VERMONT

**Report of the Independent Evaluation
of the
Vermont Department of Libraries' Implementation
of the
Library Services and Technology Act
Five-Year State Plan 2003-2007**

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March 28, 2007**

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I. Introductory Statement and Summary of Impact of IMLS Funds to Support Vermont Department of Libraries' Services

Because Library Services and Technology Act (LSTA) funds are distributed largely on the basis of population, the amount of LSTA funding allotted to the State of Vermont is small in comparison to other states. Vermont's Federal Fiscal Year (FY) 2006 allotment of $872,315 places it 49th among the states. Only the District of Columbia (which is treated as a state for LSTA purposes) and Wyoming receive smaller amounts of LSTA support. Graph 1 below shows the history of LSTA allotments to Vermont since FY 2003. Amounts of LSTA funding available have been $618,871, $757,197, $815,233, and $872,315 for FY 2003, 2004, 2005, and 2006 respectively.

	FY 2003	FY 2004	FY 2005	FY 2006
LSTA Allotment FY 2003 - FY 2006	$618,871	$757,197	$815,233	$872,315
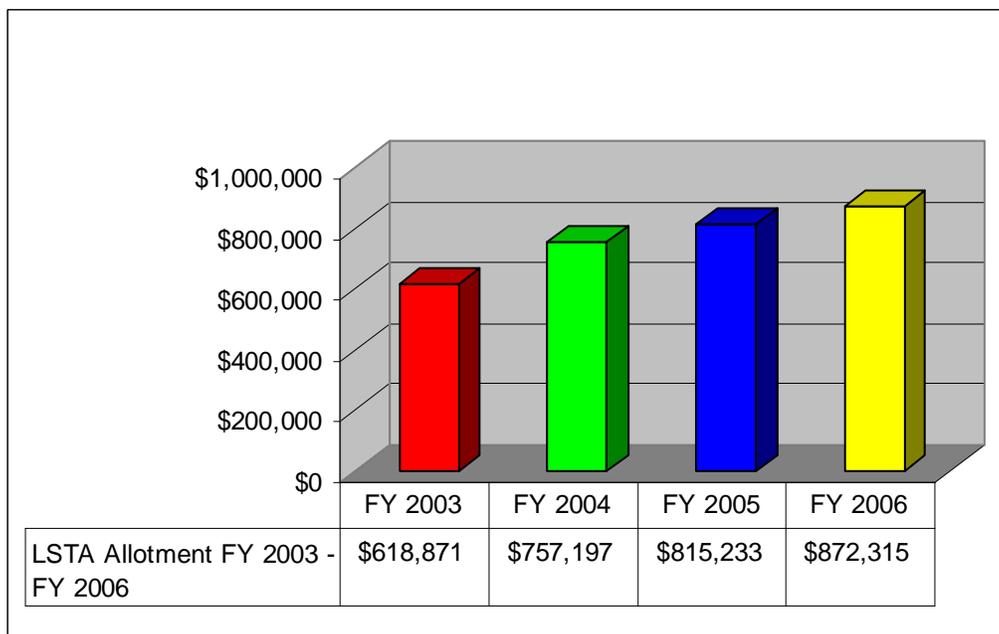
Graph 1 – LSTA Allotments – FY 2003 – FY 2006

The Library Services and Technology Act ((LSTA) (20 U.S.C. 9141) specifies that a State Library Administrative Agency shall expend funds for one or more of the following:

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;
2. developing library services that provide all users access to information through local, state, regional, national, and international electronic networks;
3. providing electronic and other linkages among and between all types of libraries;
4. developing public and private partnerships with other agencies and community-based organizations;

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5. targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and
6. 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 (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902 (2))) applicable to a family of the size involved.

The LSTA program, as part of the Museum and Library Services Act, was operating under the language of its initial authorization (1996) when Vermont's 2003 – 2007 LSTA Plan was written in 2002. States were aware that a modification of the statement of purpose in the Act was likely, and while the proposed language was available, some state library agencies chose to structure their plans around the 1996 language rather than around the language quoted above. Vermont identified how their goals supported both the original 1996 LSTA purposes and the proposed (2003) purposes. Although the 1996 language and the reauthorization language adopted in 2003 are largely compatible, there are some differences that should be noted. The 1996 language is recounted below.

Of the funds provided to a State library administrative agency under section 214, such agency shall expend, either directly or through subgrants of cooperative agreements, at least 96 percent of such funds for —

(1) (A)   establishing or enhancing electronic linkages among or between libraries;
    (B)   electronically linking libraries with educational, social, or information services;
    (C)   assisting libraries in accessing information through electronic networks;
    (D)   encouraging libraries in different areas, and encouraging different types of libraries, to establish consortia and share resources; or
    (E)   paying costs for libraries to acquire or share computer systems and telecommunications technologies; and,

(2)   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 (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

Chart 1 on the following page shows how the 10 Goals in the Five-Year (2003 – 2007) LSTA Plan are aligned with the 1996 LSTA purposes and with the current (2003 revised) purposes. You will note that purpose number 6 under the current language and purpose number 2 under the 1996 language are nearly identical and that several of

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the others are very similar. The primary shifts that occurred between the 1996 purposes and the 2003 purposes are that all of the purposes are given the same emphasis under the 2003 language (as opposed to 5 sub-purposes in 1996) and that purpose 4 (developing public and private partnerships with other agencies and community-based organizations), which was only implied in the 1996 version, is specifically stated in the 2003 wording.

The four goals in the Vermont Department of Libraries' Five-Year Plan 2003-2007 support the LSTA priorities as outlined in Table 1.

Table 1: LSTA Priorities supported by the Vermont Department of Libraries' Five-Year LSTA Plan 2003-2007	
1996 LSTA Purpose(s)/ 2003 LSTA Purpose(s)	*Vermont Department of Libraries' Goal*
1A, 1B, 1C, 1E/ 1, 2, 3, 4	*GOAL 1: Enhance and expand libraries' technology capabilities so that all Vermonters will have reliable and equitable statewide electronic access to information resources.*
1C, 1D/ 1, 2	*GOAL 2: Enhance and expand resource sharing and cooperative efforts among libraries so all Vermonters have reliable and equitable access to information resources.*
2/ 1, 5, 6	*GOAL 3: Improve the quality and accessibility of library and information services to all Vermonters by making available to local libraries support services, technical assistance, training, and other appropriate programs.*
2/ 1, 4, 5, 6	*GOAL 4: Ensure that every Vermonter has equitable access to library materials and information regardless of location, age, education, economic status or special need.*

The mission of the Vermont Department of Libraries (DOL) is to collect, organize, and disseminate information and library materials in a variety of formats to the three branches of State government, libraries statewide, the general public, and Vermonters with special needs; to support and strengthen local libraries; to foster new means for statewide cooperation and resource sharing among all types of libraries; and to increase public awareness of libraries and their services and to act as an advocate on their behalf.

Inherent in this mission is the Department's advocacy of the right of Vermont citizens to read and have full access to information by ensuring that libraries and their resources are readily accessible to all Vermonters regardless of their geographic location, level of income, access to technology, or disability, and, as the official depository for Vermont

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state documents, by preserving the record of Vermont state government for public scrutiny.

Through its LSTA-funded programs, the Vermont Department of Libraries has made a substantial impact on the breadth and quality of library service in the state. Most notable are:

- VALS, the statewide technology infrastructure which supports basic Internet access for small libraries, e-mail based interlibrary loan, two union catalogs (PUBcat and K12cat) and Z39.50 linked catalogs
- VOL, statewide online databases
- Continuing education, including face-to-face sessions and online courses, which help public library directors meet certification requirements and support the use of new technologies in libraries
- Children's services, including the statewide Summer Reading Program, book awards, and the "Children's Book Exhibit Center" (CBEC).
- Regional Library Services, with consulting assistance and back-up collections

The following graph (Graph 2) provides a breakdown of how Vermont's LSTA funds were allocated among various programs during the three fiscal years (FY 2003 – FY 2005) covered by this evaluation.
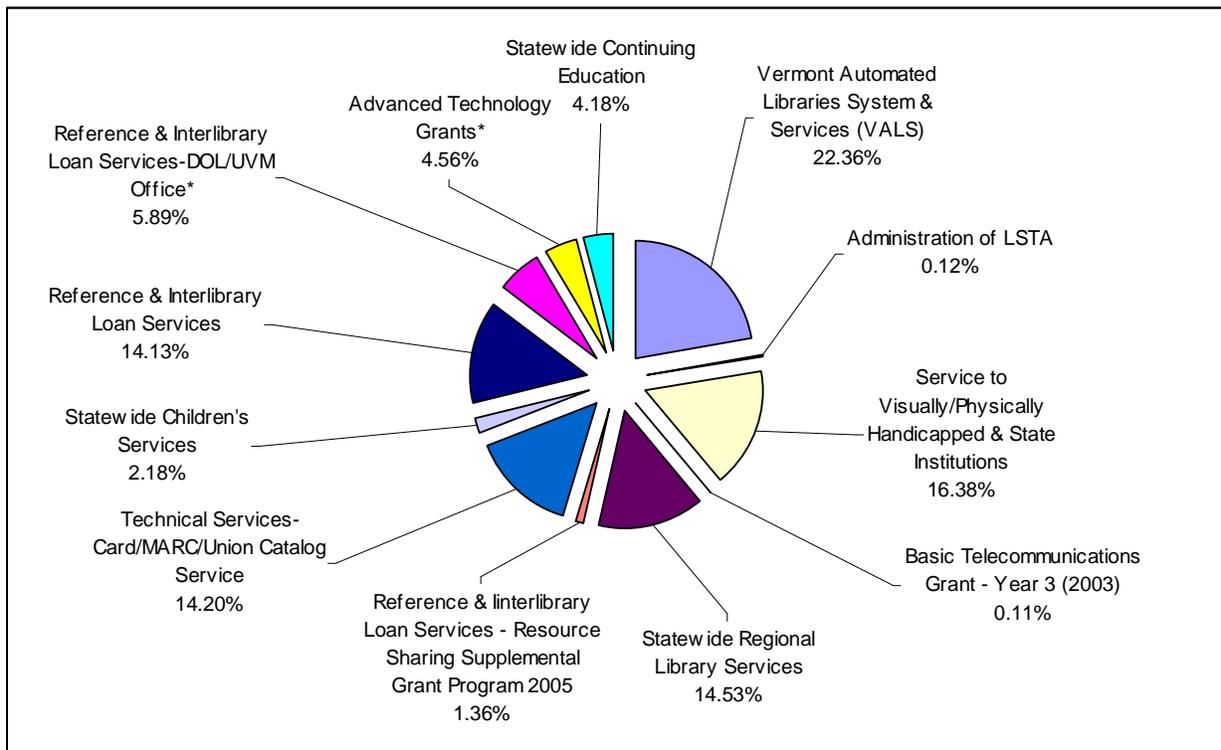
Graph 2 – Allocation of LSTA Funds Among Programs and Services FY 2003 – FY 2005

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Five programs accounted for 81.6 percent of funds allocated in the Federal Fiscal Years (FY) 2003 – 2005. They were:

- Vermont Automated Libraries System (VALS): 22.36%
- Services to Visually & Physically Handicapped and State-supported Institutions: 16.38%
- Statewide Regional Library Services: 14.53%
- Technical Services: 14.20%
- Reference & Interlibrary Loan Services: 14.13%

If all aspects of reference and interlibrary loan including support for the Department of Libraries/University of Vermont (DOL/UVM) Access Office and resource sharing supplemental grants are added to the 14.13% shown above, almost eighty-nine percent (88.85%) of the funds are accounted for.

It should be noted that Vermont expends virtually all of its LSTA allotment on programs and services. Both the percentage and the amount of LSTA funding used for administrative purposes by the Department of Libraries are the lowest that the evaluators have encountered in their work with many state library agencies.

Table 2 summarizes progress toward the goals and actions included in Vermont's LSTA plan. It should be noted that the timing of this evaluation precludes conducting an evaluation that covers all five years that are included in the 2003 – 2007 LSTA Plan. It is likely in some cases and possible in others that the Vermont Department of Libraries may reach certain goals and objectives that are currently listed in the no progress or progressing category. Table 2 represents a "snapshot in time" in regard to the progress that has been made.

