



# County of Fairfax, Virginia

To protect and enrich the quality of life for the people, neighborhoods and diverse communities of Fairfax County

**PLACE:** George Mason Regional Library  
7001 Little River Turnpike  
Annandale, VA 22003  
(703) 256-3800

**TIME:** 7:00 P.M.

**DATE:** January 8, 2014

## AGENDA

### **SPECIAL PRESENTATION: David C. F. Ray Retirement**

#### **I. PUBLIC COMMENTS**

1. Jennifer McCullough, President,  
Fairfax County Public Library Employees' Association

#### **II. MINUTES – December 2013** (September, October and November for approval)

#### **III. CHAIRMAN'S REPORT**

- A. Meeting with the Board of Supervisors reference FY 2015 Budget
- B. Library Board report to the Board of Supervisors on January 14, 2014
- C. FCPL 75<sup>th</sup> Anniversary, 2014 - Planning Stages (Attachment 1)
- D. Board of Trustees' Committees (Attachment 2)
- E. Ad Hoc Communication and Evaluation Committee – January 2014 Actions  
(Attachment 3)

#### **IV. COMMITTEE REPORTS**

- A. Library Foundation – Mary Petersen
- B. Ad Hoc Floating Collection and Discards Committee (report available at meeting)

#### **V. DIRECTOR'S REPORT**

- A. Financial Issues
    1. FY 2015 Budget Calendar (Attachment 4)
    2. FY 2015 Budget
    3. FY 2014 Budget
    4. FY 2015 IT Project Funding (Attachment 5)
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**V. DIRECTOR'S REPORT (cont'd)**

**B. Capital Issues**

1. Woodrow Wilson Library - Update
2. Pohick Regional Library - Update
3. Facilities Update – December 2013 (available at meeting)

**C. Performance Management Process (Attachment 6)**

**D. FCPL Partnership Events (Attachment 7)**

**E. 2014 eTeam Meeting – Online (Attachment 8)**

**F. Virginia Library Association Legislative Proposal (Attachment 9)**

**G. Previous Community-wide Library Surveys (available at meeting)**

**H. Trustee Training Resources (Attachment 10)**

**VI. CONSIDERATION ITEMS**

**A. Rotate Library Board Meeting Locations (Attachment 11)**

**B. Re-establishment of Library Board Technology Committee (Attachment 12)**

**C. Proposed Code of Conduct for FCPL Customers (Attachment 13)**

**D. Request to Defer Delinquent Accounts (Attachment 14)**

**VII. ACTION ITEMS - NONE**

**VIII. INFORMATION ITEMS**

**A. Memorandum on Governor McDonnell's 2014-2016 Biennium Budget (Attachment 15)**

**B. Incident Report – December 2013 (available at meeting)**

**IX. ROUNDTABLE**

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# **Fairfax County Public Library's 75<sup>th</sup> Anniversary**

## **1939 -2014**

### **The following activities are planned for 2014:**

- Special 75<sup>th</sup> Anniversary library cards have been designed for distribution in 2014.
- A special add-on to the library logo, a 1939-2014 banner, will be used for all temporary material (nothing that is expected to be printed and used past 2014).
- Events hosted by the Center for the Book including the following:
  - Tie-in with Smithsonian and Hope Diamond
  - Tie-in with baseball diamond
- A display created by marketing that can rotate through the branches.

### **The following activities are pending approval by branch staff:**

- Activity hand-out for kids. Branches can hand out a one-page fact sheet that encourages children to write letters, poems and stories or draw a picture, anything that demonstrates what they like about the library. Branches can hang up the handouts once completed.
- The black boards with silver markers so people can wish the library a happy anniversary – we ask a question related to library use, etc.

**It is possible additional activities could be added.**

**Branches may also plan 75<sup>th</sup> Anniversary-related events.**



BOARD OF TRUSTEES' COMMITTEES

**Budget Committee**

Members:

Kristin Cabral, Chairman  
Charles Fegan  
Mary Petersen

Staff Support:

Melanie Quinn

To serve as a liaison between Library staff, the Library Board and the Board of Supervisors in the development and approval of the Library's budget. To review the Library's Budget submission to ensure that it conforms to the Library's mission. To monitor and evaluate employee compensation and benefits and recommend modifications as appropriate. To identify and recommend to the Library Board potential items for Foundation funding. To promote the Library's budget to all appropriate parties.

**Ad Hoc Evaluation and Communication Committee**

Members:

Mary Petersen, Chairman  
Karrie Delaney  
David Ray

Staff Support:

Katie Strotman

To assess the current state of the library and make recommendations on the future direction of the library based on input from stakeholders.

**Ad Hoc Floating and Weeding Committee**

Members:

Liz Clements, Chairman  
Don Heinrichs  
Peggy Koplitz

Staff Support:

Elizabeth Rhodes

To review the current Library Discard Policy.

**FAIRFAX COUNTY PUBLIC LIBRARY**  
**BOARD OF TRUSTEES' COMMITTEES**

**Personnel Committee**

Monitor personnel issues in a time of change and make recommendations as appropriate.

Members:

Peggy Koplitz, Chairman  
Liz Clements  
Michael Cutrone  
Dr. Joseph Sirh

Staff Support:

Melanie Quinn

**Planning Committee**

To serve as a liaison between Library staff, the Library Board and the Board of Supervisors in the development and approval of the Library's plans.

Members:

Michael Cutrone, Chairman  
Liz Clements  
Karrie Delaney

Staff Support:

Sam Clay

**Policy Committee**

To review annually system priorities and to complete this review prior to the initiation of the Library's budget. To receive recommendations for any changes in materials and/or new directives and make recommendations to the Library Board. To review periodically all current Library Board policies to assess their conformance with Board desires and system operation (i.e., review the Policy Manual periodically). To serve as a forum to initiate and/or to respond to questions of policy.

Members:

Charles Fegan, Chairman  
Kristin Cabral  
Liz Clements  
Michael Cutrone  
Mary Petersen  
Dr. Joseph Sirh

Staff Support:

Sam Clay

Fairfax County Public Library

Attachment 3

Proposed Timeline for the Recommendations of the Ad Hoc Communication and Evaluation Committee

January 2014 Actions

Recommendations of the Ad Hoc Communication & Evaluation Committee	Action Planned or Completed	Lead	January Status
Recommend increasing the County budget for library operations.	Refer to Library Board of Trustees Budget Committee for further review and action.	Library Board of Trustees	January 2014
Recommend Library Board of Trustees begin a dialogue with all levels of staff and the affected communities about the best way to address the Fairfax County Public Library's staffing needs in a way that meets the public's needs and priorities without eliminating the continued presence of professional librarians in each branch.	Refer to Library Board of Trustees Planning Committee for further review and action.	Library Board of Trustees	Begin 2014 -- determine questions and type of survey
Recommend more analysis on strength and weakness of the single-desk model at Burke Centre Library.	Establish task group that includes a broad-based group of stakeholders to evaluate single desk model and make recommendations to the Library Board of Trustees.	Sam Clay, Library Director	2014 - Establish task group July 2014 -- Present report to Library Board of Trustees
Increase cooperation and support from the Fairfax Library Foundation.	Refer to Library Board of Trustees Foundation representative for further review, recommendations and/or action.	Mary Petersen, Library Board of Trustees	January 2014; initial presentation to Library Foundation (12/18/13)
Recommend more thorough review of the ratio of administrative staff to branch staff to determine the proper balance between the two.	Request Fairfax County Department of Human Resources (DHR) to review FCPL staffing and make recommendations.	Sam Clay, Library Director	To be determined in consultation with DHR. Initial meeting regarding methodology of study held 12/18/13.
Fill current vacancies in existing job classifications.	Positions are being advertised and filled in current job classifications.	Sam Clay, Library Director	Ongoing
Recommend thorough evaluation of proposed collection reductions and whether creating more meeting space should be a priority over reading materials.	Refer to the Library Board of Trustees Planning Committee for review and/or action.	Library Board of Trustees	January 2014
Recommend more coordination with Friends groups before books are discarded.	See Floating and Weeding recommendations #8 and #11.	Sam Clay, Library Director	#11 Ongoing; Friends Forum in March

5

6

Fairfax County Public Library  
Proposed Timeline for the Recommendations of the Ad Hoc Communication and Evaluation Committee  
January 2014 Actions

Recommendations of the Ad Hoc Communication & Evaluation Committee	Action Planned or Completed	Lead	January Status
<p>Recommend restoration of funds to the materials budget overall to replenish depleted collections.</p>	<p>At November 13, 2013 Library Board of Trustees meeting, a request for \$1 million for nonfiction materials was approved by the Library Board. At November 19, 2013 Board of Supervisors meeting, Supervisors approved including \$1 million for nonfiction materials on the consideration items list for the FY 2015 budget deliberation process.</p>	<p>Library Board of Trustees</p>	<p>Ongoing; joint meeting with Board of Supervisors planned; date being sought.</p>
<p>Revisit Friends' space currently restricted to 100 square feet.</p>	<p>Establish a task group of stakeholders to review Library Design Manual for new and renovated facilities and make recommendations.</p>	<p>Sam Clay, Library Director</p>	<p>January 2014</p>
<p>Undertake a more extensive public survey and comment process that is advertised with a time window certain. Any survey should ideally seek the input of high school and college age students, who make up a key portion of the Fairfax County Public Library patron community.</p>	<p>Refer to Library Board of Trustees Planning Committee for further review and action.</p>	<p>Library Board of Trustees</p>	<p>January 2014</p>

FY 2015 BUDGET CALENDAR

February 25, 2014 – County Executive’s Advertised FY2015 Budget Plan released

April 8, 2014 – Public Hearings on FY 2015 Budget 6:00 p.m.

April 9, 2014 – Public Hearings on FY 2015 Budget 3:00 p.m.

April 10, 2014 – Public Hearings on FY 2015 Budget 3:00 p.m.

April 22, 2014 – Board of Supervisor’s Mark-up of Advertised Budget

April 29, 2014 – Budget Adoption of FY2015 Budget





## County of Fairfax, Virginia

## MEMORANDUM

TO: Edwin S. Clay, Director, Fairfax County Public Library  
Margaret Kositch, Library IT Director

FROM: Afsaneh M. Tibbs, Director, IT Project Management  
Department of Information Technology

DATE: December 16, 2013

SUBJECT: Libraries - FY 2015 IT Projects Funding Recommendations

Following a thorough review of IT project funding requests, the evaluation process is complete and the Senior IT Steering Committee made its FY 2015 funding recommendations to the County Executive. This memorandum serves as formal notification of the funding recommendation for your agency's IT project submission(s). Please be aware that this correspondence is a **recommendation for funding** only and is **not yet officially part of the Advertised budget**; agencies will be notified if these recommendations change over the next few months.

As a result of the decision-making process, combined with the current economic climate and the limited availability of funding, not all requests could be recommended for funding. The funding recommendation for your agency's project is listed below. Those projects that are recommended for funding represent a balanced portfolio of projects that provide benefits for both employees and citizens.

PROJECT TITLE	FY 2015 REQUEST	FY2015 RECOMMENDATION	Comments
Discovery Layer	\$100,000	Not Funded	
Library Wireless	261,182	\$260,000	Implementation will be coordinated by DIT Network Services Division. Please note this project is not funded through the IT Investment portfolio (Fund 100-C10040) - DMB will determine appropriate funding source.

As in prior years, **projects recommended for FY2015 funding, must provide an up-to-date project narrative and ROI**, using the attached template, for inclusion in the **FY 2015 Advertised Budget** and the **FY2015 Advertised IT Plan**. This should be relatively straightforward as the narrative and ROI statements were a key part of your FY 2015 funding request. **Please submit the required information to my attention by COB Tuesday, January 7, 2014.**

Please note that DIT has authority to approve project plans and expenditures for all projects in the County's IT Portfolio. Although specific dollar amounts are indicated, the total fund will be managed based on project readiness. All IT projects must use the DIT Architecture Review process and follow County IT Standards unless otherwise waived by DIT. Project expenditure requests will be closely monitored against submitted plans to ensure projects remain in scope, on time, and within budget.

Please let me know if there are any questions or concerns. Your participation in this process is appreciated!  
Thank you.

cc: Wanda Gibson, CTO, Director of DIT  
Matt Dowd, Enterprise Network Services Division Director - DIT



## Attachment 6

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**Subject:** FW: New Performance Management Process - Begins January 2014  
**Attachments:** Page Evaluation Form.pdf

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**From:** Simmons, Janis  
**Sent:** Wednesday, December 18, 2013 4:08 PM  
**To:** LIB-BRANCH MANAGERS; LIB-BRANCH MANAGERS ASST; LIB-CIRCULATION MGRS; LIB-CIRCULATION MGRS ASST; LIB-Youth Services Managers; LIB-Sunday Branch Managers; LIB-SUNDAY CIRCULATION MGRS; LIB-TechOps Mgmt; LIB-Page Managers  
**Cc:** Quinn, Melanie E.; Strotman, Katie; King, Debra; White-Williams, Patricia; Hopson, Danielle T.; Winkels, Evelyn  
**Subject:** New Performance Management Process - Begins January 2014

Hello,

On January 1<sup>st</sup>, the evaluation moratorium will have lifted and we will be officially using the new Performance Management Process templates for merit employees. The first cycle will evaluate six (6) months, from January - June 2014. The second performance cycle will evaluate a full twelve (12) month cycle, from July 2014 – June 2015.

- All merit employees will use the new Performance Management Evaluation Form templates: <http://fairfaxnet.fairfaxcounty.gov/Dept/DHR/Pages/PerformanceEvaluations.aspx>. (Evelyn has sent an email to managers regarding their respective employees' categories.)
- Exempt status (E status with benefits) employees within their initial probationary period will use the Performance Reporting Form [http://fairfaxnet.fairfaxcounty.gov/agencies/library/Documents/probationary\\_approval.pdf](http://fairfaxnet.fairfaxcounty.gov/agencies/library/Documents/probationary_approval.pdf) for their mid-year probationary review and initial probationary appointment.
- Exempt Page staff within their initial probationary period will use the Page-specific evaluation form (*see attached*) for their mid-year probationary review and initial probationary appointment.

All staff can use the Individual Development Plan and Career Development Plan templates for their growth and development at any time.

**To date:**

All merit employees should have completed the Performance Evaluation Overview course in ELC. Managers should have introduced and discussed the new Performance Management Evaluation templates to their merit employees.

Managers should be aware of the three forms that will be used:

- ***New Performance Manager Evaluation Form templates*** – merit employees,
- ***Performance Reporting Form*** – exempt (E status with benefits) employees, and
- ***Page-specific Evaluation Form*** – Page staff.

If you have any questions about the new process, please feel free to contact me.

Thanks.

*Janis Simmons, PHR*



## LIBRARY PAGE EVALUATION

### SECTION I: IDENTIFICATION

Name: _____ Agency #: 5252      Position #: _____ Position Class: Library Page      Grade: S-04	EIN: _____ Reason for Evaluation: <input type="radio"/> ANNUAL <input type="radio"/> PROBATIONARY Review Date: From <u>MM/DD/YYYY</u> to <u>MM/DD/YYYY</u>
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### SECTION II: PERFORMANCE APPRAISAL WORK PERFORMANCE

	UNSATISFACTORY	FULLY PROFICIENT	NOT APPLICABLE
1. Meets the shelving standards for <b>productivity</b> of work as set in the Page Performance Standards (shelves library materials at a minimum rate of 85 books per hour while shelf reading 5 books to either side).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Meets the shelving standards for <b>accuracy</b> of work as set in the Page Performance Standards (shelves library materials with at least 90% accuracy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Meets the shelving standards for <b>quality</b> of work (keeps shelves neat and orderly by straightening, edging, and shifting).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Follows the daily schedule; for example, shelving in specified areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Exercises initiative in organizing and prioritizing their work and finding other appropriate work without requiring close supervision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Uses sound judgment in solving job-related problems with a minimum of assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### GENERAL CONDUCT

7. Arrives and leaves the workplace on time for scheduled shifts and takes allowed breaks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Gives appropriate notices for absences or makes switches to accommodate scheduling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Flexible in accommodating schedule change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Conducts himself/herself appropriately when interacting with staff and library customers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Understands differing points of view. Avoids stereotyping based on race, gender, disability, age, ethnicity or culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Works cooperatively with others; uses appropriate communication and listening skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NAME \_\_\_\_\_ EIN \_\_\_\_\_

**SECTION III: SUMMARY/COMMENTS**

SUPERVISOR'S COMMENTS:

REVIEWER'S COMMENTS:

**SECTION IV: RATING**

Check the appropriate box for this employee's rating. This rating is based on the overall assessment of the individual's performance in the job elements listed in Section II above.

- This employee has not demonstrated satisfactory performance in one or more critical job elements.
- This employee has demonstrated satisfactory performance in all critical job elements.

**SECTION V: SIGNATURES**

SUPERVISOR I certify this report represents my best judgment and has been discussed with the employee.

\_\_\_\_\_  
Signature Title Date

REVIEWER I certify that I agree with this report and have listed any exceptions or comments above.

\_\_\_\_\_  
Signature Title Date

EMPLOYEE I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate my agreement.

\_\_\_\_\_  
Signature Title Date

## Attachment 7

**Subject:** FW: Partnership Events in November

**From:** Hess, Martha Sue  
**Sent:** Tuesday, December 17, 2013 2:55 PM  
**To:** LIB-Mgmt Teams  
**Subject:** Partnership Events in November

Managers,

This time around, I thought I would do something a little differently while reviewing the monthly stats: here I am listing all November events I found on Evanced that I believe to be Partnership events. While we have not been collecting this information in past years, I am tracking this information in hopes of including these statistics in our reports by the next fiscal year.

Two things you can do for me:

1. Look over your branch's list and let me know if anything I classified as a partnership should be changed to a program (or tutorial) OR if they should be considered a regular room booking.
2. Browse at what other branches are reporting in Evanced for ideas on partnership events that your branch could start recording (**please do not go back and change/add anything for partnerships that occurred prior to today**: let's focus on getting future events reported for January, on.)

I'd like all branches to be on the same wavelength so we can show strength to the Board of Supervisors in just how involved our libraries are with other organizations. If your branch is offering Tax Assistance, Flu Shots, GIVE tutoring, Plant Clinics – anything similar to these partnerships – let's get that information in our reports!

For now, attendance for any partnership event is not required.

Thank you. Please don't hesitate to contact me for any help.  
 Martha Sue

Library	Title	Date	Time	End Time	Strategic Role	Att
Burke Centre Library	My Gym: Preschool	11/1/2013	10:30 AM	11:30 AM	partnership	
Burke Centre Library	My Gym - School Age	11/4/2013	3:30 PM	4:30 PM	partnership	
Burke Centre Library	My Gym - Toddlers	11/6/2013	10:30 AM	11:00 AM	partnership	
Burke Centre Library	My Gym - Babies	11/9/2013	10:15 AM	11:15 AM	partnership	
Centreville Regional Library	GIVE Tutoring	11/2/2013	12:00 PM	2:00 PM	partnership	
Centreville Regional Library	GIVE Tutoring	11/9/2013	12:00 PM	2:00 PM	partnership	
Centreville Regional Library	Bull Run Civil War Round Table Executive Committee	11/12/2013	6:00 PM	9:00 PM	partnership	
Centreville Regional Library	GIVE Tutoring	11/16/2013	12:00 PM	2:00 PM	partnership	
Centreville Regional Library	Institute for Early Learning	11/18/2013	6:15 PM	9:00 PM	partnership	
Centreville Regional Library	GIVE Tutoring	11/23/2013	12:00 PM	2:00 PM	partnership	
Chantilly Regional Library	GIVE Tutoring	11/2/2013	2:00 PM	5:00 PM	partnership	
Chantilly Regional Library	Fairfax County Area Agency on Aging	11/7/2013	8:00 AM	1:30 PM	partnership	
Chantilly Regional Library	GIVE Tutoring	11/9/2013	2:00 PM	5:00 PM	partnership	

Chantilly Regional Library	Korean Spirit and Cultural Promotion Program	11/10/2013	1:00 PM	5:00 PM	partnership
Chantilly Regional Library	Leading a Life of Balance and Peace Through Meditation	11/13/2013	7:00 PM	8:00 PM	partnership
Chantilly Regional Library	GIVE Tutoring	11/16/2013	2:00 PM	5:00 PM	partnership
Chantilly Regional Library	Placeholder Area Agency on Aging	11/21/2013	8:00 AM	2:00 PM	partnership
Chantilly Regional Library	Hidden Pond Saturday: Nocturnal Life	11/23/2013	2:30 PM	3:30 PM	partnership
City of Fairfax Regional Library	GIVE	11/2/2013	3:30 PM	5:00 PM	partnership
City of Fairfax Regional Library	Fairfax County's Take Control of Your Health Program	11/6/2013	10:00 AM	12:30 PM	partnership
City of Fairfax Regional Library	GIVE	11/9/2013	2:00 PM	4:00 PM	partnership
City of Fairfax Regional Library	Fairfax County's Take Control of Your Health Program	11/13/2013	10:00 AM	12:30 PM	partnership
City of Fairfax Regional Library	Fairfax Ferns Garden Club	11/18/2013	6:30 PM	9:00 PM	partnership
City of Fairfax Regional Library	Fairfax County's Take Control of Your Health Program	11/20/2013	10:00 AM	12:30 PM	partnership
City of Fairfax Regional Library	GIVE Tutoring	11/23/2013	2:00 PM	4:00 PM	partnership
Dolley Madison Library	Absentee Voting for the General Election	11/1/2013	2:00 PM	8:00 PM	partnership
Dolley Madison Library	Absentee Voting for the General Election	11/2/2013	9:00 AM	5:00 PM	partnership
Herndon Fortnightly Library	Literacy Council/Family Learning Program	11/5/2013	6:00 PM	9:00 PM	partnership
Herndon Fortnightly Library	Herndon Fortnightly Club Meeting	11/6/2013	12:00 PM	4:00 PM	partnership
Herndon Fortnightly Library	FCPS Early Literacy Partnership	11/7/2013	9:30 AM	11:30 AM	partnership
Herndon Fortnightly Library	Literacy Council/Family Learning Program	11/7/2013	6:00 PM	9:00 PM	partnership
Herndon Fortnightly Library	GIVE Tutoring	11/9/2013	10:00 AM	1:00 PM	partnership
Herndon Fortnightly Library	FCPS Early Literacy Partnership Fall 2013	11/12/2013	9:30 AM	11:30 AM	partnership
Herndon Fortnightly Library	Literacy Council/Family Learning Program	11/12/2013	6:00 PM	9:00 PM	partnership
Herndon Fortnightly Library	FCPS Early Literacy Partnership	11/14/2013	9:30 AM	11:30 AM	partnership
Herndon Fortnightly Library	Literacy Council/Family Learning Program	11/14/2013	6:00 PM	9:00 PM	partnership
Herndon Fortnightly Library	GIVE Tutoring	11/16/2013	10:00 AM	1:00 PM	partnership
Herndon Fortnightly Library	FCPS Early Literacy Partnership Fall 2013	11/19/2013	9:30 AM	11:30 AM	partnership
Herndon Fortnightly Library	Literacy Council/Family Learning Program	11/19/2013	6:00 PM	9:00 PM	partnership
Herndon Fortnightly Library	FCPS Early Literacy Partnership	11/21/2013	9:30 AM	11:30 AM	partnership
Herndon Fortnightly Library	Literacy Council/Family Learning Program	11/21/2013	6:00 PM	9:00 PM	partnership
Herndon Fortnightly Library	GIVE Tutoring	11/23/2013	10:00 AM	1:00 PM	partnership
Herndon Fortnightly Library	Literacy Council/Family Learning Program	11/26/2013	6:00 PM	9:00 PM	partnership
John Marshall Library	Rose Hill ESOL Partnership	11/7/2013	9:30 AM	11:30 AM	partnership
John Marshall Library	Rose Hill ESOL Partnership	11/12/2013	9:30 AM	11:00 AM	partnership
John Marshall Library	Rose Hill ESOL Partnership	11/14/2013	9:30 AM	11:30 AM	partnership
John Marshall Library	Rose Hill ESOL Partnership	11/19/2013	9:30 AM	11:00 AM	partnership
Lorton Library	Van Noy Storytime	11/1/2013	10:30 AM	11:30 AM	partnership
Martha Washington Library	Independent Living Project	11/7/2013	1:00 PM	3:00 PM	partnership
Martha Washington Library	Independent Living Project	11/14/2013	1:00 PM	3:00 PM	partnership
Martha Washington Library	Independent Living Project	11/21/2013	1:00 PM	3:00 PM	partnership
Martha Washington Library	American Red Cross Blood Drive	11/27/2013	11:30 AM	4:30 PM	partnership
Oakton Library	Easy Readers	11/2/2013	10:00 AM	12:00 PM	partnership
Pohick Regional Library	Creative Nonfiction for High School Students	11/2/2013	1:00 PM	2:30 PM	partnership
Pohick Regional Library	Using FCPL Career Center	11/6/2013	7:00 PM	7:30 PM	partnership
Pohick Regional Library	Creative Nonfiction for High School Students	11/9/2013	1:00 PM	2:30 PM	partnership

Richard Byrd Library	GIVE Free Tutoring Program.	11/2/2013	2:00 PM	4:00 PM	partnership
Richard Byrd Library	GIVE Free Tutoring Program.	11/2/2013	2:00 PM	4:00 PM	partnership
Richard Byrd Library	GIVE Tutoring Program.	11/2/2013	2:00 PM	4:00 PM	partnership
Richard Byrd Library	GIVE Tutoring Program.	11/16/2013	2:00 PM	4:00 PM	partnership
Richard Byrd Library	Introduction to Creative Writing	11/18/2013	7:00 PM	9:00 PM	partnership
Richard Byrd Library	GIVE Tutoring Program.	11/23/2013	2:00 PM	4:00 PM	partnership
Richard Byrd Library	Introduction to Creative Writing	11/25/2013	7:00 PM	9:00 PM	partnership
Richard Byrd Library	GIVE Tutoring Program.	11/30/2013	2:00 PM	4:00 PM	partnership
Sherwood Regional Library	African Heritage Pre-K Literacy Program	11/1/2013	10:30 AM	12:30 PM	partnership
Sherwood Regional Library	African Heritage Pre-K Literacy Program	11/6/2013	11:30 AM	1:30 PM	partnership
Sherwood Regional Library	African Heritage Pre-K Literacy Program	11/8/2013	10:30 AM	12:30 PM	partnership
Sherwood Regional Library	African Heritage Pre-K Literacy Program	11/13/2013	11:30 AM	1:30 PM	partnership
Sherwood Regional Library	tour for Whitman MS teachres	11/18/2013	4:00 PM	4:30 PM	partnership
Sherwood Regional Library	African Heritage Pre-K Literacy Program	11/20/2013	11:30 AM	1:30 PM	partnership
Sherwood Regional Library	African Heritage Pre-K Literacy Program	11/22/2013	11:30 AM	1:30 PM	partnership
Thomas Jefferson Library	GIVE TUTORING	11/9/2013	2:00 PM	4:00 PM	partnership
Thomas Jefferson Library	GIVE TUTORING	11/16/2013	2:00 PM	4:00 PM	partnership
Thomas Jefferson Library	GIVE TUTORING	11/23/2013	2:00 PM	4:00 PM	partnership
Tysons-Pimmit Regional Library	Model Investment Club of Northern Virginia	11/20/2013	7:00 PM	9:00 PM	partnership
Woodrow Wilson Library	Junior morning star	11/16/2013	10:00 AM	12:00 PM	partnership
Woodrow Wilson Library	Junior morning star	11/23/2013	10:00 AM	12:00 PM	partnership

*Martha Sue Hess*  
*Strategic Planning & Customer Research Services Office*  
*Fairfax County Public Library*  
 703-324-8304  
[martha.hess@fairfaxcounty.gov](mailto:martha.hess@fairfaxcounty.gov)



## Attachment 8

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**Subject:** FW: Information about January 2014 eTeam meeting

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**From:** Kositch, Margaret R  
**Sent:** Tuesday, December 17, 2013 4:56 PM  
**To:** LIB-eTeam  
**Cc:** LIB-BRANCH MANAGERS  
**Subject:** Information about January 2014 eTeam meeting

Hello eTeam,

As you may have heard, the Tuesday, January 14 eTeam meeting will be virtual. Staff will use GoToMeeting to attend the event, which will run from 12:30-2:30 that day. No need to travel!

In order to participate in this GoToMeeting, you need to verify that your PC speakers work, and that your branch webcam is working as well. Please note we will use webcam audio, not webcam video, for this meeting.

To give you a chance to check your setup, we are holding a practice session the previous week, on Tuesday, January 7, from 2-5 PM. This practice session will allow staff to make sure their speakers and webcam are working as expected. You don't need to attend the January 7 practice meeting at any particular time—or attend it at all. You are welcome to join the meeting anytime between 2PM-5PM, and attend for as much time as you wish.

A GoToMeeting invitation for the January 7 practice meeting is below. Please click **register now** and you will receive a link to join the session.

After the January 7 session, you will receive a separate GoToMeeting invitation for the January 14 meeting. Please register before that meeting takes place as well.

If you have questions about either event, please contact Bob Cappello or Lynette Terpak.

Thanks,

Margaret

Desk 703-324-8314  
Cell 571-309-3477

## e-Team practice session

Join us for an e-Team meeting practice session on  
January 7

**REGISTER NOW**

**Title:** e-Team meeting practice session

**Date:** Tuesday, January 7, 2014

**Time:** 2:00 PM - 5:00 PM EST

- Click **Register Now** to register for this practice session and you will receive a confirmation email with a link to join the session.
- Make sure your webcam is connected and your speakers are working

### System Requirements

PC-based attendees

Required: Windows® 8, 7, Vista, XP or 2003 Server

Mac®-based attendees

Required: Mac OS® X 10.6 or newer

Mobile attendees

Required: iPhone®, iPad®, Android™ phone or Android tablet

Reserve your seat now at:

<https://www1.gotomeeting.com/register/225776824>

## Attachment 9

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**Subject:** FW: Attention Library Directors with new General Assembly Members!  
**Importance:** High

-----Original Message-----

From: Virginia Public Library Directors Association [mailto:[VPLDA@LISTVPL.LIB.VA.US](mailto:VPLDA@LISTVPL.LIB.VA.US)] On Behalf Of Janis Augustine  
Sent: Monday, December 16, 2013 9:37 AM  
To: [VPLDA@LISTVPL.LIB.VA.US](mailto:VPLDA@LISTVPL.LIB.VA.US)  
Subject: Attention Library Directors with new General Assembly Members!  
Importance: High

<http://www.vla.org/wp-content/uploads/2013/10/Legislative-Agenda-2014.pdf>

The VLA Legislative Committee wants those of you who have new legislators to visit them before the session starts on Jan. 8. The link above connects to the 2014 Legislative Agenda.

We are asking for a modest increase in State Aid. Tell your legislators what you do for your community and how State Aid helps. It is crucial to educate the new legislators because they will be hearing about a State Aid budget amendment during the session and need to know why it is important.

Thank you for your help.

Janis Augustine  
Library Director  
Salem Public Library  
28 E Main St.  
Salem, VA 24153  
[www.salemlibrary.info](http://www.salemlibrary.info)  
Phone: 540-375-3089  
Fax: 540-389-7054

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This e-mail message is for the sole use of the intended recipient(s) and may contain privileged and/or confidential information. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message.

~~~~~

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It is a private list for Virginia Public Library Directors only.  
This list is not archived, and is considered confidential.  
For subscription inquiries, please contact Paranita Carpenter [paranita.carpenter@lva.virginia.gov](mailto:paranita.carpenter@lva.virginia.gov)  
Visit the Virginia Public Library Extranet at <http://www.vpl.virginia.gov>



Virginia Library Association  
Legislative Agenda  
2014

Agenda items

1. *Strengthen State funding for public libraries through the “new Age, New Library plan to meet the needs of 21<sup>st</sup> century library users in Virginia.*

**VLA proposes that the Commonwealth sustain and extend the “New Age, New Library” initiative started in FY 204 to provide Virginia public library users with contemporary digital library materials including ebooks, audiobooks, streaming media, and electronic databases.**

|        |               |
|--------|---------------|
| FY2015 | \$1.5 million |
| FY2016 | \$1.0 million |

Surveys and data on library use show that the greatest need in Virginia’s public libraries is to keep up with public demand for digital information resources. Data from online systems and in-person use counts show that Virginians turn to their public libraries more than ever for educational reading, vocational advancement, assistance in job searching, and personal enrichment. This funding will help Virginia’s public libraries provide the digital library materials needed by 21<sup>st</sup> century library users in Virginia.

2. *Support the Library of Virginia.*

**VLA supports the Library of Virginia’s legislative and budgetary priorities and proposes that the General Assembly continue the work begun n fiscal 2013 to strengthen the financial foundation for Virginia’s only public research library.**

---

**Subject:** FW: Trustee resources

**From:** Armentrout, Kim (LVA) [mailto:Kim.Armentrout@lva.virginia.gov]  
**Sent:** Thursday, December 19, 2013 1:25 PM  
**To:** Hopson, Danielle T.  
**Subject:** Trustee resources

Dear Danielle,  
Here are some resources that trustees can access whenever they want:

We have set up one login/password for the entire state for the United for Libraries Trustee Academy. The login can be shared with Trustees freely; we ask that it just not be posted on public sites where anyone outside of Virginia could get access.

[http://www.ala.org/united/trustees/trustee\\_academy/virginia](http://www.ala.org/united/trustees/trustee_academy/virginia)

Login:  
Password:

Courses include Trustee Basics, Working Effectively with the Library Director, The Library's Budget, Advocating for Your Library and Evaluating the Library Director. One thing to note, if you are already logged into the ALA website with your personal member login, then you must click "Logout" in the upper right, fully close your browser, and then open a new browser to login again using the Trustee Academy login/password.

Also available are the Virginia-specific courses, Trustee Governance (for governing library boards) and Records Management (as it pertains to trustees). Registration is quick, requiring little information. The courses are about 20-25 minutes each and can be done singly or as a group.

<http://lva.learnpointlms.com/>

Finally, I can conduct more customized, in-person training for trustees upon request.

Best,  
Kim

Kim Armentrout  
Public Library Consultant  
Library Development and Networking Division  
Library of Virginia  
800 East Broad Street  
Richmond, VA 23219  
804-692-3601  
804-692-3771 fax

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BOARD OF TRUSTEES

CONSIDERATION ITEM

**ISSUE:** Location of Library Board Meetings

**REQUEST:** Rotate Library Board Meeting Locations

**BACKGROUND**

At the December 11, 2013 Library Board meeting, Trustee Michael Cutrone requested that the Library Board consider changing its current meeting location to a rotating meeting location to provide the opportunity for board members to visit libraries throughout the system.

According to the minutes (1990 – 2000), in 1990 all Library Board meetings were held at Tysons-Pimmit Regional Library. From January to June 1991, meetings were held at Tysons-Pimmit Regional Library, two meetings were held at Patrick Henry Library, and three were held at Thomas Jefferson Library.

In 1992, five meetings were held at Thomas Jefferson Library, three meetings were held at George Mason Regional Library, one meeting was held at Sherwood Regional Library, and one meeting was held at Centreville Regional Library.

From 1993 – 2000, meetings were mostly rotated among regional libraries and Kings Park Library with occasional meetings at other branches.

At the July 2000 Library Board meeting, the Library Director proposed scheduling meetings at a fixed location which was central to the entire county. Several Library Board Trustees had opined that the rotating schedule was difficult for them and the public to remember.

The Library Board agreed with the Library Director's recommendation and the Library Board meetings have continued to be held at George Mason Regional Library with occasional meetings at other branches.

**TIMING**

If the Library Board wishes to adopt the rotating schedule, library staff recommend that it take effect on July 1, 2014.

**ATTACHED DOCUMENTS**

FCPL Minutes

**Board Committee Appointments.**

The Policy Committee will be a committee of the whole and will be chaired by Charles Fegan. The Budget Committee will be chaired by Bert Doyle, the Personnel Committee will be chaired by Randy Bellows, and the Planning Committee will be chaired by Susan Thorniley. Mr. Fegan announced that the individual chairs are responsible for setting up the meetings and determining that the individual committee members are able to attend the meetings. As in the past, any Board member is free to attend and vote at any committee meetings, whether they are on the committee or not.

**Board Meeting Schedule and Locations: A Proposal.**



The Chair discussed a proposal regarding the scheduling of Board meetings and locations. In the past, Library Board meetings were scheduled at various branches throughout the system. After our September meeting at John Marshall Library, the Director has proposed we consider scheduling Board meetings at a fixed location which is central to the entire County. The meeting schedule and locations presented this evening lists Tysons-Pimmit Regional Library, but it could be another location. Because traffic is getting more congested in the County, having a central location will make it easier to know where the meetings will be held and how long it will take us to get there. This issue will be voted on at the September meeting.

**Meeting with Freddie Mac, June 30, 2000.**

The Chair reported that on June 30, he and Director Sam Clay met with two representatives of the Freddie Mac Foundation, who said the program as we presented it was not one they could fund at this time. However, they offered excellent suggestions as to how we could obtain funding and for what type of programs. Mr. Clay stated that they wish to see an academic connection. Woodrow Wilson Library is adjacent to an elementary school, and this lends itself to some very interesting potentials. We will be reviewing and modifying our initial proposal.

**Recognition of Camp for the Blind: July 24, 2000 Board of Supervisors Meeting.**

Mr. Fegan announced that yesterday he had the honor of visiting the Camp for Blind Children at Project Access. The Columbia Lighthouse for the Blind, in conjunction with FCPL, will be conducting classes for young blind people at Access Services throughout the year. The camp, which is

FAIRFAX COUNTY PUBLIC LIBRARY  
BOARD OF TRUSTEES  
MINUTES  
SEPTEMBER 13, 2000

REGULAR  
MEETING

The meeting was called to order by Chair Charles Fegan on September 13, 2000 at 7:30 p.m. in the Meeting Room of the John Marshall Community Library. A quorum was present.

Prior to the Board meeting, there was a reception and dedication of the Gladys B. Keating Meeting Room at the John Marshall Library. A plaque was presented which will be hung above the door to the meeting room. Speakers at the event were Board of Supervisors Chairman Katherine Hanley and Lee District Supervisor Dana Kauffman; Library Board Chair Charles Fegan, and Lee District representative Mark Sickles. Mrs. Keating also spoke.

Charles Fegan commended Mark Sickles for the excellent dedication ceremony, and he thanked staff for all their efforts.

PUBLIC  
COMMENT

There were no speakers.

MINUTES

Mark Sickles requested that his comments on page 10, second paragraph, be changed to read, "....because that would give the members of the Board the opportunity to see the other libraries in the system."

Susan Thorniley moved that the minutes of the July 12, 2000 meeting be approved, as amended. Joseph Sirh seconded the motion. The motion passed unanimously.

CHAIR'S  
REPORT

Location of Library Board Meetings: Determination.  
The Chair stated that the location of Library Board meetings was discussed at the July 12, 2000 meeting.

Staff had suggested that Library Board meetings be held in one location, either Tysons-Pimmit Regional Library or George Mason Regional Library, instead of traveling from library to library each month. For purposes of discussion, Bert Doyle moved that the Library Board select one location, George Mason Regional Library as an example. Stephanie Abbott seconded the motion.

Discussion followed.

**The vote was unanimous to hold the Fairfax County Public Library Board's monthly meetings at George Mason Regional Library for the remainder of FY 2001.**

**Public Hearing on the FY 2000 Carryover Budget:  
September 11, 2000.**

At the September 11, 2000 Public Hearing on the FY 2000 Carryover Budget, Mark Sickles made an excellent presentation which resulted in \$263,000 being given to Fairfax County Public Library to obtain books in foreign languages.

**Public Hearing Before the Planning Commission: October 4, 2000:  
Burke Library Site.**

Planning Committee Chair Susan Thorniley will testify at the Public Hearing Before the Planning Commission October 4, 2000 regarding the Burke Centre Library. Mr. Fegan announced that he and Dr. Sirh plan to meet with the Burke community at the Burke Community Centre on Roberts Road on Tuesday, September 19, to answer any questions they might have. If anyone is interested in attending, please contact Sam Clay.

**Great Falls Opening: Saturday, October 14, 2000 at 10:00 a.m.**

Mr. Fegan announced that the Great Falls Library will be opening Saturday, October 14, 2000. He praised that hard work of Library Board member Roger Sudduth for his efforts on behalf of the Great Falls Library.

**Recognition of Jane Seeman Before the Board of Supervisors.**

At two successive meetings, the Board of Supervisors recognized the Fairfax County Public Library for its work with the Columbia Lighthouse for the Blind and its Computer Camp, and Mayor Jane Seeman for her work on the Library Board. There was an excellent turnout of Library Board members at both sessions.

**Custodial Coverage for Libraries.**

Thanks to the intercession of Chairman Hanley, Library Board Personnel Committee Chair Randy Bellows, and a letter from the Library Board, the custodial coverage for the libraries has been taken care of. Director Sam Clay explained the process. This coverage will take place within the next 30 days and will be accomplished with a \$65,000 appropriation.

28



County of Fairfax, Virginia **Attachment 12**

**MEMORANDUM**

**DATE:** December 20, 2013  
**TO:** Sam Clay  
**FROM:** Jan Prasher *Jan*  
**SUBJECT:** Summary of the Library Board of Trustees Technology Committee

A brief review of the Library Board of Trustees minutes from 1983 forward indicates that the Library Board had an active standing Technology Committee from at least the early 1980s through June 1990. The focus was:

- Materials accountability and the automation of the catalog in the early 1980s
- The transition to a new integrated library system (ILS) in 1990
- Learning and sharing information about new technologies, e.g. Dialog database searches

In 2001 the Board appointed an ad hoc Technology Committee to review the impact of the NIMDA Virus on the operations of the library.

I have attached a sampling of pages from the Library Board of Trustees minutes referencing the Technology Committee that may be of interest. Please let me know if you would like additional information.

Fairfax County Public Library Board of Trustees

CONSIDERATION ITEM

January 7, 2014

ISSUE: To become informed about technology issues that affect public libraries and the Fairfax County Public Library.

RECOMMENDATION: Establish a standing Technology Committee of the Fairfax County Public Library Board of Trustees.

BACKGROUND:

The Library Board of Trustees had a Technology Committee through the 1980s. After the integrated library system was running well in 1990, the Technology Committee ceased to meet. As other technology issues arose, the Board Chair appointed an ad hoc Technology Committee to address any issues.

Technology is changing the publishing industry. The availability of books and information in digital formats is growing. More information is available electronically and providing the best possible web presence is the library's goal. However, it is important to balance demand for digital access and ebooks with the continuing demand for print materials. Finding the right balance between electronic resources and traditional library service will be an ongoing challenge in the pivotal years ahead.

Technology is also changing the way that customers use libraries, in terms of building layout and design, physical resources offered and software tools. Wired computer hardware is declining in usage, but demand for access to wireless is increasing at a significant rate. Customers in library buildings want different kinds of furniture, increased access to power outlets and a broader range of equipment for use in public meeting rooms. Many library systems are exploring loaning computer hardware, tablets and eReaders to the public. There are numerous emerging opportunities for community-based technical resource sharing, such as computer labs, makerspaces, and training classes. There is also growth in the demand for software tools that support and assist customers outside the library building, such as online reference, online training and Discovery Layer tools for the catalog.

Attached Document:

- (1) Selection of minutes from Technology Committee meetings



## MATERIALS CONTROL/ACCOUNTABILITY

### Target

By February 1, 1984, the FCPL will have procedures in place in all branches designed to

- . account for each item circulated
- . secure each item's return in a timely and appropriate manner.

### Process

A June 1983 simulation of the automation system will tell us how many additional branches can be brought on-line given current automation equipment, i.e., terminals, modems, etc. This simulation will

- . identify those new branches that can be equipped with an automated materials control system,
- . identify those branches that will have to be equipped with a manual materials control system.

Develop branch and departmental budgets based upon whether or not a branch is on-line, to be on-line, or to be manual.

### Result

FCPL will have materials control/accountability by February 1, 1984, but dual systems will be in existence: automated and manual.

It is anticipated that this control will increase the System's fill rate as more materials should be available to the public more often.

It is anticipated that our credibility with the public will be heightened.

It is anticipated that circulation staff morale will be greatly enhanced.

### Future

By June 1985, all branches will have an automated materials control system.

4/11/83

TECHNOLOGY COMMITTEE MEETING

Dana Mallett, Chair

April 12, 1983

7:30 p.m.

Agenda

1. Review of the History of Automation in FCPL
2. Status of the Automation System
  - a. Regarding Cataloging and Bibliographic Control
  - b. Regarding Circulation Control
    1. Conversion of records
    2. Overdues
3. Proposal regarding bringing all branches on-line resulting in
  - a. Materials accountability
  - b. Overdues generation

ATTACHED DOCUMENTS

1. Automation Chronology
2. ORS Report (1981)
3. Board Action Concerning the "Honor System"

## AUTOMATION CHRONOLOGY

The Automated Circulation System we are currently operating is really the culmination of over a decade of effort beginning around 1970 with the Library's investigation of one of the first Automated Library System - the ill-fated check-a-book system. The following milestones occurred in the Library's march toward automation:

- 1972 - COMCAT bid specs written
- 1973 - First COMCAT
- 1974 - Automation Requested
- 1975 - Feasibility Study
- 1976 - Automation RFP (Requested by BOS for pricing)
- 1977 - Final bid specs begun
- 1978 - Automation IFB

Once it was known that automation had been approved and was imminent, there were a number of decisions that had to be made:

- (1) Where would the computer go?

There were two sites under consideration - one in Acquisitions, the other in Cataloging. The Cataloging site was chosen on the basis of Facilities Management's recommendation. They thought the Acquisitions site would prove prohibitive to provide adequate air conditioning due to "dead space."

- (2) How would conversion be done?

Conversion was to be accomplished through the use of CETA employees in combination with regular staff who would be released from overdue work on the manual system (see attachment A). In practice, the CETA Program was terminated by the Federal Government, and the manpower hoped for from dropping the manual overdue system never materialized.

- (3) How would bibliographic data be input?

Bibliographic data already in the catalog was to be converted into the internal format of the computer by DataPhase by obtaining tapes of the data from the catalog vendor. At that time it was Auto-graphics. There were long delays in receiving the converted tapes from DataPhase, and, once received, it had to be redone several times because of programming errors. Input of new materials was another matter. In January, 1980, the Library acquired the Mini-Marc Cataloging System -- a small computer which could retrieve Library of Congress cataloging data off a set of 8-inch diskettes. By mid-1980, a procedure was in operation whereby the Library would send new material to Informatics (the Mini-Marc vendor) on diskette. They would copy it to tape and send it back to be read into ALIS. At

At the urging of Fairfax, Mini-Marc and DataPhase got together in mid-1981 to develop a hard-wired interface, allowing new bibliographic data to go directly into ALIS.

(4) How would the catalog be updated?

The catalog was to be updated by output tapes produced from the ALIS system. These tapes would contain new titles and changes to old titles. While the System was able to produce tapes of the new materials, it was unable to write the change tapes until, at Fairfax County's request, DataPhase modified the output tape program to write out records based on the last date modified. This came about in 1981. Cross-references were to be kept up-to-date by treating them, in the bibfile, as though they were bibliographic records. The Com vendor, who produces the catalog, however, has been unable to accept these records until recently (1983).

(5) Which branches would be brought up? in what order?

Originally, the first four branches were scheduled to be brought online by June 1981. This did not come to pass for the following reasons:

- a) The bibfile was received a year later than expected.
- b) Loss of CETA employees.
- c) Delays in acquiring various equipment, such as air conditioner, terminals, disk drives, etc.
- d) Failure to use effectively the employees freed up by the culmination of manual overdues.

Since the award of the automation contract to DataPhase the following milestones are significant:

1979 - Computer installed.

Although the computer was installed in May, along with a handful of terminals, there were long delays in acquiring the computer air-conditioning unit, preventing the computer from being operated for more than a few hours at a time. Also, the bibfile was not ready to be loaded when expected.

1980 - Bibliographic file loaded

Terminals were available to the catalogers. But until the bibfile was loaded, they could not be used by the catalogers for anything other than training. Once loaded, however, cataloging and conversion could be performed. By mid-year the first branch to go on-line, Lorton, was in operation. By year's end, three more branches had been added to the computer system.

1981 - Branch terminals installed  
Although there were already several branches on-line, the bulk of the terminals arrived during the latter half of 1981. Not long after the installation of terminals, conversion was begun in each branch.

1982 - Conversion begun  
Although conversion had been going on to an extent ever since the bibfile was loaded, for the first time all branches, as well as cataloging, were now doing conversion.

ESC:dmt

July 18, 1984

CONSIDERATION ITEM ONE

Technology Committee Report - Dana Mallett, Chair

ISSUE. "Technology Update #1"

In my April 18, 1984 report to the Board, I recommended that a "Technology Update" section of the agenda be established. This section to appear occasionally, would contain articles and/or other information on topics of pertinence to the system.

Two articles constitute this first update:

- 1) "Some Economies of Online Searching: Experience at Houston Public Library"
- 2) "Computerizing the Library: A Faster Way to Information"

Because of our recent presentation of Dialog service and the plan to expand access to this service, I felt these pieces to be of particular interest. The article on Houston addresses many of the concerns brought up by Board members regarding online searching.

- . How are charges handled?
- . Is it effective?
- . Can a system drop subscriptions to costly print sources with the introduction of online searching?

I hope you will find this material to be of assistance.

ATTACHED DOCUMENTS: Articles from the Dallas Morning News; and the Public Library Quarterly.

Peter, Paul and Mary Concert: July 29, 1989. Tickets for the concert were made available to Board members who desired to attend the concert.

Ms. Singer informed the board that she had received two letters of complaint from patrons regarding televisions in the Pohick library. Ms. Singer stated that she did not want to address the issue at this time. Staff was directed to prepare a response to the letter.

Ms. Singer referred to the article regarding latchkey children, and pointed out that using the library as a babysitting service is an issue the policy committee will need to examine. This is becoming a problem, particularly, on snow days. She cited Reston Regional as a potential target in the future.

COMMITTEE  
REPORTS



Technology Liaison: Bruce Richards.

Mr. Richards reported on the status of the installation schedule of computer equipment. The hardware for the central computer room has arrived. Due to a missing purchasing order for the Uninterruptable Power Source (UPS) the schedule has been delayed for one month. The purchase order was found and issued on July 18, 1989. The following timeline was presented to the Board:

|                 |  |
|-----------------|--|
| July 31, 1989   | Computer room should be electrified.   |
| August 7, 1989  | Receive UPS                            |
| August 14, 1989 | Install Network                        |
| August 28, 1989 | INLEX will install software            |
| October 2, 1989 | Begin installation of Branch equipment |

Mr. Richards explained the conversion process of the bibliographic, item and patron records. Bibliographic records are ready to load onto the new system, and will take about six weeks. A test file will be loaded first for training and testing of software.

Mr. Richards commended the library staff for a remarkable job of creating the item and patron record conversion process. Item and patron records will be converted from scratch using bar codes. Each library will be closed for a short period of time for the conversion. The bar code conversion was chosen because it is universal and inexpensive.

Library Board Minutes  
July 19, 1989  
Page seven

Mr. Richards will present issues to the Board in the future regarding patron information needed for patron records.

**COMMENTS**

Ms. McChesney asked if we should began work on the bond letters now. When will we set up Friends meetings?

Mr. Clay replied that staff will begin preparing letters for groups in each members district immediately. If there are other groups in addition to the ones already targeted by staff, information should be made available to staff. Meetings with Friends groups will be scheduled within the next two weeks.

Ms. Murphy informed the board of a letter she had received regarding the employee compensation study and asked who would reply to these type of letters? Mr. Clay explained that within the study there was a procedure established by Cornelius O'Kane, Personnel Director, for an appeal. The Office of Personnel will respond to the letters.

**ADJOURNMENT:**

Upon motion by Sharon Murphy, the meeting was adjourned at 10:00 p.m.

**MEMBERS PRESENT:**

Irene Burgess  
Edwin S. Clay, III  
Herbert Doyle, Jr.  
Jeanne McChesney  
Louise Meade  
Sharon Murphy  
Bruce Richards  
Phylis Salak  
Linda Singer

**MEMBERS ABSENT:**

Gwendalyn Cody  
Linda Hunt  
Vincent Kashuda

THE PRECEDING MINUTES WERE TRANSCRIBED FROM TAPE PO1 and PO2, WHICH WILL BE STORED IN THE DIRECTOR'S OFFICE FOR A PERIOD OF ONE YEAR BEFORE BEING RECYCLED.

Respectfully submitted:

Approved:

\_\_\_\_\_  
Edwin S. Clay, III  
Director of Libraries

\_\_\_\_\_  
Linda A. Singer, Chair  
Fairfax County Public Library  
Board of Trustees

COMMITTEE  
REPORTS

Architecture Committee.

Ms. Burgess reported that she attended a retirement dinner for Rev. William Peterson, St Johns Episcopal Church. Reverend Peterson was presented with a letter from FCPL for his support of the Centreville library. The new Centreville Regional Library was mentioned very favorably and a financial contribution for materials supporting the Centreville Room were given in Reverend Peterson's name.

The Centreville ground breaking is scheduled for early spring. Ms. Burgess and Mr. Clay will meet with Supervisor McConnell on January 9, 1990 to present an update on the plans for the Library.

Policy Committee: Meade.

Ms. Meade urged members who might have an addition to the Policy Committee's agenda or an issue for consideration to please inform her Mr. Clay. The Board consented to meeting on the first Tuesday of the month beginning in February. The January meeting is scheduled for January 9, 1990, 7:30 p.m. at Tysons-Pimmit.

Technology Committee: Richards.

All automation activities continue to be on schedule. Final installation is scheduled for March 7-9 and the system will go online March 10.

COMMENTS

Ms. Cody stated that she had been asked why non-hard cover books are not cataloged. Mr. Clay replied, with the new system all materials will be in the catalog.

Mr. Kashuda inquired if his understanding that the Board would here about the metro library on the 28th of January was correct. Mr. Clay answered, yes.

Ms. Salak directed the boards attention to the last 2 pages in the Board package regarding the grant for Library Information Services, commending staff's effort.

Ms. Salak also mentioned that she had received criticism regarding the displaying of materials and not cataloged items. She then asked what is the library doing about English as a second language and where are the fax machines?

Ms. Singer thanked Ms. Murphy for providing the wonderful cookies and board members for turning out on such a critical date, wishing all a happy holiday.

Newspaper Article - Fairfax Journal

Ms. Salak brought to the Board's attention an article in The Fairfax Journal, written by Virginia Stouffer and James C. Miller III, former budget director under President Reagan, "If N. Va. wants affordable Housing, why do they make it expensive?" Mr. Clay pointed out that the statement in question was, "Developers also have been expected to build schools, libraries, shopping centers and even playgrounds, tennis courts and swimming pools." Ms. Salak felt that the board should express their opinion on the careless topics and careless use of information.

Upon motion by Ms. Meade, seconded by Ms. Salak and unanimously passed it was resolved to write a letter addressing the article under the Chair's name.

CHAIR'S  
REPORT

Ms. Singer briefly addressed the VLA Legislative Day, VLA, and ALA memberships and the Board Workshop. The Board workshop will be held on February 28, 1990, Greenbriar Corporate Center at ~~7:30~~ p.m.

COMMITTEE  
REPORTS

Employee Compensation Committee - Doyle

Mr. Doyle reported that the Employee Compensation Committee met and reviewed the history and problems concerning the County's standardized work week. As a result of this meeting the committee presented a statement for Board approval. (attached)

Ms. Salak moved that the statement be adopted and disseminated, seconded by Ms. Cody and unanimously carried.

Technology Committee: Richards

March 10, 1990 continues to be the goal for the new automation system to go online. Equipment installation continues to be on schedule; 90 percent of branch equipment has been received and inventoried; and terminals have been installed in the backrooms of Reston, Herndon, Burke Centre, Kings Park, Pohick and Patrick Henry with the balance to be installed on tomorrow.

COMMENTS

50th Anniversary - Mr. Clay informed the Board, on February 18, from 2:00-4:00 p.m., at Kings Park Library FCPL would host its 50th anniversary history book party. Also, on February 18, at 3:00 p.m., FCPL Friends of Music will premier at George Mason Regional Library.

4. Renaming Libraries - Will discuss at the May meeting on Wednesday, May 2, 1990.

Technology Committee: Clay

Automation transfer took place on the March 8, 9 & 10. There are problems, but by and large the system is working well. The transition was fairly transparent to our public. Staff efforts and support from vendors during this transition have been superior.

COMMENTS

Ms. Meade reminded Board members of the Lorton Grand Opening on April 7th.

Ms. Gersic stated she would be meeting with group to answer questions regarding Great Falls, April 16, 1990.

Ms. Hunt stated Fairfax County Public Schools received a 13% increase in funding for resources.

Ms. Singer commented on the increased usage of copiers during the tax season.

Ms. Hunt thanked Board Members for participating in the Bingo Trivia.

Mr. Kashuda invited all members to attend the Richard Byrd anniversary celebration.

ADJOURNMENT:

The meeting was adjourned at 9:30 p.m.

The Board delayed confirmation of Herndon-Fortnightly Community Library and Great Falls Community Library.

*Correction*

Ms. Burgess submitted <sup>Professor</sup> Ormond Stone and Centreville Regional Library as possible names for the Centreville Library for Board approval.

Upon motion by Ms. Burgess, seconded by Mr. Doyle and unanimously carried, it was RESOLVED to name the Centreville library the Centreville Regional Library.

On behalf of the graduating seniors of Fairfax County, Ms. Murphy presented a certificate to FCPL for books donated as gifts to the students.

**COMMITTEE  
REPORTS**

Budget Committee: Ms. Méade

No report was given. A meeting date will be scheduled prior to the September board meeting.

Planning Committee: Mr. Kashuda

The Planning Committee will meet on July 10, 1990, 2:00 p.m., at George Mason Regional Library

Technology Committee: Mr. Richards

Mr. Richards reported no new problems have occurred with the disc drive and it is working well. Staff has experienced some communications problems. Board members will be notified if the Committee needs to meet.

**COMMENTS**

Ms. Burgess commented on the success of the Centreville groundbreaking and thanked Sharon Murphy, Linda Singer and Sam Clay for their attendance.

Ms. Hunt expressed her appreciation for the report on the summer Reading program, and informed the Board of the many wonderful comments she has received from the School librarians regarding the children's librarians of the Public library.

**ADJOURNMENT**

Meeting was adjourned at 9:30 p.m.

→ **FCPL and the NIMDA Virus.**

The County closed its network on September 28 because of the infiltration of the NIMDA virus. All systems that operated on any Microsoft servers with the County were affected. Inlex was still available. There was very minimal catalog access, which was a trial for staff.

Every PC in the Library and in the County was disconnected from all servers. Every PC was touched about four times in the clean-up process. The Department of Information Technology coordinated teams to go to each library, cleaning PCs and software, using anti-viral software, which took about 30 minutes per PC. All machines in the libraries were cleaned up by October 2. Restoration of Internet services came to some branches October 2. The Library has about 400 public PCs and 600 PCs for staff. We still have a number of machines in the branches that need attention, and DIT is working feverishly to get to each branch and clean up the staff machines and to restore each public access machine and each public service machine to full functionality.

Ms. Goodwin stated that everyone has been working very hard; she can't say enough about staff's ability to cope with the situation.

The Chair commended staff for their patience.

→ Following Roger Sudduth's expressed concern about what we would do next time this happens, and his inquiry of, "Why have Internet if it's going to put us out of business?" Chair Charles Fegan appointed an ad hoc Technology Committee, with Roger Sudduth as Chair. Randy Bellows and Susan Thorniley will also serve on this committee.

**Reston Regional Library/ATM.**

The ATM went active last Thursday, in time for the Reston Friends book sale.

**Branch Personnel Changes.**

Rita Toscano, presently Branch Manager at Kings Park Library, will be the new Branch Manager at the Tysons-Pimmit Regional Library. Carolyn Koehler, currently Branch Manager at Patrick Henry Library, will be the Branch Manager at Pohick Regional Library. These appointments create other vacancies, and we have asked for interest in lateral transfers. Five individuals are interested in the three positions and will be interviewed. Ms. Goodwin commented that the System is fortunate to have such talent in its libraries.

Library Board Minutes  
November 14, 2001

*Foundation*  
*Ag*

Bobbi stated that she was very excited about the new members of the ~~Library~~ Board that are coming on. She has been working with the United Fund Campaign and indicated that there are a number of the same players on the Foundation Board and she has gained many contacts in the County.

Mr. Fegan asked each member of the Library Board to introduce themselves and indicate what district they represent which they did. He told Bobbi to feel free to call upon the Board as needed.

**COMMITTEE  
REPORTS**

**Budget Committee: Herbert Doyle, Chairman.**

Mr. Doyle reported that nine of the twelve Board members met just prior to this meeting regarding the budget cuts. After much discussion, the committee approved the budget cuts recommended by the staff. This will mean that the libraries are closed on four extra Sundays, saving \$29,139, and that \$762,250 has been cut from the materials budget plus money budgeted for materials processing, HP hardware maintenance, furniture and equipment, totaling \$275,693, and E-rate money will be used to cover some of the cut. The total amount is \$1,367,053. Mr. Doyle moved that the Board accept the recommendation. Joyce Andrews seconded the motion.

Discussion. Mr. Sickles asked when this cut would take effect. Mr. Clay answered in the third quarter that starts in January. Mr. Sickles asked if there was any chance that this might not happen. Mr. Clay answered no. If we make more cuts next year this could lower our base. Mr. Fegan called the vote and the motion passed.

Mr. Sickles reported that there is an event tomorrow night at Alice and Ken Starr's home for Foundation Board members and the new Advisory Board to discuss the New Century Fund. It is an opportunity to revitalize the Board.

**Ad Hoc Technology Committee, Roger Sudduth.**

→ Mr. Sudduth reported that he would briefly summarize the meeting with the Fairfax County Department of Information Technology. He met with Wanda Gibson, Chief Technology Architect and Director of the Department of Information Technology, and Steve Brundage, Head of Security for DIT, Charles Fegan, Sam and Marianne Gearhart. Mr. Sudduth had a computer expert, Mr. Tom Rodes, along with him. We only received a partial answer to our set of questions and we are waiting for the rest of the information.

The security of the system was discussed and the conversation was general discussion. It was candid in that Ms. Gibson explained how NIMDA got the drop on the County. They took the systems off line. How long they waited, well it was like watching a fire.

Library Board Minutes  
November 14, 2001



The County has a difficult situation from a security perspective. That is that the networks are a conglomeration of networks or a kluge of networks. There is constant change as a result of NIMDA. There was a revitalization of the domain, of extending the domain where it wasn't extended before. These are all actions that the security people have to fight with. They are not in a particularly good profile. There's not a consistent architecture to the methods; there's not a consistent platform for servers and desktops; and, there's not a consistent virus management in place. You can't get to a consistent virus management without having consistent architectures and platforms because it's too hard. Ms. Gibson referred to the fact that they have people still on 95, others on 98, some on NT and there are people on 2000.

What I suspect from that discussion is that there's a platform refreshment program that responds to the contributions of the various offices. And the platforms are refreshed on the basis of that and you are never going to catch it because the high-powered users are going to insist on Windows and Windows XP, they are going to push the platform and the low powered users are going to drag the tail of the platform. That technology creep, unless something is done by the Board of Supervisors, is going to continue, which makes it extremely difficult to invoke a system wide security policy. There needs to be constant monitoring of that process to see that there isn't an interruption of the automatic controls. I hope that we present to the Board a plan of recommendations of things to be done. Certainly one of them is that we get out of the continuing technology creep where you wait for each department that is essentially responsible for their own refreshing to the extent that they want to continue. It needs a different look. Take one section of the County and put them on the high level and take the other section and put them on the old —level and keep them there until you can afford to upgrade. You can handle domains more automatically than you can handle everybody having all this variety. They are working on moving the Internet to a separate serve. That has to be done.

Several people on the Board thanked him.

Stephanie Abbot asked if we could isolate our system?

Mr. Sudduth answered that was one option, but that is not as easy as you think because there are several different ways that can be done.

Meaghan Kiefer asked how we can institute something to isolate our system? Mr. Sudduth stated that we may have some options for our own activity and we may just have some recommendations that the Board of Supervisors will have to take a look at.

## Attachment 13

Fairfax County Public Library Board of Trustees

### CONSIDERATION ITEM

January 7, 2014

ISSUE: To establish a customer Code of Conduct for Fairfax County Public Library

RECOMMENDATION: Library staff recommends adopting a Code of Conduct for customer behavior

BACKGROUND: Fairfax County Public Library would like to establish a Code of Conduct for use in library buildings to help guide and define acceptable behaviors in our spaces. The goal is to ensure all library customers have a respectable and courteous environment as they use Fairfax County Public Library.

The draft Code of Conduct was developed by a committee of library staff, including branch managers. The draft language has been approved by the County Attorney's Office and is similar in scope to many neighboring jurisdictions including Arlington, District of Columbia, Loudoun, Montgomery and Prince William Public Libraries.

Attached Document:

- (1) Code of Conduct

## Fairfax County Public Library Code of Conduct

Fairfax County Public Library welcomes customers; we expect all visitors to be respectful of our neighbors, staff and facilities and engage in activities associated with the use of the Library. In particular we prohibit:

- Damaging library materials/property or removing them without permission; rearranging the furniture
- Obstructing or monopolizing any library space
- Use of library computers/Internet access in violation of Virginia Code\*
- Inappropriate use of the restrooms
  
- Eating
- Alcoholic beverages and illegal drugs
- Smoking and use of tobacco products
  
- Boisterous behavior
- Harassing, threatening or intimidating language or behavior
- Animals (except service animals)
- Soliciting or distributing literature without prior approval

A person who fails to observe these rules may be asked to leave and could have future access to Fairfax County Public Library limited or suspended. The Library works in partnership with the Fairfax County and City of Fairfax Police Departments to keep its customers, staff and facilities safe. Thank you for your cooperation.

\*Virginia Code §18.2-374.1:1 (child pornography), Virginia Code §18.2-372 through §18.2-374 (obscene materials) or §18.2-377 (obscene materials)

January 2014

## Attachment 14

### CONSIDERATION ITEM

January 7, 2014

**ISSUE:** Request to Defer Delinquent Accounts in Excess of \$500 to the Department of Tax Administration for Additional Enforcement Opportunities

**RECOMMENDATION:** Library staff recommends deferring accounts in excess of \$500 for additional collection efforts.

**BACKGROUND:** The Department of Tax Administration (DTA) is the department assigned with oversight of all County receivable programs and routinely conducts reviews of all outstanding accounts countywide. In working with FCPL on our accounts recently, it has been noted that our accounts are purged after 24 months leaving behind "dead" accounts that could be considered "high-balance". DTA has offered to assist FCPL in the collection of high-dollar accounts outside of our normal collection process and reminds us of our due diligence in collecting all funds due to the county. In keeping with our customer service philosophy, our collection methods may be viewed as less proactive as compared to other agencies since our customers are comprised of a cross-section of citizens and could even include children.

Primarily, library overdue accounts are comprised of very small dollar values but can grow larger in the event that materials are lost. As of December 13, 2013, FCPL has 40 accounts over \$500 with an average value of \$667. Of these, 3 accounts will be written off by January 31, 2014, if they are not collected-restoring these users their full privileges.

The Department of Tax Administration has offered to provide their enforcement tools to FCPL to collect these delinquent accounts. While they possess enforcement tools that are unavailable to FCPL, they can work with us on several options, such as:

- Issuing strongly worded letters that include language such as the threat of bank and wage liens and the marking of financial credit records (which has been approved by the County Attorney);
- After 30 days of non-payment legal action can be initiated on a case by case basis, most usually in the form of a bank lien which can be released if remuneration is made prior to the elapse of the specified time period (generally 15 days);
- Payment plans can be established.

It should be noted that this service will be free to FCPL but will require a report to be generated routinely to provide DTA with the information required to conduct their process.

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Attached Document:

- (1) List of Accounts Greater than \$500

|                |    |           |
|----------------|----|-----------|
| 22769102612392 | \$ | 760.90    |
| 22769104172262 | \$ | 584.14    |
| 22769104210013 | \$ | 519.51    |
| 22769104305987 | \$ | 518.99    |
| 22769104376996 | \$ | 1,220.26  |
| 22769104381368 | \$ | 552.81    |
| 22769104471508 | \$ | 519.64    |
| 22769104534289 | \$ | 517.36    |
| 22769104855767 | \$ | 523.18    |
| 22769104873711 | \$ | 768.79    |
| 22769105160456 | \$ | 1,680.16  |
| 22769105208883 | \$ | 609.33    |
| 22769105287887 | \$ | 541.23    |
| 22769105321934 | \$ | 512.06    |
| 22769105423854 | \$ | 725.08    |
| 22769105444488 | \$ | 576.69    |
| 22769300131534 | \$ | 546.83    |
| 22769300168445 | \$ | 893.19    |
| 22769300211211 | \$ | 562.78    |
| 22769300245367 | \$ | 623.88    |
| 22769300397416 | \$ | 1,066.69  |
| 22769300404964 | \$ | 561.84    |
| 22769300493272 | \$ | 610.30    |
| 22769300505984 | \$ | 768.94    |
| 22769300507287 | \$ | 663.73    |
| 22769300513491 | \$ | 578.37    |
| 22769300527087 | \$ | 921.55    |
| 22769300680920 | \$ | 552.57    |
| 22769300706475 | \$ | 583.72    |
| 22769300720476 | \$ | 551.60    |
| 22769300746026 | \$ | 596.08    |
| 22769300769473 | \$ | 509.41    |
| 22769300772188 | \$ | 883.34    |
| 22769300823874 | \$ | 517.49    |
| 22769300944035 | \$ | 619.10    |
| 22769400089178 | \$ | 587.18    |
| 22769400454638 | \$ | 522.58    |
| <hr/>          |    |           |
| 22769401116301 | \$ | 603.08    |
| 22769401425910 | \$ | 612.04    |
| 22769401726166 | \$ | 596.47    |
|                | \$ | 26,662.89 |
|                | \$ | 666.57    |

## Attachment 15

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**Subject:** FW: Memorandum on Governor McDonnell's 2014-2016 Biennium Budget  
**Attachments:** Memo on Governors budget 12.17.2013.pdf

**Subject:** Memorandum on Governor McDonnell's 2014-2016 Biennium Budget

Please find attached a memorandum which provides a preliminary analysis of key elements of the Governor's proposed 2014-2016 biennium budget, which was presented to the joint money committees yesterday in Richmond. We will also work with staff from the Department of Management and Budget and other County agencies to provide a more detailed analysis early in January, which we will then share with the delegation. Please call or email with any questions or concerns. Thanks!

*Claudia*

Claudia Arko  
Legislative Director  
Office of the Fairfax County Executive  
12000 Government Center Parkway  
Fairfax, VA 22035  
(703) 324-2647



# County of Fairfax, Virginia

## MEMORANDUM

### VIA ELECTRONIC MAIL

**DATE:** December 17, 2013

**TO:** Board of Supervisors  
Edward L. Long, Jr., County Executive

**FROM:** Claudia Arko, Legislative Director *CA*

**SUBJECT:** Governor McDonnell's 2014-2016 Biennium Budget

Governor McDonnell presented his 2014-2016 biennium budget amendments to the joint money committees in Richmond on December 16, 2013. As expected, while the state's financial outlook appears to be improving, the budget still reflected caution about the Virginia economy.

Unlike previous years, when Governor McDonnell would begin his presentation by outlining major themes he utilized in crafting his budget, the impending transition from the current Governor to Governor-elect McAuliffe seemed to be the defining consideration in this budget presentation. Governor McDonnell made clear that this is not the time for an outgoing governor to embark on major, new programs, but rather a time to solidify past policy initiatives. He also indicated a desire to strive for structural balance and to concentrate on core public services. The Governor additionally provided an overview of accomplishments during his four year term, focusing in particular on the impacts the recession created for the state budget when he took office, including a \$1.8 billion shortfall for the remainder of FY 2010, and another \$4.2 billion shortfall for the 2010-2012 biennium. He praised the General Assembly (GA) for working with him to reform state government, promote efficiency, reduce spending, and incentivize state employees to save, yielding four consecutive years of surplus.

This preliminary memo highlights some issues identified by staff that are either of particular concern or significance to Fairfax County. As in the past, a more detailed chart outlining additional areas of interest and an estimated impact of the Governor's budget on the County will be prepared by the Departments of Management and Budget, Transportation, and Government Relations, in coordination with other operating agencies (particularly in the human services area), and provided to the Board and copied to the legislative delegation, before the January 4, 2014, Fairfax County delegation pre-session public hearing. And, as you know, the GA session begins on Wednesday, January 8, 2014.

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52

### Revenue Outlook and Budget Adjustments

The Governor's revised revenue forecast adds \$29.1 million to total revenue in FY 2014, and raises growth from 1.5 percent to 1.7 percent. Revenue growth of 4.2 percent is expected in FY 2015, with 3.9 percent expected in FY 2016. For the 2014-2016 biennium, total annual General Fund (GF) revenues and transfers are projected to be \$37.7 billion, including a beginning balance that totals \$536.5 million after changes the Governor is recommending to the FY 2014 "caboose" budget. The Governor also provided an unappropriated GF balance of \$50.9 million, in order to allow the GA flexibility in crafting a new two year budget.

While the Governor's budget includes a net increase in operating spending of \$1.7 billion for the biennium, it is important to note that it also contains nearly \$940 million in agency savings and funding cuts to various programs. Though there are several items in the Governor's amendments that are helpful to local governments, there are also many that raise serious concerns. As a result, the overall impact to Fairfax County of the Governor's proposed budget is unclear, as funds are frequently shifted from one part of the budget to another. The full effects of these actions will be more fully analyzed in the days and weeks to come, but as background, Fairfax County has already experienced state funding cuts of approximately \$35 million between FY 2009 and FY 2013.

### Preliminary Fairfax County Impacts

#### *Cost of Competing Adjustment (COCA)*

Statewide, K-12 funding has fared particularly badly in recent years, and because many of the K-12 cuts have been structural, Fairfax County Public Schools (FCPS) and other school divisions will be dealing with those repercussions for years to come. Unfortunately, the Governor's 2014-2016 budget continues the recent trend of targeting Northern Virginia's K-12 funding. In particular, the Governor's proposal to again eliminate Cost of Competing Adjustment (COCA) funding for support positions in FY 2015 and FY 2016 is a major concern to Fairfax County and Northern Virginia. As you know, Cost of Competing is an additional factor used in the state K-12 funding formula, recognizing the higher salaries required in certain high cost areas of the Commonwealth to attract and retain highly qualified teachers and support staff. The Governor has repeatedly sought to eliminate COCA funding for all support positions, but a strong, bipartisan coalition of legislators from Northern Virginia and surrounding localities has been able to restore some COCA funding each GA session; however, each time the restoration has been smaller and as a result, the FY 2014 budget only included \$9.4 million for COCA, though full funding is \$32 million per year (\$12 million to Fairfax County). This cut cost the County \$10.2 million over the last biennium, and the Governor's proposed action would cut an additional \$3.4 million from FCPS in FY 2015. The County's 2014 Legislative Program seeks full restoration of COCA in FY 2015 and FY 2016.

#### K-12

*Rebenchmarking* – As is the case at the beginning of every new biennium budget, the state undergoes a process to update K-12 cost estimates to reflect factors such as enrollment increases, salary adjustments included in the current biennium, and changes in retirement and fringe benefit contribution rates. Essentially, the state determines what it costs to continue funding the same level of service without any policy changes. As a result of K-12 funding cuts in recent years, which creates an artificially low budget baseline for K-12, