

West Virginia Library Commission

Library Services and Technology Act (LSTA)

Grants to States Implementation Evaluation

FFY 2013 – FFY 2017

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Evaluation Summary

Summarized here are key findings for the three retrospective and three process questions. We briefly describe the evaluation methodology, referencing the four methodology questions asked by IMLS below.

The West Virginia Library Commission experienced budget and staff reductions and has reorganized to address key priorities as staff changes occur. In the most recent report on *State Library Administrative Agencies Survey: Fiscal Year 2014*, West Virginia is in the group that is characterized as the 'Flat Recovery Group', "a group of state library agencies that is characterized by a decrease in revenues and expenditures and a flat post-recession recovery during the 10-year period examined in the report" (p. 19).

Key Findings

State context. Population, diversity, education, and employment trends in West Virginia present a challenging picture for those working in local libraries and those making state-level policy and funding decisions. By the 2013-2015 period, while the rest of the US had largely recovered from the recession of the decade before, West Virginia still struggled with an aging population, lower education and income levels, and higher rates of poverty than the country as a whole.

The population of West Virginia decreased 0.5% from 2010 to 2015, according to US Census estimates, compared with a national increase over the same period of 4.1%. West Virginia had a higher percentage of residents 65 or older (18.2%) than the US as a whole (14.9%), and correspondingly lower percentages of children under 5 (5.6% compared with 6.2%) and children under 18 (20.6% compared with 22.9%). West Virginia was less diverse than the US overall, with 93.6% white, compared with 77.1% in the US, and far lower proportions of African American (3.6% compared with 13.3%), Asian (0.8% compared with 5.6%), and Hispanic (1.5% compared with 17.6%). The 14.4% proportion of individuals with disabilities in West Virginia is much higher than the 8.6% national number.

Not surprisingly, West Virginia's total employment declined 0.1%, while the country as a whole saw a 2.4% increase. Seventy-three percent of West Virginians owned their homes, with a median value of \$103,800, compared with 63.9% of American homeowners, whose homes had a median value of \$178,600.

West Virginia lagged in educational achievement, with 85% of residents who are high school graduates, compared with the US 86.7%, and its 19.2% college graduate number significantly lagging the 29.8% national figure.

The median household income in West Virginia was \$41,751, compared with the US median of \$53,889; per capita income in the past 12 months was \$23,450 compared with \$29,930 nationally. Eighteen percent of West Virginians lived in poverty, compared with 13.5% in the US. West Virginia is a mountainous, rural state, with a population density of 77.1, well below the national average of 87.4.

Library environment. Population, diversity, education, and employment trends in West Virginia present a challenging picture for those working in local libraries and those making state-level policy and funding decisions.

The 2013-2017 LSTA Plan notes that the “key word” for West Virginia libraries is education, beginning with education and ongoing development of the library workforce. Second, creating a culture that values learning in the state as a whole will be necessary to prepare West Virginia’s future workforce to compete in the 21st century economy. The most pressing needs identified in the plan were digital inclusion, literacy and educational attainment, and economic development

In West Virginia, there are 29 academic libraries, 97 public libraries, and 732 schools.

Centralized structure, continuation of programs. The capacity of individual West Virginia public libraries, in general, is constrained by their small budgets and limited staff. The State Library continues a traditional model of centralized services, expending all LSTA funds directly to provide services to general library users statewide, people with visual and physical impairments for whom use of libraries through the standard methods is not adequate, and library employees.

Seven ongoing West Virginia Library Commission programs were supported by LSTA funding during the FFY 2013-2015 period:

- 40.8% Statewide Database Subscriptions (plus \$620,838 in State funding)
- 19.1% Statewide Library Network (plus \$242,410 in State funding)
- 18.4% Library Consortia Services (plus \$686,988 in local funding)
- 8.0% Library Development Services
- 6.2% Services to the Blind (plus \$322,874 in State funding)
- 4.1% Library Services for Children
- 3.3% Library Services for Adults

LSTA funding leveraged an additional \$1,508,996 in state funding and \$686,988 in local funding, as well as many hours of State Library and local library staff time, energy, and resources.

Focus groups saw the “stable” program environment as desirable. However, it left little room for innovation or improvement in a state that lags the country on most indicators of education and employment. Evaluators saw little evidence of new approaches or innovative programs in the documents, interviews, survey, or focus groups. The key strength of West Virginia is its robust network capacity. All public libraries in Virginia provide robust high speed internet access, a point of pride for the agency and the state. Residents flock to the public libraries to access resources on the Internet and the public libraries provide unique community harbors as a result. As the video story of Josie indicates, visually and aging adults can travel the world through the availability of large print collections and talking book services from the Library of the Blind and Physically Handicapped (LBPH).

Outcomes. West Virginia’s LSTA Five-Year Strategic Plan 2013-2017 included five goals, each of which detailed activities and measures. Unfortunately, many of the activities and measures have not happened or collected. Goal 1 and Goal 2 activities are well documented and their impact well acknowledged; many others have not begun, and available data do not address adequately the measures outlined in the plan for Goals 3, 4, and 5. Accomplishments for each goal included:

GOAL 1: RESOURCES. WVInfoDepot achieved more than a 20% increase in usage; overall satisfaction rested at 70%, indicating plenty of room for improvement. No data was available about usage by Special Services. Data were incomplete regarding website usage, training sessions/participation/satisfaction for preservation and for digitization. There is little evidence that feasibility studies for statewide union catalog and delivery have occurred or were planned. However the availability of the database resources is highly valued and overall our judgement is that this goal was achieved as a result. Libraries could not function without the database resources provided.

GOAL 2: TECHNOLOGY. All West Virginia public libraries achieved 5-megabit speed internet connections. Continues monitoring is taking place and staff have the resources needed to be responsive. Library consortia received LSTA grants to supplement local funding. Overall satisfaction with consortia services on the 2016 survey was 74%, not achieving the 90% goal. No data was reported about articles in WVLC website or elsewhere on the state's historical collections or cataloging of archival collections. Nor was there any information about workshops on accessibility software or behavior of participants following workshops. However, the well-concerted efforts to upgrade the internet connectivity are highly valued and recognized in reports featured by the ALA Technology Policy arm featuring West Virginia as one of five states that are exemplars. Overall this goal is achieved as a result.

GOAL 3: LITERACY AND LIFELONG LEARNING. The WVLC participated in the Collaborative Summer Library Program (CSLP) in each of the three years, it is unclear how many libraries use the materials and how effective they are and no information on systematic monitoring of satisfaction with the program is in place. The Book Discussion Collection continued, but there has been no survey of reading program participants or library staff to determine satisfaction or priorities for the future. WVLC coordinated WV Reads 150 and One Book, One West Virginia programs; at least four partners were involved – West Virginia Humanities Council, West Virginia Center for the Book, Kanawha County Public Library, and the Appalachian Writer-in-Residence Program at Shepherd University. Evaluators did not see evidence of training sessions or programs to promote reading to adolescents or senior adults. No survey data reported partnerships of public libraries with other community organizations, nor how programming capabilities were changed as a result. As a result this goal is only partly achieved.

GOAL 4: BUSINESS AND WORKFORCE DEVELOPMENT. Usage of two job- and career-related databases on WVInfodepot increased; Job and Career Accelerator use edged up 1.7%; Learning Express usage grew 21.7% over the first three years of the plan. Evidence of other activities, including training opportunities for library workers and the public on job and career resources, partnering with other agencies, and increasing usage of the State Reference Library was not reported. Staffing shortages have affected some of the activities regarding this goal. As a result this goal is partly achieved.

GOAL 5: LIBRARY DEVELOPMENT. Eighty percent of the respondents are “somewhat” or “completely satisfied” with the quality of the continuing education services offered by WVLC. Staffing shortages have affected some of the activities regarding this goal. As a result this goal is partly achieved.

Evaluation Methodology

The evaluation conducted by QualityMetrics, LLC. was designed to provide a balance of quantitative performance data and qualitative assessment by administrators and primary

beneficiaries (libraries) of LSTA funding. Evaluators utilized four methods –review of financial and planning documents, interviews with State Library leaders, an online survey, and two virtual focus groups. In a few instances, evaluators sought additional information after the initial review, in order to clarify and deepen their understanding.

Document review. Evaluators collected and reviewed documents that described and summarized the performance of LSTA-funded programs during Federal Fiscal Years (FFY) 2013, 2014, and 2015. They scanned FFY 2012 documents, looking for any shifts in emphasis or dramatic growth or decline in usage. Documents reviewed included “Creating a State of Learners, West Virginia’s Library Service and Technology Act Five-year Strategic Plan, 2013-2017 and State Program Reports (SPR) for FFY 2013, 2014, and 2015. See the bibliography of documents reviewed in Appendix C.

State Library leader interviews. Evaluators conducted interviews on September 19, 2016, with six West Virginia Library Commission (WVLC) key staff members and incorporated highlights from the notes that suggested major emphases and challenges of library development in West Virginia in the report. See the list of individuals interviewed in Appendix B and the interview guide in Appendix E.

Online survey. Sixty-one participants from 56 public libraries and one academic library in West Virginia responded to the survey. Ninety-seven percent were library directors. Most West Virginia public libraries serve very small communities. More than one-third (36.7%) of respondents’ libraries served fewer than 5,000 residents; 45% served communities with populations of 5,000 to 24,999; 18.4% served 50,000 or more. More than three-fourths (78.4%) had annual budgets of less than \$300,000; 21.6% had budgets of \$300,000 or more. Consequently, 76.7% reported spending less than \$50,000 per year for new library materials and digital resources. Eighty-seven percent had fewer than 10 full-time equivalent (FTE) employees; 43.3% had fewer than two FTE staff members. Cross-tabulations examined differences in the 26 responses from those libraries having fewer than two FTE staff compared with the total 61 responses. See the survey report in Appendix F.

Focus groups. Evaluators conducted two virtual focus groups on September 20, 2016, attended by 11 public library directors. They applied content analysis techniques to find major points of agreement and satisfaction, and incorporated summaries of those statements with individual examples in the report. See the list of focus group participants in Appendix B, the focus group guide in Appendix E, and the summary of coding in Appendix G.

Overall, the WVLC is making a heroic effort of supporting library services in a state that has economic, education, and demographic challenges. WVLC provides state of the art network connectivity and access to many databases and this is a strong foundation upon which future success can be built.

Evaluation Report

INTRODUCTION

This evaluation is based on a review of three years of performance. It reflects activities undertaken by the West Virginia Library Commission (WVLC) using Library Services and Technology Act (LSTA) Grants to States funding for Federal Fiscal Year (FFY) 2013, FFY 2014, and FFY 2015. The challenges associated with evaluating this period were significant. The Institute of Museum and Library Services (IMLS) transition from a legacy State Program Report (SPR) system to a new SPR system represents a major change in the way in which State Library Administrative Agencies (SLAAs) report on their projects and activities. Changes built into the new system to enhance the ability to track outcomes, focal areas and targeted audiences in the long-term affected the ways in which States reported their projects in the short-term.

A. Retrospective Questions

A-1. To what extent did your Five-Year Plan activities make progress towards each goal?

		<i>Consultant's Assessment</i>
GOAL 1	West Virginians will have access to quality, shared library resources to meet their educational and informational needs.	<i>Achieved</i>
GOAL 2	West Virginians will have access through their public libraries to Internet, telecommunications and technology resources and services that meet the needs of libraries and their communities.	<i>Achieved</i>
GOAL 3	West Virginians will have access to library services that sustain lifelong learning, develop early childhood literacy skills and promote reading.	<i>Partly Achieved</i>
GOAL 4	West Virginians will discover materials and services at their libraries to enhance their lives and further the development of the state's economy.	<i>Partly Achieved</i>
GOAL 5	West Virginians will be drawn to and find responsive services and dedicated, appropriately trained public servants and library leaders in their libraries.	<i>Partly Achieved</i>

GOAL 1: West Virginians will have access to quality, shared library resources to meet their educational and informational needs.

Administration

West Virginia reported no LSTA expenditures for Administration during FFY 2013 through 2015.

Statewide Database Subscriptions

Objectives

WVLC had specific targets for this objective, and, though not achieved in all the databases, in general there was enough progress to conclude that this goal was met. Original goals were:

- 20% increase in overall use
- 10% increase in use by persons with disabilities
- 20% increase in customer satisfaction

Expenditures

From FFY 2013 through 2015, the project accounted for 40.8% of West Virginia’s LSTA expenditures (Table 2). The increase of LSTA funding in 2015 allowed total funding to remain equivalent to that of 2013, in the face of a decline in State funding.

	<i>LSTA</i>	<i>State Funds</i>	<i>Other Funds</i>	<i>Total Project</i>
FFY 2013	\$584,195	\$219,992	\$0	\$804,187
FFY 2014	\$463,619	\$226,992	\$0	\$690,611
FFY 2015	\$624,846	\$173,854	\$0	\$798,700

Summary of Project Activities

WVInfoDepot.org. The West Virginia Library Commission subscribed to online databases, including full-text articles from more than 2,000 magazines and newspapers. Access was designed to enhance collections in 29 academic, 172 public, and 736 school libraries.

The WVInfoDepot portal was one of the ways the Library Commission helped local libraries provide services beyond their funding. WVInfoDepot.org hosted a collection of online databases for use by all West Virginia residents. The databases were selected to provide current, reliable information on a variety of topics of interest to information explorers of all ages. They could be accessed from academic, school and public libraries; from homes, from offices, from smart phones, from anywhere there is a connection to the Internet.

Other than access, the primary activities associated with the statewide database project were evaluation, education, and promotion. Education and training occurred in public libraries, public schools, Adult Basic Education classes, and Workforce Investment Boards. Sent by request, promotional materials include bookmarks, information sheets, and even mouse pads.

Job and career readiness resources. The Library Commission provided state-wide access to Job & Career Accelerator and Learning Express Library to assist West Virginians in determining and obtaining their educational and vocational goals. These resources enabled users to create individual accounts to create resumes, learn about educational opportunities, prepare for standardized tests and certifications, and other activities that enhanced workforce development. They were available state-wide and enhanced the collections of public libraries by offering unlimited access to the most timely information (practice tests, requirements, etc.).

Outputs

In FFY 2013, the WVInfoDepot databases attracted 6,353,755 million uses (Table 3). Databases dealing with health information were searched more than 1,700,000 times, providing vital information West Virginians needed to make healthcare decisions and supporting the education of students in nursing and allied health programs.

Learning Express Library and Job & Career Accelerator provided GED and the new TASC preparation materials, job search resources, and career preparedness skills to the state’s rapidly diversifying workforce. The WorkKeys Preparation test was used more than a thousand

times. West Virginians use this standardized test in the state and in other states when seeking employment.

Numerous database classes were presented in public libraries and at education technology, literacy, and adult education conferences. The Math and Reasoning Skills tests, courses, and eBooks were well used. More than 400,000 searches were conducted for business reference purposes. Teachers, students, genealogists, authors, and historians found many uses for the Newspaper Archives, searching the site more than 46,000 times.

From FFY 2013 to 2014, despite cancellation of one database, usage of WVInfoDepot databases increased 14.3% (Table 3). The following year, usage increased 25.3%. Usage of job and career resources also grew over the three-year period but still accounts for just 0.3% of overall database usage.

Table 3: Statewide Database Outputs

Database	FFY 2013	FFY 2014		FFY 2015	
	Usage	Usage	% Change	Usage	% Change
EBSCO Databases	6,353,755	7,263,755	14.3%	9,104,259	25.3%
Job & Career Accelerator	1,892	3,695	95.3%	3,757	1.7%
Learning Express Library	16,494	14,687	(-11.0%)	17,816	21.7%
TOTAL Searches	6,372,141	7,282,137	14.3%	9,125,832	25.3%

Outcomes

Online survey. In the 2016 online survey, Learning Express and Job and Career Accelerator were the best-known databases and garnered the highest “completely satisfied” rates (56.7% and 50%) of the e-resources in WVInfoDepot. There was a strong consensus among respondents these two databases were also of greatest importance to library patrons (62.7% and 44.1%, respectively). They cited “high unemployment in the area” and said “many of our patrons are looking to improve or increase their earning potentials,” to explain why these were “most requested.” The described the qualities of the databases that made them useful: “the wide variety of information on specific topics for all ages,” and “study guides are kept updated.”

While no respondents “strongly disagreed” that their staff had the skills and training they needed to use and teach patrons how to use the WVInfoDepot resources, only 59% “agreed” or “somewhat agreed” and 22.1% disagreed to some extent with the statement. It appears there was some lack of confidence in staff abilities in this area.