Table 2: Summary of Progress Toward Goals and Objectives, FY 2003 through FY 2005	No Progress	Progressing	Met Goal	Surpassed Goal
GOAL 1: Enhance/expand libraries' technology capabilities so that all Vermonters have reliable and equitable statewide electronic access to information resources.			X	
Action 1.1: Offer competitive and non-competitive grants for library technology infrastructure: a) Public access Internet workstations, b) Telecommunications upgrades for high-speed connectivity, c)Web-based, Z39.50 compliant integrated system upgrades, and d) New web-based, Z39.50 compliant integrated systems		X		
Action 1.2: Support libraries' efforts to achieve basic Internet access			X	
Action 1.3: Increase access to electronic resources and content on a statewide basis by carrying out the plans for the Vermont Online Library (VOL), a statewide database licensing project			X	

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Table 2: Summary of Progress Toward Goals and Objectives, FY 2003 through FY 2005 (continued)	No Progress	Progressing	Met Goal	Surpassed Goal
Action 1.4: Expand partnerships with other units in State government, private industry, and the nonprofit sector that will result in increased information access through technology and increased knowledge of emerging technologies. a) Coordinate with the Gates Foundation implementation of the Gates Initiative Training Program Grant to provide further technology training for Vermont's public libraries. b) Partner with the Office of the Chief Information Officer to provide libraries with access to information about trends in emerging technologies and opportunities for libraries to participate in statewide plans. c) Participate at the request of the Office of the Chief Information Officer in Vermont's e-government project. d) Coordinate with government agencies that can help libraries with cooperative telecommunications efforts locally and regionally, to create statewide broadband telecommunications access. e) Coordinate with State government agencies/departments to maintain VALS as an access point for State government information for Vermonters. f) Participate in the Information Resource Management Advisory Council (IRMAC), advisory to the Secretary of Administration, on issues of technology and information policy in State government.		X		
Action 1.5: Support libraries' efforts to secure e-rate telecommunications discounts, by a) Assist libraries in taking advantage of all possible telecommunications discounts and b) Ensure that libraries technology plans are approved by established deadlines.		X		
GOAL 2: Enhance/expand resource sharing and cooperative efforts among libraries so all Vermonters have reliable and equitable access to information resources.			X	
Action 2.1: Continue to support/enhance resource sharing through the Vermont Resource Sharing Network and Vermont Automated Libraries System (VALS) as gateway for searching online library catalogs, union catalogs, and other databases, and for interlibrary loan request management. a) Maintain PUBcat and K12cat union catalogs. b) Maintain and improve WEBII for electronic interlibrary loan request management. c) Maintain Vermont Union Catalog (VUC) for non-automated libraries.			X	
Action 2.2: Continue to provide access to the state's major library collections by maintaining the DOL/UVM Access office.			X	
Action 2.3: Continue to work with the Vermont Library Association (VLA) and the Vermont Educational Media Association (VEMA) to maintain and improve the Vermont Interlibrary Loan Code.			X	
Action 2.4: Work with community [combined school-public] librarians and trustees to revise the "Guidelines for Community Libraries."	X			

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Table 2: Summary of Progress Toward Goals and Objectives, FY 2003 through FY 2005 (continued)	No Progress	Progressing	Met Goal	Surpassed Goal
GOAL 3: *Improve the quality and accessibility of library and information services to all Vermonters by making available to local libraries support services, technical assistance, training, and other appropriate programs.*			X	
Action 3.1: Promote quality, professional library services for Vermonters. a) Provide ongoing training in basic library skills and library practices to local librarians. b) Provide ongoing training to library trustees and other town officials on governing, advocating and promoting libraries. c) Offer a certification program for public librarians. d) Provide in-depth technical assistance and consulting services to public and other libraries.			X	
Action 3.2: Stimulate local public library development and professional library practices by promoting long range planning, self-evaluation.		X		
Action 3.3: Encourage a basic level of library services by administering a minimum standards program for public libraries.		X		
Action 3.4: Promote professional cataloging practices and encourage resource sharing by making computerized cataloging records (MARC) and/or catalog card sets available to eligible libraries.			X	
Action 3.5: Support/enhance local library collections by providing a general library collection of sufficient size and scope to supplement resources of local libraries.			X	
GOAL 4: *Ensure that every Vermonter has equitable access to library materials and information regardless of location, age, education, economic status or special need.*		X		
Action 4.1. Meet the recreational and informational reading needs of visually impaired Vermonters and of those with other qualifying disabilities by participating in Library of Congress, National Library Service for the Blind and Physically Handicapped (NLS) network.			X	
Action 4.2. Provide in-depth technical assistance/consulting services to public and other libraries in providing services to individuals with disabilities and the aging.		X		
Action 4.3. Sponsor at least one workshop each year to promote public library outreach services, particularly to special populations.		X		
Action 4.4. Promote and improve services to individuals with disabilities through outreach to other agencies, organizations and institutions that provide services to individuals with disabilities.		X		
Action 4.5. Support and enhance local library collections by providing a library collection of large print materials of sufficient size and scope to supplement the resources of local libraries.		X		
Action 4.6. Assist state-supported institutions in meeting the recreational and informational reading needs of their residents.		X		
Action 4.7. Provide in-depth technical and consulting assistance to state-supported institutions on library-related services.		X		

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Table 2: Summary of Progress Toward Goals and Objectives, FY 2003 through FY 2005 (continued)	No Progress	Progressing	Met Goal	Surpassed Goal
Action 4.8. Promote high quality children's services (from birth through age 17) by providing in-depth technical and consulting assistance to public and other libraries.			X	
Action 4.9. Promote summer reading by children by offering an annual theme-oriented summer reading program and related materials to encourage and supplement the summer programs sponsored by local libraries.			X	
Action 4.10. Expand/improve partnerships within State government, private industry, and the nonprofit sector to promote library services for children and family literacy. a) Coordinate with Vermont PTA and Vermont Department of Education to offer the Dorothy Canfield Fisher Memorial Children's Book Award program. b) Partner with Vermont Center for the Book, Children's Literacy Foundation and other organizations on ongoing and new initiatives related to library services for children and family literacy.		X		
Action 4.11. Convene a task force of children's service specialists and other appropriate individuals to review and make recommendations on the focus of the Department's support for children's services based on demographic changes and other trends indicated in the Census 2000 data.	X			

The evaluators conducted a web survey of the library community to assess opinions regarding the progress that has been made toward each of the four goals. It should be noted that the web survey respondents were "self-selected" and that therefore the results cannot be generalized to the entire library community. However, other data collected in the evaluation using other methods generally support the assessments offered by the survey. Survey respondents were asked to rate progress toward each goal on a five-point scale with 1 representing "little progress" and 5 representing "major progress."

Goal 1 had the highest progress rating, with almost eighty-four percent (83.7 %) of respondents rating progress at the "4" or "5" level; the remainder giving it a neutral rating. For Goal 2, over three-quarters (76.7%) of respondents rated progress at the "4" or "5" level, just under twelve percent (11.6%) at the "3" level, and seven percent (7.0%) at the two lower levels. Goal 3 received the weakest progress rating; just over sixty-five percent (65.1%) of respondents rated progress at the "4" or "5" level, almost twenty-one percent (20.9%) at "3," and less than ten percent (9.4%) at "2" or "1." For Goal 4, over seventy percent (72.1%) of respondents rated progress in the top two levels, more than sixteen percent (16.3%) at "3," and seven percent (7.0%) in the two lower levels.

Detailed assessments of the actions within each goal follow in Section II.

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II. Overall Report of Results in Achieving Goals and Objectives Based on the Five-Year Plan

GOAL 1: To enhance and expand libraries' technology capabilities so that all Vermonters will have reliable and equitable statewide electronic access to information resources.

Action 1.1: Offer competitive and non-competitive grants for library technology infrastructure.
   a) Public access Internet workstations

   b) Telecommunications upgrades for high-speed connectivity

Basic Telecommunications Grants/State of Vermont Department of Libraries (2003: $2,328)

Activities

2003 was the final year of a three-year program designed to improve the level and quality of user access to the Internet and services available over the Internet (e.g., full-text databases, online catalogs, and reference services) in Vermont's public libraries. The focus of the project was to assist libraries in providing high-speed, dedicated Internet access and in building toward sustainability by the end of the third year. In Year 1, libraries received 100 percent of costs of the high-speed Internet connections; in Year 2, 50 percent, and in Year 3, 25 percent.

Libraries applying for the competitive grants had to meet several criteria:

1. Meet Minimum Standards for Vermont Public Libraries, be accessible to people with disabilities, or have a written plan with a timeline to become accessible.
2. Provide at least two public access Internet workstations available during all the hours that the library is open.
3. Provide Internet access to anyone who wishes to use the library, regardless of their residence.
4. Provide a detailed account of current networking and telecommunications environment and plans describing necessary hardware, software, and wiring to support public Internet access.
5. Have plans and procedures in place to provide technical support to ensure that Internet workstations, LANs, and other components of the infrastructure function properly.
6. A strategy for training staff with necessary skills to use Internet resources and assist the public in using them effectively.
7. Evidence of funds budgeted to sustain the full costs of telecommunications following the end of grant support.

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In 2003, the following libraries received grant funds:

- Arvin A. Brown Public Library ($56)
- Brandon Free Public Library ($380)
- Burnham Memorial Library ($396)
- Fletcher Free Library ($350)
- Goodrich Memorial Library ($189)
- John G. McCullough Free Library ($300)
- Kellogg-Hubbard Library ($282)
- Stamford Community Library ($375)

Outputs

Table 3 summarizes increases in Internet use in the participating libraries.

Table 3: Basic Telecommunications Grants	*2003-04*
Number of Internet users per week, November 2000	506
Number of Internet users per week, November 2003	2,049
Increase, 2000-2003	405%
Percentage of Vermonters using public access Internet in participating libraries	17%

c) Web-based, Z39.50 compliant integrated system upgrades

Advanced Technology Grants/State of Vermont Department of Libraries (2003: $100,000)

Activities

The grant program assisted public libraries in upgrading their integrated library automation systems in order to improve local and statewide services. Upgrades had to result in an Internet-accessible OPAC and Z39.50 access. To be eligible, libraries were required to 1) meet Minimum Standards for Vermont Libraries, 2) be accessible to people with disabilities, 3) have a large-scale integrated library automation system, 4) demonstrate availability of local funding to match the grant funds, 5) provide cost information that showed appropriate budgeting for networking and telecommunication services, 6) provide a breakdown of ongoing costs for the system over three to five years and sources of funds to cover these costs, and 7) allow Internet access to the system's OPAC for participation in interlibrary loan.

In 2003, two of the largest and most active libraries in the state received grants— Fletcher Free Library and Brooks Memorial Library. Fletcher Free Library replaced its outdated MultiLIS system with SIRSI Unicorn. The Brooks Memorial Library upgraded

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to Library Corporation's TLC system. Patrons of both libraries now have remote access to the catalogs.

Outputs

Table 4 shows a summary of activities in the participating libraries.

Table 4: Advanced Technology Grants	*2003-04*
Fletcher Free Library	
Unique titles	108,080
Copies	125,571
Brooks Memorial Library	
Unique titles	74,409
Copies	86,168

d) New web-based, Z39.50 compliant integrated systems

The imposition of the Children's Internet Protection Act (CIPA) on the Library Services and Technology Act effectively ended Vermont's Z39.50 system program. Many libraries were not comfortable requesting funding that might be subject to CIPA.

Action 1.2: Support libraries' efforts to achieve basic Internet access.

See Section III. Results of In-depth Evaluation: Vermont Automated Libraries System & Services (VALS).

Action 1.3: Increase access to electronic resources and content on a statewide basis by carrying out the plans for the Vermont Online Library (VOL), a statewide database licensing project.

See Section III. Results of In-depth Evaluation: Vermont Automated Libraries System & Services (VALS).

Action 1.4: Expand partnerships with other units within State government, private industry, and the nonprofit sector that will result in increased information access through technology and increased knowledge of emerging technologies.

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a) **Coordinate with the Gates Foundation the implementation of the Gates Initiative Training Program Grant to provide further technology training for Vermont's public libraries.**

See Section IV, Progress in Showing Results of Library Initiatives or Services: Statewide Continuing Education.

b) **Partner with the Office of the Chief Information Officer to provide libraries with access to information about new trends in emerging technologies and opportunities for libraries' participation in statewide plans.**

There have been four State Chief Information Officers and a reorganization of the statewide information technology department since the LSTA plan was written. DOL has not pursued this goal during this time. Because the CIO and the State Librarian are part of the same agency and report to the same individual there is constant exchange of information.

c) **Participate at the request of the Office of the Chief Information Officer in Vermont's e-government project.**

See 2.1, Reference & Interlibrary Loan.

d) **Coordinate with government agencies that can help libraries with cooperative telecommunications efforts locally and regionally, specifically to create statewide broadband telecommunications access.**

The Governor's E-State initiative is just getting underway. The Department of Libraries worked with the Department of Public Service during the sale of Adelphia Cable to Comcast to ensure that the same level of service provided (no cost broadband connection to each library) was maintained in the new Certificate of Public Good.

e) **Coordinate with State government agencies and departments to ensure access to maintain VALS as an access point for State government information for Vermonters.**

The new state web portal Vermont.gov became the primary access point to state information. The Department of Libraries was a participant in the selection process for the portal provider and in its design. The state continues to provide no cost dial access to VALS and other government information through its statewide network. DOL manages those accounts.

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f) Participate in the Information Resource Management Advisory Council (IRMAC), advisory to the Secretary of Administration, on issues of technology and information policy in State government.

DOL participated in IRMAC until it was disbanded. DOL now participates in the Committee that oversees policies and standards for state government websites.

Action 1.5: Support libraries' efforts to secure e-rate telecommunications discounts.

a) Assist libraries in taking advantage of all possible telecommunications discounts.

One DOL regional library consultant is the designated "e-rate" expert. He gathers public libraries that want to apply for e-rate together and goes through the application with them and/or visits their library to do so. Most Vermont public libraries are applying for only "plain old telephone service (POTS)" because they are wary of the constraints in place on funding because of the CIPA.

b) Ensure that libraries' technology plans are approved by established deadlines.

DOL has approved the plans it has received. These are very few because of the decline in e-rate applications from public libraries due to CIPA.

Evidence of Progress in Achieving Goal 1

Much of the progress in Goal 1 is related to the Vermont Automated Libraries Systems (VALS) and the Vermont Online Library (VOL), which are covered in detail in Section III of this evaluation report. As is noted in Section III, VALS is a multi-faceted program and contributes significantly to DOL's efforts to meet all four of the goals outlined in the 2003 – 2007 LSTA Plan. VALS has been central to the technological advancement of libraries, especially the advancement of small libraries, in the Green Mountain State.

The Vermont library community believes that DOL's efforts to achieve Goal 1 have been successful. In the web survey, Goal 1 had the highest progress rating with almost eighty-four percent (83.7%) of respondents rating progress at the "4" or "5" level (a rating of 1 represented little or no progress and 5 represented major progress). Comments in the focus groups were also very positive when taken as a whole.

The evaluators believe that the Vermont Department of libraries is meeting Goal 1 in terms of its effort to "…*enhance and expand libraries' technology capabilities so that all Vermonters will have reliable and equitable statewide electronic access to information resources."* However, because of its rural nature and small libraries, Vermont is an

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extremely challenging state. Much remains to be done and, in fact, it is likely that Goal 1 will never be fully accomplished. This fact does not undermine the significant work that has been accomplished in recent years using a combination of LSTA and other funding sources.

GOAL 2: To enhance and expand resource sharing and cooperative efforts among libraries so all Vermonters have reliable and equitable access to information resources.

Action 2.1: Continue to support and enhance resource sharing through the Vermont Resource Sharing Network and the Vermont Automated Libraries System (VALS) as gateway for searching online library catalogs, the union catalogs, and other databases, and for interlibrary loan request management.
- a) **Maintain the PUBcat and K12cat union catalogs.**
- b) **Maintain and improve WEBII for electronic interlibrary loan request management.**
- c) **Maintain the Vermont Union Catalog (VUC) for non-automated libraries.**

For VALS and VOL, see Section III, Results of In-depth Evaluation: Vermont Automated Libraries System & Services (VALS), below.

Reference & Interlibrary Loan Services-Resource Sharing Supplemental Grant Program (2005: $26,791)

Activities

The Resource Sharing Supplemental Grants provided reimbursement to public and academic libraries for participating in interlibrary loan. The grant amount for each public library was based on the number of interlibrary loan requests sent to the library via VALS during the preceding state fiscal year, at the rate of $1 per request, with a minimum of $25. Vermont State College (VSC) libraries were reimbursed based on the same data; those that received fewer than 100, $0; 100 to 249 requests received $500; 250-500 received $1,000; those that received more than 500 requests received $1,500.

Outputs

In 2005, libraries submitted 31,857 requests for borrowing and filled 25,345 requests.

101 libraries, including 4 Vermont State College (VSC) libraries and 97 public libraries received reimbursement; 93 public libraries did not receive reimbursement (see Table 7). Not all libraries were eligible for reimbursement. Only those that met minimum

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standards were eligible (just over 130) and the libraries had to fill out a one page application, which some elected not to do.

Of those receiving grants, 17, including the four VSC libraries and 13 public libraries, lent more than 100 more items than they requested. For 48 public libraries, the difference between items requested and those lent was less than 100. Thirty-six libraries requested more than 100 items more than they lent.

Table 5: Interlibrary Lending and Borrowing, 2005			
Library	Borrowing Requests	Items Lent	LSTA Reimburse
Fletcher Free Library	596	1,274	$1,274
Aldrich Public Library	293	1,115	$1,115
Rutland Free Library	979	1,104	$1,104
Samuel Read Hall Library (VSC)	104	677	$1,000
Johnson State College Library (VSC)*	33	555	$2,500
Calvin Coolidge Library (VSC)*	76	718	$2,500
Hartness Library (VSC)	98	604	$1,000
Brownell Library	494	870	$870
Essex Free Library	352	743	$743
Dorothy Alling Memorial Library	524	722	$722
Ilsley Public Library	520	717	$717
Burnham Memorial Library	333	592	$592
Cobleigh Public Library	630	576	$576
Fairfax Community Library	475	540	$540
Kellogg-Hubbard Library	1,317	518	$518
Norwich Public Library	428	498	$498
Kimball Public Library	1,121	485	$485
Dailey Memorial Library	190	461	$461
Martha Canfield Memorial Library	74	460	$460
South Burlington Community Library	431	458	$458
Brooks Memorial Library	1,504	446	$446
Milton Public Library	274	437	$437
Rockingham Free Public Library	549	415	$415
Brown Public Library	445	398	$398
Pierson Library	753	369	$369
Richmond Free Library	412	365	$365
Springfield Town Library	522	335	$335
Brandon Free Public Library	266	308	$308
St. Johnsbury Atheneum	656	289	$289
Craftsbury Public Library	423	284	$284

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Table 5: Interlibrary Lending and Borrowing, 2005 (continued)			
Library	Borrowing Requests	Items Lent	LSTA Reimburse
Dover Free Library	288	270	$270
Lawrence Memorial Library	376	258	$258
Morristown Centennial Library	570	258	$258
Joslin Memorial Library	346	249	$249
Stowe Free Library	295	238	$238
Deborah Rawson Memorial Library	615	237	$237
Bixby Memorial Free Library	292	226	$226
Georgia Public Library	104	222	$222
Waterbury Public Library	458	208	$208
St. Albans Free Library	533	199	$199
Barton Public Library	145	196	$196
Winooski Memorial Library	181	196	$196
Rochester Public Library	24	195	$195
Quechee Library Association	218	191	$191
Royalton Memorial Library	859	191	$191
Carpenter-Carse Memorial Library	293	183	$183
Bradford Public Library	100	180	$180
Windsor Public Library	406	176	$176
Pope Memorial Library	161	174	$174
Baldwin Memorial Library	276	162	$162
Putney Public Library	241	159	$159
Whiting Library	162	153	$153
Hartland Public Library	365	146	$146
Greensboro Free Library	154	145	$145
Fairlee Public Library	71	144	$144
Maclure Library	146	139	$139
Warren Public Library	194	138	$138
Swanton Public Library	246	136	$136
Arvin A. Brown Public Library	148	134	$134
John G. McCullough Free Library	276	130	$130
Enosburg Public Library	150	129	$129
Jeudevine Memorial Library	374	125	$125
Jaquith Public Library	500	124	$124
West Hartford Library	175	115	$115
Gilbert Hart Library	57	114	$114
Alice M. Ward Memorial Library	131	110	$110
Castleton Free Library	245	105	$105

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Table 5: Interlibrary Lending and Borrowing, 2005 (continued)			
Library	**Borrowing Requests**	**Items Lent**	**LSTA Reimburse**
Morrill Memorial & Harris Library	295	96	$96
Townshend Public Library	157	93	$93
Tunbridge Public Library	134	91	$91
Whitingham Free Public Library	175	83	$83
Westford Library	233	82	$82
Grafton Public Library	235	76	$76
Hartford Library	228	76	$76
South Hero Community Library	114	76	$76
Island Pond Public Library	57	65	$65
Readsboro Community Library	76	65	$65
North Hero Public Library	79	60	$60
Proctor Library	139	54	$54
Shrewsbury Library	54	50	$50
Pawlett Public Library	159	40	$40
Peacham Library	181	40	$40
South Londonderry Free Library	95	39	$39
Haston Library	305	33	$33
Wardsboro Free Public Library	71	33	$33
Ainsworth Public Library	222	30	$30
Alburg Public Library	74	9	$25
Barnet Public Library	106	16	$25
Blake Memorial Library	173	16	$25
Charlotte Library	295	18	$25
Guilford Free Library	449	4	$25
Huntington Public Library	72	3	$25
Jericho Town Library	64	22	$25
Lydia Taft Pratt Library	103	6	$25
Montgomery Town Library	81	5	$25
Pettee Memorial Library	402	16	$25
Stamford Community Library	132	17	$25
Tenney Memorial Library	214	8	$25
Vernon Free Library	124	20	$25
Wilder Memorial Library	81	3	$25
William H. & Lucy F. Rand Memorial Library	499	22	$25

* These two libraries received $1,500 in additional funds that were supposed to come from FY 2006 funding, but were drawn from FY 2005 funding instead.

Blue = lending larger than borrowing by more than 100
Red = borrowing larger than lending by more than 100
Black = less than 100 difference between borrowing and lending

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In interviews, librarians expressed support for the lending reimbursement and indicated that it encourages participation in resource sharing.

> *"ILL was a burden because of postage costs; that's where we apply the dollars."*

> *"We are a net lender now, but we used to be a net borrower. We're listed separately on the DOL web page; we were willing to do that. It means people can click directly on our catalog."*

> **Action 2.2: Continue to provide access to the state's major library collections by maintaining the DOL/UVM Access office.**

Reference & Interlibrary Loan Services/State of Vermont Department of Libraries (2003: $67,672, 2004: $123,088, 2005: $118,851)

Activities

Reference & Interlibrary Loan Services accounted for more than fourteen percent (14.13%) of the total LSTA funds allocated by Vermont from FY 2003 through FY 2005 (see Graph 2). If all aspects of reference and interlibrary loan including support for the Department of Libraries/University of Vermont (DOL/UVM) Access Office and resource sharing supplemental grants are added to the 14.13% shown above, this total increases to over twenty-one percent (21.38%).

Vermont libraries participate in resource sharing at a variety of levels that meet their needs and those of their patrons. To participate, they must contribute their holdings to one of the union catalogs (PUBcat and K12cat) and be willing to lend their materials according to the established policies and procedures of the Vermont Resource Sharing Network. Nearly every public and academic library participates, as do 50 percent of school library media centers.

The Department of Libraries' Reference Services Unit served as the central clearinghouse for interlibrary requests to the University of Vermont and Middlebury College, to Dartmouth College and to other out-of-state locations for public libraries when items were not available in Vermont, verification of citations, reference assistance, training and consulting on reference topics, including VOL databases.

In 2003, RSU staff also worked with statewide organizations such as the Vermont Library Association and the Vermont Educational Media Association to develop statewide interlibrary loan policies.

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In 2004, RSU staff began handling all information calls coming into State government and through the state's official Web portal.

In 2004, RSU worked with partners Foundation Center, Vermont Alliance of Nonprofit Organizations, Vermont Educational Media Association, Vermont Historic Records Advisory Council, Vermont Historical Society, Vermont Library Association, Vermont Statewide Information, Referral and Assistance Coordinating Council, and Vermont 2-1-1.

Outputs

Interlibrary statistics for requests handled directly by RSU staff are reported in Table 6 on the next page. Many requests are handled directly by local libraries; those are reported below under "Reference & Interlibrary Loan Services-DOL-UVM."

Table 6: Reference & Interlibrary Loan Services	*2003-04*	*2004-05*	*2005-06*
Interlibrary loan requests	8,900	8,300	10,400
Percent of requests filled in Vermont	66%	62%	50%
Percent of requests filled outside Vermont	28%	31%	37%
Percent not filled (not available, not verified, limited to VT)	6%	7%	13%
Requests from public libraries	75%	68%	62%
Requests from school library media centers/academic libraries	12%	14%	10%
Requests from hospital libraries	NA	6%	0
Requests from regional libraries	9%	9%	14%
Requests from State agencies or out-of-state	4%	3%	14%
Consultations completed	275	276	254
Reference questions answered in person	3,700	5,200	5,000
Reference questions answered via State web portal	NA	NA	949

Reference & Interlibrary Loan Services-DOL-UVM Access Office/State of Vermont Department of Libraries (2003: $37,742, 2004: $45,700, 2005: $45,697)

Activities

A formal agreement between the Department of Libraries and the University of Vermont makes the resources of the University available to libraries and their users statewide. LSTA funds expansion of reference collections ($10,000 each year) and a part-time DOL staff member housed at UVM's Bailey/Howe Library who handles all in-state interlibrary loan requests to UVM from Vermont libraries of all types and makes use of the library's reference and other collections to assist libraries in answering reference questions. DOL also covers costs of postage, photocopying, supplies, and other office

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expenses, while UVM provides office space, some utilities, computer network/Internet access, and some back-up staff resources.

Outputs

Table 7 summarizes the outputs from the DOL/UVM Access Office.

Table 7: Reference & Interlibrary Loan Services: DOL/UVM Access Office	*2003-04*	*2004-05*	*2005-06*
Interlibrary loan requests	4,511	4,375	4,129
Requests filled	3,929	3,923	3,508
Items supplied to other academic libraries	52%	53%	62%
Items supplied to public and school libraries	48%	47%	38%

> **Action 2.3: Continue to work with the Vermont Library Association (VLA) and the Vermont Educational Media Association (VEMA) to maintain and improve the Vermont Interlibrary Loan Code.**

This group completed updating of the code in late 2002 and 2003. The group convenes to update the code only after the National Code is changed. No changes in the National Code have been made between that time and 2007.

> **Action 2.4: Work with community [combined school-public] librarians and trustees to revise the "Guidelines for Community Libraries."**

This was not done; however, DOL continues to hold an annual meeting of the group of Community Libraries "Community Library Day."

Evidence of Progress in Achieving Goal 2

Overall, Vermont is meeting Goal 2. The Vermont library community rated progress toward Goal 2 at the second highest level among the four goals in the five-year LSTA plan. Over three-quarters (76.7%) of respondents rated progress at the "4" or "5" level (with 1 representing little or no progress and 5 representing major progress). Just under twelve percent (11.6%) rated progress at the "3" (or neutral) level, and only seven percent (7.0%) expressed the opinion that there had been little or no progress (rating progress at the two lower levels).

Interlibrary loan is extremely important in Vermont. Many libraries have small collections and lack the funding necessary to offer their users an extensive selection of resources. It is clear that resource sharing expands the ability of libraries to satisfy customer needs. The efforts of DOL (in part supported with LSTA funds) are absolutely essential to the viability of library service (especially public library service) in Vermont.

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In spite of the great need for the service, Vermont's interlibrary loan infrastructure is not as robust as what is found in many other states. Some focus group participants expressed dissatisfaction with some of the mechanisms in place. Most of those who complained were aware of resource sharing systems in other states that were more streamlined. Despite the relatively large percentage of LSTA funds that Vermont has devoted to resource sharing, the fact that the State's total LSTA allotment is so small means that the *amount* of money that is spent on resource sharing is not very large. This, and some hesitance on the part of local libraries with a long history of independence to cooperate with resource sharing efforts, has hampered DOL's ability to develop a more integrated approach to interlibrary loan/resource sharing that includes components such as patron-initiated requests.

