSL’s Learning Portal also links to national providers of online training for libraries. The constant online availability of learning opportunities supports the MSL Continuing Education Certification Program, a requirement for all MT public library directors, and an optional program for other staff and trustees.</p>
<p>1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.</p>	<p>FY2012</p>		<p>7 LSTA-funded MSL staff contributed to the development of the Learning Portal throughout this reporting period: the Training and Development Specialist, the Montana Memory Project Director, a Reader Advisor from Talking</p>	<p>The Learning Portal is a website created and maintained by MSL staff. The purpose of the Learning Portal is to provide a centralized location for online learning resources produced by MSL or as a result of MSL programs, to support continuing education of library staff and trustees statewide, and to enhance use and understanding of MSL</p>	<p>254</p>	<p>MSL staff set the following outcomes set for the Learning Portal: 1. Provide anytime, anywhere rigorous and relevant training opportunities to Montana librarians and library trustees to improve information services and library operations statewide. 2. Support the Montana Library Certification program for library staff and trustees by making it easier to find training that qualifies for continuing education credit and applies to one of the four CE categories, so that more librarians and trustees achieve their certification. 3. Nurture a culture of learning among library staff, volunteers and trustees so that they not only seek out more training</p>

			Book Library, the Training and Technical Services Specialist for the Montana Shared Catalog, and the 3 library consultants.	statewide projects and programs. The Library Learning Portal contains information about training opportunities, library development materials, and handouts from former workshops sponsored by MSL. Pages of Learning Portal content developed during this period:		opportunities, but they share what they know with their peers across the state and beyond.
1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.	FY2013		1 FTE	Learning Portal pages maintained during this period:	73	1. Provide anytime, anywhere rigorous and relevant training opportunities to Montana librarians and library trustees to improve information services and library operations statewide. 2. Support the Montana Library Certification program for library staff and trustees by making it easier to find training that qualifies for continuing education credit and applies to one of the four CE categories, so that more librarians and trustees achieve their certification. 3. Nurture a culture of learning among library staff, volunteers and trustees so that they not only seek out more training opportunities, but they share what they know with their peers across the state and beyond.
1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.	FY2014			Learning Portal pages maintained during this period:	73	The Continuing Education Coordinator adjusted and expanded the Montana State Library Learning Portal to provide easier access to training materials and better navigation so that all library staff could more quickly and easily find relevant on-demand training. 78.5 percent of respondents enrolled in a six part series exploring online resources that are licensed statewide for libraries and their patrons noted that they liked that they did not have to travel to get training. 57% indicated that they felt connected to the class. Every respondent cited at least two reasons why they liked the online class.

<p>1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.</p>	<p>FY2015</p>		<p>5</p>	<p>Learning Portal pages maintained during this period:</p>	<p>35</p>	
<p>Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services.</p>	<p>FY2012</p>	<p>\$1,628,319.90</p>				
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>	<p>FY2012</p>	<p>\$16,334.00</p>	<p>The Statewide Projects Librarian administered this project (0.25 FTE funded by LSTA in this period). [Do we want to include volunteer committee inputs or just MSL resources?]</p>	<p>MSL staff worked with OverDrive to add new libraries, led online trainings for participating libraries on accessing circulation and collection statistics, promotional materials, and support documentation, created step-by-step tutorials on the MSL Learning Portal, created a page documenting membership meetings and committee work on the Statewide Library Resources Portal, facilitated meetings for the membership, Executive Committee, and Selection Committee, worked with the Selection Committee in facilitating the purchase of new content, and provided basic</p>	<p>10</p>	<p>The consultants provided public library staff training and guidance using the Technology Petting Zoo (TPZ), a set of tablets and ereaders that library staff can use to experience working with new technology. Number of trainings = 7 Number of attendees:</p>

				technical support and troubleshooting to participating library staff. Number of trainings provided:		
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	FY2012		0.25 FTE	Number of MontanaLibrary2Go training attendees:	103	Attendees gained the skills they needed to serve their local library patrons using MontanaLibrary2Go.
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	FY2013		0.25 FTE (Statewide Projects Librarian, paid with state funds); In-kind match = 338 hours member library staff time	Number of MontanaLibrary2Go trainings provided:	2	Attendees gained the skills they needed to serve their local library patrons using MontanaLibrary2Go.
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services	FY2014		0.25 FTE (Statewide Projects Librarian,	Number of MontanaLibrary2Go trainings provided:	2	

<p>libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>			<p>paid with state funds)</p>			
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>	<p>FY2013</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Number of MontanaLibrary2Go training attendees/times replayed:</p>	<p>37</p>	<p>Attendees gained the skills they needed to serve their local library patrons using MontanaLibrary2Go.</p>
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing</p>	<p>FY2012</p>	<p>\$9,000</p>	<p>0.25 FTE</p>	<p>MSL covered the \$1,500 one-time-only startup vendor fee for new libraries joining MontanaLibrary2Go. Number of libraries that joined the consortium in this award period:</p>	<p>17</p>	<p>A total of 92 libraries and branches now participate in MontanaLibrary2Go.</p>

materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.						
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	FY2013	\$7,500	0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of libraries that joined MontanaLibrary2Go during the award period:	6	Use of LSTA funds for eliminating startup fees and hosting a central platform for shared content allowed all sizes of public libraries in the state to participate in ebook and downloadable audiobook lending and offer a vast collection of content to their patrons at minimal cost. The new membership cost share formula includes three different subtiers within what was previously the lowest tier, to create a more equitable cost structure per patron for the smallest libraries. The new lowest tier for new participating libraries (0-999 patrons) paid an annual fee of \$482 for access to over 22,000 items by the end of FY13, averaging out to under \$.02 per item.
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	FY2014	\$6,000	0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of libraries that joined MontanaLibrary2Go during the award period:	4	Use of LSTA funds for eliminating startup fees and hosting a central platform for shared content allowed all sizes of public libraries in the state to participate in ebook and downloadable audiobook lending and offer a vast collection of content to their patrons at minimal cost. The new membership cost share formula includes three different subtiers within what was previously the lowest tier, to create a more equitable cost structure per patron for the smallest libraries. The new lowest tier for new participating libraries (0-999 patrons) paid an annual fee of \$482 for access to over 22,000 items by the end of FY13, averaging out to under \$.02 per item.
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services	FY2012	\$12,000	0.25 FTE	MSL used LSTA to pay for the annual hosting fee for the shared OverDrive	2,641,906	Use of LSTA expenditures in eliminating startup fees and hosting a central platform for shared content allowed even the smallest MT libraries

<p>libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>				<p>platform. MontanaLibrary2Go annual circulation:</p>		<p>to participate in ebook and downloadable audiobook lending and offer a huge collection of content to their patrons. The lowest tier for new participating libraries (0-4000 patrons) paid \$825 per year for access to over 20,000 items by the end of FY12, averaging out to under \$.05 per item. The value and popularity of this service has inspired many donations from member libraries, Friends groups, and library federations toward the shared content budget in the amount of \$47,237.</p>
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>	<p>FY2013</p>	<p>\$12,000</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>MSL used LSTA to pay for the annual hosting fee for the shared OverDrive platform. MontanaLibrary2Go annual circulation:</p>	<p>607,637</p>	<p>The value and popularity of this service has inspired many donations from member libraries, Friends groups, and library federations toward the shared content budget in the amount of \$40,396. This amount was collected from 6 public libraries and 4 federations representing all sizes and budgets. The number of checkouts during this period increased by 32%.</p>
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing</p>	<p>FY2014</p>	<p>\$12,000</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>MSL used LSTA to pay for the annual hosting fee for the shared OverDrive platform. MontanaLibrary2Go annual circulation:</p>	<p>749,996</p>	<p>Circulation (number of checkouts) increased by 23%</p>

<p>materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>						
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>	<p>FY2015</p>	<p>\$15,000.00</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>MSL used LSTA to pay for the annual hosting fee for the shared OverDrive platform. MontanaLibrary2Go annual circulation:</p>	<p>862,563</p>	<p>During the reporting period, while annual fees for member libraries increased by 5%, the number of e-books and digital audiobooks available to all MontanaLibrary2Go registered users increased by 8% from 28,410 in the FY14 LSTA reporting period to 30,748 total copies in the FY15 LSTA reporting period. This illustrates that, in addition to having access to an existing collection valued at over one million dollars, members saw a collective value increase in this reporting period alone that exceeded the value of their individual contributions. The number of Montanans making use of MontanaLibrary2Go increased during this reporting period, as did their level of activity. Circulation (number of checkouts) increased by 15%, from 749,996 in the FY14 LSTA reporting period to 862,563 in the FY15 LSTA reporting period. During the reporting period, 13,207 new accounts were created for MontanaLibrary2Go. The total number of library patrons registered for MontanaLibrary2Go user accounts increased by 17%, from 63,365 in the FY14 LSTA reporting period to 73,889 in the FY15 LSTA reporting period.</p>
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new</p>	<p>FY2012</p>	<p>\$1,000</p>	<p>0.25 FTE</p>	<p>MARC records purchased through OCLC:</p>	<p>665</p>	<p>The consortium paid for OCLC MARC records so that patrons could easily discover e-content through their local library catalogs. This creates another access point to the collection and a more seamless process for the patron.</p>

resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.						
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	FY2012		0.25 FTE	MontanaLibrary2Go new patrons:	60,064	
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	FY2013		0.25 FTE (Statewide Projects Librarian, paid with state funds)	MontanaLibrary2Go new patrons:	16,921	51,057 total registered MTLibrary2Go patrons
2.1. Continue and extend statewide e-content purchase programs to cut	FY2014		0.25 FTE (Statewide	MontanaLibrary2Go new patrons:	12,305	63,365 total registered MontanaLibrary2Go patrons

<p>costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>			<p>Projects Librarian, paid with state funds)</p>			
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>	<p>FY2015</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>MontanaLibrary2Go new patrons:</p>	<p>13,207</p>	
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new</p>	<p>FY2012</p>		<p>0.25 FTE</p>	<p>New items added to MontanaLibrary2Go:</p>	<p>26,675</p>	<p>A total of 20,314 items were available in MontanaLibrary2Go at the end of this reporting period, resulting in a greater selection for patrons and a greater return on investment for participating libraries.</p>

resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.						
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	FY2013		0.25 FTE (Statewide Projects Librarian, paid with state funds); \$179,015 non-state match for content	New items added to MontanaLibrary2Go:	4,458	A total of 22,539 copies of ebook and audiobook titles were available in the shared collection at the end of this reporting period. “When I pay our MontanaLibrary2Go bill, I know I am buying WAY MORE than just access to the materials. We are also getting top-notch professionals to do the selection and acquisition of those materials. And I am so grateful that you do this for all of us. Thank you selection committee!” (Dillon Public Library staff)
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	FY2014	\$2,164.75	0.25 FTE (Statewide Projects Librarian, paid with state funds)	MSL contributed some LSTA funding toward the annual content budget for MontanaLibrary2Go during this period. Total new items added to MontanaLibrary2Go through both LSTA and membership fees:	8,154	30,693 items available in the shared collection at the end of this reporting period.
2.1. Continue and extend statewide e-content purchase programs to cut	FY2015		0.25 FTE (Statewide	Total new items added to MontanaLibrary2Go	7,510	

<p>costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>			<p>Projects Librarian, paid with state funds)</p>	<p>through membership fees:</p>		
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>	<p>FY2013</p>		<p>0.25 FTE</p>	<p>Number of technical support requests answered:</p>	<p>264</p>	
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new</p>	<p>FY2012</p>	<p>\$11,622</p>	<p>0.25 FTE</p>	<p>MontanaLibrary2Go Local was a pilot developed to expand and diversify the downloadable ebook collection available to the MontanaLibrary2Go consortium, to facilitate ebook content creation in libraries, and to provide</p>		<p>A survey distributed to MontanaLibrary2Go participating libraries in May 2013 indicated that library staff wanted to make additional content, particularly content with a regional emphasis, available to their patrons. This content would include locally created or published e-books, as well as titles from small- to mid-level publishers and academic presses. The setup of the Adobe Content Server was the first step toward being able to host this local content.</p>

<p>resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>				<p>a platform for locally hosting content that the consortium could acquire or purchase outright, rather than license through a vendor. This funding covered the licensing and set up of an Adobe Content Server for one year.</p>		
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>	<p>FY2013</p>	<p>\$1,702.79</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>The MontanaLibrary2Go Selection Committee decided that the scope of the MontanaLibrary2Go Local e-content pilot collection should be limited to titles of state or regional interest. The MontanaLibrary2Go selection procedure was revised to include local author donations, which are sent on a monthly basis to that month’s selector who evaluates whether the title is appropriate for the collection. The selection team will then review before the title is added to the collection. MSL staff worked on the website infrastructure, patron authentication, and the Adobe Content Server (ACS) upgrade during this time.</p>		<p>The Selection Committee’s new procedures for reviewing local content helps guide acquisition choices in this new area of electronic resources collection development.</p>
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and</p>	<p>FY2012</p>	<p>\$21,105.00</p>	<p>0.5 FTE funded through LSTA</p>			

<p>improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>					
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>	<p>FY2013</p>	<p>\$58,952.38</p>	<p>1 FTE (Montana Memory Project Director); in-kind match = 100 hours contributing library staff time</p>	<p>LSTA funded the salary, technology infrastructure, and travel for the MMP Director position.</p>	<p>The MMP Director established a formal partnership with the Mountain West Digital Library (MWDL). The MMP content is harvested by their aggregation services and MMP content is searchable on their website. The MWDL is a Service Hub of the Digital Public Library of America (DPLA) and our MMP content is also now available on this national website.</p>
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>	<p>FY2014</p>	<p>\$84,571</p>	<p>2 FTE</p>	<p>LSTA funded the salary, technology infrastructure, and travel for the MMP Director position. During this reporting period, a temporary technical assistant was hired on contract to provide support to contributing institutions on the use of MMP related programs, including CONTENTdm’s Project Client; provide training and advice on adding images, objects, and</p>	

				<p>metadata to collections and on creating Dublin Core metadata records for digital items; update the MMP webpage to create new collections, new contributing institutions, lesson plans and other relevant content; post regularly to the MMP Social media sites; and complete other technical and training support duties as directed by the MMP Director.</p>		
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>	FY2012		0.5 FTE	<p>MMP staff presented workshops and webinars introducing librarians to the tools and techniques for creating digital collections and provided project support and consultation for collections. Presentations or training sessions were offered in Great Falls, Augusta, Helena, Chico, Butte, Dillon, Billings, Forsyth, Choteau and Polson. Trainings and presentations were from 1 - 3 hours in length and attendees came from all parts of the state. Topics covered included introducing the MMP, CONTENTdm software, a joint presentation with the MT Women in Agriculture Oral</p>	165	<p>Attendees gained the skills they needed to contribute new collections to the MMP.</p>

				<p>Histories project, historical photographs from the Dillon and Butte areas, historical college or high school yearbooks from Helena, Billings and Sidney, and local newspapers from Malta and Sidney. Number of presentations:</p>		
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>	FY2013		<p>1 FTE (Montana Memory Project Director)</p>	<p>MMP staff presented trainings and workshops introducing the MMP as a community resource, explaining how to contribute collections, and how to collaborate with other organizations to create collections. Number of MMP presentations:</p>	46	<p>Attendees gained the skills they needed to contribute new collections to the MMP.</p>
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>	FY2014		<p>2 FTE</p>	<p>MMP staff presented trainings and workshops introducing the MMP as a community resource, explaining how to contribute collections, and how to collaborate with other organizations to create collections. Number of MMP presentations:</p>	56	<p>Attendees gained the skills they needed to contribute new collections to the MMP.</p>
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online</p>	FY2015		<p>1</p>	<p>MMP staff presented trainings and workshops introducing the MMP as a community resource,</p>	53	

resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.				explaining how to contribute collections, and how to collaborate with other organizations to create collections. Number of MMP presentations:		
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2012		0.5 FTE	Number of training attendees:	1670	Attendees gained the skills they needed to contribute new collections to the MMP.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2013		1 FTE (Montana Memory Project Director)	Number of training attendees:	412	Attendees gained the skills they needed to contribute new collections to the MMP.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for	FY2014		2 FTE	Number of training attendees:	840	Attendees gained the skills they needed to contribute new collections to the MMP.

MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.						
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2015		1	Number of training attendees:	318	
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2013		1 FTE (Montana Memory Project Director)	Number of MMP outreach visits:	38	As a result of meetings between the MMP Director and potential institutional partners, 13 new collections have been added or are currently being worked on by new partners.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2014		2 FTE	Number of MMP outreach visits:	26	Seven of the new collections came from first-time contributors, all of whom were contacted through outreach efforts.

<p>training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>						
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>	<p>FY2015</p>		<p>1</p>	<p>Number of MMP outreach visits:</p>	<p>22</p>	
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>	<p>FY2012</p>	<p>\$7,139.62</p>	<p>0.5 FTE</p>	<p>FY12 LSTA funds were used for 9 awards totaling \$7,139.62 to assist 5 libraries, 2 museums and 1 archive in digitizing unique collections for inclusion in the MMP: Beaverhead County Museum, the Butte Silver Bow Public Archives, Carroll College Library, Phillips County Library and the Phillips County Museum, Rocky Mountain College Library, Sidney-Richland County Library, and MSU Billings Library. Additionally, \$2,091 was</p>	<p>9</p>	<p>These new collections add greater geographic representation and increase the number of items that the public can access to learn about Montana history through the MMP website.</p>

				used to employ an intern to clean up metadata for the University of Montana - Mansfield Library collection. Number of new collections:		
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2013	\$6,258.12	1 FTE (Montana Memory Project Director)	This funding paid for the costs of digitizing the materials by a central vendor. The funding recipients included 4 public libraries, 1 museum, 1 school & 1 academic library, 1 state agency library, and 1 city agency. Number of new collections:	9	These new collections add greater geographic representation and increase the number of items that the public can access to learn about Montana history through the MMP website.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2014	\$7,169	2 FTE	This funding paid for the costs of digitizing the materials by a central vendor. Number of new collections:	25	These new collections add greater geographic representation and increase the number of items that the public can access to learn about Montana history through the MMP website.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique	FY2015	\$5,101.20	1	This funding paid for the costs of digitizing the materials by a central vendor. Number of new collections:	4	

historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.						
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2012	\$2,091.00	0.5 FTE	\$2,091 was used to employ an intern to clean up metadata for the University of Montana - Mansfield Library collection. Digital collections improved:	1	Metadata standardization allows for an easier search and discovery of items on the MMP website and allows for consistent transfer to other content management platforms.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2013		1 FTE (Montana Memory Project Director)	Digital collections improved:	78	The cataloguing committee created new guidelines and reviewed metadata requirements in fall 2013. The new basic metadata requirements were applied to the existing collections and collection search results have vastly improved.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This	FY2012	\$8,732.50	0.5 FTE	FY12 LSTA funds were also used during this period to pay for the CONTENTdm annual subscription and the statewide Digital Archive subscription that provides long term	178	Subsidizing the cost of the content management software and digital archive software and maintaining the website allowed libraries to create and share digital content online that they may otherwise not have the financial resources or staff time and expertise to share. The statewide platform also allowed that local

will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.				preservation of master images. Number of collections hosted on MMP website:		content to be exposed to a wider audience that it would have otherwise.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2013	\$19,030.58	1 FTE (Montana Memory Project Director); \$11,808.58 state match for software	This funding was used during this period to pay for the CONTENTdm annual subscription and the statewide Digital Archive subscription which provides long term preservation of master images Number of collections hosted on MMP website:	78	The out-of-the-box CONTENTdm webpage design lacked a friendly user interface. This past year new front pages were designed and published. These pages organize the vast array of content into format types to make content easier to find.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2014	\$11,030	2 FTE	This funding was used during this period to pay for the CONTENTdm annual subscription and the statewide Digital Archive subscription which provides long term preservation of master images Number of collections hosted on MMP website:	103	Subsidizing the cost of the content management software and digital archive software and maintaining the website allowed libraries to create and share digital content online that they may otherwise not have the financial resources or staff time and expertise to share. The statewide platform also allowed that local content to be exposed to a wider audience that it would have otherwise.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection,	FY2015	\$17,649.00	1	This funding was used during this period to pay for the CONTENTdm annual subscription and the statewide Digital Archive subscription which provides long term preservation of master images Number	48	

arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.				of collections hosted on MMP website:		
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2012		0.5 FTE	Number of contributing institutions:	161	Subsidizing the cost of the content management software and digital archive software and maintaining the website allowed libraries to create and share digital content online that they may otherwise not have the financial resources or staff time and expertise to share. The statewide platform also allowed that local content to be exposed to a wider audience that it would have otherwise.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2013		1 FTE (Montana Memory Project Director)	Number of contributing institutions:	38	The number of contributing institutions increased by 27%.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2014		2 FTE	Number of contributing institutions:	45	

digitization. LSTA will also provide high-quality digitization equipment for libraries to use.						
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2015		1	Number of contributing institutions:	48	
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2012		0.5 FTE	Number of images hosted on site:	2,069,128	Subsidizing the cost of the content management software and digital archive software and maintaining the website allowed libraries to create and share digital content online that they may otherwise not have the financial resources or staff time and expertise to share. The statewide platform also allowed that local content to be exposed to a wider audience that it would have otherwise.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2013		1 FTE (Montana Memory Project Director)	Number of images added to MMP:	254,762	The number of items in the MMP increased by 66%.

high-quality digitization equipment for libraries to use.						
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2014		2 FTE	Number of images hosted on site:	860,164	
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2015		1	Number of images hosted on site:	707,964	A newspaper collection was removed from the MMP during this period and transferred to a separate platform.
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide	FY2013		1 FTE (Montana Memory Project Director)	Number of images added to MMP:	254,762	The number of items in the MMP increased by 66%.

high-quality digitization equipment for libraries to use.						
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2014		2 FTE	Number of images added to MMP:	104,402	
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2015		1	Number of images added to MMP:		
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide	FY2014		2 FTE	Number of website visits during reporting period:	124,769	

high-quality digitization equipment for libraries to use.						
2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.	FY2015	2306 other MMP expenses (equipment, printing, MWDL membership)	1	Number of website visits during reporting period:	174,430	At the end of this reporting period, the number of followers for the MMP's Facebook page had increased by 49%, from 2,578 to 3,852 followers. On Twitter, the MMP now has 184 followers. This has resulted in increased awareness and use of the MMP website. The number of MMP web sessions increased during this reporting period by 8.98%, to 174,430 sessions, and the number of users increased by 12.86%, to 118,050 unique users.
2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.	FY2012	\$32,500.00	0.25 FTE	\$32,000 in FY12 LSTA provided one year of access to a unique, customizable instance of EBSCO Discovery Service for all Montana libraries. Locations served:	800	This contract provided access to a customizable discovery tool at no cost to libraries. It enabled libraries to test the discovery tool and to create a one-stop search tailored to the needs of their research communities.
2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials	FY2013	\$16,250	0.25 FTE (Statewide Projects Librarian, paid with state funds); \$171,248 state match for databases	This funding provided one year of access to a unique, customizable instance of EBSCO Discovery Service for all Montana libraries. Locations served:	800	This contract provided access to a customizable discovery tool at no cost to libraries. It enabled libraries to test the discovery tool and to create a one-stop search tailored to the needs of their research communities.