Asked to give additional feedback about WVInfoDepot, several indicated they were unsure how many patrons used the databases and were worried staff might forget and not offer them to patrons.

“I value the WVInfoDepot program very much. I do find that not very many of the patrons at our libraries have need for the databases offered. When the occasional patrons asks a question that is best answered with the WVInfoDepot resource, the patron is pleased as is the staff. However, most of our patrons use the library for recreational material and have no need of the databases in WVInfoDepot.”

Among respondents, 70% were completely or mostly satisfied with WVInfoDepot. Asked to choose the two biggest benefits of the databases in terms of their ability to serve patrons, respondents responded:

55.9% Broadens the range of services and resources our patrons can access.

25.4% Improves the quality of service we can provide to patrons.

Focus groups. In two virtual focus groups in September with public library directors, WVInfoDepot and Job and Career Readiness databases received the highest number of comments - 13, of which nine were positive. Typical of the positive comments:

"[We] rely on databases. [Use the] adult literacy program similar to GED. Use the InfoDepot distributed across the state."

"Access to Learning Express, test tasks. If I know there is a resource out there, I try to exploit it as much as I can."

"We use them and could use them more – Learning Express for new job training and to write resumes."

Less positive comments by these public library directors focused on the difficulties in getting patrons and staff to use the databases.

"...takes a motivated conscious effort to go to that screen and work with the public."

"Wyoming County challenge is to get patrons to use [the databases]."

"Almost nobody is using them. Hope to change that with some training."

"Staff definitely use them. The public uses Novelist and Learning Express and Explorer. Everything else is too database-y."

"It takes time for staff to educate patrons. Some databases are baulky and harder to use."

No focus group were held with representatives of the 736 schools or 29 academic libraries in West Virginia, but three public library directors mentioned students and schools.

"Schools may need more training for the teachers to use that resource."

"[There is an] elementary school next to [my library] that does not have a librarian/library. Very important to have children visiting during school hours. Nine classrooms come in; children ask questions about research and where to look."

"[We] show students how to use the databases and teachers appreciate that."

GOAL 2: West Virginians will have access through their public libraries to Internet, telecommunications and technology resources and services that meet the needs of libraries and their communities.

Statewide Library Network

Objectives

- 25% increase in usage of WVLC website
- 100% of Network libraries have a connection speed of 5 megabits or higher
- 25% increase in RDA cataloging records
- 85% of technical problems resolved within 48 hours
- 6 special features annually on WVLC webpage, blog, or newsletter about Archives collections
- 5% increase in WV archival descriptive content online

- 20% increase in continuing education opportunities over 5 years, including 10% increase in online training; 75% of participants in continuing education/training rate it very useful
- 10% increase in technology partnerships among public libraries in five years
- 75% of library staff and patrons rate technological capabilities of the library good or very good

Expenditures

Over the FFY periods 2013 and 2014, this project accounted for 19.1% of West Virginia’s LSTA spending. LSTA expenditure increased 57% between FFY 2013 and 2014, following a more modest 5% increase from 2012 to 2013, and declined 43.7% in 2015 (Table 4). LSTA funds paid most of telecommunications costs and software licensing costs, while State funds covered remaining telecommunications costs, travel expenses for field technicians, supplies and materials to maintain the network, and computer equipment.

	LSTA	State	Total Project
FFY 2013	\$226,901	\$0	\$226,901
FFY 2014	\$356,063	\$119,015	\$475,078
FFY 2015	\$200,314	\$123,395	\$323,709

Summary of Project Activities

The West Virginia Library Commission (WVLC) Network Services department provided an array of technical and communication services to West Virginia libraries, learning institutions, and the public. The department’s mission included Internet accessibility, email and file transfer capability, off-site cataloging and maintenance support for both hardware and software. Network Services designed, implemented and maintained the Statewide Library Network (SLN) infrastructure consisting of eight metropolitan area networks, as well as 92 library systems housed in 162 facilities.

Move to fiber. In 2013, building on opportunities resulting from the Statewide Broadband Infrastructure Project, the Library Commission completed a new network design that would take advantage the new fiber drops. Phase I upgraded 10 libraries with the highest network traffic from T-1 lines to fiber.

In FFY 2014, Phase 2 of the fiber upgrade project was completed, allowing 22 additional libraries to move from the slower T1 to fiber optic lines. To prepare for moving the remaining libraries to fiber in Phase 3, Network Services staff ran a secondary cable to each Cisco router so the switch could be seamless with no downtime. Anticipated completion date for having all State Library Network libraries moved to fiber is March 2016. In a press release dated July 13, 2016, Karen Goff, Executive Secretary of the West Virginia Library Commission, noted:

“The completion of the fiber upgrade project is another step toward the Library Commission’s goal of ‘Creating a State of Learners.’ It assures that every public library in the state is a technology gateway enabling citizens to participate in the 21st century digital environment.”

West Virginia Senator Joe Manchin commented:

“Access to high-speed internet is critically important to West Virginia and I am glad all of our public libraries will now offer a free internet connection that will help West Virginians find education opportunities and employment information and connect our rural communities to the 21st century.”

Network services help desk. In FFY 2013, Network Services staff coped with day to day technology-related problems in each of the library facilities hosted on the Statewide Library

Network. Sometimes, but not always, the problem could be fixed remotely. Network Services established a new help desk server to help with triage. In addition to uncooperative equipment, Network Services is often called on to replace hard drives confiscated by law enforcement, and to evaluate and tweak time management/print management software.

A recall on surge protectors provided to libraries from the West Virginia Library Commission added to an already crowded schedule. Huntington-based technical employee estimated 50-60 needing replacement for his entire responsibility area and reported there were 21 in the Cabell County Public Library alone.

There are always weather-related communication outages and water leaks. For example, the Network Services Director worked with a staff member who had retrieved computers from the McDowell Public Library. The computers had borne the brunt of water damage caused by a broken line and were unusable. The Director prepared a letter for the library to submit to the insurance company.

The expected range of knowledge expected of Network Services is always expanding as illustrated by the following comments:

“Clarksburg’s camera system is not feeling well. Database failure... Paging error... and also 2 disks failed. I have talked to [three employees]. Alex is going to look at it Friday. Thank you...”

“Just wanted to let you know how great Tammy is with her quick responses to questions, help with my unusual requests, and willingness to assist with my transition to RFID, etc. She really is outstanding, and I think sometimes we are quick to complain, but not as quick to compliment. She is definitely an asset to the libraries in this state. I owe her more chocolate for all the help she has provided than I could possibly haul in my car!” – Director, Raleigh County PL

Wireless technology upgrade. With an increase in the number of patrons using their own mobile devices in libraries, Network Services is updating the wireless network technology at each library to improve Internet log-in and connection.

Operations support for consortia (see also Library Consortia Services). Network Services supported the operations of West Virginia’s five library automation consortia. To keep up to date with ILS technology and be able to be effective liaisons between vendors and libraries, Network Services staff attended the national user conferences hosted by ILS vendors for systems in the Eastern Panhandle Network, Mountain Library Network, and Northern Library Network.

Outputs

Table 5 summarizes outputs related to Statewide Library Network activities.

In 2014, the West Virginia Network Services director assisted in preparing a report published by COSLA detailing current approaches used by State Library Agencies and their partners to monitor and upgrade Local Area Networks and managed services including wi-fi for libraries. He also made a presentation “Enhancing Broadband through Innovation, Investment, and Inclusion” at the 2015 Schools Health and Library Broadband Coalition meeting in Washington DC.

	2013	2014	% Change	2015	% Change
Help Desk Requests	11,546	11,645	0.9%	8,717	(-25%)
Site Visits	1,168	1,172	0.3%	901	(-23%)
Virtual Connections	1,504	1,514	0.6%	2,071	(37%)
Acquisitions/cataloging/catalog maintenance training	6*	20	233.0%	12	-(40%)
Training participants	94*	207	120.0%	102	(-50%)

Outcomes

Online survey. In the 2016 online survey, 75.0% of respondents were completely or mostly satisfied with network support services. By a similar percentage (78.3%) they agreed their staff had the training and skills they needed to make the best use of network. The most important benefits of network services:

39.9% Broadened the range of services and resources patrons can access.

32.2% Improved the quality of the service the library provided.

18.6% Reduced overall cost of service to patrons.

Five of 61 respondents noted their libraries did not participate in network services.

In a question asking respondents to rank priority services among the various responsibilities of WVLC, the highest rated consulting area was for technology/connectivity.

Focus groups. In the focus groups, library directors rated Network Services highly, with 10 positive comments. Most West Virginia public libraries don't have adequate technology expertise on staff, and they rely on Network Services.

"Network service is important. [We] don't have a staff person other than the network technicians."

"Only ten counties can support their own ILS and network services."

"Troubleshooting, coming and helping us – priceless."

Focus group participants also spoke about the value of computers and access for their patrons.

"Without computers, they would not have access to social media."

"Patrons rely on us for connecting with the outside world."

"[It's a] lifeline for being a real library."

Library Consortia Services

Objectives

ILS grants annually awarded annually to five consortia; 90% satisfaction with consortia ILS systems

20% increase in ILL over five years

75% satisfaction with statewide union catalog and interlibrary loan system

Feasibility studies for statewide union catalog/interlibrary loan system and for statewide delivery system completed

Expenditures

Over the two years FFY 2013 and FFY 2014, Library Consortia Services totaled 19.1% of LSTA spending in West Virginia (Table 6). State funding totaled \$396,724 over the three years.

	<i>LSTA</i>	<i>State</i>	<i>Total Project</i>
FFY 2013	\$291,244	\$73,328	\$364,572
FFY 2014	\$230,281	\$249,473	\$479,717
FFY 2015	\$230,682	\$73,923	\$304,605

In FFY 2013, Kanawha County Public Library Consortium received \$73,328 in State funds, while the remaining four received LSTA funds:

- Eastern Panhandle Consortium Maintenance: \$68,342
- Mountain Library Network (MLN) Maintenance: \$78,540
- Northern Library Network (NorLN) Maintenance: \$74,880
- Western Counties Network (WCN) Maintenance: \$69,482

Increasing ILS costs will prompt reassessment of libraries' satisfaction and opportunities to consolidate further.

In FFY 2015, Kanawha County PL Consortium received \$73,923, while LSTA sub-grants totaling \$230,682 to four consortia were treated as separate projects. For purposes of this report, those expenditures, activities, outputs, and outcomes are reported here.

- Eastern Library Network (ELN, formerly Eastern Panhandle Consortium) Maintenance: \$55,257
- Mountain Library Network (MLN) Maintenance: \$84,133
- Northern Library Network (NORLN) Maintenance: \$80,208
- Western Counties Network (WCN) Maintenance: \$11,084

Summary of Project Activities

To enhance resource sharing and make more information available to library users, the West Virginia Library Commission encouraged libraries to join one of the five consortia with shared integrated library automation systems, including bibliographic and patron databases.

Five regional consortia maintained and upgraded integrated library system (ILS) software and hardware and provided training, centralized technical support, and advice in the area of library technology and cataloging.

- Eastern Library Network included 15 library systems (19 public library facilities). During this period, the consortium began developing a more formal organizational structure.
- Kanawha County Public Library served 11 public library facilities and 38 school facilities.
- Mountain Library Network served 29 (62 facilities) public, 3 (4 facilities) academic, and 1 high school libraries.
- Northern Library Network served 37 library systems (46 facilities), and one academic library.
- Western Counties Network included eight public library systems housed in 27 facilities. It approached resource discovery and delivery differently than the Eastern, Mountain, and Northern Networks, because of a strong, comparatively well-funded lead library with a long history of providing services to libraries in the region.

Patrons of consortium-member libraries held a common library card and were able to identify and borrow materials held at any member library.

Consulting, including evaluation of the need for hardware and software upgrades in the lead libraries for each consortium, advice for consortium executive boards on system related issues as requested, and advice on trends in technology and cataloging.

Instruction included training for new cataloging staff in member libraries. Cataloging continuing educational opportunities increased in FFY 2013 with the addition of a cataloging librarian. Six webinar sessions, ranging from basic consortia cataloging to cataloging with resource description and access, were provided. Staff also offered specialized cataloging and technology training as requested

Technical support consisted of hardware upgrades as needed and as funds were available; software support services including assisting ILS/cataloging operations in all libraries, loading records, maintaining location codes and authority records, running backups, producing custom reports, and assorted trouble shooting; and access to the OCLC CatExpress product to maintain quality in the shared bibliographic databases

Planning. As part of the five-year plan, WVLC looked at the feasibility of rolling out an open-source integrated library system as a union catalog for the state. After several information discussions with academic and public libraries, the Commission determined that, although infrastructure necessary for the project was available, the software programming skills necessary to develop the system was not. Programming would need to be contracted, causing the price of the project to be comparable to the systems already in place. WVLC will revisit this option in 2017 to see if conditions have changed.

Outputs

By the end of FFY 2013, 90 of 97 public libraries were members of consortia. The Pendleton County PL, formerly on a stand-alone automation system, joined the Eastern Library Network during the year, enabling patrons to access the collections of 19 other library facilities in the region.

In 2014, 92 of 97 public libraries participated in the State Library Network, as well as four academic and three school libraries.

Cataloging continuing education opportunities increased in FFY 2013 with the addition of a cataloging librarian. Ninety-four individuals attended six webinar sessions, ranging from basic consortia cataloging to cataloging with resource description and access.

The number of persons served in FFY 2014 totaled 722,247 registered borrowers in the 90 systems which are members of consortia, 40% of the state population

Outcomes

No evidence of changes in patrons' or library employees' or library institutional awareness, knowledge, skill, behavior, or condition as a result of the libraries' participation in a consortium were included in documentation provided by the Library Commission to the evaluators.

Online survey. In the 2016 online survey, 74.6% of respondents were completely or mostly satisfied with network support services. By a slightly lower percentage (66.7%), they agreed their staff had the training and skills they needed to make the best use of network. The most important benefits of network services:

- 39.7% Broadened the range of services and resources patrons can access.
- 32.0% Improved the quality of the service the library provided.
- 17.2% Reduced overall cost of service to patrons.

Two respondents noted their libraries did not participate in a consortium; two indicated their libraries were just beginning to use consortial services.

Online survey. In the 2016 online survey, respondents were largely satisfied with consortia services. They agreed, but at a lower percentage, their staff had the training and skills they needed to make the best use of consortia support services.

Focus groups. Library consortia were mentioned in 7 positive comments by focus group participants. They were described as “crucial” by these public library directors, who valued both the resource sharing and the human connections.

“Being able to be in a consortium is amazing. Meeting every three months. Big bills shared.”

“Consortium [is] also important for strengthening connections.”

“Very active sharing. Meeting once a year with training and reminders about what is available to everyone.”

“[It’s] vital to share resources. [There is a] van four days a week. We would not be able to afford as a small library...”

GOAL 3: West Virginians will have access to library services that sustain lifelong learning, develop early childhood literacy skills and promote reading.

Adult Services

Objectives

- Three new adult reading/discussion groups and 10 titles added annually; 75% of participants find titles good or very good.
- 5% of public libraries participate in program related to civic engagement in 2013; additional 2% participate each succeeding year; 75% of participants rate program useful and applicable
- WVLC partners with four other organizations to develop civic engagement programs; three new programs created with partners by 2017.
- 2 workshops/year on promoting reading to senior adults; 75% of participants rate workshops useful and applicable
- 2 workshops/year on reaching non-traditional library users; participants rate workshops useful and applicable; libraries offering programs increases 3%/year; annual user surveys show 2% of patrons used library for first time over previous 12 months
- Maintain statewide reading and writing promotions in partnership with West Virginia Humanities Council; add one reading or writing promotion/year; increase publications from programs 25% by 2017.
- 75% of public library staff indicate their libraries have at least five community partners; 25% list 10 or more.

Expenditures

Over the two-year period FY 2013 and FFY 2014, Adult Services totaled 4.2% of overall West Virginia LSTA expenditures (Table 7). The allocation for this project decreased 24% from FFY 2012 to 2013, then increased 51% from FFY 2013 to 2014, before declining by two-thirds in 2015.

	<i>LSTA</i>	<i>Other Funds</i>	<i>Total Project</i>
FFY 2013	\$45,535	-	\$45,535
FFY 2014	\$68,812	-	\$68,812
FFY 2015	\$22,089	-	\$22,089

Summary of activities

Adult Services focused on enhancing lifelong learning for adults, advising public libraries on adult programming, and collaborating with other agencies focused on adult services, including promoting basic, digital, financial, civic, and all aspects of information literacy and encouraging adult reading programs.

