



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

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Commissioned by the State Library of Montana  
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- The committed and dedicated Montana librarians who participated
- All Montana library patrons

It is my sincerest hope that the results of this evaluation will serve the Montana State Library and the people of Montana in building the strongest library and information services possible that will help the greatest number of people.

Sincerely,

Dr. Anthony Chow

CEO, Strategic Performance Systems, LLC

## Evaluation Summary

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

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

In focus groups with state library staff and library directors from across the state and the statewide survey, the four main ways libraries can continue to serve the Montana community are through programming focused on life-long education and entertainment, providing technology and digital access, providing books/magazines/newspapers/information, and providing access in terms of hours/location/ease-of-use/different formats. The State Library can best support libraries in five significant ways – Continue supporting "economically distressed" libraries whose local budgets have been recently cut while digital demand and cost continue to increase; Focus integrated support in workforce development, digital literacy, and Internet access (librarians report these are commonly interrelated issues with patrons, especially when looking for jobs and trying to use resources); Community education and outreach – much of the community does not seem to understand what libraries can do for them; 4. Continue taking the lead in statewide resource sharing (MSC and ML2G, etc); and 5. Address concerns from some libraries about the "graying of the field" and the inability to recruit new library professionals or retain existing ones because of inadequate salaries and/or training.

Overall public library support in Montana has been consistently strong over the past ten years from 2006 to 2015. Public libraries have seen local support (library income per capita) and state support (State Income Per Capita/Per Square Mile) continue to increase. Use of public libraries has also continued to grow in certain areas. Juvenile circulation of library resources has grown annually (except for a small dip in 2013) and increased overall by 12% from 2006 to 2015. Adult circulation has fluctuated, experienced a big dip in 2013, but continues to increase largely to digital circulation. Overall total circulation has remained relatively static but with a clear shift towards digital circulation. Program offerings, consistent with national trends, have shown statistically significant increases over the past 10 years in young adult, adult, and overall programming offered; children's programs also increased by 42% but was not statistically significant. [See Appendix E3.](#)

Library automation also experienced statistically significant growth in three areas – number of computers available, full-text online databases available, and public Internet terminals. At the same time, however, patron demand clearly also changed as the total number of

computer users and annual computer usage actually dropped by 40%. While the demand for online access continues to increase, the demand for computers appears to be decreasing rapidly. Wireless and Wired bandwidth continues to increase in importance as patrons and staff uploads and downloads in public libraries have increased at statistically significant levels. Wireless sessions have also increased significantly. All other traditional library metrics have remained relatively stable over the past 10-year period, which is significant because it does not support the general societal notion that people are using libraries less; rather, they are using them differently. [See Appendix E3.](#)

**Libraries and Quality-of-Life** - A high positive return-on-investment was found as more money per capita was invested in a public library. Library per capita income was found to have statistically significant positive relationships/correlations with a wide number of other library inputs and outputs: overall percent of registered borrowers, circulation per capita, collection per capita, expenditures per capita, and visits per capita. Another high positive return-on-investment was found as a main (or the only) library is open more hours. Weekly service hours of the main branch and overall weekly hours of all branches were found to have positive and statistically significant relationships with a long list of library inputs and outputs including all categories of circulation, collection, staff with MLS degree, and total visits to the library. To increase overall annual per capita visits to a public library, one should consider increasing the collection per capita, expenditures per capita, income per capita, and overall percentage of registered borrowers. While these are not causal or direct relationships there are real statistically significant and positive relationships; as one goes up so most likely will the other. [See Appendix E3.](#)

**Primary Challenges and Opportunities Facing Montana Public Libraries** - The primary challenges currently facing Montana libraries are funding/budgets, adequate staffing, physical accessibility, and resources. The primary opportunities are providing life-long learning programming, ensuring adequate and well-trained staff, continued partnerships and community advocacy, and marketing and outreach. In addition, a special type of library, Tribal College Libraries, face a number of unique challenges on all fronts (e.g. financial, cultural, historical, staffing, etc.) and the State Library could help most by providing a consultant (preferably a tribal member) that helps with communication, partnerships, and collaborations between local public libraries and tribal nations; prioritize services to tribal members in public libraries; prioritize services and programming for tribal youth; and finally digitization as there are many artifacts and aspects of tribal history that are being lost. Montana librarians and patrons feel the top three ways public libraries serve the Montana community are through life-long learning programming (with an emphasis on early child and adult literacy), providing access to technology and digital access, and providing access to high quality books, magazines, newspapers, and other information.

**Montana's LSTA Program** - Montana librarians were most satisfied with State Library services in the areas of OCLC group services, Montana Shared Catalog, the CE program, the MTBL, and early literacy. Evaluation participants were least satisfied with EBSCO Discovery Services, the courier service, consulting, downloadable e-content, and the MMP. SWOT analysis found that the LSTA program's greatest Strengths include its statewide services such as MSC, TBL, MMP, consulting, training, excellent staff, with strong centralized projects that continue to improve. Primary Weaknesses include the ongoing challenge in providing electronic resources to all Montanans, a need for closer alignment between inputs, outputs, and MSL's strategic plan and LSTA goals (lack of focus at times), ongoing evaluation informed by clear, measurable

goals, increasing cost of the MSC, marketing and outreach about the SLR/LSTA activities, and being perpetually at or near complete capacity and always near their breaking point.

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

**Progress Towards IMLS Priorities and LSTA Goals** - Five of the nine IMLS priorities were clearly achieved while four - #6 (targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills), #5 (Developing public and private partnerships with other agencies and community-based organizations), #7 (Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line), and #4 (Enhancing efforts to recruit future professionals to the field of library and information services), were lower rated and less prioritized during the 2012-2015 evaluation period.

All four LSTA goals were achieved, although Goal 3 (MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons) received only 4% of LSTA funds allocated. Goal 1 is *MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered*. A total of \$1,324,588.16 or 33% of all LSTA funds were allocated to this goal in 2012, 2013, 2014, and 2015. Staff's overall satisfaction with accomplishing the goal was 6.42 out of 7.0. Goal 2 is *MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services*. This goal was the lowest rated (5.75 out of 7.0) by staff yet had the highest percent of LSTA funds allocated with \$1,718,069.13 or 43% of all LSTA funding from 2012-2015. Three of the most significant activities implemented was the Montana Shared Catalog, MontanaLibrary2Go which circulated 4,862,102 e-resources to 60,064 new patrons from 2012-2015, and the Montana Memory Project (MMP).

Goal 3 is *MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons*. Goal 3 was the highest rated goal by the staff but only accounted for \$146,709.54 or 4% of total LSTA allocations. Closer examination of the logic model for this goal, however, shows that objectives 3.1, 3.2, and 3.3 were integrated with Goal 2 and accomplished; in addition, a wide variety of activities and outputs were accomplished for this goal including Ready2Read training events, Summer Reading training, and traveling makerspaces. Goal 4 is *MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need*. This was the second highest rated goal and accounted for \$767,876.12 or 19% of all LSTA allocations from 2012-2015. Significant outputs include the conversion of 1,144 titles from analog to digital format, a patron outreach project (POP) which



added 1,588 additional patrons, and the distribution of 1,231,614 items from 2012-2015.

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

**Process Questions (B1-B3)** - SPRs have been used to help guide overall activities although the previous text-based only format made it much more difficult to use than the new more quantitative input, output, and outcome-based system (B-1). No major changes were made to the 2013-2017 five-year plan despite significant staffing turnover and some major cuts in state-level funding (B-2). SPRs are widely shared and disseminated with MSL stakeholders (B3).

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

**Future IMLS Priorities, Focal Areas, and Focal Groups for 2018-2022** - Composite survey rankings for staff, librarians, the SLC/NAC, and the patron random sample identified five IMLS priorities to focus on over the next five years: #1, #8, #3, #2, and #7. The composite rankings for focal areas prioritized Information Access (Focal Area 2), Lifelong Learning (Focal Area 1), Institutional Capacity (Focal Area 3), and Human Services (Focal Area 5). The composite rankings for focal groups prioritized school-aged youth, families, children, individuals with limited functional literacy, individuals with disabilities, and the library workforce as their top priorities.

**Recommendations:**

1. Continue improving evaluation activities by developing an evaluation process aligned with the State Library's new strategic plan and three strategic directions.
2. Utilize a logic model as both a real-time planning and evaluation tool to ensure all LSTA allocations are identified as inputs toward, and are aligned to, specific LSTA five-year goals.

3. Prioritize IMLS Priorities #1 (Expand services for learning and access to information and educational resources in a variety of formats), #8 (Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks), #3 (Provide training and professional development), #2 (Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities, and # 7 (Target library and information services to persons having difficulty using a library and to underserved urban and rural communities).
4. Prioritize Focal Areas 2 (Information Access), 6 (Civic Engagement), 1 (Lifelong Learning), 4 (Economic & Employment Development), 3 (Institutional Capacity), and 5 (Human Services).
5. Prioritize the following Focal Groups (10% or more of LSTA funding): school-aged youth, families, children, individuals with limited functional literacy, individuals with disabilities, library workforce, ethnic or minority populations, and individuals that are unemployed/underemployed.
6. Support libraries in providing robust support of information access to high priority information and entertainment sources in print and digital formats – weather, email, news (local, national, and world), smartphones (e.g. mobile apps), and information around outdoor leisure activities.
7. Seek to assist libraries in increasing library inputs that have been found to be correlated to quality-of-life factors at positive and statistically significant levels including library per capita income, percent of registered borrowers, weekly hours of main branch, full-time staff with a professional MLS degree, increasing programs and program attendance, and increasing circulation (all types).
8. Use advanced statistical analysis centered around 10-year data trends and significant correlations and analysis of variance for each county and federation to help inform and support the positive impact local libraries are having on their respective communities and quality-of-life.

## Evaluation Report

### I. The State of Montana and Libraries in 2017

#### Montana Compared to National Averages

In 2016, Montana's population is approximately 989,414 people located within 145,545.80 square miles with a population per square mile density of 6.8 compared to the national average of 87.4. Population growth over the past six years (2010-2016) has been 5.4%, which is slightly higher than the national average (4.7%). In terms of age, Montana's population is slightly under the national average for people under 5 years old (6.0 to 6.2%) and under 18 (6.3 to 6.5%) but exceeds the national average in population over 65 (17.2% to 14.9%). Racially, Montana exceeds the national average in population that is White (89.2% to 77.1%) and American Indian and Alaska Native (6.6% to 1.2%) with much smaller percentages of the population that is Black or African American (0.6% to 13.3%), Asian (0.8% to 5.6%), or of Hispanic or Latino ethnicity (3.6% to 17.6%)<sup>1</sup>.

Quality-of-life indicators suggest both positives and negatives in comparison to national averages. On the positive end, a higher percentage of Montana's population live in owner-occupied housing (67.2% to 63.9%), with a higher property value (\$193k to \$173k), lower median owner mortgage costs (\$1,294.00 to \$1,492.00 per month), and lower gross rent (\$711 to \$928) than the national average. In addition, more Montana residents 25 or older have a high school degree (92.8% to 86.7%) and health insurance (14% to 10.5%) than the national average. Montanans are also on par in terms of those 25 or older with a bachelor's degree (29.5% to 29.8%) and people 16 years or older employed (63.6% to 63.3%). In contrast, however, Montana has a lower median household income (\$47,169.00 to \$53,889.00), lower per capita income in the past 12 months (\$26,381.00 to \$28,930.00), and higher poverty rate (14.6% to 13.5%) than the national average<sup>2</sup>.

#### The Role of Montana's Libraries

Library directors from across the state participated in a series of focus groups. They felt that a geographical divide between Eastern and Western Montana appears to be prominently recognized among librarians. There is a general sense that Eastern Montana is not afforded as much as attention, especially since the State Library is in Helena, which is more on the western end of the state. Montana libraries are divided into six Library Federations: Tamarack, Pathfinder, Golden Plains, Broad Valleys, South Central, and Sagebrush<sup>3</sup>. See [Appendix E5](#). Evaluation participants felt strongly that libraries should play a significant role in supporting the quality-of-life of its aging and increasingly senior population. Focus group participants noted there has been a tradition of taking research-based approaches to early-literacy and the same could be done for seniors with an emphasis on life-long learning and other resources and services that support them.

Libraries are also a safe place for communities to gather. For smaller libraries in rural areas, their communities are close knit and everyone knows everyone. Libraries are often the only place for Wi-Fi and connectivity to the Internet and they serve as community hubs and community spaces. One librarian participant on the Eastern end of the state noted, "we are tenacious and do amazing things with hardly anything and it is very hard to ask for help and aid although we desperately need it; we are isolated - both the geography and our economy. We feel we have less resources than other regions; we are good at sharing though what little resources we

<sup>1</sup> US Census Bureau: Montana vs. US Comparison, <http://www.census.gov/quickfacts/table/PST045216/30,00>

<sup>2</sup> Ibid

<sup>3</sup> Montana State Library Federations, [http://msl.mt.gov/library\\_development/consulting/federations/](http://msl.mt.gov/library_development/consulting/federations/)



do have” (Librarian, October 2016). Their community had hoped for an oil boom but it did not materialize and a lot of people are looking for jobs. Their library has become the job center and is the hub of the community and free source of resources, education, training, and entertainment – proctoring online courses, library programs, helping schools with library programs, and summer reading. People are coming as far as 90 miles to attend their programs. In Miles City, they try and provide as many programs as possible especially for the elderly; many people come for the social opportunities as well as grocery shopping and it is one of the hubs of Eastern Montana. Outreach and marketing is the key to letting people know what is available for them while they pass through.

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

In general, participants felt that libraries needed to continue serving as community hubs to provide access to a suite of high priority resources and services such as Wi-Fi and technology, programming for all ages but especially in terms of work force development and job skills and senior services (children and youth services are the highest priority but librarians feel they are doing a pretty good job there already), access to free entertainment, continued access to digital services (e.g. Montana Shared Catalog and MontanaLibrary2Go, etc.), and a safe place for socializing, meeting, and discussing pressing community issues. Although staff and resources are limited, libraries must continue to serve as mediators and leaders that people trust in the community to provide resources the communities need. Although it is recognized that libraries cannot be everything to everyone, they are still committed to trying very hard to be. Training, user education, and outreach are also critical. Both librarians and their patrons need to get up to speed with technology through digital literacy and all the other different programs and services (e.g. workforce development, senior programming, etc.) being asked of libraries. User education and marketing what the library has to offer is also essential. As one participant noted, “Since 2002, at every event held someone says, ‘...oh, this is the first time I’ve been here’” (Focus Group Participant, October 2016). For Native American tribes and tribal members, there is also a concern that there are not a lot of options and increased library services could help many of them break the cycle of poverty that they currently are in. Some libraries are also facing an influx of immigrants that are unable to speak English.

### **Primary Priorities, Challenges, and Opportunities Facing Montana Libraries**

Thematic analysis using codes to help categorize open-ended responses for primary priorities, challenges, and opportunities for Montana’s libraries. Staff, librarians and trustees, and patrons were asked to identify what they think are the top three ways libraries should serve the

community. Coding of open-ended responses identified four major categories – life-long educational programming, technology and digital access, books and other information, and access. Ten primary challenges were identified with a top three consisting of funding, staffing, and physical accessibility. The six primary opportunities facing Montana Libraries included a continued focus on life-long learning programming with an emphasis on literacy, staff, partnerships and advocacy, marketing and outreach, and interlibrary collaborations. [See Appendix E2.](#)

As Montana’s American Indian racial percentage is six times the national average, a few specific questions about tribal libraries were asked on the librarian survey and along with an interview with a tribal college librarian. The findings suggest that for many tribal nations and tribal members there is little to no access to library services or convenient access to either a public library or tribal college library. In addition, the notion of a library is not a traditional service for tribal nations and therefore it is not a part of the daily life of most tribal members. There is also some racial tension at public libraries which border tribal nation territory because tribal members do not pay taxes yet sometimes use adjoining county public library services. In terms of library services and how they can best help the tribal community six priorities were identified: 1) Help with resumes and completing applications – most jobs are government or education-related and there is really very little private enterprise available; 2) Keeping the doors open through outreach and marketing – some tribal libraries do have expanded hours but often librarians find themselves alone in their buildings; 3) Assisting with information literacy and providing materials for our students; 4) Continue serving both college and k-12 students in general (giving them a place where they feel comfortable – some come from 30 miles away); 5) Early literacy is a stated priority for tribal libraries but most do not have many resources or provide much programming to support it, which is mostly due to lack of funds; and 6) Outreach to the community to give them opportunities to learn and have fun in the library.

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

## II. Montana’s LSTA Program

**LSTA Program Organization** - In 2016, LSTA funding is overseen through the Statewide Library Resources Division housed within the Montana State Library. Through this division LSTA funds are used to support six main projects and/or activities – The Talking Book Library, Training & Continuing Education, the Montana Shared Catalog, Consulting, Montana Memory Project, and Lifelong Learning & Statewide Projects. The Network Advisory Council (NAC) directly oversees the State Library Resources Division and the Montana State Library Commission helps oversee the State Library overall. Changes pertinent to the LSTA program did occur over the past five years within the Statewide Library Resources area. A grants position was

eliminated when that person retired, a full time MMP director and Lifelong Learning position was added. In addition, whereas in the past the NAC used to advise the State Librarian directly, it now works directly with the SLR Director instead. LSTA funds in Montana are used to support library development across the state and there is no sub-grant program. The focus is to develop and share statewide resources. An ideal example is the Montana Shared Catalog. LSTA funds allow the State Library to pilot different projects like experimenting with maker kits. It also supports three remote library consultants who can focus on individual libraries and their unique needs in real-time. Each consultant supports two federations and each have a specialty area – one focuses on e-rate, another on strategic planning, and the third is familiar with other federal programs. It also funds an IT staff person and trainer, the Talking Book program, and in general it is used to support infrastructure, innovation, and engagement for all libraries around the state. They try to avoid funding individual projects because of their commitment to scalability for all libraries.

**State Library Priorities and Strategic Directions** - A 2015 statewide study involving all types of libraries and federations examined how Montana libraries should focus their resources and a strategic vision was created: Libraries are leaders in creating thriving communities. Eight focal areas were identified as necessary to achieve this vision – library directors, library boards, library infrastructure, lifelong learning opportunities, public access technology, collaboration, effective governance and funding, and staff<sup>4</sup>. In December 2016, the Montana State Library adopted a new strategic framework<sup>5</sup> stating that its purpose is to “help all organizations, communities, and Montanans thrive through excellent library resources and services with three primary priorities in which to achieve this vision: 1) Foster Partnerships, 2) Secure Sufficient and Sustainable Funding, and 3) Create a Useful Information Infrastructure.”

**LSTA Overview** - In terms of LSTA allocations and projects the past five years has seen an emphasis on OBE (outcomes-based evaluation) and developing metrics in which to evaluate and measure the impact of LSTA-funded initiatives. Qualitative evaluation has always been a tradition but there has been a shift towards more quantitative and performance-based evaluation and planning. One participant noted that the NAC could be the right place to help the State Library develop metrics to help create targets and measures of success. There is a strategic need to be more intentional and performance-based from the implementation side as LSTA funds are not increasing and the fading away of coal-severance tax funds due to the fading market. As far as the LSTA process, they receive the LSTA award in early spring and the State Library gets to work looking at any new program proposals. The NAC reviews proposals and the Commission votes (proposals are new costs and priorities). This process is not highly formal or that closely aligned to the five-year plan. The State Library has been striving to improve this over the last couple of years. The goals from their strategic plan, however, are connected to the LSTA goals and this helps inform how LSTA funds are allocated. In the end, although LSTA funds are only a small portion of State Library funds, it has had a major impact across the state and is especially important given how volatile their statewide funding is given major reductions in their coal severance tax revenue.

Focus groups with representatives with libraries across the state revealed high levels of satisfaction and a strong spirit of collaboration and sharing. Specific areas mentioned were how useful and valuable the consultants were in always being there for them when they were needed. As one participant noted, “If you have a problem they will come to the library right away; they

<sup>4</sup> Montana Library Priorities.PDF

<sup>5</sup> Montana State Library Strategic Framework, [http://docs.msl.mt.gov/aboutweb/documents/strategic\\_framework.pdf](http://docs.msl.mt.gov/aboutweb/documents/strategic_framework.pdf)

do a lot for rural communities” (Focus Group Participant, October 2016). Participants were also unanimous in their support of keeping LSTA allocations centralized, which they feel is the right model for their state as opposed to allocating funds through competitive grants. Other strong positives included the transparency and openness in which the State Library engaged with libraries and willingness to support all types of libraries. Participants who had come from other states who had competitive grant programs also noted several additional advantages to the centralized model – it used to be very difficult and stressful to apply for grants and smaller libraries rarely had the time and resources to prepare and compete for those grants. The bigger and more experienced libraries always applied for and received the grant funding and rural libraries were not competitive because of lack of expertise and resources. Lastly, the centralized model reflects the spirit of support and collaboration of Montana, which helps it remain such a special place to be.

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

### **Satisfaction with LSTA Program, State Library, and Services**

Librarians were asked to identify which State Library services they used and OCLC, the Montana Shared Catalog, and downloadable e-content where the three most frequently used services. They were also asked to rate their overall satisfaction with these services and the top three were OCLC, the Montana Shared Catalog, and Continuing Education opportunities. Some participants noted, however, an increased need to advertise and market existing programs (e.g. MTBL) and some concern of bias towards the Western side of the state.

**LSTA Program Strengths** - Strengths of the LSTA program were discussed in interviews, focus groups, and a statewide survey. The LSTA programs greatest strengths include statewide services such as MSC, TBL, MMP, consulting, training, excellent staff, with strong centralized projects that continue to improve. As one participated noted, the State Library, “has provided a clear roadmap to keep things “on the rails” when funding or other pressures have come into play.” Another participant noted that the State Library is viewed with, “Great trust – inside and outside of the library community; impartial, quality organization.” Another participant commented, “The SL’s support and worth is unmeasurable – professional development and opportunity for collaboration; every person I have worked with has been fantastic.”

**LSTA Program Weaknesses** - The LSTA programs greatest weaknesses include the ongoing challenge in providing electronic resources to all Montanans, a need for closer alignment between inputs, outputs, and MSL’s strategic plan and LSTA goals (lack of focus at times), ongoing evaluation informed by clear, measurable goals, increasing cost of the MSC, marketing and outreach about the SL/LSTA activities, and being perpetually at their capacity and always near their breaking point. One participant noted there are also challenges with how best to provide, “support for



specific local library issues, which sometimes end up negatively affecting all libraries, when one library is used to determine state library practices / procedures / laws.” Another noted the growing cost of the highly popular shared catalog, “The new increase (30 cents) for the Montana Shared catalog (where did this cost come from? I do not think this is a sustainable model).” An academic library also suggested the potential for increased collaboration by, “advertising what their process and what is out there that academic libraries can use - maybe we can collaborate and build consortia and resources.”

**LSTA Program Opportunities** - The LSTA programs greatest opportunities include increasing partnerships with vendors and suppliers, improved communication as a team and organization, understanding local issues that may have statewide impact at a deeper level, creating a strong evaluation plan to ensure alignment with new strategic plan, taskforce recommendations, and LSTA goals, continuing to improve on existing projects, the success of their new lifelong-learning position, and continued use of data and performance-driven planning and evaluation. Two major statewide initiatives have taken place in 2015 and 2016 that have helped identify library needs. As one participant noted, “The study taskforce’s focal areas represent opportunities to completely realign based on the needs of our libraries.” Another noted that the State Library could help their decision-making bodies by ensuring that, “data and information needs to come more to us (in easy to understand format) so that we can understand the reports and we can make informed decisions (NAC and State Library Commission).”

**LSTA Program Threats** - The LSTA programs greatest threats include budget and concerns around it, loss of buying power or sustainability of existing programs and services, being stretched too thin, and tension between big and small libraries. As one participant noted, collaboration is key, “lack of shared vision in our consortia; communicating the value of statewide consortia to our members so that they continue to buy in and sustain or increase our operational capacity.”

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

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

As one of the core purposes of this evaluation, progress towards Montana’s four LSTA goals were examined from multiple lenses and data points – through interviews, focus groups, surveys, and using a logic model to measure inputs, outputs, and outcomes. For clearer evaluation purposes, each of the four goals were also split into two parts because each identified multiple purposes within the same goal as originally stated. The State Library staff were satisfied that all four goals were accomplished although Goal 2 Part 1 received a slightly lower rating (5.75 out of 7.0) than all other goals. Closer examination of all LSTA allocations from 2012-2015 suggests that, ironically, Goal 2 received the highest percentage of funding at 43% while Goal 3, the highest rated among staff, received only 4% of total funding.

**Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (Achieved).** Based on triangulated qualitative and quantitative data including a completed logic model for each Goal 1 objective, it appears that Goal 1 and its six objectives has been achieved. A total of \$1,324,588.16 or 33% of all LSTA funds were allocated to this goal. The staff rated both parts of Goal 1 a 6.42 out of 7.0. Completion of the evaluation logic model<sup>6</sup> by the State Library revealed allocated inputs that

<sup>6</sup> As reported by the Montana State Library’s LSTA Coordinator/Statewide Projects Librarian



included 3 FTE for statewide consulting (all LSTA funded) whose focus was to serve Montana libraries on issues related to leadership, broadband, technology planning, projects/ideas, trustee orientation, etc. Overall outputs included site visits to all 82 public libraries, information was provided on a wide range of topics including mobile devices, collection management, OCLC enrollment, services and software, building planning, statistics, human resources, marketing, library policies, social software, MTLibrary2Go, MT Shared Catalog, MT Memory Project, Discover It, EZ Proxy and the MT Library Directory. Other consulting was provided for IT support, filtering, library exhibits, building issues, blogging platforms, school-community library issues, web pages, Internet privacy concerns, RSS feeds, library board and funding body relationships, collection management, e-book creation and self-publishing. Additionally, consultants provided assistance with library districts, administration, disaster planning, technology planning, strategic planning, friends and foundations, CE and professional development, Library Federation plans of service and annual reports, reference resources, technology specifications, board development, intellectual freedom, library standards, and E-rate. Librarian feedback was also positive. One noted, “One of the most helpful – the online training is spectacular; helps alleviate the huge land area.” Another stated, “Nobody in my organization is able to help me with my job; I do not have library training; the training provided by the SL has enable(d) me to serve our organization with these skills as a librarian.” Another librarian observed, “Nice to be able to get an answer within 24 hours and know it is correct.”

**Goal 1, Objective 1 (1.1)** is *Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc.* (M=5.8) and its two activities are *LSTA will be used for MSL staff to research and stay abreast of library developments* (M=5.8) and *LSTA will be used to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision* (M=6.1). Inputs were the three consultants and activities included consulting in support of Montana’s libraries; in addition to their regular duties, they also helped revise the criteria for receiving the “Excellent Library Standards Award” (ELSA). The ELSA recognizes libraries that use MT’s Public Library Standards to assess and improve their services. Other types of libraries can also earn the award based on applicable standards. Outputs included 1,066 libraries (all types of libraries) received the ELSA award. Outcomes included, because of the new ELSA standards, libraries were encouraged to strive harder to improve library services. The public library district transition planning template reduced the stress of the transition to a district and helped keep the process on track. One staff member noted, “MSL is very proactive in training library staff statewide on new technologies, best practices and resources available to library patrons.” Another commented, “In general, I think the state library does a great job of providing training and services. As far as the small public libraries that are facing specific issues or crisis situations, I don’t think that the State Library gets in there, learns about the problems, and advocates. The State Library provides great support, but in a general way.”

**Goal 1, Objective 2 (1.2)** is *Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment* (M=5.5) and its activity (1.2.1) is *LSTA will be used for MSL staff to assist library leaders with these efforts* (M=6.1). Inputs included partial time of one FTE-statewide consultant whose primary activity focused on leading strategic planning and planning sessions. Outputs included conducting 29 meetings from 2012-2015. One participant noted, “MSL does a variety of things for outreach and to assist community libraries to plan and lead within their communities.” Another commented, “There is

still much to be done to connect public libraries, trustees and local government entities but MSL has made a great start by focusing on this goal and dedicating staff/resources in this area.”

**Goal 1, Objective 3 (1.3)** is *Provide consultant services for librarians across the state on relevant topics and technology* (M=6.4) and its activity (1.3.1) is *LSTA will be used for MSL staff to provide onsite consultation and training* (M=6.2). Inputs were partial time of all three FTE Statewide Consulting Librarians. Outputs included 669 site visits, 385 e-rate consultations, 2,818 public information requests, 313 consultant led training sessions, attendance at 3,835 additional training sessions, and seven technology petting zoo training sessions with 110 attendees. Outcomes included a calculated e-rate savings of \$390,157.28 from 2012-2015, library directors gained the knowledge necessary to meet the requirements of the public library standards; State Library consulting contributed to the success of many administrative efforts in small public libraries around the state facing challenging situations. Consultants assisted two libraries in revising interlocal agreements; one library with board reorganization; and one library federation with transitioning to new leadership. Consultants also contributed to the development of a new staffing/compensation plan to assist directors and boards with attracting and retaining excellent employees. With the technology petting zoos, library staff gained experience with current technological devices in order to better serve their patrons and connect them to state-supported online services such as MontanaLibrary2Go. The TPZ allows for technology and digital literacy to be taught for librarians across the state. One participant noted, “I tend to think local staff would be better suited for local training, but not in all cases.” Another commented, “I’ve traveled to provide onsite consultations and worked with others who do so. The topics are timely and relevant, the libraries we visit seem happy to have us there and they seem to be hungry for the information we bring.”

**Goal 1, Objective 4 (1.4)** is *Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities* (M=6.3) and its two activities are *Provide regular venues for librarians to network, share, discuss, and brainstorm* (1.4.1) and *LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters* (1.4.2). Inputs included 1 FTE - Statewide CE Coordinator who managed all CE projects. Outputs included 86 Fall Training Workshops with 861 attendees, 54 library trustee training hours attended by 549 trustees. Additional outputs included the Summer Leadership Institute which involved 36 participants, 20 library staff scholarships to attend a day long training session, four library staff scholarships to attend the Association of Rural and Small Libraries annual conference, and nine scholarships for librarians and member of the NAC to attend national conferences. Outcomes included Fall Training Workshop respondents who consistently ranked the sessions highly: 86 -100% rated the sessions at Fall Workshops as relevant to their jobs, 86-100% rated the session presenters as well prepared, and 78-90% said that the sessions met their expectations. A large majority of attendees also reported that the training was interesting (60-78%), related to their job(s) (60-70%), expanded knowledge or skills (62-70%), and was practical (50-77%). The trustee certification program was also successful - at the 2013 Montana Library Association meeting, the Flathead County Library System was honored as Montana’s first board where all the trustees had attained MSL certification under the state library’s certification program for trustees. This was a significant positive outcome in support of the MSL certification program and a model for other boards. Evaluation at Trustee trainings uncovered a need for template materials to assist library boards in a director search and hire. Through discussion with the CE cohort supported by the Chief Officers of State Library Agencies

(COSLA), it has been determined that this is a common need across states. In response, the CE Coordinator at MSL is working with her peers to develop these materials. Scholarship attendees to national conferences routinely noted “they would never have been able to attend” otherwise.

One participant commented, “Fall workshops, federation meetings, MLA conference are all established face-to-face venues.” Another noted, “As a public library staff member I have attended many MLA workshops, Offline and The Ready to Read Rendezvous. These training opportunities left me with new knowledge and a renewed connection to my greater library community and reinforced my commitment to providing the best possible service to my patrons.”

**Goal 1, Objective 5 (1.5)** is *Expand online/web-based training opportunities, both those developed by MSL staff and those created by others* (M=6.5) and its three activities are *LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars* (1.5.1 part 1) (M=6.3), *LSTA will be used to locate and promote other online training for Montana librarians to attend* (1.5.1, part 2) (M=6.4), and *LSTA will also be used for equipment and software for producing and accessing online training* (1.5.2) (M=5.8). Inputs included 1 FTE CE Coordinator and 82 Citrix GoToMeeting video conferencing licenses (\$10,750.22). Outputs included 432 online training hours, 82 GoToMeeting licenses, 538 State Library certifications, and more than 80 webinars and tutorials added to the MSL Vimeo channel that is linked through the learning portal during the grant period, which resulted in a measurable increase in application to the MSL certification program. In calendar year 2012, there was a 90 % increase in certifications issued; 80 certifications were issued by the MSL; the previous 3 years had an average of 46 per year. Outcomes included the Online Training and Meeting Software pilot gave public library directors, staff and trustees access to online meeting and training software that enables them to virtually meet, collaborate, and share expertise. Webinar evaluations suggest they were well received, archived recordings were popular with library staff, and applications for MSL certification continue to trend up. Applications for Montana State Library Certification reveal that users depend upon online training to supplement their face-to-face training activities. 62.5%, nearly two thirds, of librarians currently tracking their CE in the Montana Library Directory have listed that they have attended a webinar in the past few years. Web-based learning supports the State Library Certification program by expanding the learning opportunities for librarians and trustees, and reducing hurdles such as limited travel budgets, extreme weather, and long distances in Montana. In 2013, Nearly 500 individuals registered to track their CE with MSL, and an average of 80 librarians and trustees apply for certification or renewal every year. In 2014, The application procedure for Montana State Library Certification was moved to an exclusively online process for all library staff and trustees to improve data collection, reduce errors in processing, ease the process for applicants, and create a procedure that is sustainable as requests for certificates continue to increase while staff-time available for processing is decreasing.

One participant noted, “MSL offers webinars, and often promotes training from other sources but has not done much with producing training to share outside MSL.” Another commented, “The catalog of webinars and training is substantial. The next level of development needs to pay attention to best practices in online pedagogy and then effectively promoting the content that has been developed.”

**Goal 1, Objective 6** is *Provide a clearinghouse for information on conventional and online training opportunities* (1.6) (M=6.4) and its activity is *LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats* (1.6.1) (M=5.6). Inputs included 7 LSTA-funded MSL staff that contributed to the development of the Learning Portal throughout this reporting period: The Training and

Development Specialist, the Montana Memory Project Director, a Reader Advisor from Talking Book Library, the Training and Technical Services Specialist for the Montana Shared Catalog, and the 3 library consultants. Outputs include 254 pages created for The Learning Portal, which is a website created and maintained by MSL staff. The purpose of the Learning Portal is to provide a centralized location for online learning resources produced by MSL or, as a result of MSL programs, to support continuing education of library staff and trustees statewide, and to enhance use and understanding of MSL statewide projects and programs. In 2014, The Continuing Education Coordinator adjusted and expanded the Montana State Library Learning Portal to provide easier access to training materials and better navigation so that all library staff could more quickly and easily find relevant on-demand training. 78.5 percent of respondents enrolled in a six-part series exploring online resources that are licensed statewide for libraries and their patrons noted that they liked that they did not have to travel to get training. 57% indicated that they felt connected to the class. Every respondent cited at least two reasons why they liked the online class. Evaluation survey participants noted some opportunities for improvement including, “I know it is available, but find the website fairly cumbersome to get and go through.” Another commented, “Need to understand more about how users want to access the content and how to make sure they know it exists.”

**Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (Achieved).** This goal was the lowest rated (5.75 out of 7.0) by staff yet had the highest percent of LSTA funds allocated with \$1,718,069.13 or 43% of all LSTA funding from 2012-2015. Three of the most significant activities implemented was the Montana Shared Catalog, MontanaLibrary2Go which circulated 4,862,102 e-resources to 102,497 patrons from 2012-2015, and the Montana Memory Project (MMP). Staff overall were satisfied with both parts of Goal 2 (5.75 and 6.08, respectively). One staff member reflected, “Kind of a mix. Some ambivalence what represents content – statewide EBSCO contract to provide quality content to the entire state – used highly by school and academic libraries; centralized discovery services contract which allowed each library location as a one-stop location – did not resonate with the libraries.” Another noted, “Seen significant growth in our MMP – 3 to 4 years, we hired a full-time director – responsible for everything; seen significant growth in libraries contributing to it.” A librarian enthusiastically noted, “It is incredible; surprised how MLTG has grown and expanded; we never anticipated it would have grown as fast as it has; we have heard that ranchers use it all the time in the field; have access to larger collections; really cuts down on the cost for everyone.” Another noted some challenges have come with success, “The Shared Catalog is fairly unique; it is helpful and wonderful model; the MLTG is also incredible – what we are struggling with is it is a victim of its own success; hold times are getting longer and larger libraries are paying more costs rapidly; keeping with the sharing ethos – our per use fee is still less than smaller libraries because we are checking-out more; large libraries face the same budgetary issues – our budgets are getting cut and costs keep going up.” One of the larger library systems reflected, “We have over 100k (.30 cents per item) – costs us \$14k and this will need to come from the book budget as increased use in the electronic resources; if SL stops paying the platform fee.... Can we find a vendor that does not charge a platform fee? Are there other options other than OverDrive?”



**Goal 2, Objective 1 (2.1)** is to *Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually* (M=5.8) and its two activities are *LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources* (2.1.1.) (M=5.9) and *LSTA will also be used to purchase new products for pilot projects designed to determine use and value* (2.1.2.) (M=5.8). Inputs included 0.25 FTE (all LSTA funded) for the Statewide Projects Librarian who administered this project. MSL staff worked with OverDrive to add new libraries, led online trainings for participating libraries on accessing circulation and collection statistics, promotional materials, and support documentation, created step-by-step tutorials on the MSL Learning Portal, created a page documenting membership meetings and committee work on the Statewide Library Resources Portal, facilitated meetings for the membership, Executive Committee, and Selection Committee, worked with the Selection Committee in facilitating the purchase of new content, and provided basic technical support and troubleshooting to participating library staff. In 2012, MSL began covering the \$1,500 one-time-only startup vendor fee for new libraries joining MontanaLibrary2Go. Use of LSTA funds for eliminating startup fees and hosting a central platform for shared content allowed all sizes of public libraries in the state to participate in e-book and downloadable audiobook lending and offer a vast collection of content to their patrons at minimal cost. The new membership cost share formula included three different subtiers within what was previously the lowest tier, to create a more equitable cost structure per patron for the smallest libraries. The new lowest tier for new participating libraries (0-999 patrons) paid an annual fee of \$482 for access to over 22,000 items by the end of FY13, averaging out to under \$.02 per item.

Significant outputs included a total of 92 libraries and branches now participate in MontanaLibrary2Go, a total of 4,862,102 e-resources circulated from 2012-2015, 102,497 new patrons, and 46,797 new items added. The consultants also provided public library staff training and guidance using the Technology Petting Zoo (TPZ), a set of tablets and e-readers that library staff can use to experience working with new technology. A total of 11 training sessions took place from 2012-2015 and approximately 140 attendees. Outcomes included the value and popularity of this service inspired many donations from member libraries, Friends groups, and library federations toward the shared content budget in the amount of \$40,396. This amount was collected from 6 public libraries and 4 federations representing all sizes and budgets. The number of checkouts during this period increased by 32%. In 2013, Circulation (number of checkouts) increased by 23%. In 2015, during the reporting period, while annual fees for member libraries increased by 5%, the number of e-books and digital audiobooks available to all MontanaLibrary2Go registered users increased by 8% from 28,410 in the FY14 LSTA reporting period to 30,748 total copies in the FY15 LSTA reporting period. The number of Montanans making use of MontanaLibrary2Go increased during this reporting period, as did their level of activity. Circulation (number of checkouts) increased by 15%, from 749,996 in the FY14 LSTA reporting period to 862,563 in the FY15 LSTA reporting period. During the reporting period, 13,207 new accounts were created and the total number of library patrons registered increased by 17%, from 63,365 in the FY14 LSTA reporting period to 73,889 in the FY15 LSTA reporting period. In 2012, a total of 20,314 items were available in MontanaLibrary2Go at the end of this reporting period, resulting in a greater selection for patrons and a greater return on investment for participating libraries. In 2013, a total of 22,539 copies of e-book and audiobook titles were



available in the shared collection at the end of this reporting period. One librarian commented, “When I pay our MontanaLibrary2Go bill, I know I am buying WAY MORE than just access to the materials. We are also getting top-notch professionals to do the selection and acquisition of those materials. And I am so grateful that you do this for all of us. Thank you selection committee!” (Dillon Public Library staff). One staff member noted, “Unfortunately, some of the e-content has been cut, but on the other hand some of it was not used enough to cover the cost.” Another commented, “MSL and libraries have learned so much over the past five years about content, content delivery, and online resources. These lessons have been invaluable as we move into strategic planning and resource allocation in the future.”

**Goal 2, Objective 2 (2.2)** is to *Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources* (M=6.6) and its two activities are *LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP* (2.2.1) (M=6.4) and *LSTA will also provide high-quality digitization equipment for libraries to use* (2.2.2) (M=5.2). Inputs included 1 FTE (Montana Memory Project Director); in-kind match = 100 hours contributing library staff time. LSTA funded the salary, technology infrastructure, and travel for the MMP Director position. Outputs included 320 training presentations with 3,240 attendees, 86 outreach visits, 47 new collections added, 407 total collects hosted on MMP website, 292 contributing institutions, 3,892,018 images hosted on the MMP site, the addition of 359,164 images during the evaluation period, and 299,199 website visits. Outcomes included training presentation attendees gained the skills they needed to contribute new collections to the MMP, subsidizing the cost of the content management software and digital archive software and maintaining the website allowed libraries to create and share digital content online that they may otherwise would not have the financial resources or staff time and expertise to share. The statewide platform also allowed that local content to be exposed to a wider audience that it would have otherwise. One staff member noted, “The MMP is one of the most valuable assets that MSL will continue to develop with its partners” and another commented, “MMP switched to centralized digitization rather than providing equipment, but otherwise, met these goals.”

**Goal 2, Objective 3 (2.3)** is to *Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons* (M=5.3) and its two activities are *LSTA will be used for MSL staff to research and evaluate existing and beta products* (2.3.1, part 1) (M=5.2), *LSTA will be used to negotiate statewide discounts* (2.3.1, part 2) (M=5.6), *LSTA will be used to train librarians and patrons in use of existing and new products* (2.3.1, part 3) (M=5.6), *LSTA will be used to develop materials to promote use of the tools across the state* (2.3.1, part 4) (M=5.6), and *LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources* (2.3.2) (M=5.8). Inputs included \$32,000 that provided one year of access to a unique, customizable instance of EBSCO Discovery Service for all Montana libraries and 0.25 FTE Statewide Projects Librarian. Outputs included access to 800 EBSCO databases, 53 training sessions with 446 attendees, and 347,724 searches. Outcomes included in 2013, Discover It use in libraries increased by 22% and in 2014, EDS usage increased by 9.7%. One staff member noted, “Statewide Projects Librarian is paid through state funds, not LSTA, so “LSTA will be used to negotiate statewide discounts” needs to be reworded. If we mean, ‘LSTA will be used to subsidize statewide discounts,’ that would be more accurate.” Another noted, “I think it would be important to measure how widely used the tools and databases are before expanding. If such tools are deemed appropriate, expansion would of course become a priority, and then funding becomes an issue.”

**Goal 2, Objective 4 (2.4)** is to *Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web (M=6.7)* and its activity is *LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff (2.4.1) (M=6.7)*. See Table 57. Inputs included 4 FTE (2.34 paid with LSTA and 1.66 from member fees). Outputs included \$714,626.62 in MSC allocations, 54,560 help requests, 223 training sessions with 2,474 attendees, 50 libraries added, and payment of \$112,761.16 in startup and migration fees. MSC staff is responsible for web development, installing and maintaining hardware, installing and updating software, administrative support, database management, new library implementation, providing technical support and training for new libraries, and training member library staff to use MSC tools. Outcomes included participating libraries saved staff time on systems work that the MSC staff covers on their behalf. Participating library staff gained knowledge about using the ILS software and about copy cataloging. LSTA funds are available to help libraries with start-up costs. Joining the MSC led to increased access to library materials for patrons of new MSC libraries. One staff member noted, “A new library just joined the MSC last month and there are others working steadily toward meeting the basic requirements to get started” and another commented, “This would seem to depend on statewide broadband access and the viability of the resources depending on user wants and needs.”

**Goal 2, Objective 5 (2.5)** is to *Explore opportunities to improve Internet access and technology support for libraries (M=5.9)* and its two activities are *LSTA will be used for MSL staff to make recommendations for partnerships with state agencies and other organizations involved with access to electronic resources (2.5.1) (M=5.9)* and *LSTA could also be used to assist libraries with enhanced access when appropriate (2.5.2) (M=5.9)*. This objective was addressed in objectives 2.1-2.4. One staff member noted, “There are still areas in MT that need vastly improved internet access. Large metropolitan areas take this access for granted” and another commented, “MSL and the State Librarian are leaders in this area.”

**Goal 2, Objective 6 (2.6)** is to *Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items (M=6.4)* and its two activities are *LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries (2.6.1) (M=6.1)* and *LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue (2.6.2) (M=6.4)*. Inputs included 0.25 FTE Statewide Projects Librarian, paid with state funds; state match = \$98,886; non-state match = \$369,730; in-kind match = 45 hours’ member library staff time. Enrolled libraries have access to discovery, cataloging, and interlibrary loan tools, with costs based on a formula that keeps OCLC affordable for all libraries. The Group Services contract includes access to CatExpress, Connexion, FirstSearch, WorldCat, and WorldShare Interlibrary Loan. The Statewide Projects Librarian administered the OCLC Group Services project. Outputs included \$287,134.00 to offset costs to participating libraries, 1,841 (all libraries) libraries enrolled to receive discounted services, 16,409 original catalog records added to WorldCat, 843,748 records updated, 193,787 ILL requests filled (borrowing), 345,070 ILL requests filled (lending), \$16,334.00 for pilot courier project, \$ 23,977.18 for startup costs for joining the courier service, 80 libraries are receiving the discount.

Outcomes included MSC library patrons increased their holds on library materials from other MSC libraries by 7.37% (from 271,627 in 2012 to 291,662 in 2016). The consortium also

increased the number of libraries sharing items with one another via direct patron holds by 30% (from 61 libraries to 79 libraries). During a three-year system reorganization project, staff identified and removed nearly 1,000 unused policies and unused reports from the system; various processes done by MSC staff are now much faster: Time to add a new library from 120 to 50 hours (58% decrease), Adding a new branch from 20 to 8 hours (60% decrease), Adding a library to a sharing group from 20 to 6 hours (70% decrease), Changing a library to eliminate fines from 5 to 0.5 hours (90% decrease), Changing circulation rules from 2 to 0.5 hours (75% decrease). The courier service led to approximately a 90% reduction in cost compared to standard shipping via mail. In May 2013, a survey found that 67% felt that the courier service made a noticeable impact in their library circulation numbers and delivery savings; 56% were also tentatively interested in the possibility of expanding courier service both within MT and regionally. Comments provided on the survey also indicated that there continued to be a wish to have MSL assist with the current courier effort by providing centralized communication tools, collecting consistent and standardized statistics, and participating in discussions regarding contracts and service expansion and development, among other roles and responsibilities. In 2013, the courier service served 54 library locations through 18 drop sites that signed service agreements with Critelli Couriers. The Montana State Library holds the contract with Critelli. One staff member noted, “The courier project is excellent but still needs to expand - perhaps investigating other possibilities that travel to more remote areas (food service trucks?)” and another commented, “There has been work and research done to try and expand the range of courier services between libraries. As new libraries join the Montana Shared Catalog some are adding their collections to partner libraries”

**Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (Achieved).** Goal 3 was the highest rated goal by the staff but only accounted for \$146,709.54 or 4% of total LSTA allocations. Closer examination of the logic model for this goal, however, shows that objectives 3.1, 3.2, and 3.3 were integrated with Goal 2 and accomplished; in addition, a wide variety of activities and outputs were accomplished for this goal including Ready2Read training events, Summer Reading training, and traveling makerspaces. One staff member noted, “We put significant emphasis on partnerships through our Broadband initiative; one of the things we heard from libraries (BTOP ended).” Another commented, “This is part of our culture; very strong in developing consortia and collaboration.” A librarian enthusiastically stated, “I think they wrote the book on this – the State Library as a model; Jennie and her staff are just amazing; we are so lucky! They really have shown us how to resource share; seen some minor miracles – they exceed expectations.” Another shared similar sentiment, “Met this goal quite well. When I think of the SL I think of collaboration – consulting, statewide licenses, workshops, and it is all about getting people together; always feel they have the best interest of all of us.”

**Goal 3, Objective 1** is *Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections* (M=6.6) and its activity is *LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC* (3.1.1) (M=6.3). This objective was met with Objective 2.4. One staff member noted, “The various committees and groups within the MSC are in a near constant state of collaboration as they work to share resources and expand services. The ongoing work done by those cataloging and importing records have a direct impact on patron services. Thanks to their collaborative efforts and expanded training on the decisions they have made in this area, the OPAC reflects improvements

that are seen and used by patrons.” Another noted, “More statewide contracts would be beneficial to many libraries (tutor.com., zinio for example).”

**Goal 3, Objective 2** is to *Continue to partner with library vendors to extend statewide e-content purchasing programs and access tools* (M=5.7) and its activity is *LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts* [see goal #2, program #1 above] (3.2.1) (M=5.8). This objective was met with Objective 2.1. Staff noted, “New partnerships are limited by the capacity of the small staff to do it all” while another commented, “Very strongly agree. Not just strongly. This is our future, at least in part.”

**Goal 3, Objective 3** is *Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content* (M=6.3) and its activity is *LSTA will be used for MSL staff to explore and establish partnerships for MMP* (3.3.1) (M=6.1). This objective was met with Objective 2.2.

**Goal 3, Objective 4** is *Continue to develop programming materials and tools for libraries to use* (part 1) (M=5.9) and *Continue to partner with other state agencies and organizations* (part 2) (M=5.8) and its two activities are *LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community* (3.4.1) (M=5.9) and *LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts* (3.4.2) (M=5.2). Inputs included a 0.125 FTE early literacy position and \$58,675.90 in early literacy staff hours. Outputs included 12 Ready2Ready training events attended by 479 people, \$34,805.56 for the R2R program, 32 summer reading training sessions, 770 summer reading program manuals disseminated, six public service announcements, \$41,549.56 for traveling makerspaces, 24 makerspace kits disseminated hosted by 36 libraries, and 85 programs which made use of the kits with 2,901 attendees. The purpose of the Montana Makers traveling makerspace pilot was to create opportunities through local libraries to expose primarily school-aged Montanans to STEAM (science, technology, engineering, arts, mathematics) tools and resources that are not otherwise easily accessible in most Montana communities. Another service provided was Ready2Read Rendezvous which features developmentally appropriate play spaces in libraries and how to integrate play in library programming and space; how to integrate early literacy and developmental information into story hours for mixed ages; and how to position your library as a center of the community for youth programming. Outcomes included the programming focus was most heavily concentrated on the more traditional arts and crafts elements of the kit, as library staff reported their level of familiarity and comfort was highest in this area. 100% of reporting sites organized arts activities (4); 50% planned science-based formal programs (2); 50% planned technology programs (2); 50% planned activities with a focus on engineering (2); and 25% planned math activities (1). Library staff themselves reported having gained new experiences from using the technology and electronics tools in the kit, as many of the staff had never had the opportunity to use them before. In the evaluation, these libraries responded that they were successful in increasing STEM related programming (10 responses); providing new services (five responses); increasing community participation in library programs by attracting new users to the library (four responses); and increasing the number of programs for young adults and teens (two responses). Hosting libraries almost unanimously stated that they benefited from being able to test makerspace materials through the pilot before purchasing items for their libraries (13 responses). In the pre-hosting application, most (12) hosting libraries stated that they believed “technology” would be of greatest interest to young adults, followed by building (five), arts (four), and science (three).



For the Ready2Read Rendezvous, a total of 12 libraries incorporated Countdown to Kindergarten programs in their libraries and in three months after starting the program, 140 kits were disseminated to clients through WIC (Women, Infants and Children) and the Healthy Montana Families program, which sends nurses to visit clients in their homes and teach them about healthy parent-child relationships, safety and early learning. The feedback from Health Department staff and kit recipients has been overwhelmingly positive, with 100% of recipients agreeing with the statement: “After practicing the skills from the library kit, I feel prepared to help my baby or child be a successful person and arrive at school ready to learn.” Some patron comments include: 'My baby was born in September. I never thought to start reading to him so soon. So glad to have books to start reading to him.' 'This is a book I wanted to purchase for my child that I couldn't afford, and now we have it.' 'I'm excited to read the book to my new baby when he arrives.' 'I'm able to continue teaching my son in my native language and also in English now that I have another book to read to him.' One staff member noted, “Great job, especially with providing early literacy program ideas and materials to all libraries.” One librarian noted, “I was able to attend the Maker Space workshop and a staff member attended the STEAM story time workshop at the end of September, so we are feeling pretty comfortable with the kit and excited to start using it. I'm really excited about this opportunity and want to thank you, State Library, and IMLS for this wonderful opportunity to connect more with our patrons. There are so many things we are being encouraged to participate in right now, it is so helpful to have the kit and guidance to provide us with a solid starting point. It makes it “do-able” instead of overwhelming” (Glacier County Library staff).

**Goal 3, Objective 5** is *Continue work with established courier services to find an efficient and affordable system to transport materials between libraries* (M=6.1) and its activity is *LSTA will be used for MSL staff to work coordinating partnerships between courier services and libraries* (see goal #2, program 36 above) (3.5.1) (M=6.0). This was specifically addressed in Objective 2.6. Staff noted, “Still a key program. Not quite working right, for everyone, as of yet. There's hope if we hang in there” while another observed, “This work is continuing and has been emphasized in the MSC partner meetings.”

**Goal 3, Objective 6** is *Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives* (M=5.6) and its activity is *LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs* (3.6.1) (M=5.6). Goal 3, Objective 6 was rated slightly lower than other Goal 3 objectives and based on the logic model it appears that this is one objective that may have not been met in terms of LSTA funds being specifically allocated to achieve this objective. The BTOP grant focused on this objective but it did not use LSTA funds although BTOP staff consulted with LSTA funded staff; no other attributable activity on this objective.

**Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (Achieved).** This was the second highest rated goal (M=6.3) and accounted for \$767,876.12 or 19% of all LSTA allocations from 2012-2015. Significant outputs include the conversion of 1,144 titles from analog to digital format, a patron outreach project (POP) which added 1,588 additional patrons, and the distribution of 1,231,614 items from 2012-



2015. One staff member noted, “TBL is a highly valued program” but another noted, “no benchmarks – did not really define success.” Librarians also had similar dissonant views as one noted, “I have a lot of my patrons who use the TBL – parents helping children with learning disabilities” while another observed, “I don’t think this is well communicated across the state; 26 years I have been here – only twice has anyone asked me about it; they don’t know it exists or how to access it; lots of patrons, teachers, and students who don’t know it exists. Can get to it in the shared catalog but need to better advertise it.” Another librarian emphasized how important the service was for patrons, “We have had very positive results with TBL – quite a few patrons that use it; it is their godsend; family members were really depressed and after introduced to talking books – they are just a different person. Don’t let this ever go away – people who use it and love it. You have no vision, physical or reading disability – we have a lot of just amazing testimonials about it; our veteran’s home and nursing homes promote TBL.”

**Goal 4, Objective 1 (4.1)** is to *Continue digitization of recorded Montana materials* (M=6.3) and its activity is *LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers* (4.1.1) (M=6.5). Inputs included 6 FTE and 90 volunteers. This funding covers staff salaries and operations for the Montana Talking Book Library (MTBL). Established in 1968, MTBL provides eligible Montana patrons, ages 3 to 103, with direct personal one-to-one patron service and support for ordering, receiving and/or downloading audio and Braille materials. Outputs included a Digital Transition Strategy which converted 1,144 Montana titles from analog to digital and the Patron Outreach Project (POP), which sought feedback from patrons on what significance and value they place on MTBL services in their lives. They received an 81% patron response. When asked what, if any, impact MTBL services had on the patron’s quality of life? 100% responded positively, with 89% indicating the main leisure reading and entertainment they receive is through MTBL services. 100% indicated they would recommend MTBL services to everyone with a visual, physical or reading disability. 97% indicated they would not have the quality or accessibility of leisure reading materials without MTBL services, siting transportation, and other limited resources available to them. 3% of patrons indicated they have the resources to afford other leisure reading resources, but utilize MTBL services as their main source of reading and entertainment. 90% indicated the quality of the MTBL and NLS collections are excellent with emphasis on the new easier to use and play digital program; while 10% indicated they will miss the cassette collection and player. An overwhelming 100% indicated excellent service from all Readers’ Advisors in areas of response to patron requests, suggested reading materials and technology support. In addition, the The MTBL Digital Recording Program converted 25% (or 231 titles) of our local cassette titles to digital cartridges. New recording software and equipment were purchased during this time period to offer improved audio quality services and software security. The benefit to MT patrons is access to a higher quality of available MT audio titles from a TBL local recording studio. MTBL also submitted its first locally recorded digital book “Hand Raised: The Barns of Montana” to NLS for potential nationwide patron enjoyment in the online BARD collection. Staff noted, “Some materials had been digitized, but this process has been nearly stopped due to lack of funding. There are many more books with Montana interests on the list to be recorded and converted to digital. The software has been purchased, but more cases and containers could be used.” Another noted, “Patrons of MTBL who have come from other places in the US have commented on an improvement in access and service when they come to the Montana agency. The recording studio has various teams working on digitization throughout each day.”

**Goal 4, Objective 2 (4.2)** is to *Continue to stay current with accessible technology available from NLS and NLS-approved providers (M=6.4) and its activity is LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools (4.2.1) (M=6.1)*. Inputs included 6 FTE staff. Outputs included 311 patrons trained on BARD and 43 institutions trained to use BARD. Staff noted, “More promotion of this is needed so the public is aware” while another noted, “MTBL staff are sent for training on new equipment as it is available. They are also given the training URLs for various other products their patrons may use.”

**Goal 4, Objective 3 (4.3)** is to *Continue to update Keystone Library Automated System (KLAS) database as new versions become available (M=6.8) and its two activities are LSTA will be used to purchase KLAS upgrades and provide system maintenance (4.3.1) (M=6.8) and LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources (4.3.1) (M=6.6)*. Inputs included 6 FTE staff. Outputs included Keystone Library Automated Systems (KLAS) updated the MTBL KLAS database system in February, 2014, which offered staff additional database functionality in administering patron support. NLS contracted to receive more commercial books from publishers. In April 2015, the MTBL Reader Advisor and Keystone automated database (KLAS) software administrator attended the KLAS Users’ Conference in Oklahoma City, Oklahoma. Outcomes involved MTBL staff worked with KLAS staff to develop and install a completely redesigned catalogue subject code heading system that would better meet the needs of MTBL patrons, create a more expedited way to get books to patrons faster, as well as give more accurate support to MTBL staff in searching the catalogue. The redesign of the KLAS catalog subject code system greatly improved searching capabilities over what the original database system offered. The end result created a much easier and quicker mechanism of finding the desired books for patrons. Staff noted, “KLAS gets updated on a regular basis and staff at MTBL have a working relationship with that vendor.”

**Goal 4, Objective 4 (4.4)** is to *Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons (M=6.0) and its activity is LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution (4.4.1) (M=6.1)*. Inputs included MSL/MTBL contracted with a marketing firm to develop a 13-month Patron Outreach Project (POP) with the goal of increasing awareness of MTBL, new patrons, and establishing sustainability. Outputs included 1,588 new patrons added. The Patron Outreach Project came to an end on December 31, 2013. The objectives to increase awareness about MTBL were successfully met through educating the public about MTBL services using advertising, social media avenues, and newly revised brochures, mailers, and posters. The project reached at least 503,531 Montanans statewide through newspaper ads, with over 3,000 radio spots, and over 1,200 TV public service announcements and paid ads, including ad placement in specialty magazines and publications. Success was also measured by a 29.6% increase in new patrons signed up with MTBL, a 17.2% increase in new patrons downloading materials, and a 117% increase in public requests for MTBL applications for prospective patrons and institutions.

**Goal 4, Objective 5 (4.5)** is to *Increase the amount of accessible materials to individuals who cannot read standard print (M=6.2) and its activity is LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials (4.5.1) (M=6.2)*. Inputs included 6 FTE. Outputs included 27,640 patrons served, 1,231,614 items distributed, 159,883 books downloaded from BARD, 185 braille patrons, 29,269 braille books delivered, 107,181 patron requests answered by reader advisors, and 111,956 magazine issues distributed. MTBL

also created a small internal children's collection of Twin Vision for Pre-K to 3rd grade. This collection includes Pre-K board books and tactile image books. Twin Vision books are created by taking a standard print book with illustrations and transcribing the text into Braille on a clear plastic overlay inserted on the page. Outcomes included responses to a patron survey on MTBL services were overwhelmingly positive. 80% said that they found MTBL services essential to their quality of life; and 20% would be challenged to find other affordable online resources to serve their needs. The children's collection helps ensure free, accessible and easy-to-use library materials with personal support to state residents who cannot use standard print due to a visual, physical, or reading disability. Reader Advisors fielded 27% more requests from patrons. Staff commented, "Patrons are impressed with the amount of braille twin vision books for children that MTBL has. MTBL purchases and uses the materials to have these books brailled in-house. New materials are added on a near weekly basis."

**Goal 4, Objective 6 (4.6)** is to *Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services (M=6.3) and its activity is LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program (4.6.1) (M=6.4).* Inputs included 6 FTE. Outputs included new brochures and posters were designed for a variety of outreach efforts to include having a presence at appropriate conferences such as Montana Library Association, Brain Injury Alliance Organization, all three Montana Blind and Low Vision Support Organizations, Montana Education Association, Montana Special Education Association, Montana Ophthalmology Academy, Montana Optometric Association, Montana Veterans Association, Montana Nursing Home and Assisted Living Organizations, and community organizations. MTBL staff also led or participated in trainings, conference presentations, or information sessions across the state. One staff member noted, "MTBL is part of the outreach efforts and promotional materials are included. I wonder how many people are reached through these efforts." Another commented, "MTBL goals were maintained, but not exceeded, due to staffing issues (extended illnesses and retirements). MTBL was short staffed especially during 2015-16. In the last 5 years, 4 of the 6 positions have had staff changes. A larger budget would always be nice in a library setting. Conversion to digital books has been virtually halted due to the need of staffing to convert older RC platforms to digital formats."

#### **Were Any Goals Not Achieved?**

Out of 12 staff responses, 11 felt (92%) that all four goals had been accomplished, which is supported by the evaluation logic model.

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

Staff and librarian participants were asked to rate their satisfaction with how well each of the IMLS Focal Areas were addressed. The top four were **Lifelong Learning, Information Access, Civic Engagement, and Institutional Capacity** although none were rated higher than 5.3 out of 7.0. Focal Area 5 (Human Services) also was somewhat addressed and Focal Area 4 (Economic & Employment Development), which has not been a priority with LSTA funds, will become a higher priority with the creation of a new Lifelong Learning full-time employee starting in the fall of 2016. One librarian noted about Lifelong Learning, "I would say the State library has focused strongly in lifelong education. I see formal education as schools and colleges and I don't think that's where MSL has focused. Rather they have focused in library's early

literacy, and wider access to information” while another noted, “eliminating funding for Tutor.com and EBSCO databases has decreased our K-12 and college students' access to educational learning tools.” Regarding IMLS Focal Area 2 Information Access one librarian noted, “It is very difficult to promote databases. Even though they are provided, it is hard to encourage users to use information resources” while another reflected, “I believe we have really fallen behind on these areas. The website is cumbersome, inaccurate and difficult to navigate. Funding decline has also affected resource availability” In terms of IMLS Focal Area 3 Institutional Capacity one librarian commented, “In regards to operations, the training and information from the state library has a positive impact on the library operations for those who participate and apply the info” while another noted, “I would like to see the State Library use their wealth of knowledge on how public libraries are created and intended to operate so that the communication between the library and the local governing body were more clearly defined and with a mutual understanding of such things.”

IMLS Focal Area 4 Economic & Employment Development (M=4.6) was much lower rated. One librarian noted, “Become more involved in the economic development statewide association; need to encourage all libraries to do this; creating opportunities to become engaged in their local communities; changing nature of the role of libraries; get them away from desk and out of libraries” and a staff member commented, “We expect these to be addressed with the Lifelong learning position.” IMLS Focal Area 5 Human Services (M=4.7) was also lower rated. One librarian noted, “The State always offers some form of early childhood training, and I think that's so important” while another commented, “There could be more information for personal, family and household finances available online to the users as a easy access link” (with instructions as user friendly). IMLS Focal Area 6 Civic Engagement (M=5.1) was slightly higher rated. One librarian noted, “Not sure how to address this – is this a priority for us or the state library association?” Another noted, “Making known the resources provided by established organizations, such as Humanities Montana, has enabled libraries (including the one where I work) to host important community conversations.”

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

Staff identified three focal groups that were clearly addressed: **individuals with disabilities, the library workforce** (current and future), and **families**. They were less confident about children (0-5) and school-aged youth (6-17). One staff noted, “Given the paucity of our financial resources, we don't have the luxury of targeting meaningful amounts of funding on any one user group. Instead we do our best to select programs that impact several groups at once. And if these groups are not equally recipients of the benefits of these programs, with luck, we have done enough to affect their lives in positive fashions. This would be a meaningful question if MSL had, for example, 3 to 10 times the financial resources it currently has to address our users and partner's needs.” Another staff member commented, “We need to (be) wise enough with the resources to meet the needs of the groups we prioritize.” One librarian lauded the certification program, “The training and accreditation – we are required to take classes throughout the year; getting certified helps; small towns would not be able to afford a degreed person.” Another school librarian noted, “OPI and the Montana State Library – they should be able to communicate more than they do; they rely heavily on the SL; they just don't do their job; school libraries are kind of dependent on the SL.”



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

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

The staff felt satisfied overall that SPRs were used to help guide overall Five-Year plan activities (M=5.8). Qualitative comments from interviews, focus groups, and survey responses suggests that SPRs were not used “as much this plan” (staff survey response, December 2016) but they were used to help identify activities and provide snapshots for how they were doing. It was noted that the old version was a bit heavy and text based but that the new version is more data driven and outcome-based, which will be easier to use for planning purposes. As another participant noted, “We could use it better” (Staff survey participant, December 2016). While SPRs appeared to be tangentially used to determine future activities, the new data-driven SPR along with the future potential use of a logic model for the next five-year cycle will help increase its use and impact.

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

Despite major changes in staff including the State Librarian during the 2013-2016 period of the plan as well as budget cuts at the state level, the general sense is that the plan remained the same although less emphasis was placed in certain areas due to budget constraints.

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

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

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

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

The Montana State Library selected Dr. Anthony Chow and Strategic Performance Systems, LLC from Greensboro, North Carolina. Dr. Chow is an Associate Professor at The University of North Carolina at Greensboro’s Department of Library and Information Studies and is CEO of his own consulting firm. This LSTA evaluation was rigorous, objective, and conducted by an independent, third-party evaluator from outside Montana with no previous connections or relationships with the State Library or any of its representatives. Dr. Chow was selected largely because of his requisite expertise in statistical and qualitative research methods, especially within the library field, and demonstrated a high level of competency in rigorously conducting this evaluation. The report and evaluation requirements as stated in the guidelines outlined in IMLS-CLR-D-0019 was used as a significant part of the evaluation framework. Prior to the start of the evaluation, three guiding documents were created to ensure a valid and reliable process was conducted – Montana LSTA evaluation plan ([see Appendix D1](#)), evaluation crosswalk ([see Appendix D2](#)), and evaluation logic model ([see Appendix D3](#)). These three documents served as the foundation for the evaluation and helped ensure that all guidelines and required questions to be answered by the evaluation were identified and accounted for in the evaluation design and evaluation instruments. All evaluation protocol including interview and focus group questions, surveys, and site visits were planned, developed, and aligned to the evaluation requirements to ensure the evaluation and its findings were valid and reliable. The State Library reviewed and approved the plan, crosswalk, logic model, and drafts of all instruments prior to implementation.

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

The evaluation used a mixed-method qualitative and quantitative approach. The use of an evaluation plan and evaluation crosswalk helped establish strong internal validity and reliability by ensuring all IMLS evaluation and report guidelines, Montana’s 2013-2017 LSTA goals<sup>7</sup>, and prior recommendations from Montana’s 2008-2012 evaluation<sup>8</sup> were identified, documented, and accounted for in both the design and implementation of the evaluation and all associated instruments and protocol. Qualitative methods included gathering all available SPRs, relevant statistical data, interviews with the State Librarian and LSTA administrator, focus groups with other MSL staff, the Network Advisory Council, State Library Commission, focus groups with Montana librarians and patrons, online surveys for staff, librarians, and patrons, and two site visits including visiting selected libraries in central and western Montana. Questions were also asked using Montana State Library’s social media but no responses were received. Thematic analysis was used to review and categorize interview and focus group responses and anonymity and confidentiality of the participants were protected and secured. Open-ended survey responses were also coded, categorized, and collapsed into common themes. See the following appendices for original instruments used: [Appendix D4 – Staff Interview/Focus Group Questions](#), [Appendix D5 – NAC and Library Commission Focus Group Questions](#), [Appendix D6 – Librarian and Patron, Interview/Focus Group Questions](#), [Appendix D7 – Montana State Library LSTA Five-Year \(2013-2017\) Survey](#).

Specific quotes were also used to supplement quantitative data and provide richer context to the findings. Quantitative methods included several levels of data analysis. The preliminary level of analysis used basic descriptive statistics including frequencies, percentages, sums, and means when analyzing SPR data and the logic model ([See Appendix E1](#)), survey responses ([See Appendix E2](#)). The second level introduced basic correlations (Pearson R coefficient) ([See Appendix E4](#)) and analysis of variance (ANOVA) to identify statistically significant relationships and differences in Montana’s public library statistics over a 10-year period and demographic trends in survey responses ([See Appendix E3](#)). Collectively, this evaluation and findings have strong internal and external validity and reliability through the use of data triangulation, which examined Montana’s progress towards attaining its 2013-2017 five-year goals using a diverse set of data, methods, and stakeholder perspectives.

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

The evaluation’s target sampling frame focused on seeking input from major stakeholders, which included meeting with state library staff responsible for Montana’s LSTA program, their Network Advisory Committee, State Library Commission, librarians, and patrons. The total sample for the evaluation was 253 participants. This included interviews (n=5), focus groups (six focus groups, n=23), four site visits spanning five days in Montana (four different libraries were visited), and a community wide survey administered to the general public (N=161) and also mailed to a random sample (N=54). [See Appendix B](#) for full list of all evaluation participants. The State Library randomly selected 100 Montana residents from each of the Six Federations. 600 print surveys were mailed and 54 completed surveys were returned, which is a

<sup>7</sup> Montana Five-Year Plan 2013-2017, <https://www.imls.gov/sites/default/files/state-profiles/plans/montana5yearplan.pdf>

<sup>8</sup> LSTA in Montana – 2008-2012 Five-Year LSTA Evaluation, [http://msl.mt.gov/library\\_development/Grants/LSTAevaluation.pdf](http://msl.mt.gov/library_development/Grants/LSTAevaluation.pdf)

9% response rate. Random sampling allows for increased validity and reliability as the 54 responses can be considered representative of typical Montana residents.

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

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

**VI. Conclusions & Recommendations**

The results of the evaluation suggest that the Montana State Library has satisfactorily achieved its four 2013-2017 LSTA goals. The evaluation had seven primary goals and five have already been addressed in this report. The two remaining goals, highlight effective practices and make recommendations for use in organizing the next five years, are addressed as part of this evaluation’s conclusions and recommendations.

**Highlight effective practices of MSL’s LSTA program**

The State Library and LSTA program has broad level support and trust from Montana’s libraries and a common theme was how satisfied they were with the ability to be able to always turn to them when they had questions. There are three effective practices the evaluation wanted to highlight: 1) **Consultants assigned to serve specific federations** – this was repeatedly lauded as a strength and represented a consistent point of contact for librarians in each respective federation. 2) **Provision of online training and State Library certification** – as online learning continues to proliferate and grow in popularity worldwide, in a state as geographically spread out as Montana, this is both economically and pedagogically sound. And, 3) **Centralized vs. competitive services and LSTA allocation** – the general ethos of Montana culture seemed a unique blend of independence and collaboration. The centralized model helps focus limited resources on the State Library’s top priorities and Montana libraries and librarians who participated in the study all stated the satisfaction with and preference towards centralized services as opposed to innovation sub-grants that many other states use. Several directors who were from other states noted how competitive sub-grants created an unintended air of competition and also disenfranchised smaller libraries who did not have the staff resources or expertise to compete against larger systems. As noted by several staff members, this allows for pilot testing so that successful programs can be brought to scale to the rest of the state.

**Recommendations**

1. Continue improving evaluation activities by developing an evaluation process aligned with the State Library’s new strategic plan and three strategic directions. Ensuring that LSTA allocations, inputs, outputs, and outcomes are meeting your long-term goals as an organization will both help with internal decision-making but also serve as opportunity for clear dialogue with internal and external stakeholders about meeting their needs.

2. Utilize a logic model as both a real-time planning and evaluation tool to ensure all LSTA allocations are identified as inputs toward, and are aligned to, specific LSTA five-year goals. This will also assist the State Library in documenting data that will be required by the new IMLS SPR system.

3. Prioritize the following IMLS Priorities (Finding 44): 1) **IMLS Priority 1** - Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills. 2) **IMLS**

**Priority 8** - Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks. 3) **IMLS Priority 3** - Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services. 4) **IMLS Priority 2** - Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services. 5) **IMLS Priority 7** - Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

4. Prioritize the following IMLS Measuring Success Focal Areas: **#1. Information Access (Focal Area 2)** – the demand for digital resources should only continue to grow and are particularly important in Montana because of its geography and low population density. Consider lending programs that emphasize mobile technology that is preloaded with desired digital information and/or uses prepaid cellular or satellite-based networks<sup>9</sup> for connectivity in rural areas with no traditional broadband access (e.g. tablets with prepaid set of minutes through cellular or satellite company). **#2. Civic Engagement (Focal Area 6)** - support all libraries in educating their communities about the role libraries play in today’s society and the suite of resources and services that are now available to them. The high return-on-investment libraries represent cannot be fully realized if many members of the community do not use them. In addition, 6.1 (improve users’ ability to participate in their community) was the highest ranked focal area intent; supporting tribal college libraries and helping tribal nations build closer partnerships and relationships with public libraries can serve as a nexus for increased cultural understanding, collaboration, and investment in the future that benefits everyone. **#3. Lifelong Learning (Focal Area 1)** – continue focusing on programming and other resources and services for seniors/ adults, young adults, and children. **#4. Economic & Employment Development (Focal Area 4)** – provide training, programming, and resources to support libraries in Montana communities to help them serve as community hubs and to help facilitate redefining workforces as worldwide consumption of fossil fuels continue to diminish. Technology access and the requisite digital literacy necessary to negotiate it are prerequisites to succeed in today’s workforce. While ranked #11 in the composite rankings, focus groups with library directors identified this as a high priority for most of them, which parallel the statewide economic transition from fossil fuels to other economies. **#5. Institutional Capacity (Focal Area 3)** – For libraries to best serve their communities, they must be accessible in terms of facilities, hours, well-trained staff, resources, and services. 3.2. (Improve the library’s physical and technological infrastructure) and 3.1. (Improve the library workforce) were ranked #6 and #8 in the survey composite rankings. And, **#6. Human Services (Focal Area 5)** - 5.2. (Improve users’ ability to apply information that furthers their personal or family health & wellness) and 5.3. (Improve users’ ability to apply information that furthers their parenting and family skills) were ranked #7 and #10, respectively and 5.1 (Improve users’ ability to apply information that furthers their personal, family, or household finances) is also pivotal for strengthening the overall economy.

5. Prioritize the following Focal Groups as significant funding priorities (10% or more

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<sup>9</sup> Broadband Satellite Networks by 2019, <http://www.theverge.com/2016/2/10/10958952/boeing-viasat-fast-internet-developing-countries-rural-homes>



of LSTA funding): school-aged youth, families, children, individuals with limited functional literacy, individuals with disabilities, library workforce, Ethnic or minority populations – specifically tribal members and tribal nations, and Individuals that are unemployed/underemployed.

6. Support libraries in providing robust support of information access to high priority information and entertainment sources in print and digital formats when applicable: weather, email, news (local, national, and world), smartphones (e.g. mobile apps), and information/services around outdoor leisure activities.

7. Seek to assist libraries in increasing library inputs that have been found to be correlated to quality-of-life factors at positive and statistically significant levels including: Library per capita income, Percent of registered borrowers, Weekly hours of main branch, Full-time staff with a professional MLS degree, Increasing programs and program attendance, and Increasing circulation (all types).

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

**VII. Appendices**  
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- [Appendix A - List of acronyms](#)
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## Appendix A - List of acronyms

- ANOVA - Analysis of Variance
- BARD - Braille and Audio Reading Download
- CE - Continuing Education
- ILL - Interlibrary Loans
- KLAS - Keystone Library Automated System
- M2G - MontanaLibrary2Go
- MMP - Montana Memory Project
- MSL - Montana State Library
- MTBL - Montana Talking Book Library
- NAC – Network Advisory Council
- POP - Patron Outreach Project
- R2R - Ready2Read
- STEAM - Science, Technology, Engineering, Art, and Math
- STEM - Science, Technology, Engineering, and Math

**Appendix B - List of participants**

<b>Data Collection</b>	<b>Stakeholder</b>	<b>Date</b>	<b>Participants</b>	<b>Location</b>
Interview 1	State Librarian	6-Sep	1	State Library
Interview 2	LSTA Coordinator	6-Sep	1	State Library
Interview 3	Director of Statewide Resources	6-Sep	1	State Library
Focus Group 1	MSL Staff	6-Sep	6	State Library/Virtual
Focus Group 2	NAC	6-Sep	4	State Library
Interview 4	State Library Commission	6-Sep	1	State Library
Focus Group 3	Library Directors	25-Oct	4	State Library/Virtual
Focus Group 4	Library Directors	25-Oct	4	State Library/Virtual
Focus Group 5	Library Directors	25-Oct	4	State Library/Virtual
Site Visit 1	School Library	25-Oct	1	Helena
Interview 5	DPI	25-Oct	1	Helena
Focus Group 6	Library Directors	26-Oct	5	State Library/Virtual
Site Visit 2	Public Library	26-Oct	4	Clancy
Site Visit 3	Public Library	26-Oct	3	Boulder
Site Visit 4	Public Library	26-Oct	3	Butte
General Survey	All	12/1-1/15	161	Online
Random Survey	Patrons	12/1-1/15	54	Print mailers

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## Appendix C - Bibliography of all documents reviewed

- 10-Year Montana Public Library Statistics Table (2017). Unpublished data spreadsheet.  
Montana State Library 2012-2015 Logic Model (2017). Unpublished data spreadsheet.  
Montana State Library Federations (2017). Accessed February 1, 2017 at URL:  
[http://msl.mt.gov/library\\_development/consulting/federations/](http://msl.mt.gov/library_development/consulting/federations/)  
Montana State Library Priorities (2015). Accessed February 1, 2017 at URL:  
[http://docs.msl.mt.gov/Central\\_Services/Commission\\_Councils/Library\\_Development\\_Study\\_Task\\_Force/Archive/2015/11/LDTaskForceRecommendations.pdf](http://docs.msl.mt.gov/Central_Services/Commission_Councils/Library_Development_Study_Task_Force/Archive/2015/11/LDTaskForceRecommendations.pdf)  
Montana State Library SPR 2012  
Montana State Library SPR 2013  
Montana State Library SPR 2014  
Montana State Library SPR 2015  
Montana State Library Strategic Directions (2016). Accessed February 1, 2017 at URL:  
[http://docs.msl.mt.gov/aboutweb/documents/strategic\\_framework.pdf](http://docs.msl.mt.gov/aboutweb/documents/strategic_framework.pdf)  
Stakeholder Survey Summary (2017). LSTA Five-Year Evaluation Survey Data.  
US Census Bureau (2017). Montana vs. US Quick Facts, Accessed February 1, 2017 at URL:  
<http://www.census.gov/quickfacts/table/PST045216/30,00>

**Appendix D - Copies of any research instruments used for surveying, interviewing, and/or use of focus groups**

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[Appendix D1 – Montana LSTA Evaluation Plan](#)

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[Appendix D7 – Montana State Library LSTA Five-Year \(2013-2017\) Survey](#)

## [Appendix D1 – Montana LSTA Evaluation Plan](#)

### **Evaluation Goals**

- 1) Highlight effective practices of MSL’s LSTA program - [lsta overview, logic model, data collection](#)
- 2) Utilize both statistical and qualitative evaluation methods to assess the efficiency in implementing the activities used in advancing state goals - [built into mixed methods; self-assessment, satisfaction ratings, efficiency = accomplishing goals with maximum impact](#)
- 3) Develop key findings and recommendations from evaluating the past five years for use in organizing the next Five-Year Plan - [examine 2012 recommendations, identify major findings and recommendations for this evaluation, establish logic model for next five years](#)
- 4) Identify processes at work in implementing the activities in the plan, including the use of performance-based measurements in planning, policy making and administration - [detail organizational management and processes for MSL LSTA administration; review annual SPRs; SWOT analysis](#)
- 5) Answer Retrospective Questions:
  - A-1.
    - To what extent did your Five-Year Plan activities make progress towards each goal? [Logic model and data collection](#)
    - Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? [Logic model and data collection](#)
  - A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas<sup>10</sup> and their corresponding intents? [Logic model and data collection](#)
  - A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No) [Logic model and data collection](#)
- 6) Answer Process Questions:
  - B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan? [Logic model and data collection](#)
  - B-2. Specify any changes you made to the Five-Year Plan, and why this occurred. [Data collection](#)
  - B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources? [Data collection](#)
- 7) Answer Methodology Questions
  - C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators.

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<sup>10</sup> October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

### Evaluation report

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

### Evaluation report

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. [Crosswalk, evaluation report](#)

C-4. Discuss how you will share the key findings and recommendations with others. [Evaluation, dissemination website, data collection](#)

### Guidelines for Retrospective and Process Questions

1. Make use of administrative data on program performance. This information can be data that is reported to IMLS on the SPR or other programmatic data collected by the SLAA. [All public library data from 2013-2016 - compare non-funded vs. funded vs. quality of life factors; annual LSTA report; analysis of each annual SPR](#)
2. The administrative data will likely need to be supplemented with information collected from interviews, surveys, and/or focus groups. [Data collection](#)
3. Data also may be available from secondary documents, including contracted third-party program evaluations, studies from non-partisan entities, and any SLAA reports submitted to IMLS and state policy makers. [All evaluations and IMLS reports available.](#)
4. Other sources of information, such as Census data, state education data, and surveys conducted by the SLAA may be used to describe broad changes in communities or in the state. While these, for the most part, cannot be used for making direct attributions of outcomes from LSTA programming efforts, they can effectively describe the context of activities undertaken. [Yes, and will also run ANOVA and linear regression to seek relationships especially with state education data.](#)
5. Descriptive statistics should suffice in conducting any quantitative analysis. The mixing of summary tables and/or figures summarizing the results in the narrative is customary in this type of research. Presentation of extensive statistical output is generally reserved for appendices. [Descriptive stats, crosstabs, and advanced statistics will be included as appendices.](#)
6. A content analysis (with potential descriptive statistics for summarizing codes) is probably an acceptable method for conducting qualitative analysis. There are various types of sampling and coding strategies that will precede selecting a content analysis or other analytical choice; the independent evaluator should make these transparent in allowing you and other readers to assess the credibility of the evidence. (See below for more details on evaluation methodology and using an independent evaluator.) [Qualitative data collection of major stakeholders through interviews and focus groups; additional qualitative data collected via survey by stakeholder. Thematic encoding of transcripts and open ended comments.](#)

### Guidelines for Methodology Questions



7. The independent evaluator should clearly address these questions to your satisfaction before proceeding to collect and analyze data. *Schedule 9/2 meeting and drafts of all data collection instruments.*
8. The independent evaluator will need to carefully document project records used in the study. Professional guidelines for this type of research require protocols in place to ensure confidentiality and consent. *Private server for all data collection results; consent form for all participants*
9. In working with the independent evaluator, other stakeholders reviewing the document should have set aside appropriate time to assure that they have enough knowledge of the scientific techniques that the evaluators will be using in collecting and analyzing data, including tradeoffs that they are making given limited resources and time. *Approval from MSL team*
10. You should include a section that summarizes the methods used in any statistical and qualitative research. For qualitative research, many types of sampling and coding strategies may be appropriate; whatever gets selected should be made transparent in this section. *Yes, will be part of approval process*
11. The appendices should contain copies of any instruments used for data collection as well as those used in coding. *Copies of all instruments and coding sheet and dictionary.*

### **Evaluation Crosswalk**

- List all MSL goals, objectives, and activities
- List all IMLS priorities
- List all IMLS Retrospective, Process, and Methodology questions
- List Report outline sections (see full outline below): IMLS priorities, focal areas and intents (A-2), and focal groups (A-3)

### **2013-2017 Logic Model**

- Situation: *SWOT analysis, general overview of MSL organization and functioning (needs assessment)*
- Priorities: *Vision, Mission, LSTA plan goals and objectives*
- Assumptions: *Support of libraries? Efficiency and effectiveness of allocation? Success of LSTA projects funded? Representativeness*
- External Factors: *Census, state priorities, state of libraries*
- MSL completes inputs, outputs, outcomes by goal, budget, and program

### **Performance Data**

“For the LSTA funded projects, what I would like is as much information as possible based on annually:

- What/who was funded - name, type of library, service population, and region of the state (whatever classification makes sense here - NE, NW, SE, SW, etc.)
- How much
- Type of grant
- Intended stakeholders
- The proposal and their annual reports
- Any key outputs and outcomes you have identified
- Which MST goal, objective, or activity they were aligned to
- Were they aligned with IMLS' Measuring Success Focal Area?”

- Compare funded by year
  - Descriptive stats
  - ANOVA by demographics by funding
  - Quality of life (census)
  - Educational data (k-12)
- Compare with non-funded by year
- Linear Regression (compare input, output, and outcome variables)

### Sample

The desired sample will include:

- All LSTA staff of the MSL
  - Interviews with Cara and State Librarian (Jennie) and Director of Statewide Library Resources (Tracy)
  - Focus group with remaining staff (LSTA-funded projects and positions)
    - Christie Briggs, Montana Talking Book Library Director
    - Jo Flick, Statewide Trainer & Continuing Education Coordinator
    - Jessie Goodwin, Montana Shared Catalog Director
    - Sara Groves, Lifelong Learning Librarian
    - Pam Henley, Statewide Consulting Librarian
    - Suzanne Reymer, Statewide Consulting Librarian
- A purposeful (specifically selected to ensure they are included in the sample) and stratified (different types are selected to ensure representation) sample of libraries
  - Public
  - Academic
  - School
  - Special
  - Tribal
  - Urban/Rural
  - Patron Demographics
  - Funded vs. Non-funded
- Librarians and library administrators:
  - All funded
  - Focus group of random/stratified (2 per type of library per year - 1 random, 1 top)  
“Why don't you select two per year per type of stakeholder served for 2013, 2014, 2015, and 2016.

This should give us 8 members per type of focus group. 1 should be randomly selected and 1 can be hand picked as a top/model program.”

- Public library (2 focus groups?) - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
  - Academic library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
  - School library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
  - Special library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
- Purposeful and stratified sample of patrons
    - All funded (emailed survey link)
    - Random sample focus groups based on type of library: 2 recipients per year - 1 random and 1 top/model program
      - Public library (2 focus groups?) - 1 random, 1 top per year (2013, 2014,

2015, and 2016)

- Academic library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
  - School library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
  - Special library - 1 random, 1 top per year (2013, 2014, 2015, and 2016)
- Random sample of patrons (e.g. representative of the state's racial, ethnic, and socioeconomic demographics).
    - Needs assessment? Value of libraries? Do they use libraries?

### *Instrumentation & Data Analysis*

#### **Interviews**

- MSL administration
  - Context, process, SWOT analysis, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
  - Responses coded by theme and organized by question; presented as common themes and quotes

#### **Focus groups**

- MSL staff
  - Context, process, SWOT analysis, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
  - Responses coded by theme and organized by question; presented as common themes and quotes
- State commission members (three to four)
  - Context, process, SWOT analysis, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
  - Responses coded by theme and organized by question; presented as common themes and quotes
- Librarians and administrators
  - Impact of LSTA funding, impact on stakeholders, logic model elements
  - Responses coded by theme and organized by question; presented as common themes and quotes
- Patrons
  - Impact of LSTA funding, impact on stakeholders, logic model elements
  - Responses coded by theme and organized by question; presented as common themes and quotes

#### **Surveys** - draft is at <https://www.surveymonkey.com/results/SM-SQMQN8DM/>

- All LSTA MSL Staff
  - Quantitative ratings on: process, progress towards goals and objectives, IMLS priority focal areas and groups; next five years?
  - Responses coded by theme and organized by question; presented as common themes and quotes
  - Descriptive statistics
  - ANOVA for each goal and objective (are staff more satisfied with progress on a particular goal or objective)
- LSTA funded librarians and administrators

- Quantitative ratings on: Impact of LSTA funding, impact on stakeholders, logic model elements; satisfaction, open ended comments
- Responses coded by theme and organized by question; presented as common themes and quotes
- Descriptive statistics
- Correlation - progress/satisfaction by demographic factor
- ANOVA for each goal and objective (are staff more satisfied with progress on a particular goal or objective) - progress/satisfaction by demographic factor
- Linear Regression - progress/satisfaction by multiple factors
- All librarians and administrators
  - Quantitative ratings on: Impact of LSTA funding and/or funded projects, impact on stakeholders, logic model elements; current and future needs, satisfaction, open ended comments
  - Responses coded by theme and organized by question; presented as common themes and quotes
  - Descriptive statistics
  - Correlation - progress/satisfaction by demographic factor
  - ANOVA for each goal and objective (are staff more satisfied with progress on a particular goal or objective) - progress/satisfaction by demographic factor
  - Linear Regression - progress/satisfaction by multiple factors
  - Funded vs. Non-funded

Appendix D2 – Montana LSTA Evaluation Crosswalk

High Priority Goals	Data	Interviews	Interview Questions	Focus Groups	Survey	Survey Questions	Social Media	Data Analytics
<b>Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered.</b>	Reports and logic model	MSL, librarian, administrators, patrons	Q4	MSL staff, trustees, librarians	MSL staff, librarians, patrons	Q2		
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q2		
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q3		
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q4		
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q5		



<p>1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q6</p>		
<p>1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q7</p>		
<p><b>Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services.</b></p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>	<p>MSL staff, trustees, librarians</p>	<p>MSL staff, librarians and administrators</p>	<p>Q8</p>		
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q8</p>		
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q9</p>		

provide high-quality digitization equipment for libraries to use.								
2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q10		
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q11		
2.5. Explore opportunities to improve Internet access and technology support for libraries. LSTA will be used for MSL staff to make recommendations for partnerships with state agencies and other organizations involved with access to electronic resources. LSTA could also be used to assist libraries with enhanced access when appropriate.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q12		
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q13		

<p><b>Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons. The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.</b></p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>	<p>MSL staff, trustees, librarians</p>	<p>MSL staff, librarians and administrators</p>	<p>Q14</p>		
<p>3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q14</p>		
<p>3.2. Continue to partner with library vendors to extend statewide e-content purchasing programs and access tools. LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts. [see goal #2, program #1 above]</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q15</p>		
<p>3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content. LSTA will be used for MSL staff to explore and establish partnerships for MMP.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q16</p>		
<p>3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q17</p>		
<p>3.5. Continue work with established courier services to find an efficient and affordable system to transport materials between libraries. LSTA will be used for MSL staff to work coordinating</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q18</p>		

partnerships between courier services and libraries. (see goal #2, program 36 above)								
3.6. Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives. LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q19		
<b>Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need. This is not truly the number four goal for MSL. In the agency’s long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017 period.</b>	Reports and logic model	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q20		
4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q20		

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4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q21		
4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q22		
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q23		
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q24		
4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q25		
Were any Goals Not Met?	Reports and logic model	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q26		
<b>IMLS LSTA-specified Grants to States Priorities (20 U.S.C. § 9141)</b>								
1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals'	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q27		



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needs for education, lifelong learning, workforce development, and digital literacy skills;								
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q28		
3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q29		
4. Enhance efforts to recruit future professionals to the field of library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q30		
5. Develop public and private partnerships with other agencies and community-based organizations;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q31		
6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q32		
7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q33		
8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q34		

9. Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q35		
<b>Measuring Success Focal Areas and Intents</b>								
1. Lifelong Learning	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q36		
1.1. Improve users' formal education	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q36		
1.2. Improve users' general knowledge and skills	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q36		
2. Information Access	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q37		
2.1. Improve users' ability to discover information resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q37		
2.2. Improve users' ability to obtain and/or use information resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q37		
3. Institutional Capacity	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
3.1. Improve the library workforce	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		

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3.2. Improve the library's physical and technological infrastructure	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
3.3. Improve library operations	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
4. Economic & Employment Development	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
4.1. Improve users' ability to use resources and apply information for employment support	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
4.2. Improve users' ability to use and apply business resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
5. Human Services	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.3. Improve users' ability to apply information that furthers their parenting and family skills	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		

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6. Civic Engagement	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
6.1. Improve users' ability to participate in their community	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
6.2. Improve users' ability to participate in community conversations around topics of concern.	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
<b>2012 evaluation recommendations</b>								
1. MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.		MSL staff	Q11a	MSL staff, trustees, librarians	MSL staff	Q48		
2. MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.		MSL staff	Q11b	MSL staff, trustees, librarians	MSL staff	Q49		
3. MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.		MSL staff	Q11c	MSL staff, trustees, librarians	MSL staff	Q50		
4. The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group. Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless		MSL staff	Q11d	MSL staff, trustees, librarians	MSL staff	Q51		

transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.								
5. MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago.		MSL staff	Q11e	MSL staff, trustees, librarians	MSL staff	Q52		
<b>IMLS Retrospective, Process, and Methodology Questions</b>								
A-1 To what extent did your Five-Year Plan activities make progress towards each goal? Logic model and data collection		MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q2-Q25		
A-1 Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?		MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q26		
A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? Logic model and data collection		MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q36-Q41		
A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No) Logic model and data collection		MSL staff	Q6	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q42		
Answer Process Questions:								
B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan? Logic model and data collection		MSL staff	Q7	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q45		
B-2. Specify any changes you made to the Five-Year Plan, and why this occurred. Data collection		MSL staff	Q8	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q46		
B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources? Data collection		MSL staff	Q9	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q47		
Answer Methodology Questions								
C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance			Evaluation Report					



document called Selection of Evaluators. Evaluation report								
C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.			Evaluation Report					
C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. Crosswalk, evaluation report			Evaluation Report					
C-4. Discuss how you will share the key findings and recommendations with others. Evaluation, dissemination website, data collection			Evaluation Report					
<b>Logic Model</b>								
Situation (assets, problems, and engagement)		MSL staff	Q1, Q3	MSL staff, trustees, librarians				
Priorities (guiding strategic plan)		MSL staff	Q2	MSL staff, trustees, librarians				
Assumptions		MSL staff	Q1, Q3	MSL staff, trustees, librarians				
External Factors		MSL staff	Q1, Q3	MSL staff, trustees, librarians, patrons				

Appendix D3 – Montana LSTA Evaluation Logic Model

High Priority Goals	Year	Budget	Inputs	Outputs		Outcomes	Rating (Scale of 1-10, 1=lowest attainment, 10=highest attainment)	Comments
Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered.				Activities	Frequency		Average of ratings for all Goal 1 objectives.	
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.								
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist library leaders with these efforts.								
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training								
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.								
1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and								

<p>promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training</p>								
<p>1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.</p>								
<p>Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services.</p>								
<p>2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.</p>								
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>								
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will also be applied to costs for statewide licenses and to add additional catalogs and other resources.</p>								

<p>2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.</p>										
<p>2.5. Explore opportunities to improve Internet access and technology support for libraries. LSTA will be used for MSL staff to make recommendations for partnerships with state agencies and other organizations involved with access to electronic resources. LSTA could also be used to assist libraries with enhanced access when appropriate.</p>										
<p>2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>										
<p>Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons. The goal is MSL’s number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.</p>										
<p>3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC.</p>										
<p>3.2. Continue to partner with library vendors to extend statewide e-content purchasing programs and access tools. LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts. [see goal #2, program #1 above]</p>										
<p>3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of</p>										

digital content. LSTA will be used for MSL staff to explore and establish partnerships for MMP.								
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.								
3.5. Continue work with established courier services to find an efficient and affordable system to transport materials between libraries. LSTA will be used for MSL staff to work coordinating partnerships between courier services and libraries. (see goal #2, program 36 above)								
3.6. Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives. LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs.								
<b>Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need. This is not truly the number four goal for MSL. In the agency’s long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and</b>								



<b>training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017 period.</b>								
4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.								
4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.								
4.3. Continue to update Keystone Library Automated System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.								
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.								
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.								
4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional materials about the MTBL program.								

[Appendix D4 –Staff Interview/Focus Group Questions](#)

**State Library Staff Interview Questions**

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, etc. (Identify processes at work in implementing the activities in the plan, including the use of **performance-based measurements in planning, policy making and administration**)

How has this changed from the past five-year 2008-2012 LSTA plan?

3. Let's do a SWOT analysis
  - a. What are the strengths of your LSTA program?
  - b. What are your main weaknesses?
  - c. What are your main opportunities for the next five years?
  - d. What are your main threats to protect against and avoid in the next five years?
4. Describe your current plan and to what extent did your Five-Year Plan activities make progress towards each goal (see below)? (A-1) - **See Program to Activity Crosswalk**
  - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

**Goal 1:** MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

**Goal 2:** MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

**Goal 3:** MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

*The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.*

**Goal 4:** MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and

collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL's goals for the 2013-2017 period.*

5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. Do you feel these should be the same priorities for 2018-2022?
  - 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**MSL State Goal 1: consultation, leadership, training**)
  - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
  - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
  - 4) Enhance efforts to recruit future professionals to the field of library and information services;
  - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)
  - 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
  - 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas<sup>11</sup> and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?

**1. Lifelong Learning (MSL Goal 3)**

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

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

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

**3. Institutional Capacity (MSL Goals 1, 3)**

- 3.1. Improve the library workforce
- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

**4. Economic & Employment Development**

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

**5. Human Services**

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

**6. Civic Engagement**

- 6.1. Improve users' ability to participate in their community
- 6.2. Improve users' ability to participate in community conversations around topics of concern.

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?

- 8. Library workforce (current and future)
- 9. Individuals living below the poverty line

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<sup>11</sup> October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

10. Individuals that are unemployed/underemployed
11. Ethnic or minority populations
12. Immigrants/refugees
13. Individuals with disabilities
14. Individuals with limited functional literacy or information skills
15. Families
16. Children (aged 0-5)
17. School-aged youth (aged 6-17)

**Process Questions:**

18. B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?
19. B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.
20. B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?
21. Please describe to what extent MSL addressed these previous 2012 evaluation recommendations:
  - a. **MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.** *Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.*
  - b. **MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.** *The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.*
  - c. **MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.** *The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.*
  - d. **The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group.** *Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audiobooks*



*(cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.*

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

## 22. Ongoing Evaluation per the Five-Year Plan

### **Evaluation Plan (pg. 22)**

The LSTA evaluators provided some suggestions for evaluation during this five-year plan:

1. "Perhaps rather than a state-level coordinated survey or focus group session, a standard survey could be developed by the State to be administered at the local level."
2. "While questions on the TBL survey asked for suggestions for improvement and prompted participants for problem areas, not one respondent wanted to see a change in the service they receive – these are important questions to ask in future surveys/interviews."
3. "The following evaluation period should include an analysis of MSC in both urban and rural libraries."

"Evaluation will be an ongoing activity.

- MSL staff will continue to design and implement outcome-based evaluation tools such as assessments, surveys and interviews to measure the impact of selected LSTA-funded projects.
- This data will be included in the annual State Program Reports as appropriate. Input will also be solicited from the Network Advisory Council to determine if both the specific LSTA projects and the general five-year goals are being achieved as outlined in the plan. The NAC's input will be used in the informal annual review done by MSL staff to determine what goals have been met, what challenges are being faced, and what adjustments need to be made in the plan.



Appendix D5 – NAC and Library Commission Focus Group Questions

**State Library Commission/NAC Focus Group Questions**

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, etc. (Identify processes at work in implementing the activities in the plan, including the use of **performance-based measurements in planning, policy making and administration**)
  - 2-a. How would you, as a NAC [or Commission] representative, describe your role in the LSTA planning, policy making, and administration process?
  - 2-b. What part of the process helps you to serve in this role?
  - 2-c. What part of the process should be improved to help you serve in this role?
3. Let's do a SWOT analysis
  - a. What are the strengths of your LSTA program?
  - b. What are your main weaknesses?
  - c. What are your main opportunities for the next five years?
  - d. What are your main threats to protect against and avoid in the next five years?
4. Describe your current plan and to what extent did your Five-Year Plan activities make progress towards each goal (see below)? (A-1)

**Goal 1:** MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

**Goal 2:** MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

**Goal 3:** MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

*The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.*

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

information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL's goals for the 2013-2017 period.*

- a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)
5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. Do you feel these should be the same priorities for 2018-2022?
- 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**MSL State Goal 1: consultation, leadership, training**)
  - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
  - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
  - 4) Enhance efforts to recruit future professionals to the field of library and information services;
  - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State**

**Goal 2: acquire and manage content; provide access)**

- 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
- 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas<sup>12</sup> and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?

**1. Lifelong Learning (MSL Goal 3)**

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

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

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

**3. Institutional Capacity (MSL Goals 1, 3)**

- 3.1. Improve the library workforce
- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

**4. Economic & Employment Development**

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

**5. Human Services**

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

**6. Civic Engagement**

- 6.1. Improve users' ability to participate in their community
- 6.2. Improve users' ability to participate in community conversations around topics of

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<sup>12</sup> October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)



concern.

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

8. Please describe to what extent MSL addressed these previous 2012 evaluation recommendations:

- a. **MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.** *Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.*
- b. **MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.** *The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.*
- c. **MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.** *The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.*
- d. **The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group.** *Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals' life experiences,*

*physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.*

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

## 9. Ongoing Evaluation per the Five-Year Plan

### **Evaluation Plan (pg. 22)**

The LSTA evaluators provided some suggestions for evaluation during this five-year plan:

4. “Perhaps rather than a state-level coordinated survey or focus group session, a standard survey could be developed by the State to be administered at the local level.”
5. “While questions on the TBL survey asked for suggestions for improvement and prompted participants for problem areas, not one respondent wanted to see a change in the service they receive – these are important questions to ask in future surveys/interviews.”
6. “The following evaluation period should include an analysis of MSC in both urban and rural libraries.”

“Evaluation will be an ongoing activity.

- MSL staff will continue to design and implement outcome-based evaluation tools such as assessments, surveys and interviews to measure the impact of selected LSTA-funded projects.
- This data will be included in the annual State Program Reports as appropriate. Input will also be solicited from the Network Advisory Council to determine if both the specific LSTA projects and the general five-year goals are being achieved as outlined in the plan. The NAC’s input will be used in the informal annual review done by MSL staff to determine what goals have been met, what challenges are being faced, and what adjustments need to be made in the plan.”

[Appendix D6 – Librarian and Patron Interview/Focus Group Questions](#)

### Librarian Focus Group Questions

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, ease-of-use and interaction, etc.
3. What are the State Library's strengths and opportunities? Do they use performance-based measurements in planning, policy making and administration?
4. To what extent, do you feel the State Library met the following goals in support of Montana's libraries and patrons?
  - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

**Goal 1:** MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

**Goal 2:** MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

**Goal 3:** MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

*The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.*

**Goal 4:** MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL's goals for the 2013-2017*

*period.*

5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. To what extent do you feel the State Library has met these priorities and do you feel these should be the same priorities for 2018-2022?
  - 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**MSL State Goal 1: consultation, leadership, training**)
  - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
  - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
  - 4) Enhance efforts to recruit future professionals to the field of library and information services;
  - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)
  - 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
  - 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent do you feel the State Library met the following associated with the Measuring Success focal areas<sup>13</sup> national priorities? Which do you feel should be priorities for 2018-2022?

**1. Lifelong Learning (MSL Goal 3)**

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

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

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

**3. Institutional Capacity (MSL Goals 1, 3)**

- 3.1. Improve the library workforce
- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

**4. Economic & Employment Development**

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

**5. Human Services**

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

**6. Civic Engagement**

- 6.1. Improve users' ability to participate in their community
- 6.2. Improve users' ability to participate in community conversations around topics of concern.

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<sup>13</sup> October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)



7. A-3. Did any of the following groups represent a substantial focus for the State Library (Yes/No)? Which should be the primary focus over the next five years (2018-2022)?

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

8. Any other thoughts or comments about what the State Library needs to focus on over the next five years?

[Appendix D7 – Montana State Library LSTA Five-Year \(2013-2017\) Survey](#)

Insert PDF or link to PDF

[Appendix E - Optional output of statistical findings](#)

Pending

[Appendix F - Optional summaries of coding used in any qualitative analyses](#)

Pending

## Five-Year Evaluation Report Outline

IMLS-CLR-D-0019

Documents required for the Five-Year Evaluation include a cover page (1 page), evaluation summary (2-5 pages), evaluation report (25 pages, max.), and appendices. Please follow the format specified below:

### Cover Page (1 page)

- State Library Administrative Agency
- Title of the evaluation
- Evaluator(s) name and organizational affiliation
- Date
- Name of the team, branch, unit, or person commissioning the evaluation

### Evaluation Summary (2-5 pages)

- Summarize key findings for the three retrospective and three process questions below
- Briefly describe the evaluation methodology, referencing the four methodology questions below

### Evaluation Report (25 pages, max.)

- Answer the first six questions under A. Retrospective and B. Process in order, and numbered as they are below.
- Describe the methodology employed, responding to the four questions under C. Methodology, below.

#### A. Retrospective Questions

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

- Organize findings around each goal of the state's 2013-2017 Five-Year Plan
- Categorize each goal as either 1) achieved, 2) partly achieved, or 3) not achieved

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

Measuring Success Focal Areas and Intents

- Lifelong Learning
  - Improve users' formal education
  - Improve users' general knowledge and skills
- Information Access
  - Improve users' ability to discover information resources
  - Improve users' ability to obtain and/or use information resources
- Institutional Capacity
  - Improve the library workforce
  - Improve the library's physical and technological infrastructure



- Improve library operations
- Economic & Employment Development
- Improve users' ability to use resources and apply information for employment support
- Improve users' ability to use and apply business resources
- Human Services
- Improve users' ability to apply information that furthers their personal, family, or household finances
- Improve users' ability to apply information that furthers their personal or family health & wellness
- Improve users' ability to apply information that furthers their parenting and family skills
- Civic Engagement
- Improve users' ability to participate in their community
- Improve users' ability to participate in community conversations around topics of concern.

A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities? (Yes/No)

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)
- For the purposes of this question, a substantial focus would represent at least ten percent of the total amount of resources committed by the overall plan across multiple years.
- For those who answer Yes to any of the above groups, please discuss to what extent each group was reached.

## **B. Process Questions**

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

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

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

## **C. Methodology Questions**

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

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

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

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

### Appendices

- List of acronyms
- List of people interviewed
- Bibliography of all documents reviewed
- Copies of any research instruments used for surveying, interviewing, and/or use of focus groups
- Optional output of statistical findings
- Optional summaries of coding used in any qualitative analyses

### **IMLS LSTA-specified Grants to States Priorities (20 U.S.C. § 9141)**

- Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;
- Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;
- Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;
- Enhance efforts to recruit future professionals to the field of library and information services;
- Develop public and private partnerships with other agencies and community-based organizations;
- Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;
- Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;
- Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
- Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

**Appendix D2 – Montana LSTA Evaluation Crosswalk**

<b>High Priority Goals</b>	<b>Data</b>	<b>Interviews</b>	<b>Interview Questions</b>	<b>Focus Groups</b>	<b>Survey</b>	<b>Survey Questions</b>	<b>Social Media</b>	<b>Data Analytics</b>
<b>Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered.</b>	Reports and logic model	MSL, librarian, administrators, patrons	Q4	MSL staff, trustees, librarians	MSL staff, librarians, patrons	Q2		
1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc. LSTA will be used for MSL staff to research and stay abreast of library developments and to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q2		
1.2. Facilitate community leadership, library as community anchor, outreach services, community-wide planning and assessment. LSTA will be used for MSL staff to assist	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q3		

library leaders with these efforts.								
1.3. Provide consultant services for librarians across the state on relevant topics and technology. LSTA will be used for MSL staff to provide onsite consultation and training	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q4		
1.4. Provide formal face-to-face training opportunities each year that help library leaders and librarians develop and deliver services and programs addressed in the eight LSTA priorities. Provide regular venues for librarians to network, share, discuss, and brainstorm. LSTA will be used for MSL staff to plan and conduct training events and for expenses including facilities, materials and presenters.	Reports and logic model	MSL staff, librarians and administrators	Q4		MSL staff, librarians and administrators	Q5		
1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q6		

accessing online training								
1.6. Provide a clearinghouse for information on conventional and online training opportunities. LSTA will be used for MSL staff to develop and maintain electronic access tools for librarians to locate needed training in desired formats.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q7		
<b>Goal 2: MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services.</b>	Reports and logic model	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q8		
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources. LSTA will also be	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q8		



<p>used to purchase new products for pilot projects designed to determine use and value.</p>								
<p>2.2. Support the goals of the Montana Memory Project strategic plan to increase local content and improve management of these online resources. LSTA will be used for MSL staff to provide assistance and training for libraries adding unique historical materials to MMP. This will include materials selection, arrangement, description and digitization. LSTA will also provide high-quality digitization equipment for libraries to use.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q9</p>		
<p>2.3. Expand availability and use of statewide integrated discovery and searching tools and centralized authentication services to libraries and patrons. LSTA will be used for MSL staff to research and evaluate existing and beta products, negotiate statewide discounts, train librarians and patrons in use of existing and new products, and develop materials to promote use of the tools across the state. LSTA will</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q10</p>		

also be applied to costs for statewide licenses and to add additional catalogs and other resources.								
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q11		
2.5. Explore opportunities to improve Internet access and technology support for libraries. LSTA will be used for MSL staff to make recommendations for partnerships with state agencies and other organizations involved with access to electronic resources. LSTA could also be used to assist libraries with enhanced access when appropriate.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q12		
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items. LSTA will be used for MSL staff to explore new	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q13		

<p>options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.</p>								
<p><b>Goal 3: MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons. The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.</b></p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>	<p>MSL staff, trustees, librarians</p>	<p>MSL staff, librarians and administrators</p>	<p>Q14</p>		
<p>3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q14</p>		
<p>3.2. Continue to partner with library vendors to extend statewide e-content purchasing programs</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q15</p>		

and access tools. LSTA will be used for MSL staff to explore new products and negotiate statewide vendor discounts. [see goal #2, program #1 above]								
3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content. LSTA will be used for MSL staff to explore and establish partnerships for MMP.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q16		
3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q17		
3.5. Continue work with established courier services to find an efficient and affordable system to transport materials between libraries. LSTA will be used for MSL staff to work coordinating	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q18		

<p>partnerships between courier services and libraries. (see goal #2, program 36 above)</p>								
<p>3.6. Explore and expand partnerships with Montana Library Association, Montana Association of Counties, Geographic Information Professionals, AARP, state agencies, Internet providers, foundations, health care organizations, library schools, etc. to determine how these partnerships might be mutually beneficial to libraries and the organization in achieving similar goals and objectives. LSTA will be used for MSL to connect with appropriate organizations and work to establish a connection on appropriate library initiatives and needs.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q19</p>		
<p><b>Goal 4: MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need. This is not truly the number four goal</b></p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>	<p>MSL staff, trustees, librarians</p>	<p>MSL staff, librarians and administrators</p>	<p>Q20</p>		

<p><b>for MSL. In the agency’s long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL’s goals for the 2013-2017 period.</b></p>								
<p>4.1. Continue digitization of recorded Montana materials. LSTA will be used for MSL staff to oversee transition to digital format and to purchase software, digital cartridges and containers.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q20</p>		
<p>4.2. Continue to stay current with accessible technology available from NLS and NLS-approved providers. LSTA will be used for MSL staff to receive training in new technologies and to assist patrons in using these tools.</p>	<p>Reports and logic model</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and administrators</p>	<p>Q21</p>		
<p>4.3. Continue to update Keystone Library Automated</p>	<p>Reports and</p>	<p>MSL staff</p>	<p>Q4</p>		<p>MSL staff, librarians and</p>	<p>Q22</p>		



System (KLAS) database as new versions become available. LSTA will be used to purchase KLAS upgrades and provide system maintenance. LSTA will also be used for training MSL staff so that system improvements and features can be fully utilized for patrons to access MTBL resources.	logic model				administrators			
4.4. Implement a Patron Outreach Project (POP) to reach all eligible Montana patrons. LSTA will be used for MSL staff to coordinate the project and to produce promotional materials for distribution.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q23		
4.5. Increase the amount of accessible materials to individuals who cannot read standard print. LSTA will be used for MSL staff to implement these activities and to purchase equipment and materials.	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q24		
4.6. Continue existing partnerships with organizations serving Montana citizens with visual, physical and reading disabilities to coordinate efforts and increase awareness and use of MTBL services. LSTA will be used for MSL staff to perform ongoing outreach efforts and for creation of promotional	Reports and logic model	MSL staff	Q4		MSL staff, librarians and administrators	Q25		

materials about the MTBL program.								
Were any Goals Not Met?	Reports and logic model	MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q26		
<b>IMLS LSTA-specified Grants to States Priorities (20 U.S.C. § 9141)</b>								
1. Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q27		
2. Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q28		
3. Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q29		
4. Enhance efforts to recruit future professionals to the field of library and information services;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q30		

5. Develop public and private partnerships with other agencies and community-based organizations;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q31		
6. Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q32		
7. Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved;	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q33		
8. Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q34		
9. Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.	Reports and logic model	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q35		

Measuring Success Focal Areas and Intents								
1. Lifelong Learning	Reports , logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees , librarians	MSL staff, librarians and administrators, and patrons	Q36		
1.1. Improve users' formal education	Reports , logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees , librarians	MSL staff, librarians and administrators, and patrons	Q36		
1.2. Improve users' general knowledge and skills	Reports , logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees , librarians	MSL staff, librarians and administrators, and patrons	Q36		
2. Information Access	Reports , logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees , librarians	MSL staff, librarians and administrators, and patrons	Q37		
2.1. Improve users' ability to discover information resources	Reports , logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees , librarians	MSL staff, librarians and administrators, and patrons	Q37		
2.2. Improve users' ability to obtain and/or use information resources	Reports , logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees , librarians	MSL staff, librarians and administrators, and patrons	Q37		
3. Institutional Capacity	Reports , logic model, and program	MSL staff	Q5	MSL staff, trustees , librarians	MSL staff, librarians and administrators, and patrons	Q38		

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	crosswalk							
3.1. Improve the library workforce	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
3.2. Improve the library's physical and technological infrastructure	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
3.3. Improve library operations	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q38		
4. Economic & Employment Development	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
4.1. Improve users' ability to use resources and apply information for employment support	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
4.2. Improve users' ability to use and apply business resources	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q39		
5. Human Services	Reports, logic model, and program	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		

	crosswalk							
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
5.3. Improve users' ability to apply information that furthers their parenting and family skills	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q40		
6. Civic Engagement	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
6.1. Improve users' ability to participate in their community	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
6.2. Improve users' ability to participate in community conversations around topics of concern.	Reports, logic model, and program crosswalk	MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators, and patrons	Q41		
<b>2012 evaluation recommendations</b>								
1. MSL should use evaluation data (including complete data beyond what is		MSL staff	Q11a	MSL staff, trustees,	MSL staff	Q48		



listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.				librarians				
2. MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.		MSL staff	Q11b	MSL staff, trustees, librarians	MSL staff	Q49		
3. MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.		MSL staff	Q11c	MSL staff, trustees, librarians	MSL staff	Q50		
4. The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group. Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means		MSL staff	Q11d	MSL staff, trustees, librarians	MSL staff	Q51		

many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.								
5. MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago.		MSL staff	Q11e	MSL staff, trustees, librarians	MSL staff	Q52		
<b>IMLS Retrospective, Process, and Methodology Questions</b>								
A-1 To what extent did your Five-Year Plan activities make progress towards each goal? Logic model and data collection		MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q2-Q25		
A-1 Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed?		MSL staff	Q4	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q26		
A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents? Logic model and data collection		MSL staff	Q5	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q36-Q41		
A-3. Did any of the following groups represent a		MSL staff	Q6	MSL staff, trustees	MSL staff, librarians and	Q42		

substantial focus for your Five-Year Plan activities? (Yes/No) Logic model and data collection				librarians	administrators			
Answer Process Questions:								
B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan? Logic model and data collection		MSL staff	Q7	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q45		
B-2. Specify any changes you made to the Five-Year Plan, and why this occurred. Data collection		MSL staff	Q8	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q46		
B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources? Data collection		MSL staff	Q9	MSL staff, trustees, librarians	MSL staff, librarians and administrators	Q47		
Answer Methodology Questions								
C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of this guidance document called Selection of Evaluators. Evaluation report			Evaluation Report					
C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.			Evaluation Report					

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation and how you engaged them. Crosswalk, evaluation report			Evaluati on Report					
C-4. Discuss how you will share the key findings and recommendations with others. Evaluation, dissemination website, data collection			Evaluati on Report					
<b>Logic Model</b>								
Situation (assets, problems, and engagement)		MSL staff	Q1, Q3	MSL staff, trustees, librarians				
Priorities (guiding strategic plan)		MSL staff	Q2	MSL staff, trustees, librarians				
Assumptions		MSL staff	Q1, Q3	MSL staff, trustees, librarians				
External Factors		MSL staff	Q1, Q3	MSL staff, trustees, librarians, patrons				

## Appendix D3 – Montana LSTA Evaluation Logic Model

- [See Completed 2013-2015 Montana Logic Model](#)

## Appendix D4 –Staff Interview/Focus Group Questions

### State Library Staff Interview Questions

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, etc. (Identify processes at work in implementing the activities in the plan, including the use of **performance-based measurements in planning, policy making and administration**)  
  
How has this changed from the past five-year 2008-2012 LSTA plan?
3. Let's do a SWOT analysis
  - a. What are the strengths of your LSTA program?
  - b. What are your main weaknesses?
  - c. What are your main opportunities for the next five years?
  - d. What are your main threats to protect against and avoid in the next five years?
4. Describe your current plan and to what extent did your Five-Year Plan activities make progress towards each goal (see below)? (A-1) - **See Program to Activity Crosswalk**
  - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

**Goal 1:** MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

**Goal 2:** MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

**Goal 3:** MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

*The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.*

**Goal 4:** MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and



collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL's goals for the 2013-2017 period.*

5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. Do you feel these should be the same priorities for 2018-2022?
  - 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (MSL State Goal 1: consultation, leadership, training)
  - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
  - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
  - 4) Enhance efforts to recruit future professionals to the field of library and information services;
  - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)
  - 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
  - 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas<sup>14</sup> and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?

**1. Lifelong Learning (MSL Goal 3)**

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

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

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

**3. Institutional Capacity (MSL Goals 1, 3)**

- 3.1. Improve the library workforce
- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

**4. Economic & Employment Development**

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

**5. Human Services**

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

**6. Civic Engagement**

- 6.1. Improve users' ability to participate in their community
- 6.2. Improve users' ability to participate in community conversations around topics of concern.

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?

- 23. Library workforce (current and future)
- 24. Individuals living below the poverty line
- 25. Individuals that are unemployed/underemployed
- 26. Ethnic or minority populations

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<sup>14</sup> October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

27. Immigrants/refugees
28. Individuals with disabilities
29. Individuals with limited functional literacy or information skills
30. Families
31. Children (aged 0-5)
32. School-aged youth (aged 6-17)

**Process Questions:**

8. B-1. How have you used data from the old and new State Program Report (SPR) and elsewhere to guide activities included in the Five-Year Plan?
9. B-2. Specify any changes you made to the Five-Year Plan, and why this occurred.
10. B-3. How and with whom have you shared data from the old and new SPR and from other evaluation resources?
11. Please describe to what extent MSL addressed these previous 2012 evaluation recommendations:
  - a. **MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.** *Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.*
  - b. **MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.** *The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.*
  - c. **MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.** *The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.*
  - d. **The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group.** *Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audiobooks (cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to*

*embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.*

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

#### Ongoing Evaluation per the Five-Year Plan

##### **Evaluation Plan (pg. 22)**

The LSTA evaluators provided some suggestions for evaluation during this five-year plan:

1. "Perhaps rather than a state-level coordinated survey or focus group session, a standard survey could be developed by the State to be administered at the local level."
2. "While questions on the TBL survey asked for suggestions for improvement and prompted participants for problem areas, not one respondent wanted to see a change in the service they receive – these are important questions to ask in future surveys/interviews."
3. "The following evaluation period should include an analysis of MSC in both urban and rural libraries."

"Evaluation will be an ongoing activity.

- MSL staff will continue to design and implement outcome-based evaluation tools such as assessments, surveys and interviews to measure the impact of selected LSTA-funded projects.
- This data will be included in the annual State Program Reports as appropriate. Input will also be solicited from the Network Advisory Council to determine if both the specific LSTA projects and the general five-year goals are being achieved as outlined in the plan. The NAC's input will be used in the informal annual review done by MSL staff to determine what goals have been met, what challenges are being faced, and what adjustments need to be made in the plan.

**Appendix D5 – NAC and Library Commission Focus Group Questions**  
**State Library Commission/NAC Focus Group Questions**

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, etc. (Identify processes at work in implementing the activities in the plan, including the use of **performance-based measurements in planning, policy making and administration**)
  - 2-a. How would you, as a NAC [or Commission] representative, describe your role in the LSTA planning, policy making, and administration process?
  - 2-b. What part of the process helps you to serve in this role?
  - 2-c. What part of the process should be improved to help you serve in this role?
3. Let's do a SWOT analysis
  - a. What are the strengths of your LSTA program?
  - b. What are your main weaknesses?
  - c. What are your main opportunities for the next five years?
  - d. What are your main threats to protect against and avoid in the next five years?
4. Describe your current plan and to what extent did your Five-Year Plan activities make progress towards each goal (see below)? (A-1)

**Goal 1:** MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

**Goal 2:** MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

**Goal 3:** MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

*The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.*

**Goal 4:** MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the*



*number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL's goals for the 2013-2017 period.*

- a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)
5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9. Do you feel these should be the same priorities for 2018-2022?
- 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (MSL State Goal 1: consultation, leadership, training)
  - 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
  - 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
  - 4) Enhance efforts to recruit future professionals to the field of library and information services;
  - 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
  - 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)
  - 8) Develop library services that provide all users access to information through local,



state, regional, national, and international collaborations and networks; and

- 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.
6. A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas<sup>15</sup> and their corresponding intents? Do you feel these should be the same priorities for 2018-2022?
- 1. Lifelong Learning (MSL Goal 3)**
    - 1.1. Improve users' formal education
    - 1.2. Improve users' general knowledge and skills
  - 2. Information Access (MSL Goals 2, 3, 4)**
    - 2.1. Improve users' ability to discover information resources
    - 2.2. Improve users' ability to obtain and/or use information resources
  - 3. Institutional Capacity (MSL Goals 1, 3)**
    - 3.1. Improve the library workforce
    - 3.2. Improve the library's physical and technological infrastructure
    - 3.3. Improve library operations
  - 4. Economic & Employment Development**
    - 4.1. Improve users' ability to use resources and apply information for employment support
    - 4.2. Improve users' ability to use and apply business resources
  - 5. Human Services**
    - 5.1. Improve users' ability to apply information that furthers their personal, family, or household finances
    - 5.2. Improve users' ability to apply information that furthers their personal or family health & wellness
    - 5.3. Improve users' ability to apply information that furthers their parenting and family skills
  - 6. Civic Engagement**
    - 6.1. Improve users' ability to participate in their community
    - 6.2. Improve users' ability to participate in community conversations around topics of concern.

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<sup>15</sup> October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)

7. A-3. Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes/No)? Should there be any changes or targeted groups for 2018-2022?

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

8. Please describe to what extent MSL addressed these previous 2012 evaluation recommendations:

- a. **MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services.** *Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.*
- b. **MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services.** *The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.*
- c. **MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries.** *The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.*
- d. **The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group.** *Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse,*

*and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.*

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

#### 9. Ongoing Evaluation per the Five-Year Plan

##### **Evaluation Plan (pg. 22)**

The LSTA evaluators provided some suggestions for evaluation during this five-year plan:

1. "Perhaps rather than a state-level coordinated survey or focus group session, a standard survey could be developed by the State to be administered at the local level."
2. "While questions on the TBL survey asked for suggestions for improvement and prompted participants for problem areas, not one respondent wanted to see a change in the service they receive – these are important questions to ask in future surveys/interviews."
3. "The following evaluation period should include an analysis of MSC in both urban and rural libraries."

"Evaluation will be an ongoing activity.

- MSL staff will continue to design and implement outcome-based evaluation tools such as assessments, surveys and interviews to measure the impact of selected LSTA-funded projects.
- This data will be included in the annual State Program Reports as appropriate. Input will also be solicited from the Network Advisory Council to determine if both the specific LSTA projects and the general five-year goals are being achieved as outlined in the plan. The NAC's input will be used in the informal annual review done by MSL staff to determine what goals have been met, what challenges are being faced, and what adjustments need to be made in the plan."

#### [Appendix D6 – Librarian and Patron Interview/Focus Group Questions](#)

##### **Librarian Focus Group Questions**

1. Describe the current state of Montana in terms of its economy, demographics, current and future needs, and the role of libraries.
2. Describe the State Library and your LSTA process in terms of staff, activities, reporting, funding, ease-of-use and interaction, etc.
3. What are the State Library's strengths and opportunities? Do they use performance-based measurements in planning, policy making and administration?
4. To what extent, do you feel the State Library met the following goals in support of Montana's libraries and patrons?
  - a. Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed? (A-1)

**Goal 1:** MSL provides consultation and leadership to enable users to set and reach their goals and provides appropriate trainings and training resources so that the best use can be made of the resources offered (**LSTA Priority 1 - expand services for learning and access to information; LSTA Priority 3 - consultation, leadership, training**).

**Goal 2:** MSL acquires and manages relevant quality content that meets the needs of Montana library users and provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (**LSTA Priority 2 - establish or enhance electronic and other linkages/improve library coordination; LSTA Priority 7 - expand services for learning and access to information**).

**Goal 3:** MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 7 - expand services for learning and access to information**).

*The goal is MSL's number 3 LSTA priority, but its importance is not to be minimized. Partnerships and collaboration are part of every goal in both the MSL long-range plan and the LSTA five-year plan described here.*

**Goal 4:** MSL acquires, manages and provides access to quality content for Montana Talking Book Library patrons and provides outreach services through partnerships and collaborations with other organizations that provide special needs patrons with the information they need (**LSTA Priority 4 (5) - develop public and private partnerships; LSTA Priority 5 (6) - target library services to individuals with special needs**). *This is not truly the number four goal for MSL. In the agency's long-range plan, the MTBL program is included as a contributor to each goal, not as a separate goal to be accomplished independently. However, because there is an LSTA priority for services to the disabled, the MTBL program is highlighted in the LSTA 5-year plan as a separate goal. As described below, MTBL initiatives address content and access; leadership, consultation and training; and partnerships and collaboration – all of MSL's goals for the 2013-2017 period.*

5. Here are the nine IMLS priorities and it appears that MSL has explicitly targeted 6 of 9.

To what extent do you feel the State Library has met these priorities and do you feel these should be the same priorities for 2018-2022?

- 1) Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (**MSL State Goal 1: consultation, leadership, training**)
- 2) Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (**MSL State Goal 2: acquire and manage content; provide access**)
- 3) Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (**MSL State Goal 1: consultation, leadership, training**)
- 4) Enhance efforts to recruit future professionals to the field of library and information services;
- 5) Develop public and private partnerships with other agencies and community-based organizations (**MSL State Goal 3: promote partnerships and collaboration and MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
- 6) Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills (**MSL State Goal 4: acquire content and provide access and outreach for TBL patrons**)
- 7) Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved (**MSL State Goal 2: acquire and manage content; provide access**)
- 8) Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks; and
- 9) Carry out other activities consistent with the purposes set forth in section 9121, as described in the SLAA's plan.

6. A-2. To what extent do you feel the State Library met the following associated with the Measuring Success focal areas<sup>16</sup> national priorities? Which do you feel should be priorities for 2018-2022?

**1. Lifelong Learning (MSL Goal 3)**

- 1.1. Improve users' formal education
- 1.2. Improve users' general knowledge and skills

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

- 2.1. Improve users' ability to discover information resources
- 2.2. Improve users' ability to obtain and/or use information resources

**3. Institutional Capacity (MSL Goals 1, 3)**

- 3.1. Improve the library workforce
- 3.2. Improve the library's physical and technological infrastructure
- 3.3. Improve library operations

**4. Economic & Employment Development**

- 4.1. Improve users' ability to use resources and apply information for employment support
- 4.2. Improve users' ability to use and apply business resources

**5. Human Services**

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

**6. Civic Engagement**

- 6.1. Improve users' ability to participate in their community
- 6.2. Improve users' ability to participate in community conversations around topics of concern.

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<sup>16</sup> October 2011 COSLA Report, [Fall 2011 Appendix A -- Evolution of Measuring Success Initiative](#)



7. A-3. Did any of the following groups represent a substantial focus for the State Library (Yes/No)? Which should be the primary focus over the next five years (2018-2022)?

- Library workforce (current and future)
- Individuals living below the poverty line
- Individuals that are unemployed/underemployed
- Ethnic or minority populations
- Immigrants/refugees
- Individuals with disabilities
- Individuals with limited functional literacy or information skills
- Families
- Children (aged 0-5)
- School-aged youth (aged 6-17)

8. Any other thoughts or comments about what the State Library needs to focus on over the next five years?

**Appendix D7 – Montana State Library LSTA Five-Year (2013-2017) Survey**  
**Montana State Library Five-Year LSTA Evaluation Survey**

As a requirement of the Institute of Museum and Library Services (IMLS) funding of the Library Services and Technology Act (LSTA), each state must conduct an evaluation of its five-year plan. The primary purpose of this evaluation is to understand the progress made towards the Montana State Library's high priority goals as identified in our 2013-2017 LSTA Five-Year Plan. Another equally important goal, however, is to understand the current and future needs of our great state and in what ways can your State Library align itself in helping meet these needs in a new five-year plan (2018-2022).

You can also complete this survey online at <https://www.surveymonkey.com/r/msllstarandomsurvey>

**Please complete the survey no later than December 31, 2016.**

**1. How important are the following INFORMATION sources in your daily life?**

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone over the Internet (Skype, Gmail talk, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movie reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General website surfing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Weather	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone/Cell phone Telephone Calls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone/Cell phone Texting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media in General (e.g. Youtube, Instagram, LinkedIn, Snapchat, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Comments:*

2. How important are the following these additional INFORMATION sources in your daily life?

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bloggging in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video conferencing (Skype, Google Video, Facetime, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hunting/Fishing Reports and Forecasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablet Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chromebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop Computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

3. How important are the following sources of ENTERTAINMENT in your daily life?

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Redbox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies via DVD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
YouTube videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Twitter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone/Cellphone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netflix	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local news	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leisure reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies on TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone web browsing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone texting/instant messaging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**4. How important are these additional sources of ENTERTAINMENT in your daily life?**

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Playing traditional games (e.g. board games, cards, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching / Reading about sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General website surfing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video conferencing (Skype, Google Video, Facetime, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to music on the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movie reviews	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone listening to music/podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone playing games/using apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amazon Prime or Other Internet Streaming Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending community events (sports, theater, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone over the Internet (Skype, Gmail talk, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching movies at the theater	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising/playing sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone Talking on the Phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone watching TV/videos/Movies, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor leisure activities (bicycling, horseback riding, skiing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Comments:*

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

*Priority 1:*  
*Priority 2:*  
*Priority 3:*

**6. Think about the past 12 months. In a typical month, approximately how many times would you say you have visited or used, including online, a library?**

- Less than once a month
- 1 visit
- 2 visits
- 3-4 visits
- 5 or more visits
- Not at all

Please elaborate on your selection, especially if you do not use the Library (why?) or use it infrequently:

**7. On average, how long does it take you to arrive at the library you use most frequently?**

- 0-5 minutes
- 5-10 minutes
- 10-15 minutes
- 15-20 minutes
- 20-25 minutes
- 25-30 minutes
- 30+ minutes

**8. Please rate the importance of the following library services to you over the past 12 months:**

	1 (Not Important)	2	3	4	5	6	7 (Extremely Important)	N/A
Checking out printed books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking out audio books or music on CDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checking out movies on DVDs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downloading eBooks, music, or eAudio books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Downloading Audio books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using reference materials, newspapers, magazines, or other periodicals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs or services designed for children 5 and under	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help with homework for school aged children or teens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Wi-Fi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff help with your computer or other digital device	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer or Internet training classes or workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library Website (e.g. to search for materials, place materials on hold, renew materials, use research resources, or manage your account online).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programs or services to help find a job or create a resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place to read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place to work or study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A place to socialize and attend community events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To use public meeting rooms for any purpose, including voting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Comments:*

9. To what extent do you feel the following national library priorities should represent a substantial focus of Montana's libraries over the next five years?

	1 (Low Priority)	2	3	4	5	6	7 (High Priority)	N/A
Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance efforts to recruit future professionals to the field of library and information services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop public and private partnerships with other agencies and community-based organizations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Target library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

10. Which of the following national library priority areas should be a priority for Montana's libraries in serving library patrons over the next five years?

	1 (Low Priority)	2	3	4	5	6	7 (High Priority)	N/A
1. Lifelong Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.1. Improve users' formal education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.2. Improve users' general knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Information Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.1. Improve users' ability to discover information resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.2. Improve users' ability to obtain and/or use information resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Institutional Capacity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.1. Improve the library workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2. Improve the library's physical and technological infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



3.3. Improve library operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4. Economic &amp; Employment Development</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.1. Improve users' ability to use resources and apply information for employment support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2. Improve users' ability to use and apply business resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5. Human Services</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3. Improve users' ability to apply information that furthers their parenting and family skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>6. Civic Engagement</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.1. Improve users' ability to participate in their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.2. Improve users' ability to participate in community conversations around topics of concern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Comments:*

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

	1 (Low Priority)	2	3	4	5	6	7 (High Priority)	N/A
Library workforce (current and future)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals living below the poverty line	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals that are unemployed/underemployed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnic or minority populations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants/refugees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals with limited functional literacy or information skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children (aged 0-5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School-aged youth (aged 6-17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Comments:*

**Demographic Information**

**12. Please tell us your gender:**

- Female  Male

**13. Please tell us your race and check all that apply:**

- White  White (Spanish/Hispanic/Latino)  Black  American Indian or Alaskan Native  Asian  
 Native Hawaiian or Other Pacific Islander  Other (please specify):

**14. Please tell us your age range:**

- 17 or Under  18-24  25-34  35-44  45-54  55-64  65+

**15. What is the major language spoken in your home?**

- English  Spanish  Native American (please specify tribal language) or Other (please specify):

**16. Your education (highest degree earned):**

- |  |   |
|--|---|
| <input type="radio"/> Some high school                             | <input type="radio"/> Bachelor's Degree |
| <input type="radio"/> High School Diploma                          | <input type="radio"/> Master's Degree   |
| <input type="radio"/> Associate of Arts (2-year community college) | <input type="radio"/> Ph.D./Ed.D.       |
| <input type="radio"/> Technical Certificate                        | <input type="radio"/> JD / MD           |

**17. Your Combined Household Income:**

- 0-\$25,000  \$25,000-\$50,000  \$50,000-\$75,000  \$75,000-\$100,000  \$100,000+

**18. Do you have a computing device (computer, laptop, and/or Tablet) at home?**

- Yes  No

**19. Do you have access to the Internet at home, and, if so, through what device(s)? (check all that apply)**

- No, I do not have access to the Internet  Laptop  Desktop  Tablet  Chromebook  
 Cellphone (no web browsing)  Smartphone  Other (please specify):

**20. On a daily basis, how often do you use the following resources for accessing information?**

	1 (Low Priority)	2	3	4	5	6	7 (High Priority)	N/A
Print newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print magazines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablet PC (e.g. Surface, iPad Air, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cellphone (no web browsing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone web browsing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Smartphone mobile apps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media (e.g. Facebook, Twitter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer instant messaging (e.g. Google Hangout, Facebook, Twitter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone instant messaging (e.g. Instant messaging, Google Hangout, Facebook, Twitter, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smartphone texting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telephone (wired or cell)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Comments:*

21. We greatly thank you for taking the time to complete our survey. Please let us know if you have any other thoughts or comments on how the State Library has progressed over the past five years OR what you feel we should focus on in the next Five Year 2018-2022 strategic plan.

All completed surveys with a name and contact information will be entered into a drawing to win an iPad Mini 2 or one of three \$20 Starbucks gift cards.

Name (optional):  
 Phone Number (optional):  
 Email Address (optional):

Thank you so much for your participation in this survey!

**Appendix E –  
E1 – Logic Model Summary Tables**

Administrative costs for managing LSTA award

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

Administrative costs for managing LSTA award					
LSTA Goals	FY2012	FY2013	FY2014	FY2015	Total
Goal 1	\$313,782.07	\$339,356.24	\$354,507.33	\$316,942.52	\$1,324,588.16
Goal 2	\$476,794.96	\$377,464.87	\$416,420.99	\$447,388.31	\$1,718,069.13
Goal 3	\$25,157.00	\$52,303.02	\$20,681.00	\$48,568.52	\$146,709.54
Goal 4	\$194,500.02	\$199,362.00	\$199,362.00	\$174,652.10	\$767,876.12
<b>TOTAL</b>	<b>\$1,010,234.05</b>	<b>\$968,486.13</b>	<b>\$990,971.32</b>	<b>\$987,551.45</b>	<b>\$3,957,242.95</b>

**Goal Outputs**

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

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

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

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

Activity/Output	2012	2013	2014	2015	Total
MontanaLibrary2Go Circulation (e-resources)	2,641,906	607,637	749,996	862,563	4,862,102
MontanaLibrary2Go New Patrons	60,064	16,921	12,305	13,207	102,497

Montana State Library LSTA Evaluation Report (2013-2017)

New items added to MontanaLibrary2Go	26,675	4,458	8,154	7,510	46,797
Total items available in MontanaLibrary2Go	20,314	22,539	30,693		
<b>Activity/Output</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Montana Memory Project (MMP) Training Presentations	165	46	56	53	320
Attendees	1670	412	840	318	3,240
MMP Outreach Visits		38	26	22	86
Digital Collections Improved	1	78			79
New Collections Added	9	9	25	4	47
Number of collections hosted on MMP website	178	78	103	48	407
Contributing Institutions	161	38	45	48	292
Number of images hosted on site	2,069,128	254,762	860,164	707,964	3,892,018
Number of images added		254,762	104,402		359,164
Website Visits		124,769	174,430		299,199
<b>Activity/Output</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
EBSCO Discovery Service for all Montana libraries	800	800	800	800	3,200
Training Sessions	40	13			53
Training Attendees	329	117			446
Search Statistics	202,147	69,069	76,508		347,724
<b>Activity/Output</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Montana Shared Catalog Allocations	\$181,310.00	\$172,150	\$176,254	\$184,912.62	\$714,626.62
Help Requests	33,780	17,000	1,890	1,890	54,560
Training Sessions Offered	130	44	15	34	223
Attendees	1427	423	182	442	2,474
Number of Libraries Added to MSC	38	3	2	7	50
Startup and data migration fees	\$54,850.16	\$16,344	\$1,900	\$39,667.00	\$112,761.16
<b>Activity/Output</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Offset costs to participating libraries for access to OCLC cataloging, interlibrary loan, and authentication tools	\$59,736.00	\$62,277	\$89,741	\$75,380.00	\$287,134.00
Number of libraries enrolled to receive discounted access to OCLC Group Services	1045	251	272	273	1,841
Number of original catalog records added to WorldCat	8,336	3,140	2,933	2,000	16,409
Number of copy catalog records updated in WorldCat	466,590	78,980	89,023	209,155	843,748
Number of ILL requests filled (borrowing)	53,071	49,758	46,859	44,099	193,787
Number of ILL requests filled (lending)	194,449	50,420	50,201	50,000	345,070
Courier Project	\$16,334.00				\$ 16,334.00
startup costs for joining the courier service	\$10,372.68		\$7,839	\$5,765.50	\$ 23,977.18
Number of libraries that received this discount	43		19	18	80
Number of items circulating via courier per month	17,060		685	16,265	34,010
<b>Activity/Output</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Cost of early literacy staff hours	\$10,000.00	\$10,000.00	\$10,000.00	\$28,675.90	\$ 58,675.90
Number of Ready2Read training events offered:	12				12
Number of Ready2Read training (online and in-person sessions, excluding the Rendezvous) attendees	479				479

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Cost of Ready2Read Rendezvous	\$4,007.00	\$15,504.42		\$15,294.14	\$ 34,805.56
Attendees	88	38		45	171
Ready2Read program development meeting			\$2,150	\$1,600.00	\$ 3,750.00
Cost of Ready2Read material information	\$7,630.00	\$3,524.82		\$1,623.48	\$ 12,778.30
Ready2Read material disseminated	5,000	60,000		15,000	80000
Cost of Summer Reading Program Training	\$2,150.00	\$1,375.00	\$2,150	\$1,600.00	\$ 7,275.00
Summer Reading Program Training Sessions	12	13	0	7	32
Cost of Summer Reading Program Manuals	\$1,100.00	\$1,100	\$1,375	\$1,375.00	\$ 4,950.00
Summer Reading Program Manuals Disseminated	440	110	110	110	770
Cost of Summer reading public service announcements		\$270.00			270
Summer reading public service announcements		6			6
Cost of MT Makers traveling makerspaces	\$18,446.78	\$18,446.78	\$4,656		\$ 41,549.56
MT Makers traveling makerspaces disseminated		18	6		24
Number of libraries that hosted makerspace kits		21	15		36
Number of programs hosted by libraries during this period that made use of the makerspace kits		52	33		85
Number of attendees at maker programs		1,647	1,254		2901
Cost of Share Your Story		\$2,082			\$ 2,082.00
Share Your Story Kits		4			4
Share Your Story Interviews		8			8
Cost of Ready2Read Rendezvous Training				\$15,294.14	\$ 15,294.14
Ready2Read Rendezvous Training Attendees				45	45
<b>Activity/Output</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Number of Montana titles converted from analog to digital	597	287	35	225	1144
<b>Activity/Output</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Number of patrons trained to use BARD	168	58	41	44	311
Number of institutions trained to use BARD	24	5	12	2	43
<b>Activity/Output</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Patron Outreach Project (POP) new patrons added	1051	537			1588
<b>Activity/Output</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>Total</b>
Number of Patrons Served	16,299	5,237	2,991	3,113	27,640
Items Distributed	698,226	202,029	147,892	183,467	1,231,614
Number of books downloaded from BARD	87,773	19,790	23,525	28,795	159,883
Number of Braille patrons	116	69			185
Number of Braille books delivered:	14,686	2,332	82	12,169	29,269
Number of patron requests answered by Reader Advisors	61,177	14,882	18,953	12,169	107,181
Number of BARD titles duplicated for non-BARD patrons:	5,820	1,568	1,060	1,752	10,200
Number of magazine issues distributed:	69,292	17,894	12,417	12,353	111,956

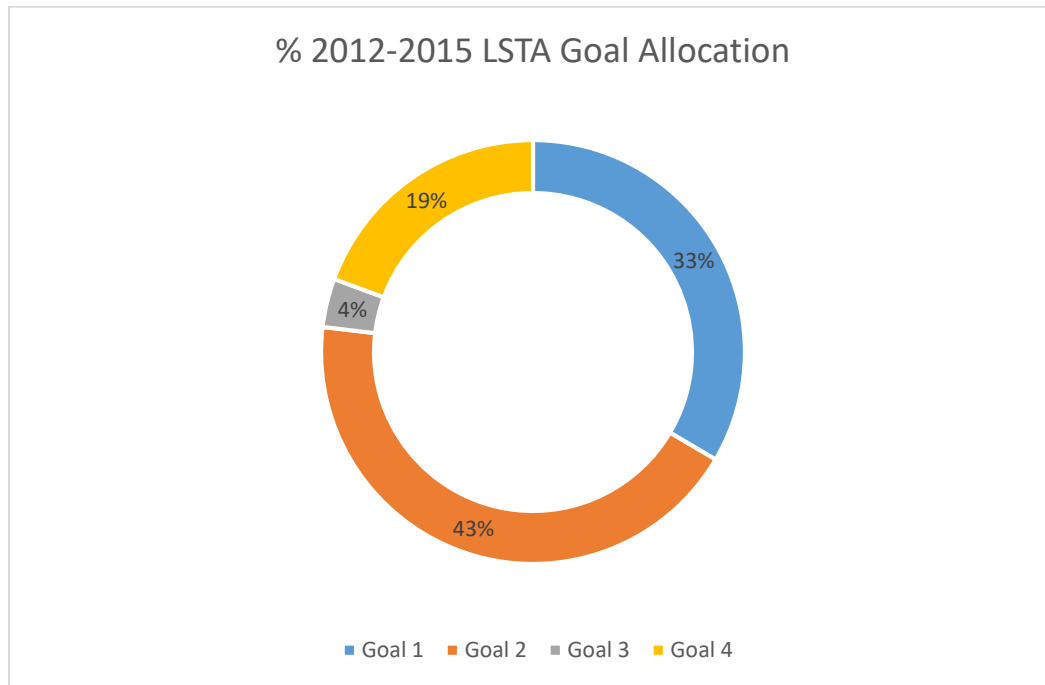
2012-2015 LSTA Goal Allocation	Total	%
Goal 1	\$ 1,324,589.18	33%



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Goal 2	\$ 1,718,070.41	43%
Goal 3	\$ 146,709.64	4%
Goal 4	\$ 767,876.72	19%
	\$ 3,957,245.95	100%

2012-2015 LSTA Goal Allocation	%
Goal 1	33%
Goal 2	43%
Goal 3	4%
Goal 4	19%
	100%



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

**Inputs:** Partial time of 3 FTE Statewide Consulting Librarians

**Outputs:**

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

**Output: E-Rate Consultations (N=385)**

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

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

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

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

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

**Outputs:**

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

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

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

**Additional 1.4 Activities**

Activity	Frequency	Outcomes
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Summer Leadership Institute number of participants:	36	Identified projects included developing resources for succession training, planning a book festival in eastern MT, engaging with community organizations to build resources for homeless library users, initiating a “Books & Babies” program, and planning for a building remodel and expansion. These ongoing projects would be supported through ongoing communication with Institute colleagues and mentors through a forum on the Learning Portal and in-person follow-ups at conferences such as Fall Workshop and the MT Library Association annual conference.
Scholarships for library staff:	20	R-Squared attendees shared their experiences with MT colleagues through a day-long training, inspired by the conference, at the MT Library Association conference in April 2013.
Scholarships for library staff to attend the Association of Rural & Small Libraries annual conference and the American Library Association conference. Number of scholarships offered:	4	The ALA scholarship attendee partnered with Multnomah County (OR) Library staff on a webinar after attending their ALA “My Librarian” session, and shared how he was adapting their ideas at his library. The webinar had 10 live attendees and 44 plays on Vimeo.
The Montana State Library used FY14 LSTA to sponsor scholarships for public librarians and members of the Montana State Library's Network Advisory Committee to attend national conferences. Afterward, the recipients shared conference findings with their peers via recorded webinar sessions facilitated by the State Library. Scholarships for library staff:	9	Scholarship attendees have commented that without the scholarship opportunities provided through the State Library, they would never have been able to attend a national conference. Post-conference sessions also increased knowledge sharing and collegiality within the Montana library community. An hour long webinar session, “Great Ideas from the ARSL Conference,” was presented by 2014 attendees and uploaded to the MSL Vimeo channel ( <a href="http://vimeo.com/112195336">http://vimeo.com/112195336</a> ). At reporting time, this video had been replayed 22 times. The American Library Association 2015 Annual Conference Montana peer sharing webinar ( <a href="https://vimeo.com/139648042">https://vimeo.com/139648042</a> ) had been replayed 11 times.

1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars and to locate and promote other online training for Montana librarians to attend. LSTA will also be used for equipment and software for producing and accessing online training

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

**Outputs:**

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

3.4. Continue to develop programming materials and tools for libraries to use and continue to partner with other state agencies and organizations. LSTA will be used for MSL staff to develop

*life-long learning programs and program materials for public libraries to adapt and use in the local community. LSTA will also be used for printing of materials and purchasing books and other items to be used for local programming efforts.*

**Inputs:** 0.125 FTE for early literacy position

**Outputs:**

Activity/Output	2012	2013	2014	2015	Total
Cost of early literacy staff hours	\$10,000.00	\$10,000.00	\$10,000.00	\$28,675.90	\$ 58,675.90
Number of Ready2Read training events offered:	12				12
Number of Ready2Read training (online and in-person sessions, excluding the Rendezvous) attendees	479				479
Cost of Ready2Read Rendezvous Attendees	\$4,007.00	\$15,504.42		\$15,294.14	\$ 34,805.56
Ready2Read program development meeting	88	38		45	171
Cost of Ready2Read material information			\$2,150	\$1,600.00	\$ 3,750.00
Ready2Read material disseminated	\$7,630.00	\$3,524.82		\$1,623.48	\$ 12,778.30
Cost of Summer Reading Program Training	5,000	60,000		15,000	80000
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Cost of Summer reading public service announcements	440	110	110	110	770
Summer reading public service announcements		\$270.00			270
Cost of MT Makers traveling makerspaces		6			6
MT Makers traveling makerspaces disseminated	\$18,446.78	\$18,446.78	\$4,656		\$ 41,549.56
Number of libraries that hosted makerspace kits		18	6		24
Number of programs hosted by libraries during this period that made use of the makerspace kits		21	15		36
Number of attendees at maker programs		52	33		85
Cost of Share Your Story		1,647	1,254		2901
Share Your Story Kits		\$2,082			\$ 2,082.00
Share Your Story Interviews		4			4
Cost of Ready2Read Rendezvous Training		8			8
Ready2Read Rendezvous Training Attendees				\$15,294.14	
				45	

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

**Inputs:** 6 FTE and 90 volunteers

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

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

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

**Inputs:** 6 FTE

Outputs:

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

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

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

Outputs:

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

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

**Inputs:** 6 FTE

Outputs:

Activity/Output	2012	2013	2014	2015	Total
Number of Patrons Served	16,299	5,237	2,991	3,113	27,640
Items Distributed	698,226	202,029	147,892	183,467	1,231,614
Number of books downloaded from BARD	87,773	19,790	23,525	28,795	159,883
Number of Braille patrons	116	69			185
Number of Braille books delivered:	14,686	2,332	82	12,169	29,269
Number of patron requests answered by Reader Advisors	61,177	14,882	18,953	12,169	107,181
Number of BARD titles duplicated for non-BARD patrons:	5,820	1,568	1,060	1,752	10,200

Number of magazine issues distributed:	69,292	17,894	12,417	12,353	111,956
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**Outputs:** A total of 92 libraries and branches now participate in MontanaLibrary2Go.

Table 1 - MontanaLibrary2Go Circulation from 2012-2015

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

**Montana Memory Project**

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

**Outputs:**

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

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

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

**Outputs:**

Activity/Output	2012	2013	2014	2015	Total
Montana Shared Catalog Allocations	\$181,310.00	\$172,150	\$176,254	\$184,912.62	\$714,626.62
Help Requests	33,780	17,000	1,890	1,890	54,560
Training Sessions Offered	130	44	15	34	223



Attendees	1427	423	182	442	2,474
Number of Libraries Added to MSC	38	3	2	7	50
Startup and data migration fees	\$54,850.16	\$16,344	\$1,900	\$39,667.00	\$112,761.16

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

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

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

**Outputs:**

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

**E2 – Survey Responses Summary Tables**

*Table 2 - Primary Challenges Facing Montana Libraries*

Category	f
1. Funding/Budget: adequate and consistent	38
2. Staffing: Adequate librarians to meet community needs, training, and continuing education	28
3. Physical Accessibility: locations/geography, hours of operation, secure, safe and adequately sized buildings	25
4. Resources: Books, research materials, subscriptions, databases, electronic and digital sources, and MontanaLibrary2Go	16
5. Community buy-in/participation	15
6. Federal, state, local advocacy, partnerships, and collaboration	11
7. Computers, printers, scanners, software, up-to-date applications, i.e. Excel, Word, Adobe: including user instructions	11
8. Marketing/outreach	9
9. Internet/Wi-Fi, E-rate	8
10. Life-long educational and entertainment programming	5

*Table 3 - Primary Opportunities for Montana Libraries*

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

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

Category	Priority 1	Priority 2	Priority 3	Total
1. <b>Life-long entertainment and educational programming:</b> including children and Youth and adult programming and services, especially early child and adult literacy	24	47	50	121
2. <b>Technology and digital access:</b> Internet/Wi-Fi, affordable and accessible, digital/electronic resources and databases	33	37	36	106

3. <b>Books, magazines, and newspapers:</b> including difficult-to-locate and books-on-tape	49	29	15	93
4. <b>Access:</b> hours, geographical location, easy check out, information	25	23	12	60
5. Public Space/community center: welcoming and diverse	4	12	28	44
6. Computers: including printers, operating instructions and safety precautions	12	18	11	41
7. Research/Reference resources	16	12	13	41
8. Collaboration, partnerships, and advocacy: State and national level, Interlibrary card, ILL, shared databases	12	9	12	33
9. Staffing: Adequate staff to meet community needs, continuing education, and training	7	8	4	19
10. Catalog	9	4	3	16

Table 4 - State Library Services Used

### Montana State Library Five-Year LSTA Evaluation Survey

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

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

Table 5 - Highest Rated State Library Services

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

To what extent do you agree that the State Library addressed these previous 2012 evaluation recommendations:		
Answer Options	Rating Average	Response Count
#1. MSL should use evaluation data (including complete data beyond what is listed in this document) to explore patron/librarian use of specific LSTA-funded products and services where survey data shows evidence of the product and service improving library services. Data from the product specific surveys demonstrates this in the instance of the Montana Memory Project, MontanaLibrary2Go, and the Montana Shared Catalog. Future product-specific surveys will allow the State to compare and contrast these products and services.	6.30	11
#2. MSL should continually evaluate its outreach campaign to make all libraries aware of these programs and services. The data demonstrates the need to be ever vigilant with regard to promotion of all products and services where an investment has been made.	6.40	11
#3. MSL should continue to explore options to make the Montana Shared Catalog a statewide system involving all libraries. The complicated issues that arise from serving greatly diverse local political jurisdictions and communities with regard to geographic location and demographics (population) is nothing new to Montana state government. It is also noted that MSC is in a growth phase and limited staff resources are logically directed at service to the many candidate libraries that are aware of the benefits to their patrons and eager to join. The following evaluation period should include an analysis of MSC in both urban and rural libraries.	6.27	11
#4. The next decade will experience crucial societal demographic changes that will impact both the MSL's and local libraries' services to a target patron group. Specifically, the Montana Talking Book Library program serves many patrons who are dependent upon traditional delivery systems for audio books (cassette and digital), and the reality of certain individuals' life experiences, physical limitations, access to the internet, and the natural human inclination to embrace that which is known and comfortable means many TBL patrons will not transition to new delivery systems for this service. The patron group is diverse, and many will find a seamless transition as the TBL program embraces other delivery systems, yet MSL should maintain access to all formats through archived materials.	6.08	12
#5. MSL should continue to use LSTA funds in areas of emerging technologies and products that expand the very definition of a library from what it was a generation ago. The empirical support of online-based resources in this evaluation, wedded to the comments in both the surveys and focus groups, shows that these types of products and services bridge the miles between regional and local community hubs that serve the segments of the Montana population who live in a rural setting (and equally the many Montanans who live in an urban setting that remains a great distance from the nation's population centers). MSL should also continue to use LSTA funds in programs that support bringing physical materials to the library	6.27	11

location in the understanding that patrons included in this evaluation support the concept of the virtual library, and recognize the value of increased service and individual economic benefit of bringing the library into their home or office, even as they maintain a sense of pride for what is a traditional community institution.

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

<b>Answer Options</b>	<b>Rating Average</b>	<b>Response Count</b>
#3. Providing training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services (e.g. library certification (CE) program)	5.98	118
#1. Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills (e.g. programming training for librarians)	5.53	118
#2. Establishing or enhancing electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services (e.g. providing discounted access to digital collections, online resources for patrons, and services for library staff such as OCLC Group Services)	5.49	118
#8. Developing library services that provide all users access to information through local, state, regional, national, and international collaborations and networks.	5.21	107
#6. Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, and to individuals with limited functional literacy or information skills	4.86	109
#5. Developing public and private partnerships with other agencies and community-based organizations	4.84	114
#7. Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line applicable to a family of the size involved	4.78	106
#4. Enhancing efforts to recruit future professionals to the field of library and information services.	4.40	114
	5.14	

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

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

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

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

Table 6 - Goal 1 and Objective 1 Satisfaction Ratings

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
Goal 1: MSL provides consultation and leadership to enable users to set and reach their goals (part 1).	6.42	12
Goal 1: MSL provides appropriate trainings and training resources so that the best use can be made of the resources offered (part 2).	6.42	12



1.1. Provide leadership on critical issues, local policies, best practices, research, technology specifications, product evaluations, content selections and procurement, etc.	5.82	11
1.1.1. LSTA will be used for MSL staff to research and stay abreast of library developments (part 1)	5.83	12
1.1.1. LSTA will be used to provide facilitation and training services to help library leaders envision the future of library services and understand the technology needed to implement that vision (part 2).	6.08	12

Table 7- Goal 1, Objective 2 Satisfaction Ratings

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

Table 8 - Goal 1, Objective 1.3 Satisfaction Ratings

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

Table 9 - Goal 1, Objective 1.4 Satisfaction Ratings

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

Table 10- Goal 1, Objective 1.5 Satisfaction Ratings

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count

1.5. Expand online/web-based training opportunities, both those developed by MSL staff and those created by others.	6.50	12
1.5.1. LSTA will be used for MSL staff to develop and facilitate MSL-sponsored webinars (part 1).	6.25	12
1.5.1. LSTA will be used to locate and promote other online training for Montana librarians to attend (part 2).	6.42	12
1.5.2. LSTA will also be used for equipment and software for producing and accessing online training.	5.83	12

Table 11- Goal 1, Objective 1.6 Satisfaction Ratings

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

Table 12 - Goal 2, Objective 1 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
Goal 2. MSL acquires and manages relevant quality content that meets the needs of Montana library users (part 1).	5.75	12
Goal 2. MSL provides libraries and patrons with convenient, high quality, and cost-effective access to library content and services (part 2).	6.08	12
2.1. Continue and extend statewide e-content purchase programs to cut costs and provide materials/services libraries would not be able to afford individually.	5.83	12
2.1.1. LSTA will be used for MSL staff to investigate new products, negotiate statewide discounts, implement new products in libraries, provide training for librarians on utilizing the new resources, and produce marketing materials for libraries to locally promote the expanded resources.	5.92	12
2.1.2. LSTA will also be used to purchase new products for pilot projects designed to determine use and value.	5.83	12

Table 13 - Goal 2, Objective 2 Staff Satisfaction

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

2.2.2. LSTA will also provide high-quality digitization equipment for libraries to use.	5.18	12
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Table 14- Goal 2, Objective 3 Staff Satisfaction

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

Table 15-Goal 2, Objective 4 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
2.4. Expand and improve the Montana Shared Catalog by including more libraries and more resources and by providing Montanans with continued self-service, machine-mediated access over the open Web.	6.67	12
2.4.1. LSTA will be used for startup costs for new MSC members and to provide management and support for the catalog by MSL staff.	6.67	12

Table 16 - Goal 2, Objective 5 Staff Satisfaction

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

Table 17 - Goal 2, Objective 6 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
2.6. Design and expand projects to demonstrate how materials can get to a patron quickly and efficiently at an affordable price regardless of what library owns the items.	6.42	12
2.6.1. LSTA will be used for MSL staff to explore new options and expand existing structures, continuing to develop methods of addressing cost-efficient ways to transport materials between libraries.	6.08	12
2.6.2. LSTA may be used to implement pilot projects to demonstrate possible solutions to this fulfillment issue.	6.36	12

Table 18 - Goal 3, Objective 1 Staff Satisfaction

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
Goal 3. MSL promotes partnerships and encourages collaboration among libraries and other organizations to expand and improve services to patrons.	6.58	12
3.1. Expand membership in the Montana Shared Catalog and promote electronic sharing of resources and collections.	6.58	12
3.1.1. LSTA will be used for MSL staff to encourage and facilitate expansion of sharing within MSC.	6.33	12

Table 19 - Goal 3, Objective 2 Staff Satisfaction

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

Table 20 - Goal 3, Objective 3

To what extent do you agree that the State Library has accomplished the following over the past five years:		
Answer Options	Rating Average	Response Count
3.3. Continue and expand Montana Memory Project (MMP) partnerships to enhance quantity and quality of digital content.	6.27	11

3.3.1. LSTA will be used for MSL staff to explore and establish partnerships for MMP.	6.10	10
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Table 21 - Goal 3, Objective 4

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

Table 22 - Goal 3, Objective 5 Staff Satisfaction

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

Table 23 - Goal 3, Objective 6 Staff Satisfaction

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

Table 24 - Goal 4, Objective 1 Staff Satisfaction

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

Table 25 - Goal 4, Objective 2 Staff Satisfaction

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

Table 26 - Goal 4, Objective 3 Staff Satisfaction

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

Table 27-Goal 4, Objective 4 Staff Satisfaction

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



Table 28 - Goal 4, Objective 5 Staff Satisfaction

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

Table 29 - Goal 4, Objective 6 Staff Satisfaction

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

Table 30 - Were Any Goals Not Achieved?

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

Table 31 - Satisfaction with Progress Towards Focal Areas

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
<b>1. Lifelong Learning (MSL Goal 3)</b>	5.32	95
<b>2. Information Access (MSL Goals 2, 3, 4)</b>	5.24	90
1.2. Improved users' general knowledge and skills	5.10	92
<b>6. Civic Engagement</b>	5.09	81
2.1. Improved users' ability to discover information resources	4.97	92
6.1. Improved users' ability to participate in their community	4.97	86
<b>3. Institutional Capacity (MSL Goals 1, 3)</b>	4.96	84
2.2. Improved users' ability to obtain and/or use information resources	4.95	89
3.3. Improved library operations	4.94	91
5.3. Improved users' ability to apply information that furthers their parenting and family skills	4.92	88
3.1. Improved the library workforce	4.90	90
3.2. Improved the library's physical and technological infrastructure	4.87	90
6.2. Improved users' ability to participate in community conversations around topics of concern.	4.83	85
<b>5. Human Services</b>	4.68	76
1.1. Improved users' formal education	4.64	90
<b>4. Economic &amp; Employment Development</b>	4.59	82
4.1. Improved users' ability to use resources and apply information for employment support	4.56	91
4.2. Improved users' ability to use and apply business resources	4.49	90
5.1. Improved users' ability to apply information that furthers their personal, family, or household finances	4.48	85
5.2. Improved users' ability to apply information that furthers their personal or family health & wellness	4.44	85
	4.85	

Table 32 - Satisfaction with Focal Area 1

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

Table 33 - Staff and Librarian Satisfaction with Focal Area 2

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
<b>2. Information Access (MSL Goals 2, 3, 4)</b>	5.24	90

2.1. Improved users' ability to discover information resources	4.97	92
2.2. Improved users' ability to obtain and/or use information resources	4.95	89

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

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

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

To what extent do you agree that the Montana State Library addressed the following national Focal Areas from 2013-2016?		
Answer Options	Rating Average	Response Count
6. Civic Engagement	5.09	81
6.1. Improved users' ability to participate in their community	4.97	86
6.2. Improved users' ability to participate in community conversations around topics of concern.	4.83	85

Table 34 - Focal Groups Focused on in Five-Year Plan

Did any of the following groups represent a substantial focus for your Five-Year Plan activities (Yes = 10% or more of LSTA funds were allocated toward that specific group)?			
Answer Options	Yes	No	Response Count
1. Individuals with disabilities	10	0	10
2. Library workforce (current and future)	9	0	9
3. Families	8	1	9
4. Children (aged 0-5)	6	2	8
5. School-aged youth (aged 6-17)	5	3	8
6. Individuals with limited functional literacy or information skills	4	5	9
7. Ethnic or minority populations	2	6	8
8. Individuals living below the poverty line	1	7	8
9. Individuals that are unemployed/underemployed	1	6	7
10. Immigrants/refugees	0	8	8

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

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

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

Table 35 - Survey Participants

### Montana State Library Five-Year LSTA Evaluation Survey

Your Primary Status (choose the answer choice that best describes you):

Answer Options	Response Percent	Response Count
State Library Staff	5.1%	11
Librarian or Library Staff	43.3%	93
Library Administrator	14.4%	31
Patron or General Community Member	30.7%	66
Network Advisory Council member	0.5%	1
State Library Commission member	1.4%	3
Public Library Trustee	4.7%	10
<i>answered question</i>		<b>215</b>

*Library Usage*

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

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

Table 36 - Patron Random Sample Future IMLS Priorities

**To what extent do you feel the following national priorities should represent a substantial focus of Montana's libraries over the next five years?**

Answer Options	Rating Average	Response Count
#1 - Expand services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages in order to support such individuals' needs for education, lifelong learning, workforce development, and digital literacy skills	5.40	47
#8 - Develop library services that provide all users access to information through local, state, regional, national, and international collaborations and networks	5.33	48
#3 - Provide training and professional development, including continuing education, to enhance the skills of the current library workforce and leadership, and advance the delivery of library and information services	5.30	46
#2 - Establish or enhance electronic and other linkages and improved coordination among and between libraries and entities for the purpose of improving the quality of and access to library and information services	5.08	48
#7 - Target library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line	5.00	47

(as defined by the Office of Management and Budget and revised annually in accordance with section 9902(2) of title 42) applicable to a family of the size involved

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

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



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

Table 37 - IMLS Priorities for 2018-2022

**To what extent do you feel the following national priorities should represent a substantial focus of Montana's libraries over the next five years?**

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

**Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?**

Answer Options	Rating Average	Response Count	Rank
<b>2. Information Access</b>	6.08	51	1
<b>1. Lifelong Learning</b>	5.88	51	2
2.2. Improve users' ability to obtain and/or use information resources	5.73	51	3
2.1. Improve users' ability to discover information resources	5.69	51	4
1.2. Improve users' general knowledge and skills	5.56	50	5
6.1. Improve users' ability to participate in their community	5.45	44	6
6.2. Improve users' ability to participate in community conversations around topics of concern.	5.32	44	7
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	5.31	42	8
<b>6. Civic Engagement</b>	5.26	34	9

5.3. Improve users' ability to apply information that furthers their parenting and family skills	5.21	42	10
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	5.14	42	11
4.2. Improve users' ability to use and apply business resources	4.94	47	12
<b>5. Human Services</b>	4.92	38	13
4.1. Improve users' ability to use resources and apply information for employment support	4.83	47	14
1.1. Improve users' formal education	4.78	49	15
3.1. Improve the library workforce	4.72	46	16
3.2. Improve the library's physical and technological infrastructure	4.65	46	17
4. Economic & Employment Development	4.61	44	18
3.3. Improve library operations	4.56	45	19
3. Institutional Capacity	4.43	40	20

Table 38 – Composite Future Focal Area Rankings

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

4.2. Improve users' ability to use and apply business resources	17	10	19	12	14.5	16
<b>5. Human Services</b>	13	16	16	13	14.5	17
4.1. Improve users' ability to use resources and apply information for employment support	12	19	14	14	14.75	18
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	14	17	17	11	14.75	19
1.1. Improve users' formal education	20	20	20	15	18.75	20

Table 39 - Future Focal Area Average Ratings

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

Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?									
Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
1. Lifelong Learning	3	1	6	13	25	37	71	5.89	156

1.1. Improve users' formal education	9	6	14	35	29	24	38	4.89	155
1.2. Improve users' general knowledge and skills	4	0	7	17	24	53	53	5.71	158

**Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?**

Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
2. Information Access	2	1	3	8	18	38	88	6.20	158
2.1. Improve users' ability to discover information resources	3	3	1	9	33	39	70	5.93	158
2.2. Improve users' ability to obtain and/or use information resources	3	1	1	9	24	47	72	6.05	157

**Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?**

Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
3. Institutional Capacity	7	8	2	18	36	33	37	5.23	141
3.1. Improve the library workforce	8	5	7	16	30	42	46	5.37	154
3.2. Improve the library's physical and technological infrastructure	6	5	4	21	25	44	50	5.49	155
3.3. Improve library operations	6	8	4	21	34	38	43	5.31	154

**Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?**

Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
4. Economic & Employment Development	5	5	7	41	28	28	33	5.03	147
4.1. Improve users' ability to use resources and apply information for employment support	6	2	6	36	33	31	42	5.24	156
4.2. Improve users' ability to use and apply business resources	7	2	6	38	36	30	36	5.12	155

**Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?**

Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
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5. Human Services	5	3	9	22	30	31	38	5.28	138
5.1. Improve users' ability to apply information that furthers their personal, family, or household finances	3	4	11	23	40	29	39	5.26	149
5.2. Improve users' ability to apply information that furthers their personal or family health & wellness	3	2	9	25	33	30	48	5.43	150
5.3. Improve users' ability to apply information that furthers their parenting and family skills	5	5	6	23	25	38	47	5.42	149

**Which of the following Measuring Success national priority areas should be a priority for Montana's libraries over the next five years?**

Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	Rating Average	Response Count
6. Civic Engagement	5	1	6	25	22	36	39	5.40	134
6.1. Improve users' ability to participate in their community	4	1	6	24	30	44	42	5.48	151
6.2. Improve users' ability to participate in community conversations around topics of concern.	4	3	7	20	35	41	40	5.41	150

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

Answer Options	Rating Average	Response Count	Rank
School-aged youth (aged 6-17)	6.04	47	1
Families	5.89	47	2
Children (aged 0-5)	5.58	45	3
Individuals with limited functional literacy or information skills	5.57	47	4
Individuals with disabilities	5.43	47	5
Library workforce (current and future)	5.27	46	6
Individuals that are unemployed/underemployed	5.12	46	7
Individuals living below the poverty line	5.09	47	8
Ethnic or minority populations	4.63	47	9
Immigrants/refugees	4.07	47	10
Average	5.27		

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

Answer Options	Staff Rank (n=7)	SLC and NAC (n=4)	Librarian Rank (n=85)	Patron Random Sample Rank (n=47)	Average Rankings	Rankings
School-aged youth (aged 6-17)	5	2	1	1	2.3	1
Individuals with limited functional literacy or information skills	2	1	5	4	3.0	2



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Families	8	2	2	2	3.5	3
Library workforce (current and future)	3	2	4	6	3.8	4
Individuals with disabilities	1	2	7	5	3.8	4
Children (aged 0-5)	9	2	3	3	4.3	6
Individuals living below the poverty line	4	2	6	8	5.0	7
Ethnic or minority populations	6	2	9	9	6.5	8
Individuals that are unemployed/underemployed	10	2	8	7	6.8	9
Immigrants/refugees	7	10	10	10	9.3	10

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

Answer Options	Rating Average	Response Count
1. School-aged youth (aged 6-17)	6.16	152
2. Families	6.01	153
3. Children (aged 0-5)	5.95	151
4. Individuals with limited functional literacy or information skills	5.73	151
5. Library workforce (current and future)	5.62	151
6. Individuals with disabilities	5.53	153
7. Individuals living below the poverty line	5.46	154
8. Individuals that are unemployed/underemployed	5.36	152
9. Ethnic or minority populations	5.03	153
10. Immigrants/refugees	4.52	152
	5.54	

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

Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	N/A	Rating Average	Response Count
Library workforce (current and future)	2	3	7	19	23	36	51	10	5.62	151
Individuals living below the poverty line	3	2	10	18	35	34	45	7	5.46	154
Individuals that are unemployed/underemployed	3	4	9	20	39	27	44	6	5.36	152

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

Answer Options	1 (low priority)	2	3	4	5	6	7 (high priority)	N/A	Rating Average	Response Count
Ethnic or minority populations	6	7	11	23	38	21	37	10	5.03	153
Immigrants/refugees	13	9	15	34	25	19	28	9	4.52	152

Individuals with disabilities	3	3	7	16	35	37	46	6	5.53	153
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To what extent do you feel the following groups should represent a substantial focus for Montana libraries over the next five years?

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

### Montana State Library Five-Year LSTA Evaluation Survey

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

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

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

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

### Montana State Library Five-Year LSTA Evaluation Survey

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

Answer Options	Response Percent	Response Count
0-5 minutes	28.7%	31
5-10 minutes	29.6%	32

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10-15 minutes	17.6%	19
15-20 minutes	13.0%	14
More than 20 minutes	7.4%	8
Other (please specify) or please feel free to elaborate:	3.7%	4
<i>answered question</i>		<b>108</b>
<i>skipped question</i>		<b>107</b>

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

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

Answer Options	Response Percent	Response Count
0-5 minutes	25.6%	10
5-10 minutes	30.8%	12
10-15 minutes	17.9%	7
15-20 minutes	10.3%	4
More than 20 minutes	7.7%	3
Other (please specify) or please feel free to elaborate:	7.7%	3
<i>answered question</i>		<b>39</b>
<i>skipped question</i>		<b>15</b>

**Montana State Library Five-Year LSTA Evaluation Survey**

**Do you live in Billings, Missoula, or Great Falls (communities with more than 50,000 residents)?**

Answer Options	Response Percent	Response Count
Yes	15.4%	20
No	81.5%	106

**Do you live in Billings, Missoula, or Great Falls (communities with more than 50,000 residents)?**

Answer Options	Response Percent	Response Count
Yes	12.0%	3
No	88.0%	22
Other (please specify)	0.0%	0
<i>answered question</i>		<b>25</b>

### Montana State Library Five-Year LSTA Evaluation Survey

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

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

### Montana State Library Five-Year LSTA Evaluation Survey

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

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

### Montana State Library Five-Year LSTA Evaluation Survey

Please tell us your Age Range:

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

Please tell us your Age Range:

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

### Montana State Library Five-Year LSTA Evaluation Survey

Please tell us what is the Primary Language you speak at home:

Answer Options	Response Percent	Response Count
English	100.0%	156
Spanish	0.0%	0
Native American (please specify tribal language) or Other (please specify)	0.0%	0
<i>answered question</i>		<b>156</b>

### Montana State Library Five-Year LSTA Evaluation Survey

Your Education (highest degree earned):

Answer Options	Response Percent	Response Count
Some high school	0.0%	0
High School diploma	16.1%	25

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Associate Arts (two-year community college)	9.0%	14
Technical Certificate	5.2%	8
Bachelor's Degree	28.4%	44
Master's Degree	35.5%	55
Ph.D./Ed.D.	0.6%	1
JD	0.6%	1
MD	0.0%	0
Other (please specify)	4.5%	7
<b>answered question</b>		<b>155</b>
<b>skipped question</b>		<b>60</b>

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

**Your Education (highest degree earned):**

Answer Options	Response Percent	Response Count
Some high school	0.0%	0
High School diploma	31.4%	16
Associate Arts (two-year community college)	11.8%	6
Technical Certificate	11.8%	6
Bachelor's Degree	25.5%	13
Master's Degree	13.7%	7
Ph.D./Ed.D.	0.0%	0
JD	2.0%	1
MD	0.0%	0
Other (please specify)	3.9%	2
<b>answered question</b>		<b>51</b>
<b>skipped question</b>		<b>3</b>

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

**Montana State Library Five-Year LSTA Evaluation Survey**

**Your Combined Household Income:**

Answer Options	Response Percent	Response Count
\$0 - \$25,000	11.0%	16
\$25,000 - \$50,000	30.3%	44
\$50,000 - \$75,000	26.2%	38



\$75,000 - \$100,000	15.2%	22
\$100,000+	17.2%	25
<i>answered question</i>		<b>145</b>

**Your Combined Household Income:**

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

### Montana State Library Five-Year LSTA Evaluation Survey

**Do you have a computing device (computer, laptop, and/or tablet) at home?**

Answer Options	Response Percent	Response Count
Yes	92.4%	146
No	7.6%	12
Other (please specify)	0.0%	0
<i>answered question</i>		<b>158</b>

**Do you have a computing device (computer, laptop, and/or tablet) at home?**

Answer Options	Response Percent	Response Count
Yes	88.5%	46
No	11.5%	6
Other (please specify)	0.0%	0
<i>answered question</i>		<b>52</b>

### Montana State Library Five-Year LSTA Evaluation Survey

**Do you have access to the Internet at home and, if so, through what device(s) (check all that apply)?**

Answer Options	Response Percent	Response Count
Laptop computer	72.0%	113
Smartphone	65.0%	102
Tablet	54.8%	86
Desktop computer	42.0%	66
Cellphone (no web browsing)	15.9%	25
No, I do not have Internet access at home.	7.6%	12
Chromebook	5.7%	9
Other (please specify)	1.9%	3
<i>answered question</i>		<b>157</b>

<i>skipped question</i>				58
Number	Response Date	Other (please specify)	Categories	
1	Jan 11, 2017 9:08 PM	Kindle		
2	Oct 24, 2016 8:52 PM	very limited usage as we only have satellite no DSL		

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

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

Please rate the importance of the following library services to you over the past 12 months:			
Answer Options	Rating Average	Response Count	
1. Checking out printed books	4.86	39	
2. To use public meeting rooms for any purpose, including voting	4.06	39	

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3. Using reference materials, newspapers, magazines, or other periodicals	3.53	38
4. A place to socialize and attend community events	3.53	39
5. Library Website (e.g. to search for materials, place materials on hold, renew materials, use research resources, or manage your account online).	3.47	37
6. Library Wi-Fi	3.41	39
7. A place to read	3.17	39
8. Computer or Internet training classes or workshops	3.09	39
Programs or services designed for children 5 and under	3.03	39
Staff help with your computer or other digital device	3.03	38
Checking out audio books or music on CDs	3.00	39
A place to work or study	3.00	38
Help with homework for school aged children or teens	2.57	39
Checking out movies on DVDs	2.56	38
Programs or services to help find a job or create a resume	2.08	38
Downloading Audio books	1.94	39
Downloading eBooks, music, or eAudio books	1.89	39
Average	3.07	

On a daily basis, how often do you use the following resources for accessing information?		
Answer Options	Rating Average	Response Count
1. Telephone (wired or cell)	4.61	155
2. Laptop computer	4.25	154
3. Smartphone texting	4.07	153
4. Desktop computer	3.89	154
5. Radio	3.83	157
6. Smartphone web browsing	3.76	153
7. Social Media (e.g. Facebook, Twitter, etc.)	3.73	156
8. Television	3.72	115
9. Smartphone mobile apps	3.68	155
10. Print magazines	3.57	154
11. Print newspaper	3.42	157
12. Tablet	3.22	152
13. Smartphone instant messaging (e.g. Instant messaging, Google Hangout, Facebook, Twitter, etc.)	3.16	152
14. Computer instant messaging (e.g. Google Hangout, Facebook, Twitter, etc.)	2.96	155
15. Tablet PC (e.g. Surface, iPad Air, etc.)	2.88	152
16. Cellphone (no web browsing)	2.39	149

On a daily basis, how often do you use the following resources for accessing information?		
Answer Options	Rating Average	Response Count
1. Telephone (wired or cell)	4.79	52
2. Laptop computer	4.06	52
3. Radio	3.92	52
4. Print newspaper	3.67	52
5. Print magazines	3.63	52

6. Smartphone texting	3.55	51
7. Smartphone web browsing	3.52	50
8. Desktop computer	3.27	51
Smartphone mobile apps	3.18	51
Social Media (e.g. Facebook, Twitter, etc.)	3.04	52
Smartphone instant messaging (e.g. Instant messaging, Google Hangout, Facebook, Twitter, etc.)	2.81	48
Tablet	2.80	51
Computer instant messaging (e.g. Google Hangout, Facebook, Twitter, etc.)	2.73	51
Tablet PC (e.g. Surface, iPad Air, etc.)	2.65	49
Cellphone (no web browsing)	2.58	50
Television	1.82	11
	3.25	

**How important are the following INFORMATION sources in your daily life?**

Answer Options	Rating Average	Response Count
1. Weather	5.76	169
2. Email	5.71	170
3. Local news	5.58	170
4. National news	5.31	169
5. World news	5.30	170
6. Desktop Computer	4.88	169
7. Community resources	4.87	167
8. General website surfing	4.82	169
9. Smartphone/Cell phone Telephone Calls	4.77	169
10. Laptop Computer	4.77	168
11. Smartphone/Cell phone Texting	4.68	170
12. Community events	4.66	170
13. Smartphone	4.53	169
14. Government resources	4.10	169
Facebook	3.73	169
Tablet Computer	3.69	167
Telephone over the Internet (Skype, Gmail talk, etc.)	3.49	165
Social Media in General (e.g. Youtube, Instagram, LinkedIn, Snapchat, etc.)	3.36	169
Video conferencing (Skype, Google Video, Facetime, etc.)	3.18	166
Sports	2.76	167
Movie reviews	2.49	168
Blogging in general	2.33	169
Hunting/Fishing Reports and Forecasts	2.31	166
Chromebook	1.88	168
Twitter	1.73	162
	4.03	

**How important are the following INFORMATION sources in your daily life?**

Answer Options	Rating Average	Response Count
1. Weather	5.88	52
2. Local news	5.75	52
3. World news	5.23	53
4. National news	5.13	53
5. Email	4.91	53

6. Smartphone/Cell phone Telephone Calls	4.72	53
7. General website surfing	4.23	53
8. Community resources	4.19	53
9. Laptop Computer	4.19	52
10. Smartphone/Cell phone Texting	4.06	53
11. Smartphone	4.00	53
12. Desktop Computer	3.96	53
13. Community events	3.89	53
14. Government resources	3.66	53
Telephone over the Internet (Skype, Gmail talk, etc.)	3.14	51
Tablet Computer	3.08	53
Sports	2.94	52
Facebook	2.89	53
Hunting/Fishing Reports and Forecasts	2.60	52
Social Media in General (e.g. Youtube, Instagram, LinkedIn, Snapchat, etc.)	2.48	52
Video conferencing (Skype, Google Video, Facetime, etc.)	2.37	52
Movie reviews	2.25	52
Blogging in general	1.92	53
Chromebook	1.74	53
Twitter	1.26	50
	3.62	

Answer Options	Rating Average	Response Count
1. Leisure reading	5.71	170
2. Email	5.15	169
3. Local news	5.09	169
4. National news	4.88	170
5. Smartphone/Cellphone	4.59	170
6. Outdoor leisure activities (bicycling, horseback riding, skiing, etc.)	4.57	168
7. Smartphone texting/instant messaging	4.32	168
8. Attending community events (sports, theater, etc)	4.32	167
9. Exercising/playing sports	4.26	166
10. General website surfing	4.20	169
11. Watching TV in general	3.91	169
12. Facebook	3.85	169
13. Smartphone Talking on the Phone	3.74	167
14. Watching movies via DVD	3.58	169
15. Smartphone web browsing	3.55	169
16. Playing traditional games (e.g. board games, cards, etc.)	3.54	169
17. Watching movies on TV	3.51	169
Listening to music on the Internet	3.36	168
Netflix	3.24	165
Amazon Prime or Other Internet Streaming Services	3.20	169
YouTube videos	3.05	168
Watching movies at the theater	3.02	169
Watching movies on the Internet	2.79	168
Video conferencing (Skype, Google Video, Facetime, etc.)	2.72	166
Smartphone listening to music/podcasts	2.72	165
Watching / Reading about sports	2.64	168
Smartphone playing games/using apps	2.50	168
Telephone over the Internet (Skype, Gmail talk, etc.)	2.48	165
Movie reviews	2.24	167

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Smartphone watching TV/videos/Movies, etc.	2.09	166
Redbox	1.65	168
Twitter	1.58	168
	3.50	

Answer Options	Rating Average	Response Count
7. Local news	5.25	53
8. Leisure reading	4.87	53
9. National news	4.70	53
10. Email	4.49	53
11. Outdoor leisure activities (bicycling, horseback riding, skiing, etc.)	4.23	53
12. Watching TV in general	4.19	53
13. Attending community events (sports, theater, etc)	4.06	53
14. Smartphone/Cellphone	3.98	53
15. Exercising/playing sports	3.92	52
16. Smartphone texting/instant messaging	3.62	53
17. General website surfing	3.62	53
18. Watching movies on TV	3.52	52
19. Smartphone Talking on the Phone	3.40	52
20. Smartphone web browsing	3.19	53
21. Facebook	3.15	52
Playing traditional games (e.g. board games, cards, etc.)	3.02	53
Watching movies via DVD	2.91	53
Watching / Reading about sports	2.88	52
Listening to music on the Internet	2.85	53
Watching movies at the theater	2.72	53
YouTube videos	2.49	53
Amazon Prime or Other Internet Streaming Services	2.43	53
Netflix	2.32	53
Telephone over the Internet (Skype, Gmail talk, etc.)	2.31	52
Video conferencing (Skype, Google Video, Facetime, etc.)	2.21	53
Smartphone playing games/using apps	2.11	53
Watching movies on the Internet	2.02	53
Smartphone listening to music/podcasts	1.74	53
Movie reviews	1.68	53
Redbox	1.64	53
Smartphone watching TV/videos/Movies, etc.	1.62	53
Twitter	1.21	53
	3.07	



**E3 - Montana Public Library Statistics (2006-2015)**

**Public Library Income**

Descriptives				
		N	Mean	Maximum
Income - City	2006	80	\$ 69,713.66	\$1,708,022.00
	2007	80	\$ 72,736.61	\$1,713,790.00
	2008	80	\$ 77,007.74	\$1,792,506.00
	2009	80	\$ 99,950.70	\$1,948,285.00
	2010	80	\$107,218.85	\$1,955,178.00
	2011	81	\$110,233.16	\$2,077,614.00
	2012	82	\$108,632.98	\$2,043,261.00
	2013	82	\$112,103.22	\$2,084,607.00
	2014	82	\$116,286.22	\$2,157,146.00
	2015	82	\$117,829.11	\$2,340,621.00
	Total	809	\$ 99,328.70	\$2,340,621.00
		Change	41%	
		N	Mean	Maximum
Income - County	2006	80	\$142,422.69	\$2,238,838.00
	2007	80	\$148,056.76	\$2,411,618.00
	2008	80	\$169,429.68	\$2,672,110.00
	2009	80	\$161,348.24	\$2,535,196.00
	2010	80	\$154,832.23	\$2,375,380.00
	2011	81	\$163,619.86	\$2,725,274.00
	2012	82	\$162,909.65	\$2,680,669.00
	2013	82	\$171,293.73	\$2,767,134.00
	2014	82	\$183,597.95	\$2,954,951.00
	2015	82	\$195,361.71	\$3,289,770.00
	Total	809	\$165,413.78	\$3,289,770.00
		Change	27%	
		N	Mean	Maximum
Income - State - Coal Severance Tax	2006	80	\$ 1,769.88	\$ 5,764.00
	2007	80	\$ 1,867.41	\$ 6,412.00
	2008	80	\$ 2,192.21	\$ 9,562.00
	2009	80	\$ 2,192.29	\$ 9,550.00
	2010	80	\$ 2,192.11	\$ 9,550.00
	2011	81	\$ 2,164.98	\$ 10,465.00
	2012	82	\$ 2,138.77	\$ 10,558.00
	2013	82	\$ 2,138.67	\$ 10,547.00
	2014	82	\$ 2,138.67	\$ 10,663.00
	2015	82	\$ 2,119.71	\$ 10,372.00
	Total	809	\$ 2,091.98	\$ 10,663.00
		Change	17%	
		N	Mean	Maximum
Income - State - Interlibrary Loan	2006	80	\$ 2,273.90	\$ 56,729.00

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	2007	80	\$ 1,937.99	\$ 60,690.00
	2008	80	\$ 2,133.69	\$ 59,015.00
	2009	80	\$ 2,125.85	\$ 56,950.00
	2010	80	\$ 2,185.29	\$ 51,390.00
	2011	81	\$ 2,182.65	\$ 45,754.00
	2012	82	\$ -	\$ -
	2013	82	\$ -	\$ -
	2014	82	\$ -	\$ -
	2015	82	\$ -	\$ -
	Total	809	\$ 1,272.35	\$ 60,690.00
		Change	#DIV/0!	
		N	Mean	Maximum
Income - State - Per Capita/Per Square Mile	2006	80	\$ 1,327.99	\$ 12,322.00
	2007	80	\$ 1,280.96	\$ 12,322.00
	2008	80	\$ 1,269.66	\$ 12,322.00
	2009	80	\$ 1,280.36	\$ 12,322.00
	2010	80	\$ 1,283.09	\$ 12,322.00
	2011	81	\$ 1,257.81	\$ 12,322.00
	2012	82	\$ 1,242.45	\$ 13,026.00
	2013	82	\$ 1,249.88	\$ 13,026.00
	2014	82	\$ 4,810.45	\$ 50,133.00
	2015	82	\$ 4,810.45	\$ 50,133.00
	Total	809	\$ 1,990.77	\$ 50,133.00
		Change	72%	
		N	Mean	Maximum
Income - State - Total	2006	80	\$ 5,680.94	\$ 69,103.00
	2007	80	\$ 5,086.36	\$ 72,881.00
	2008	80	\$ 5,595.56	\$ 75,087.00
	2009	80	\$ 5,598.43	\$ 73,055.00
	2010	80	\$ 5,660.49	\$ 67,518.00
	2011	81	\$ 5,605.62	\$ 65,876.00
	2012	82	\$ 3,381.11	\$ 20,696.00
	2013	82	\$ 3,388.48	\$ 20,685.00
	2014	82	\$ 6,949.13	\$ 51,663.00
	2015	82	\$ 6,930.13	\$ 51,688.00
	Total	809	\$ 5,385.67	\$ 75,087.00
		Change	18%	
		N	Mean	Maximum
Income - Federal	2006	80	\$ 220.54	\$ 9,967.00
	2007	80	\$ 311.23	\$ 10,976.00
	2008	80	\$ 485.21	\$ 20,992.00
	2009	80	\$ 1,647.13	\$ 96,687.00
	2010	80	\$ 328.64	\$ 20,000.00
	2011	81	\$ 3,053.68	\$ 89,634.00
	2012	82	\$ 2,162.78	\$ 88,759.00
	2013	82	\$ 1,316.46	\$ 36,620.00
	2014	82	\$ 144.27	\$ 4,908.00
	2015	82	\$ 238.18	\$ 17,000.00

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	Total	809	\$ 993.11	\$ 96,687.00
		Change	7%	
		N	Mean	Maximum
Income - Other	2006	80	\$ 24,116.66	\$ 481,946.00
	2007	80	\$ 22,620.80	\$ 436,408.00
	2008	80	\$ 28,540.20	\$ 594,803.00
	2009	80	\$ 21,020.03	\$ 377,736.00
	2010	80	\$ 27,781.74	\$ 552,142.00
	2011	81	\$ 20,647.84	\$ 289,362.00
	2012	82	\$ 20,884.66	\$ 270,426.00
	2013	82	\$ 20,326.78	\$ 238,731.00
	2014	82	\$ 23,527.48	\$ 224,773.00
	2015	82	\$ 21,503.11	\$ 258,656.00
	Total	809	\$ 23,078.71	\$ 594,803.00
		Change	-12%	
		N	Mean	Maximum
Income - Total	2006	80	\$242,154.49	\$2,692,752.00
	2007	80	\$248,811.76	\$2,679,169.00
	2008	80	\$281,058.39	\$2,986,056.00
	2009	80	\$289,564.51	\$2,981,711.00
	2010	80	\$295,821.94	\$3,146,422.00
	2011	81	\$303,160.16	\$3,048,759.00
	2012	82	\$297,971.17	\$3,015,300.00
	2013	82	\$308,428.67	\$3,068,898.00
	2014	82	\$330,505.05	\$3,333,206.00
	2015	82	\$341,862.24	\$3,459,592.00
	Total	809	\$294,199.96	\$3,459,592.00
		Change	29%	
		N	Mean	Maximum
Income - Per Capita (Service Population)	2006	80	\$ 26.02	\$ 199.45
	2007	80	\$ 25.67	\$ 97.84
	2008	80	\$ 27.52	\$ 93.80
	2009	80	\$ 29.58	\$ 103.53
	2010	80	\$ 31.78	\$ 106.94
	2011	81	\$ 29.79	\$ 101.68
	2012	82	\$ 29.77	\$ 124.47
	2013	82	\$ 31.51	\$ 124.90
	2014	82	\$ 33.68	\$ 136.85
	2015	82	\$ 34.01	\$ 120.27
	Total	809	\$ 29.95	\$ 199.45
		Change	23%	
		N	Mean	Maximum
Income - Per Capita (Census/Estimated Population)	2006	80	\$ 37.83	\$ 854.17
	2007	80	\$ 31.35	\$ 193.39
	2008	80	\$ 34.02	\$ 227.10
	2009	80	\$ 36.96	\$ 265.99

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	2010	80	\$ 38.79	\$ 414.71
	2011	81	\$ 30.03	\$ 102.30
	2012	82	\$ 30.19	\$ 125.09
	2013	82	\$ 42.87	\$ 564.85
	2014	82	\$ 46.43	\$ 557.44
	2015	82	\$ 44.65	\$ 402.23
	Total	809	\$ 37.34	\$ 854.17
		Change	15%	

Table 40 - Average Income Per Capita (Service Population) from 2006-2015

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

Table 41 - Average State Income Per Capita/Per Square Mile from 2006 to 2015

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

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Table 42 - Average Library City Income from 2006-2015

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

Table 43 - Average County Library Income from 2006 to 2015

		N	Mean	Maximum
Income - County	2006	80	\$142,422.69	\$2,238,838.00
	2007	80	\$148,056.76	\$2,411,618.00
	2008	80	\$169,429.68	\$2,672,110.00
	2009	80	\$161,348.24	\$2,535,196.00
	2010	80	\$154,832.23	\$2,375,380.00
	2011	81	\$163,619.86	\$2,725,274.00
	2012	82	\$162,909.65	\$2,680,669.00
	2013	82	\$171,293.73	\$2,767,134.00
	2014	82	\$183,597.95	\$2,954,951.00
	2015	82	\$195,361.71	\$3,289,770.00
Total		809	\$165,413.78	\$3,289,770.00
Change			27%	

Table 44 - Average State Library Income from 2006 to 2015

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

**Public Library Capital**

Table 45 – Average Total Capital Revenue for Montana Public Libraries (2006-2015)

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

Table 46-Average Local Capital Revenue for Montana Public Libraries (2006-2015)

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

Descriptives				
		N	Mean	Maximum
Capital Expenditures - Collection	2006	80	\$ 3,819.69	\$ 266,127.00
	2007	80	\$ 37,333.89	\$ 2,939,000.00
	2008	80	\$ 473.74	\$ 16,163.00
	2009	80	\$ 398.51	\$ 17,640.00
	2010	80	\$ 866.96	\$ 26,803.00
	2011	81	\$ 4,510.15	\$ 331,327.00
	2012	82	\$ 4,193.99	\$ 315,236.00
	2013	82	\$ -	\$ -
	2014	82	\$ 369.83	\$ 23,539.00
	2015	82	\$ 235.46	\$ 14,508.00
	Total	809	\$ 5,179.59	\$ 2,939,000.00
		Change	-1522%	



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Capital Expenditures - Equipment	2006	80	\$ 2,720.81	\$ 57,318.00	
	2007	80	\$ 9,820.54	\$ 483,309.00	
	2008	80	\$ 2,185.83	\$ 64,735.00	
	2009	80	\$ 3,525.04	\$ 55,885.00	
	2010	80	\$ 5,034.80	\$ 157,500.00	
	2011	81	\$ 2,279.19	\$ 32,539.00	
	2012	82	\$ 2,985.80	\$ 49,715.00	
	2013	82	\$ -	\$ -	
	2014	82	\$ 30,607.37	\$ 2,414,215.00	
	2015	82	\$ 4,072.43	\$ 155,534.00	
	Total	809	\$ 6,348.77	\$ 2,414,215.00	
			Change	33%	
	Capital Expenditures - Building	2006	80	\$104,376.81	\$ 7,571,417.00
2007		80	\$ 43,603.41	\$ 2,657,679.00	
2008		80	\$ 22,635.33	\$ 880,000.00	
2009		80	\$ 9,218.05	\$ 387,671.00	
2010		80	\$ 17,074.25	\$ 302,234.00	
2011		81	\$ 4,854.16	\$ 150,000.00	
2012		82	\$ 8,655.30	\$ 506,170.00	
2013		82	\$ -	\$ -	
2014		82	\$ 59,873.15	\$ 4,733,312.00	
2015		82	\$ 35,538.21	\$ 1,908,128.00	
Total		809	\$ 30,505.91	\$ 7,571,417.00	
			Change	-194%	
Capital Expenditures - Other		2006	80	\$ 1,089.49	\$ 51,439.00
	2007	80	\$ 809.83	\$ 30,190.00	
	2008	80	\$ 1,818.16	\$ 102,640.00	
	2009	80	\$ 980.69	\$ 43,126.00	
	2010	80	\$ 2,659.63	\$ 100,000.00	
	2011	81	\$ 891.35	\$ 50,000.00	
	2012	82	\$ 2,461.52	\$ 118,793.00	
	2013	82	\$ -	\$ -	
	2014	82	\$ 1,943.99	\$ 118,386.00	
	2015	82	\$ 36.59	\$ 3,000.00	
	Total	809	\$ 1,267.09	\$ 118,793.00	
			Change	-2878%	
	Capital Expenditures - Total	2006	80	\$112,006.80	\$ 7,628,735.00
2007		80	\$ 91,567.66	\$ 3,319,021.00	
2008		80	\$ 27,113.05	\$ 891,455.00	
2009		80	\$ 14,122.29	\$ 392,401.00	
2010		80	\$ 25,635.64	\$ 533,337.00	
2011		81	\$ 12,534.84	\$ 427,823.00	
2012		82	\$ 18,296.62	\$ 514,893.00	
2013		82	\$ -	\$ -	
2014		82	\$ 92,794.33	\$ 7,147,527.00	
2015		82	\$ 39,882.68	\$ 1,921,579.00	
Total		809	\$ 43,301.35	\$ 7,628,735.00	
			Change	-181%	
Capital Revenue - Local		2006	80	\$ 42,490.70	\$ 2,848,337.00
	2007	80	\$ 44,271.09	\$ 3,319,021.00	
	2008	80	\$ 3,882.24	\$ 242,004.00	
	2009	80	\$ 9,527.19	\$ 387,671.00	
	2010	80	\$ 6,286.94	\$ 243,955.00	
	2011	81	\$ 2,642.15	\$ 200,414.00	

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	2012	82	\$ 15,479.48	\$ 514,893.00
	2013	82	\$ -	\$ -
	2014	82	\$ 92,615.29	\$ 7,147,527.00
	2015	82	\$ 30,325.05	\$ 1,921,579.00
	Total	809	\$ 24,822.11	\$ 7,147,527.00
		Change	-40%	
Capital Revenue - State	2006	80	\$ -	\$ -
	2007	80	\$ -	\$ -
	2008	80	\$ -	\$ -
	2009	80	\$ -	\$ -
	2010	80	\$ 93.61	\$ 7,489.00
	2011	81	\$ 195.70	\$ 15,852.00
	2012	82	\$ -	\$ -
	2013	82	\$ -	\$ -
	2014	82	\$ -	\$ -
	2015	82	\$ -	\$ -
	Total	809	\$ 28.85	\$ 15,852.00
			Change	#DIV/0!
Capital Revenue - Federal	2006	80	\$ 22.70	\$ 1,816.00
	2007	80	\$ -	\$ -
	2008	80	\$ -	\$ -
	2009	80	\$ -	\$ -
	2010	80	\$ 3,777.93	\$ 302,234.00
	2011	81	\$ -	\$ -
	2012	82	\$ -	\$ -
	2013	82	\$ -	\$ -
	2014	82	\$ -	\$ -
	2015	82	\$ -	\$ -
	Total	809	\$ 375.83	\$ 302,234.00
			Change	#DIV/0!
Capital Revenue - Other	2006	80	\$ 40,670.01	\$ 3,200,000.00
	2007	80	\$ 15,314.53	\$ 1,217,837.00
	2008	80	\$ 14,570.14	\$ 880,000.00
	2009	80	\$ 2,419.43	\$ 190,560.00
	2010	80	\$ 2,753.20	\$ 128,250.00
	2011	81	\$ 2,830.52	\$ 129,250.00
	2012	82	\$ 3,964.23	\$ 120,000.00
	2013	82	\$ 1,214.48	\$ 57,500.00
	2014	82	\$ 937.13	\$ 23,000.00
	2015	82	\$ 2,436.57	\$ 100,252.00
	Total	809	\$ 8,638.76	\$ 3,200,000.00
			Change	-1569%
Capital Revenue - Total	2006	80	\$ 83,183.41	\$ 6,048,337.00
	2007	80	\$ 59,585.61	\$ 3,319,021.00
	2008	80	\$ 18,452.38	\$ 880,000.00
	2009	80	\$ 11,946.61	\$ 387,671.00
	2010	80	\$ 12,911.68	\$ 309,723.00
	2011	81	\$ 5,668.37	\$ 200,414.00
	2012	82	\$ 19,443.71	\$ 514,893.00
	2013	82	\$138,374.78	\$10,258,440.00
	2014	82	\$ 93,552.43	\$ 7,147,527.00
	2015	82	\$ 32,761.62	\$ 1,921,579.00
	Total	809	\$ 47,768.09	\$10,258,440.00
			Change	-154%

## Registered Patrons and Service Hours

Table 47 - Average Registered Patrons from 2006 to 2015

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Registered Borrowers	2006	80	4927.79	9452.79	2824.17	7031.4	0	51559
	2007	80	5302.35	9889.741	3101.5	7503.2	0	56519
	2008	80	5591.04	10488.51	3256.93	7925.14	0	58992
	2009	80	5528.89	10664.96	3155.52	7902.26	95	64545
	2010	80	5598.68	10833.06	3187.9	8009.45	87	63342
	2011	81	5769.17	12185.67	3074.7	8463.65	80	77000
	2012	82	5661.73	12179.6	2985.58	8337.88	87	75457
	2013	82	5880.66	12535.47	3126.31	8635	110	72700
	2014	82	5877.23	12356.69	3162.17	8592.3	98	77085
	2015	82	5622.99	11105.66	3182.81	8063.17	89	59581
	Total	809	5578.12	11167.77	4807.41	6348.83	0	77085
	Change		12%					

Table 48 - Average Percent of Service Population Registered from 2006 to 2015

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

Table 49 - Average Main Library Service Hours from 2006 to 2015

		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Main - Weekly Hours	2006	80	37.95	12.37	35.2	40.7	15	64
	2007	80	38.3	12.665	35.48	41.12	15	64
	2008	80	38.5	12.703	35.67	41.33	15	64
	2009	80	38.85	12.452	36.08	41.62	15	64
	2010	80	39.15	12.146	36.45	41.85	15	64
	2011	81	39.52	11.878	36.89	42.14	15	64
	2012	82	40.23	11.374	37.73	42.73	15	63

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	2013	82	40.45	11.327	37.96	42.94	15	63
	2014	82	40.02	11.487	37.5	42.55	15	63
	2015	82	40.22	11.334	37.73	42.71	15	63
	Total	809	39.33	11.943	38.5	40.15	15	64
	Change		6%					

Table 50 - Average Weekly Service Hours from 2006 to 2015

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

**Descriptives**

	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum	
				Lower Bound	Upper Bound			
Registered Borrowers - Registered Borrowers	2006	80	4927.79	9452.79	2824.17	7031.4	0	51559
	2007	80	5302.35	9889.741	3101.5	7503.2	0	56519
	2008	80	5591.04	10488.51	3256.93	7925.14	0	58992
	2009	80	5528.89	10664.96	3155.52	7902.26	95	64545
	2010	80	5598.68	10833.06	3187.9	8009.45	87	63342
	2011	81	5769.17	12185.67	3074.7	8463.65	80	77000
	2012	82	5661.73	12179.6	2985.58	8337.88	87	75457
	2013	82	5880.66	12535.47	3126.31	8635	110	72700
	2014	82	5877.23	12356.69	3162.17	8592.3	98	77085
	2015	82	5622.99	11105.66	3182.81	8063.17	89	59581
Total	809	5578.12	11167.77	4807.41	6348.83	0	77085	
Change		12%						

	N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum	
				Lower Bound	Upper Bound			
Registered Borrowers - Percent Registered	2006	80	47.9334	26.80078	41.9692	53.8976	0	141.72
	2007	80	49.7538	23.64375	44.4921	55.0154	0	141.72
	2008	80	52.9619	22.13126	48.0368	57.8869	0	135.16
	2009	80	52.2343	21.56979	47.4341	57.0344	13.79	112.92
	2010	80	52.1694	22.75973	47.1044	57.2343	14.41	136.4
	2011	81	47.866	21.81235	43.0429	52.6892	14.87	146.3
	2012	82	47.7013	24.80967	42.2501	53.1526	15.17	160.24
	2013	82	49.484	25.7582	43.8243	55.1437	15.39	169.33

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	2014	82	50.0117	26.70658	44.1436	55.8798	15.25	187.09
	2015	82	51.2639	29.29326	44.8275	57.7003	14	205.18
	Total	809	50.13	24.60037	48.4323	51.8277	0	205.18
	Change		6%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Main - Weekly Hours	2006	80	37.95	12.37	35.2	40.7	15	64
	2007	80	38.3	12.665	35.48	41.12	15	64
	2008	80	38.5	12.703	35.67	41.33	15	64
	2009	80	38.85	12.452	36.08	41.62	15	64
	2010	80	39.15	12.146	36.45	41.85	15	64
	2011	81	39.52	11.878	36.89	42.14	15	64
	2012	82	40.23	11.374	37.73	42.73	15	63
	2013	82	40.45	11.327	37.96	42.94	15	63
	2014	82	40.02	11.487	37.5	42.55	15	63
	2015	82	40.22	11.334	37.73	42.71	15	63
	Total	809	39.33	11.943	38.5	40.15	15	64
	Change		6%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Branch - Weekly Hours	2006	80	7.4	20.444	2.85	11.95	0	126
	2007	80	7.16	19.925	2.73	11.6	0	126
	2008	80	8.08	20.942	3.41	12.74	0	126
	2009	80	8.18	21.19	3.46	12.89	0	126
	2010	80	8.26	21.496	3.48	13.05	0	126
	2011	81	8.99	21.486	4.24	13.74	0	116
	2012	82	9.09	21.932	4.27	13.9	0	120
	2013	82	9.66	24.788	4.21	15.1	0	160
	2014	82	9.17	22.041	4.33	14.01	0	120
	2015	82	8.96	21.699	4.2	13.73	0	120
	Total	809	8.5	21.533	7.02	9.99	0	160
	Change		17%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Bookmobile - Weekly Hours	2006	80	0.49	3.28	-0.24	1.22	0	28
	2007	80	0.49	3.28	-0.24	1.22	0	28
	2008	80	0.46	3.276	-0.27	1.19	0	28
	2009	80	0.54	3.315	-0.2	1.28	0	28
	2010	80	0.53	3.315	-0.21	1.26	0	28
	2011	81	0.52	3.294	-0.21	1.25	0	28
	2012	82	0.51	3.274	-0.21	1.23	0	28
	2013	82	0.71	3.693	-0.1	1.52	0	28
	2014	82	1.02	5.004	-0.08	2.12	0	32
	2015	82	1.06	5.007	-0.04	2.16	0	32
	Total	809	0.63	3.727	0.38	0.89	0	32
	Change		54%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum

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					Lower Bound	Upper Bound		
Service Hours - School - Weekly Hours	2006	80	0.65	4.653	-0.39	1.69	0	40
	2007	80	0.65	4.653	-0.39	1.69	0	40
	2008	80	0.65	4.653	-0.39	1.69	0	40
	2009	80	0.65	4.653	-0.39	1.69	0	40
	2010	80	0.65	4.653	-0.39	1.69	0	40
	2011	81	1.14	6.26	-0.25	2.52	0	40
	2012	82	0.95	6.055	-0.38	2.28	0	40
	2013	82	1.05	6.104	-0.29	2.39	0	40
	2014	82	1.51	7.34	-0.1	3.13	0	40
	2015	82	1.51	7.34	-0.1	3.13	0	40
	Total	809	0.94	5.726	0.55	1.34	0	40
		Change	57%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - All - Weekly Hours	2006	80	46.49	27.393	40.39	52.58	15	179
	2007	80	46.6	27.206	40.55	52.65	15	179
	2008	80	47.69	28.143	41.42	53.95	15	179
	2009	80	48.21	27.974	41.99	54.44	15	179
	2010	80	48.59	28.221	42.31	54.87	15	179
	2011	81	50.16	29.776	43.58	56.74	15	169
	2012	82	50.78	29.847	44.22	57.34	15	181
	2013	82	51.87	32.785	44.66	59.07	15	221
	2014	82	51.73	32.218	44.65	58.81	15	213
	2015	82	51.76	31.818	44.76	58.75	15	213
	Total	809	49.41	29.53	47.37	51.45	15	221
		Change	10%					
		N	Mean	Std. Deviation	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Service Hours - Annual Hours Open	2006	80	2417.35	1424.439	2100.36	2734.34	780	9308
	2007	80	2423.2	1414.737	2108.37	2738.03	780	9308
	2008	80	2479.75	1463.424	2154.08	2805.42	780	9308
	2009	80	2507.05	1454.629	2183.34	2830.76	780	9308
	2010	80	2526.55	1467.513	2199.97	2853.13	780	9308
	2011	81	2608.35	1548.331	2265.98	2950.71	780	8788
	2012	82	2640.59	1552.02	2299.57	2981.6	780	9412
	2013	82	2697.02	1704.841	2322.43	3071.62	780	11492
	2014	82	2690.05	1675.357	2321.93	3058.17	780	11076
	2015	82	2691.32	1654.535	2327.78	3054.86	780	11076
	Total	809	2569.28	1535.572	2463.3	2675.25	780	11492
		Change	10%					

**Library Resources**

Descriptives					
		N	Mean	Minimum	Maximum
General - Number of Bookmobiles	2006	80	0.03	0	1



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	2007	80	0.03	0	1
	2008	80	0.03	0	1
	2009	80	0.03	0	1
	2010	80	0.03	0	1
	2011	81	0.02	0	1
	2012	82	0.02	0	1
	2013	82	0.05	0	1
	2014	82	0.05	0	1
	2015	82	0.06	0	1
	Total	809	0.03	0	1
	Change		50%		
		N	Mean	Minimum	Maximum
General - Number of Branches	2006	80	0.36	0	4
	2007	80	0.36	0	4
	2008	80	0.38	0	4
	2009	80	0.38	0	4
	2010	80	0.38	0	4
	2011	81	0.38	0	4
	2012	82	0.39	0	6
	2013	82	0.39	0	5
	2014	82	0.4	0	6
	2015	82	0.39	0	6
	Total	809	0.38	0	6
	Change		8%		
		N	Mean	Minimum	Maximum
General - Service Population	2006	80	11253.78	156	123097
	2007	80	11253.78	156	123097
	2008	80	11253.78	156	123097
	2009	80	11253.78	156	123097
	2010	80	11253.78	156	123097
	2011	81	12274.4	494	141254
	2012	82	12124.71	494	141254
	2013	82	12124.71	494	141254
	2014	82	12153.99	494	141254
	2015	82	12055.28	494	141254
	Total	809	11705	156	141254
	Change		7%		
		N	Mean	Minimum	Maximum
Census/Estimated Population	2006	80	11664.44	160	131963
	2007	80	11798.38	159	133689
	2008	80	11931.61	155	136128
	2009	80	12017.24	151	138223
	2010	80	12197.69	161	141254
	2011	81	12225.59	491	143256
	2012	82	11965.93	492	139516
	2013	82	12239.22	158	144986
	2014	82	12160.77	166	143339
	2015	82	12255.15	163	145066

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	Total	809	12046.91	151	145066
	Change	5%			
	N	Mean	Minimum	Maximum	
General - Square Footage of Library	2006	80	8063.38	450	66000
	2007	80	8492.85	500	66000
	2008	80	8588.08	500	68000
	2009	80	8605.2	500	68000
	2010	80	8670.14	500	68000
	2011	81	8586.19	500	68000
	2012	82	8629.65	500	68000
	2013	82	8626.51	500	68000
	2014	82	8636.39	500	68000
	2015	82	8670.13	500	68000
	Total	809	8557.72	450	68000
	Change	7%			

**Programs and Attendance**

Descriptives								
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
				Lower Bound	Upper Bound			
					Change			59%
Programs - Adult	2006	80	20.79	12.8	28.78	0	229	
	2007	80	22.34	14.07	30.61	0	222	
	2008	80	24.18	15.96	32.39	0	214	
	2009	80	31.38	20.93	41.82	0	226	
	2010	80	42.2	20.18	64.22	0	786	
	2011	81	36.47	24.65	48.29	0	298	
	2012	82	40.54	26.26	54.81	0	361	
	2013	82	67.99	17.99	117.98	0	2028	
	2014	82	46.15	31.29	61	0	414	
	2015	82	50.96	34.3	67.63	0	462	
	Total	809	38.43	31.99	44.86	0	2028	
	Programs - Children	2006	80	76.48	55.65	97.3	0	372
		2007	80	78.38	56.51	100.24	1	431
2008		80	82.3	59.82	104.78	1	451	
2009		80	93.09	67.86	118.32	0	493	
2010		80	102.4	73.73	131.07	0	618	
2011		81	108.35	77.79	138.91	1	695	
2012		82	115.82	85.13	146.51	1	667	
2013		82	123.5	75.89	171.11	0	1716	
2014		82	114.01	85.25	142.77	0	682	
2015		82	131.39	95.19	167.59	0	792	
Total		809	102.76	93.25	112.28	0	1716	
		Change	42%					

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		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
				Lower Bound	Upper Bound			
Programs - Young Adult	2006	80	4.1	2.49	5.71	0	37	
	2007	80	5.2	3.27	7.13	0	41	
	2008	80	8.89	4.34	13.44	0	147	
	2009	80	11.18	5.97	16.38	0	164	
	2010	80	12.63	6.64	18.61	0	178	
	2011	81	13.84	7.5	20.18	0	173	
	2012	82	15.8	7.65	23.96	0	260	
	2013	82	15.2	7.87	22.52	0	208	
	2014	82	14.6	8.76	20.44	0	183	
	2015	82	19.9	8.75	31.05	0	362	
	Total	809	12.18	10.15	14.2	0	362	
		Change	79%					
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
				Lower Bound	Upper Bound			
Programs - Total	2006	80	101.36	73.23	129.49	0	600	
	2007	80	105.91	76.16	135.67	1	544	
	2008	80	115.36	83.01	147.71	1	690	
	2009	80	135.64	99.32	171.96	0	678	
	2010	80	157.23	113.11	201.34	0	857	
	2011	81	158.65	116.56	200.75	1	793	
	2012	82	172.16	128.12	216.2	1	849	
	2013	82	206.68	105.67	307.7	0	3952	
	2014	82	174.76	129.56	219.95	0	985	
	2015	82	202.26	143.81	260.71	0	1350	
	Total	809	153.36	137.44	169.29	0	3952	
		Change	50%					
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
				Lower Bound	Upper Bound			
Programs Attendance - Adult	2006	80	468.03	288.15	647.9	0	4333	
	2007	80	630.71	353.36	908.06	0	8572	
	2008	80	671.01	344.37	997.66	0	11069	
	2009	80	799.26	390.45	1208.07	0	14310	
	2010	80	832.68	330.34	1335.01	0	18705	
	2011	81	908.09	399.7	1416.47	0	17996	
	2012	82	968.94	441.92	1495.96	0	18658	
	2013	82	1050.63	433.48	1667.79	0	17391	
	2014	82	994.76	482.27	1507.25	0	17500	
	2015	82	997.38	536.19	1458.57	0	15036	
	Total	809	833.93	693.09	974.77	0	18705	
		Change	53%					
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
				Lower Bound	Upper Bound			
		2006	80	1870.69	1196.19	2545.19	0	14832

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Programs Attendance - Children	2007	80	1905.18	1197.43	2612.92	5	14683
	2008	80	1982.81	1240.83	2724.79	0	15926
	2009	80	2124.91	1340.82	2909.01	0	18419
	2010	80	2064.94	1253.74	2876.13	0	20567
	2011	81	2120.65	1329.47	2911.84	5	19866
	2012	82	2242.26	1424.26	3060.25	6	18302
	2013	82	2359.22	1401.82	3316.62	0	28000
	2014	82	2530.57	1638.79	3422.35	0	18588
	2015	82	2578.83	1604.39	3553.26	0	24418
	Total	809	2180.4	1924.73	2436.08	0	28000
		Change	27%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs Attendance - Young Adult	2006	80	109.98	36.74	183.21	0	2577
	2007	80	163.19	59.6	266.78	0	3250
	2008	80	217.83	72.12	363.53	0	4456
	2009	80	257.81	101.7	413.93	0	4692
	2010	80	262.05	69.83	454.27	0	7148
	2011	81	285.83	57.34	514.31	0	8798
	2012	82	271.74	20.93	522.56	0	10117
	2013	82	262.35	33.53	491.18	0	9160
	2014	82	258.15	62.09	454.2	0	7762
	2015	82	250.5	37.45	463.55	0	8303
Total	809	234.27	175.85	292.69	0	10117	
		Change	56%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Programs Attendance - Total	2006	80	2448.69	1606.35	3291.02	0	17581
	2007	80	2699.08	1710.1	3688.05	5	22679
	2008	80	2871.65	1781.82	3961.48	0	29304
	2009	80	3181.99	1987.11	4376.87	0	31088
	2010	80	3159.66	1802.29	4517.04	0	41260
	2011	81	3314.57	1926.3	4702.84	5	42803
	2012	82	3482.94	2021.2	4944.68	6	45787
	2013	82	3672.21	2043.41	5301	0	43425
	2014	82	3783.48	2338.39	5228.56	0	35584
	2015	82	3826.71	2347.59	5305.83	0	31857
Total	809	3248.61	2840	3657.21	0	45787	
		Change	36%				

**Circulation**

Table 51 - Average Circulation from 2006 to 2015

	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
Circulation - Total	2006	80	68411.98	34900.15	101923.8	257	905836
	2007	80	70078.13	35277.84	104878.41	649	946884
	2008	80	72901.06	36825.86	108976.27	690	951537
	2009	80	78051.45	39165.58	116937.32	650	979928

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	2010	80	84402.49	40035.58	128769.4	658	1205188
	2011	81	92827.4	33345.2	152309.59	900	2045346
	2012	82	91894.52	32197.93	151591.12	1094	2151460
	2013	82	76314.8	36002.99	116626.62	1252	1148006
	2014	82	72459.24	36676.92	108241.57	426	814233
	2015	82	74068.66	36085.6	112051.71	512	943285
	Total	809	78164.5	64762.9	91566.1	257	2151460
		Change	8%				

Descriptives							
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Juvenile - Annual	2006	80	22824.81	10951.08	34698.55	0	307161
	2007	80	23719.86	11106.78	36332.95	0	322794
	2008	80	23093.53	10845.59	35341.46	0	322858
	2009	80	25381.78	11580.87	39182.68	0	338926
	2010	80	25810.84	12011.27	39610.41	0	318320
	2011	81	25910.88	11722.75	40099	0	326088
	2012	82	25028.17	12122.3	37934.04	-1	290908
	2013	82	24904.65	11582.94	38226.36	0	311219
	2014	82	25807.89	11761.56	39854.22	0	312584
	2015	82	25933.41	11738.25	40128.58	0	320902
	Total	809	24848.61	20712.53	28984.69	-1	338926
		Change	12%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Non-juvenile - Annual	2006	80	45587.16	23858.22	67316.1	153	598675
	2007	80	46358.26	24064.31	68652.22	250	624090
	2008	80	49807.54	25655.51	73959.56	265	628679
	2009	80	52669.68	27450.45	77888.9	250	641002
	2010	80	58591.65	27525.12	89658.18	178	920827
	2011	81	66916.52	19694.23	114138.81	588	1746477
	2012	82	66866.35	17603.47	116129.24	679	1895584
	2013	82	51410.16	24094.85	78725.47	725	836787
	2014	82	46651.35	24791.6	68511.1	0	501649
	2015	82	48135.24	24183.36	72087.13	0	625244
	Total	809	53315.89	43660.83	62970.96	0	1895584
		Change	5%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Total	2006	80	68411.98	34900.15	101923.8	257	905836
	2007	80	70078.13	35277.84	104878.41	649	946884
	2008	80	72901.06	36825.86	108976.27	690	951537
	2009	80	78051.45	39165.58	116937.32	650	979928
	2010	80	84402.49	40035.58	128769.4	658	1205188
	2011	81	92827.4	33345.2	152309.59	900	2045346

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	2012	82	91894.52	32197.93	151591.12	1094	2151460
	2013	82	76314.8	36002.99	116626.62	1252	1148006
	2014	82	72459.24	36676.92	108241.57	426	814233
	2015	82	74068.66	36085.6	112051.71	512	943285
	Total	809	78164.5	64762.9	91566.1	257	2151460
		Change	8%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Circulation - Per Capita (Service Population)	2006	80	6.2776	5.283	7.2722	1.33	29.08
	2007	80	6.0115	5.0656	6.9574	0.38	34.21
	2008	80	6.3279	5.3966	7.2592	0.4	31.36
	2009	80	6.5946	5.6971	7.4922	0.38	26.56
	2010	80	6.937	5.7761	8.0979	0.38	35.32
	2011	81	6.4637	5.3829	7.5445	1.62	34.67
	2012	82	6.4121	5.3807	7.4435	1.78	37.3
	2013	82	6.023	5.0523	6.9938	1.91	36.03
	2014	82	5.9749	4.9173	7.0325	0.86	37.89
	2015	82	6.1645	4.9837	7.3453	1.03	41.91
	Total	809	6.3171	5.997	6.6372	0.38	41.91
		Change	-2%				
Circulation - Per Capita (Census/Estimated Population)	2006	80	8.5757	4.9463	12.2052	0.52	124.52
	2007	80	8.0849	4.4074	11.7623	0.52	146.93
	2008	80	8.2416	4.768	11.7153	0.56	138.56
	2009	80	8.5297	5.3603	11.6992	0.52	120.66
	2010	80	8.9859	5.0909	12.8809	0.49	150.3
	2011	81	6.502	5.4145	7.5895	1.51	34.82
	2012	82	6.4852	5.449	7.5215	1.44	37.49
	2013	82	8.2785	4.298	12.259	0.97	162.95
	2014	82	8.258	4.2596	12.2565	0.87	162.48
	2015	82	8.5459	4.0536	13.0381	1.03	183.39
	Total	809	8.0453	6.977	9.1135	0.49	183.39
		Change	0%				
Circulation - Electronic	2006	0	.	.	.	.	.
	2007	0	.	.	.	.	.
	2008	0	.	.	.	.	.
	2009	0	.	.	.	.	.
	2010	0	.	.	.	.	.
	2011	0	.	.	.	.	.
	2012	0	.	.	.	.	.
	2013	82	3,982.01	1765.17	6198.85	0	5,9451
	2014	82	9,566.8	256.62	18876.99	0	37,4769
	2015	82	7,362.88	3534.68	11191.07	0	9,4329
	Total	246	6,970.57	3570.79	10370.34	0	37,4769
		Change	46%				
Laptop/Device Checkout – Annually	2006	0	.	.	.	.	.
	2007	0	.	.	.	.	.
	2008	0	.	.	.	.	.
	2009	0	.	.	.	.	.
	2010	0	.	.	.	.	.
	2011	0	.	.	.	.	.
	2012	0	.	.	.	.	.



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	2013	0	.	.	.	.	.
	2014	82	163.45	12.15	314.75	0	5250
	2015	82	108.46	7.12	209.81	0	3600
	Total	164	135.96	45.77	226.14	0	5250
	Change		-51%				

**Library Automation**

**Descriptives**

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
					Automation - Number of Internet Computers	2006			80
	2007	80	10.70	12.345	1.380	7.95	13.45	0	69
	2008	80	11.86	13.093	1.464	8.95	14.78	1	69
	2009	80	12.53	13.311	1.488	9.56	15.49	1	69
	2010	80	13.75	15.067	1.685	10.40	17.10	1	76
	2011	81	15.10	16.628	1.848	11.42	18.78	1	85
	2012	82	15.56	16.271	1.797	11.99	19.14	1	93
	2013	82	15.28	16.075	1.775	11.75	18.81	1	99
	2014	82	16.55	18.941	2.092	12.39	20.71	1	108
	2015	82	16.44	19.046	2.103	12.25	20.62	2	113
	Total	809	13.81	15.546	.547	12.74	14.89	0	113
Automation - Online Full Text Databases	2006	80	8.26	9.385	1.049	6.17	10.35	0	66
	2007	80	9.93	12.104	1.353	7.23	12.62	0	69
	2008	80	10.66	11.735	1.312	8.05	13.27	0	69
	2009	80	10.58	11.262	1.259	8.07	13.08	0	69
	2010	80	12.63	14.216	1.589	9.46	15.79	0	76
	2011	81	13.38	15.895	1.766	9.87	16.90	0	85
	2012	82	13.84	15.007	1.657	10.54	17.14	0	93
	2013	82	.00	.000	.000	.00	.00	0	0
	2014	82	.00	.000	.000	.00	.00	0	0
	2015	82	.00	.000	.000	.00	.00	0	0
	Total	809	7.89	12.076	.425	7.06	8.72	0	93
Public Internet Computer Users - Weekly	2006	80	256.50	489.456	54.723	147.58	365.42	3	3060
	2007	80	314.43	570.843	63.822	187.39	441.46	2	3011
	2008	80	309.06	571.863	63.936	181.80	436.32	3	3260
	2009	80	323.79	601.946	67.300	189.83	457.74	4	3618
	2010	80	326.63	581.776	65.045	197.16	456.09	4	3155

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	2011	81	323.31	566.357	62.929	198.08	448.54	2	3250
	2012	82	370.46	707.898	78.174	214.92	526.01	3	4328
	2013	82	347.91	690.498	76.253	196.20	499.63	0	4400
	2014	82	448.37	1264.987	139.694	170.42	726.31	0	10098
	2015	82	271.23	418.650	46.232	179.24	363.22	0	2350
	Total	809	329.46	682.741	24.004	282.34	376.58	0	10098
Public Internet Computer Users - Yearly	2006	80	13338.00	25451.699	2845.586	7674.00	19002.00	156	159120
	2007	80	16350.10	29683.854	3318.756	9744.28	22955.92	104	156572
	2008	80	16071.25	29736.866	3324.683	9453.63	22688.87	156	169520
	2009	80	16836.95	31301.207	3499.581	9871.21	23802.69	208	188136
	2010	80	16984.50	30252.371	3382.318	10252.16	23716.84	208	164060
	2011	81	16812.05	29450.580	3272.287	10299.99	23324.11	104	169000
	2012	82	19264.10	36810.697	4065.061	11175.90	27352.29	156	225056
	2013	82	18091.56	35905.890	3965.142	10202.17	25980.95	0	228800
	2014	82	23315.02	65779.323	7264.111	8861.72	37768.33	0	525096
	2015	82	14104.05	21769.788	2404.071	9320.70	18887.40	0	122200
	Total	809	17131.98	35502.551	1248.203	14681.87	19582.08	0	525096
Automation - Internet Terminals - Public	2006	80	9.13	10.443	1.168	6.80	11.45	1	66
	2007	80	9.78	11.536	1.290	7.21	12.34	1	69
	2008	80	10.69	11.362	1.270	8.16	13.22	1	69
	2009	80	11.20	11.571	1.294	8.63	13.77	1	69
	2010	80	12.58	14.243	1.592	9.41	15.74	1	76
	2011	81	14.14	15.773	1.753	10.65	17.62	1	85
	2012	82	15.22	15.954	1.762	11.71	18.72	1	93
	2013	82	14.54	15.237	1.683	11.19	17.88	0	99
	2014	82	15.63	18.411	2.033	11.59	19.68	1	108
	2015	82	15.71	18.790	2.075	11.58	19.84	2	113
	Total	809	12.89	14.755	.519	11.87	13.90	0	113
Automation - Internet Terminals - Staff	2006	80	5.48	7.956	.889	3.70	7.25	1	45
	2007	80	5.81	8.735	.977	3.87	7.76	0	47
	2008	80	5.91	8.054	.900	4.12	7.70	0	36
	2009	80	6.34	9.142	1.022	4.30	8.37	0	51
	2010	80	6.61	8.987	1.005	4.61	8.61	1	45
	2011	81	6.54	8.853	.984	4.59	8.50	1	41
	2012	82	7.07	8.977	.991	5.10	9.05	1	39
	2013	82	6.82	8.481	.937	4.95	8.68	0	37
	2014	82	6.83	9.084	1.003	4.83	8.83	1	49

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2015	82	7.49	11.610	1.282	4.94	10.04	1	64
Total	809	6.50	9.013	.317	5.87	7.12	0	64

**Wired and Wireless**

Descriptives							
	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
			2006	80			
2007	80	0	0	0	0	0	0
2008	80	0	0	0	0	0	0
2009	80	0	0	0	0	0	0
2010	80	0	0	0	0	0	0
2011	81	0	0	0	0	0	0
2012	82	0	0	0	0	0	0
2013	82	7.71	3.36	12.05	0	100	
2014	82	20.28	-4.17	44.73	0	1000	
2015	82	20.51	-3.88	44.9	0	1000	
Total	809	4.92	1.41	8.42	0	1000	
	Change	62%					
	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
			2006	80			
2007	80	0	0	0	0	0	0
2008	80	0	0	0	0	0	0
2009	80	0	0	0	0	0	0
2010	80	0	0	0	0	0	0
2011	81	0	0	0	0	0	0
2012	82	0	0	0	0	0	0
2013	82	6.88	2.65	11.1	0	100	
2014	82	20.01	-4.44	44.47	0	1000	
2015	82	19.48	-4.91	43.86	0	1000	
Total	809	4.7	1.2	8.2	0	1000	
	Change	65%					
	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
			2006	80			
2007	80	0	0	0	0	0	0
2008	80	0	0	0	0	0	0
2009	80	0	0	0	0	0	0
2010	80	0	0	0	0	0	0
2011	81	0	0	0	0	0	0
2012	82	0	0	0	0	0	0
2013	82	11.62	7.26	15.99	0	100	
2014	82	23.62	-0.67	47.91	0	1000	
2015	82	28.5	4.16	52.84	0	1000	
Total	809	6.46	2.94	9.98	0	1000	
	Change	59%					
	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	

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				Lower Bound	Upper Bound		
Patron Download Wireless	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	11.44	7.07	15.8	0	100
	2014	82	22.71	-1.6	47.01	0	1000
	2015	82	25.32	1.02	49.61	0	1000
	Total	809	6.03	2.52	9.54	0	1000
		Change	55%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Staff Upload Wired	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	18.85	-5.53	43.24	0	1000
	2014	82	20.45	-3.99	44.9	0	1000
	2015	82	21.57	-2.89	46.04	0	1000
	Total	809	6.17	1.91	10.43	0	1000
		Change	13%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Staff Upload Wireless	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	17.73	-6.66	42.12	0	1000
	2014	82	20.06	-4.39	44.52	0	1000
	2015	82	20.67	-3.79	45.13	0	1000
	Total	809	5.93	1.67	10.18	0	1000
		Change	14%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Staff Download Wired	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	22.34	-1.97	46.65	0	1000

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	2014	82	23.26	-1.04	47.55	0	1000
	2015	82	29.13	4.72	53.54	0	1000
	Total	809	7.57	3.31	11.84	0	1000
	Change		23%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Staff Download Wireless	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	21.8	-2.52	46.13	0	1000
	2014	82	22.13	-2.18	46.45	0	1000
	2015	82	25.84	1.48	50.2	0	1000
	Total	809	7.07	2.82	11.33	0	1000
	Change		16%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Wireless Sessions – Annually	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	0	0	0	0	0
	2014	82	2686.07	664.75	4707.4	0	67942
	2015	82	3477.74	1166.31	5789.18	0	61344
	Total	809	624.76	307.41	942.12	0	67942
	Change		23%				

**Interlibrary Loans**

Descriptives							
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Loans - In State	2006	80	1083.04	168.13	1997.94	0	29848
	2007	80	1377.65	198.02	2557.28	0	37109
	2008	80	1314.46	336.46	2292.46	0	33059
	2009	80	2059.46	523.33	3595.59	0	48722
	2010	80	2607.48	704.16	4510.79	0	61498
	2011	81	2295.8	382.37	4209.24	0	59124
	2012	82	2298.96	380.26	4217.67	0	56317
	2013	82	2843.72	685.24	5002.2	-1	66599
	2014	82	2609.48	490.43	4728.52	0	65927
	2015	82	2707.04	545.11	4868.96	0	68508
	Total	809	2124.82	1580.42	2669.22	-1	68508
	Change		60%				

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		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Loans - Out of State	2006	80	58.35	27.35	89.35	0	787
	2007	80	63.38	27.09	99.66	0	957
	2008	80	70.3	33.43	107.17	0	946
	2009	80	69.85	35	104.7	0	921
	2010	80	72.03	31.84	112.21	0	1445
	2011	81	65.95	27.04	104.86	0	1240
	2012	82	77.51	31.63	123.39	0	1396
	2013	82	83.06	28.21	137.91	-1	1991
	2014	82	71.45	33.76	109.14	0	1143
	2015	82	73.6	37.16	110.04	0	1199
	Total	809	70.6	58.22	82.98	-1	1991
	Change		21%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Loans - Total	2006	80	1141.39	205.09	2077.69	0	30635
	2007	80	1441.03	236.64	2645.41	0	38066
	2008	80	1384.76	382.7	2386.82	0	34005
	2009	80	2129.31	572.45	3686.18	0	49522
	2010	80	2679.5	763.93	4595.07	0	61870
	2011	81	2361.75	422.45	4301.05	0	60364
	2012	82	2376.48	429.16	4323.79	0	57713
	2013	82	2926.78	728.71	5124.85	-2	68590
	2014	82	2680.93	541.35	4820.51	0	66803
	2015	82	2780.63	591.87	4969.4	0	69707
	Total	809	2195.42	1643.52	2747.33	-2	69707
	Change		59%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Borrows - In State	2006	80	1106.01	192.44	2019.59	0	27721
	2007	80	1258.53	134.87	2382.18	0	37038
	2008	80	1568.74	114.55	3022.92	0	43109
	2009	80	2020.66	314.7	3726.62	0	55035
	2010	80	2563.73	484.13	4643.32	0	61814
	2011	81	2225.11	90.48	4359.74	0	67046
	2012	82	2301.01	223.17	4378.85	0	64900
	2013	82	2668	417.6	4918.4	-1	65215
	2014	82	2691.38	430.76	4951.99	0	64701
	2015	82	2723.33	399.79	5046.87	0	68727
	Total	809	2117.57	1526.08	2709.06	-1	68727
	Change		59%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
	2006	80	873.94	-571.16	2319.03	0	58172



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Interlibrary Loans - Borrows - Out of State	2007	80	159.23	91.07	227.38	0	1619
	2008	80	162.15	77.86	246.44	0	2417
	2009	80	167.56	91.69	243.44	0	1775
	2010	80	124.26	71.9	176.63	0	1445
	2011	81	154.35	68.03	240.67	0	2511
	2012	82	127.83	72.39	183.27	0	1168
	2013	82	120.77	63.41	178.13	-1	1295
	2014	82	129.88	66.34	193.41	0	1570
	2015	82	120.66	61.71	179.61	0	1401
	Total	809	213.11	70.75	355.46	-1	58172
		Change	-624%				
		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Interlibrary Loans - Total	2006	80	1979.95	270.14	3689.76	0	58344
	2007	80	1417.75	258.48	2577.02	0	37526
	2008	80	1730.89	231.57	3230.2	0	44645
	2009	80	2188.23	440.5	3935.95	0	55593
	2010	80	2687.99	597.76	4778.21	0	62289
	2011	81	2379.46	208.04	4550.87	0	67490
	2012	82	2428.84	326.51	4531.18	0	65313
	2013	82	2788.77	515.18	5062.36	-2	65523
	2014	82	2821.26	535.83	5106.68	0	65549
	2015	82	2843.99	492.41	5195.57	0	69910
Total	809	2330.67	1715.25	2946.1	-2	69910	
		Change	30%				

**E4 - Statistically Significant Correlations Between Inputs, Outputs, and Quality-of-Life (2006-2015)**

Table 52 - Library Income Per Capita Significantly Correlated to Library Outputs

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

Table 53 - Service Hours and Statistically Significantly Correlated Library Inputs and Outputs

		Service Hours - Main - Weekly Hours	Service Hours - Branch - Weekly Hours	Service Hours - Bookmobile - Weekly Hours
Automation - Number of Internet Computers	<b>Pearson Correlation</b>	<b>.564**</b>	<b>.624**</b>	<b>.491**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Online Full Text Databases	<b>Pearson Correlation</b>	<b>.388**</b>	<b>.447**</b>	<b>.140**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Public Internet Computer Users - Weekly	<b>Pearson Correlation</b>	<b>.450**</b>	<b>.544**</b>	<b>.347**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Public Internet Computer Users - Yearly	<b>Pearson Correlation</b>	<b>.450**</b>	<b>.544**</b>	<b>.347**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Internet Terminals - Public	<b>Pearson Correlation</b>	<b>.530**</b>	<b>.628**</b>	<b>.417**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809

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Automation - Internet Terminals - Staff	Pearson Correlation	<b>.598**</b>	<b>.592**</b>	<b>.522**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Wireless Sessions – Annually	Pearson Correlation		<b>.313**</b>	<b>.440**</b>
	Sig. (2-tailed)		.000	.000
	N		809	809
Circulation - Juvenile - Annual	Pearson Correlation	<b>.518**</b>	<b>.523**</b>	<b>.631**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Non-juvenile - Annual	Pearson Correlation	<b>.459**</b>	<b>.547**</b>	<b>.486**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Total	Pearson Correlation	<b>.491**</b>	<b>.556**</b>	<b>.545**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Electronic	Pearson Correlation	<b>.345**</b>	<b>.544**</b>	<b>.712**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	246	246	246
Collection - Print	Pearson Correlation	<b>.588**</b>	<b>.584**</b>	<b>.631**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Collection - Print Serials	Pearson Correlation	<b>.596**</b>	<b>.585**</b>	<b>.451**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Collection - Audios	Pearson Correlation	<b>.509**</b>	<b>.294**</b>	<b>.732**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	320	320	320
Audios - Physical Units	Pearson Correlation	<b>.523**</b>	<b>.589**</b>	<b>.638**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	489	489	489
Income - County	Pearson Correlation	<b>.441**</b>	<b>.752**</b>	<b>.333**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Income - State - Per Capita/Per Square Mile	Pearson Correlation	<b>.424**</b>	<b>.467**</b>	<b>.665**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Income - State - Total	Pearson Correlation	<b>.424**</b>	<b>.547**</b>	<b>.368**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Programs - Program Attendance - Total	Pearson Correlation	<b>.552**</b>	<b>.555**</b>	<b>.467**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Staff - Total FTE w/MLS	Pearson Correlation	<b>.505**</b>	<b>.539**</b>	<b>.543**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Staff - Total Paid Staff	Pearson Correlation	<b>.584**</b>	<b>.667**</b>	<b>.522**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	164	164	164
Visits - Weekly	Pearson Correlation	<b>.572**</b>	<b>.638**</b>	<b>.481**</b>
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Visits - Yearly	Pearson Correlation	<b>.572**</b>	<b>.638**</b>	<b>.481**</b>
	Sig. (2-tailed)	.000	.000	.000

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Table 54 - Statistically Significant Correlations to Annual Visits Per Capita

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

Table 55 - Statistically Significant Correlations to Programming

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

Table 56 - Programming and Quality-of-Life

	Programs - Adult	Programs - Children	Programs - Young Adult	Programs - Total	Programs - Attendance - Adult	Programs - Attendance - Children	Programs - Attendance - Total
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								- Young Adult	
EMPLOYMENT STATUS - Population 16 years and over - In labor force	<b>Pearson Correlation</b>	<b>.683**</b>	<b>.591**</b>	<b>.266</b>	<b>.638**</b>	<b>.688**</b>	<b>.744**</b>	<b>.174</b>	<b>.751**</b>
	Sig. (2-tailed)	.000	.002	.199	.001	.000	.000	.406	.000
	N	25	25	25	25	25	25	25	25
EMPLOYMENT STATUS - Population 16 years and over - In labor force - Civilian labor force - Unemployed	<b>Pearson Correlation</b>	<b>.736**</b>	<b>.695**</b>	<b>.254</b>	<b>.728**</b>	<b>.754**</b>	<b>.840**</b>	<b>.173</b>	<b>.841**</b>
	Sig. (2-tailed)	.000	.000	.220	.000	.000	.000	.409	.000
	N	25	25	25	25	25	25	25	25
SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - Elementary school (grades 1-8) -Percent	<b>Pearson Correlation</b>	<b>-.466*</b>	<b>-.491*</b>	<b>-.053</b>	<b>-.490*</b>	<b>-.365</b>	<b>-.387</b>	<b>.190</b>	<b>-.375</b>
	Sig. (2-tailed)	.019	.013	.803	.013	.073	.056	.364	.065
	N	25	25	25	25	25	25	25	25
SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - College or graduate school - Percent	<b>Pearson Correlation</b>	<b>.774**</b>	<b>.584**</b>	<b>.275</b>	<b>.660**</b>	<b>.630**</b>	<b>.647**</b>	<b>.062</b>	<b>.655**</b>
	Sig. (2-tailed)	.000	.002	.184	.000	.001	.000	.768	.000
	N	25	25	25	25	25	25	25	25
EDUCATIONAL ATTAINMENT - Population 25 years and over - Bachelor's degree -Percent	<b>Pearson Correlation</b>	<b>.671**</b>	<b>.554**</b>	<b>.260</b>	<b>.609**</b>	<b>.662**</b>	<b>.716**</b>	<b>.162</b>	<b>.723**</b>
	Sig. (2-tailed)	.000	.004	.209	.001	.000	.000	.438	.000
	N	25	25	25	25	25	25	25	25
INCOME AND BENEFITS (IN 2013 INFLATION-ADJUSTED DOLLARS) - Total households - Median household income (dollars)	<b>Pearson Correlation</b>	<b>.535**</b>	.197	.264	.313	.329	.317	.087	.329
	Sig. (2-tailed)	.006	.346	.202	.128	.108	.123	.680	.108
	N	25	25	25	25	25	25	25	25

Table 57 - Circulation and Quality-of-Life

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

Table 58 - Percent Registered Patrons Correlations

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

Table 59 - Correlations with Percent Population in College or with Bachelor's Degree

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

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

		Service Hours - Main - Weekly Hours	Service Hours - Branch - Weekly Hours	Service Hours - Bookmobile - Weekly Hours
Automation - Number of Internet Computers	Pearson Correlation	.564**	.624**	.491**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Online Full Text Databases	Pearson Correlation	.388**	.447**	.140**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Public Internet Computer Users - Weekly	Pearson Correlation	.450**	.544**	.347**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Public Internet Computer Users - Yearly	Pearson Correlation	.450**	.544**	.347**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Internet Terminals - Public	Pearson Correlation	.530**	.628**	.417**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Automation - Internet Terminals - Staff	Pearson Correlation	.598**	.592**	.522**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Wireless Sessions – Annually	Pearson Correlation		.313**	.440**
	Sig. (2-tailed)		.000	.000
	N		809	809
Circulation - Juvenile - Annual	Pearson Correlation	.518**	.523**	.631**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Non-juvenile - Annual	Pearson Correlation	.459**	.547**	.486**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809

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Circulation - Total	Pearson Correlation	.491**	.556**	.545**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Circulation - Electronic	Pearson Correlation	.345**	.544**	.712**
	Sig. (2-tailed)	.000	.000	.000
	N	246	246	246
Collection - Print	Pearson Correlation	.588**	.584**	.631**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Collection - Print Serials	Pearson Correlation	.596**	.585**	.451**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Collection - Audios	Pearson Correlation	.509**	.294**	.732**
	Sig. (2-tailed)	.000	.000	.000
	N	320	320	320
Audios - Physical Units	Pearson Correlation	.523**	.589**	.638**
	Sig. (2-tailed)	.000	.000	.000
	N	489	489	489
Income - County	Pearson Correlation	.441**	.752**	.333**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Income - State - Per Capita/Per Square Mile	Pearson Correlation	.424**	.467**	.665**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Income - State - Total	Pearson Correlation	.424**	.547**	.368**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Programs - Program Attendance - Total	Pearson Correlation	.552**	.555**	.467**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Staff - Total FTE w/MLS	Pearson Correlation	.505**	.539**	.543**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Staff - Total Paid Staff	Pearson Correlation	.584**	.667**	.522**
	Sig. (2-tailed)	.000	.000	.000
	N	164	164	164
Visits - Weekly	Pearson Correlation	.572**	.638**	.481**
	Sig. (2-tailed)	.000	.000	.000
	N	809	809	809
Visits - Yearly	Pearson Correlation	.572**	.638**	.481**
	Sig. (2-tailed)	.000	.000	.000

		Visits - Annual Per Capita (Service Population)	Visits - Annual Per Capita (Census/Estimated Population)
Collection - Per Capita (Service Population)	Pearson Correlation	.444**	.300**
	Sig. (2-tailed)	.000	.000
	N	809	809
Collection - Per Capita (Census/Estimated Population)	Pearson Correlation	.511**	.670**
	Sig. (2-tailed)	.000	.000
	N	809	809
Expenditures - Per Capita (Service Population)	Pearson Correlation	.571**	.458**
	Sig. (2-tailed)	.000	.000

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

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

		Programs - Programs - Adult	Programs - Programs - Children	Programs - Programs - Young Adult	Programs - Programs - Total	Programs - Program Attendance - Adult	Programs - Program Attendance - Children	Programs - Program Attendance - Young Adult	Programs - Program Attendance - Total
EMPLOYMENT STATUS - Population 16 years and over - In labor force	Pearson Correlation	.683**	.591**	.266	.638**	.688**	.744**	.174	.751**
	Sig. (2- tailed)	.000	.002	.199	.001	.000	.000	.406	.000
	N	25	25	25	25	25	25	25	25
EMPLOYMENT STATUS - Population 16 years and over - In labor force - Civilian labor force - Unemployed	Pearson Correlation	.736**	.695**	.254	.728**	.754**	.840**	.173	.841**
	Sig. (2- tailed)	.000	.000	.220	.000	.000	.000	.409	.000
	N	25	25	25	25	25	25	25	25
SCHOOL ENROLLMENT -	Pearson Correlation	-.466*	-.491*	-.053	-.490*	-.365	-.387	.190	-.375

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Population 3 years and over enrolled in school - Elementary school (grades 1-8) -Percent	Sig. (2-tailed)	.019	.013	.803	.013	.073	.056	.364	.065
	N	25	25	25	25	25	25	25	25
SCHOOL ENROLLMENT - Population 3 years and over enrolled in school - College or graduate school -Percent	Pearson Correlation	.774**	.584**	.275	.660**	.630**	.647**	.062	.655**
	Sig. (2-tailed)	.000	.002	.184	.000	.001	.000	.768	.000
	N	25	25	25	25	25	25	25	25
EDUCATIONAL ATTAINMENT - Population 25 years and over - Bachelor's degree -Percent	Pearson Correlation	.671**	.554**	.260	.609**	.662**	.716**	.162	.723**
	Sig. (2-tailed)	.000	.004	.209	.001	.000	.000	.438	.000
	N	25	25	25	25	25	25	25	25
INCOME AND BENEFITS (IN 2013 INFLATION-ADJUSTED DOLLARS) - Total households - Median household income (dollars)	Pearson Correlation	.535**	.197	.264	.313	.329	.317	.087	.329
	Sig. (2-tailed)	.006	.346	.202	.128	.108	.123	.680	.108
	N	25	25	25	25	25	25	25	25

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

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

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

Table 60 - Average Juvenile Collection Circulation from 2006 to 2015

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

Table 61 - Average Non-Juvenile Circulation from 2006 to 2015

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

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	2015	82	48135.24	24183.36	72087.13	0	625244
	Total	809	53315.89	43660.83	62970.96	0	1895584
		Change	5%				

Table 62 - Average Circulation Per Capita (Service Population) from 2006 to 2015

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

Table 63 - Average Electronic Circulation from 2006 to 2015

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

Table 64 - Average Children's Programs from 2006 to 2015

		N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
				Programs - Children	2006		
	2007	80	78.38	56.51	100.24	1	431
	2008	80	82.3	59.82	104.78	1	451
	2009	80	93.09	67.86	118.32	0	493
	2010	80	102.4	73.73	131.07	0	618
	2011	81	108.35	77.79	138.91	1	695
	2012	82	115.82	85.13	146.51	1	667

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	2013	82	123.5	75.89	171.11	0	1716
	2014	82	114.01	85.25	142.77	0	682
	2015	82	131.39	95.19	167.59	0	792
	Total	809	102.76	93.25	112.28	0	1716
		Change	42%				

Table 65 - Average Young Adult Programs from 2006 to 2015

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

Table 66 - Average Adult Programs from 2006 to 2015

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

Table 67 - Average Programming from 2006 to 2015

	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
Programs - Total	2006	80	101.36	73.23	129.49	0	600
	2007	80	105.91	76.16	135.67	1	544
	2008	80	115.36	83.01	147.71	1	690
	2009	80	135.64	99.32	171.96	0	678
	2010	80	157.23	113.11	201.34	0	857
	2011	81	158.65	116.56	200.75	1	793
	2012	82	172.16	128.12	216.2	1	849



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	2013	82	206.68	105.67	307.7	0	3952
	2014	82	174.76	129.56	219.95	0	985
	2015	82	202.26	143.81	260.71	0	1350
	Total	809	153.36	137.44	169.29	0	3952
	Change		50%				

Table 68 - Average Children Program Attendance from 2006 to 2015

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

Table 69 - Average Young Adult Program Attendance from 2006 to 2015

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

Table 70 - Average Adult Program Attendance from 2006 to 2015

	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum	
			Lower Bound	Upper Bound			
Programs Attendance - Adult	2006	80	468.03	288.15	647.9	0	4333
	2007	80	630.71	353.36	908.06	0	8572
	2008	80	671.01	344.37	997.66	0	11069
	2009	80	799.26	390.45	1208.07	0	14310

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	2010	80	832.68	330.34	1335.01	0	18705
	2011	81	908.09	399.7	1416.47	0	17996
	2012	82	968.94	441.92	1495.96	0	18658
	2013	82	1050.63	433.48	1667.79	0	17391
	2014	82	994.76	482.27	1507.25	0	17500
	2015	82	997.38	536.19	1458.57	0	15036
	Total	809	833.93	693.09	974.77	0	18705
		Change	53%				

Table 71 - Average Total Program Attendance from 2006 to 2015

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

Table 72 - Percent of Total Montana Public Library Programs from 2006- 2015

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

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

Table 73 - Percent of Total Montana Public Library Program Attendees from 2006- 2015

Program Attendance - Adult	Program Attendance - Children	Program Attendance - Young Adult	Program Attendance - Total
674,650	1,763,947	189,525	2,628,122
26%	67%	7%	100%

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

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

Table 74 - Library Automation: Significant Changes

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Automation - Number of Internet Computers	2006	80	10.15	11.684	1.306	7.55	12.75	0	73
	2007	80	10.7	12.345	1.38	7.95	13.45	0	69
	2008	80	11.86	13.093	1.464	8.95	14.78	1	69
	2009	80	12.53	13.311	1.488	9.56	15.49	1	69
	2010	80	13.75	15.067	1.685	10.4	17.1	1	76
	2011	81	15.1	16.628	1.848	11.42	18.78	1	85
	2012	82	15.56	16.271	1.797	11.99	19.14	1	93
	2013	82	15.28	16.075	1.775	11.75	18.81	1	99
	2014	82	16.55	18.941	2.092	12.39	20.71	1	108
	2015	82	16.44	19.046	2.103	12.25	20.62	2	113
Total	809	13.81	15.546	0.547	12.74	14.89	0	113	
	Change	38%							
Automation - Online Full Text Databases	2006	80	8.26	9.385	1.049	6.17	10.35	0	66
	2007	80	9.93	12.104	1.353	7.23	12.62	0	69
	2008	80	10.66	11.735	1.312	8.05	13.27	0	69
	2009	80	10.58	11.262	1.259	8.07	13.08	0	69
	2010	80	12.63	14.216	1.589	9.46	15.79	0	76
	2011	81	13.38	15.895	1.766	9.87	16.9	0	85
	2012	82	13.84	15.007	1.657	10.54	17.14	0	93
	2013	82	0	0	0	0	0	0	0
	2014	82	0	0	0	0	0	0	0
	2015	82	0	0	0	0	0	0	0
Total	809	7.89	12.076	0.425	7.06	8.72	0	93	
	Change	40%							
Automation - Internet Terminals - Public	2006	80	9.13	10.443	1.168	6.8	11.45	1	66
	2007	80	9.78	11.536	1.29	7.21	12.34	1	69
	2008	80	10.69	11.362	1.27	8.16	13.22	1	69
	2009	80	11.2	11.571	1.294	8.63	13.77	1	69
	2010	80	12.58	14.243	1.592	9.41	15.74	1	76
	2011	81	14.14	15.773	1.753	10.65	17.62	1	85
	2012	82	15.22	15.954	1.762	11.71	18.72	1	93
	2013	82	14.54	15.237	1.683	11.19	17.88	0	99
	2014	82	15.63	18.411	2.033	11.59	19.68	1	108
	2015	82	15.71	18.79	2.075	11.58	19.84	2	113
Total	809	12.89	14.755	0.519	11.87	13.9	0	113	
	Change	42%							

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Table 75 - Decline in Public Computer Users

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Public Internet Computer Users - Weekly	2006	80	256.5	489.456	54.723	147.58	365.42	3	3060
	2007	80	314.43	570.843	63.822	187.39	441.46	2	3011
	2008	80	309.06	571.863	63.936	181.8	436.32	3	3260
	2009	80	323.79	601.946	67.3	189.83	457.74	4	3618
	2010	80	326.63	581.776	65.045	197.16	456.09	4	3155
	2011	81	323.31	566.357	62.929	198.08	448.54	2	3250
	2012	82	370.46	707.898	78.174	214.92	526.01	3	4328
	2013	82	347.91	690.498	76.253	196.2	499.63	0	4400
	2014	82	448.37	1264.987	139.694	170.42	726.31	0	10098
	2015	82	271.23	418.65	46.232	179.24	363.22	0	2350
Total	809	329.46	682.741	24.004	282.34	376.58	0	10098	
	Change	5%							
Public Internet Computer Users - Yearly	2006	80	13338	25451.699	2845.586	7674	19002	156	159120
	2007	80	16350.1	29683.854	3318.756	9744.28	22955.92	104	156572
	2008	80	16071.25	29736.866	3324.683	9453.63	22688.87	156	169520
	2009	80	16836.95	31301.207	3499.581	9871.21	23802.69	208	188136
	2010	80	16984.5	30252.371	3382.318	10252.16	23716.84	208	164060
	2011	81	16812.05	29450.58	3272.287	10299.99	23324.11	104	169000
	2012	82	19264.1	36810.697	4065.061	11175.9	27352.29	156	225056
	2013	82	18091.56	35905.89	3965.142	10202.17	25980.95	0	228800
	2014	82	23,315.02	65779.323	7264.111	8861.72	37768.33	0	525096
	2015	82	14,104.05	21769.788	2404.071	9320.7	18887.4	0	122200
Total	809	17131.98	35502.551	1248.203	14681.87	19582.08	0	525096	
	Change	5%							

Table 76 – Average Patron Uploads (Wired) from 2013 to 2015

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

Table 77 - Average Patron Uploads (Wireless) from 2013 to 2015

	N	Mean	95% Confidence Interval for Mean		Minimum	Maximum
			Lower Bound	Upper Bound		

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Patron Upload Wireless	2006	80	0	0	0	0	0
	2007	80	0	0	0	0	0
	2008	80	0	0	0	0	0
	2009	80	0	0	0	0	0
	2010	80	0	0	0	0	0
	2011	81	0	0	0	0	0
	2012	82	0	0	0	0	0
	2013	82	6.88	2.65	11.1	0	100
	2014	82	20.01	-4.44	44.47	0	1000
	2015	82	19.48	-4.91	43.86	0	1000
	Total	809	4.7	1.2	8.2	0	1000
		Change	65%				

Table 78 - Average Wireless Sessions from 2014 to 2015

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

Table 79 - Average Interlibrary Loans from 2006 to 2015

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

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Table 80 - Average ILL Borrows from 2006 to 2015

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



**Appendix E5 – Figures**



*Figure 1 - Mother and her son using the Internet at North Jefferson County Library District in Clancy*



*Figure 2 - Founding Patron and Librarian at Boulder Community Library*





Figure 3 - Reference Desk Staff at Butte-Silver Bow Public Library

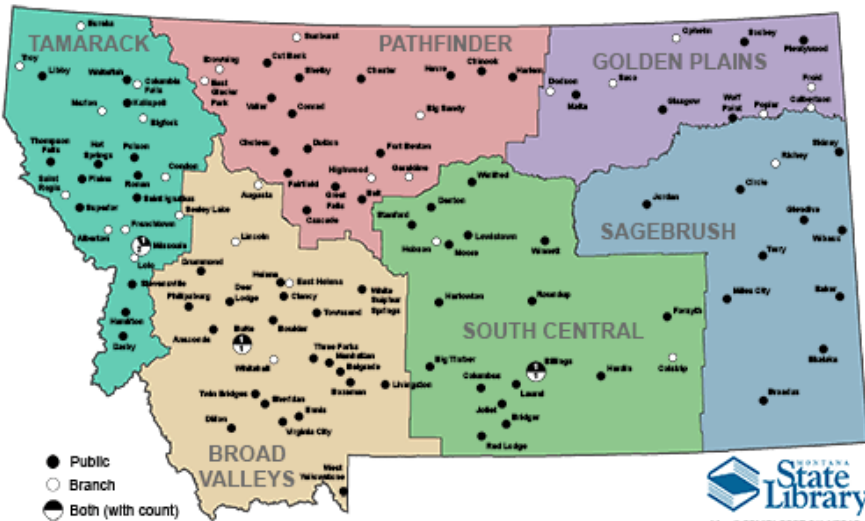


Figure 4 - Montana State Library Federations

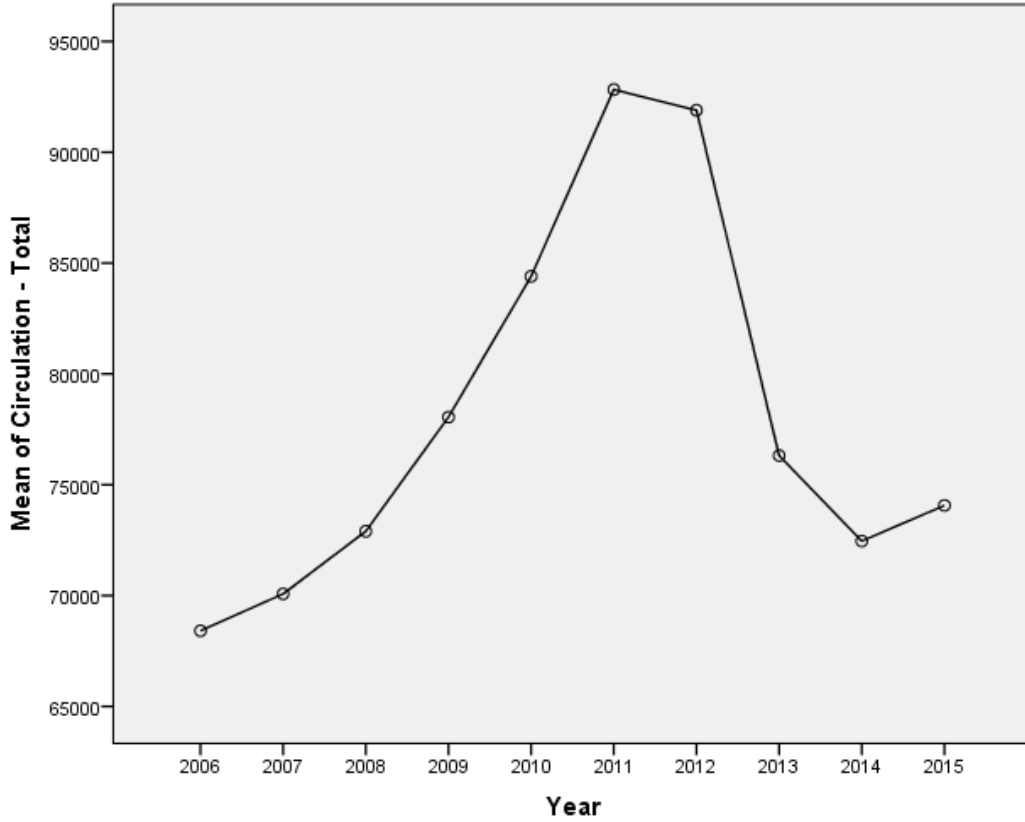


Figure 5 - Average Circulation from 2006 to 2015

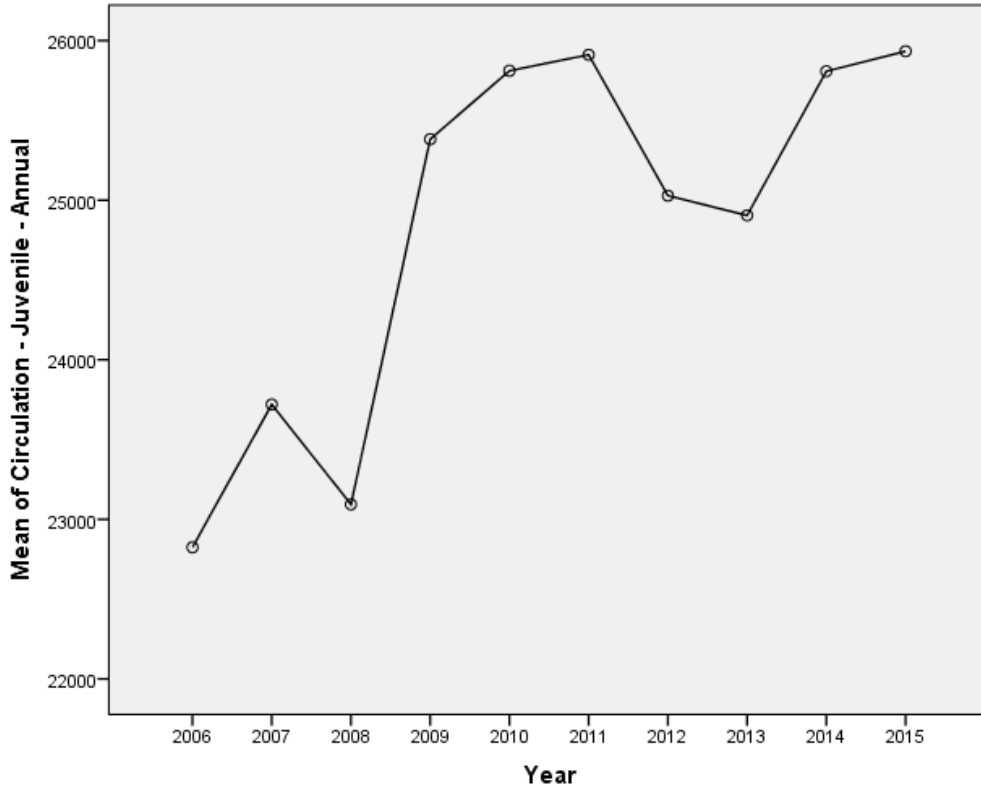


Figure 6 - Average Juvenile Circulation from 2006 to 2015

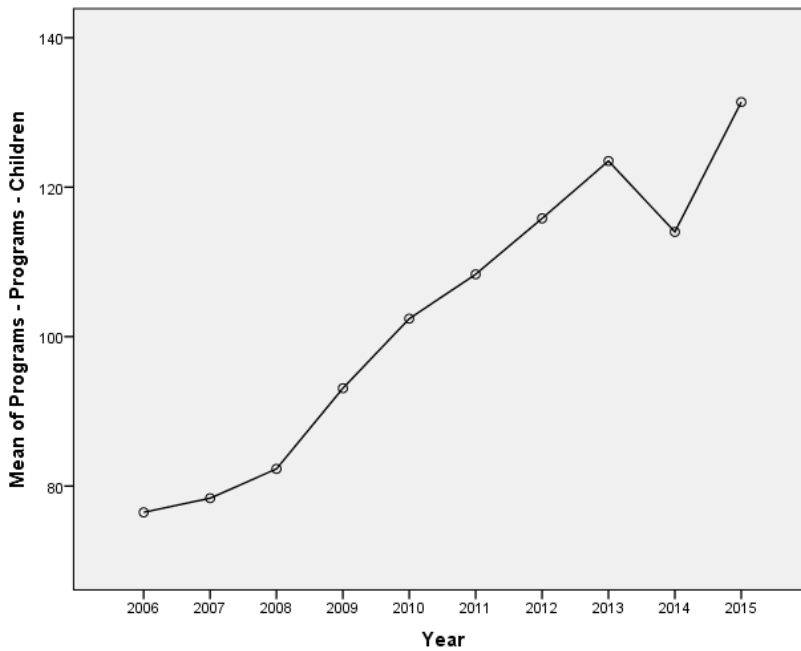


Figure 7 - Average Children's Program from 2006 to 2015

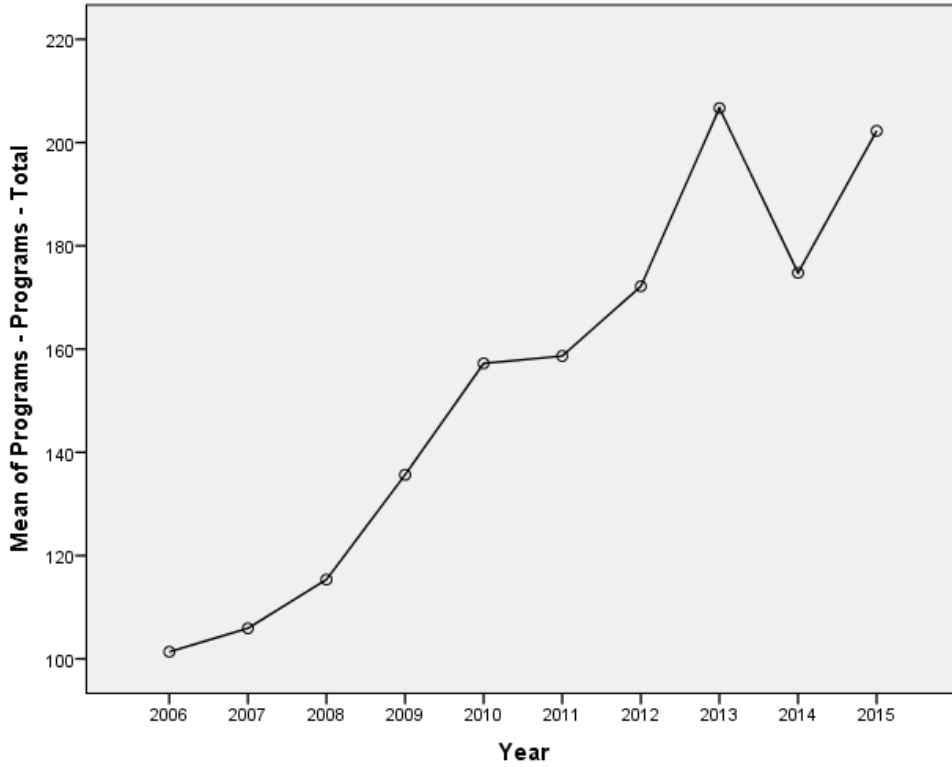


Figure 8 - Average Programs Offered from 2006 to 2015

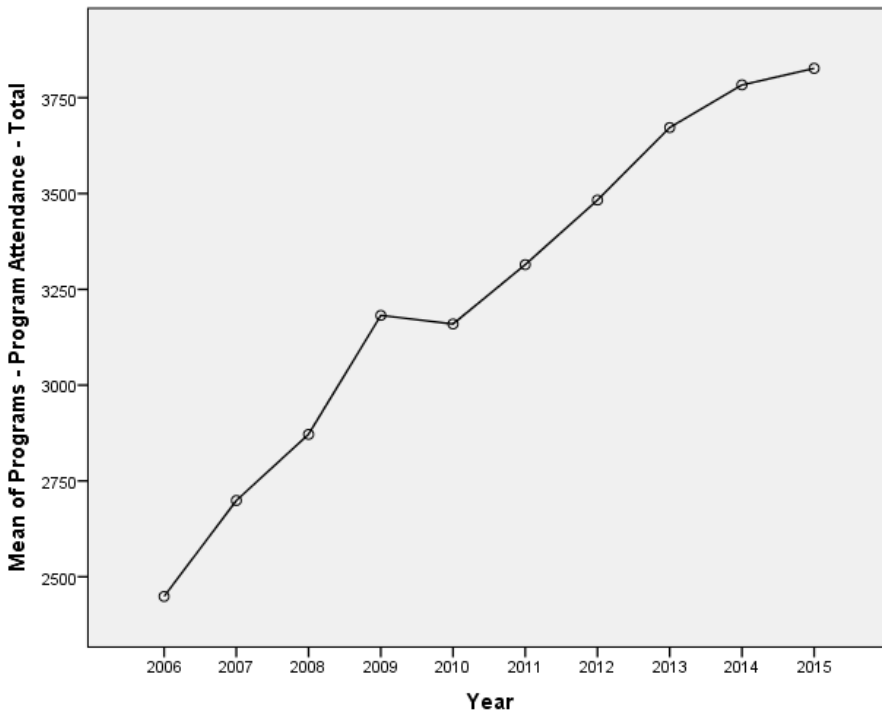


Figure 9 - Average Total Program Attendance from 2006 to 2015

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Figure 10- Montana State Library Organizational Chart (2016)

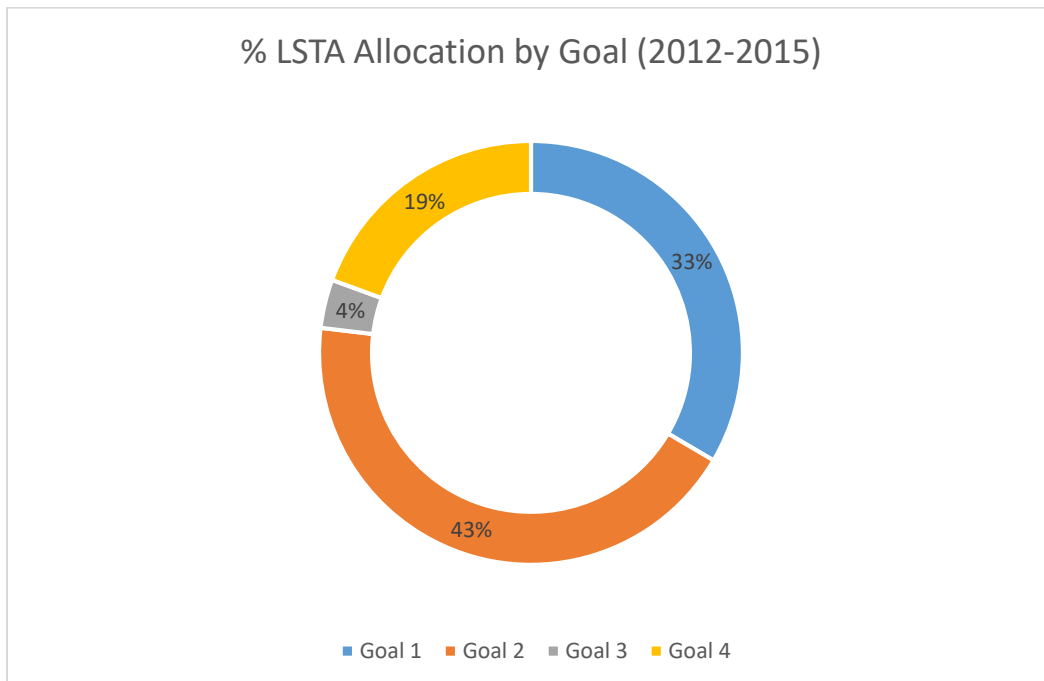
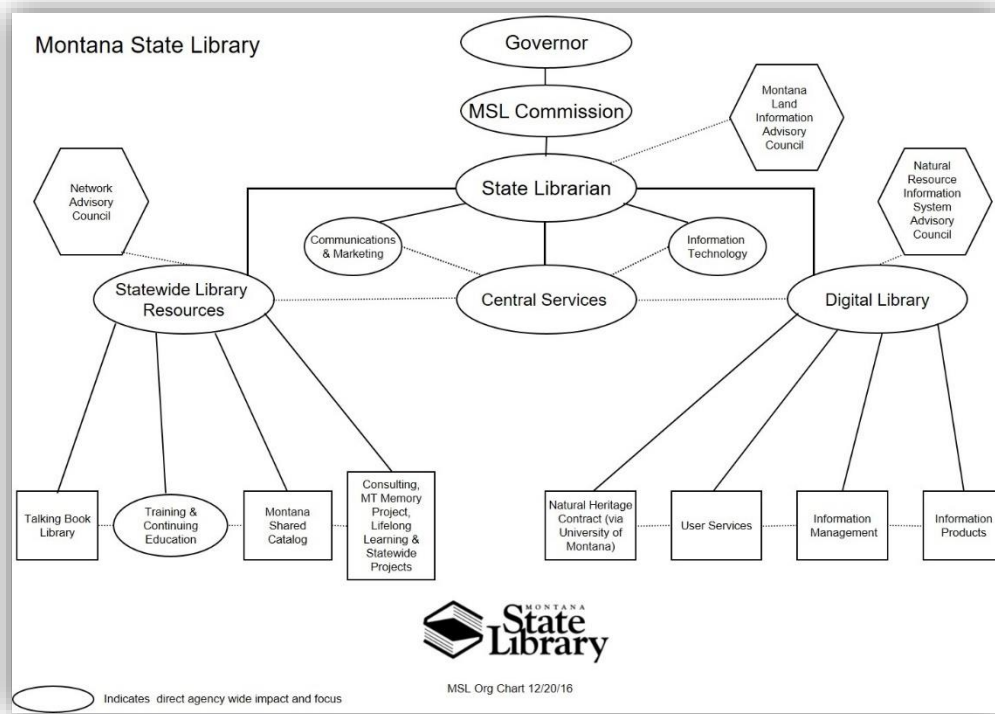


Figure 11 - LSTA Allocations by Goal (2012-2015)

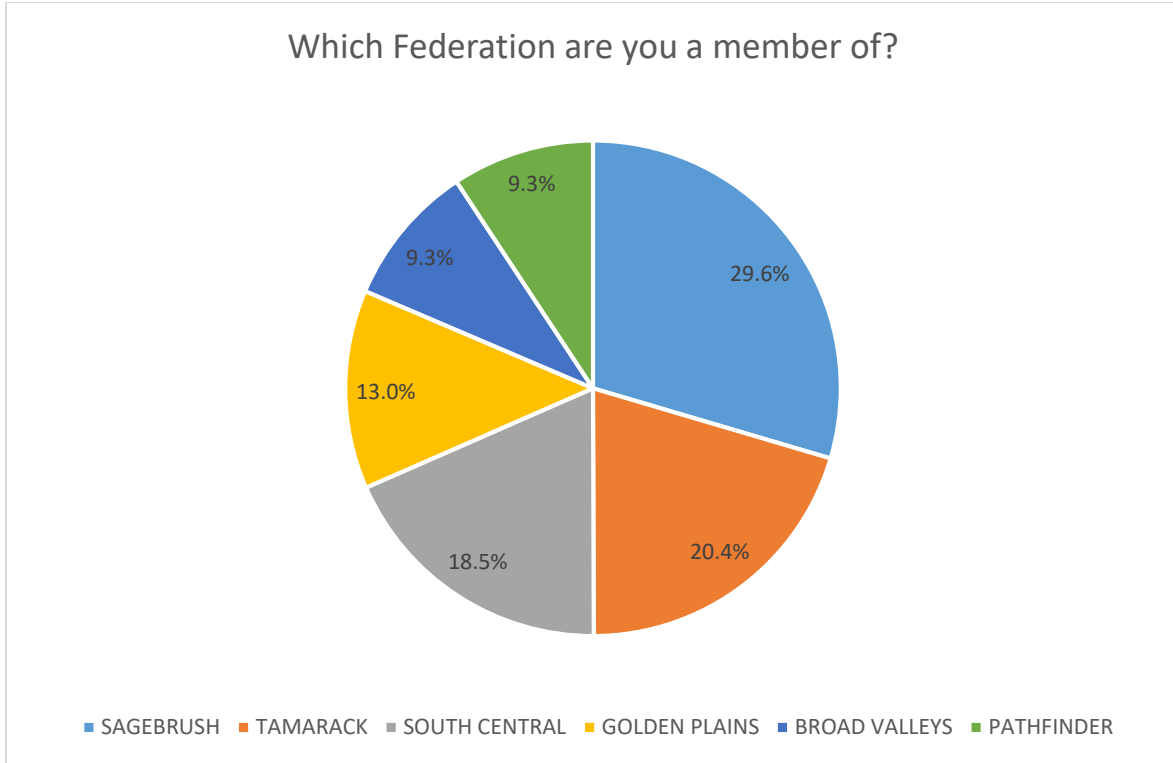


Figure 12 - Random Sample (Federations)