It is likely that if Vermont is going to develop a more sophisticated interlibrary loan system, that state and local dollars will be needed in addition to LSTA funds. The consultants believe that several other states have good models for Vermont to consider.

GOAL 3: To improve the quality and accessibility of library and information services to all Vermonters by making available to local libraries support services, technical assistance, training, and other appropriate programs.

Action 3.1: Promote quality, professional library services for Vermonters.

a) **Provide ongoing training in basic library skills and library practices to local librarians.**
b) **Provide ongoing training to library trustees and other town officials on governing, advocating and promoting libraries.**
c) **Offer a certification program for public librarians.**
d) **Provide in-depth technical assistance and consulting services to public and other libraries.**

For details, see Section IV. Progress in Showing Results of Library Initiatives or Services: Statewide Continuing Education.

Administration of LSTA/State of Vermont Department of Libraries (2003: $1,435, 2004: $584, 2005: $576)

Activities

The Department of Libraries coordinated and monitored LSTA funds, including planning, budgeting, accounting, and evaluation to ensure compliance with state law, LSTA priorities, and federal regulations. Funds were also used for printing, postage, supplies,

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communications, and travel expenses for staff to monitor projects and meet with library groups statewide.

Outputs

Vermont used only 0.23 percent of its LSTA funds for administration, substantially less than the 4 percent allowed by law and the lowest that the evaluators have encountered.

Outcomes

In interviews and focus groups, librarians were generally pleased with the Department of Libraries and its allocation of LSTA funds. They would like the legislature to appropriate state aid for public libraries, but not if it means reducing funding for the Department of Libraries.

Some were unclear about the roles and priorities of LSTA. This was particularly true of libraries other than public libraries. One focus group participant said,

> *"I need the role of DOL in serving the schools clarified."*

> **Action 3.2: Stimulate local public library development and professional library practices by promoting long range planning, self-evaluation.**

See Regional Library Services in 3.5.

> **Action 3.3: Encourage a basic level of library services by administering a minimum standards program for public libraries.**

See Regional Library Services in 3.5.

> **Action 3.4: Promote professional cataloging practices and encourage resource sharing by making computerized cataloging records (MARC) and/or catalog card sets available to eligible libraries.**

Technical Services Unit-Card/MARC/Union Catalog Service/State of Vermont Department of Libraries (2003: $83,958, 2004: $120,340, 2005: $106,875)

Activities

Funds allocated to the Technical Services Unit between 2003 and 2005 made up 14.2 percent of total LSTA allocations (see Graph 2).

The Technical Services Unit (TSU) worked to ensure that libraries had the best possible cataloging to assist their users in locating materials within the library and to facilitate statewide resource sharing. TSU provided standardized card catalog sets or MARC

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records to eligible public libraries and updates holdings on the statewide union catalog for public libraries, PUBcat, available online through VALS.

Public libraries that met Minimum Standards for Vermont Public Libraries could order, at no direct charge, cataloging for up to 1,000 titles each year for current acquisitions. Automated libraries could request an unlimited number of MARC records. The TSU staff selected the appropriate records based on information supplied by the local library. Automated libraries could also sign up for OCLC's CatExpress, a user-friendly copy cataloging service available over the Internet. In 2003, DOL covered 25 percent of the cost of the service, with the local library paying the rest; in 2004, the DOL percentage increased to 33 percent.

TSU also gathered records from schools to add to the K12cat union catalog.

TSU staff worked with a variety of organizations—Vermont Catalogers' Roundtable, Vermont Department of Education, Vermont Educational Media Association, Vermont Library Association, and Vermont Out-of-School-Time Network.

Outputs

Table 8 provides an overview of the output of the Technical Services Unit.

Table 8: Technical Services Unit	*2003-04*	*2004-05*	*2005-06*
Public libraries qualifying for service	132	132	138
Public libraries using service	80	74	72
Percent of libraries receiving card sets	39%	40%	63%
Card sets supplied	18,639	17,666	17,547
Percent of libraries receiving records via FTP	38%	36%	25%
MARC records via FTP	18,035	15,974	19,299
Percent of libraries receiving records via OCLC CatExpress	23%	24%	13%
MARC records via OCLC CatExpress	10,745	10,731	8,905
Items not found for cataloging	1%	1%	1%

Outcomes

In interviews and focus groups, most librarians commented positively on technical services although there were also a few negative comments.

> *"I get a lot of help with technical services, download MARC records. I can always call and get help with questions about cataloging."*

> *"Tech services people are great in answering questions."*

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"We pay for CatExpress. I do the AV cataloging and CatExpress is incredible! It isn't very expensive. The only problem is you have to say at the beginning how many records you'll use this year."

Action 3.5: Support and enhance local library collections by providing a general library collection of sufficient size and scope to supplement the resources of local libraries.

Statewide Library Development-Regional Library Services/State of Vermont Department of Libraries (2003: $87,078, 2004: $104,602, 2005: $126,672)

Activities

Expenditures for Regional Library Services accounted for 14.5 percent of LSTA funds allocated between 2003 and 2005 (see Chart 3).

DOL maintained two Regional Library Services facilities in Berlin and St. Johnsburg, staffed with two full-time librarians and 5.5 FTE support staff. Two additional full-time librarians were located in other regions. Each of the four librarians provided consulting and assistance to approximately 50 public libraries in professional library practices, both traditional and technology-related. A lack of formal library training and high turnover rate caused by low salaries made the service important.

Staff used the "Minimum Standards for Public Libraries" and "Envisioning Excellence" planning process to assist librarians and trustees in improving library services.

Regional Libraries purchased supplemental book collections—especially juvenile materials, literature, and adult non-fiction— and made them available through DOLcat through interlibrary loan to individual patrons and through bulk loan to libraries. Regional Library Services also purchased some juvenile materials with funds from the Trust of Elva S. Smith.

Annually DOL Regional Consultant Amy Howlett makes two appearances on the University of Vermont's Extension Service television program "Across the Fence." Howlett and a team of Vermont librarians put together National Library Week and holiday booklists, reviewed the books on air, and posted them on the DOL web site. Regional consultants also worked with Federal-State Cooperative System, National Commission on Libraries and Information Science, Nature Museum at Grafton, New England Library Association, North Country Coalition of Libraries, Vermont 2-1-1 Collaborative, Vermont Educational Media Association, Vermont Humanities Council, Vermont Institute for Government, Vermont Library Association, Windham County Reads, and Windham County Regional Planning Commission.

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Outputs

Table 9 provides a summary of outputs from Regional Library Services.

Table 9: Regional Library Services	2003-04	2004-05	2005-06
Items in collection	179,000	179,000	150,000
Items added	5,000	5,000	5,000
Libraries borrowing at least one bulk collection-public	68	61	83
Materials circulated to public libraries	37,567	38,634	37,478
Libraries borrowing at least one bulk collection-school	42	50	55
Materials circulated to schools	7,900	9,034	8,486
Interlibrary loan requests received	19,000	18,000	16,000
Interlibrary loan requests sent for individuals	1,300	1,400	2,100
Materials circulated to individuals	31,000	29,700	29,000
Use of public access computers by individuals	1,200	1,000	1,300
Requests for consulting	2,200	2,300	1,900
Staff visits to libraries	125	134	141
Public libraries meeting Minimum Standards	132	132	138
Percent of public libraries meeting Minimum Standards (190 total)	69%	69%	73%

Outcomes

In late 2006, public librarians were asked to comment on consulting services received during the previous fiscal year. Of the 190 public libraries, 148—83 percent—responded.

Respondents regularly contact a Regional consultant:

- 57 percent contacted a consultant at least once a month
- 12 percent contacted a consultant at least once a week
- 5 percent contacted a consultant once a year.
- 26 percent never contacted a consultant

When asked how often they would like to be contacted, 62 percent asked for monthly contact, 16 percent for weekly contact, and 13 percent for contact only as needed.

Top twelve reasons for contacting a consultant in the past year were

1. Technology (60 percent)
2. Policymaking (56 percent)

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3. Interlibrary loan (55 percent)
4. Collection development (49 percent)
5. Grants (49 percent)
6. Library management (49 percent)
7. Summer Reading Program (48 percent)
8. Children's services (46 percent)
9. Library automation (44 percent)
10. Fund raising (43 percent)
11. Training self, staff and/or trustees (40 percent)
12. Trustee-related needs (36 percent)

The three most commonly cited areas for consulting needs in the next year were:

- Technology (30 percent)
- Public relations (21 percent)
- Summer Reading Program (18 percent)

They reported that consulting visits had the following impacts:

- (Attitude/Awareness) 74 percent gained new perspective on a problem and 51 percent had more confidence.
- (Knowledge/Skill) 64 percent learned a new skill or increased their knowledge.
- (Behavior) 28 percent made a change in procedure or policy, 28 percent read more about a possible approach to a problem, and 24 percent started a new project or service.

Five percent of respondents said they did nothing different as a result of consulting a Regional librarian.

Evidence of Progress in Achieving Goal 3

Overall, the Vermont Department of Libraries is meeting Goal 3. Although Goal 3 received the weakest progress rating in the web survey of the library community, nevertheless almost two-thirds (65.1%) of respondents rated progress at the "4" or "5" level (with 5 representing major progress). Almost twenty-one percent (20.9%) rated progress in this area at a "3," and less than ten percent (9.4%) gave progress toward this goal as a "2" or "1" (with 1 representing little or no progress).

Information collected through focus groups lead the evaluators to conclude that the relative weakness likely has to do with the speed of the cataloging process. Vermont's efforts to improve the quality and standardization of cataloging and classification are clearly important in light of the size and limited staffing in many of the State's libraries. The evaluators also applaud the incentive of unlimited MARC records offered to automated libraries. Vermont needs to do whatever it can to encourage libraries to automate (especially to automate as part of a shared system).

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The regional library systems, continuing education, and consulting assistance that individual libraries receive are also clearly valued and appreciated services. Furthermore, they are particularly important in light of the small size of many libraries in the State. Again, Vermont faces significant challenges. The range of needs among Vermont libraries is great. The evaluators believe that Vermont is doing a particularly good job of taking advantage of any and all contacts with the staff of local libraries as "learning opportunities." As was noted earlier, more information is provided on the continuing education aspect of this goal area in Section IV (Progress in Showing Results of Library Initiatives or Services).

GOAL 4: To ensure that every Vermonter has equitable access to library materials and information regardless of location, age, education, economic status or special need.

Action 4.1. Meet the recreational and informational reading needs of visually impaired Vermonters and of those with other qualifying disabilities by participating in Library of Congress, National Library Service for the Blind & Physically Handicapped (NLS) network.

Special Services to the Visually & Physically Handicapped and State-supported Institutions/State of Vermont Department of Libraries (2003: $92,948, 2004: $149,061, 2005: $117,000)

Activities

Special Services to the Visually & Physically Handicapped and State-supported Institutions accounted for 16.4 percent of LSTA funding between 2003 and 2005 (see Chart 3).

The Special Services Unit (SSU) staff provided reading materials for people with visual and physical impairments and those in state-supported institutions (not including correctional facilities):

- Austine School for the Deaf
- Laraway School (a special education residential and day school for students, grades 6-12, with emotional and behavioral challenges)
- Lund Family Center (serving families with children, pregnant teens and young adults, and adoptive families)
- Vermont State Hospital
- Vermont Veterans Home
- Woodside Juvenile Rehabilitation Center

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They also consulted with libraries in state-supported institutions (including correctional facilities) on collection development. In 2003, SSU provided $1,500 to each institution for books and periodicals; in 2004, the average was $1,220.

Vermont is the smallest-population state with its own regional library and has the smallest collection.

The SSU consultant worked with constituent groups throughout the state, as well as local librarians, special educators, and other advocates, to promote awareness of the services and recruit users. Other collaborating agencies included the National Library Service for the Blind & Physically Handicapped,; Vermont Association for the Blind; Vermont Department of Disabilities, Aging, & Independent Living-Division for the Blind and Visually Impaired; and Vermont State Rehabilitation Council.

The SSU maintained a collection of large print books and made them available to eligible users of the LBPH service, as well as on interlibrary loan and in deposit collections to libraries, nursing homes, and other interested institutions.

Outputs

Table 10 gives a summary of outputs from the Special Services programs. Staff noted a recent decline in number of patrons and circulation and speculated that this may be due to the greater availability of audio books from other sources and the National Library Service's lack of speed in implementing digital talking books.

Table 10: Special Services Programs	*2003-04*	*2004-05*	*2005-06*
Number of users	2,200	2,100	2,000
Number of items circulated to individual users	60,700	58,315	55,600
Deposit collections circulated	127	129	143
Telephone calls answered by LBPH staff	7,200	7,200	7,500
ILL requests filled	142	142	173

Action 4.2. Provide in-depth technical assistance and consulting services to public and other libraries in providing services to individuals with disabilities and the aging.

See 4.1 above.

Action 4.3. Sponsor at least one workshop each year to promote public library outreach services, particularly to special populations.

See 4.1 above.

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Action 4.4. Promote and improve services to individuals with disabilities through outreach to other agencies, organizations and institutions that provide services to individuals with disabilities.

See 4.1 above.

Action 4.5. Support and enhance local library collections by providing a library collection of large print materials of sufficient size and scope to supplement the resources of local libraries.

See 4.1 above.

Action 4.6. Assist state-supported institutions in meeting the recreational and informational reading needs of their residents.

See 4.1 above.

Action 4.7. Provide in-depth technical and consulting assistance to state-supported institutions on library-related services.

See 4.1 above.

Action 4.8. Promote high quality children's services (from birth through age 17) by providing in-depth technical and consulting assistance to public and other libraries.

Statewide Library Development-Children's Services/State of Vermont Department of Libraries (2003: $17,402, 2004: $1,974, 2005: $28,422)

Activities

Through Statewide Library Development, the Department of Libraries supported and improved services to children and youth in local libraries and cooperated with State government and other organizations to promote reading and literacy for children.

DOL employed a library professional (.66 FTE in and 1.0 FTE in 2004 and 2005) and a support staff assistant (.75 FTE in 2003 and 1.0 in 2004 and 2005); other DOL staff were available for additional support when needed. The Children's Services Consultant participated in an IMLS-sponsored project to develop outcomes-based evaluation for summer reading programs.

Major activities included:

Statewide Summer Reading Program. DOL provided each public library a manual with ideas for programs, displays, and materials, as well as promotional posters.

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The DOL was able to leverage state and federal funding with a small bequest from the Trust of Elva S. Smith to "aid in the development and maintenance of library service to the children of Vermont," including purchase of books, salaries, or training. In 2003, DOL awarded $6,900 to 84 libraries to help subsidize the cost of a program or performance related to the Summer Reading Program; in 2004, it awarded $7,900 to 79 libraries; in 2005, it awarded $7,700 to 77 libraries. In 2003 and 2004, the Chittendon Bank donated printing services valued at $6,000; in 2005, their contribution was valued at $5,000. Three businesses donated prizes valued at $1,145. KeyBank and Verizon Foundation donated $7,282 in 2003, $9,500 in 2004, and $7,000 in 2005 to the Vermont Library Association to cover some costs; Vermont Public Radio donated a performer for the kick-off event.

In 2004 and 2005, the Summer Reading Program included activities for young adults. Those who completed four weekly web-based scavenger hunts were eligible to be included in a drawing for a Burton snowboard or an Apple iPod donated by local businesses.

Dorothy Canfield Fisher Memorial Children's Book Award. A committee of six assisted the DOL Children's Services Consultant in selecting a master list of 30 titles by living American authors published during the previous year, selected for literacy merit. Librarians make the books available, encourage children to read them, and coordinate voting. The book receiving the most votes wins and the author is invited to Vermont for a ceremony.

Vermont Center for the Book "Red Clover Children's Choice Picture Book Award." DOL Children's Services Consultant supports efforts to promote reading and discussion of the best contemporary picture books for children in Kindergarten through grade four.

Assistance in selection, through the Children's Book Exhibit Center, a collection of the current year's children's materials donated by publishers, and through Materials Review Sessions.

In-depth technical assistance to public and other libraries.

In 2004, the Children's Services Consultant assisted Vermont Public Radio with its "Camel's Hump" program, a half-hour show designed to encourage reading and reading aloud, from children in grades 4 through 8. She recommended materials for the program and the suggested reading lists. She also worked with American Academy of Pediatrics/Vermont Chapter, Children's Literacy Foundation, Fleming Museum, Friends of Dorothy Canfield Fisher, Vermont Department of Education, Vermont Educational Media Association, Vermont Humanities Council, Vermont Parent-Teacher Association, Vermont Out-of-School-Time Network, Vermont Library Association, and Vermont Secretary of State's Office. In 2005, additional partners included Barre Head Start, Children's Literature New England, National Book Festival, and the New England Library Leadership Symposium.

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Green Mountain Book Award. In 2005, the DOL partnered with the Vermont Educational Media Association and Vermont Library Association to introduce this readers' choice award, designed to introduce high school students to excellent books for pleasure reading. A committee set ground rules, established criteria, and selected the first list. Multiple copies and sets of the books were available for loan.

Outputs

Table 11 lists outputs from Children's Services.

Table 11: Children's Services	*2003-04*	*2004-05*	*2005-06*
Summer Reading Program			
Public libraries participating (libraries and bookmobiles)	163	159	148
School libraries participating	2	4	4
Certificates awarded	7,000	6,475	6,605
Library programs presented	2,400	2,800	2,588
Estimated attendance at library programs	54,400	55,300	58,364
Estimated number of books read by children	112,000	192,000	101,500
Young adults registered		947	1,074
Young adults completing scavenger hunt		300	327
Estimated number of books read by young adults		8,100	6,800
Dorothy Canfield Fisher Award			
Number of public libraries participating	17	18	14
Number of schools participating	179	179	177
Children voting	5,200	4,600	4,600
Percentage of Vermont children, grade 4-8	12%	8%	13%
Librarians and teachers attending professional development			173
Red Clover Children's Choice Picture Book Award			
Number of schools participating		215	223
Number of public libraries participating			6
Children participating	25,000	22,988	29,906
Librarians and teachers attending professional development		145	127

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Table 11: Children's Services (continued)	2003-04	2004-05	2005-06
Children's Book Exhibit Center			
Titles received	3,000	2,600	3,200
Publishers submitting titles	67	96	102
Materials Review Sessions			
Number of sessions held	10	10	10
Number of attendees at sessions	318	330	280
Consultations			
Consultations	403	391	442
Bibliographies produced	61	39	38
Green Mountain Book Award			
Schools participating			7
Public libraries offering book discussion groups			3
Students participating			585
Students voting (must have read three books)			218

Outcomes

In interviews and focus groups, there were only three comments regarding services for children and young adults:

"We value children's services."

"The book review sessions with Grace have become video sessions and they draw fewer people that way. The sessions are wonderful live!"

"DOL does a lot of hand-holding. They support the Dorothy Canfield Fisher Book Award; that's a good joint effort… There are conferences around those programs and teachers appreciate them."

Action 4.9. Promote summer reading by children by offering an annual theme-oriented summer reading program and related materials to encourage and supplement the summer programs sponsored by local libraries.

See 4.8, Statewide Library Development-Children's Services, above.

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Action 4.10. Expand and improve partnerships within State government, private industry, and the nonprofit sector to promote library services for children and family literacy.
    I.   Coordinate with the Vermont PTA and the Vermont Department of Education to offer the Dorothy Canfield Fisher Memorial Children's Book Award program.

See 4.8, Statewide Library Development-Children's Services, above.

    II. Partner with the Vermont Center for the Book, the Children's Literacy Foundation and other organizations on on-going and new initiatives related to library services for children and family literacy.

See 4.8, Statewide Library Development-Children's Services, above.

    Action 4.11. Convene a task force of children's service specialists and other appropriate individuals to review and make recommendations on the focus of the Department's support for children's services based on demographic changes and other trends indicated in the Census 2000 data.

This has not been done. However, in acknowledgement of the larger cohort of teens indicated by the Census data, DOL did begin offering a "teen" component to the summer reading program and began a pilot "reader's choice" award for teens called the Green Mountain Book Award.

Evidence of Progress in Achieving Goal 4

The Vermont Department of Libraries is meeting many of its objectives within Goal 4 and it is making progress toward its goal by carrying out many other activities. The evaluators find that Vermont performs admirably given the limited funds it has available. The scope of its efforts to introduce children to the joy of reading is particularly impressive given the small allocation of funds available for this purpose.

Vermont's Special Services Unit also does well given that it is the smallest statewide Library for the Blind and Physically Handicapped that does not "contract out" for most of it services. The small size of this unit clearly limits what it is able to do in the way of expanded services to individuals with special needs.

Over seventy percent (72.1%) of web survey respondents rated progress toward this goal as a 4 or a 5 (with 5 representing major progress). Slightly more than sixteen percent (16.3%) ranked it a "3" (or neutral). Seven percent (7.0%) ranked progress toward Goal 4 in the bottom two lower levels (with 1 representing little or no progress).

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III. Results of In-depth Evaluation

The Vermont Automated Library System was selected for Vermont's in-depth evaluation. This seemed appropriate since it represents the program that accounts for the largest percentage of LSTA expenditures during the three Federal fiscal years covered by this evaluation. Following is a description of the actions that have been pursued under the VALS program and the results of those actions.

Vermont Automated Libraries System & Services /State of Vermont Department of Libraries (VALS) (2003: $114,776, 2004: $176,417, 2005: $198,788)

Activities

Between FY 2003 and FY 2005, the Vermont Department of Libraries allocated more LSTA funding to this project than any other, a total of $489,981 (see Chart 3).

VALS is the technological and telecommunications backbone that provides access to and coordinates the statewide electronic library network for all types of libraries.

A full-time Information Technology Manager and a full-time Information Technology Specialist oversee and operate the system. They also provide technical assistance, troubleshooting, and technology consulting services to local libraries. Other DOL staff members also provide limited technical assistance and a part-time librarian assists with training for local libraries on using VALS, computers, and commercial databases.

The VALS program represents an active collaboration between DOL and the State's libraries of all types. In addition, the Vermont Department of Libraries has partnered with the Vermont Department of Information and Innovation, Vermont Information Management Advisory Council, Vermont State Colleges Library Council, Vermont Web Task Force, Bill & Melinda Gates Foundation, and OCLC WebJunction in the course of operating VALS. VALS represents the central core of technological activity. Multiple other programs either exist or are enhanced because of the fact that the VALS framework exists.

Services provided under the VALS umbrella included:

An electronic interlibrary loan system that uses e-mail and pulls a record from one of the online catalogs, so libraries may initiate requests directly.

Access to statewide bibliographic databases and union catalogs, for local libraries and individual users. VALS includes the Department of Libraries' catalog DOLcat, as well as the public library union catalog PUBcat and K-12 school union catalog K12cat (both maintained by DOL), and Z39.50 links to online catalogs of Vermont libraries of all types and to other resources such as a state newspaper index, catalog of archive collections, and other State government information.

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Licensing of commercial databases for local libraries and customers. In December 2002, the Department of Libraries signed a two-year contract for databases, known as the Vermont Online Library (VOL), which is accessible to Vermonters from libraries and remotely from their homes and offices. Although no federal funds were used that year to actually license the databases, VALS staff provided support and training. In succeeding years, libraries contributed approximately half of licensing costs, the State contributed one-fourth, and LSTA contributed the remaining fourth.

Training and consulting in technology-related areas to libraries

Electronic gateway to state and federal government information

Basic, dial-up Internet access, for small public libraries. Once CIPA went into effect DOL used no LSTA funds for any type of connectivity, dial access or otherwise.

Outputs

Table 12 provides a summary of training on and usage of VALS and VOL.

Table 12: Vermont Automated Libraries System and Services (VALS)/Vermont Online Library (VOL)	*2003-04*	*2004-05*	*2005-06*
Dial-up Access			
Dial access accounts provided	64	33	22
Interlibrary Loan			
Web-based e-mail accounts provided	300	300	300
ILL requests placed	51,700	54,555	56,700
FirstSearch searches completed	11,581	11,796	11,132
Vermont Online Library (VOL)			
VOL-libraries participating	325	300	277
VOL use by public libraries	13%	8%	9%
VOL use by schools	42%	39%	41%
VOL use by academic libraries	45%	52%	47%
VOL use by special libraries		1%	3%
Training and Consulting			
Consultations	1,100	1,100	1,200
Training sessions offered (full day/mini-sessions) Move to CE?	11/44	4/17	21

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Outcomes

VALS. In interviews and focus groups, librarians commented on the e-mail capabilities:

> *"Thanks to VALS we have a way to communicate among ourselves."*

They reported using VALS for cataloging:

> *"We can use VALS to get MARC records."*

They also use it for ILL:

> *"We use ILL frequently because we're small with limited space."*

> *"ILL is an essential service."*

> *"VALS is indispensable; gives us access to resources at a reduced rate, but we need to do more buying together."*

Librarians did feel that there was some room for improvement in the ILL function:

> *"The problem is that we don't have the ability to know whether it's on the shelf when you check an item."*

> *"I think DOL needs more technological capabilities."*

> *"VALS is working, but it's a dinosaur."*

> *"My priority would be a more robust, efficient ILL system with patron-initiated ILL."*

VOL. Most librarians in interviews and focus groups were enthusiastic about VOL:

> *"VOL saves us a fortune!"*

> *"We're surprised by the home and library use of the databases… Makes the library appear more current."*

> *"The multiple search capability this year is wonderful."*

An academic librarian noted:

> *"…our college has a large external program with many students not on campus. We tell them that they need to use their public libraries. With VOL, we've been able to get access so we're less dependent on public libraries."*

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Some librarians would like to see more databases added to VOL:

> *"There are 45,000 students in higher education in Vermont. It's the third largest industry in the state, so I'd like to have more databases."*

> *"I just want more online resources, especially sciences, maybe Newsbank."*

The evaluators have observed that in many states that acceptance and usage of online databases isn't universal nor is it immediate. There are always those who are slow to embrace new mechanisms for information access. Not surprisingly, this appears to be true in Vermont as well. Some comments included:

> *"I'm not fond of VOL."*

> *"Staff uses it, but the public doesn't."*

> *"The main reason we don't use it is that it isn't curriculum based; it doesn't seem to fit our needs."*

However, it is also apparent that VOL fills a major need and provides both libraries and the public with a wealth of resources that simply weren't readily available in many areas of the State in the past.

In the interview with State Librarian Sybil Brigham McShane, she reported that many small libraries primarily provide circulation and programming. Because of their size, limited resources and staff, reference service has not been a major part of their program of service. Consequently, they often do not remember to use the databases themselves and have not adequately promoted them for customers' use. Comments in focus groups confirm that some small public libraries are not using or promoting VOL:

> *"There are too many tiny public libraries without the capacity to do more than be open a few hours."* (academic librarian)

> *"I don't have time to teach the public to use databases."*

None of this diminishes the importance of the program or DOL's efforts in making the program available. It simply underscores the fact that much remains to be done to achieve broad acceptance and use of the program. In many ways, Vermont's experience with online databases parallels the struggles that many other states have encountered.

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Conclusion

VALS has been central to the technological advancement of libraries, especially the advancement of small libraries, in the Green Mountain State. While progress has sometimes been slow, nevertheless, it has been constant. There appears to be room for improvement both in the Interlibrary Loan system and in raising public awareness of the availability of the VOL databases. However, the expenditure of LSTA funds for this program has been essential to the State's ability to meet all four of the goals that Vermont outlined in its five-year LSTA Plan for 2003 – 2007. Components of VALS have served to "*…enhance and expand libraries' technology capabilities," "…enhance and expand resource sharing and cooperative efforts among libraries," "…improve the quality and accessibility of library and information services to all Vermonters by making available to all libraries support services, technical assistance, training, and other appropriate programs,"* and to *"…ensure that every Vermonter has equitable access to library materials and information."*

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IV. Progress in Showing Results of Library Initiatives or Services: Outcome-Based Evaluation (OBE)

Vermont identified its continuing education and training services as the area in which it has made the most progress in implementing the principles of outcome-based evaluation (OBE).

Progress in Implementing Outcomes-based Evaluation

In 2003, the Department of Libraries identified three outcomes for its consulting services:

1. Vermont public librarians are able to solve problems and meet challenges encountered in the day-to-day running of their libraries.
2. Vermont librarians and trustees are better able to work together for the improvement of local library services.
3. Vermont librarians from all types of libraries work together to develop cooperative community services.

Outcomes for the continuing education/training services were also agreed upon:

1. Vermont public librarians are able to solve problems and meet challenges encountered in the day-to-day running of their libraries.
2. Vermont library trustees understand their roles and responsibilities as policymakers, fiscal agents, community liaisons, and overseers of public library service in their towns.
3. School and public librarians are aware of the range of newly published children's materials and feel confident about selecting them for their collections.

Central to the Vermont Department of Libraries efforts to implement OBE has been a relatively simple concept. Participants in the continuing education and training offerings sponsored by DOL should either change the way they do something in their libraries or they should try doing something new because of the new knowledge or skills they have gained.

In 2003, evaluation forms distributed at the end of each workshop, training session, or review session, 75 percent of participants stated that they would make changes and/or try something new. In 2004, 78 percent planned to make changes. In 2006, the Department of Libraries planned to add follow-up surveys to collect data about the nature of the actual changes.

Continuing education has been broadly construed. DOL recognizes that not all learning results from formal training sessions. Consulting contacts with librarians are also an important component in continuing education. Therefore, in 2004, regional consultants revamped their reports to better describe their activities during a site visit and improve

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the Department of Libraries' ability for post-visit follow-up. Consultants also prepared more detailed reports about county librarians' and other meetings.

The DOL worked with a faculty member from the University of Vermont to design a customer satisfaction survey.

In reports collected in November 2006, public library directors were asked to comment on consulting services and continuing education services received the previous year.

Exemplary Project: Statewide Continuing Education

It was noted earlier in this report that, because of its relatively small population, Vermont's LSTA allotment is rather modest. This has not stopped the Vermont Department of Libraries from doing a lot with a little. DOL's efforts have been significant and, given limited funding, extremely diverse. The Department has capitalized on many opportunities to create learning experiences out of virtually every contact with the library community and has used funding from a variety of sources to extend the reach of its LSTA funds.

Statewide Library Development-Continuing Education/State of Vermont Department of Libraries (2003: $13,531, 2004: $35,431, 2005: $42,561)

Activities

The Department of Libraries maintained a training and education program that led to a Certificate of Public Librarianship, aimed at individuals working as librarians who do not have the MLS degree. Certification required a candidate to earn 150 credits (roughly an hour per credit) within five years. There were four required, week-long courses: Basic Public Library Administration, Cataloging, Collection Development, and Reference. Candidates were also required to earn a minimum of 10 hours of technology credits.

In addition, DOL provided an ongoing selection of continuing education workshops for librarians and staff in Vermont's 190 public libraries, 83 percent of which serve 5,000 of fewer residents. Workshops addressed immediate needs for smaller groups with less time commitment.

Semi-annual Children's Materials Review Sessions, repeated in five locations, allowed staff to see new titles.

In 2005, Vermont completed a $41,550 training grant from the Bill & Melinda Gates Foundation and joined OCLC's WebJunction as a Community Partner. This allowed them to offer online classes for meeting Certificate requirements and to author classes.

All sessions were free, so that even those from the smallest libraries could attend.

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A part-time professional librarian on the DOL staff (.33 FTE in 2003, .5 in 2004 and 2005) coordinated the CE program with the assistance of a .25 assistant. All DOL staff participated by presenting for the Certification program and most workshops are also presented by DOL staff, with local librarians adding their experiences.

Partners during 2003-2005 included KnowledgeWave Training, Inc., NELINET, Inc., OCLC WebJunction,

Outputs

Table 13 is a summary of sessions offered and attendance. Other continuing education and consulting occurred as part of other LSTA projects, see, for example, 2005 totals in Reference & Interlibrary Loan, Cataloging, Regional Services, Visually & Physically Handicapped, Children's Services, and VALS and VOL.

Table 13: Continuing Education	*2003-04*	*2004-05*	*2005-06*
Full-day workshops topics offered	17	16	25
Full-day workshop sessions offered	33	23	56
Workshop attendance	910	437	889
Mini-workshop topics offered	18	22	10
Mini-workshop sessions offered	66	50	25
Mini-workshop attendance	408	408	200
WebJunction courses selected	NA	NA	26
Participants in WebJunction courses	NA	NA	115
Online courses developed by DOL	NA	NA	1
Participation in online DOL course	NA	NA	3

Outcomes

End of session evaluations. At the end of the 2003 and 2004 workshops, 75 percent of workshop participants and 78% of participants respectively stated that they planned to make changes and/or try something new.

Public library annual reports. For the first time, librarians were asked to comment on their participation in and impact of continuing education as part of the public library statistical reports collected in November 2006. Among the 145 libraries responding:

- 6 percent attended six or more workshops.
- 30 percent attended three to five workshops.
- 39 percent had attended one or two workshops.
- 23 percent attended no workshops.

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- 9 percent of librarians and 8 percent of staff had taken an online course through WebJunction.

Those who did not attend identified the following barriers:

- 9 percent said the time was inconvenient.
- 8 percent cited an inconvenient location.
- 6 percent found topics not relevant to their needs.
- 8 percent said staffing needs prevented their attendance.

Smaller percentages also cited conflicts with a second job or family obligations.

Those that attended cited the following reasons for attending:

- 67 percent were interested in the topic.
- 37 percent were training for a job.
- 35 percent were receiving credit for certification.
- 34 percent were networking with colleagues.

Following their participation, attendees noted the following changes:

- Attitude/Awareness: 59 percent gained new perspectives and 43 percent had more confidence.
- Knowledge/Skill: 60 percent increased knowledge or learned a new skill.
- Behavior: 30 percent made a change in a procedure or policy, 25 percent started a new project or service.

Only two percent of attendees reported no change.

Interview with Department of Libraries staff. DOL staff expressed disappointment at the low usage of WebJunction courses to date. They thought the courses would allow librarians needing certification to take online courses without having to leave the library. They have considered opening their computer lab to provide a quiet place for people to complete courses. They speculated that library staff members just need some time to become aware of the courses and use them:

> "The people who take the courses are really excited about it. It's a question of getting more people involved… maybe 120 people have signed up, but they aren't actually completing the courses… Maybe some people are finding the pieces they want and don't need to complete the course."

> "WebJunction is a great thing, but I don't have enough time to do it."

The evaluators have discovered that Vermont's experience in regard to WebJunction is very similar to what has occurred in several other states. Providing library staff with learning opportunities that break the bonds of time and place is extremely important in a

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largely rural, topographically challenging environment like Vermont. We have concluded that unfamiliarity with this method of learning is one of the factors that has limited the success of WebJunction efforts to date. However, time is also an extremely important limiting factor. Many library staff members in Vermont are part-time. Many libraries have limited staff. State library agencies participating in WebJunction and other online continuing education programs (not just Vermont) need to find incentives to encourage greater initial participation in such programs. The evaluators believe that greater familiarity will then encourage more use.

<u>Interviews and focus groups with library staff regarding continuing education and training</u>

> *"The workshops they provide are right on."*

> *"I just received my certification. The workshops were free and wonderful… helped to connect me with others in the state, too. It took five years to complete the certification. I thought it was a reasonable timeframe."*

> *"I've have trouble getting into the certification training; enrollment is very limited."*

> *"They educate us, and our trainers, and give us somebody to talk to about issues. They help with boards of trustee and select persons, but they don't try to tell us how to run the library."*

> *"CE is tremendously important."*

> *"Training and… consultants are invaluable…"*

> *"Two years ago we hired a new librarian without library training on the condition that she work on certification. Her training has been terrific. She is learning just what she needs to know. She is well focused and makes us trustees fell like she's learning what to do."*

> *"The workshops have built a library community; you get to meet others."*

Past participants in training and education sessions made some constructive suggestions related to content:

> *"It would be nice if there were more workshops for larger libraries."*

> *"I would like more structure for CE and public librarian certification. Too many of us are 'trained' but lack the conceptual base for what we do."*

> *"More technology training."*

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They also had some ideas about improving instruction:

> *"I like it when they pull in outside sources to train."*

> *"Online handouts for workshops and programs would be helpful, so we can get information when we can't attend."*

They also asked for changes in delivery methods:

> *"Offer the workshops on evenings and weekends?" (school library media specialist)*

> *"More training on a regional basis."*

> *"Can it all be put online, so I don't have to travel?"*

Obviously, comment like those above tend to support "staying the course" in offering access to WebJunction and other online learning opportunities.

Conclusion

While Vermont's OBE efforts to date have not been extensive, they have, nevertheless, demonstrated an understanding of OBE concepts. Trying to determine whether continuing education participants change their behaviors or try new methods or services is fundamentally sound. Vermont has already identified next steps in taking its OBE efforts to the next level. Efforts to determine the nature of changes that continuing education participants make and/or the type of new methods or services that they employ is a natural extension of what has already been done. Furthermore, The Vermont Department of Libraries has been very active in seeking feedback from the library community. Several major surveys have been conducted in recent years. Both an understanding of basic OBE principles and mechanisms for moving toward evaluation that applies an experimental design model exist in the State. Vermont is poised to make great progress in regard to OBE.

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V. Lessons Learned

Lessons Learned

Through its LSTA-funded programs, the Vermont Department of Libraries (DOL) has had a substantial impact on the breadth and quality of library service in the Green Mountain State. Most notable are:

- VALS, the statewide technology infrastructure which supports basic Internet access for small libraries, e-mail based interlibrary loan, two union and linked library catalogs
- VOL, the statewide online full-text database program
- Continuing education, including face-to-face sessions and online courses, which help public library directors meet certification requirements and support technology advances
- Children's services, including the statewide Summer Reading Program, book awards, and Children's Book Exhibit Center
- Regional Library Services, including consulting assistance and back-up collections

Because most of the public libraries in the state are small, under-funded, and under-staffed, the Department of Libraries has concentrated on centralizing some direct services. Examples include cataloging and some collection development activities. While valued by many, some of these centralized services are perceived as cumbersome by some librarians, especially those in larger libraries who feel that advancing technology may now offer better solutions. DOL needs to explore ways to streamline services; however, it should also maintain its commitment to bringing the small, inadequate libraries up to a reasonable level of service. Vermont's modest LSTA allocation makes it difficult to maintain a balance between advanced technologies and addressing basic needs.

Librarians in the State appreciate and depend on the Department of Libraries' leadership and urged DOL to continue in this role, communicating and collaborating with local libraries and with other agencies. The Vermont library community wants the Department of Libraries to continue to support libraries while, at the same time, positioning them for the future.

As noted above, the dual roles of supporting what currently exists and positioning libraries for the future are sometimes in conflict. Providing direct services that support libraries and helping libraries build the capacity they need to be strong often call for different strategies. The Vermont Department of Libraries has successfully maintained a good balance between these two extremes.

Implementation of some aspects of the Plan was hampered by the imposition of the Children's Internet Protection Act (CIPA) on the LSTA program. The Department of Libraries curtailed its telecommunications and technology related grants because local

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libraries indicated they were unwilling to accept funding that would cause them to be subject to the provisions of the Children's Internet Protection Act (CIPA). The majority of libraries seemed to feel that the requirements of CIPA were decisions best made at the local level and according to the needs of each community. Thus they were willing to forego funding that included the CIPA mandates.

Following is a list of recommendations based on the evaluators' review of Vermont's LSTA program. Much of what is contained on the list is well known and understood by DOL staff. Limited funding presents a major challenge in carrying out the recommendations. Nevertheless, we hope that the recommendations provide some new insights or directions that may be useful.

Recommendations

1. Increase attention to building capacity, rather than providing direct services whenever possible.

2. Work toward the implementation of technology that will enable federated searching of catalogs to streamline direct borrowing among libraries without DOL staff intervention.

3. Take steps to encourage every library to have a highly-trained expert staff and reduce the need for constant retraining by addressing the high turnover rate and developing career pathways. The encouragement of job sharing among small libraries in close proximity is an example.

4. Offer additional educational content online (both synchronous or asynchronous courses), so that the time and expense of obtaining certification can be reduced. Promote online learning as a way of saving time and expense. Create statewide support mechanisms and work with trustees and directors to create local support for learning.

5. Focus consulting on State goals. Use technology to reduce travel time for consultants.

6. Continue to develop outcomes-based evaluation, particularly the survey of Vermont residents that is included in the 2003-2007 Plan. Tie survey questions to outcomes identified in the plan.

7. Identify continuing education efforts across all LSTA funded-projects and develop a uniform method for reporting outputs and outcomes.

8. Use the position of the Department of Libraries and LSTA funding to leverage cooperation and collaboration. The shared funding of VOL is a good example.

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VI. Brief Description of Evaluation Process

Evaluation Methodology

In keeping with the spirit of cooperation that pervades the LSTA goals, Vermont's evaluation was carried out as part of a cooperative evaluation of the LSTA programs in six northeastern states—Maine, Maryland, New Hampshire, New Jersey, Rhode Island, and Vermont . A Request for Proposals covering the LSTA evaluations for the six states was issued through the Chief Officers of State Library Agencies in the Northeast (COSLINE) with the Maine State Library acting as the administrative and fiscal agent for the effort. By taking this approach the six states hoped to achieve a high level of efficiency in their evaluation efforts and to benefit from a heightened awareness of the strengths, weaknesses and innovative aspects of LSTA programs in other states in the region.

Himmel & Wilson, Library Consultants was selected to carry out the five-year evaluation of LSTA for six COSLINE states as the result of a competitive bidding process. The evaluation methodology proposed by Himmel & Wilson was designed to assess each state's implementation of the LSTA program individually using a similar set of data gathering techniques and to report the findings of the evaluation process using a standardized report format.

The considerable demographic variation between and among the six states as well as the differing approaches the six states had taken in developing their five-year plans required some modification of the process from state to state; however, the evaluators believe that the cooperative approach has resulted in some economies of scale as well as providing a number of insights that might not have emerged if each state had conducted a completely separate assessment of their LSTA program.

In addition to evaluating each state's progress toward the goals outlined in their five-year plans, the process also represents one piece of a coordinated effort to ensure that LSTA met or exceeded the expectations of the elected officials who authorized the program. Furthermore, the assessment process served to determine how LSTA makes a difference in the quality of library services available to the residents of each state. Because library services in each state exist in a unique environment, each state's plan *should* differ both in its focus and in terms of the nature of the programs that were supported with LSTA dollars. At the same time, the LSTA purposes provide a framework that serves to create common themes among the states.

The evaluation progressed through five phases that involved a variety of stakeholders and a mix of quantitative and qualitative data-gathering methods. The phases were:

- Discovery
- Data/Information Gathering
- Data/Information Analysis
- Synthesis

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- Reporting

Following is a brief description of the efforts that took place in each phase of the project.

Phase I: Discovery

State library liaison: The consultants scheduled a telephone conference call involving representatives of all six states on July 17, 2006 and asked that each state name a liaison to act as the primary point of contact between the consultants and their states' library agency. Sybil Brigham McShane, State Librarian, served as Vermont's liaison.

State library questionnaire. Prior to the conference call, Himmel & Wilson created a web-based questionnaire in which the state liaison identified specific materials, reports, and websites that could be made available for the consultants to review, including reports to IMLS and valuable internal documents (such as minutes from advisory committees and sub-grant evaluations) that would be useful in gaining an understanding of a particular state's approach to LSTA

The web-based questionnaire also asked the state liaison to identify specific time periods that would be particularly good or particularly bad for site visits to the state library agency, focus groups, and other on-site events. This assisted the consultants in their effort to develop site visit schedules that were relatively free of conflicts with important events that might impede the ability of key stakeholders to participate, while taking advantage of statewide meetings such as library conferences or large training events. Addressing scheduling conflicts and opportunities early in the process was critical to carrying out this ambitious project in a timely fashion.

In addition to calendar information, the state liaison identified general locations, based on regional traffic patterns and topography, which might be well suited as focus groups sites and recommended libraries that had good meeting facilities, parking, and access to major highways.

Phone calls with State Library liaisons: Shortly after the conference phone call, the consultants contacted the state liaison to refine the list of background documents, to select focus group sites, and to begin to refine the calendar for work to be conducted on-site.

Review of background documents: The consultants reviewed background documents, revisited the LSTA plan, examined the State Program Reports submitted to IMLS, and reread the last five-year LSTA evaluation. The consultants also reviewed supplemental materials and information that each state provided.

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Phase II: Data/Information Gathering

<u>Site visit to state library</u>. After completing the background review, the consultants scheduled their first site visit to Vermont to gain a thorough understanding of the scope of its LSTA program and overall library development and service priorities. Ethel Himmel and Bill Wilson visited the state library agency and interviewed:

- Sybil McShane, State Librarian
- Marianne Kotch, Director, Public Library Support Services
- Grace Greene, Children's Services Consultant
- Mara Siegel, DOL-UVM Access Office Librarian & Continuing Education Coordinator

<u>Development of data collection instruments</u>. In order to gather opinions and personal experiences of a wide array of stakeholders, the consultants developed and refined focus group questions, interview questions, and web surveys during this phase.

<u>Focus groups</u>: Ethel Himmel conducted five focus groups with a total of 48 participants. The majority of participants were from public libraries. However, academic libraries, school libraries, research libraries, and regional cooperatives were also represented. Focus groups were held in the following locations:

- Middlebury College (one session for academic librarians, one for public librarians)
- Brown Public Library, Northfield (public librarians and school library media specialists)
- Northeast Regional Library, St. Johnsbury (public librarians and school library media specialists)
- Sherburne Free Library, Killington (public librarians)

Map 1 below shows the geographic distribution of the focus group sessions.

Map 1 – Focus Group Sites

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A summary report covering the focus groups is attached to this report as Appendix A.

Personal interviews were conducted via telephone with 11 individuals, including public library directors and a board member, school library media specialists, museum archivist/librarians, and a user of Special Services:

- Susan Barden, Director, Carpenter-Carse Memorial Library, Hinesburg
- Elaine Coffey, Director, Hartland Public Library
- Polly Darnell, Archivist and Librarian, Shelburne Museum, Shelburne, and Public Library Trustee
- Anne Gallivan, School Library Media Specialist, Barstow Memorial School, Chittenden, and President, Vermont Educational Media Association (VEMA)
- Anita Gauthier, Director, Bennington Free Library
- Karen Hennig, School Library Media Specialist, Williston Central School, Williston
- Marsha Middleton, School Library Media Specialist, North Country Union High School, Newport
- Jane Ploughman, Research Center Librarian, Henry Sheldon Museum of Vermont History, Middlebury
- Leslie Rowell, Director, Greensboro Free Library
- Madeline Sherman, School Library Media Specialist, Proctor Jr/Sr High School, Proctor
- Betty Thayer, Activities Director, Woodridge Nursing Home, Berlin (user of Special Services, Talking Books, and Large Print)

A summary of the interview content is attached to this report as Appendix B.

Web-based surveys.   One hundred eighty-eight individuals responded to a web-based survey designed to gather responses to services and programs that are supported with LSTA funds in Vermont. Forty-three percent of respondents were from school library media centers; 35 percent were from public libraries and 12 percent from academic libraries.

Nearly six of ten respondents were directors. Seventy-six percent of respondents worked in libraries with three or fewer FTE employees. Forty-eight percent of respondents reported materials budgets of $10,000 or less.

A summary of the web survey findings is attached to this report as Appendix C.

Phase III: Data/Information Analysis

During this phase, consultants compiled survey results and focus group and interview notes, as well as statistics. They made follow-up contacts with the State Library liaison and collected and reviewed additional documentation that had been identified in the course of the data gathering effort..

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Phase IV: Synthesis

The consultants synthesized the data and information collected. They shared draft reports of the various data gathering efforts such as the web survey results with the state liaison to make sure the data gathering met the expectations of the state library agency and fully complied with IMLS requirements.

Phase V: Reporting

The consultants completed the draft final evaluation report and provided it to the state library agency in order for State Library staff to offer comments, corrections, and editorial suggestions. Upon receipt of the input from the state library agency, the consultants produced the final version of the evaluation in a format suitable for forwarding to IMLS.

Responsibilities of Evaluation Team Members

The evaluation process was carried out by Himmel & Wilson's partners, Dr. Ethel E. Himmel and Mr. William J. "Bill" Wilson, with the assistance of two experienced associate consultants.

Himmel acted as principal consultant for the project and was responsible for the design of evaluation tools such as surveys and focus group and interview questions. She also coordinated the review and analysis of background documentation. Himmel conducted focus groups and interviews, analyzed data and was involved in writing the six evaluation reports.

Wilson participated in nearly all of the evaluation efforts as well, including the review of the background documentation, conducting focus groups and interviews, and creating web surveys that were used to gather information from a variety of stakeholders in each state. Wilson took the lead on the analysis of how dollars were distributed and assumed primary responsibility for the creation of maps and graphs that illustrated trends and the consultants' findings. Wilson assisted with writing the six evaluation reports.

The Himmel & Wilson partners were assisted by two other experienced consultants, Ms Coral Swanson and Ms Sara Laughlin. Swanson's primary involvement in the project was conducting and reporting on focus group sessions and telephone interviews in Maine and New Hampshire. Laughlin assisted with evaluation of specific programs and authored portions of the six evaluation reports.

Evaluation Team

Since its founding in 1987, the Himmel & Wilson firm has completed nearly 300 planning and evaluation projects for public libraries, regional consortia, and state library agencies in thirty-five states. Included among these projects are six statewide evaluations of the implementation of the Library Services and Technology Act (LSTA)

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program completed during the last round of five-year evaluations in 2001 and 2002—for Indiana, Massachusetts, Montana, Nevada, Ohio, and Oregon. Swanson worked on North Carolina's LSTA evaluation during the same time period.

Himmel & Wilson does a great deal of work with state library administrative agencies. In addition to the COSLINE contract, Himmel & Wilson was awarded contracts in 2006 by the New York State Education Department to evaluate the New York Online Virtual Electronic Library (NOVEL) database program as a part of their five-year LSTA evaluation, from the Delaware Division of Libraries and the District of Columbia Public Library to conduct their LSTA evaluations and to help with the development of their next five-year plans, and from the Oregon State Library to conduct their five-year LSTA evaluation.

Ms Laughlin has recently worked with the State Library of Iowa, the Kentucky Department of Library and Archives, and the Mississippi Library Commission. Ms Swanson has worked with state library agencies in Georgia, North Carolina, and Wisconsin.

Evaluation Costs

The following chart documents the total costs involved in the contract with Himmel & Wilson for conducting the LSTA evaluations for the *six states* that participated in the COSLINE shared evaluation effort. The six states shared equally in the evaluation costs. Therefore, Vermont's portion of the total evaluation budget was $ 23,900**.** In addition to these costs, it is estimated that Vermont Department of Libraries contributed approximately $948 in staff costs toward Vermont's evaluation effort.

Table 14: Combined Evaluation Costs for the Six States	
Phase	*Total*
I: Discovery	$14,600
II: Data/Information Gathering	$79,200
III: Data/Information Analysis	$15,400
IV: Synthesis	$7,200
V: Reporting	$27,000
TOTAL	**$143,400**

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APPENDIX A
Vermont LSTA Evaluation - Focus Group Report

Five focus group sessions were held in Vermont during the week of October 31 to November 3, 2006. Sessions were held at Middlebury College, Brown Public Library in Northfield, Northeast Regional Library in St. Johnsbury, and at the Sherburne Free Library in Killington. A total of forty-eight librarians participated. One session at the Middlebury College Library was comprised of academic librarians; one session at the Middlebury College Library and the one at the Sherburne Free Library were comprised of public librarians. The sessions at the Brown Public Library and at the Northeast Regional Library had both public librarians and school media specialists participating.

At each session the participants discussed the four goals that were included in the 2003-2007 LSTA Plan in relation to progress made and the impact that efforts to meet the goal had had on their library; how the current programs and services of the Department of Libraries (DOL) might be changed to be more effective; what DOL could stop doing; and what the participants thought the top two priorities for the next five year plan should be. Each session ended with "final say," which provided the participants with the opportunity to sum up what they thought was most important in the discussion or to raise new topics not addressed by the group in answering the consultant's questions. The report that follows provides an executive summary of the general themes that emerged in the focus group sessions.

Executive Summary
- Goals 1 and 2 overlap a good deal and might be combined in future plans.
- There is widespread support for collaboration among libraries of all types and consortial purchasing, especially of databases, but also in other areas.
- Both VOL and VALS are appreciated although participants also expressed what they perceived to be a few shortcomings of both programs.
- Ideally, VOL would include a wider selection of databases (participants recognized that lack of funding is the primary reason that a wider selection is not available).
- VOL provides some libraries the only database access they can afford; other libraries are able to purchase additional databases because the VOL program provides the basics.
- VOL is not used heavily by the public in libraries although librarians perceive that access from home may be higher. Many reference librarians do use VOL. Distance education students also depend upon the databases.
- ILL and resource sharing very important across all types of libraries.

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- Academic librarians would like resource sharing to widen to include all of New England.
- Delivery time varies a great deal within the State of Vermont.
- Participants in multiple sessions suggested the creation of a statewide advisory committee to set LSTA priorities and develop strategic initiatives. This suggestion was made in the spirit of sharing expertise, collaboration, and cooperation among libraries in Vermont.
- DOL is not perceived as having been as strong a voice as is necessary in providing leadership on a number of issues and topics of concern to VT libraries.
- Many believe that DOL technology needs to be updated. This opinion appears to be stronger among larger libraries.
- Most believe that DOL is under funded.
- There were many positive comments about DOL staff and regional consultants—they are accessible and willing to help when asked.
- Certification—class content is good, but classes are not offered frequently enough.
- Public librarians asked for more help in widening the perspectives of trustees.
- Workshops are very helpful; build community; energize the participants.
- The minimum standards are a useful tool, but they need to be updated.
- Virtually no one could identify anything that DOL could stop doing (in order to do something higher in priority. "Don't take *anything* away."
- Some participants suggested closing the remaining regionals, but others in their sessions didn't think it would save money and closings would diminish the support some libraries receive.

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APPENDIX B
Vermont LSTA Evaluation – Interview Report

Twelve individuals identified by staff of the Vermont Department of Libraries (DOL) were interviewed via telephone about the programs and services of the state library administrative agency. Those interviewed included public library directors, an archivist and public library trustee, a museum historian, school media specialists, the president of a professional association, and a nursing home activities director.

The consultant began the interviews by asking about the interviewee's home library (the one in which they work or the one they use) and the nature of their library's service population. This was done to gain an understanding of the interviewee's perspective regarding the size and scope of the library service they encounter on a routine basis. The interview then turned to the three questions that were explored with each person:

- What's your assessment of the progress that has been made on the Vermont LSTA Plan for 2003-2007 and the impact that it has had on your library or organization?
- How could DOL programs and services be made more effective?
- What could DOL stop doing?

As the conversation drew to a close, the consultant asked if there was anything else that the person would like to add. A list of the people interviewed follows at the end of this appendix.

What's your assessment of the progress that has been made on the Vermont LSTA Plan for 2003-2007 and the impact that it has had on your library or organization?

Those interviewed were very positive about the assistance their library or organization had received from DOL.

> I have nothing but admiration for DOL; they support us whenever we call; are always very responsive. DOL staff are experienced, give good advice. They support resource sharing and provide consulting; the workshops they provide are right on!

> Many small libraries need lots of help; DOL is the infrastructure that keeps most libraries in the state alive and well.

> All of the goals (in the last LSTA Plan) fit with what DOL does; technology—VOL, online resources are very helpful; they're working on a contract for e-books.

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We do a lot of ILL; get a lot of help with technical services, download MARC records. I can always call and get help with questions about cataloging.

The workshops are free and wonderful; workshops helped to connect me to others in the state too—other attendees and presenters at the workshops. It took five years to complete the certification, but that was within a reasonable timeframe.

I always feel I can call the regional or DOL; they're professional and accessible. We use the regional to augment our collection in many ways.

DOL is my consulting and "question answering" backup; also technology backup. The VOL (databases) save us a fortune!

They educate us; are our trainers; and give us somebody to talk to about issues. They help with boards of trustees and select persons, but they don't try to tell us how to run the library.

The regional does ILL via mail; we got boxes of new materials from them to try—graphic novels, large print, books on tape. ILL was a burden because of postage costs, that's where we apply the dollars; we wouldn't want to stop ILL, but it's a burden. My staff and board are grateful for what DOL does.

We're surprised by the home and library use of the databases. They are advertised on our webpage and we advertise VOL on the town's monthly newsletter. Makes the library appear more current (up to date). Most of the databases would be beyond our reach financially; databases also affect my reference print buying as well. The multiple search capability this year is wonderful.

We use bulk collections and ILL from the regional; we're a net lender now, but we used to be a net borrower.

The effort DOL has made is very noticeable in providing ILL, resource sharing, training. VOL—periodical database; we pay a small amount to use them; there's access everywhere; it's a great equalizer. The technical services people are great in answering questions. The regional staff are very helpful. We have 90 students helping to identify artifacts and the regional library sent a box of reference books to help in the identification.

Vermont has a wonderful ILL system; there's sharing across the state, all college, school, public and regional libraries can borrow from DOL. VALS has been upgraded; it was clunky in the past. They are constantly working on it and it is smoother now.

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VOL—Gale periodicals are great for equitable access; big schools are helping subsidize tiny libraries. Of course tiny schools don't have a librarian and they don't know how to use the databases. Public libraries are much more attuned to things.

Technical services—we can use VALS to get MARC records. VALS and VEMA offer courses, some also provided through WebJunction.

We and DOL started the Green Mountain Award, which is in its second year and gaining more momentum. It's aimed at teens; that's where the growing demographic is. DOL is moving it to a 5 year project funding so that it continues.

We're lucky to have DOL; they do a great job for the schools. We have lots of inequalities that LSTA addresses. Even our small public library does a terrific job because of LSTA. VOL and reference sources save the schools lots of money; people just wouldn't have these resources otherwise. I've gone to training on the Gale databases, Sheila at DOL answers questions. My library aide also goes to training. Anyone can call Sybil and she'll help.

Especially important are the technical capabilities. We've relied on DOL for advice in technical matters. We hired a new librarian without library training on the condition that she work on certification. Her training has been terrific. She is learning just what she needs to know. We have called on DOL for advice other times as well, especially the regional library. We use ILL frequently because we're small with limited space.

"Equitable access"—we are still in the school building, so we open after school closes; it's just that the hours are limited. Just a couple of years ago we started letting users know we can get large print from DOL. We provide classes on the computers for learning to use email for older users.

ILL is an essential service; DOL helps libraries provide ILL free as a statewide service. VAL databases are a great service; very useful, smaller libraries need those.

DOL services meet a huge need here at the nursing home; often I run over to the state library and get books for the residents. We have about 15 people who are "heavy users." I call the state library once or twice a week with special requests for things. We've been using the state library collections since 1979.

We're making good progress on increasing the technological capabilities although there's lots yet to be done because of the size differences in the public libraries in Vermont; they go from shoe boxes to big libraries. Not all

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are getting what they need. Vermont libraries excel at resource sharing and cooperative efforts. We network well; have monthly meetings in this county. DOL is very good and generous with us, generous with their time and skills.

The DOL workshops and training are invaluable; they strengthen us. Access to training is great. Insuring equitable access— we do a lot of outreach, free monthly programs for adults, weekly children's story hours, outreach to day cares, etc.

How could DOL programs and services be made more effective?

While those who were interviewed offered some suggestions for making the programs and services more effective (or at least more helpful to them); several commented that DOL needed more funds and staffing to be able to do more. Others said it was good that DOL had begun to ask for more input from the librarians and was reaching out to work with school libraries.

Give them more money; more support for funding; also increase state aid; don't take any funds away from DOL to provide state aid for libraries.

DOL is responsive to needs; I'd like to have more services, but DOL is understaffed.

Vermont librarians are overworked and stay in their own world; DOL could be more proactive; they respond, but you have to initiate the conversation. DOL does a great job of listening to librarians and to the public.

It's a wonderful idea to provide the opportunity for school librarians to have input; there hasn't been a consultant at DOE for the last five years. DOL has offered to pay half of a salary to get one. That would be a major step forward, but DOE hasn't stepped up to accept the offer.

Suggestions included:

It would be good if DOL provided workshops for professionals who need more than basic information. Many attendees have problems different from ours. It would be nice if there were workshops for larger libraries.

Make the workshops more accessible to us all; either spread them out geographically or offer them more frequently.

Maybe the times that things are offered could be changed; it's hard for us to get away for training and workshops, workshops like iPods, mp3 players, podcasting, etc. How to---the whole technology thing is taking on new dimensions. DOL helps us keep abreast of technologies. Maybe they could

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buy players and circulate them. Offer the workshops on evenings and weekends?

We need information and guidance on new formats. There are swift changes happening; we need money and information on those changes.

Having the DOL (consultants) going to individual libraries would be good, especially in the technology areas.

Maybe DOL could provide more technology assistance, classes. Need to have someone to call for computer technology problem solving.

DOL would be more effective if VOL included more databases.

The DOL website could be revamped; make it easier to find more information. I look at the websites of other states and find them easier to use; DOL website needs more help screens.

There's a cataloging backlog at DOL. We're not automated so we need DOL to do our data entry. Either they need more staff to catch us up or they should give us more realistic timelines on when our holdings will be updated.

I was disappointed when NLS changed to the current (talking book) machines; the earlier ones were easier to use. Many patients are too weak to push buttons; four-sided tapes are too complex for many. But users love talking books. They get frequent catalogs.

What could DOL stop doing?

The interviewees had no suggestions for anything DOL could stop doing. Several just said that they were not aware of anything DOL could stop. Others repeated how important specific programs and services were to Vermont libraries.

Not aware of anything; they've streamlined as much as possible and still maintain quality service.

Nothing stands out; they do a remarkable amount with what they have.

They've done some things to cut back on paper. They've already cut back on personnel.

We value children's services; CE is tremendously important.

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We use the bulk collections less now than we used to when we were a smaller library, but there are many small libraries in Vermont and they need things. I wouldn't want to rob them. They need to keep the regional collections up to date; they support ILL; you're supposed to search them first.

The book review sessions with Grace have become video sessions and they draw fewer people that way. The sessions are wonderful live! But people wouldn't want to do without them altogether. People miss the networking that goes on at the face to face sessions

Is there anything else you'd like to add?

I'm a fan of DOL; they're a very important resource for all libraries, but especially small libraries. They provide a set of standards all of us can work toward.

VALS—thanks to DOL we have a way to communicate among ourselves, learn about workshops, etc.

I wish the dollars weren't tied to filtering (CIPA); my library doesn't filter, but I'm not sure DOL could do anything about that.

I want state aid for libraries without cutting the DOL budget; Vermont libraries need both.

They do a really great job!

At the VLA Conference in May the DOL people are always there, meeting and updating school and public library folks. How lucky we are!
More training on a regional basis would be good. I wasn't happy about losing our regional, but they couldn't have continued the regional libraries and brought us into the century with technology. It was the right decision although I didn't like it at the time.

Interviewees

Susan Barden, Director, Carpenter-Carse Memorial Library, Hinesburg
Elaine Caffrey, Director, Hartland Public Library
Polly Darnell, Archivist & Librarian (& public library trustee), Shelburne Museum, Shelburne
Anne Gallivan, School Library/Media Specialist/President, VT Educational Media Association. (VEMA), Barstow Memorial School, Chittenden
Anita Gauthier, Director of the Bennington Free Library
Karen Hennig, Library/Media Specialist, Williston Central School, Williston

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Marsha Middleton, Library/Media Specialist, North Country Union High School, Newport
Rachel Plant, Director, Bixby Memorial Free Library, Vergennes
Jane Ploughman, Research Center Librarian, Henry Sheldon Museum of Vermont History, Middlebury
Leslie Rowell, Director of the Greensboro Free Library
Madeline Sherman, Library/Media Specialist, Proctor Jr./Sr. High School, Proctor
Betty Thayer, Activities Director (Special Services, Talking Books, Large Print), Woodridge Nursing Home, Berlin

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APPENDIX C
Vermont LSTA Evaluation - Web Survey Report

Forty-three librarians responded to the web survey conducted as a part of the LSTA evaluation for the Vermont Department of Libraries (DOL). The survey was developed jointly by the consultants and DOL staff, mounted on the consultants' website, and promoted by DOL to the Vermont library community.

Executive Summary

The greatest number of respondents worked in school library/media centers, followed by respondents working in public libraries. Over half were library directors. Almost two-thirds were in libraries with 1.00 to 3.00 full-time equivalent (FTE) paid staff. Over three-fourths had a materials budget of less than $25,000.

- Respondents believe above average progress has been made on all of the goals of the last plan, but especially on Goal #1, which is "To enhance and expand libraries' technology capabilities so that all Vermonters will have reliable and equitable statewide electronic access to information resources."

Who participated?

While participants from public, combined school/public, school library/media centers, and academic libraries participated, the highest percents of participants were from school library/media centers and public libraries. (This should not be surprising given that there are more of these types of libraries than other types.)

Type of Library	% of Respondents
Public	34.88%
Combined school/public	4.65%
School library/media center	44.19%
Academic - 4 year privately funded	11.63%
Academic – 4 year Publicly funded	4.65%

Fifty-eight percent (58.14%) of the respondents were library directors; another forty percent (39.53%) were school library/media specialists.

Forty percent (39.53%) worked in libraries with 1.01 to 3.00 full-time equivalent (FTE) paid staff. Another twenty-six percent (25.58%) said their library had 1.00 FTE paid staff.

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Just under seventy-seven percent (76.74%) had a materials budget of less than $25,000. The largest group (representing 30.23%) had a materials budget of $5,001 to $10,000. Two reported having a materials budget under $2,000; three had a materials budget over $100,000.

What did they say?

The survey asked respondents to assess the progress made on each of the four goals in the LSTA plan using a five point scale in which one indicated 'little progress' and five indicated 'major progress.' Respondents were also able to answer '0' if they were unable to rate the goal. The '0' ratings were not included in the mean calculated for each of the goals.

Goal		*Mean Score*
GOAL #1:	To enhance and expand libraries' technology capabilities so that all Vermonters will have reliable and equitable statewide electronic access to information resources.	4.21
GOAL #2:	To enhance and expand resource sharing and cooperative efforts among libraries so all Vermonters have reliable and equitable access to information resources	3.90
GOAL #3:	To improve the quality and accessibility of library and information services to all Vermonters by making available to all libraries support services, technical assistance, training, and other appropriate programs.	3.66
GOAL #4:	To ensure that every Vermonter has equitable access to library materials and information regardless of location, age, education, economic status or special need.	3.80

All of the mean scores were above 3.0, which would be the mid-point of the scale and would indicate "average." Goal #1 relating to electronic access received the highest mean score; Goal #3 relating to support services received the lowest mean score, but was still well above 3.0.

Respondents were also able to add comments in a text box on the survey following each goal. Many took advantage of this opportunity to share their ideas and perceptions, some of which are included in the body of the evaluation. Other comments will be valuable as DOL works on the development of its next five-year LSTA plan.

The survey asked respondents to indicate what they believe the top priority service or program of the Vermont Department of Libraries should be in the next five-year plan. Survey participants were not prompted and could key in anything that they felt was a high priority. Responses ranged from "1st Amendment

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Rights" to "expansion of the Vermont Online Library" to "facilitating the work Grace Greene does for children's librarians!" Continuing to support and develop online resources received several comments as did maintaining the regional libraries, helping small libraries automate, and helping libraries with grant/funding opportunities.

Respondents were also invited to add any other comments regarding the LSTA program in Vermont. Almost all of the comments were positive ones thanking DOL for what it does for Vermont libraries.

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