<p>to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>						
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>	<p>FY2014</p>	<p>\$16,250</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>This funding provided one year of access to a unique, customizable instance of EBSCO Discovery Service for all Montana libraries. Locations served:</p>	<p>800</p>	<p>This contract provided access to a customizable discovery tool at no cost to libraries. It enabled libraries to test the discovery tool and to create a one-stop search tailored to the needs of their research communities.</p>
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>	<p>FY2015</p>	<p>\$32,000.00</p>	<p>0.25 FTE Statewide Projects Librarian</p>	<p>This funding provided one year of access to a unique, customizable instance of EBSCO Discovery Service for all Montana libraries. Locations served:</p>	<p>800</p>	
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for</p>	<p>FY2013</p>	<p>\$5,000</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Records representing the MT Natural Heritage Program Field Guide and MT Geographic Information Systems</p>	<p>6,434</p>	<p>Access points to MT resources have increased as library patrons are able to search across records for MT content</p>

<p>MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>				<p>Data List collections created and maintained by the MSL Natural Heritage Program and Geographic Information divisions were added to all Discover It profiles during this period. Number of records added to statewide EDS:</p>		
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>	<p>FY2012</p>		<p>0.25 FTE</p>	<p>Number of EDS training sessions</p>	<p>40</p>	<p>Attendees learned how to customize their EDS profiles to better meet the needs of their communities.</p>
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>	<p>FY2013</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Number of EDS training sessions:</p>	<p>13</p>	<p>Attendees learned how to customize their EDS profiles to better meet the needs of their communities.</p>

<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>	<p>FY2014</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Number of EDS training sessions:</p>	<p>na</p>	<p>Attendees learned how to customize their EDS profiles to better meet the needs of their communities.</p>
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>	<p>FY2014</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Number of records added to statewide EDS:</p>	<p>0</p>	
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials</p>	<p>FY2012</p>		<p>0.25 FTE</p>	<p>Number of EDS training attendees:</p>	<p>329</p>	<p>Attendees learned how to customize their EDS profiles to better meet the needs of their communities.</p>

<p>to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>						
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>	<p>FY2013</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Number of EDS training attendees:</p>	<p>117</p>	<p>Attendees learned how to customize their EDS profiles to better meet the needs of their communities.</p>
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>	<p>FY2012</p>		<p>0.25 FTE</p>	<p>Number of EDS search sessions:</p>	<p>202,147</p>	
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for</p>	<p>FY2013</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Number of EDS search sessions:</p>	<p>69,069</p>	<p>Discover It use in libraries increased by 22%.</p>

<p>MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>						
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>	<p>FY2014</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Number of EDS search sessions:</p>	<p>76,508</p>	<p>EDS usage increased by 9.7%.</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2012</p>	<p>\$181,310.00</p>	<p>4 FTE (2.34 paid with LSTA and 1.66 from member fees).</p>	<p>MSC staff is responsible for web development, installing and maintaining hardware, installing and updating software, administrative support, database management, new library implementation, providing technical support and training for new libraries, and training member library staff to use MSC tools.</p>	<p>33,780</p>	<p>Participating libraries saved staff time on systems work that the MSC staff covers on their behalf. Participating library staff gained knowledge about using the ILS software and about copy cataloging.</p>

				Number of help requests answered:		
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.	FY2013	\$172,150	4 FTE (2.34 paid with LSTA and 1.66 from member fees); non-state match = \$277,558 for technology infrastructure and personnel; in-kind match = 400 hours member library staff time	MSC staff facilitated the growth and development of the statewide catalog, evaluated and implemented new products and updates, negotiated licenses and fees, and provided technical support to MSC members. Number of help requests answered:	17,000	Participating libraries saved staff time on systems work that the MSC staff covers on their behalf. Participating library staff gained knowledge about using the ILS software and about copy cataloging.
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.	FY2014	\$176,254	5 FTE for MSC: 2.34 paid with LSTA funds and 2.66 paid from MSC membership fees.	MSC staff facilitated the growth and development of the statewide catalog, evaluated and implemented new products and updates, negotiated licenses and fees, and provided technical support to MSC members. Number of help requests answered:	1,890	Participating libraries saved staff time on systems work that the MSC staff covers on their behalf. Participating library staff gained knowledge about using the ILS software and about copy cataloging.
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.	FY2015	\$184,912.62	5 FTE for MSC: 2.34 paid with LSTA funds and 2.66 paid from MSC membership fees.	MSC staff facilitated the growth and development of the statewide catalog, evaluated and implemented new products and updates, negotiated licenses and fees, and provided technical support to MSC members. Number of help requests answered:	1,890	

<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2012</p>		<p>4 FTE (2.34 paid with LSTA and 1.66 from member fees).</p>	<p>Number of MSC training sessions offered:</p>	<p>130</p>	<p>Participating library staff gained knowledge about using the ILS software and about copy cataloging.</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2013</p>		<p>4 FTE (2.34 paid with LSTA and 1.66 from member fees).</p>	<p>Number of MSC training sessions offered:</p>	<p>44</p>	<p>Participating library staff gained knowledge about using the ILS software and about copy cataloging.</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2014</p>		<p>5 FTE</p>	<p>Number of MSC training sessions offered:</p>	<p>15</p>	<p>Participating library staff gained knowledge about using the ILS software and about copy cataloging.</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2015</p>		<p>5 FTE</p>	<p>Number of MSC training sessions offered:</p>	<p>34</p>	

<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2012</p>		<p>4 FTE (2.34 paid with LSTA and 1.66 from member fees).</p>	<p>Number of MSC training attendees:</p>	<p>1427</p>	<p>Participating library staff gained knowledge about using the ILS software and about copy cataloging.</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2013</p>		<p>4 FTE (2.34 paid with LSTA and 1.66 from member fees).</p>	<p>Number of MSC training attendees:</p>	<p>423</p>	<p>Participating library staff gained knowledge about using the ILS software and about copy cataloging.</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2014</p>		<p>5 FTE</p>	<p>Number of MSC training attendees:</p>	<p>182</p>	<p>Participating library staff gained knowledge about using the ILS software and about copy cataloging.</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2015</p>		<p>5 FTE</p>	<p>Number of MSC training attendees:</p>	<p>442</p>	

<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2012</p>	<p>\$54,850.16</p>	<p>4 FTE (2.34 paid with LSTA and 1.66 from member fees).</p>	<p>This funding was used to pay for one-time vendor startup fees and data migration fees for MSC new libraries. Number of libraries added to MSC:</p>	<p>38</p>	<p>Increased access to library materials for 15,486 registered patrons of new MSC libraries</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2013</p>	<p>\$16,344</p>	<p>4 FTE (2.34 paid with LSTA and 1.66 from member fees).</p>	<p>Each year, libraries across the state are invited to apply to join the MSC. LSTA funds are available to help libraries with start-up costs. Number of libraries added to the MSC:</p>	<p>3</p>	<p>Increased access to library materials for patrons of new MSC libraries</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2014</p>	<p>\$1,900</p>	<p>5 FTE</p>	<p>Each year, libraries across the state are invited to apply to join the MSC. LSTA funds are available to help libraries with start-up costs. Number of libraries added to the MSC:</p>	<p>2</p>	<p>Increased access to library materials for patrons of new MSC libraries</p>
<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>	<p>FY2015</p>	<p>\$39,667.00</p>	<p>5 FTE</p>	<p>Each year, libraries across the state are invited to apply to join the MSC. LSTA funds are available to help libraries with start-up costs. Number of libraries added to the MSC:</p>	<p>7</p>	<p>Increased access to library materials for patrons of new MSC libraries</p>

<p>2.5. Explore opportunities to improve Internet access and technology support for libraries. LSTA will be used for MSL staff to make recommendations for partnerships with state agencies and other organizations involved with access to electronic resources. LSTA could also be used to assist libraries with enhanced access when appropriate.</p>			<p>Obviously this was done in a big way. Which other objective should I refer to here?</p>			
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2012</p>	<p>\$16,334.00</p>	<p>0.25 FTE</p>	<p>The Statewide Projects Librarian administered the OCLC Group Services project. This funding covered 0.25 FTE.</p>		
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2013</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds); state match = \$98,886; non-state match = \$369,730; in-kind match = 45 hours member library staff time</p>	<p>Enrolled libraries have access to discovery, cataloging, and interlibrary loan tools, with costs based on a formula that keeps OCLC affordable for all libraries. The Group Services contract includes access to CatExpress, Connexion, FirstSearch, WorldCat, and WorldShare Interlibrary Loan. The Statewide Projects</p>		

<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2014</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Librarian administered the OCLC Group Services project. Enrolled libraries have access to discovery, cataloging, and interlibrary loan tools, with costs based on a formula that keeps OCLC affordable for all libraries. The Group Services contract includes access to CatExpress, Connexion, FirstSearch, WorldCat, and WorldShare Interlibrary Loan. The Statewide Projects Librarian administered the OCLC Group Services project.</p>	
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2015</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Enrolled libraries have access to discovery, cataloging, and interlibrary loan tools, with costs based on a formula that keeps OCLC affordable for all libraries. The Group Services contract includes access to CatExpress, Connexion, FirstSearch, WorldCat, and WorldShare Interlibrary Loan. The Statewide Projects Librarian administered the OCLC Group Services project.</p>	<p>Interlibrary loan transactions through OCLC decreased by 3% from the FY14 LSTA reporting period to the current reporting period. However, ILL requests made by patrons in MSC libraries that share user privileges continued to increase, probably because of the simpler "place hold" capability within the Shared Catalog. In this five-year period, MSC library patrons increased their holds on library materials from other MSC libraries by 7.37% (from 271,627 in 2012 to 291,662 in 2016). The consortium also increased the number of libraries sharing items with one another via direct patron holds by 30% (from 61 libraries to 79 libraries). This suggests that the MSC is meeting its goal of increasing access to materials for a growing portion of Montana citizens through their local libraries. The Montana Shared Catalog consortium's project to streamline its configuration and circulation</p>

						<p>policies during this reporting period has resulted in the MSC staff being able to work more efficiently to meet the needs of MSC member libraries, as well as to prepare for any future system migration and to position the consortium to utilize new technologies by reducing the complexity of the shared system. During this three-year system reorganization project, staff identified and removed nearly 1,000 unused policies and unused reports from the system. As a result of this system reorganization, various processes done by MSC staff are now much faster:</p> <ul style="list-style-type: none"> • Time to add a new library from 120 to 50 hours (58% decrease) • Adding a new branch from 20 to 8 hours (60% decrease) • Adding a library to a sharing group from 20 to 6 hours (70% decrease) • Changing a library to eliminate fines from 5 to 0.5 hours (90% decrease) • Changing circulation rules from 2 to 0.5 hours (75% decrease) <p>MSC staff can now utilize the time saved in these tasks to respond more quickly to ongoing support requests, to develop more training materials to help members use the system effectively, and to research possibilities for further increasing the usefulness and efficiency of the shared system.</p>
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	FY2012	\$59,736.00	0.25 FTE	<p>This funding was used to offset costs to participating libraries for access to OCLC cataloging and interlibrary loan tools. Number of libraries enrolled to receive discounted access to OCLC Group Services cataloging and interlibrary loan tools:</p>	1045	<p>The OCLC cost share formula implemented by MSL allows libraries of all kinds to continue to participate in the statewide OCLC contract and make use of cataloging and interlibrary loan tools. The cost for libraries is much less through the statewide license than if the library purchased these services individually.</p>

<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2013</p>	<p>\$62,277</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>This funding was used to offset costs to participating libraries for access to OCLC cataloging, interlibrary loan, and authentication tools. Number of libraries enrolled to receive discounted access to OCLC Group Services:</p>	<p>251</p>	<p>The OCLC Statewide Group Services contract made more than a dozen cataloging and resource sharing tools available at a discounted rate to 251 public, academic, school, and special libraries and branches that were enrolled during this period.</p>
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2014</p>	<p>\$89,741</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>This funding was used to offset costs to participating libraries for access to OCLC cataloging, interlibrary loan, and authentication tools. Number of libraries enrolled to receive discounted access to OCLC Group Services:</p>	<p>272</p>	<p>The OCLC Statewide Group Services contract made more than a dozen cataloging and resource sharing tools available at a discounted rate to public, academic, school, and special libraries and branches that were enrolled during this period.</p>
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to</p>	<p>FY2015</p>	<p>\$75,380.00</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>This funding was used to offset costs to participating libraries for access to OCLC cataloging, interlibrary loan, and authentication tools. Number of libraries enrolled to receive discounted access to OCLC Group Services:</p>	<p>273</p>	

demonstrate possible solutions to this fulfillment issue.						
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2012		0.25 FTE	Number of original catalog records added to WorldCat:	8,336	Montana library staff added records to WorldCat, which increased access to and awareness of those holdings through the WorldCat interface. Original catalog records created access to unique items for the first time and made them discoverable online.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2013		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of original catalog records added to WorldCat:	3,140	Montana library staff added records to WorldCat, which increased access to and awareness of those holdings through the WorldCat interface. Original catalog records created access to unique items for the first time and made them discoverable online.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between	FY2014		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of original catalog records added to WorldCat:	2,933	Montana library staff added records to WorldCat, which increased access to and awareness of those holdings through the WorldCat interface. Original catalog records created access to unique items for the first time and made them discoverable online.

libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.						
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2015		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of original catalog records added to WorldCat:	2,000	
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2012		0.25 FTE	Number of copy catalog records updated in WorldCat:	466,590	Montana library staff added records to WorldCat, which increased access to and awareness of those holdings through the WorldCat interface.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop	FY2013		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of copy catalog records updated in WorldCat:	78,980	Montana library staff added records to WorldCat, which increased access to and awareness of those holdings through the WorldCat interface.

methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.						
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2014		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of copy catalog records updated in WorldCat:	89,023	Montana library staff added records to WorldCat, which increased access to and awareness of those holdings through the WorldCat interface.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2015		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of copy catalog records updated in WorldCat:	209,155	
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new	FY2012		0.25 FTE	Number of ILL requests filled (borrowing):	53,071	Montana library staff filled user requests through interlibrary borrowing and lending, which reduced duplication of collections and saved money on collection development at the local level.

options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.						
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2013		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of ILL requests filled (borrowing):	49,758	Montana library staff filled user requests through interlibrary borrowing and lending, which reduced duplication of collections and saved money on collection development at the local level.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2014		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of ILL requests filled (borrowing):	46,859	Montana library staff filled user requests through interlibrary borrowing and lending, which reduced duplication of collections and saved money on collection development at the local level.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what	FY2015		0.25 FTE (Statewide Projects Librarian,	Number of ILL requests filled (borrowing):	44,099	

library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.			paid with state funds)			
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2012		0.25 FTE	Number of ILL requests filled (lending):	194,449	Montana library staff filled user requests through interlibrary borrowing and lending, which reduced duplication of collections and saved money on collection development at the local level.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2013		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of ILL requests filled (lending):	50,420	Montana library staff filled user requests through interlibrary borrowing and lending, which reduced duplication of collections and saved money on collection development at the local level.
2.6. Design and expand projects to demonstrate how materials can get to	FY2014		0.25 FTE (Statewide	Number of ILL requests filled (lending):	50,201	Montana library staff filled user requests through interlibrary borrowing and lending, which

<p>a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>			<p>Projects Librarian, paid with state funds)</p>			<p>reduced duplication of collections and saved money on collection development at the local level.</p>
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2015</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>Number of ILL requests filled (lending):</p>	<p>50,000</p>	
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2012</p>	<p>\$16,334.00</p>	<p>0.25 FTE</p>	<p>The Statewide Projects Librarian administered the courier project. This funding covered 0.25 FTE.</p>		

<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2013</p>	<p>No LSTA invested in the courier project from this award period.</p>	<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>The Statewide Projects Librarian administered the courier project.</p>		
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>	<p>FY2014</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>The Statewide Projects Librarian administered the courier project.</p>		
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to</p>	<p>FY2015</p>		<p>0.25 FTE (Statewide Projects Librarian, paid with state funds)</p>	<p>The Statewide Projects Librarian administered the courier project.</p>		<p>Access to a regular courier service reduces the cost of resource sharing of physical materials between libraries. The average cost per item, based on contract value and estimated items sent during this reporting period, was \$0.32. This is approximately a 90% reduction in cost compared to standard shipping via mail. This cost savings to libraries means that libraries can devote more of their budget to meeting other funding priorities.</p>

demonstrate possible solutions to this fulfillment issue.						
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2012	\$10,372.68	0.25 FTE	This funding was used to assist libraries with startup costs for joining the courier service. Number of libraries that joined the courier:	43	In May 2013, a survey was distributed to staff at libraries participating in the courier consortium. 67% responded that the courier service made a noticeable impact in their library circulation numbers and delivery savings; 56% were also tentatively interested in the possibility of expanding courier service both within MT and regionally. Comments provided on the survey also indicated that there continued to be a wish to have MSL assist with the current courier effort by providing centralized communication tools, collecting consistent and standardized statistics, and participating in discussions regarding contracts and service expansion and development, among other roles and responsibilities.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2014	\$7,839	0.25 FTE (Statewide Projects Librarian, paid with state funds)	This funding was used to offset costs to libraries participating in the courier service. Number of libraries that received this discount:	19	55 libraries were served through the 19 drop site libraries that were able to participate at discounted service rates.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop	FY2015	\$5,765.50	0.25 FTE (Statewide Projects Librarian, paid with state funds)	This funding was used to offset costs to libraries participating in the courier service. Number of libraries that received this discount:	18	During this reporting period, the courier service served 54 library locations through 18 drop sites that signed service agreements with Critelli Couriers. The Montana State Library holds the contract with Critelli.

methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.						
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2012		0.25 FTE	Number of items circulating via courier per month:	17,060	
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	FY2014		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of crates circulating via courier per month:	685	The proven value of the courier network to sharing group libraries supports continued efforts to strengthen the network and keep costs affordable for any Montana libraries that are interested in sharing physical materials for the benefit of their patrons. For libraries, "affordable" means at least being consistently more cost effective than sending via mail. Statistics indicate that volume and cost per item factor into affordability, and that a flat rate does not actually represent a discount for some libraries that do not send and receive a volume of materials on the level of the MSC sharing group libraries.
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new	FY2015		0.25 FTE (Statewide Projects Librarian, paid with state funds)	Number of items circulating via courier per month:	16,265	

options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.						
Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons. The goal is MSL’s number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.		\$ 181,700.46				
3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC.	FY2012		See goal 2.4			
3.2. Continue to partner with library vendors to extend statewide e-content purchasing programs and access tools. LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts. [see goal #2, program #1 above]			See goal 2.1			
3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content. LSTA will be used for MSL staff to explore and establish partnerships for MMP.	FY2012		See goal 2.2			
3.4. Continue to develop programming materials and tools for libraries to use and continue to	FY2012	\$10,000.00	0.125 FTE for early literacy position	This amount funded early literacy staff hours.	12	Since launching the Ready2Read program in 2009, reported attendance in children’s programming statewide has increased by 16%

<p>partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>				<p>Number of Ready2Read training events offered:</p>	<p>(from 158,625 in 2008 to 183,865 in 2012) and the number of available children’s programs has increased by 44% (from 6,584 in 2008 to 9,497 in 2012).</p>
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2013</p>	<p>\$10,000.00</p>	<p>0.125 FTE for early literacy position; \$112 state match; \$7,900 non-state match</p>	<p>This amount funded early literacy staff hours. Number of Ready2Read training events offered:</p>	<p>Since launching the Ready2Read program in 2009, reported attendance in children’s programming statewide has increased over 21% (from 158,625 in 2008 to 193,456 in 2013) and the number of available children’s programs has increased by over 53% (from 6,584 in 2008 to 10,127 in 2013).</p>
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2014</p>	<p>\$10,000.00</p>	<p>0.125 FTE for early literacy position</p>	<p>This amount funded early literacy staff hours. Number of Ready2Read training events offered:</p>	<p>In 2015, the State Library conducted its first-ever assessment of summer reading programs in the state. 74 Montana libraries responded to the online survey. Findings indicated that summer reading is an important library service in communities statewide, with 97% of survey respondents saying that they offer a summer reading program. Survey respondents were asked what type of summer reading program they offered, and were encouraged to check all that apply since many libraries offer multiple versions of a summer reading program targeted at different audiences. Results indicated that 74% of respondents offer an early literacy program; 98% offer a children’s summer reading program; 63% offer a teen summer reading</p>

						program; and 37% offer a summer reading program specifically for adults.
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2015	\$28,675.90	0.125 FTE for early literacy position			
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2012		0.125 FTE	Number of Ready2Read training (online and in-person sessions, excluding the Rendezvous) attendees:	479	
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books	FY2012	\$4,007.00	0.125 FTE	This funding supported the Ready2Read Rendezvous. This event was centered on early literacy training to help public library staff deliver programming for public libraries to serve children ages 0-7. Number of attendees:	88	To evaluate the Rendezvous, attending librarians were required to complete a significant year-long project putting into practice something they learned. The only parameters for the project were: a) the projects had to be a long-term effort, not something that could be easily implemented; b) the projects had to utilize information that had been gained as a result of attending the Rendezvous; and c) the projects had to expand the library’s current early literacy efforts and reach children from birth-5 years old. Libraries had to design their projects and outline goals,

<p>and other items to be used for local programming efforts.</p>						<p>objectives, and tasks associated with each objective.</p>
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2013</p>	<p>\$15,504.42</p>	<p>0.125 FTE</p>	<p>This funding supported the Ready2Read Rendezvous. Training was offered at the 2014 Rendezvous featuring developmentally appropriate play spaces in libraries and how to integrate play in library programming and space; how to integrate early literacy and developmental information into storyhours for mixed ages; and how to position your library as a center of the community for youth programming. Number of attendees:</p>	<p>38</p>	<p>To evaluate the Rendezvous, attending librarians were required to complete a significant year-long project putting into practice something they learned. The only parameters for the project were: a) the projects had to be a long-term effort, not something that could be easily implemented; b) the projects had to utilize information that had been gained as a result of attending the Rendezvous; and c) the projects had to expand the library’s current early literacy efforts and reach children from birth-5 years old. Libraries had to design their projects and outline goals, objectives, and tasks associated with each objective. Final projects include complete re-designs of children’s areas, community partnerships, ongoing early literacy training in communities, and extensive programming overhauls. Examples of community partnerships include Missoula Public Library’s “pop-up museum” facilitated by SpectrUM Discovery Center, a program of the University of Montana, which places 3 hands-on science activities within the children’s area; Missoula Public Library’s partnership with the local food bank which brings healthy snacks to children attending summer library activities; Blackfeet Community College – Medicine Spring Library’s “Books and Babies” program coordinated with the community health center and the local Head Start to extend their outreach to new audiences; and Glendive Public Library’s partnerships with the local Health Department and medical center to provide newborn babies with a board book and a guide for new parents (including “the importance of the “fabulous five” – reading, singing, playing, writing, and talking – and several rhymes with finger plays). Glendive has strengthened its partnership with the Health</p>

						<p>Department by inviting a registered nurse to attend one storytime program each month to answer parents’ questions, take babies’ height and weight, and make referrals to other helpful resources.</p>
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2015</p>	<p>\$15,294.14</p>	<p>0.125 FTE for early literacy position</p>	<p>This funding supported the Ready2Read Rendezvous. Training was offered at the 2015 Rendezvous featuring developmentally appropriate play spaces in libraries and how to integrate play in library programming and space; how to integrate early literacy and developmental information into storyhours for mixed ages; and how to position your library as a center of the community for youth programming. Number of attendees:</p>	<p>45</p>	<p>Following the Ready 2 Read Rendezvous, a total of 12 libraries incorporated Countdown to Kindergarten programs in their libraries during this reporting period. These include large libraries such as the Bozeman Public Library and ImagineIf Libraries in Kalispell, but also small libraries such as Glacier County Library in Cut Bank, which serves the Blackfeet reservation, and the James E. Shanley Tribal Library which serves the Fort Peck reservation. An outcome based on attendance at the Ready 2 Read Rendezvous from ImagineIf Libraries in Flathead County, Montana: "We did implement an Early Literacy Kit project with our City-County Health Department. The idea for the kit came out of Ready 2 Read Rendezvous 2015; each kit contains a board book, egg shaker, information about the texting program, a mini poster with early literacy tips, a library card, and days and times of all of our library programs. The kits have been a huge success so far. We trained home visiting nurses on early literacy practices and they bring the information to their clients in their homes or in the case of WIC, during office visits. "In the three months since we started the program, we have given out 140 kits to clients through WIC (Women, Infants and Children) and the Healthy Montana Families program, which sends nurses to visit clients in their homes and teach them about healthy parent-child relationships, safety and early learning. The feedback from Health Department staff and kit recipients has been overwhelmingly positive, with 100% of recipients agreeing with the statement: "After practicing the skills from the</p>

					<p>library kit, I feel prepared to help my baby or child be a successful person and arrive at school ready to learn. "We have also collected comments from recipients and learned that the kits can have a major impact on people's lives. Here are a few quotes that we received thus far: 'My baby was born in September. I never thought to start reading to him so soon. So glad to have books to start reading to him.' 'This is a book I wanted to purchase for my child that I couldn't afford, and now we have it.' 'I'm excited to read the book to my new baby when he arrives.' 'I'm able to continue teaching my son in my native language and also in English now that I have another book to read to him.' 'I'm excited to take my daughter to library; I forgot it was an option for small children.' 'We read more than one book each day now.' " Another outcome based on attendance at the Ready 2 Read Rendezvous, from Glacier County Libraries in Cut Bank, Montana (which also serves the Blackfeet reservation): "We did incorporate many ideas from the Ready 2 Read Rendezvous and the awesome training we received there! Many of the ideas for our 'Explore IT' Bench/Wall in our children's area were adapted on a smaller scale from the training there both from Jeri with the Boston Children's Museum and from the Storyville concept. (The changeable themes with our mini market stall and the "mouse house" are 2 examples). We were so inspired! Bess always handles Story Time for the month of August, so she decided to do 'Kindergarten Kamp' for the entire month. The themes she presented were: Scissors School, Dress for Success, Lunch Time, Riding the Bus, and Friendship. We purchased little supply boxes and each week they got to add a new school supply to their box and then on the last week they took them home. We had 20 participants</p>
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						and the parents were very appreciative of the program, with new participants that had not attended Story Time before. We also had positive feedback from teachers who thought this was a wonderful idea.” Additionally, all Ready 2 Read Rendezvous participants had to attend a webinar to provide updates on their year-long projects. Each webinar had about eight attendees during which each participant shared their project and provided details as to the success they had experienced thus far and the challenges. Participants worked together to brainstorm solutions for challenges. Participants then had to provide a written project update to the Early Literacy Coordinator. Additional training needs were identified in this process (managing volunteers, working with community partners) for which later webinars were scheduled.
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2014	\$2,150		A contract consultant was hired using \$1,375 in FY13 LSTA to assist with 4 Ready2Read program development meetings; assist with planning and leading 4 trainings at the April 2014 MT Library Association conference; present 4 training webinars; planning and participating in the Rendezvous; and presenting a Summer Reading Program webinar and evaluation. Number of training events offered:	0	62 people attended.
3.4. Continue to develop programming materials and tools for libraries to use and continue to	FY2015	\$1,600.00	0.125 FTE for early literacy position	A contract consultant was hired using \$1,600 in FY15 LSTA to assist	7	

<p>partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>				<p>with Ready2Read program development meetings; assist with planning and leading trainings at the April 2015 MT Library Association conference; present training webinars; planning and participating in the Rendezvous; and presenting a Summer Reading Program webinar and evaluation. Number of training events offered:</p>		
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2012</p>	<p>\$7,630.00</p>	<p>0.125 FTE</p>	<p>MSL staff developed written materials that are accessible to parents and caregivers, even if those parents and caregivers have low literacy skills themselves. Additionally, MSL worked with an award-winning graphic designer and children’s book illustrator to develop a series of materials specific to Montana by featuring Montana animals. The animals featured on the Ready 2 Read materials include mountain lions, bison, bears, wolves, and elk. The materials encourage parents to talk, sign, play, read, and write with their young children.</p>	<p>5,000</p>	<p>Informational posters, cards, bookmarks, and magnets were developed. Each item is tremendously popular. Hospitals across the state included materials in ‘new baby’ bags. The cards and bookmarks were also distributed to Head Start programs, and each local Best Beginnings Advisory Council program distributed these materials to parents and caregivers.</p>

				Number of posters distributed in this period:		
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2013	\$3,524.82	0.125 FTE	Number of Ready2Read material information items printed distributed during this reporting period:	60,000	
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2014			Number of Ready2Read material information items printed distributed during this reporting period:		62
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books	FY2015	\$1,623.48	0.125 FTE for early literacy position	Number of Ready2Read material information items printed distributed during this reporting period:	15,000	

and other items to be used for local programming efforts.						
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2012	\$2,150.00	0.125 FTE	MSL contracted with a children's services librarian from Bozeman to lead online and in-person training to help Montana librarians prepare for the Summer Reading Program. Number of SRP training events offered:	12	
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2013	\$1,375.00		A contract consultant was hired using \$1,375 in FY13 LSTA to assist with 4 Ready2Read program development meetings; assist with planning and leading 4 trainings at the April 2014 MT Library Association conference; present 4 training webinars; planning and participating in the Rendezvous; and presenting a Summer Reading Program webinar and evaluation. Number of training events offered:	13	
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long	FY2014	\$2,150		A contract consultant was hired using \$1,375 in FY13 LSTA to assist with 4 Ready2Read program development meetings; assist with	0	62 people attended.

<p>learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>				<p>planning and leading 4 trainings at the April 2014 MT Library Association conference; present 4 training webinars; planning and participating in the Rendezvous; and presenting a Summer Reading Program webinar and evaluation. Number of training events offered:</p>		
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2015</p>	<p>\$1,600.00</p>	<p>0.125 FTE for early literacy position</p>	<p>A contract consultant was hired using \$1,600 in FY15 LSTA to assist with Ready2Read program development meetings; assist with planning and leading trainings at the April 2015 MT Library Association conference; present training webinars; planning and participating in the Rendezvous; and presenting a Summer Reading Program webinar and evaluation. Number of training events offered:</p>	<p>7</p>	
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt</p>	<p>FY2012</p>	<p>\$1,100.00</p>	<p>0.125 FTE</p>	<p>Summer reading manuals for public libraries:</p>	<p>440</p>	<p>Libraries received discounted access to the Collaborative Summer Reading Program manual.</p>

and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.						
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2013	\$1,100	0.125 FTE	Number of summer reading manuals distributed to public libraries:	110	Libraries received discounted access to the Collaborative Summer Reading Manual.
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2014	\$1,375		The State Library purchased summer reading manuals from the Collaborative Summer Library Program (CSLP) for all Montana libraries and branches. Number of summer reading manuals distributed to public libraries:	110	Approximately 91% of survey respondents used the Collaborative Summer Library Program manual that is provided to them from the State Library.
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community.	FY2015	\$1,375.00	0.125 FTE for early literacy position	The State Library purchased summer reading manuals from the Collaborative Summer Library Program (CSLP) for all Montana libraries and branches. Number of summer reading manuals	110	

LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.				distributed to public libraries:		
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2012	270		Summer reading public service announcements produced:	12	
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2013	\$270.00	0.125 FTE	Summer reading public service announcements produced:	6	
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2013	\$18,446.78	0.25 FTE	The MT Makers traveling makerspace pilot equips libraries with tools and resources for young patrons to experiment with technology and craft in a way that is not readily available in most communities. These	12	The programming focus was most heavily concentrated on the more traditional arts and crafts elements of the kit, as library staff reported their level of familiarity and comfort was highest in this area. 100% of reporting sites organized arts activities (4); 50% planned science-based formal programs (2); 50% planned technology programs (2); 50% planned activities with a focus on engineering (2); and 25% planned math activities (1). Library staff themselves reported

<p>of materials and purchasing books and other items to be used for local programming efforts.</p>				<p>tools come in the form of traveling kits that circulate to libraries for 8-10 weeks at a time. Number of kits created for statewide use:</p>		<p>having gained new experiences from using the technology and electronics tools in the kit, as many of the staff had never had the opportunity to use them before. The most frequently reported challenge and request was the need for additional training on more complex pieces like the programming tools such as the Arduino. In response, MSL staff offered additional “drop in” sessions and also partnered with a vendor to host a Google Hangout and cover the fundamentals of programming the Arduino.</p>
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2013</p>	<p>\$18,446.78</p>	<p>0.25 FTE</p>	<p>The MT Makers traveling makerspace pilot equips libraries with tools and resources for young patrons to experiment with technology and craft in a way that is not readily available in most communities. These tools come in the form of traveling kits that circulate to libraries for 8-10 weeks at a time. Number of kits created for statewide use:</p>	<p>6</p>	<p>The programming focus was most heavily concentrated on the more traditional arts and crafts elements of the kit, as library staff reported their level of familiarity and comfort was highest in this area. 100% of reporting sites organized arts activities (4); 50% planned science-based formal programs (2); 50% planned technology programs (2); 50% planned activities with a focus on engineering (2); and 25% planned math activities (1). Library staff themselves reported having gained new experiences from using the technology and electronics tools in the kit, as many of the staff had never had the opportunity to use them before. The most frequently reported challenge and request was the need for additional training on more complex pieces like the programming tools such as the Arduino. In response, MSL staff offered additional “drop in” sessions and also partnered with a vendor to host a Google Hangout and cover the fundamentals of programming the Arduino.</p>
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt</p>	<p>FY2014</p>	<p>\$4,656</p>	<p>0.25 FTE</p>	<p>The purpose of the Montana Makers traveling makerspace pilot was to create opportunities through local libraries to expose primarily school-aged Montanans to STEAM</p>	<p>6</p>	

<p>and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>				<p>(science, technology, engineering, arts, mathematics) tools and resources that are not otherwise easily accessible in most Montana communities. Additionally, library staff across the state would have the opportunity to try out maker materials before committing funds to purchase materials that would be appropriate for their communities. Number of electronic textiles kits purchased for statewide use:</p>		
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2013</p>		<p>0.25 FTE</p>	<p>Number of libraries that hosted makerspace kits:</p>	<p>21</p>	<p>“I was able to attend the Maker Space workshop and a staff member attended the STEAM story time workshop at the end of September, so we are feeling pretty comfortable with the kit and excited to start using it. I’m really excited about this opportunity and want to thank you, State Library, and IMLS for this wonderful opportunity to connect more with our patrons. There are so many things we are being encouraged to participate in right now, it is so helpful to have the kit and guidance to provide us with a solid starting point. It makes it “do-able” instead of overwhelming.” (Glacier County Library staff)</p>
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program</p>	<p>FY2014</p>		<p>0.25 FTE</p>	<p>Number of libraries that hosted makerspace kits:</p>	<p>15</p>	<p>Of the 15 libraries that hosted makerspaces during this reporting period, eight responded that they initially wanted to host a maker kit “to increase young adult/teen programming”; six responded “to increase STEM related programming”; four responded “to provide new services and new opportunities through the</p>

<p>materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>					<p>library”; and four responded “to try out makerspace materials before purchasing.” In the evaluation, these libraries responded that they were successful in increasing STEM related programming (10 responses); providing new services (five responses); increasing community participation in library programs by attracting new users to the library (four responses); and increasing the number of programs for young adults and teens (two responses). Hosting libraries almost unanimously stated that they benefited from being able to test makerspace materials through the pilot before purchasing items for their libraries (13 responses). In the pre-hosting application, most (12) hosting libraries stated that they believed “technology” would be of greatest interest to young adults, followed by building (five), arts (four), and science (three). In the post-hosting evaluation, technology did not fare quite as well with only eight libraries stating that those tools had been the most widely used. Arts and crafts (nine) were most popular. Ten libraries responded that technology tools had been used the least, in part because pieces such as the Arduino were difficult for library staff and volunteers to understand in a short amount of time in advance of planning programs. When asked what changes they would suggest for improving the content of the maker kits, five libraries suggested “more project examples from other libraries, better documentation, and more training;” four libraries suggested that content be separated into smaller, separate kits with a more specific focus; and three libraries requested more consumable materials (paper, glue, batteries) and accessories as these expendable items became a considerable expense in sustaining programs. Libraries identified partners in their communities as being predominantly professionals or experts in a</p>
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						specific field (scientists, information technology professionals, medical professionals, engineers, and electricians, among others); or K-12 school faculty and students or student groups. Local organizations and afterschool groups such as the YMCA, 4-H, and the county extension office were also identified as program partners. Two libraries reached out directly to neighboring libraries to partner on programs or to ask for advice on planning programs.
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2013		0.25 FTE	Number of programs hosted by libraries during this period that made use of the makerspace kits:	52	“I have heard many of our youth settling for mediocrity and never hitching their saddle to a distant star. They don’t believe that they are smart enough to try for things in the science and technology arena. I want them to know that their library believes in them and that we can provide resources to help them reach for the stars and be that amazing person that they are meant to be.” (Glendive Public Library) "There was enough technology to do several months’ worth of programs. We used MaKey MaKey to make a giant, foot-operated game controller and banana keyboard. The teens also made an AM radio with the Snap Circuits. Other programs using skills developed with the kit included an hour of code and 3D printing. These numbers are huge for us and clearly show that the kit was a success. We plan to continue providing DIY/maker supplies for teens throughout the school year." (Belgrade Community Library staff)
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing	FY2014		0.25 FTE	Number of programs hosted by libraries during this period that made use of the makerspace kits:	33	

of materials and purchasing books and other items to be used for local programming efforts.						
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2013		0.25 FTE	Number of attendees at maker programs:	1,647	
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2014		0.25 FTE	Number of attendees at maker programs:	1,254	
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	FY2013	\$2,082	0.5 FTE	Share Your Story was an LSTA-funded pilot that circulates portable digital audiovisual recording kits to libraries on a rotating basis. Hosting library staff is trained to use and make these tools available to record their communities' stories in audio or video format.	4	<ul style="list-style-type: none"> • Previously undocumented cultural heritage from the local community is documented and shared. • Community awareness of library resources and programs increases. • Presence of library resources and programs in the community expands. • Project that promotes intergenerational activity generates strong turnouts/participation. • New patrons visit the library or make use of library services. • Patrons have the opportunity to learn new technologies and skills. • Staff feel more confident with

<p>and other items to be used for local programming efforts.</p>				<p>These stories are then collected and uploaded to several locations, where appropriate: the dedicated project website, the MSL Vimeo channel, and the MT Memory Project, as well as the contributing library’s website, if desired. Number of kits provided to libraries:</p>		<p>hands-on technology training, and offer increased or more varied opportunities to library patrons. • Community partnerships are formed or expanded to assist in promoting and collect stories.</p>
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2013</p>		<p>0.5 FTE</p>	<p>Number of interviews recorded:</p>	<p>8</p>	
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>FY2015</p>	<p>\$15,294.14</p>	<p>0.125 FTE for early literacy position</p>	<p>This funding supported the Ready2Read Rendezvous. Training was offered at the 2015 Rendezvous featuring developmentally appropriate play spaces in libraries and how to integrate play in library programming and space; how to integrate early literacy and developmental information into storyhours for mixed</p>	<p>45</p>	<p>Following the Ready 2 Read Rendezvous, a total of 12 libraries incorporated Countdown to Kindergarten programs in their libraries during this reporting period. These include large libraries such as the Bozeman Public Library and ImagineIf Libraries in Kalispell, but also small libraries such as Glacier County Library in Cut Bank, which serves the Blackfeet reservation, and the James E. Shanley Tribal Library which serves the Fort Peck reservation. An outcome based on attendance at the Ready 2 Read Rendezvous from ImagineIf Libraries in Flathead County, Montana: "We did implement an Early Literacy Kit project with our City-County Health Department. The idea for the kit</p>

				<p>ages; and how to position your library as a center of the community for youth programming. Number of attendees:</p>	<p>came out of Ready 2 Read Rendezvous 2015; each kit contains a board book, egg shaker, information about the texting program, a mini poster with early literacy tips, a library card, and days and times of all of our library programs. The kits have been a huge success so far. We trained home visiting nurses on early literacy practices and they bring the information to their clients in their homes or in the case of WIC, during office visits. "In the three months since we started the program, we have given out 140 kits to clients through WIC (Women, Infants and Children) and the Healthy Montana Families program, which sends nurses to visit clients in their homes and teach them about healthy parent-child relationships, safety and early learning. The feedback from Health Department staff and kit recipients has been overwhelmingly positive, with 100% of recipients agreeing with the statement: "After practicing the skills from the library kit, I feel prepared to help my baby or child be a successful person and arrive at school ready to learn. "We have also collected comments from recipients and learned that the kits can have a major impact on people's lives. Here are a few quotes that we received thus far: 'My baby was born in September. I never thought to start reading to him so soon. So glad to have books to start reading to him.' 'This is a book I wanted to purchase for my child that I couldn't afford, and now we have it.' 'I'm excited to read the book to my new baby when he arrives.' 'I'm able to continue teaching my son in my native language and also in English now that I have another book to read to him.' 'I'm excited to take my daughter to library; I forgot it was an option for small children.' 'We read more than one book each day now.' " Another outcome based on attendance at the Ready 2 Read Rendezvous, from Glacier County Libraries in</p>
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					<p>Cut Bank, Montana (which also serves the Blackfeet reservation): "We did incorporate many ideas from the Ready 2 Read Rendezvous and the awesome training we received there! Many of the ideas for our 'Explore IT' Bench/Wall in our children's area were adapted on a smaller scale from the training there both from Jeri with the Boston Children's Museum and from the Storyville concept. (The changeable themes with our mini market stall and the "mouse house" are 2 examples). We were so inspired! Bess always handles Story Time for the month of August, so she decided to do 'Kindergarten Kamp' for the entire month. The themes she presented were: Scissors School, Dress for Success, Lunch Time, Riding the Bus, and Friendship. We purchased little supply boxes and each week they got to add a new school supply to their box and then on the last week they took them home. We had 20 participants and the parents were very appreciative of the program, with new participants that had not attended Story Time before. We also had positive feedback from teachers who thought this was a wonderful idea." Additionally, all Ready 2 Read Rendezvous participants had to attend a webinar to provide updates on their year-long projects. Each webinar had about eight attendees during which each participant shared their project and provided details as to the success they had experienced thus far and the challenges. Participants worked together to brainstorm solutions for challenges. Participants then had to provide a written project update to the Early Literacy Coordinator. Additional training needs were identified in this process (managing volunteers, working with community partners) for which later webinars were scheduled.</p>
<p>3.5. Continue work with established courier services to find an efficient</p>			<p>See goal 2.6</p>		

<p>and affordable system to transport materials between libraries. LSTA will be used for MSL staff to work coordinating partnerships between courier services and libraries. (see goal #2, program 36 above)</p>						
<p>3.6. Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives. LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs.</p>			<p>Which goal/objective? Or NA? The BTOP grant focused on this goal. It did not use LSTA funds although BTOP staff consulted with LSTA funded staff, but I couldn't accurately state the number of hours.</p>			
<p>Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need. This is not truly the number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted</p>	<p>FY2012</p>	<p>\$194,500.02</p>	<p>6 FTE and 90 volunteers.</p>	<p>This funding covers staff salaries and operations for the Montana Talking Book Library (MTBL). Established in 1968, MTBL provides eligible Montana patrons, ages 3 to 103, with direct personal one-to-one patron service and support for ordering, receiving and/or downloading audio and Braille materials.</p>		<p>As part of the Patron Outreach Project (POP), patrons were initially surveyed in 2013 and asked for their input on what significance and value they place on MTBL services in their lives. We received a 81% patron response. When asked what, if any, impact MTBL services had on the patron's quality of life, 100% responded positively, with 89% indicating the main leisure reading and entertainment they receive is through MTBL services. 100% indicated they would recommend MTBL services to everyone with a visual, physical or reading disability. 97% indicated they would not have the quality or accessibility of leisure reading materials without MTBL services, siting transportation, and other limited resources available to them. 3% of patrons indicated they have the resources to afford other leisure reading resources, but utilize</p>

<p>in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017 period.</p>						<p>MTBL services as their main source of reading and entertainment. 90% indicated the quality of the MTBL and NLS collections are excellent with emphasis on the new easier to use and play digital program; while 10% indicated they will miss the cassette collection and player. Any overwhelming 100% indicated excellent service from all Readers’ Advisors in areas of response to patron requests, suggested reading materials and technology support.</p>
		\$194,500.02				
<p>4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.</p>	FY2012		6 FTE	<p>Number of Montana titles converted from analog to digital:</p>	597	<p>A Digital Transition strategy, developed to convert local Montana analog titles to audio digital, was approved by the Montana Legislature for one-time monies starting on 07/01/2013 through 06/30/2014. It was anticipated that one-third of the local collection would be digitized during that time. In the time period covered in this reporting period, 50 Montana cassette titles were converted to digital. MTBL submitted its first locally recorded digital book “Hand Raised: The Barns of Montana” to NLS for potential nationwide patron enjoyment in the online BARD collection. This creates an additional resource for nationwide Talking Book Libraries to offer their patrons and increases efficiency by not having to utilize an interlibrary loan process.</p>
<p>4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.</p>	FY2013		6 FTE	<p>Number of Montana titles converted from analog to digital:</p>	287	<p>The MTBL Digital Recording Program converted 25% (or 231 titles) of our local cassette titles to digital cartridges. New recording software and equipment were purchased during this time period to offer improved audio quality services and software security. The benefit to MT patrons is access to a higher quality of available MT audio titles from a TBL local recording studio.</p>
<p>4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee</p>	FY2014		6 FTE	<p>Number of Montana titles converted from analog to digital:</p>	35	

transition to digital format and to purchase software, digital cartridges and containers.						
4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.	FY2015		6 FTE	Number of Montana titles converted from analog to digital:	225	
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	FY2012		6 FTE	Number of patrons trained to use BARD:	168	
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	FY2013		6 FTE	Number of patrons trained to use BARD:	58	
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	FY2014		6 FTE	Number of patrons trained to use BARD:	41	
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	FY2015		6 FTE	Number of patrons trained to use BARD:	44	
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers.	FY2012		6 FTE	Number of institutions trained to use BARD:	24	

LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.						
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	FY2013		6 FTE	Number of institutions trained to use BARD:	5	
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	FY2014		6 FTE	Number of institutions trained to use BARD:	12	
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	FY2015		6 FTE	Number of institutions trained to use BARD:	2	
4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.	FY2012		6 FTE	No activities reported for this objective for FY2012.		
4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide	FY2013		6 FTE	Keystone Library Automated Systems (KLAS) updated the MTBL KLAS database system in February,		MTBL staff worked with KLAS staff to develop and install a completely redesigned catalogue subject code heading system that would better meet the needs of MTBL patrons, create a more expedited way to get books to patrons faster, as

system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.				2014, which offered staff additional database functionality in administering patron support. NLS contracted to receive more commercial books from publishers.		well as give more accurate support to MTBL staff in searching the catalogue. The redesign of the KLAS catalog subject code system greatly improved searching capabilities over what the original database system offered. The end result created a much easier and quicker mechanism of finding the desired books for patrons.
4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.	FY2014		6 FTE	In April 2015, the MTBL Reader Advisor and Keystone automated database (KLAS) software administrator attended the KLAS Users' Conference in Oklahoma City, Oklahoma.		
4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.	FY2015		6 FTE			
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.	FY2012		6 FTE	MSL/MTBL contracted with a marketing firm to develop a 13 month Patron Outreach Project with the goal of increasing awareness of MTBL, new patrons, and establishing sustainability. Patrons added:	1051	Measurable increases in the MTBL project due to the Patron Outreach Project included: MTBL experienced an increase of 6% in new patrons, welcoming 514 additional new patrons to the service; a 4% increase in phone inquiries regarding services, and a 5% increase in distribution of patron applications and brochures.
4.4. Implement a Patron Outreach Project (POP) to reach all eligible	FY2013		6 FTE	Patrons added:	537	The Patron Outreach Project came to an end on December 31, 2013. The objectives to increase

Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.						awareness about MTBL were successfully met through educating the public about MTBL services using advertising, social media avenues, and newly revised brochures, mailers, and posters. The project reached at least 503,531 Montanans statewide through newspaper ads, with over 3,000 radio spots, and over 1,200 TV public service announcements and paid ads, including ad placement in specialty magazines and publications. Success was also measured by a 29.6% increase in new patrons signed up with MTBL, a 17.2% increase in new patrons downloading materials, and a 117% increase in public requests for MTBL applications for prospective patrons and institutions.
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.	FY2014			n/a during this reporting period.		
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.	FY2015		6 FTE			
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2012		6 FTE	Number of patrons served:	16,299	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2013		6 FTE	Number of patrons served:	5,237	Responses to a patron survey on MTBL services were overwhelmingly positive. 80% said that they found MTBL services essential to their quality of life; and 20% would be challenged to find other affordable online resources to serve their needs.

4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2014		6 FTE	Number of patrons served:	2,991	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2015	4691.55 for hardware/software	6 FTE	Number of patrons served:	3,113	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2012		6 FTE	Number of items distributed to patrons:	698,226	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2013		6 FTE	Number of items distributed to patrons:	202,029	Circulation: an increase of 1.5% in USPS processed materials;a total increase of 20.7% in overall circulation of processed materials.
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2014		6 FTE	Number of items distributed to patrons:	147,892	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2015	19917.85 for office lease and supplies	6 FTE	Number of items distributed to patrons:	183,467	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to	FY2012		6 FTE	Number of books downloaded from BARD:	87,773	

implement these activities and to purchase equipment and materials.						
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2013		6 FTE	Number of books downloaded from BARD:	19,790	an increase of 19.2% in BARD downloads
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2014		6 FTE	Number of books downloaded from BARD:	23,525	The number of BARD downloads increased by 19%
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2015		6 FTE	Number of books downloaded from BARD:	28,795	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2012		6 FTE	Number of Braille patrons:	116	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2013		6 FTE	Number of Braille patrons:	69	Responses to a patron survey on MTBL services were overwhelmingly positive. 80% said that they found MTBL services essential to their quality of life; and 20% would be challenged to find other affordable online resources to serve their needs.
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2012		6 FTE	Number of Braille books delivered:	14,686	
4.5. Increase the amount of accessible materials to individuals	FY2013		6 FTE	MTBL created a small internal children's	2,332	Ensures free, accessible and easy-to-use library materials with personal support to state residents

<p>who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.</p>				<p>collection of Twin Vision for Pre-K to 3rd grade. This collection includes Pre-K board books and tactile image books. Twin Vision books are created by taking a standard print book with illustrations and transcribing the text into Braille on a clear plastic overlay inserted on the page. Number of Braille books delivered:</p>		<p>who cannot use standard print due to a visual, physical, or reading disability.</p>
<p>4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.</p>	<p>FY2014</p>		<p>6 FTE</p>	<p>MTBL created a small internal children’s collection of Twin Vision for Pre-K to 3rd grade. This collection includes Pre-K board books and tactile image books. Twin Vision books are created by taking a standard print book with illustrations and transcribing the text into Braille on a clear plastic overlay inserted on the page. Number of Braille books delivered:</p>	<p>82</p>	
<p>4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.</p>	<p>FY2015</p>		<p>6 FTE</p>	<p>MTBL created a small internal children’s collection of Twin Vision for Pre-K to 3rd grade. This collection includes Pre-K board books and tactile image books. Twin Vision books are created by taking a standard print</p>	<p>12,169</p>	

				book with illustrations and transcribing the text into Braille on a clear plastic overlay inserted on the page. Number of Braille books delivered:		
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2012		6 FTE	Number of patron requests answered by Reader Advisors:	61,177	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2013		6 FTE	Number of patrons requests answered by Reader Advisors:	14,882	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2014		6 FTE	Number of patrons requests answered by Reader Advisors:	18,953	Reader Advisors fielded 27% more requests from patrons
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2015		6 FTE	Number of patrons requests answered by Reader Advisors:	12,169	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2012		6 FTE	Number of BARD titles duplicated for non-BARD patrons:	5,820	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to	FY2013		6 FTE	The book inspection and duplication workstations were centralized for a more efficient use of	1,568	The Duplication on Demand Cartridge Program creates access to digital titles in a physical cartridge format for patrons who do not have the resources to access online BARD titles. A total

implement these activities and to purchase equipment and materials.				staff and volunteer time in addition to speeding up the circulation of duplicated digital books being mailed out to patrons. Number of BARD titles duplicated for non-BARD patrons:		of 1,568 titles were duplicated during this reporting period, reflecting the recycling of every cartridge and container originally purchased to maximize LSTA money.
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2014		6 FTE	The book inspection and duplication workstations were centralized for a more efficient use of staff and volunteer time in addition to speeding up the circulation of duplicated digital books being mailed out to patrons. Number of BARD titles duplicated for non-BARD patrons:	1,060	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2015		6 FTE	The book inspection and duplication workstations were centralized for a more efficient use of staff and volunteer time in addition to speeding up the circulation of duplicated digital books being mailed out to patrons. Number of BARD titles duplicated for non-BARD patrons:	1,752	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2012		6 FTE	Number of magazine issues distributed:	69,292	
4.5. Increase the amount of accessible materials to individuals	FY2013		6 FTE	Number of magazine issues distributed:	17,894	

who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.						
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2014		6 FTE	Number of magazine issues distributed:	12,417	
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	FY2015		6 FTE	Number of magazine issues distributed:	12,353	
4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.	FY2012		6 FTE	New brochures and posters were designed for a variety of outreach efforts to include having a presence at appropriate conferences such as Montana Library Association, Brain Injury Alliance Organization, all three Montana Blind and Low Vision Support Organizations, Montana Education Association, Montana Special Education Association, Montana Ophthalmology Academy, Montana Optometric Association, Montana Veterans Association, Montana Nursing Home and Assisted Living Organizations, and		MTBL increased awareness of its services through these partnerships.

<p>4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.</p>	<p>FY2013</p>			<p>community organizations. MTBL staff led or participated in trainings, conference presentations, or information sessions for MT Governor Steve Bullock, the General Federation of Women’s Clubs of MT, newly blind and low vision patrons attending a Summer Orientation Program, the MT HealthCare Association, consumer groups including Brain Injury Association of MT, MT Association of the Blind, National Federation of the Blind-MT, and American Council for the Blind-MT; all MT Blind and Low Vision department low vision support groups; NLS National Biennium Conference; Pacific NW Library Association Conference; Helena College-UM Student Disability Service; Carroll College Volunteer Fair; multiple retirement facilities; statewide community clubs and organizations; and blind and public elementary school special education</p>		<p>MTBL increased awareness of its services through these partnerships.</p>
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			<p>teachers and parents. MTBL also collaborated with Perkins School for the Blind to offer legally deaf and blind Montanans technology benefits through the national iCanConnect program; and with independent Orientation and Mobility Counselors, vendors, and organizations to provide demonstrations of various devices to patrons using the MTBL Patron Center.</p>		
<p>4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.</p>	<p>FY2014</p>		<p>MTBL staff presented training and outreach to these organizations: Montana Blind and Low Vision Department; Montana American Council for the Blind (MACB) consumer group; Montana Veterans Administration; Butte Housing Authority; various chapters of the Montana Association for the Blind; Montana Library Association; National Federation of the Blind – Montana chapter; Great Falls low vision group; Touchmark retirement home book club; Overhear Consulting Company; Montana Health Care</p>		<p>MTBL increased awareness of its services through these partnerships.</p>

				Association; and Eagles Manor retirement home. Additionally, MTBL staff provided information and demonstrated services for state legislators at the Montana Library Association’s Library Legislative Day in January 2015.		
4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.	FY2015		6 FTE			

Appendix D4 –Staff Interview/Focus Group Questions

State Library Staff Interview Questions

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, etc. (Identify processes at work in implementing the activities in the plan, including the use of **performance-based measurements in planning, policy making and administration**)

How has this changed from the past five-year 2008-2012 LSTA plan?
3. Let's do a SWOT analysis
 - a. What are the strengths of your LSTA program?
 - b. What are your main weaknesses?
 - c. What are your main opportunities for the next five years?
 - d. What are your main threats to protect against and avoid in the next five years?
4. Describe your current plan and to what extent did your Five-Year Plan activities make progress towards each goal (see below)? (A-1) - **See Program to Activity Crosswalk**
 - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.

Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and

collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL's goals for the 2013-2017 period.*

5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. Do you feel these should be the same priorities for 2018-2022?
 - 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (MSL State Goal 1: consultation, leadership, training)
 - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
 - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
 - 4) Enhance efforts to recruit future professionals to the field of library and information services;
 - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)
 - 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
 - 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas¹⁶ and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?

1. Lifelong Learning (MSL Goal 3)

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

2. Information Access (MSL Goals 2, 3, 4)

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

3. Institutional Capacity (MSL Goals 1, 3)

- 3.1. Improve the library workforce
- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

4. Economic & Employment Development

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

5. Human Services

- 5.1. Improve users' ability to apply information that furthers their personal, family, or household finances
- 5.2. Improve users' ability to apply information that furthers their personal or family health & wellness
- 5.3. Improve users' ability to apply information that furthers their parenting and family skills

6. Civic Engagement

- 6.1. Improve users' ability to participate in their community
- 6.2. Improve users' ability to participate in community conversations around topics of concern.

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?

- 23. Library workforce (current and future)
- 24. Individuals living below the poverty line
- 25. Individuals that are unemployed/underemployed
- 26. Ethnic or minority populations

¹⁶ October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

27. Immigrants/refugees
28. Individuals with disabilities
29. Individuals with limited functional literacy or information skills
30. Families
31. Children (aged 0-5)
32. School-aged youth (aged 6-17)

Process Questions:

8. B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?
9. B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.
10. B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?
11. Please describe to what extent MSL addressed these previous 2012 evaluation recommendations:
 - a. **MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.** *Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.*
 - b. **MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.** *The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.*
 - c. **MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.** *The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.*
 - d. **The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group.** *Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audiobooks (cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to*

embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.

- e. **MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago.** *The empirical support of online-based resources in this evaluation, wedded to the comments in both the surveys and focus groups, shows that these types of products and services bridge the miles between regional and local community hubs that serve the segments of the Montana population who live in a rural setting (and equally the many Montanans who live in an urban setting that remains a great distance from the nation’s population centers). MSL should also continue to use LSTA funds in programs that support bringing physical materials to the library location in the understanding that patrons included in this evaluation support the concept of the virtual library, and recognize the value of increased service and individual economic benefit of bringing the library into their home or office, even as they maintain a sense of pride for what is a traditional community institution.*

Ongoing Evaluation per the Five-Year Plan

Evaluation Plan (pg. 22)

The LSTA evaluators provided some suggestions for evaluation during this five-year plan:

1. “Perhaps rather than a state-level coordinated survey or focus group session, a standard survey could be developed by the State to be administered at the local level.”
2. “While questions on the TBL survey asked for suggestions for improvement and prompted participants for problem areas, not one respondent wanted to see a change in the service they receive – these are important questions to ask in future surveys/interviews.”
3. “The following evaluation period should include an analysis of MSC in both urban and rural libraries.”

“Evaluation will be an ongoing activity.

- MSL staff will continue to design and implement outcome-based evaluation tools such as assessments, surveys and interviews to measure the impact of selected LSTA-funded projects.
- This data will be included in the annual State Program Reports as appropriate. Input will also be solicited from the Network Advisory Council to determine if both the specific LSTA projects and the general five-year goals are being achieved as outlined in the plan. The NAC’s input will be used in the informal annual review done by MSL staff to determine what goals have been met, what challenges are being faced, and what adjustments need to be made in the plan.

Appendix D5 – NAC and Library Commission Focus Group Questions

State Library Commission/NAC Focus Group Questions

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, etc. (Identify processes at work in implementing the activities in the plan, including the use of **performance-based measurements in planning, policy making and administration**)
 - 2-a. How would you, as a NAC [or Commission] representative, describe your role in the LSTA planning, policy making, and administration process?
 - 2-b. What part of the process helps you to serve in this role?
 - 2-c. What part of the process should be improved to help you serve in this role?
3. Let's do a SWOT analysis
 - a. What are the strengths of your LSTA program?
 - b. What are your main weaknesses?
 - c. What are your main opportunities for the next five years?
 - d. What are your main threats to protect against and avoid in the next five years?
4. Describe your current plan and to what extent did your Five-Year Plan activities make progress towards each goal (see below)? (A-1)

Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.

Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA**

Priority 5 (6) - target library services to individuals with special needs). *This is not truly the number four goal for MSL. In the agency’s long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017 period.*

- a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)
5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. Do you feel these should be the same priorities for 2018-2022?
- 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**MSL State Goal 1: consultation, leadership, training**)
 - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
 - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
 - 4) Enhance efforts to recruit future professionals to the field of library and information services;
 - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)

- 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
 - 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.
6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas¹⁷ and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?
- 1. Lifelong Learning (MSL Goal 3)**
 - 1.1. Improve users' formal education
 - 1.2. Improve users' general knowledge and skills
 - 2. Information Access (MSL Goals 2, 3, 4)**
 - 2.1. Improve users' ability to discover information resources
 - 2.2. Improve users' ability to obtain and/or use information resources
 - 3. Institutional Capacity (MSL Goals 1, 3)**
 - 3.1. Improve the library workforce
 - 3.2. Improve the library's physical and technological infrastructure
 - 3.3. Improve library operations
 - 4. Economic & Employment Development**
 - 4.1. Improve users' ability to use resources and apply information for employment support
 - 4.2. Improve users' ability to use and apply business resources
 - 5. Human Services**
 - 5.1. Improve users' ability to apply information that furthers their personal, family, or household finances
 - 5.2. Improve users' ability to apply information that furthers their personal or family health & wellness
 - 5.3. Improve users' ability to apply information that furthers their parenting and family skills
 - 6. Civic Engagement**
 - 6.1. Improve users' ability to participate in their community
 - 6.2. Improve users' ability to participate in community conversations around topics of concern.

¹⁷ October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?
- Library workforce (current and future)
 - Individuals living below the poverty line
 - Individuals that are unemployed/underemployed
 - Ethnic or minority populations
 - Immigrants/refugees
 - Individuals with disabilities
 - Individuals with limited functional literacy or information skills
 - Families
 - Children (aged 0-5)
 - School-aged youth (aged 6-17)
8. Please describe to what extent MSL addressed these previous 2012 evaluation recommendations:
- a. **MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.** *Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.*
 - b. **MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.** *The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.*
 - c. **MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.** *The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.*
 - d. **The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group.** *Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not*

transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.

- e. **MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago.** *The empirical support of online-based resources in this evaluation, wedded to the comments in both the surveys and focus groups, shows that these types of products and services bridge the miles between regional and local community hubs that serve the segments of the Montana population who live in a rural setting (and equally the many Montanans who live in an urban setting that remains a great distance from the nation’s population centers). MSL should also continue to use LSTA funds in programs that support bringing physical materials to the library location in the understanding that patrons included in this evaluation support the concept of the virtual library, and recognize the value of increased service and individual economic benefit of bringing the library into their home or office, even as they maintain a sense of pride for what is a traditional community institution.*

9. Ongoing Evaluation per the Five-Year Plan

Evaluation Plan (pg. 22)

The LSTA evaluators provided some suggestions for evaluation during this five-year plan:

1. “Perhaps rather than a state-level coordinated survey or focus group session, a standard survey could be developed by the State to be administered at the local level.”
2. “While questions on the TBL survey asked for suggestions for improvement and prompted participants for problem areas, not one respondent wanted to see a change in the service they receive – these are important questions to ask in future surveys/interviews.”
3. “The following evaluation period should include an analysis of MSC in both urban and rural libraries.”

“Evaluation will be an ongoing activity.

- MSL staff will continue to design and implement outcome-based evaluation tools such as assessments, surveys and interviews to measure the impact of selected LSTA-funded projects.
- This data will be included in the annual State Program Reports as appropriate. Input will also be solicited from the Network Advisory Council to determine if both the specific LSTA projects and the general five-year goals are being achieved as outlined in the plan. The NAC’s input will be used in the informal annual review done by MSL staff to determine what goals have been met, what challenges are being faced, and what adjustments need to be made in the plan.”

Appendix D6 – Librarian and Patron Interview/Focus Group Questions

Librarian Focus Group Questions

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, ease-of-use and interaction, etc.
3. What are the State Library’s strengths and opportunities? Do they use performance-based measurements in planning, policy making and administration?
4. To what extent, do you feel the State Library met the following goals in support of Montana’s libraries and patrons?
 - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

The goal is MSL’s number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.

Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency’s long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017*

period.

5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. To what extent do you feel the State Library has met these priorities and do you feel these should be the same priorities for 2018-2022?
 - 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (MSL State Goal 1: consultation, leadership, training)
 - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
 - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
 - 4) Enhance efforts to recruit future professionals to the field of library and information services;
 - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
 - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)
 - 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
 - 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent do you feel the State Library met the following associated with the Measuring Success focal areas¹⁸ national priorities? Which do you feel should be priorities for 2018-2022?

1. Lifelong Learning (MSL Goal 3)

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

2. Information Access (MSL Goals 2, 3, 4)

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

3. Institutional Capacity (MSL Goals 1, 3)

- 3.1. Improve the library workforce
- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

4. Economic & Employment Development

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

5. Human Services

- 5.1. Improve users' ability to apply information that furthers their personal, family, or household finances
- 5.2. Improve users' ability to apply information that furthers their personal or family health & wellness
- 5.3. Improve users' ability to apply information that furthers their parenting and family skills

6. Civic Engagement

- 6.1. Improve users' ability to participate in their community
- 6.2. Improve users' ability to participate in community conversations around topics of concern.

¹⁸ October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

7. A-3. Did any of the following groups represent a substantial focus for the State Library (Yes/No)? Which should be the primary focus over the next five years (2018-2022)?

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

8. Any other thoughts or comments about what the State Library needs to focus on over the next five years?

Appendix D7 – Montana State Library LSTA Five-Year (2013-2017) Survey
Montana State Library Five-Year LSTA Evaluation Survey

As a requirement of the Institute of Museum and Library Services (IMLS) funding of the Library Services and Technology Act (LSTA), each state must conduct an evaluation of its five-year plan. The primary purpose of this evaluation is to understand the progress made towards the Montana State Library's high priority goals as identified in our 2013-2017 LSTA Five-Year Plan. Another equally important goal, however, is to understand the current and future needs of our great state and in what ways can your State Library align itself in helping meet these needs in a new five-year plan (2018-2022).

You can also complete this survey online at <https://www.surveymonkey.com/r/msllstarandomsurvey>

Please complete the survey no later than December 31, 2016.

1. How important are the following INFORMATION sources in your daily life?

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone over the Internet (Skype, Gmail talk, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movie reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General website surfing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weather	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone/Cell phone Telephone Calls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone/Cell phone Texting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media in General (e.g. Youtube, Instagram, LinkedIn, Snapchat, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

2. How important are the following these additional INFORMATION sources in your daily life?

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blogging in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video conferencing (Skype, Google Video, Facetime, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunting/Fishing Reports and Forecasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablet Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chromebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

3. How important are the following sources of ENTERTAINMENT in your daily life?

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Redbox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies via DVD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone/Cellphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netflix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leisure reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies on TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone web browsing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone texting/instant messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

4. How important are these additional sources of ENTERTAINMENT in your daily life?

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Playing traditional games (e.g. board games, cards, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching / Reading about sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General website surfing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video conferencing (Skype, Google Video, Facetime, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to music on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movie reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone listening to music/podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone playing games/using apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amazon Prime or Other Internet Streaming Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending community events (sports, theater, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone over the Internet (Skype, Gmail talk, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies at the theater	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising/playing sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone Talking on the Phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone watching TV/videos/Movies, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor leisure activities (bicycling, horseback riding, skiing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

5. What do you believe are the three most important resources, programs, or services the Library should provide to benefit you and the community?

Priority 1:

Priority 2:

Priority 3:

6. Think about the past 12 months. In a typical month, approximately how many times would you say you have visited or used, including online, a library?

- Less than once a month
- 1 visit
- 2 visits
- 3-4 visits
- 5 or more visits
- Not at all

Please elaborate on your selection, especially if you do not use the Library (why?) or use it infrequently:

7. On average, how long does it take you to arrive at the library you use most frequently?

- 0-5 minutes
- 5-10 minutes
- 10-15 minutes
- 15-20 minutes
- 20-25 minutes
- 25-30 minutes
- 30+ minutes

8. Please rate the importance of the following library services to you over the past 12 months:

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Checking out printed books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking out audio books or music on CDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking out movies on DVDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downloading eBooks, music, or eAudio books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downloading Audio books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using reference materials, newspapers, magazines, or other periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs or services designed for children 5 and under	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with homework for school aged children or teens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Wi-Fi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff help with your computer or other digital device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer or Internet training classes or workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Website (e.g. to search for materials, place materials on hold, renew materials, use research resources, or manage your account online).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs or services to help find a job or create a resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place to work or study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place to socialize and attend community events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use public meeting rooms for any purpose, including voting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

9. To what extent do you feel the following national library priorities should represent a substantial focus of Montana's libraries over the next five years?

	1 (Low Priority)	2	3	4	5	6	7 (High Priority)	N/A
Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance efforts to recruit future professionals to the field of library and information services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop public and private partnerships with other agencies and community-based organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

10. Which of the following national library priority areas should be a priority for Montana's libraries in serving library patrons over the next five years?

	1 (Low Priority)	2	3	4	5	6	7 (High Priority)	N/A
1. Lifelong Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1. Improve users' formal education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2. Improve users' general knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Information Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1. Improve users' ability to discover information resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2. Improve users' ability to obtain and/or use information resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Institutional Capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1. Improve the library workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2. Improve the library's physical and technological infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3.3. Improve library operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Economic & Employment Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1. Improve users' ability to use resources and apply information for employment support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2. Improve users' ability to use and apply business resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Human Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3. Improve users' ability to apply information that furthers their parenting and family skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Civic Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.1. Improve users' ability to participate in their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2. Improve users' ability to participate in community conversations around topics of concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

11. To what extent do you feel the following groups should represent a substantial focus for Montana libraries over the next five years?

	1 (Low Priority)	2	3	4	5	6	7 (High Priority)	N/A
Library workforce (current and future)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals living below the poverty line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals that are unemployed/underemployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnic or minority populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants/refugees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals with limited functional literacy or information skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children (aged 0-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-aged youth (aged 6-17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Demographic Information

12. Please tell us your gender:

- Female Male

13. Please tell us your race and check all that apply:

- White White (Spanish/Hispanic/Latino) Black American Indian or Alaskan Native Asian
 Native Hawaiian or Other Pacific Islander Other (please specify):

14. Please tell us your age range:

- 17 or Under 18-24 25-34 35-44 45-54 55-64 65+

15. What is the major language spoken in your home?

- English Spanish Native American (please specify tribal language) or Other (please specify):

16. Your education (highest degree earned):

- | | |
|--|---|
| <input type="radio"/> Some high school | <input type="radio"/> Bachelor's Degree |
| <input type="radio"/> High School Diploma | <input type="radio"/> Master's Degree |
| <input type="radio"/> Associate of Arts (2-year community college) | <input type="radio"/> Ph.D./Ed.D. |
| <input type="radio"/> Technical Certificate | <input type="radio"/> JD / MD |

17. Your Combined Household Income:

- 0-\$25,000 \$25,000-\$50,000 \$50,000-\$75,000 \$75,000-\$100,000 \$100,000+

18. Do you have a computing device (computer, laptop, and/or Tablet) at home?

- Yes No

19. Do you have access to the Internet at home, and, if so, through what device(s)? (check all that apply)

- No, I do not have access to the Internet Laptop Desktop Tablet Chromebook
 Cellphone (no web browsing) Smartphone Other (please specify):

20. On a daily basis, how often do you use the following resources for accessing information?

	1 (Low Priority)	2	3	4	5	6	7 (High Priority)	N/A
Print newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablet PC (e.g. Surface, iPad Air, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cellphone (no web browsing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Smartphone web browsing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone mobile apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media (e.g. Facebook, Twitter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer instant messaging (e.g. Google Hangout, Facebook, Twitter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone instant messaging (e.g. Instant messaging, Google Hangout, Facebook, Twitter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone texting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone (wired or cell)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

21. We greatly thank you for taking the time to complete our survey. Please let us know if you have any other thoughts or comments on how the State Library has progressed over the past five years OR what you feel we should focus on in the next Five Year 2018-2022 strategic plan.

All completed surveys with a name and contact information will be entered into a drawing to win an iPad Mini 2 or one of three \$20 Starbucks gift cards.

Name (optional):

Phone Number (optional):

Email Address (optional):

Thank you so much for your participation in this survey!

Appendix E –

E1 – Logic Model Summary Tables

Administrative costs for managing LSTA award

LSTA Goals	FY2012	%	FY2013	%	FY2014	%	FY2015	%	Total	%
Goal 1	\$313,782.07	31%	\$339,356.24	35%	\$354,507.33	36%	\$316,942.52	32%	\$1,324,588.16	33%
Goal 2	\$476,794.96	47%	\$377,464.87	39%	\$416,420.99	42%	\$447,388.31	45%	\$1,718,069.13	43%
Goal 3	\$25,157.00	2%	\$52,303.02	5%	\$20,681.00	2%	\$48,568.52	5%	\$146,709.54	4%
Goal 4	\$194,500.02	19%	\$199,362.00	21%	\$199,362.00	20%	\$174,652.10	18%	\$767,876.12	19%
TOTAL	\$1,010,234.05		\$968,486.13		\$990,971.32		\$987,551.45		\$3,957,242.95	

Administrative costs for managing LSTA award

LSTA Goals	FY2012	FY2013	FY2014	FY2015	Total
Goal 1	\$313,782.07	\$339,356.24	\$354,507.33	\$316,942.52	\$1,324,588.16
Goal 2	\$476,794.96	\$377,464.87	\$416,420.99	\$447,388.31	\$1,718,069.13
Goal 3	\$25,157.00	\$52,303.02	\$20,681.00	\$48,568.52	\$146,709.54
Goal 4	\$194,500.02	\$199,362.00	\$199,362.00	\$174,652.10	\$767,876.12
TOTAL	\$1,010,234.05	\$968,486.13	\$990,971.32	\$987,551.45	\$3,957,242.95

Goal Outputs

Activity	2012	2013	2014	2015	Total
Site Visits	412	122	135		669
E-Rate Consultations	220	60	54	51	385
Information requests from public library staff	1712	330	494	282	2818
Consultant led training (in-person and virtual)	189	50	22	52	313
Attendance at training sessions	2274	859	286	416	3835
Technology Petting Zoos (TPZ)					

Activity	2012	2013	2014	2015	Total
E-Rate Savings	\$80,000.00	\$82,800.00	\$92,000.00	\$135,357.28	\$390,157.28

Activity	2012	2013	2014	2015	Total
Fall Training Workshops	53	21		12	86
Workshop Attendees	561	160		140	861
Trustee Training Hours	21	9	12	12	54
Trustee Attendees	335	34	116	64	549

Activity/Output	2012	2013	2014	2015	Total
Online Training Hours	292		81	59	432

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GoToMeeting Licenses		82			82
Certifications	309	80	63	86	538
Number of webinars available on the MSL Vimeo channel		69			69

Activity/Output	2012	2013	2014	2015	Total
MontanaLibrary2Go Circulation (e-resources)	2,641,906	607,637	749,996	862,563	4,862,102
MontanaLibrary2Go New Patrons	60,064	16,921	12,305	13,207	102,497
New items added to MontanaLibrary2Go	26,675	4,458	8,154	7,510	46,797
Total items available in MontanaLibrary2Go	20,314	22,539	30,693		

Activity/Output	2012	2013	2014	2015	Total
Montana Memory Project (MMP) Training Presentations	165	46	56	53	320
Attendees	1670	412	840	318	3,240
MMP Outreach Visits		38	26	22	86
Digital Collections Improved	1	78			79
New Collections Added	9	9	25	4	47
Number of collections hosted on MMP website	178	78	103	48	407
Contributing Institutions	161	38	45	48	292
Number of images hosted on site	2,069,128	254,762	860,164	707,964	3,892,018
Number of images added		254,762	104,402		359,164
Website Visits		124,769	174,430		299,199

Activity/Output	2012	2013	2014	2015	Total
EBSCO Discovery Service for all Montana libraries	800	800	800	800	3,200
Training Sessions	40	13			53
Training Attendees	329	117			446
Search Statistics	202,147	69,069	76,508		347,724

Activity/Output	2012	2013	2014	2015	Total
Montana Shared Catalog Allocations	\$181,310.00	\$172,150	\$176,254	\$184,912.62	\$714,626.62
Help Requests	33,780	17,000	1,890	1,890	54,560
Training Sessions Offered	130	44	15	34	223
Attendees	1427	423	182	442	2,474
Number of Libraries Added to MSC	38	3	2	7	50
Startup and data migration fees	\$54,850.16	\$16,344	\$1,900	\$39,667.00	\$112,761.16

Activity/Output	2012	2013	2014	2015	Total
Offset costs to participating libraries for access to OCLC cataloging, interlibrary loan, and authentication tools	\$59,736.00	\$62,277	\$89,741	\$75,380.00	\$287,134.00
Number of libraries enrolled to receive discounted access to OCLC Group Services	1045	251	272	273	1,841
Number of original catalog records added to WorldCat	8,336	3,140	2,933	2,000	16,409
Number of copy catalog records updated in WorldCat	466,590	78,980	89,023	209,155	843,748
Number of ILL requests filled (borrowing)	53,071	49,758	46,859	44,099	193,787
Number of ILL requests filled (lending)	194,449	50,420	50,201	50,000	345,070
Courier Project	\$16,334.00				\$ 16,334.00
startup costs for joining the courier service	\$10,372.68		\$7,839	\$5,765.50	\$ 23,977.18

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Number of libraries that received this discount	43		19	18	80
Number of items circulating via courier per month	17,060		685	16,265	34,010

Activity/Output	2012	2013	2014	2015	Total
Cost of early literacy staff hours	\$10,000.00	\$10,000.00	\$10,000.00	\$28,675.90	\$ 58,675.90
Number of Ready2Read training events offered:	12				12
Number of Ready2Read training (online and in-person sessions, excluding the Rendezvous) attendees	479				479
Cost of Ready2Read Rendezvous Attendees	\$4,007.00	\$15,504.42		\$15,294.14	\$ 34,805.56
Ready2Read program development meeting			\$2,150	\$1,600.00	\$ 3,750.00
Cost of Ready2Read material information	\$7,630.00	\$3,524.82		\$1,623.48	\$ 12,778.30
Ready2Read material disseminated	5,000	60,000		15,000	80000
Cost of Summer Reading Program Training Sessions	\$2,150.00	\$1,375.00	\$2,150	\$1,600.00	\$ 7,275.00
Summer Reading Program Training Sessions	12	13	0	7	32
Cost of Summer Reading Program Manuals Disseminated	\$1,100.00	\$1,100	\$1,375	\$1,375.00	\$ 4,950.00
Summer Reading Program Manuals Disseminated	440	110	110	110	770
Cost of Summer reading public service announcements		\$270.00			270
Summer reading public service announcements		6			6
Cost of MT Makers traveling makerspaces	\$18,446.78	\$18,446.78	\$4,656		\$ 41,549.56
MT Makers traveling makerspaces disseminated		18	6		24
Number of libraries that hosted makerspace kits		21	15		36
Number of programs hosted by libraries during this period that made use of the makerspace kits		52	33		85
Number of attendees at maker programs		1,647	1,254		2901
Cost of Share Your Story Kits		\$2,082			\$ 2,082.00
Share Your Story Interviews		4			4
Share Your Story Interviews		8			8
Cost of Ready2Read Rendezvous Training				\$15,294.14	\$ 15,294.14
Ready2Read Rendezvous Training Attendees				45	45

Activity/Output	2012	2013	2014	2015	Total
Number of Montana titles converted from analog to digital	597	287	35	225	1144

Activity/Output	2012	2013	2014	2015	Total
Number of patrons trained to use BARD	168	58	41	44	311
Number of institutions trained to use BARD	24	5	12	2	43

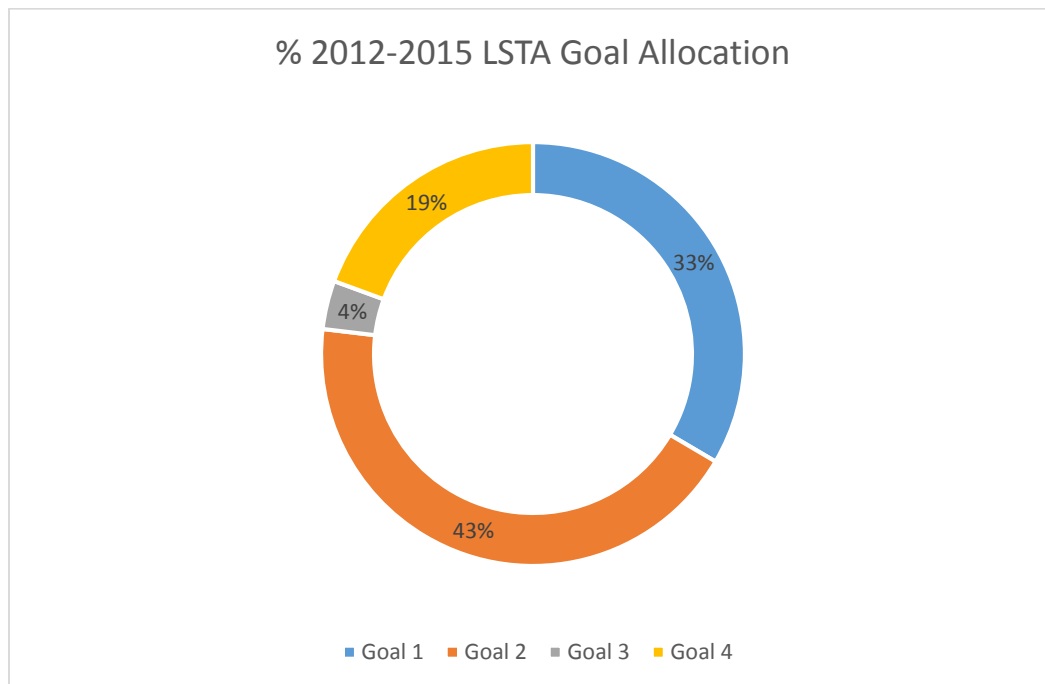
Activity/Output	2012	2013	2014	2015	Total
Patron Outreach Project (POP) new patrons added	1051	537			1588

Activity/Output	2012	2013	2014	2015	Total
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Number of Patrons Served	16,299	5,237	2,991	3,113	27,640
Items Distributed	698,226	202,029	147,892	183,467	1,231,614
Number of books downloaded from BARD	87,773	19,790	23,525	28,795	159,883
Number of Braille patrons	116	69			185
Number of Braille books delivered:	14,686	2,332	82	12,169	29,269
Number of patron requests answered by Reader Advisors	61,177	14,882	18,953	12,169	107,181
Number of BARD titles duplicated for non-BARD patrons:	5,820	1,568	1,060	1,752	10,200
Number of magazine issues distributed:	69,292	17,894	12,417	12,353	111,956

2012-2015 LSTA Goal Allocation	Total	%
Goal 1	\$ 1,324,589.18	33%
Goal 2	\$ 1,718,070.41	43%
Goal 3	\$ 146,709.64	4%
Goal 4	\$ 767,876.72	19%
	\$ 3,957,245.95	100%

2012-2015 LSTA Goal Allocation	%
Goal 1	33%
Goal 2	43%
Goal 3	4%
Goal 4	19%
	100%



E2 – Survey Responses Summary Tables

E3 - Montana Public Library Statistics (2006-2015)
Public Library Income

Descriptives				
		N	Mean	Maximum
Income - City	2006	80	\$ 69,713.66	\$1,708,022.00
	2007	80	\$ 72,736.61	\$1,713,790.00
	2008	80	\$ 77,007.74	\$1,792,506.00
	2009	80	\$ 99,950.70	\$1,948,285.00
	2010	80	\$107,218.85	\$1,955,178.00
	2011	81	\$110,233.16	\$2,077,614.00
	2012	82	\$108,632.98	\$2,043,261.00
	2013	82	\$112,103.22	\$2,084,607.00
	2014	82	\$116,286.22	\$2,157,146.00
	2015	82	\$117,829.11	\$2,340,621.00
	Total	809	\$ 99,328.70	\$2,340,621.00
		Change	41%	
		N	Mean	Maximum
Income - County	2006	80	\$142,422.69	\$2,238,838.00
	2007	80	\$148,056.76	\$2,411,618.00
	2008	80	\$169,429.68	\$2,672,110.00
	2009	80	\$161,348.24	\$2,535,196.00
	2010	80	\$154,832.23	\$2,375,380.00
	2011	81	\$163,619.86	\$2,725,274.00
	2012	82	\$162,909.65	\$2,680,669.00
	2013	82	\$171,293.73	\$2,767,134.00
	2014	82	\$183,597.95	\$2,954,951.00
	2015	82	\$195,361.71	\$3,289,770.00
	Total	809	\$165,413.78	\$3,289,770.00
		Change	27%	
		N	Mean	Maximum
Income - State - Coal Severance Tax	2006	80	\$ 1,769.88	\$ 5,764.00
	2007	80	\$ 1,867.41	\$ 6,412.00
	2008	80	\$ 2,192.21	\$ 9,562.00
	2009	80	\$ 2,192.29	\$ 9,550.00
	2010	80	\$ 2,192.11	\$ 9,550.00
	2011	81	\$ 2,164.98	\$ 10,465.00
	2012	82	\$ 2,138.77	\$ 10,558.00
	2013	82	\$ 2,138.67	\$ 10,547.00
	2014	82	\$ 2,138.67	\$ 10,663.00
	2015	82	\$ 2,119.71	\$ 10,372.00
	Total	809	\$ 2,091.98	\$ 10,663.00
		Change	17%	
		N	Mean	Maximum
Income - State - Interlibrary Loan	2006	80	\$ 2,273.90	\$ 56,729.00
	2007	80	\$ 1,937.99	\$ 60,690.00
	2008	80	\$ 2,133.69	\$ 59,015.00
	2009	80	\$ 2,125.85	\$ 56,950.00

	2010	80	\$ 2,185.29	\$ 51,390.00
	2011	81	\$ 2,182.65	\$ 45,754.00
	2012	82	\$ -	\$ -
	2013	82	\$ -	\$ -
	2014	82	\$ -	\$ -
	2015	82	\$ -	\$ -
	Total	809	\$ 1,272.35	\$ 60,690.00
		Change	#DIV/0!	
		N	Mean	Maximum
Income - State - Per Capita/Per Square Mile	2006	80	\$ 1,327.99	\$ 12,322.00
	2007	80	\$ 1,280.96	\$ 12,322.00
	2008	80	\$ 1,269.66	\$ 12,322.00
	2009	80	\$ 1,280.36	\$ 12,322.00
	2010	80	\$ 1,283.09	\$ 12,322.00
	2011	81	\$ 1,257.81	\$ 12,322.00
	2012	82	\$ 1,242.45	\$ 13,026.00
	2013	82	\$ 1,249.88	\$ 13,026.00
	2014	82	\$ 4,810.45	\$ 50,133.00
	2015	82	\$ 4,810.45	\$ 50,133.00
		Total	809	\$ 1,990.77	$ 50,133.00
		Change	72%	
		N	Mean	Maximum
Income - State - Total	2006	80	\$ 5,680.94	\$ 69,103.00
	2007	80	\$ 5,086.36	\$ 72,881.00
	2008	80	\$ 5,595.56	\$ 75,087.00
	2009	80	\$ 5,598.43	\$ 73,055.00
	2010	80	\$ 5,660.49	\$ 67,518.00
	2011	81	\$ 5,605.62	\$ 65,876.00
	2012	82	\$ 3,381.11	\$ 20,696.00
	2013	82	\$ 3,388.48	\$ 20,685.00
	2014	82	\$ 6,949.13	\$ 51,663.00
	2015	82	\$ 6,930.13	\$ 51,688.00
		Total	809	\$ 5,385.67	$ 75,087.00
		Change	18%	
		N	Mean	Maximum
Income - Federal	2006	80	\$ 220.54	\$ 9,967.00
	2007	80	\$ 311.23	\$ 10,976.00
	2008	80	\$ 485.21	\$ 20,992.00
	2009	80	\$ 1,647.13	\$ 96,687.00
	2010	80	\$ 328.64	\$ 20,000.00
	2011	81	\$ 3,053.68	\$ 89,634.00
	2012	82	\$ 2,162.78	\$ 88,759.00
	2013	82	\$ 1,316.46	\$ 36,620.00
	2014	82	\$ 144.27	\$ 4,908.00
	2015	82	\$ 238.18	\$ 17,000.00
		Total	809	\$ 993.11	$ 96,687.00
		Change	7%	
		N	Mean	Maximum
Income - Other	2006	80	\$ 24,116.66	\$ 481,946.00
	2007	80	\$ 22,620.80	\$ 436,408.00

	2008	80	\$ 28,540.20	\$ 594,803.00
	2009	80	\$ 21,020.03	\$ 377,736.00
	2010	80	\$ 27,781.74	\$ 552,142.00
	2011	81	\$ 20,647.84	\$ 289,362.00
	2012	82	\$ 20,884.66	\$ 270,426.00
	2013	82	\$ 20,326.78	\$ 238,731.00
	2014	82	\$ 23,527.48	\$ 224,773.00
	2015	82	\$ 21,503.11	\$ 258,656.00
	Total	809	\$ 23,078.71	\$ 594,803.00
		Change	-12%	
		N	Mean	Maximum
Income - Total	2006	80	\$242,154.49	\$2,692,752.00
	2007	80	\$248,811.76	\$2,679,169.00
	2008	80	\$281,058.39	\$2,986,056.00
	2009	80	\$289,564.51	\$2,981,711.00
	2010	80	\$295,821.94	\$3,146,422.00
	2011	81	\$303,160.16	\$3,048,759.00
	2012	82	\$297,971.17	\$3,015,300.00
	2013	82	\$308,428.67	\$3,068,898.00
	2014	82	\$330,505.05	\$3,333,206.00
	2015	82	\$341,862.24	\$3,459,592.00
	Total	809	\$294,199.96	\$3,459,592.00
		Change	29%	
		N	Mean	Maximum
Income - Per Capita (Service Population)	2006	80	\$ 26.02	\$ 199.45
	2007	80	\$ 25.67	\$ 97.84
	2008	80	\$ 27.52	\$ 93.80
	2009	80	\$ 29.58	\$ 103.53
	2010	80	\$ 31.78	\$ 106.94
	2011	81	\$ 29.79	\$ 101.68
	2012	82	\$ 29.77	\$ 124.47
	2013	82	\$ 31.51	\$ 124.90
	2014	82	\$ 33.68	\$ 136.85
	2015	82	\$ 34.01	\$ 120.27
	Total	809	\$ 29.95	\$ 199.45
		Change	23%	
		N	Mean	Maximum
Income - Per Capita (Census/Estimated Population)	2006	80	\$ 37.83	\$ 854.17
	2007	80	\$ 31.35	\$ 193.39
	2008	80	\$ 34.02	\$ 227.10
	2009	80	\$ 36.96	\$ 265.99
	2010	80	\$ 38.79	\$ 414.71
	2011	81	\$ 30.03	\$ 102.30
	2012	82	\$ 30.19	\$ 125.09
	2013	82	\$ 42.87	\$ 564.85
	2014	82	\$ 46.43	\$ 557.44
	2015	82	\$ 44.65	\$ 402.23
	Total	809	\$ 37.34	\$ 854.17
		Change	15%	

Public Library Capital

Descriptives				
		N	Mean	Maximum
Capital Expenditures - Collection	2006	80	\$ 3,819.69	\$ 266,127.00
	2007	80	\$ 37,333.89	\$ 2,939,000.00
	2008	80	\$ 473.74	\$ 16,163.00
	2009	80	\$ 398.51	\$ 17,640.00
	2010	80	\$ 866.96	\$ 26,803.00
	2011	81	\$ 4,510.15	\$ 331,327.00
	2012	82	\$ 4,193.99	\$ 315,236.00
	2013	82	\$ -	\$ -
	2014	82	\$ 369.83	\$ 23,539.00
	2015	82	\$ 235.46	\$ 14,508.00
	Total	809	\$ 5,179.59	\$ 2,939,000.00
		Change	-1522%	
Capital Expenditures - Equipment	2006	80	\$ 2,720.81	\$ 57,318.00
	2007	80	\$ 9,820.54	\$ 483,309.00
	2008	80	\$ 2,185.83	\$ 64,735.00
	2009	80	\$ 3,525.04	\$ 55,885.00
	2010	80	\$ 5,034.80	\$ 157,500.00
	2011	81	\$ 2,279.19	\$ 32,539.00
	2012	82	\$ 2,985.80	\$ 49,715.00
	2013	82	\$ -	\$ -
	2014	82	\$ 30,607.37	\$ 2,414,215.00
	2015	82	\$ 4,072.43	\$ 155,534.00
	Total	809	\$ 6,348.77	\$ 2,414,215.00
		Change	33%	
Capital Expenditures - Building	2006	80	\$104,376.81	\$ 7,571,417.00
	2007	80	\$ 43,603.41	\$ 2,657,679.00
	2008	80	\$ 22,635.33	\$ 880,000.00
	2009	80	\$ 9,218.05	\$ 387,671.00
	2010	80	\$ 17,074.25	\$ 302,234.00
	2011	81	\$ 4,854.16	\$ 150,000.00
	2012	82	\$ 8,655.30	\$ 506,170.00
	2013	82	\$ -	\$ -
	2014	82	\$ 59,873.15	\$ 4,733,312.00
	2015	82	\$ 35,538.21	\$ 1,908,128.00
	Total	809	\$ 30,505.91	\$ 7,571,417.00
		Change	-194%	
Capital Expenditures - Other	2006	80	\$ 1,089.49	\$ 51,439.00
	2007	80	\$ 809.83	\$ 30,190.00
	2008	80	\$ 1,818.16	\$ 102,640.00
	2009	80	\$ 980.69	\$ 43,126.00
	2010	80	\$ 2,659.63	\$ 100,000.00
	2011	81	\$ 891.35	\$ 50,000.00
	2012	82	\$ 2,461.52	\$ 118,793.00
	2013	82	\$ -	\$ -
	2014	82	\$ 1,943.99	\$ 118,386.00
	2015	82	\$ 36.59	\$ 3,000.00

	Total	809	\$ 1,267.09	\$ 118,793.00
		Change	-2878%	
Capital Expenditures - Total	2006	80	\$112,006.80	\$ 7,628,735.00
	2007	80	\$ 91,567.66	\$ 3,319,021.00
	2008	80	\$ 27,113.05	\$ 891,455.00
	2009	80	\$ 14,122.29	\$ 392,401.00
	2010	80	\$ 25,635.64	\$ 533,337.00
	2011	81	\$ 12,534.84	\$ 427,823.00
	2012	82	\$ 18,296.62	\$ 514,893.00
	2013	82	\$ -	\$ -
	2014	82	\$ 92,794.33	\$ 7,147,527.00
	2015	82	\$ 39,882.68	\$ 1,921,579.00
	Total	809	\$ 43,301.35	\$ 7,628,735.00
			Change	-181%
Capital Revenue - Local	2006	80	\$ 42,490.70	\$ 2,848,337.00
	2007	80	\$ 44,271.09	\$ 3,319,021.00
	2008	80	\$ 3,882.24	\$ 242,004.00
	2009	80	\$ 9,527.19	\$ 387,671.00
	2010	80	\$ 6,286.94	\$ 243,955.00
	2011	81	\$ 2,642.15	\$ 200,414.00
	2012	82	\$ 15,479.48	\$ 514,893.00
	2013	82	\$ -	\$ -
	2014	82	\$ 92,615.29	\$ 7,147,527.00
	2015	82	\$ 30,325.05	\$ 1,921,579.00
	Total	809	\$ 24,822.11	\$ 7,147,527.00
			Change	-40%
Capital Revenue - State	2006	80	\$ -	\$ -
	2007	80	\$ -	\$ -
	2008	80	\$ -	\$ -
	2009	80	\$ -	\$ -
	2010	80	\$ 93.61	\$ 7,489.00
	2011	81	\$ 195.70	\$ 15,852.00
	2012	82	\$ -	\$ -
	2013	82	\$ -	\$ -
	2014	82	\$ -	\$ -
	2015	82	\$ -	\$ -
	Total	809	\$ 28.85	\$ 15,852.00
			Change	#DIV/0!
Capital Revenue - Federal	2006	80	\$ 22.70	\$ 1,816.00
	2007	80	\$ -	\$ -
	2008	80	\$ -	\$ -
	2009	80	\$ -	\$ -
	2010	80	\$ 3,777.93	\$ 302,234.00
	2011	81	\$ -	\$ -
	2012	82	\$ -	\$ -
	2013	82	\$ -	\$ -
	2014	82	\$ -	\$ -
	2015	82	\$ -	\$ -
	Total	809	\$ 375.83	\$ 302,234.00
			Change	#DIV/0!
Capital Revenue - Other	2006	80	\$ 40,670.01	\$ 3,200,000.00
	2007	80	\$ 15,314.53	\$ 1,217,837.00
	2008	80	\$ 14,570.14	\$ 880,000.00
	2009	80	\$ 2,419.43	\$ 190,560.00

	2010	80	\$ 2,753.20	\$ 128,250.00
	2011	81	\$ 2,830.52	\$ 129,250.00
	2012	82	\$ 3,964.23	\$ 120,000.00
	2013	82	\$ 1,214.48	\$ 57,500.00
	2014	82	\$ 937.13	\$ 23,000.00
	2015	82	\$ 2,436.57	\$ 100,252.00
	Total	809	\$ 8,638.76	\$ 3,200,000.00
		Change	-1569%	
Capital Revenue - Total	2006	80	\$ 83,183.41	\$ 6,048,337.00
	2007	80	\$ 59,585.61	\$ 3,319,021.00
	2008	80	\$ 18,452.38	\$ 880,000.00
	2009	80	\$ 11,946.61	\$ 387,671.00
	2010	80	\$ 12,911.68	\$ 309,723.00
	2011	81	\$ 5,668.37	\$ 200,414.00
	2012	82	\$ 19,443.71	\$ 514,893.00
	2013	82	\$138,374.78	\$10,258,440.00
	2014	82	\$ 93,552.43	\$ 7,147,527.00
	2015	82	\$ 32,761.62	\$ 1,921,579.00
	Total	809	\$ 47,768.09	\$10,258,440.00
			Change	-154%

Registered Patrons and Service Hours

Descriptives

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Registered Borrowers - Registered Borrowers	2006	80	4927.79	9452.79	2824.17	7031.4	0	51559
	2007	80	5302.35	9889.741	3101.5	7503.2	0	56519
	2008	80	5591.04	10488.51	3256.93	7925.14	0	58992
	2009	80	5528.89	10664.96	3155.52	7902.26	95	64545
	2010	80	5598.68	10833.06	3187.9	8009.45	87	63342
	2011	81	5769.17	12185.67	3074.7	8463.65	80	77000
	2012	82	5661.73	12179.6	2985.58	8337.88	87	75457
	2013	82	5880.66	12535.47	3126.31	8635	110	72700
	2014	82	5877.23	12356.69	3162.17	8592.3	98	77085
	2015	82	5622.99	11105.66	3182.81	8063.17	89	59581
Total	809	5578.12	11167.77	4807.41	6348.83	0	77085	
		Change	12%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Registered Borrowers - Percent Registered	2006	80	47.9334	26.80078	41.9692	53.8976	0	141.72
	2007	80	49.7538	23.64375	44.4921	55.0154	0	141.72
	2008	80	52.9619	22.13126	48.0368	57.8869	0	135.16
	2009	80	52.2343	21.56979	47.4341	57.0344	13.79	112.92
	2010	80	52.1694	22.75973	47.1044	57.2343	14.41	136.4
	2011	81	47.866	21.81235	43.0429	52.6892	14.87	146.3
	2012	82	47.7013	24.80967	42.2501	53.1526	15.17	160.24
	2013	82	49.484	25.7582	43.8243	55.1437	15.39	169.33

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	2014	82	50.0117	26.70658	44.1436	55.8798	15.25	187.09
	2015	82	51.2639	29.29326	44.8275	57.7003	14	205.18
	Total	809	50.13	24.60037	48.4323	51.8277	0	205.18
	Change		6%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Main - Weekly Hours	2006	80	37.95	12.37	35.2	40.7	15	64
	2007	80	38.3	12.665	35.48	41.12	15	64
	2008	80	38.5	12.703	35.67	41.33	15	64
	2009	80	38.85	12.452	36.08	41.62	15	64
	2010	80	39.15	12.146	36.45	41.85	15	64
	2011	81	39.52	11.878	36.89	42.14	15	64
	2012	82	40.23	11.374	37.73	42.73	15	63
	2013	82	40.45	11.327	37.96	42.94	15	63
	2014	82	40.02	11.487	37.5	42.55	15	63
	2015	82	40.22	11.334	37.73	42.71	15	63
	Total	809	39.33	11.943	38.5	40.15	15	64
	Change		6%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Branch - Weekly Hours	2006	80	7.4	20.444	2.85	11.95	0	126
	2007	80	7.16	19.925	2.73	11.6	0	126
	2008	80	8.08	20.942	3.41	12.74	0	126
	2009	80	8.18	21.19	3.46	12.89	0	126
	2010	80	8.26	21.496	3.48	13.05	0	126
	2011	81	8.99	21.486	4.24	13.74	0	116
	2012	82	9.09	21.932	4.27	13.9	0	120
	2013	82	9.66	24.788	4.21	15.1	0	160
	2014	82	9.17	22.041	4.33	14.01	0	120
	2015	82	8.96	21.699	4.2	13.73	0	120
	Total	809	8.5	21.533	7.02	9.99	0	160
	Change		17%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Bookmobile - Weekly Hours	2006	80	0.49	3.28	-0.24	1.22	0	28
	2007	80	0.49	3.28	-0.24	1.22	0	28
	2008	80	0.46	3.276	-0.27	1.19	0	28
	2009	80	0.54	3.315	-0.2	1.28	0	28
	2010	80	0.53	3.315	-0.21	1.26	0	28
	2011	81	0.52	3.294	-0.21	1.25	0	28
	2012	82	0.51	3.274	-0.21	1.23	0	28
	2013	82	0.71	3.693	-0.1	1.52	0	28
	2014	82	1.02	5.004	-0.08	2.12	0	32
	2015	82	1.06	5.007	-0.04	2.16	0	32
	Total	809	0.63	3.727	0.38	0.89	0	32
	Change		54%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum

					Lower Bound	Upper Bound		
Service Hours - School - Weekly Hours	2006	80	0.65	4.653	-0.39	1.69	0	40
	2007	80	0.65	4.653	-0.39	1.69	0	40
	2008	80	0.65	4.653	-0.39	1.69	0	40
	2009	80	0.65	4.653	-0.39	1.69	0	40
	2010	80	0.65	4.653	-0.39	1.69	0	40
	2011	81	1.14	6.26	-0.25	2.52	0	40
	2012	82	0.95	6.055	-0.38	2.28	0	40
	2013	82	1.05	6.104	-0.29	2.39	0	40
	2014	82	1.51	7.34	-0.1	3.13	0	40
	2015	82	1.51	7.34	-0.1	3.13	0	40
	Total	809	0.94	5.726	0.55	1.34	0	40
		Change	57%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - All - Weekly Hours	2006	80	46.49	27.393	40.39	52.58	15	179
	2007	80	46.6	27.206	40.55	52.65	15	179
	2008	80	47.69	28.143	41.42	53.95	15	179
	2009	80	48.21	27.974	41.99	54.44	15	179
	2010	80	48.59	28.221	42.31	54.87	15	179
	2011	81	50.16	29.776	43.58	56.74	15	169
	2012	82	50.78	29.847	44.22	57.34	15	181
	2013	82	51.87	32.785	44.66	59.07	15	221
	2014	82	51.73	32.218	44.65	58.81	15	213
	2015	82	51.76	31.818	44.76	58.75	15	213
	Total	809	49.41	29.53	47.37	51.45	15	221
		Change	10%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Annual Hours Open	2006	80	2417.35	1424.439	2100.36	2734.34	780	9308
	2007	80	2423.2	1414.737	2108.37	2738.03	780	9308
	2008	80	2479.75	1463.424	2154.08	2805.42	780	9308
	2009	80	2507.05	1454.629	2183.34	2830.76	780	9308
	2010	80	2526.55	1467.513	2199.97	2853.13	780	9308
	2011	81	2608.35	1548.331	2265.98	2950.71	780	8788
	2012	82	2640.59	1552.02	2299.57	2981.6	780	9412
	2013	82	2697.02	1704.841	2322.43	3071.62	780	11492
	2014	82	2690.05	1675.357	2321.93	3058.17	780	11076
	2015	82	2691.32	1654.535	2327.78	3054.86	780	11076
	Total	809	2569.28	1535.572	2463.3	2675.25	780	11492
		Change	10%					

Library Resources

Descriptives					
		N	Mean	Minimum	Maximum
General - Number of Bookmobiles	2006	80	0.03	0	1
	2007	80	0.03	0	1

	2008	80	0.03	0	1
	2009	80	0.03	0	1
	2010	80	0.03	0	1
	2011	81	0.02	0	1
	2012	82	0.02	0	1
	2013	82	0.05	0	1
	2014	82	0.05	0	1
	2015	82	0.06	0	1
	Total	809	0.03	0	1
	Change		50%		
		N	Mean	Minimum	Maximum
General - Number of Branches	2006	80	0.36	0	4
	2007	80	0.36	0	4
	2008	80	0.38	0	4
	2009	80	0.38	0	4
	2010	80	0.38	0	4
	2011	81	0.38	0	4
	2012	82	0.39	0	6
	2013	82	0.39	0	5
	2014	82	0.4	0	6
	2015	82	0.39	0	6
	Total	809	0.38	0	6
	Change		8%		
		N	Mean	Minimum	Maximum
General - Service Population	2006	80	11253.78	156	123097
	2007	80	11253.78	156	123097
	2008	80	11253.78	156	123097
	2009	80	11253.78	156	123097
	2010	80	11253.78	156	123097
	2011	81	12274.4	494	141254
	2012	82	12124.71	494	141254
	2013	82	12124.71	494	141254
	2014	82	12153.99	494	141254
	2015	82	12055.28	494	141254
	Total	809	11705	156	141254
	Change		7%		
		N	Mean	Minimum	Maximum
Census/Estimated Population	2006	80	11664.44	160	131963
	2007	80	11798.38	159	133689
	2008	80	11931.61	155	136128
	2009	80	12017.24	151	138223
	2010	80	12197.69	161	141254
	2011	81	12225.59	491	143256
	2012	82	11965.93	492	139516
	2013	82	12239.22	158	144986
	2014	82	12160.77	166	143339
	2015	82	12255.15	163	145066
	Total	809	12046.91	151	145066
	Change		5%		
		N	Mean	Minimum	Maximum

General - Square Footage of Library	2006	80	8063.38	450	66000
	2007	80	8492.85	500	66000
	2008	80	8588.08	500	68000
	2009	80	8605.2	500	68000
	2010	80	8670.14	500	68000
	2011	81	8586.19	500	68000
	2012	82	8629.65	500	68000
	2013	82	8626.51	500	68000
	2014	82	8636.39	500	68000
	2015	82	8670.13	500	68000
	Total	809	8557.72	450	68000
		Change	7%		

Programs and Attendance

Descriptives							
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs - Adult	2006	80	20.79	12.8	28.78	0	229
	2007	80	22.34	14.07	30.61	0	222
	2008	80	24.18	15.96	32.39	0	214
	2009	80	31.38	20.93	41.82	0	226
	2010	80	42.2	20.18	64.22	0	786
	2011	81	36.47	24.65	48.29	0	298
	2012	82	40.54	26.26	54.81	0	361
	2013	82	67.99	17.99	117.98	0	2028
	2014	82	46.15	31.29	61	0	414
	2015	82	50.96	34.3	67.63	0	462
	Total	809	38.43	31.99	44.86	0	2028
	Change		59%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs - Children	2006	80	76.48	55.65	97.3	0	372
	2007	80	78.38	56.51	100.24	1	431
	2008	80	82.3	59.82	104.78	1	451
	2009	80	93.09	67.86	118.32	0	493
	2010	80	102.4	73.73	131.07	0	618
	2011	81	108.35	77.79	138.91	1	695
	2012	82	115.82	85.13	146.51	1	667
	2013	82	123.5	75.89	171.11	0	1716
	2014	82	114.01	85.25	142.77	0	682
	2015	82	131.39	95.19	167.59	0	792
	Total	809	102.76	93.25	112.28	0	1716
	Change		42%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs - Young Adult	2006	80	4.1	2.49	5.71	0	37

	2007	80	5.2	3.27	7.13	0	41
	2008	80	8.89	4.34	13.44	0	147
	2009	80	11.18	5.97	16.38	0	164
	2010	80	12.63	6.64	18.61	0	178
	2011	81	13.84	7.5	20.18	0	173
	2012	82	15.8	7.65	23.96	0	260
	2013	82	15.2	7.87	22.52	0	208
	2014	82	14.6	8.76	20.44	0	183
	2015	82	19.9	8.75	31.05	0	362
	Total	809	12.18	10.15	14.2	0	362
		Change	79%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs - Total	2006	80	101.36	73.23	129.49	0	600
	2007	80	105.91	76.16	135.67	1	544
	2008	80	115.36	83.01	147.71	1	690
	2009	80	135.64	99.32	171.96	0	678
	2010	80	157.23	113.11	201.34	0	857
	2011	81	158.65	116.56	200.75	1	793
	2012	82	172.16	128.12	216.2	1	849
	2013	82	206.68	105.67	307.7	0	3952
	2014	82	174.76	129.56	219.95	0	985
	2015	82	202.26	143.81	260.71	0	1350
	Total	809	153.36	137.44	169.29	0	3952
		Change	50%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs Attendance - Adult	2006	80	468.03	288.15	647.9	0	4333
	2007	80	630.71	353.36	908.06	0	8572
	2008	80	671.01	344.37	997.66	0	11069
	2009	80	799.26	390.45	1208.07	0	14310
	2010	80	832.68	330.34	1335.01	0	18705
	2011	81	908.09	399.7	1416.47	0	17996
	2012	82	968.94	441.92	1495.96	0	18658
	2013	82	1050.63	433.48	1667.79	0	17391
	2014	82	994.76	482.27	1507.25	0	17500
	2015	82	997.38	536.19	1458.57	0	15036
	Total	809	833.93	693.09	974.77	0	18705
		Change	53%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs Attendance - Children	2006	80	1870.69	1196.19	2545.19	0	14832
	2007	80	1905.18	1197.43	2612.92	5	14683
	2008	80	1982.81	1240.83	2724.79	0	15926
	2009	80	2124.91	1340.82	2909.01	0	18419
	2010	80	2064.94	1253.74	2876.13	0	20567
	2011	81	2120.65	1329.47	2911.84	5	19866

	2012	82	2242.26	1424.26	3060.25	6	18302
	2013	82	2359.22	1401.82	3316.62	0	28000
	2014	82	2530.57	1638.79	3422.35	0	18588
	2015	82	2578.83	1604.39	3553.26	0	24418
	Total	809	2180.4	1924.73	2436.08	0	28000
	Change		27%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs Attendance - Young Adult	2006	80	109.98	36.74	183.21	0	2577
	2007	80	163.19	59.6	266.78	0	3250
	2008	80	217.83	72.12	363.53	0	4456
	2009	80	257.81	101.7	413.93	0	4692
	2010	80	262.05	69.83	454.27	0	7148
	2011	81	285.83	57.34	514.31	0	8798
	2012	82	271.74	20.93	522.56	0	10117
	2013	82	262.35	33.53	491.18	0	9160
	2014	82	258.15	62.09	454.2	0	7762
	2015	82	250.5	37.45	463.55	0	8303
	Total	809	234.27	175.85	292.69	0	10117
	Change		56%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs Attendance - Total	2006	80	2448.69	1606.35	3291.02	0	17581
	2007	80	2699.08	1710.1	3688.05	5	22679
	2008	80	2871.65	1781.82	3961.48	0	29304
	2009	80	3181.99	1987.11	4376.87	0	31088
	2010	80	3159.66	1802.29	4517.04	0	41260
	2011	81	3314.57	1926.3	4702.84	5	42803
	2012	82	3482.94	2021.2	4944.68	6	45787
	2013	82	3672.21	2043.41	5301	0	43425
	2014	82	3783.48	2338.39	5228.56	0	35584
	2015	82	3826.71	2347.59	5305.83	0	31857
	Total	809	3248.61	2840	3657.21	0	45787
	Change		36%				

Circulation

Descriptives							
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Juvenile - Annual	2006	80	22824.81	10951.08	34698.55	0	307161
	2007	80	23719.86	11106.78	36332.95	0	322794
	2008	80	23093.53	10845.59	35341.46	0	322858
	2009	80	25381.78	11580.87	39182.68	0	338926
	2010	80	25810.84	12011.27	39610.41	0	318320
	2011	81	25910.88	11722.75	40099	0	326088

	2012	82	25028.17	12122.3	37934.04	-1	290908
	2013	82	24904.65	11582.94	38226.36	0	311219
	2014	82	25807.89	11761.56	39854.22	0	312584
	2015	82	25933.41	11738.25	40128.58	0	320902
	Total	809	24848.61	20712.53	28984.69	-1	338926
		Change	12%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Non-juvenile - Annual	2006	80	45587.16	23858.22	67316.1	153	598675
	2007	80	46358.26	24064.31	68652.22	250	624090
	2008	80	49807.54	25655.51	73959.56	265	628679
	2009	80	52669.68	27450.45	77888.9	250	641002
	2010	80	58591.65	27525.12	89658.18	178	920827
	2011	81	66916.52	19694.23	114138.81	588	1746477
	2012	82	66866.35	17603.47	116129.24	679	1895584
	2013	82	51410.16	24094.85	78725.47	725	836787
	2014	82	46651.35	24791.6	68511.1	0	501649
	2015	82	48135.24	24183.36	72087.13	0	625244
	Total	809	53315.89	43660.83	62970.96	0	1895584
		Change	5%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Total	2006	80	68411.98	34900.15	101923.8	257	905836
	2007	80	70078.13	35277.84	104878.41	649	946884
	2008	80	72901.06	36825.86	108976.27	690	951537
	2009	80	78051.45	39165.58	116937.32	650	979928
	2010	80	84402.49	40035.58	128769.4	658	1205188
	2011	81	92827.4	33345.2	152309.59	900	2045346
	2012	82	91894.52	32197.93	151591.12	1094	2151460
	2013	82	76314.8	36002.99	116626.62	1252	1148006
	2014	82	72459.24	36676.92	108241.57	426	814233
	2015	82	74068.66	36085.6	112051.71	512	943285
	Total	809	78164.5	64762.9	91566.1	257	2151460
		Change	8%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Per Capita (Service Population)	2006	80	6.2776	5.283	7.2722	1.33	29.08
	2007	80	6.0115	5.0656	6.9574	0.38	34.21
	2008	80	6.3279	5.3966	7.2592	0.4	31.36
	2009	80	6.5946	5.6971	7.4922	0.38	26.56
	2010	80	6.937	5.7761	8.0979	0.38	35.32
	2011	81	6.4637	5.3829	7.5445	1.62	34.67
	2012	82	6.4121	5.3807	7.4435	1.78	37.3
	2013	82	6.023	5.0523	6.9938	1.91	36.03
	2014	82	5.9749	4.9173	7.0325	0.86	37.89
	2015	82	6.1645	4.9837	7.3453	1.03	41.91
	Total	809	6.3171	5.997	6.6372	0.38	41.91

		Change	-2%				
Circulation - Per Capita (Census/Estimated Population)	2006	80	8.5757	4.9463	12.2052	0.52	124.52
	2007	80	8.0849	4.4074	11.7623	0.52	146.93
	2008	80	8.2416	4.768	11.7153	0.56	138.56
	2009	80	8.5297	5.3603	11.6992	0.52	120.66
	2010	80	8.9859	5.0909	12.8809	0.49	150.3
	2011	81	6.502	5.4145	7.5895	1.51	34.82
	2012	82	6.4852	5.449	7.5215	1.44	37.49
	2013	82	8.2785	4.298	12.259	0.97	162.95
	2014	82	8.258	4.2596	12.2565	0.87	162.48
	2015	82	8.5459	4.0536	13.0381	1.03	183.39
	Total	809	8.0453	6.977	9.1135	0.49	183.39
		Change	0%				
Circulation - Electronic	2006	0	.	.	.	.	.
	2007	0	.	.	.	.	.
	2008	0	.	.	.	.	.
	2009	0	.	.	.	.	.
	2010	0	.	.	.	.	.
	2011	0	.	.	.	.	.
	2012	0	.	.	.	.	.
	2013	82	3,982.01	1765.17	6198.85	0	5,9451
	2014	82	9,566.8	256.62	18876.99	0	37,4769
	2015	82	7,362.88	3534.68	11191.07	0	9,4329
	Total	246	6,970.57	3570.79	10370.34	0	37,4769
		Change	46%				
Laptop/Device Checkout – Annually	2006	0	.	.	.	.	.
	2007	0	.	.	.	.	.
	2008	0	.	.	.	.	.
	2009	0	.	.	.	.	.
	2010	0	.	.	.	.	.
	2011	0	.	.	.	.	.
	2012	0	.	.	.	.	.
	2013	0	.	.	.	.	.
	2014	82	163.45	12.15	314.75	0	5250
	2015	82	108.46	7.12	209.81	0	3600
	Total	164	135.96	45.77	226.14	0	5250
		Change	-51%				

Library Automation

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for		Minimum	Maximum
						Mean			
						Lower Bound	Upper Bound		
Automation - Number of Internet Computers	2006	80	10.15	11.684	1.306	7.55	12.75	0	73
	2007	80	10.70	12.345	1.380	7.95	13.45	0	69
	2008	80	11.86	13.093	1.464	8.95	14.78	1	69
	2009	80	12.53	13.311	1.488	9.56	15.49	1	69

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	2010	80	13.75	15.067	1.685	10.40	17.10	1	76
	2011	81	15.10	16.628	1.848	11.42	18.78	1	85
	2012	82	15.56	16.271	1.797	11.99	19.14	1	93
	2013	82	15.28	16.075	1.775	11.75	18.81	1	99
	2014	82	16.55	18.941	2.092	12.39	20.71	1	108
	2015	82	16.44	19.046	2.103	12.25	20.62	2	113
	Total	809	13.81	15.546	.547	12.74	14.89	0	113
Automation - Online Full Text Databases	2006	80	8.26	9.385	1.049	6.17	10.35	0	66
	2007	80	9.93	12.104	1.353	7.23	12.62	0	69
	2008	80	10.66	11.735	1.312	8.05	13.27	0	69
	2009	80	10.58	11.262	1.259	8.07	13.08	0	69
	2010	80	12.63	14.216	1.589	9.46	15.79	0	76
	2011	81	13.38	15.895	1.766	9.87	16.90	0	85
	2012	82	13.84	15.007	1.657	10.54	17.14	0	93
	2013	82	.00	.000	.000	.00	.00	0	0
	2014	82	.00	.000	.000	.00	.00	0	0
	2015	82	.00	.000	.000	.00	.00	0	0
	Total	809	7.89	12.076	.425	7.06	8.72	0	93
Public Internet Computer Users - Weekly	2006	80	256.50	489.456	54.723	147.58	365.42	3	3060
	2007	80	314.43	570.843	63.822	187.39	441.46	2	3011
	2008	80	309.06	571.863	63.936	181.80	436.32	3	3260
	2009	80	323.79	601.946	67.300	189.83	457.74	4	3618
	2010	80	326.63	581.776	65.045	197.16	456.09	4	3155
	2011	81	323.31	566.357	62.929	198.08	448.54	2	3250
	2012	82	370.46	707.898	78.174	214.92	526.01	3	4328
	2013	82	347.91	690.498	76.253	196.20	499.63	0	4400
	2014	82	448.37	1264.987	139.694	170.42	726.31	0	10098
	2015	82	271.23	418.650	46.232	179.24	363.22	0	2350
	Total	809	329.46	682.741	24.004	282.34	376.58	0	10098
Public Internet Computer Users - Yearly	2006	80	13338.00	25451.699	2845.586	7674.00	19002.00	156	159120
	2007	80	16350.10	29683.854	3318.756	9744.28	22955.92	104	156572
	2008	80	16071.25	29736.866	3324.683	9453.63	22688.87	156	169520
	2009	80	16836.95	31301.207	3499.581	9871.21	23802.69	208	188136
	2010	80	16984.50	30252.371	3382.318	10252.16	23716.84	208	164060
	2011	81	16812.05	29450.580	3272.287	10299.99	23324.11	104	169000
	2012	82	19264.10	36810.697	4065.061	11175.90	27352.29	156	225056
	2013	82	18091.56	35905.890	3965.142	10202.17	25980.95	0	228800

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	2014	82	23315.02	65779.323	7264.111	8861.72	37768.33	0	525096
	2015	82	14104.05	21769.788	2404.071	9320.70	18887.40	0	122200
	Total	809	17131.98	35502.551	1248.203	14681.87	19582.08	0	525096
Automation - Internet Terminals - Public	2006	80	9.13	10.443	1.168	6.80	11.45	1	66
	2007	80	9.78	11.536	1.290	7.21	12.34	1	69
	2008	80	10.69	11.362	1.270	8.16	13.22	1	69
	2009	80	11.20	11.571	1.294	8.63	13.77	1	69
	2010	80	12.58	14.243	1.592	9.41	15.74	1	76
	2011	81	14.14	15.773	1.753	10.65	17.62	1	85
	2012	82	15.22	15.954	1.762	11.71	18.72	1	93
	2013	82	14.54	15.237	1.683	11.19	17.88	0	99
	2014	82	15.63	18.411	2.033	11.59	19.68	1	108
	2015	82	15.71	18.790	2.075	11.58	19.84	2	113
	Total	809	12.89	14.755	.519	11.87	13.90	0	113
Automation - Internet Terminals - Staff	2006	80	5.48	7.956	.889	3.70	7.25	1	45
	2007	80	5.81	8.735	.977	3.87	7.76	0	47
	2008	80	5.91	8.054	.900	4.12	7.70	0	36
	2009	80	6.34	9.142	1.022	4.30	8.37	0	51
	2010	80	6.61	8.987	1.005	4.61	8.61	1	45
	2011	81	6.54	8.853	.984	4.59	8.50	1	41
	2012	82	7.07	8.977	.991	5.10	9.05	1	39
	2013	82	6.82	8.481	.937	4.95	8.68	0	37
	2014	82	6.83	9.084	1.003	4.83	8.83	1	49
	2015	82	7.49	11.610	1.282	4.94	10.04	1	64
	Total	809	6.50	9.013	.317	5.87	7.12	0	64

Wired and Wireless

Descriptives							
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Patron Upload Wired	2006		
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	7.71	3.36	12.05	0	100
	2014	82	20.28	-4.17	44.73	0	1000
	2015	82	20.51	-3.88	44.9	0	1000

	Total	809	4.92	1.41	8.42	0	1000
	Change	62%					
	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
Patron Upload Wireless	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	6.88	2.65	11.1	0	100
	2014	82	20.01	-4.44	44.47	0	1000
	2015	82	19.48	-4.91	43.86	0	1000
	Total	809	4.7	1.2	8.2	0	1000
	Change	65%					
	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
Patron Download Wired	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	11.62	7.26	15.99	0	100
	2014	82	23.62	-0.67	47.91	0	1000
	2015	82	28.5	4.16	52.84	0	1000
	Total	809	6.46	2.94	9.98	0	1000
	Change	59%					
	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
Patron Download Wireless	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	11.44	7.07	15.8	0	100
	2014	82	22.71	-1.6	47.01	0	1000
	2015	82	25.32	1.02	49.61	0	1000
	Total	809	6.03	2.52	9.54	0	1000
	Change	55%					
	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
Staff Upload Wired	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0

	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	18.85	-5.53	43.24	0	1000
	2014	82	20.45	-3.99	44.9	0	1000
	2015	82	21.57	-2.89	46.04	0	1000
	Total	809	6.17	1.91	10.43	0	1000
		Change	13%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Staff Upload Wireless	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	17.73	-6.66	42.12	0	1000
	2014	82	20.06	-4.39	44.52	0	1000
	2015	82	20.67	-3.79	45.13	0	1000
	Total	809	5.93	1.67	10.18	0	1000
			Change	14%			
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Staff Download Wired	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	22.34	-1.97	46.65	0	1000
	2014	82	23.26	-1.04	47.55	0	1000
	2015	82	29.13	4.72	53.54	0	1000
	Total	809	7.57	3.31	11.84	0	1000
			Change	23%			
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Staff Download Wireless	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	21.8	-2.52	46.13	0	1000
	2014	82	22.13	-2.18	46.45	0	1000
	2015	82	25.84	1.48	50.2	0	1000
	Total	809	7.07	2.82	11.33	0	1000
			Change	16%			

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Wireless Sessions – Annually	2006		
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	0	0	0	0	0
	2014	82	2686.07	664.75	4707.4	0	67942
	2015	82	3477.74	1166.31	5789.18	0	61344
	Total	809	624.76	307.41	942.12	0	67942
	Change		23%				

Interlibrary Loans

Descriptives							
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Interlibrary Loans - Loans - In State	2006			80	1083.04	168.13	1997.94	0	29848
	2007	80	1377.65	198.02	2557.28	0	37109
	2008	80	1314.46	336.46	2292.46	0	33059
	2009	80	2059.46	523.33	3595.59	0	48722
	2010	80	2607.48	704.16	4510.79	0	61498
	2011	81	2295.8	382.37	4209.24	0	59124
	2012	82	2298.96	380.26	4217.67	0	56317
	2013	82	2843.72	685.24	5002.2	-1	66599
	2014	82	2609.48	490.43	4728.52	0	65927
	2015	82	2707.04	545.11	4868.96	0	68508
	Total	809	2124.82	1580.42	2669.22	-1	68508
	Change		60%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Interlibrary Loans - Loans - Out of State	2006			80	58.35	27.35	89.35	0	787
	2007	80	63.38	27.09	99.66	0	957
	2008	80	70.3	33.43	107.17	0	946
	2009	80	69.85	35	104.7	0	921
	2010	80	72.03	31.84	112.21	0	1445
	2011	81	65.95	27.04	104.86	0	1240
	2012	82	77.51	31.63	123.39	0	1396
	2013	82	83.06	28.21	137.91	-1	1991
	2014	82	71.45	33.76	109.14	0	1143
	2015	82	73.6	37.16	110.04	0	1199
	Total	809	70.6	58.22	82.98	-1	1991
	Change		21%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum

				Lower Bound	Upper Bound		
Interlibrary Loans - Loans - Total	2006	80	1141.39	205.09	2077.69	0	30635
	2007	80	1441.03	236.64	2645.41	0	38066
	2008	80	1384.76	382.7	2386.82	0	34005
	2009	80	2129.31	572.45	3686.18	0	49522
	2010	80	2679.5	763.93	4595.07	0	61870
	2011	81	2361.75	422.45	4301.05	0	60364
	2012	82	2376.48	429.16	4323.79	0	57713
	2013	82	2926.78	728.71	5124.85	-2	68590
	2014	82	2680.93	541.35	4820.51	0	66803
	2015	82	2780.63	591.87	4969.4	0	69707
Total	809	2195.42	1643.52	2747.33	-2	69707	
		Change	59%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Borrows - In State	2006	80	1106.01	192.44	2019.59	0	27721
	2007	80	1258.53	134.87	2382.18	0	37038
	2008	80	1568.74	114.55	3022.92	0	43109
	2009	80	2020.66	314.7	3726.62	0	55035
	2010	80	2563.73	484.13	4643.32	0	61814
	2011	81	2225.11	90.48	4359.74	0	67046
	2012	82	2301.01	223.17	4378.85	0	64900
	2013	82	2668	417.6	4918.4	-1	65215
	2014	82	2691.38	430.76	4951.99	0	64701
	2015	82	2723.33	399.79	5046.87	0	68727
Total	809	2117.57	1526.08	2709.06	-1	68727	
		Change	59%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Borrows - Out of State	2006	80	873.94	-571.16	2319.03	0	58172
	2007	80	159.23	91.07	227.38	0	1619
	2008	80	162.15	77.86	246.44	0	2417
	2009	80	167.56	91.69	243.44	0	1775
	2010	80	124.26	71.9	176.63	0	1445
	2011	81	154.35	68.03	240.67	0	2511
	2012	82	127.83	72.39	183.27	0	1168
	2013	82	120.77	63.41	178.13	-1	1295
	2014	82	129.88	66.34	193.41	0	1570
	2015	82	120.66	61.71	179.61	0	1401
Total	809	213.11	70.75	355.46	-1	58172	
		Change	-624%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Total	2006	80	1979.95	270.14	3689.76	0	58344
	2007	80	1417.75	258.48	2577.02	0	37526
	2008	80	1730.89	231.57	3230.2	0	44645

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	2009	80	2188.23	440.5	3935.95	0	55593
	2010	80	2687.99	597.76	4778.21	0	62289
	2011	81	2379.46	208.04	4550.87	0	67490
	2012	82	2428.84	326.51	4531.18	0	65313
	2013	82	2788.77	515.18	5062.36	-2	65523
	2014	82	2821.26	535.83	5106.68	0	65549
	2015	82	2843.99	492.41	5195.57	0	69910
	Total	809	2330.67	1715.25	2946.1	-2	69910
		Change	30%				

E4 - Statistically Significant Correlations Between Inputs, Outputs, and Quality-of-Life (2006-2015)

		Income - Per Capita (Service Population)	Income - Per Capita (Census/Estimated Population)
Circulation - Per Capita (Service Population)	Pearson Correlation	.523**	.533**
	Sig. (2-tailed)	.000	.000
	N	809	809
Circulation - Per Capita (Census/Estimated Population)	Pearson Correlation	.468**	.808**
	Sig. (2-tailed)	.000	.000
	N	809	809
Collection - Per Capita (Service Population)	Pearson Correlation	.596**	.390**
	Sig. (2-tailed)	.000	.000
	N	809	809
Collection - Per Capita (Census/Estimated Population)	Pearson Correlation	.507**	.779**
	Sig. (2-tailed)	.000	.000
	N	809	809
Expenditures - Per Capita (Service Population)	Pearson Correlation	.904**	.582**
	Sig. (2-tailed)	.000	.000
	N	809	809
Expenditures - Per Capita (Census/Estimated Population)	Pearson Correlation	.606**	.902**
	Sig. (2-tailed)	.000	.000
	N	809	809
Registered Borrowers - Percent Registered	Pearson Correlation	.520**	.562**
	Sig. (2-tailed)	.000	.000
	N	809	809
Visits - Annual Per Capita (Service Population)	Pearson Correlation	.511**	.547**
	Sig. (2-tailed)	.000	.000
	N	809	809
Visits - Annual Per Capita (Census/Estimated Population)	Pearson Correlation	.417**	.750**
	Sig. (2-tailed)	.000	.000
	N	809	809

		Service Hours - Main - Weekly Hours	Service Hours - Branch - Weekly Hours	Service Hours - Bookmobile - Weekly Hours
Automation - Number of Internet Computers	Pearson Correlation	.564**	.624**	.491**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Online Full Text Databases	Pearson Correlation	.388**	.447**	.140**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Public Internet Computer Users - Weekly	Pearson Correlation	.450**	.544**	.347**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Public Internet Computer Users - Yearly	Pearson Correlation	.450**	.544**	.347**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Internet Terminals - Public	Pearson Correlation	.530**	.628**	.417**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Internet Terminals - Staff	Pearson Correlation	.598**	.592**	.522**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Wireless Sessions – Annually	Pearson Correlation		.313**	.440**
	Sig. (2-tailed)		.000	.000
	N		809	809

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Circulation - Juvenile - Annual	Pearson Correlation	.518**	.523**	.631**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Non-juvenile - Annual	Pearson Correlation	.459**	.547**	.486**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Total	Pearson Correlation	.491**	.556**	.545**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Electronic	Pearson Correlation	.345**	.544**	.712**
	Sig. (2-tailed)	.000	.000	.000
	N	246	246	246
Collection - Print	Pearson Correlation	.588**	.584**	.631**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Collection - Print Serials	Pearson Correlation	.596**	.585**	.451**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Collection - Audios	Pearson Correlation	.509**	.294**	.732**
	Sig. (2-tailed)	.000	.000	.000
	N	320	320	320
Audios - Physical Units	Pearson Correlation	.523**	.589**	.638**
	Sig. (2-tailed)	.000	.000	.000
	N	489	489	489
Income - County	Pearson Correlation	.441**	.752**	.333**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Income - State - Per Capita/Per Square Mile	Pearson Correlation	.424**	.467**	.665**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Income - State - Total	Pearson Correlation	.424**	.547**	.368**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Programs - Program Attendance - Total	Pearson Correlation	.552**	.555**	.467**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Staff - Total FTE w/MLS	Pearson Correlation	.505**	.539**	.543**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Staff - Total Paid Staff	Pearson Correlation	.584**	.667**	.522**
	Sig. (2-tailed)	.000	.000	.000
	N	164	164	164
Visits - Weekly	Pearson Correlation	.572**	.638**	.481**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Visits - Yearly	Pearson Correlation	.572**	.638**	.481**
	Sig. (2-tailed)	.000	.000	.000

		Visits - Annual Per Capita (Service Population)	Visits - Annual Per Capita (Census/Estimated Population)
Collection - Per Capita (Service Population)	Pearson Correlation	.444**	.300**
	Sig. (2-tailed)	.000	.000
	N	809	809
	Pearson Correlation	.511**	.670**

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Collection - Per Capita (Census/Estimated Population)	Sig. (2-tailed)	.000	.000
	N	809	809
Expenditures - Per Capita (Service Population)	Pearson Correlation	.571**	.458**
	Sig. (2-tailed)	.000	.000
	N	809	809
Expenditures - Per Capita (Census/Estimated Population)	Pearson Correlation	.621**	.836**
	Sig. (2-tailed)	.000	.000
	N	809	809
Income - Per Capita (Service Population)	Pearson Correlation	.511**	.417**
	Sig. (2-tailed)	.000	.000
	N	809	809
Income - Per Capita (Census/Estimated Population)	Pearson Correlation	.547**	.750**
	Sig. (2-tailed)	.000	.000
	N	809	809
Registered Borrowers - Percent Registered	Pearson Correlation	.561**	.542**
	Sig. (2-tailed)	.000	.000
	N	809	809

		Programs - Adult	Programs - Children	Programs - Young Adult	Programs - Total	Programs - Attendance - Adult	Programs - Attendance - Children	Programs - Attendance - Young Adult	Programs - Attendance - Total	Registered Borrowers - Registered Borrowers
Income - State - Per Capita/Per Square Mile	Pearson Correlation	.433**	.604**	.486**	.598**	.525**	.713**	.301**	.670**	.751**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	809	809	809	809	809	809	809	809	809
Staff - Total FTE w/MLS	Pearson Correlation	.531**	.728**	.525**	.716**	.729**	.888**	.472**	.874**	.860**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	809	809	809	809	809	809	809	809	809
Staff - Librarian FTE	Pearson Correlation	.510**	.753**	.524**	.723**	.683**	.865**	.461**	.843**	.842**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	809	809	809	809	809	809	809	809	809
Staff - Other Staff	Pearson Correlation	.540**	.719**	.528**	.715**	.700**	.856**	.452**	.842**	.931**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	0.000
	N	809	809	809	809	809	809	809	809	809
Staff - Total Paid Staff	Pearson Correlation	.550**	.760**	.548**	.746**	.722**	.894**	.473**	.876**	.935**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	0.000
	N	809	809	809	809	809	809	809	809	809

		Programs - Programs - Adult	Programs - Programs - Children	Programs - Programs - Young Adult	Programs - Programs - Total	Programs - Program Attendance - Adult	Programs - Program Attendance - Children	Programs - Program Attendance - Young Adult	Programs - Program Attendance - Total
EMPLOYMENT STATUS - Population 16 years and over - In labor force	Pearson Correlation	.683**	.591**	.266	.638**	.688**	.744**	.174	.751**
	Sig. (2-tailed)	.000	.002	.199	.001	.000	.000	.406	.000

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EMPLOYMENT STATUS - Population 16 years and over - In labor force - Civilian labor force - Unemployed	N	25	25	25	25	25	25	25	25
	Pearson Correlation	.736**	.695**	.254	.728**	.754**	.840**	.173	.841**
	Sig. (2-tailed)	.000	.000	.220	.000	.000	.000	.409	.000
SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - Elementary school (grades 1-8) -Percent	N	25	25	25	25	25	25	25	25
	Pearson Correlation	-.466*	-.491*	-.053	-.490*	-.365	-.387	.190	-.375
	Sig. (2-tailed)	.019	.013	.803	.013	.073	.056	.364	.065
SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - College or graduate school -Percent	N	25	25	25	25	25	25	25	25
	Pearson Correlation	.774**	.584**	.275	.660**	.630**	.647**	.062	.655**
	Sig. (2-tailed)	.000	.002	.184	.000	.001	.000	.768	.000
EDUCATIONAL ATTAINMENT - Population 25 years and over - Bachelor's degree -Percent	N	25	25	25	25	25	25	25	25
	Pearson Correlation	.671**	.554**	.260	.609**	.662**	.716**	.162	.723**
	Sig. (2-tailed)	.000	.004	.209	.001	.000	.000	.438	.000
INCOME AND BENEFITS (IN 2013 INFLATION-ADJUSTED DOLLARS) - Total households - Median household income (dollars)	N	25	25	25	25	25	25	25	25
	Pearson Correlation	.535**	.197	.264	.313	.329	.317	.087	.329
	Sig. (2-tailed)	.006	.346	.202	.128	.108	.123	.680	.108

		SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - College or graduate school -Percent	EDUCATIONAL ATTAINMENT - Population 25 years and over - Bachelor's degree -Percent	EDUCATIONAL ATTAINMENT - Population 25 years and over - 9th to 12th grade, no diploma -Percent
Circulation - Juvenile - Annual	Pearson Correlation	.784**	.862**	
	Sig. (2-tailed)	.000	.000	
	N	25	25	
Circulation - Non-juvenile - Annual	Pearson Correlation	.789**	.850**	
	Sig. (2-tailed)	.000	.000	
	N	25	25	
Circulation - Total	Pearson Correlation	.790**	.856**	
	Sig. (2-tailed)	.000	.000	
	N	25	25	
Circulation - Per Capita (Service Population)	Pearson Correlation			-.415*
	Sig. (2-tailed)			.039
	N			25

		SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - College or graduate school -Percent	EDUCATIONAL ATTAINMENT - Population 25 years and over - Bachelor's degree - Percent
Staff - Total FTE w/MLS	Pearson Correlation	.757**	.823**
	Sig. (2-tailed)	.000	.000
	N	25	25
Service Hours - Main - Weekly Hours	Pearson Correlation	.474*	.467*
	Sig. (2-tailed)	.017	.019
	N	25	25

		EDUCATIONAL ATTAINMENT - Population 25 years and over - 9th to 12th grade, no diploma - Percent	INCOME AND BENEFITS (IN 2013 INFLATION- ADJUSTED DOLLARS) - Total households - Mean household income (dollars)
Registered Borrowers - Percent Registered	Pearson Correlation	-.453*	.405*
	Sig. (2-tailed)	.023	.045
	N	25	25