Consulting. A full-time consultant advised libraries on all aspects of services to adults and developed programs, independently and in cooperation with numerous other agencies and organizations, which enabled libraries to meet the needs of adults in their communities. Much of the advice was to individual librarians. In 2013, information and assistance was given to libraries in preparation of the Affordable Health Care Act launch.

Staff development. The Adult Services consultant presented workshops on topics including problem patrons in the library, customer service in libraries, and the organization and maintenance of book discussion groups.

Literacy support for adults. Recognizing that many adults do not have the reading skills they need to function well in an information society, the Library Commission works with library based literacy programs, state agencies, non-profit organizations, and local literacy councils.

Workforce Skills. In 2013, a partnership with WorkForce Investment Board Region 2 was renewed for a second year, placing public libraries and the Library Commission directly into the stream of job assistance and economic development. The WIB Region 2 used the Workforce Skills for the 21st Century program as an integral piece of their clients' preparation to prepare for jobs. In this first year of the state switching from the GED to the TASCAs as the official high school equivalency test, the Region 2 clients and other WV residents used TASCAs test preparation tests and courses to study before the state ABE teachers received study materials.

Book Discussion Group Collection. Public libraries requested and received books and resources to support local book discussion groups. Whenever possible the collection included large print titles and audio formats. The library's responsibility was to organize and facilitate the groups and pay return postage. In the FFY SPR, the WVLC indicated retirement of the Adult Services Consultant in October 2015 resulted in a new job description, which will de-emphasize the Book Discussion Group Collection and focus on outreach programs in collaboration with other agencies and organizations.

West Virginia Center for the Book. The West Virginia Library Commission hosted Center in partnership with the West Virginia Humanities Council, a state program of the National Endowment for the Humanities.

In 2013, activities which promoted the Center were:

- Black History Month lectures in February, attended by 42 individuals, featuring Norman Jordan, an internationally published poet and West Virginia’s most-published African-American poet, whose poems have been anthologized in 41 books, and Crystal Good, who read two poems about pollution in West Virginia.
- Participation in the Ohio River Festival of Books
- Representation at the National Book Festival
- The statewide reading project which celebrated the state’s Sesquicentennial, WV Reads 150 was created by the Center for the Book and the Kanawha County Public Library. Throughout 2013, 75 libraries participated, and 740 individuals and teams read 152,692 books.
- One Book, One West Virginia was a collaborative effort with the Appalachian Heritage Writer-in-Residence Program at Shepherd University. In 2013, the project produced a poster for the 2013 title, *Affrilachia*, by Frank X Walker. LSTA funds supported the 2014 West Virginia Fiction Competition Awards and the publication of the *2013 Anthology of Appalachian Writers, Frank X Walker Volume VI*, which was distributed to public libraries, high school and academic libraries.

Outputs

Adult Services outputs are summarized in Table 8.

	2013	2014	2015	% Change
Requests from book groups	444	466	463	4.27%
Book discussion copies lent	5,625	5,692	5,714	1.6%
<i>One Book, One West Virginia</i> posters distributed to libraries/schools	300	509	0	(-100.0%)

Outcomes

In 2013, due to the success of WV Reads 150 program, and at the request of schools and libraries, a new reading initiative, WV Reads 150+, started on Jan. 1, 2014.

Adult services were not mentioned by any of the 11 public library directors participating in the two virtual focus groups, nor was any information available from participants in any of the activities sponsored by this project.

Services to the Blind

Objectives

- Provide public library services in an alternative format to meet the needs of individuals who are blind, visually impaired, or with learning disabilities.
- Increase registered borrowers by 10% by 2017.

Expenditures

Over the two years FFY 2013 and FFY 2014, Services to the Blind totaled 6.7% of overall LSTA spending in West Virginia (Table 9). The allocation for this project

	LSTA	Cash Match	Total Project
FFY 2013	\$85,129	\$0	\$85,129
FFY 2014	\$98,081	\$121,817	\$219,899
FFY 2015	\$69,967	\$201,057	\$271,024

increased 15% from 2013 to 2014, after a substantial 28% decrease from 2012 to 2013, then receded again in 2015. During the same period, State funds increased dramatically, so that overall expenditures tripled. In 2015, During 2014 and 2015, State funds totaling \$322,874 paid the salary and benefits of the director and covered expenses of travel, purchase of materials and office equipment, subscription to Newline, postage, copying, and utility costs.

Summary of Activities

The Special Services department of the West Virginia Library Commission served as the regional library for the National Library Service/Library of Congress network of cooperating libraries.

Circulation. Patrons were served directly from Special Services or from one of three sub-regional libraries that serve their surrounding counties – Parkersburg/Wood County Public Library, Cabell County Public Library, and the West Virginia School for the Blind and Deaf in Romney. LSTA funds paid the salary and benefits of a professional librarian and a library assistant, two of the six staff members who provided services under the direction of the MLS librarian who directed the department. Braille service was provided to patrons through a contract with the Free Library of Philadelphia.

Special Services provided a variety of formats to accommodate the needs of patrons. Recorded cassettes (RC) and the device to support them were replaced during this reporting period with digitally produced materials and devices. The collection was enhanced with downloadable digital books, large print books, descriptive videos, and locally produced magazines.

In 2013, patrons of Special Services learned and utilized a new feature, a free Braille and Audio Reading Download (BARD) mobile application available from the Apple app store for use with iOS devices. Patrons and staff experimented with the software and devices. Some patrons managed with ease and were pleasantly surprised with the app construction. Others who were less experienced with mobile apps needed assistance from staff. By 2014, 66,510 titles were available for download through BARD.

Newline provided access to more than 300 newspapers and 40 magazines. Patrons either called a toll-free number or accessed online material through their email, an app, or website. This online service also sent breaking news and weather alerts to subscribers. During this period, there was a definitive shift in the way patrons accessed news through Newline. In FFY 2013 there was a marked increase in electronic access.

Content development. Sarah Sullivan volunteered her time and talent to narrate two of her children's titles, *Once upon a Baby Brother* and *Dear Baby*. These titles were not produced by NLS and added much needed extra juvenile titles as well as a West Virginia author.

Staff development. Two Special Services staff attended the National Library Service Biennial Conference in Oklahoma City and received training on new digital software which will produce local materials that meet national and international digital standards.

A number of Special Services patrons accessed and read Braille. The Special Services Division committed to learning Braille in an effort to better understand how patrons learn and access their reading material.

Outputs

A summary of circulation activity is included in Table 10. Table 11 shows patron and consulting activities.

	2013	2014	% Change	2015	% Change
Recorded Books on Cassette	780	104	(-86.7%)	0	(-100.%)
Digital Books	66,288	58,925	(-11.1%)	58,699	(-0.4%)
Sub-regional Recorded and Digital Books	35,699	33,462	(-6.2%)	35,652	6.5%
Large Print Books	11,025	10,177	(-7.7%)	10,131	(-0.5%)
BARD Downloads – Patron	21,691	19,944	(-8.1%)	19,534	(-2.1%)
BARD Downloads – Staff	3,230	5,077	57.2%	2,474	(-51.3%)
Braille (Free Library of Philadelphia)	2,497	1,455	(-41.7%)	590	(-59.4%)
BARD Braille	441	492	11.5%	535	8.7%
Interlibrary Loans	369	1,144	210.0%	163	(-85.8%)
Sub-total Books	142,020	130,770	(-7.9%)	127,778	(-2.3%)
Descriptive Videos	665	360	(-45.9%)	675	87.5%
Sub-total Videos	665	360	(-45.9%)	675	87.5%
Magazines – Digital	1,704	726	(-57.4%)	330	(54.5%)
Magazines - BARD Downloads	853	238	(-72.1%)	675	183.6%
Magazines – Direct Circulation	27,141	10,456	(-61.5%)	389	(-96.3%)
Sub-total Magazines	29,698	11,420	(-61.5%)	1,394	(-87.8%)
Newsletters	4,205	3766	(-10.4%)	477	(-87.3%)
New Large Print Book Listing	479	0	(-100%)	296	100.0%
Newline Intro	84	0	(-100%)	60	60.0%
Catalogs	2,425	2,484	2.4%	2,112	(-14.9%)
Sub-total Newsletters and Catalogs	7,193	6,350	(-11.7%)	0	(-100%)
Music	0	0	0%	103	-
TOTAL Circulation	179,576	148,900	(-17.1%)	133,284	(-10.5%)

	2013	2014	% Change	2015	% Change
Registered Borrowers					
New Borrowers	255	272	6.6%	264	(-2.9%)
Continuing Borrowers	2,219	2,230	0.5%	2,307	3.4%
Total Registered Borrowers	2,474	2,502	1.1%	2,571	2.8%
Patrons who Downloaded BARD app	223	407	82.5%	431	5.9%
Consulting					
Phone calls and email	4,722	4,043	(-14.4%)	3,734	(-7.6%)

Outcomes

Online survey. In the 2016 online survey of public library leaders, 42.7% were either “mostly” or “completely satisfied.” Unfortunately, 11.5% were “neither satisfied nor dissatisfied,” 6.6% were “mostly dissatisfied” or “completely dissatisfied.”

Thirty-six percent of respondents were either “unaware” or “unable to rate these resources.”

When asked to rate the service quality of the resources available through BARD, the level of those without awareness increased to 56% and the level of satisfaction decreased to 29%. Awareness and satisfaction improved when the subject was large print resources and services. Forty-six percent were “mostly” or “completely satisfied,” while 43% were “unaware” or “unable to rate” those resources. Seventy-seven percent were aware of the WVLA partnership with the National Library Service for the Blind and Physically Handicapped.

More than half (54.8%) of survey respondents believed their staff members had the skills and training they needed to design and execute an effective program of service to residents with special needs. However, 21% “neither agreed nor disagreed” and 24.2% “somewhat disagreed” or “disagreed” that their staff had these skills and training.

Similarly, when asked about the technological resources their library had to serve these residents, 41.9% indicated their library had the necessary technological resources, 29% “were neutral, and 29% “somewhat disagreed” or “disagreed” that their library had those resources.

Fifty-six percent said residents of their area made use of the services and resources provided through the Special Services Library, 19.4% did not, and 24.4% did not know. More than half (58.2%) believed the service broadened the range of services and resources their patrons can access.

More than half (567%) were “mostly satisfied” or “completely satisfied” with the quality and services of the Special Services Library, 31,7% were neutral, and 6.7% were dissatisfied to some degree. Eighty percent said they would be “unlikely” to be able to fund the costs of those services in their own budget if the services were unavailable through WVLC.

Focus groups. Services for people with disabilities received four comments during focus groups with public library directors. Three described patrons who took advantage of the service.

“[It’s a] lifeline to people who are homebound and unable to use [the library]. Are they used as much as librarians want them to be? We keep trying to promote them.”

“A teacher who had used the library for years started losing her eyesight. [She] can’t do large print any more. [She] used CD and now she started receiving materials from Donna like clockwork. She has never physically traveled, but mentally, she has traveled the world – in the desert, in a cruise ship with her books.”

One noted that the Library for the Blind also serves as a “built-in advocacy group” for its users.

According to one director, the service is not necessary for her patrons.

“Putnam County Library has extensive audio and large print and [that] works for us. Patrons are not referred, to my knowledge.”

West Virginia Center for the Book

West Virginia reported no expenditures for the West Virginia Center for the Book during FFY 2013 and FFY 2014, after a small investment of \$2,600 during FFY 2012. Instead, some activities in support of this project were moved into Adult Services.

Youth Services

Objectives

- 3% annual increase in library participation in summer reading programs, up to 100%; 75% of libraries participating rate the program good or very good.
- 3% annual increase in libraries offering reading programs to adolescents and young adults; 75% of staff surveyed after training rate it useful and applicable

Expenditures

Over the two-year period FY 2013 and FFY 2014, Youth Services totaled 4.1% of overall West Virginia LSTA expenditures (Table 12). The allocation for this project decreased 28% from FFY 2012 to 2013 and increased 55% from FFY 2013 to 2014, then remained stable in FFY 2015.

	<i>LSTA</i>	<i>Other Funds</i>	<i>Total Project</i>
FFY 2013	\$40,695	-	\$40,695
FFY 2014	\$63,143	-	\$63,143
FFY 2015	\$63,550	-	\$63,550

In FFY 2015, the Summer Reading Program was a separate project. For purposes of this report, the goals, expenditures (\$3,020), activities, outputs, and outcomes are reported here.

Summary of activities

The purpose of this program was to improve the literacy skills of children and young people in West Virginia by enhancing library services, expanding skills of library staff, creating and distributing materials that librarians in the field can use to provide youth services, distributing quality library materials to small rural libraries with limited or nonexistent book budgets, advising libraries on youth services topics, and working with programs promoting reading and libraries.

Consulting services. The Youth Services Consultant consulted with local library staff through in-person visits, as well as via phone and email.

Summer reading programs. In FFYs 2013, 2014, and 2015, the West Virginia Library Commission participated in the Collaborative Summer Library Program, a national partnership of state libraries. The Youth Services Consultant was the West Virginia State representative to CSLP and an active member of the Vendor Committee. The Collaborative developed and produced a research-based Summer Reading Program. It contained components for pre-school children and adults, and was primarily focused on school-aged children, addressing the problem of reading-level loss by students over the summer months. In 2014, two larger libraries (Kanawha County Public Library and Martinsburg Berkeley County Public Library) participated for the first time, bringing total participation to 92. In 2015, 91 libraries participated.

Staff development opportunities included training and presentations at conferences and workshops.

Access to quality library resources, programs, and services. West Virginia Children's Choice Book Award program and contributes to the activities of the West Virginia Center for the Book by selecting and coordinating with West Virginia authors of children's and young adults' literature as well as choosing the book and author to represent the state at the National Book Festival in Washington, DC each year.

Outputs

Table 13 summarizes the staff development, consultation, program participation, and content development outputs for the 2013, 2014, and 2015 years.

Table 13: Youth Services Outputs				
	2013	2014	2015	% Change 2013-2015
Staff Development				
Summer Reading Workshops	7	6		
Summer Reading Workshop Attendance	85	63		
Other Workshops	10	19		
Other Workshop Attendance	252	185		
Consultation				
Library Visits and Contacts	216	285	527*	144.0%
Books Added-CBC/Lenski	1,739	2,051	2,533	45.6%
Program Participation				
Summer Reading Library Participation	93	92	91	(-2.1%)
Summer Reading Children Participation	21,672	21,448	18,753	(-13.5%)
WV Children's Choice Awards-Schools Participating (suspended in 2014)	5	-	-	-
Letters about Literature Entries	163	133	105	(-35.6%)
Letters about Literature-Student/Total Attendance at State Ceremony	71/250	NA	66/174	(-7.04%)/ (-30.4%)
*Total consultations not broken into categories in the 2015 SPR.				

Outcomes

Online survey. Eighty-seven percent of respondents to the 2016 online survey reported their library offered a summer reading program in 2016. Almost all (94.3%) provided a program for school-aged children (94.3%; 54% provided one for teens, and 35.4% provided a program for adults.

Eighty-three percent of respondents were confident in the skills of their staff in this area although they did offer suggestions for additional training that would be helpful. Two-thirds (66/1%) said their library received all the support it needed from the West Virginia Library Commission (WVLC) to mount an effective summer reading program. When asked what training opportunities would make the most difference in terms of improving their library's program, almost half said "help with program planning/curriculum design." Some comments suggest some libraries would like the WVLC to encourage libraries to move beyond the prepackaged program and focus on child development, the importance of summer literacy, and alternatives to traditional summer programs.

Just under half of respondents (46.2%) rated the summer reading workshops "excellent" or "good," while 9.6% rated them "poor," and 23.1% said they did not attend. Fifty-eight percent rated summer reading program advice "excellent" or "good," while 11.5% were not aware of the service and 15.4% did not use it.

Asked which training opportunities would make the most difference in improving their summer reading programs, respondents ranked “help with program planning/curriculum design” first at 48%, “training on outreach” second at 42%, and “training on public engagement” third with 40%.

Focus groups. The Summer Reading Program was mentioned in five focus group comments. Two mentioned the materials.

“Summer reading really helps us to have the materials...”

“... images that come on the CD are helpful.”

Two others described how they leveraged the program for local results.

“[We] use summer reading for getting everything ready. Don’t have a children’s librarian. Having access to the collaborative program is very helpful.”

“... the summer reading program has been immense. This year we expanded the program without having to pay a huge amount. We could not have done it otherwise...”

GOAL 4: West Virginians will discover materials and services at their libraries to enhance their lives and further the development of the state’s economy.

Activities listed in the plan included:

- WVInfoDepot – Learning Express, Job and Career Accelerator, Project Compass, etc.
- Partnership with other agencies
- Training sessions on career readiness and job search
- Streamline State Reference Library
- Partner with Small Business Administration

Due to staffing shortages this goal’s outcomes were partly achieved.

Usage of two job- and career-related databases on WVInfoDepot increased; Job and Career Accelerator use edged up 1.7%; Learning Express usage grew 21.7% over the first three years of the plan. Evidence of other activities, including training opportunities for library workers and the public on job and career resources, partnering with other agencies, and increasing usage of the State Reference Library, was not included in SPRs or other documents.

GOAL 5: West Virginians will be drawn to and find responsive services and dedicated, appropriately trained public servants and library leaders in their libraries.

Library Development Services (2013 and 2014) / Consulting and Instruction Services (2015)

Objectives

Consulting

- 10% annual increase in contacts with libraries regarding care and preservation of archival/manuscript collections; 75% of participants in preservation training indicate sessions were very useful.
- Number of consulting contacts related to digitization; 75% of participants in digitization training indicate sessions were very useful.
- 100% of libraries receive consulting visits every year; 75% of library staff surveyed indicate consultant services were very useful

Continuing education/training

- Establish core competencies for PL staff; 10% of staff in 75% of PLs compete program each year; overall library staff meeting competencies increase 5%/year to 100%
- Two sessions/year for trustees regarding services to diverse populations and those having difficulty using a library; Two workshops for staff to increase skills in serving multicultural groups, underserved urban and rural populations, and others
- Four sessions on public library planning process
- Three sessions on appropriate library fiscal practices, including laws and rules in 2013, available electronically in 2014
- 75% indicate training was very useful and applicable.
- Establish CE grant program; increase usage 15% by 2015.

Programming

- 20% increase in programming for specified audiences at PLs – adults, children, youth, senior adults
- 25% increase in awareness of LSTA services; 75% rate services very useful

Expenditures

Over the three-year period FFY 2013 through 2015, Library Development Services totaled 8.0% of overall West Virginia LSTA expenditures (Table 14). The allocation for this project increased 19% from FFY 2012 to 2013, 29% from FFY 2013 to 2014, and 51% from FFY 2014 to 2015, for a total increase of 133% since 2012. In FFY 2015. Matching state funds covered salaries and benefits for two FTEs in 2014 and 2015.

Table 14: Library Development Expenditures			
	LSTA	State	Total Project
FFY 2013	\$77,214	-	\$77,214
FFY 2014	\$99,918	\$67,627	\$162,685
FFY 2015	\$150,904	\$64,837	\$215,741

Activities

This project provides a framework for the development and delivery of library services. It identifies strategies and actions that enable libraries to address and respond to the wide range of issues that influence the provision of library services in a changing environment.

Consulting. During FFY 2013, Library Development staff (three FTE supported with LSTA funds and three FTE supported with State funds) interacted with library directors, staff and trustees, across the state through site visits, email, phone calls, webinars, surveys, and on-site continuing education events. Topics addressed included collection development and maintenance, cataloging, library technology, strategic planning, operations, continuing education, and programming for various library clients.

Staff development. Key programs in the library development framework ensure up-to-date training in modern library trends and practices is available to all library staff and data necessary for proper library planning and operation is collected, analyzed, and distributed.

Public library service is dependent on the skill and knowledge of the staff and trustees. More than two thirds of the 97 directors of library systems in West Virginia do not have professional library degrees; fewer than 100 full-time professional librarians work in the State’s public

libraries. To encourage a consistent growth of skills and knowledge, the Library Commission requires all public library directors to annually earn at least eight hours of WVLC-approved continuing education. Library support staff must earn at least 3 hours of continuing education each year. Each Service Center must present an annual staff development workshop for its Affiliates.

In 2013, the Library Commission developed and sponsored on-site and online training opportunities. WVLC staff presented much of the required training. In addition to training to provide library staff with the knowledge needed to assist those enrolling for health insurance under the Affordable Care Act, continuing education during this reporting period focused on enhancing competency in organizational planning and effective operations. Whenever possible, entire presentations were archived and when not, session slides were made available on the WVLC website.

The Library Commission sponsored presentations at the spring and fall conferences of the West Virginia Library Association.

Library performance data. Library Commission staff also collected, analyzed, and published data on public libraries and their performance, enabling library leaders to compare services and programs on a state and national level and to plan for the maintenance and improvement of these services and programs. Staff developed the annual survey and other data collection tools and provided advice, training and assistance.

Outputs

Library Development Services outputs are summarized in Table 15.

Table 15: Library Development Services Outputs				
	2013	2014	2015	% Change
Consulting				
Public libraries receiving consultant visit	57	45	42	(26.3%)
Consultations-general	2538	2392	2,268	(-10.6%)
Continuing education/Training				
Core competencies-sessions	72	41	33*	(-54.1%)
Core competencies-attendance	873	806	775*	(-11.2%)

*2015 numbers are estimates

Outcomes

Online survey. In the 2016 online survey, 70% rated the administration of state aid as an “essential” service. Interlibrary loan referral service was the highest rated “essential” operational assistance. In terms of coordination/integration of library services, the highest rated “essential” service was statewide resource sharing. Top-ranked consulting priorities were technology/connectivity (57.4%), youth/teen services (32.8%), e-rate (31.3%, and early literacy (31.1%).

Eighty percent of the respondents are “somewhat” or “completely satisfied” with the quality of the continuing education services offered by WVLC. Of the continuing education opportunities offered by WVLC, respondents in the 2016 online survey were most aware and most satisfied with the programs provided by WVLC staff at the WV Library Association Conference. One comment, though, suggests that audience members expected more current information, maybe providing an opportunity for professional development of State Library employees.

"They are "same old, same old;" not really relevant to my job as a library director; never cutting edge, often seem like they are mired in a previous decade. One I attended a few years back on the future of libraries actually spent time talking about making connections with local clubs and groups. It was not at all what the audience was there for, in fact, a fellow librarian who was sitting next to me kept writing 'OMG' (oh my god) in her notes; she told me later it was like they were time warped into the nineties. She thought we would be talking about ebooks, the latest in database services, reconfiguring library design, digital services, etc. And we didn't get any of that."

Respondents were very aware of the cataloging training, WebJunction webinars, and the summer reading program. They were least aware of the alternative basic library education program and supplemental program. When asked for their preferences among the different ways in which continuing education presentations were made, the "most preferred" method was in-person workshops. The "least preferred" was the recorded/asynchronous online events, although this method also received the highest neutral (neither least nor most preferred) responses.

When asked about specific improvements in services made at their libraries that could be attributed to WVLC continuing education programs, survey respondents included improvements in children's programming, front line staff customer service, and making staff more aware of new resources and better prepared to assist patrons. One comment summarized:

"Cataloging, summer reading programming, weeding, public outreach are just examples on how we have improved through the years with these activities."

Focus groups. Training was the most frequently-mentioned service in two focus groups with public library directors, with four descriptive, eight positive, and no negative comments.

"Training for new directors here helps human networking."

"The New Director Academy was invaluable. It helped me learn what I was supposed to be doing. The online courses are of immeasurable value. If I'm not there, the library is closed."

"We could not do it without... CE."

One focus group participant reported she had received a scholarship to attend the Public Library Association Conference for the first time in ten years. She will be giving a session at the state conference on what she learned and implemented.

Consulting was included in eight comments. Focus group participants felt Library Development staff were accessible, knowledgeable, and dedicated, in short "pretty plugged in," with good lines of communication.

"... The development staff are my biggest go-to."

"[We] pick Susan's brain frequently..."

"Karen... very accessible and... helpful in her library development role. Would not call her with just any question, but had major funding issues and would not hesitate to call her and have a conversation. She is incredibly knowledgeable and willing to talk about anything."

"[They] make an effort to be available both remotely and in-house. Library Development staff know your library and your problems and take the time to talk to you and work it out."

"Karen... drops what she does to help you, always available, no question is a bad question. Karen is a very good listener."

One focus group participant suggested that a continuing education consultant “would be a huge asset to statewide services.”

Two suggested a public information specialist, who could help with “more marketing libraries statewide, especially involved in community development with communities that are struggling.”

Training participants. The Library Commission shared “sample” comments in end-of-session evaluations by participants in two FFY 2013 professional development sessions. They did not include the survey or a summary, so it was impossible for evaluators to assess whether the comments were representative.

In end-of-session evaluations, participants commented on the content and design of Bibliostat webinars:

“It explained things I did not know even after having used the program for several years...”

“Material presented well; questions handled effectively.”

After “Boot Camp” sessions, participants wrote about the structure of the three-day webinar:

“Packing everything into those three days was very effective. It was easier for me to commit to three days of intensive study than to spread the workshops over a longer period of time.”

“I was disappointed that there was no time for all of the attendees to introduce themselves. This made the classes much more impersonal.”

“I wasn’t a fan of the three consecutive days format. If we had been onsite, that would have been different. It was very tiring to have to sit at a computer for all that time. It was also impossible to attend every session because of the demands of my job.”

They also commented on the content of the sessions:

“The “Effective Policies” workshop was very good and probably most helpful for me. I believe “The Care and Feeding of Trustees” was probably the most important for new librarians. It is so important to start off on the right foot with your trustees and to be open and honest with them.”

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

West Virginia projects addressed national priorities associated with the Measuring Success focal areas and corresponding intents. In many cases, projects contributed in more than one focus area. Details of projects, including goals, expenditures, activities, outputs, and outcomes, are detailed in section A-1 above.

Civic Engagement

- **Improve users’ ability to participate in their community**
- **Improve users’ ability to participate in community conversations around topics of concern.**

GOAL 1: Statewide Database Subscriptions

GOAL 2: Statewide Library Network

GOAL 3: Adult Services

Economic & Employment Development

- **Improve users’ ability to use resources and apply information for employment support**
- **Improve users’ ability to use and apply business resources**

GOAL 1: Statewide Database Subscriptions
GOAL 2: Statewide Library Network

Human Services

- **Improve users' ability to apply information that furthers their personal, family, or household finances**
- **Improve users' ability to apply information that furthers their personal or family health & wellness**
- **Improve users' ability to apply information that furthers their parenting and family skills**

GOAL 1: Statewide Database Subscriptions
GOAL 2: Statewide Library Network
GOAL 3: Youth Services

Information Access

- **Improve users' ability to discover information resources**
- **Improve users' ability to obtain and/or use information resources**

GOAL 1: Statewide Database Subscriptions
GOAL 2: Statewide Library Network
GOAL 2: Library Consortia Services
GOAL 3: Services to the Blind

Institutional Capacity

- **Improve the library workforce**
- **Improve the library's physical and technological infrastructure**
- **Improve library operations**

GOAL 3: Adult Services
GOAL 3: Youth Services
GOAL 3: Services to the Blind
GOAL 5: Library Development Services

Lifelong Learning

- **Improve users' formal education**
- **Improve users' general knowledge and skills**

GOAL 1: Statewide Database Subscriptions
GOAL 2: Statewide Library Network
GOAL 2: Library Consortia Services
GOAL 3: Youth Services
GOAL 3: Adult Services
GOAL 3: Services for the Blind

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

Library workforce (current and future)
Individuals living below the poverty line
Individuals who are
unemployed/underemployed
Ethnic or minority populations
Immigrants/refugees

Individuals with disabilities
Individuals with limited functional literacy or
information skills
Families
Children (aged 0-5)
School-aged youth (aged 6-17)

Table 16: Target Audiences for LSTA Projects				
LSTA Project	% Total Expenditure, FFY 2013-2014-2015	Primary Audience	Secondary Audience	Substantial Focus
Statewide Database Subscriptions	38.4%	Statewide public		No
Library Consortia Services	19.1%			
Statewide Library Network	21.3%	Library workforce	Statewide public	Yes
Library Development Services	6.5%			
Services for the Blind	6.7%	Individuals with disabilities		No
Library Services for Adults	4.2%	Adults	Rural populations; seniors	No
Library Services for Youth;	3.8%	Children 0-5, School-aged Youth (6-17), Families	Disadvantaged children	No

For those who answer Yes to any of the above groups, please discuss to what extent each group was reached.

Library Workforce

Two programs – Statewide Library Network and Library Development Services – listed “Library staff and volunteers” as target audiences. Even though the two accounted for 27.8% of total LSTA expenditures, the Library Commission presented no documentation that would allow evaluators to assess to what extent library staff and volunteers benefitted.

Statewide Library Network. Libraries and library employees were the primary beneficiaries of this program, with the statewide public a second-tier beneficiary. No evidence was presented about the impact on libraries as institutions, individual employees, or users.

Library Development Services. Libraries and library employees were the primary beneficiaries of this program, with the statewide public a second-tier beneficiary. No evidence was presented about changes in attitude/awareness, knowledge, skill, behavior, or condition as a result of receiving services.

B. Process Questions

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

The data from the State Program Reports are used to guide activities in the Five-Year Plan by identifying technology improvements, professional development offerings, support provided for summer reading and youth services programming, as well as support provided for the talking books program. The agency has had budget cuts and some staff replacement which affected some areas. A new staff person responsible for professional development activities will use the results of the evaluation to ensure that this area is offering programming that is appropriate and useful to our key constituencies and benefits the users of public libraries.

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

There were no major changes made in the Five Year Plan. The pace of implementing the plan has been affected by budget cuts and staff replacements. Most notably a library development position that was open at the time of our staff interview was expected to be filled and benefit from the SPR documentation as well as the results of this evaluation.

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

The SPR data are discussed with staff at the agency and identify areas for improvement; the library development and professional offerings will be informed by this report as we are implementing the final year of the current plan and renewed emphasis will be placed in our activities with the deployment of the forthcoming plan. The evaluation is shared with the parent agency for the West Virginia Library Commission. It informs the planning activities which are developed in close collaboration with the Secretary at the Department of Education and the Arts in West Virginia.

C. Methodology Questions

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

To ensure rigorous and objective evaluation the West Virginia Library Commission through COSLINE entered in a competitive bid and selected QualityMetrics, LLC, a library consulting firm, to conduct the independent evaluation. QualityMetrics, LLC does not have a role in carrying out LSTA-funded activities and is independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. QualityMetrics, LLC consultant have in depth evaluation experience and demonstrated professional competency in that associates have implemented evaluation studies for the three previous cycles of LSTA evaluation starting in 2003. The associates are experienced in both quantitative and qualitative methods. Bill Wilson is one of the evaluators that has conducted more than 29 LSTA evaluation before and Martha Kyriolidou is well known for her experience in mixed methods research.

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

QualityMetrics, LLC, deployed a mixed methods protocol for data collection that is multi-faceted and rigorous. We used site visits and in person interviews with all staff engaged in the projects followed by focus groups and one-on-one interviews. The site visits, focus groups and interviews provided qualitative evidence and context and was grounded in the observations of the local context. An additional survey was deployed collecting data from libraries in the state regarding key programmatic areas. The survey was reviewed for representativeness to ensure the reliability and validity of the findings. Additional corroborative evidence from comments collected in the survey served as a way to triangulate the evidence gathered.

The State Program Reports (SPR) were reviewed in detail and additional documentation, fliers, newspaper articles, social media feeds were consulted selectively as corroborating evidence.

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

All agency staff engaged in LSTA activities were interviewed.

Staff recommended and recruited participants for focus groups – two virtual focus groups were conducted.

Public library directors and staff were engaged through virtual focus groups

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

The agency will share the findings with other government agencies in West Virginia and the larger public by alerting the libraries in West Virginia of the availability of the evaluation report. The report will be publicly available on the agency website as well as on the IMLS website.

Appendix A: List of Acronyms

BARD	Braille and Reading Download, a program of the National Library Service.
ELN	Eastern Library Network. One of five West Virginia regional library consortia.
ILL	Interlibrary loan
ILS	Integrated Library System
IMLS	Institute for Museum and Library Services: http://www.ims.gov
INFODEPOT	See WVINFODEPOT
LBPH	Library for the Blind and Physically Handicapped. General name applied to state-level outlets.
LSTA	<p>Library Services and Technology Act, part of the Museum and Library Services Act, which created the Institute of Museum and Library Services (IMLS) and established federal programs to assist libraries in improving services to the public. LSTA has three purposes: 1) facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; 2) encourage resource sharing among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public.</p> <p>The LSTA Grants to States program is a federal-state partnership, 3) promote improvements in library services in all types of libraries in order to better serve the people of the United States. The program provides funds using a population-based formula to each state and the territories through State Library Administrative Agencies (SLAAs).</p>
MLN	Mountain Library Network. One of five West Virginia regional library consortia: http://mtlibrary.mln.lib.wv.us/
NorLN	Northern Library Network. One of five West Virginia regional library consortia: http://norln.info/
SLAA	State Library Administrative Agency
SLN	Statewide Library Network, the WVLC-maintained infrastructure that provides internet access, email, web page hosting, off-site cataloging, and technical support for public libraries.
WC	Western Counties. One of five West Virginia regional library consortia: http://www.cabell.lib.wv.us/pages/cc-LibraryInfo-Affiliates.html
WVINFODEPOT	West Virginia web portal to online databases and other digital resources: http://wvinfodepot.org .

WVLC

West Virginia Library Commission, the State Library Administrative Agency
(SLAA) for West Virginia:
<http://www.librarycommission.wv.gov/Pages/default.aspx>.

Appendix B: Participants in Interviews and Virtual Focus Groups

In-person Interviews at the State Library Administrative Agency

Karen Goff, Secretary, West Virginia Library Commission

Harlan White, Network Services Director, State Library Network

Cris Spradling, Information Systems Specialist

Jennifer Johnson, Administrative Services Director, Financial Person

Donna Calvert, Special Services Director, Services to the Blind - Talking Books

Heather Campbell Shock, State Library Services Director, Statewide Databases

Suzy McGinley, Youth Services Consultant, Library Development Youth Services

Susan Hoskins, Planning & Programming Consultant/SDC, Library Development

Virtual Focus Group Participants

<i>Focus Group 2: 11 am on September 20, 2016</i>		
Beth Anderson	Director	Burnsville Public Library
Caroline Gaddis	Director	Wyoming County Public Library
Judy Rule	Director	Cabell County Public Library
Sarah Palfrey	Director	Summersville Public Library
Megan Tarbett	Director	Putnam County Library
Gretchen Fry	Director	Bolivar-Harpers Ferry Public Library
Judy Gunsaulis	Director	Fayette County Public Library
<i>Focus Group 1: 9 am on September 20, 2016</i>		
Brian E. Raitz	Director	Parkersburg & Wood County Public Library
Alexandra Eberle	Library Director	Brooke County Public Libraries
Ivonne Martinez	Library Director	Mountaintop Public Library
Richard Rekowski	Director	Mary H. Weir Public Library

Appendix C: Bibliography of all documents reviewed

ALA Office for Information Technology Policy. "Making Connections: Lessons from Five Shared Library Networks" – 5. WEST VIRGINIA'S STATEWIDE LIBRARY NETWORK

The Institute of Museum and Library Services. 2016. *State Library Administrative Agencies Survey: Fiscal Year 2014* (IMLS-2016-SLAA-01). Washington, DC: The Institute.

Mountain Library Network: <http://mtlibrary.mln.lib.wv.us/>

Northern Library Network: <http://norln.info/>

Notes from West Virginia Library Commission Interviews, September 19, 2016

Notes from Focus Group, 9 am on September 20, 2016

Notes from Focus Group, 11 am on September 20, 2016

Retrospective Questions: Written Response from WVLC

United Way: Josie's Story: Brooke County Public Libraries, Josie has traveled the world through her local library despite the vision challenges she is encountering, United Way UOV, Published on Sep 27, 2016: <https://www.youtube.com/watch?v=9pMz-1t-L9c#action=share>

US Census QuickFacts: West Virginia, accessed online at:
<http://www.census.gov/quickfacts/dashboard/PST045215/54>

West Virginia Library Commission. "Creating a State of Learners; West Virginia's Library Services and Technology Act Five-Year Strategic Plan, 2013-2017":
<http://www.librarycommission.wv.gov/news/Documents/Creating%20a%20State%20of%20Learners%20Marketing%20Version.pdf>

Services to the Blind:
<http://www.librarycommission.wv.gov/services/specialservices/Pages/default.aspx>

Statewide Library Network:
<http://www.librarycommission.wv.gov/programs/sln/Pages/default.aspx>

WVInfodepot: <http://wvinfodepot.org>

West Virginia Library Commission YouTube Channel:
https://www.youtube.com/channel/UC0W0zha69-2b17OhsCo_VFQ

A video highlighting the West Virginia Statewide Library Network:

Libraries Today Episode 5 "How Technology Impacted Libraries" Published on July 28, 2016:
https://www.youtube.com/watch?v=nRvdAj_cRzU

West Virginia SPR FFY 2013

West Virginia SPR FFY 2014

West Virginia SPR FFY 2015

Western Counties Consortium: <http://www.cabell.lib.wv.us/pages/cc-LibraryInfo-Affiliates.html>

Appendix D: Survey Instrument

West Virginia LSTA Survey

WELCOME



Hello!

The West Virginia Library Commission (WVLC) is requesting your assistance to help us evaluate some of the work we do on behalf of public libraries in West Virginia. We have designed a brief survey to help us understand how libraries are making use of the services and resources provided by WVLC and what we might do to improve our services in the future. We are particularly interested in your feedback on the programs we've developed using the Library Services and Technology Act (LSTA) "Grants to States" program. The Grants to States Program is administered by the federal government through the Institute of Museum and Library Services (IMLS).

Below you'll find a series of questions about programs or resources that have been funded through this program. This survey should take no more than 25 minutes to complete.

Thank you in advance for taking the time to complete this survey. Your responses are very important to us and will help us assess the work we have done in the past and improve our service to you in the future.

LIBRARY DESCRIPTION

1) Please provide the name of your library.

2) Please describe the type of Library you represent.

- Public library
- School library
- Academic library
- Special library
- Other (Please specify below.)

If you responded "other" in the question above, please indicate the type of library or other organization you represent in three words or less in the text box provided below.

LIBRARY AND RESPONDENT DESCRIPTION

3) We're interested in the nature of the areas served by the libraries that respond to the survey. In order to help us understand the area served by your library, please indicate the name of the county in which your library is located.

4) Please select the category that most closely describes your role/responsibilities in your library.

- Library director
- Other library administrator
- Children's/youth services librarian
- Reference/information services librarian
- Interlibrary loan/document delivery librarian
- Technical services librarian
- Library technology specialist
- Other library staff
- Library trustee or library friend
- Other (Please specify below.)

If you responded "other" to the question above, please indicate your role in the library or other organization you represent in three words or less in the text box provided below.

5) Please indicate the size of the community served by the library you represent.

- Fewer than 250
- 250 - 499
- 500 - 2,499
- 2,500 - 4,999
- 5,000 - 9,999
- 10,000 - 24,999
- 25,000 - 49,999
- 50,000 or more

6) Please estimate the overall annual operating budget (excluding capital expenses) of the library you represent.

- Less than \$10,000
- \$10,000 - \$49,999
- \$50,000 - \$99,999
- \$100,000 - \$199,999
- \$200,000 - \$299,999

- \$300,000 - \$399,999
- \$400,000 - \$499,999
- \$500,000 - \$999,999
- \$1,000,000 or more
- DON'T KNOW

7) Please estimate the amount expended by your library for the purchase of new library materials and digital resources.

- Less than \$500
- \$500 - \$999
- \$1,000 - \$2,499
- \$2,500 - \$4,999
- \$5,000 - \$9,999
- \$10,000 - \$24,999
- \$25,000 - \$49,999
- \$50,000 - \$99,999
- \$100,000 - \$249,000
- \$250,000 or more

8) Please indicate the number of full-time-equivalent (FTE) staff employed in the library which you represent.

- Less than 2
- 2 - 4
- 5 - 9
- 10 - 19
- 20 - 34
- 35 - 49
- 50 - 99
- 100 or more

SERVICE MODULE INTRODUCTION

The West Virginia Library Commission uses its Library Services and Technology Act (LSTA) Grants to States funds to support a number of different programs and initiatives. This survey will explore five areas. They are:

Library Technology Investments

INFODEPOT databases

Summer Reading Program support

Special Services Library (Talking Books, etc.)

Continuing education/staff development for library staff

TECHNOLOGY INVESTMENTS

The West Virginia Library Commission (WVLC) provides a range of technology investments for libraries across the state. These include "Network Services," which provides the basic technology infrastructure for libraries and "Consortia Support," which enables and enhances the use of library automation systems/integrated library systems.

9) WVLC provides network services for West Virginia's libraries. Please indicate your library's degree of satisfaction with network services.

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Somewhat dissatisfied
- 4 - Neither satisfied nor dissatisfied
- 5 - Somewhat satisfied
- 6 - Mostly satisfied
- 7 - Completely satisfied
- 8 - DON'T KNOW/UNABLE TO RATE

10) WVLC provides consortia support for West Virginia's libraries. Please indicate your library's degree of satisfaction with consortia support services.

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Somewhat dissatisfied
- 4 - Neither satisfied nor dissatisfied
- 5 - Somewhat satisfied
- 6 - Mostly satisfied
- 7 - Completely satisfied
- DON'T KNOW/UNABLE TO RATE

Please tell us the degree to which you agree or disagree with the following statements.

11) My staff have the training and skills they need to make the best use of network services.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Somewhat disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat agree
- 6 - Agree
- 7 - Strongly agree

12) My staff have the training and skills they need to make the best use of consortia support services.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Somewhat disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat agree
- 6 - Agree

() 7 - Strongly agree

13) How does the availability of network services affect the ability of your library to serve its patrons? (Please select the response that is most important to YOUR library.)

- () Reduces the overall cost of services to patrons
- () Improves the quality of service we can provide to patrons
- () Broadens the range of services/resources our patrons can access
- () Builds capacity within my staff
- () Other (Please specify below.)

If you responded "other" in the question above, please specify in the text box provided below.

14) How does the availability of consortia support services affect the ability of your library to serve its patrons? (Please select the response that is most important to YOUR library.)

- () Reduces the overall cost of services to patrons
- () Improves the quality of service we can provide to patrons
- () Broadens the range of services/resources our patrons can access
- () Builds capacity within my staff
- () Other (Please specify below.)

If you responded "other" in the question above, please specify in the text box provided below.

INFODEPOT

The West Virginia Library Commission (WVLC) provides a range of e-resources and databases to libraries across the state through its INFODEPOT program. The availability of these resources are dependent on Library Services and Technology Act (LSTA) Grants to States funding.

15) Please describe your satisfaction with each of the following e-resources.

	1 - Completely dissatisfied	2	3	4 - Neither satisfied nor dissatisfied	5	6	7 - Completely Satisfied	8 - NOT FAMILIAR WITH THIS RESOURCE/UNABLE TO RATE
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Legal Information Reference Center	()	()	()	()	()	()	()	()
Explora Magazines and Newspapers	()	()	()	()	()	()	()	()
Home Improvement Reference Center	()	()	()	()	()	()	()	()
Learning Express	()	()	()	()	()	()	()	()
Job and Career Accelerator	()	()	()	()	()	()	()	()
Scholastic Go!	()	()	()	()	()	()	()	()
Green File	()	()	()	()	()	()	()	()
Points of View	()	()	()	()	()	()	()	()
Explora Primary/Explora Middle and High School	()	()	()	()	()	()	()	()
Consumer Health Complete	()	()	()	()	()	()	()	()
NoveList Plus/NoveList Plus for K-8	()	()	()	()	()	()	()	()

Clio: Guide to Historical and Cultural Sites	()	()	()	()	()	()	()	()
e-WV - West Virginia Encyclopedia	()	()	()	()	()	()	()	()
WV Archives and History Resources	()	()	()	()	()	()	()	()

16) Which two of the e-resources offered through INFODEPOT do you believe are of the greatest importance to your patrons (Please select only two.)

- Legal Information Reference Center
- Explora Magazines and Newspapers
- Home Improvement Reference Center
- Learning Express
- Job and Career Accelerator
- Scholastic Go!
- Green File
- Points of View
- Explora Primary/Explora Middle and High School
- Consumer Health Complete
- NoveList Plus/NoveList Plus for K-8
- Clio: Guide to Historical and Cultural Sites
- e-WV - West Virginia Encyclopedia
- WV Archives and History Resources

17) Please explain the reason that your first choice is of the greatest importance.

18) Please indicate the degree to which you agree or disagree with the following statement: My staff have the skills and training they need to use and teach patrons how to use the INFODEPOT resources

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Somewhat disagree

- 4 - Neither agree nor disagree
- 5 - Somewhat agree
- 6 - Agree
- 7 - Strongly agree

19) If you have any additional feedback for WVLC regarding the INFODEPOT program, please insert that feedback below.

20) How does the availability of these e-resources/databases affect your ability to serve your patrons? (Select the response that represents the greatest impact on your library.)

- Reduces the overall cost of services to patrons
- Improves the quality of service we can provide to patrons
- Broadens the range of services/resources our patrons can access
- Builds capacity among my staff
- Other (Please specify below.)

If you answered "other" in the question above, please specify in the text box below.

21) Please indicate your overall satisfaction with the INFODEPOT program.

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Somewhat dissatisfied
- 4 - Neither satisfied nor dissatisfied
- 5 - Somewhat satisfied
- 6 - Mostly satisfied
- 7 - Completely satisfied

SUMMER READING PROGRAM INTRODUCTION

This portion of the survey is for libraries that used the Collaborative Summer Library Program (CSLP) resources provided by the West Virginia Library Commission for their summer reading programs in 2016.

22) Did your library offer a summer reading program in 2016

- Yes
- No

SUMMER READING PROGRAM - NONE

23) What was the main reason your library did not offer a summer reading program in 2016?

- Limited resources to purchase materials
- Insufficient staff to manage a summer reading program
- Lack of physical space to support a summer reading program
- Other (Please explain below.)

If you answered "other" in the question above, please explain in the text box provided below.

24) Are there services that the West Virginia Library Commission could provide that would help your library mount a successful summer reading program in the future?

SUMMER READING PROGRAM - BASIC

25) Please identify the summer reading program services you provided to each of the following targeted groups in 2016.

	Only self-help guides, reading lists, and other resources provided without staff led events or programs	Resources provided with staff or other presenters leading events or programs	No summer reading program offered for this group
Pre-school children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School-aged children	()	()	()
Teens	()	()	()
Adults	()	()	()

Please tell us the degree to which you agree or disagree with the following statement.

26) My staff have the skills and training they need to design and execute an effective summer reading program.

- () 1 - Strongly disagree
- () 2 - Disagree
- () 3 - Somewhat disagree
- () 4 - Neither agree nor disagree
- () 5 - Somewhat agree
- () 6 - Agree
- () 7 - Strongly agree

27) Briefly describe the types of skills or training you feel would help your staff design and execute an effective summer reading program.

Please tell us the degree to which you agree or disagree with the following statement.

28) My library receives all of the support it needs from the West Virginia Library Commission to mount an effective summer reading program.

- () 1 - Strongly disagree
- () 2 - Disagree
- () 3 - Somewhat disagree
- () 4 - Neither agree nor disagree
- () 5 - Somewhat agree
- () 6 - Agree
- () 7 - Strongly agree

29) Briefly describe the types of additional support you feel would help your library design and execute an effective summer reading program.

Please rate the following products and services made available to libraries for their summer reading programs:

30) Collaborative Summer Library Program (CSLP) Program Manual

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Excellent
- Not aware of this resource
- Did not use this resource

31) Collaborative Summer Library Program (CSLP) Workshops

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Excellent
- Not aware of this resource
- Did not use this resource

32) General Summer Reading Program Advice and Consultation

- 1 - Poor
- 2 - Fair
- 3 - Good
- 4 - Excellent
- Not aware of this resource
- Did not use this resource

33) Which of the following training opportunities would make the most difference in terms of improving your summer reading program? (Please check all that apply.)

- Help with program planning/curriculum design
- Time/resource management training
- Training on outreach
- Training on public engagement
- Language/cultural competency training
- Assistance with program evaluation
- Other (Please specify below.)

34) If you answered "other" in the question above, please specify in the text box below.

35) If you have any additional feedback for WVLC regarding its support for your library's summer reading program, please insert that feedback in the text box provided below.

CONTINUING EDUCATION/STAFF DEVELOPMENT

The West Virginia Library Commission (WVLC) offers a variety of continuing education/ professional development opportunities to library staff members in West Virginia. WVLC has invested some of its Library Services and Technology Act (LSTA) dollars in these activities. Please indicate your library’s awareness of each of the activities listed below and share your assessment of the degree to which you feel these offerings are addressing your library’s needs.

36) Please indicate the degree to which you are aware of the following continuing education offerings supported by WVLC

	1 - Totally unaware	2 - Somewhat aware	3 - Very aware
Alternative Basic Library Education (ABLE) program and Supplemental Alternative Basic Library Education (SABLE) program	()	()	()
New Director's Academy	()	()	()
WebJunction Webinars	()	()	()
Summer Reading Program and other youth services	()	()	()

training			
Programs provided by WVLC staff at the West Virginia Library Association Conference	()	()	()
Cataloging Training	()	()	()

37) Please indicate whether you or any member of your staff has participated in each of the following continuing education offerings supported by WVLC.

	I have personally participated	Other staff members from my library have participated	Neither I nor any of the other staff at my library have participated
Alternative Basic Library Education (ABLE) program and Supplemental Alternative Basic Library Education (SABLE) program	[]	[]	[]
New Director's Academy	[]	[]	[]
WebJunction Webinars	[]	[]	[]

Summer Reading Program and youth services training	[]	[]	[]
Programs provided by WVLC staff at the West Virginia Library Association Conference	[]	[]	[]
Cataloging Training	[]	[]	[]

38) Please rate each of the following continuing education opportunities offered by WVLC:

	1 - Completely dissatisfied	2	3	4 - Neither satisfied nor dissatisfied	5	6	7 - Completely satisfied
Alternative Basic Library Education (ABLE) program and Supplemental Alternative Basic Library Education (SABLE) program	()	()	()	()	()	()	()
New Director's Academy	()	()	()	()	()	()	()
WebJunction Webinars	()	()	()	()	()	()	()

Summer Reading Program and youth services training	()	()	()	()	()	()	()
Programs provided by WVLC staff at the West Virginia Library Association Conference	()	()	()	()	()	()	()

IN-PERSON WORKSHOPS

39) On a scale of 1 - 5, with 1 representing "Least preferred" and 5 representing "Most preferred," please indicate your rating for in-person workshops.

- () 1 - Least preferred
- () 2
- () 3
- () 4 - Neutral
- () 5
- () 6
- () 7 - Most preferred

IN-PERSON - LEAST PREFERRED

40) Briefly describe why you rated "workshops conducted by in-person instructors" as being least preferred.

IN-PERSON - MOST PREFERRED

41) Briefly describe why you rated “workshops conducted by in-person instructors” as being most preferred.

LIVE ONLINE EVENTS

42) On a scale of 1 - 5, with 1 representing "Least preferred" and 5 representing "Most preferred," please indicate your rating for live online events.

- 1 - Least preferred
- 2
- 3
- 4 - Neutral
- 5
- 6
- 7 - Most preferred

LIVE ONLINE EVENTS - LEAST PREFERRED

43) Briefly describe why you rated “live online events” as being least preferred.

LIVE ONLINE EVENTS - MOST PREFERRED

44) Briefly describe why you rated “live online events” as being most preferred.

RECORDED/ASYNCHRONOUS ONLINE SESSIONS

45) On a scale of 1 - 5, with 1 representing "Least preferred" and 5 representing "Most preferred," please indicate your rating for recorded/asynchronous online sessions.

- 1 - Least preferred
- 2
- 3
- 4 - Neutral
- 5
- 6
- 7 - Most preferred

RECORDED/ASYNCHRONOUS ONLINE SESSIONS - LEAST PREFERRED

46) Briefly describe why you rated "recorded or asynchronous online sessions" as being least preferred.

RECORDED/ASYNCHRONOUS ONLINE SESSIONS - MOST PREFERRED

47) Briefly describe why you rated "recorded or asynchronous online sessions" as being most preferred.

INDEPENDENT STUDY/COACHING/COUNSELING

48) On a scale of 1 - 5, with 1 representing "Least preferred" and 5 representing "Most preferred," please indicate your rating for independent study/ coaching/ counseling.

- 1 - Least preferred
- 2
- 3
- 4 - Neutral

- 5
- 6
- 7 - Most preferred

INDEPENDENT STUDY/COACHING/COUNSELING - LEAST PREFERRED

49) Briefly describe why you rated "Independent study/coaching/counseling" as being least preferred.

INDEPENDENT STUDY/COACHING/COUNSELING - MOST PREFERRED

50) Briefly describe why you rated "Independent study/coaching/counseling" as being most preferred.

PRESENTATIONS AT WVLA CONFERENCES

51) On a scale of 1 - 5, with 1 representing "Least preferred" and 5 representing "Most preferred," please indicate your rating for presentations at WVLA conferences.

- 1 - Least preferred
- 2
- 3
- 4 - Neutral
- 5
- 6
- 7 - Most preferred

PRESENTATIONS AT WVLS - LEAST PREFERRED

52) Briefly describe why you rated “presentations at WVLA conferences” as being least preferred.

WVLA PRESENTATIONS - MOST PREFERRED

53) Briefly describe why you rated “presentations at WVLA conferences” as being most preferred.

CONTINUING EDUCATION/ STAFF DEVELOPMENT - OVERALL ASSESSMENT

54) Overall, how satisfied are you with the quality of continuing education/ professional development services offered by WVLC?

- 1 - Completely dissatisfied
- 2 - Somewhat dissatisfied
- 3 - Neither satisfied nor dissatisfied
- 4 - Somewhat satisfied
- 5 - Completely satisfied

55) Please describe any specific improvements in services at your library that can be attributed to the continuing education activities supported by WVLC.

56) If you have any additional feedback for WVLC regarding continuing education and professional development, please insert that feedback in the textbox provided below. Please feel free to suggest topics for training that you believe would enhance your library’s ability to offer quality library services.

SPECIAL SERVICES/ TALKING BOOKS

The West Virginia Library Commission (WVLC) provides a variety of services to residents who are unable to read standard print due to a visual, physical, or organic reading disability and for institutions which serve these eligible individuals (schools, hospitals, care facilities, etc.).

The West Virginia Library Commission has invested LSTA dollars in a range of services and resources through its Special Services Library. For each of the services described below, please indicate how satisfied you are with the quality of the services made available through the National Library Service (NLS), the LSTA funds, and the West Virginia Library Commission.

57) TALKING BOOKS COLLECTION The Talking Books Collection offers a wide range of popular fiction and non-fiction titles for adults, teens, and children. How satisfied are you with the service quality of the resources made available through the Special Services Library?

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Somewhat dissatisfied
- 4 - Neither satisfied nor dissatisfied
- 5 - Somewhat satisfied
- 6 - Mostly satisfied
- 7 - Completely satisfied
- 8 - Not aware of these resources
- 9 - Unable to rate these resources

58) BARD: Braille and Audio Reading Download This free service allows patrons with Internet access and an email address to search for and download titles to either a personal flash drive or a digital cartridge for immediate listening. New titles are frequently added to this service. How satisfied are you with the service quality of the resources made available through BARD?

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Somewhat dissatisfied
- 4 - Neither satisfied nor dissatisfied
- 5 - Somewhat satisfied
- 6 - Mostly satisfied
- 7 - Completely satisfied
- 8 - Not aware of these resources
- 9 - Unable to rate these resources

59) LARGE PRINT SERVICES Large Print materials are also available to patrons through the Special Services Library. How satisfied are you with the quality of the Large print resources and service available through the West Virginia Library Commission? How satisfied are you with the LARGE PRINT resources and services that are provided by WVLC?

- 1 - Completely dissatisfied
- 2 - Mostly dissatisfied
- 3 - Somewhat dissatisfied
- 4 - Neither satisfied nor dissatisfied
- 5 - Somewhat satisfied

- 6 - Mostly satisfied
- 7 - Completely satisfied
- 8 - Not aware of these resources
- 9 - Unable to rate these resources

60) NATIONAL LIBRARY SERVICE (NLS): That All May Read The West Virginia Library Commission is able to provide the above services through a partnership with the National Library Service for the Blind and Physically Handicapped (NLS), which is a program of the Library of Congress. Are you aware of this national program?

- Yes
- No

Please indicate the degree to which you agree or disagree with each of the following statements:

61) My staff have the skills and training they need to design and execute an effective program of service to residents with special needs.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Somewhat disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat agree
- 6 - Agree
- 7 - Strongly agree

62) My library has the technological resources it needs to design and execute an effective program of service to residents with special needs.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Somewhat disagree
- 4 - Neither agree nor disagree
- 5 - Somewhat agree
- 6 - Agree
- 7 - Strongly agree

63) Briefly describe the technology resources you feel would help your staff design and execute and effective program of service to residents with special needs.

64) To your knowledge, do residents of your area make use of the services and resources provided through the Special Services Library?

- Yes
- No
- Don't know

Unaware of the resources/services

65) How does the availability of this program/service affect your ability to serve patrons? (Please mark the response that is most important to your library.)

- Reduces the overall cost of services to patrons
- Improves the quality of service we can provide to patrons
- Broadens the range of services/resources our patrons can access
- Builds capacity among my staff
- Other (Please specify below.)

66) If you answered "other" to the question above, please specify in the text box provided below.

67) Overall, how satisfied are you with the quality and services of the Special Services Library?

- 1 - Completely dissatisfied
- 2 - Somewhat dissatisfied
- 3 - Somewhat dissatisfied
- 4 - Neither satisfied nor dissatisfied
- 5 - Somewhat satisfied
- 6 - Mostly satisfied
- 7 - Completely satisfied

68) If the Special Services Library was no longer available through the West Virginia Library Commission, how likely is it that your library would be able to fund the cost of its services through your library's budget?

- 1 - Extremely unlikely
- 2 - Unlikely
- 3 - Somewhat unlikely
- 4 - Neutral or unsure
- 5 - Somewhat likely
- 6 - Likely
- 7 - Extremely likely

69) If you have any additional feedback for WVLC regarding its support for the Special Services Library program, please insert that feedback in the text box provided below.

SERVICE PRIORITIES

Prioritizing Different Services

In this final section of the survey, we would like to ask you about the relative value of different services that some state library agencies provide. Some of these services are already being provided by WVLC. Other services could be provided if additional funding was available.

Considering the current needs of public libraries in your state, please indicate how much of a priority it would be for WVLC to provide these services. A rating of 1 represents a service that is not a priority. A rating of 5 represents a service that you believe is essential. Please select 6 if you are unsure or if you feel that you are unable to rate the service.

70) Please indicate your priorities among the following ADMINISTRATIVE SERVICES TO LIBRARIES

	1 - Not a priority	2 - Low priority	3	4 - Medi um priori ty	5	6 - High prior ity	7 - Essent ial	8 - UNSURE/UN ABLE TO RATE
Accreditati on of libraries	()	()	()	()	()	()	()	()
Administra tion of State Aid	()	()	()	()	()	()	()	()
Certificatio n of librarians	()	()	()	()	()	()	()	()
Collection of Library statistics	()	()	()	()	()	()	()	()
Library legislation preparation and review	()	()	()	()	()	()	()	()
Developme nt of standards and	()	()	()	()	()	()	()	()

guidelines for libraries								
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71) Please indicate your priorities among the following OPERATIONAL ASSISTANCE TO LIBRARIES

	1 - Not a priority	2 - Low priority	3	4 - Medium priority	5	6 - High priority	7 - Essential	8 - UNSURE/UNABLE TO RATE
Cooperative purchasing of library materials	()	()	()	()	()	()	()	()
Interlibrary loan referral services	()	()	()	()	()	()	()	()
Reference referral services	()	()	()	()	()	()	()	()

72) Please indicate your priorities among the following COORDINATION/ INTEGRATION OF LIBRARY SERVICES

	1 - Not a priority	2 - Low priority	3	4 - Medium priority	5	6 - High priority	7 - Essential	8 - UNSURE/UNABLE TO RATE
Retrospective conversion of bibliograph	()	()	()	()	()	()	()	()

ic records								
Statewide coordinated digital programs or services	()	()	()	()	()	()	()	()
Statewide public relations/ library promotion campaigns	()	()	()	()	()	()	()	()
Statewide virtual reference service	()	()	()	()	()	()	()	()
Universal Service Program (review and approval of technology plans)	()	()	()	()	()	()	()	()
Statewide resource sharing	()	()	()	()	()	()	()	()
Delivery system between/among libraries	()	()	()	()	()	()	()	()

73) Please indicate your priorities among the following **PLANNING AND PROGRAM DEVELOPMENT**

	1 - Not a priori	2 - Low priori	3	4 - Medium	5	6 - High priori	7 - Essential	8 - UNSURE/UNABLE TO
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	ty	ty		priori ty		ty		RATE
Continuin g education programs	()	()	()	()	()	()	()	()
Library planning/ evaluatio n/ research	()	()	()	()	()	()	()	()
Literacy programs	()	()	()	()	()	()	()	()
Preservati on/ conservati on services	()	()	()	()	()	()	()	()
Summer reading program support	()	()	()	()	()	()	()	()
Statewide reading programs	()	()	()	()	()	()	()	()

74) Please indicate your priorities among the following CONSULTING SERVICES IN THE FOLLOWING AREAS

	1 - Not a prior ity	2 - Low prior ity	3	4 - Medi um prior ity	5	6 - High prior ity	7 - Essent ial	8 - UNSURE/UN ABLE TO RATE
Library construction	()	()	()	()	()	()	()	()

Library management/ organizational development	()	()	()	()	()	()	()	()
Continuing education	()	()	()	()	()	()	()	()
Technology / connectivity	()	()	()	()	()	()	()	()
Marketing/communications	()	()	()	()	()	()	()	()
E-Rate	()	()	()	()	()	()	()	()
Adult literacy	()	()	()	()	()	()	()	()
Early literacy	()	()	()	()	()	()	()	()
Youth/ teen services	()	()	()	()	()	()	()	()

OTHER LIBRARY THANK YOU

Thank you for your interest; however, this survey is designed to gather input from public libraries. If you wish to comment on WVLC's implementation of the Library Services and Technology Act Grants to States program, please do so in the text box provided below or contact Bill Wilson at libraryconsultant@icloud.com.

75) Please feel free to offer any comments below.

THANK YOU!

Thank you for taking our survey. Your response is very important to us.

Appendix E: Focus Group Protocol

West Virginia LSTA Focus Group Questions

Library Services and Technology Act “Grants to States” funding supports a variety of programs and initiatives that benefit West Virginia’s libraries and its people. Among the programs receiving LSTA support are: Network Services, Library Consortia Services, Statewide Database Subscriptions, Summer Reading Program, Library Development (Consulting and Continuing Education Services), and Library Services to the Blind.

- 1) Which of the LSTA-funded programs or jointly-supported (State and Federal dollars) has had the greatest impact on your library?
 - a) In what ways is your library better able to serve the public because of this program or initiative?
 - b) In what ways are you as a library director/library staff member better able to serve the public?

- 2) Many of the activities of State Library would not be possible without LSTA support. In what ways does the State Library make a difference to your library?
 - a) What is the impact of Network Services/Technology Support on your library? What about access to electronic databases?
 - b) How important is it that your library is able to participate in an LSTA subsidized automation consortia?

- 3) Library Development provides continuing education events, consulting assistance, and support for summer reading programs.
 - a) How important is the support that your library receives in carrying out your summer reading program?
 - b) What about training and workshop opportunities you and your staff are able to access?

- 4) Have specific improvements or advances in library services taken place in the last five years that you believe are largely attributable to the availability of LSTA funding? What are the most important things that would NOT have been accomplished if LSTA funding had not been provided?

- 5) The LSTA “Grants to States” program purposes highlight activities that improve access to library services, increase resource-sharing activity, reach out to individuals with special needs and build strategic partnerships. To what extent do you believe West Virginia’s implementation of the program has furthered these purposes?

- 6) Anything else?

Appendix F: Summary of Survey Results

West Virginia Web Survey Report

Who responded to the survey?

Sixty-five participants from 60 individual public libraries and one academic library completed the web survey. Of the respondents ninety-three (93.3) percent were library directors. (Respondents from any library other than a public library were able only to comment at the end of the survey. That single response is at the end of this report.)

While one library served a community of 250 to 499 people, seven (11.7 percent) served communities of 50,000 or more. The largest group was comprised of libraries serving populations of 5,000 to 9,999 (23.3 percent). The second largest group served populations of 10,000 to 23,999 (21.7 percent).

Ten respondents (16.7 percent) said their library's annual operating budget was in the \$10,000 - \$49,999 range. Four (6.7 percent) had library operating budgets of \$1,000,000 or more. The highest count, 19 respondents (31.7 percent) had library operating budgets of \$50,000 - \$99,999.

In terms of their library materials and digital resources expenditures, the largest number, 17 (28.3 percent) had expenditures of \$10,000 - \$24,999. Two respondents (3.3 percent) said their expenditures in this area was less than \$500. Three (5.0 percent) had expenditures of \$250,000 or more.

Fifteen respondents (25.0 percent) had 2-4 full-time-equivalent (FTE) staff. One library (1.7 percent) reported having 100 or more FTE staff. Twenty-six respondents (43.3 percent) said their library had less than two full-time-equivalent (FTE) staff. Because libraries with less than two FTE staff face challenges different from libraries with larger staffs, cross-tab analysis is included in the text report below.

Small libraries

Of the twenty-six libraries with less than two FTE, thirty (30.8) percent served a community of 500 to 2,499 population, twenty-six (26.9) percent served 2,500 to 4,999, and twenty-six (26.9) percent served 5,000 to 9,999. Three libraries (11.5 percent) served communities of 10,000 to 24,999. In terms of their operating budgets, forty-six (46.2) percent had expenditures of \$50,000 to \$99,999 and thirty-eight (38.5) percent had operating expenditures of \$10,000 to \$49,999. The library materials and digital resources budget for the largest percent (34.6 percent) of these libraries was \$10,000 to \$24,999. However, twenty-three (23.1) percent said their budget for these materials was \$5,000 to \$9,999 and another nineteen (19.2) percent had a materials budget of \$2,500 to \$4,999.

What did they say?

Seventy-five (75.0) percent said their library's satisfaction with network services was either "mostly satisfied" or "completely satisfied."

Almost 75 (74.6) percent said their library's satisfaction with consortia support services was either "mostly satisfied" or "completely satisfied."

Small libraries

Eighty-four (84.6) percent of the small libraries were either "mostly satisfied" or "completely satisfied" with network services. Seventy-three (73.1) percent were either "mostly satisfied" or "completely satisfied" with consortia support.

To statements of agreement/disagreement, seventy-eight (78.3) percent "somewhat agreed" or "agreed" that their staff have the training and skills they need to make the best use of network services. Only two (3.3 percent) said they "strongly agree" with the statement.

Sixty-six (66.7) percent "somewhat agreed" or "agreed" with the statement that their staff have the training and skills they need to make the best use of consortia support services. Four respondents (6.7 percent) "strongly agree" with the statement.

Small libraries

Seventy-three (73.0) percent of the small library respondents "agreed" or "somewhat agreed" that their staff have the training and skills they need to make the best use of network services. Sixty-one (61.6) percent "somewhat agreed" or "agreed" with the statement that their staff have the training and skills they need to make the best use of consortia support services.

Question 13 asked, "How does the availability of *network services* affect the ability of your library to serve its patrons?" Thirty-nine (39.0) percent selected "broadens the range of services/resources our patrons can access" as their response. Another 32 (32.2) percent responded that it "improves the quality of service we can provide to patrons." Eighteen (18.6) percent said it "reduces the overall cost of services to patrons." Five respondents chose "other" as a response. Three added text indicating their library did not use network services. One said all the choices applied and the fifth respondent added the following statement. "Network services reduces costs and provides better overall service since the tech support understands not only our individual libraries, but also how we all interact together across the state. It would be extremely costly to duplicate the service on our own."

Small libraries

Respondents from small libraries reversed the order of the responses. Thirty-eight (38.5) percent responded that it "improves the quality of service we can provide to patrons." Thirty (30.8) percent selected "broadens the range of services/resources our patrons can access" as their response. Twenty-three (23.1) percent said it "reduces the overall cost of services to patrons."

Question 14 asked, "How does the availability of *consortia support services* affect the ability of your library to serve its patrons? Almost forty (39.7) percent said it "broadens the range of services/resources our patrons can access." Thirty-two (32.8) percent said it "improves the quality of service we can provide to patrons." Seventeen (17.2) percent responded that it "reduces the overall cost of services to patrons. Of the "other" responses two said they did not use consortia support services and two indicated the library was just beginning to use consortia services.

Small libraries

Respondents from small libraries reversed the order of the responses for consortia services too. Thirty-six (36.0) percent responded that it “improves the quality of service we can provide to patrons.” Thirty-two (32.0) percent selected “broadens the range of services/resources our patrons can access” as their response. Sixteen (16.0) percent said it “reduces the overall cost of services to patrons.”

E-resources/INFODEPOT

Questions 15 through 21 pertain to the e-resources/INFODEPOT.

Question 15 asked respondents to use a scale of 1-7 (with 1 being completely dissatisfied and 7 being completely satisfied) to describe their satisfaction with each of 14 e-resources. The following table lists the resources receiving the “completely satisfied” rating in descending order. Respondents were also given the choice of saying they were “not familiar with this resource or were unable to rate” it.

Resource	% Completely Satisfied	% Not Familiar/Unable to Rate
Learning Express	56.7%	1.7%
Job and Career Accelerator	50.0%	5.0%
NoveList Plus/NoveList Plus for K-8	33.3%	15.0%
e-WV – West Virginia Encyclopedia	28.3%	18.3%
Consumer Health Complete	27.1%	23.7%
Explora Magazines and Newspapers	26.7%	15.0%
Scholastic Go!	24.1%	25.9%
Explora Primary/Explora Middle and High School	23.7%	18.6%
WV Archives and History Resources	23.2%	20.0%
Clio: Guide to Historical and Cultural Sites	20.0%	35.0%
Points of View	18.6%	35.6%
Legal Information Reference Center	16.7%	36.7%
Home Improvement Reference Center	10.0%	46.7%
Green File	8.5%	45.8%

When the percents of responses for the scores of 6 and 7 (the two highest ratings of satisfaction) are combined, Learning Express receives a score of 78 (78.4) percent, Job and Career Accelerator receives 71 (71.7) percent, and NoveList Plus/NoveList Plus for K-8 receives 56 (56.6) percent. WV Archives and History Resources receives a 58 (58.3) percent rating and e-WV – West Virginia Encyclopedia receives a 53 (53.3) percent satisfaction rating using this combined numbers approach.

Small libraries

Resource	% Completely Satisfied	% Not Familiar/Unable to Rate
Learning Express	53.8%	3.8%
Job and Career Accelerator	42.3%	11.5%
NoveList Plus/NoveList Plus for K-8	26.9%	19.2%
e-WV – West Virginia Encyclopedia	26.9%	26.9%
Scholastic Go!	26.9%	34.6%
WV Archives and History Resources	26.9%	34.6%
Explora Primary/Explora Middle and High School	23.1%	23.1%
Consumer Health Complete	20.0%	40.0%
Explora Magazines and Newspapers	19.2%	19.2%
Points of View	15.4%	46.2%
Clio: Guide to Historical and Cultural Sites	11.5%	53.8%
Legal Information Reference Center	7.7%	50.0%
Home Improvement Reference Center	7.7%	57.7%
Green File	3.8%	69.2%

While they agree on the relative rankings of the top four e-resources, the small libraries are equally “completely satisfied” with NoveList Plus/NoveList Plus for K-8, e-WV-West Virginia Encyclopedia, Scholastic Go! and WV Archives and History Resources in a four-way tie for third place. A much higher (40.0 percent) of the small libraries were “Not Familiar/Unable to Rate” the Consumer Health Complete e-resource compared with only twenty-three (23.7) percent of the total libraries responding to the survey. Legal Information Reference Center, Home Improvement Reference Center, and Green File were at the bottom of the “completely satisfied” rating for both the total responding libraries and the small libraries.

Question 16 asked which two of the e-resources offered through INFODEPOT (the 14 listed in question 15) are of greatest importance to your patrons. Not surprisingly, Learning Express (62.7 percent) and Job and Career Accelerator (44.1 percent) received the highest numbers of responses. This was true for both the total responding and for the small library responses.

Question 17 asked the reason for the respondent’s first choice to question 16. Forty-four respondents chose to answer this question. Typical responses included: “high unemployment in the area,” “many patrons use the library for job resources.” “Learning Express offers a wide variety of information on specific topics for all ages.” “Study guides are kept updated.” “Most requested.” “Many of our patrons are looking to improve or increase their earning potentials.” One totally different response came from a

respondent who chose WV archives and History Resources as being of greatest importance. “Our library is located in a small village settled by Swiss people in 1869—many people visit us anticipating having the ability to do historical and cultural research on the area.” *(Please see the survey compilation for the answers to this question.)*

Question 18 asked respondents to indicate the degree to which they agreed/disagreed with the following statement: My staff have the skills and training they need to use and teach patrons how to use the INFODEPOT resources. No one “strongly agreed.” Almost 34 (33.9) percent agreed with the statement and another 25 (25.4) percent “somewhat agreed.” Thirteen (13.6) percent “somewhat disagreed” with the statement. Combining the three lowest categories, “strongly disagree,” “disagree,” and “somewhat disagree” produces a total of 22 (22.1) percent who disagree with the statement. Among the small libraries responses thirty (30.8) percent fell into this combination of the three lowest categories. It appears there is some lack of confidence in staff abilities in this area and it is stronger among the small libraries.

Question 19 asked for any additional feedback respondents would like to give to the West Virginia Library Commission (WVLC) regarding the INFODEPOT program. Fourteen people chose to comment. Several indicated they were unsure how many patrons use it and that staff might forget that it exists and consequently not offer it to patrons. And, patrons (and schools) seem to prefer print sources. The resources “need to be pushed more in the schools.” Regular training and refresher courses need to be offered. On the negative side “The trainings are not helpful. Usually they are just talking and no hands on in the training session.” One person commented: “I value the INFODEPOT program very much. I do find that not very many of the library patrons at our libraries have need for the databases offered. When the occasional patron asks a question that is best answered with the INFODEPOT resource the patron is pleased as is the staff. However, most of our patrons use the library for recreational material and have no need of the databases in INFODEPOT.” *(Please see the survey compilation for the answers to this question.)*

Question 20 asked how the availability of these e-resources/databases affect your ability to serve your patrons. The highest percent of responses (55.9 percent) was for “broadens the range of services/resources our patrons can access.” The second highest (25.4) percent was for “improves the quality of service we can provide to patrons.”

Question 21 asked respondents to indicate their overall satisfaction with the INFODEPOT program. Fifty-three (53.3) percent said they were “mostly satisfied.” Combining the two highest ratings gives a total of 70 percent who are “mostly” or “completely satisfied.” Among the small libraries this total was seventy-three (73.1) percent.

Summer Reading Program

Questions 22 through 35 address the summer reading program provided through WVLC.

Eighty-seven (86.9) percent of the respondents said their library offered a summer reading program in 2016. Of the eight libraries that did not offer the program, two had been impacted by the June 2016 flood, and two said there had not been enough children interested in participating. Other responses were that the library was undergoing renovations, that the library had insufficient resources, including materials, staff, and physical space. When asked for suggestions for additional services the WVLC could

provide, only three respondents commented. They said ideas for crafts and programs, no (meaning no additional services) and that the materials the WVLC supply are always good.

Ninety-four (94.3) percent said they provided resources with staff or other presenters leading events or programs for pre-school children. Ninety-eight (98.1) percent provided these resources for school-aged children. Fifty-four (54.0) percent provided these resources for teens and thirty-five (35.4) percent provided them for adults. Forty-two percent said they did not offer a summer reading program for teens; fifty-four (54.2) percent did not offer the program for adults.

Small libraries offered similar percentages of resources for pre-school and school-aged children, but sixty-three (63.6) percent did not offer the program for teens and seventy-seven (77.3) percent did not offer the program for adults.

Forty-one (41.5) percent “strongly agreed” with the statement that their staff have the skills and training they need to design and execute an effective summer reading program. Another forty-one (41.5) percent “agreed” with the statement. No respondent “strongly disagreed” or “disagreed” with the statement. They seem confident in the skills of their staff in this area. A lower percentage (30.4 percent) of the small libraries “strongly agreed,” but a larger percent (52.2 percent) “agreed” with the statement.

Question 27 asked respondents to describe the types of skills or training they feel would help their staff design and execute an effective summer reading program. Thirty-one offered answers. Some of the answers are lengthy and informative. *(Please see the survey compilation for the answers to this question.)* Several of the respondents praised the WVLC staff for the workshops that focus on children’s programming and summer reading. One went on to say she would also appreciate training and ideas for teen and/or adult summer reading programs as well. Alternatively, one thought the preplanned/prepackaged summer reading programs “boxed” librarians in and did not encourage trying something different. She would like WVLC to “highlight alternatives to traditional story time summer reading programs.” A few respondents were more interested in their staff having information on child development and the importance of summer literacy. Others wanted staff to be energetic, professional, cooperative, enthusiastic, courteous, and willing to work with children and adults. One suggested an on-line component of the summer reading program for children and their parents.

Sixty-six (66.1) percent “agreed” or “strongly agreed” with the statement, “My library receives all of the support it needs from the WVLC to mount an effective summer reading program.” Nine (9.5) percent “disagreed” or “strongly disagreed.” Among the small libraries seventy-three (73.9) percent “agreed” or “strongly agreed” with the statement. Eight (8.7) percent “disagreed.”

Twenty-five respondents provided an answer to the request for a description of the types of additional support they feel would help their library design and execute an effective summer reading program. Five answered “none” or indicated they have adequate support. Four indicated more funding of some sort. Several wanted more information/workshops or program ideas. One person wanted promotion of alternatives to the Collaborative Summer Library Program. *(Please see the survey compilation for the answers to question 29 for the variety of suggestions made.)*

Nearly seventy-seven (76.9) percent rated the CSLP Manual as “good: or “excellent.” None rated it “poor;” fifteen (15.4) percent rated it “fair.” Among the small libraries almost seventy-four (73.9) percent rated it as “good” or “excellent.”

Forty-six (46.2) percent said the CSLP Workshops were “good” or “excellent.” Almost ten (9.6) percent rated them as “poor.” Twenty-three (23.1) percent said they “did not use this resource.” A higher percent of the small libraries rated the workshops as “excellent” or “good,” (52.1 percent). None of the small libraries rated the workshops “poor.” Twenty-six (26.1) percent said they “did not use this resource.”

Fifty-seven (57.7) percent rated the general summer reading program advice and consultation as “good” or “excellent.” Eleven (11.5) percent said they were “not aware of this resource,” and another 15 (15.4) percent said they “did not use this resource.” The approval rating from small libraries was higher. Sixty-five (65.2) percent gave the advice and consultation service an “excellent” or “good” rating.

Question 33 asked which of the listed training opportunities would make the most difference in terms of improving your summer reading program. Respondents were encouraged to check all that apply. “Help with program planning/curriculum design” received the highest percentage of responses, (48.0 percent). Second highest was “training on outreach” (42.0 percent), followed by “training on public engagement” (40.0 percent). The other choices received twenty or lower percent responses. The response percentages of the total and of the small libraries were similar except for “training on outreach,” which was checked by forty-two (42.0) percent of the total, but only thirty (30.4) percent of the small libraries. Only one person (representing 4.4 percent) of the small library responses checked “assistance with program evaluation,” but eight (representing 16.0 percent) of the total library responses checked this training opportunity.

A text box was inserted in the survey for respondents to answer question 35, which asked for any additional feedback for WVLC regarding its support for summer reading. Ten people provided answers, which ranged from “needs to be redesigned” to “this is such a key part of the services we offer for children. I don’t think there could ever be too much continuing education on this topic.” *(Please see the survey compilation for the answers to this question.)*

Continuing Education

Questions 36 through 56 pertain to continuing education and professional development workshops and activities provided through/by WVLC.

Participants were asked three questions about six continuing education offerings supported by WVLC. The first question asked how aware they were of the six offerings, the second whether they or their staff had participated, and the third their level of satisfaction with five of the offerings. In the table below, the offerings are listed in descending order of “very aware”.

Offering	Very Aware	I participated	Staff participated	Satisfaction (6 or 7 rating, where 7=completely satisfied)
Programs by WVLA staff at WV Library Association Conference	80.0%	88.3%	40.0%	66.1%

Cataloging Training	75.0%	64.4%	39.0%	NA*
WebJunction Webinars	73.3%	72.9%	40.7%	63.2%
Summer Reading Program and other youth services training	68.3%	63.3%	53.3%	55.2%
New Director's Academy	66.1%	65.0%	1.7%	51.7%
Alternative Basic Library Education program and Supplemental program	41.7%	32.2%	23.7%	29.8%**

*Note that the satisfaction question did not include Cataloging Training.

**Sixty-one (61.4) percent were “neither satisfied nor dissatisfied” with the Alternative Basic Library Education program and Supplemental Alternative Basic Library Education program. (Less than half of the respondents were “very aware” of the program; thirty-one (31.7) percent actually checked the “totally unaware” response.)

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In the table below, the offerings are listed in descending order of “very aware”.

Offering	Very Aware	I participated	Staff participated	Satisfaction (6 or 7 rating, where 7=completely satisfied)
Cataloging Training	88.5%	80.0%	16.0%	NA*
Programs by WVLA staff at WV Library Association Conference	76.9%	80.8%	26.9%	60.0%
New Director's Academy	72.0%	76.9%	3.8%	52.0%
WebJunction Webinars	69.2%	64.0%	16.0%	45.8%
Summer Reading	61.5%	73.1%	30.8%	56.0%

Program and other youth services training				
Alternative Basic Library Education program and Supplemental program	50.0%	40.0%	16.0%	24.0%**

*Note that the satisfaction question did not include Cataloging Training.

**Sixty-four (64.0) percent were “neither satisfied nor dissatisfied” with the Alternative Basic Library Education program and Supplemental Alternative Basic Library Education program. Thirty-four (34.6) percent checked the “totally unaware” response.

Differences in the responses in terms of awareness and participation are what one would expect between the libraries in the total survey and the small libraries with two or fewer FTE staff. The difference in the satisfaction rating for WebJunction Webinars is striking: sixty-three (63.2) percent of the total respondents gave ratings of 6 or 7 compared to only forty-five (45.8) percent of the small library respondents.

Questions 39 through 53 asked respondents to give their preferences among the different methods used to provide continuing education.

Method of presentation	Least preferred	Neutral	Most preferred
In-person workshops	1.7%	28.3%	28.3%
Live online events	3.3%	23.3%	16.7%
Recorded/asynchronous Online events	5.0%	43.3%	8.3%
Independent study/coaching/counseling	1.7%	35.6%	6.8%
Presentations at WVLA conferences	3.3%	15.0%	18.3%

Question 39 asked respondents to use a scale of 1 to 5 with 1 representing “Least preferred” and 5 representing “Most preferred” to indicate their rating for in-person workshops. While 28 (28.3) percent chose the neutral position in the center of the scale, the same percent (28.3) said they “Most preferred” in-person workshops. Only five (5.1) percent gave a negative response (ratings of 1, 2, or 3). Sixty-six (66.6) percent gave a positive response (5, 6, or 7). The single comment given for rating in-person workshops as least preferred said, “...it would be more convenient to have webinars that can be taken at our convenience. I am the only full time person at our library and it is hard to get subs and I don’t feel it is in the best interest of the library to have to close for workshops.”

Question 41 asked respondents to describe why they rated workshops by in-person instructors as being most preferred. Seventeen typed in a response. *(Please see the survey compilation for the answers to this question.)* Most of the answers said it was easier to focus, to learn, to “take-in” more in person.

Some commented that working hands-on with others as a positive experience. One liked that she wasn't interrupted as she would be if she were taking the workshop while at her own library.

Question 42 asked respondents to rate their preferences for live online events, again using the scale of 1 to 5. Twenty-three (23.3) percent chose the neutral center point of the scale. Sixteen (16.7) percent indicated it was their "Most preferred" method. Thirteen (13.3) percent gave a negative response (ratings of 1, 2, or 3). Sixty-three (63.3) percent gave a positive response (5, 6, or 7). The single negative comment for online events was "I am not as engaged."

When respondents were asked to describe why they rated live online workshops as being most preferred, "convenience" was the most frequent answer as well as not having to "travel." Ten respondents provided a reason. *(Please see the survey compilation for the answers to this question.)*

Question 45 asked them to rate their preferences for recorded/asynchronous online sessions again using the scale of 1 to 5. Forty-three (43.3) percent chose the neutral center point of the scale. Eight (8.3) percent indicated it was their "Most preferred" method. Twenty (20.0) percent gave a negative response (ratings of 1, 2, or 3). Thirty-six (36.7) percent gave a positive response (5, 6, or 7). Two explained their negative ratings: "If it's not interactive, it's harder to pay attention." "Less personal, does not allow for personal interaction."

When respondents were asked to describe why they rated recorded or asynchronous online sessions as being most preferred, "convenience" was again cited. "Easier," and "less time" involved were given as answers. Five answered the question. *(Please see the survey compilation for the answers to this question.)*

Question 48 asked them to rate their preferences for independent study/coaching/counseling again using the scale of 1 to 5. Thirty-seven (37.3) percent chose the neutral center point of the scale. Six (6.8) percent indicated it was their "Most preferred" method. Ten (10.2) percent gave a negative response (ratings of 1, 2, or 3). Fifty-four (54.3) percent gave a positive response (5, 6, or 7). While the 54 percent positive rating might seem strong, note that 37 (37.3) percent gave this method a rating of 5, or only slightly positive, or just above neutral and the 7 rating or most preferred was only six (6.8) percent.

Those giving feedback (two responses) on why they rated this method "least preferred" said it "wasn't cost or time effective for either the trainer or the trainee" and that "it is harder to get feedback." Those four giving a "most preferred" response said it was "easier to attend from your library" and they liked the one on one training.

Question 51 asked them to rate their preferences for presentations at WVLA conferences again using the scale of 1 to 5. Fifteen (15.0) percent chose the neutral center point of the scale. Eighteen (18.3) percent indicated it was their "most preferred" method. Almost ten (9.9) percent gave a negative response (ratings of 1, 2, or 3). Seventy-five (75.0) percent gave a positive response (5, 6, or 7). The "least preferred" reasons included two responses. One cited travel expenses and time; the second was a lengthy answer which said "same old, same old." *(Please see the survey compilation for the answers to this question.)* The reasons for "most preferred" responses given by the 10 respondents included enjoying the interaction, knowledgeable presenters, and the availability of multiple subjects. *(Please see the survey compilation for the answers to this question.)*

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Method of presentation	Least preferred	Neutral	Most preferred
In-person workshops	3.9%	23.1%	26.9%
Live online events	0.0%	19.2%	26.9%
Recorded/asynchronous Online events	3.9%	46.2%	11.5%
Independent study/coaching/counseling	3.9%	30.8%	11.5%
Presentations at WVLA conferences	3.9%	23.1%	15.4%

The responses from the small libraries are in relative agreement with the total responses. Most preferred by directors from small libraries are “in-person workshops” and “live online events,” tied for first place, followed by “presentations at WVLA conferences in second place.” Directors’ responses in the total survey show first place as “in-person workshops”, in second place “presentations at WVLA conferences,” and third place “live online events.” (Note that a comparison of the responses between the two groups for an individual method is distorted with percents because of the small number (26 respondents) in the small library group. One person in the small libraries group represents 3.9 percent of the responses compared with one person in the total group, which represents 1.7 percent.)

Question 54 asked “Overall, how satisfied are you with the quality of continuing education/professional development services offered by WVLC?” Eighty (80.0) percent chose either “somewhat satisfied” or “completely satisfied.” Ten (10.0) percent said they were “neither satisfied nor dissatisfied” and an equal percent (10.0) said they were “completely dissatisfied” or “somewhat dissatisfied.”

Question 55 asked respondents to “describe any specific improvements in services at your library that can be attributed to the continuing education activities supported by WVLC.” Twenty-one chose to answer this question. Frequent responses included improvements in children’s programming, front line staff customer service, making staff more aware of new resources and better prepared to assist patrons. One person summarized “cataloging, summer reading programming, weeding, public outreach are just examples on how we have improved through the years with these activities.” Unfortunately, several participants read the question as improvements that needed to be made at WVLC and gave responses related to wanting more training and events held closer to their library. *(Please see the survey compilation for the answers to this question.)*

Thirteen respondents offered comments in answering question 56, which asked for additional feedback regarding continuing education and professional development. It also asked for suggestions for training topics. *(Please see the survey compilation for the answers to this question.)* Suggestions included more training on new technology, Sierra, children’s programming, funding/fundraising, financial, handling problem patrons, and programs on preventing burnout. Others included providing lists of topics and presenters available, and having written agendas on what the participant will learn by the end of the event. One person wanted WVLC staff to “actually visit libraries to see what they are doing and what they need.”

Special Services

Questions 57 through 69 address services provided through the Special Services Library.

Question 57 asked respondents how satisfied they are with the service quality of the resources available through the Special Services Library (the Talking Books Collection). Forty-two (42.7) percent indicated they were “mostly satisfied” or “completely satisfied.” Thirty-six (36.1) percent were either “unaware” or “unable to rate these resources.” Eleven (11.5) percent chose the middle value (“neither satisfied nor dissatisfied”). Six (6.6) percent were either “completely dissatisfied” or “mostly dissatisfied.”

Question 58 asked how satisfied respondents are with the service quality of the resources made available through BARD (Braille and Audio Reading Download). Twenty-nine (29.1) percent indicated they were “mostly satisfied” or “completely satisfied.” Fifty-six (56.5) percent were either “unaware” or “unable to rate these resources.” Almost thirteen (12.9) percent chose the middle value (“neither satisfied nor dissatisfied”). Only one person, representing 1.6 percent of the respondents indicated dissatisfaction at any level. That person was “completely dissatisfied.”

Question 59 asked how satisfied respondents are with the large print resources and services provided by WVLC. Forty-six (46.8) percent indicated they were “mostly satisfied” or “completely satisfied.” Forty-three (43.6) percent were either “unaware” or “unable to rate these resources.” Almost five (4.8) percent chose the middle value (“neither satisfied nor dissatisfied”). Three people, representing 4.8 percent of the respondents indicated dissatisfaction at any level. Two people were “completely dissatisfied” and one was “mostly dissatisfied.”

Question 60 asked whether respondents were aware of the WVLA partnership with the National Library Service for the Blind and Physically Handicapped. Seventy-seven (77.4) percent answered yes.

Question 61 asked respondents their level of agreement with the statement: “My staff have the skills and training they need to design and execute an effective program of service to residents with special needs.” Fifty-four (54.8) percent agreed at some level with the statement although only three (3.2) percent “strongly agreed.” Twenty-one (21.0) percent “neither agreed nor disagreed.” Twenty-four (24.2) percent “somewhat disagreed” or “disagreed” with the statement. No one “strongly disagreed.”

Question 62 asked respondents their level of agreement with the statement: “My library has the technological resources it needs to design and execute an effective program of service to residents with special needs.” Almost 42 (41.9) percent agreed at some level with the statement although only one person (1.6 percent) “strongly agreed.” Twenty-nine (29.0) percent “neither agreed nor disagreed.” Twenty-nine (29.0) percent “somewhat disagreed” or “disagreed” with the statement. No one “strongly disagreed.”

Question 63 asked respondents to “describe the technology resources you feel would help your staff design and execute an effective program of service to residents with special needs.” Twenty-two people provided a response to this question. (*Please see the survey compilation for the answers to this question.*) Respondents did identify a number of technology resources such as large screen computer monitors and better website access as well as a Braille reader and a magnifying stand to place over books for patrons with progressive sight issues. However, the general tone of the comments was that staff use the resources so little that ongoing updates and training are needed.

Question 64 asked whether residents of the respondent's area make use of the services and resources provided through the Special Services Library. Fifty-six (56.5) percent said "yes;" nineteen (19.4) percent said "no" and twenty-four (24.2) percent answered that they "don't know."

Question 65 asked "how does the availability of this program/service affect your ability to serve patrons?" Respondents were asked to choose the one response that is most important for their library. Fifty-eight (58.2) percent said the service "broadens the range of services/resources our patrons can access." Sixteen (16.7) percent chose "improves the quality of service we can provide to patrons." Thirteen (13.3) percent said "reduces the overall cost of services to patrons." No one cited "builds capacity among my staff." Seven checked "other" and made comments that ranged from "all apply" to various statements that indicated they knew little about this topic, they had no special services resources, or their patrons did not use the service.

Question 67 asked how satisfied, overall, the respondents were with the quality and services of the Special Services Library. Fifty-six (56.7) percent were "mostly satisfied" or "completely satisfied." Thirty-one (31.7) percent chose the neutral response of "neither satisfied nor dissatisfied." Six (6.7) percent were dissatisfied to some degree.

Question 68 asked "how likely is it that your library would be able to fund the costs of the (Special Services Library) services through your library's budget (if it were no longer available through WVLC)?" Almost 42 (41.9) percent said it was "extremely unlikely." Eighty (80.7) percent gave a negative answer ("extremely unlikely," "unlikely," or "somewhat unlikely.") Six (6.5) percent were "neutral or unsure." Almost thirteen (12.9) percent said, "somewhat likely," "likely," or "extremely likely." Among the small libraries 92 (92.4) percent gave a negative answer.

Question 69 asked for any additional feedback respondents wanted to give concerning the Special Services Library program. Twelve people commented. (*Please see the survey compilation for the answers to this question.*) The comments were generally positive regarding the staff serving in the program and its value. Respondents suggested the program be advertised more and a greater emphasis placed on keeping librarians aware of the specifics of the program.

Priorities

Questions 70 to 75 focused on indicating priorities among the various responsibilities of the WVLC. Seventy (70.0) percent rated the *administration of state aid* as an "essential" service, followed by *development of standards and guidelines for libraries* (39.3 percent), and *library legislation preparation and review* (36.1 percent).

In terms of operational assistance to libraries, the highest rated "essential" service was *interlibrary loan referral services* (39.3 percent).

In terms of coordination/integration of library services the highest rated "essential" services were *statewide resource sharing* (44.3 percent), *continuing education programs* (41.0 percent), *summer reading program support* (37.3 percent), and *delivery system between/among libraries* (35.0 percent).

In terms of consulting services the highest rated "essential" services were *technology/connectivity* (57.4 percent), *youth/teen services* (32.8 percent), and a tie between *e-rate* (31.1 percent) and *early literacy* (31.1 percent).

Question 75 directed respondents to offer any additional comments. Only the academic library representative offered a comment: “Although the primary focus of the WVLC is public libraries, their programs, resources, and services are equally available all kinds of West Virginia Libraries. From time to time, they partner with academic libraries to successfully meet the needs of library stakeholders from all walks of life.”

Appendix G: Coding used in Analysis of West Virginia Focus Group Report

11 participants at two virtual focus groups held September 20, 2016

<i>Topic</i>	<i>Index Key</i>	<i>Number of mentions - positive</i>	<i>Number of mentions - descriptive, not positive or negative</i>	<i>Number of mentions - negative</i>	<i>Total Mentions</i>
Information access, including WVInfoDepot	B	9	1	3	13
Training/staff development	T	8	4		12
Consulting	R	8	1	2	11
Technical support, including Network Services	A	10	-	--	10
Library consortia/delivery	D	7	3	-	10
Staff	K	7	-	-	7
Partnerships	H	1	4	-	5
Funding	M	3	1	1	5
Summer reading	S	4	1	-	5
Special services	P	3	-	1	4
Stability	I	3	-	-	3

Appendix H: LSTA Funding Allotments 2013-2015 Mapped to Goals

WEST VIRGINIA LSTA EXPENDITURES FFY 2013 - FFY 2015										
<i>State Goal</i>	<i>LSTA Project</i>	<i>FFY 2013</i>	<i>% FFY 2013</i>	<i>FFY 2014</i>	<i>% FFY 2014</i>	<i>FFY 2015 sub-grants</i>	<i>FFY 2015</i>	<i>% FFY 2015</i>	<i>FFY 2013 - 2015 TOTALS</i>	<i>% 2013-2015</i>
1	Statewide Database Subscriptions	\$584,195	43.2%	\$463,619	33.6%		\$624,846		\$1,672,660	40.8%
1	Administration	\$0	0.0%	\$0	0.0%		\$0		\$0	0.0%
2	Statewide Library Network	\$226,901	16.8%	\$356,063	25.8%		\$200,314		\$783,278	19.1%
2	Library Consortia Services	\$291,244	21.6%	\$230,281	16.7%		\$230,682		\$752,207	18.4%
2	Consortia Support: Mountain Library Network					\$84,133				0.0%
2	Consortia Support: Northern Library Network					\$80,208				0.0%
2	Consortia Support: Eastern Library Network					\$55,257				0.0%
2	Consortia Support: Western Counties					\$11,084				0.0%
3	Services to the Blind	\$85,129	6.3%	\$98,081	7.1%		\$69,967		\$253,177	6.2%
3	Adult Services	\$45,535	3.4%	\$68,812	5.0%		\$22,089		\$136,436	3.3%
3	Youth Services	\$40,695	3.0%	\$63,143	4.6%		\$63,550		\$167,388	4.1%
3	West Virginia Center for the Book	\$0	0.0%	\$0	0.0%		\$0		\$0	0.0%
3	Summer Reading Program						\$3,020			0.0%
5	Library Development Services	\$77,214	5.7%	\$99,918	7.2%		\$150,904		\$328,036	8.0%
	TOTALS	\$1,350,913	100.0%	\$1,379,918	100.0%		\$1,365,372		\$4,096,203	100.0%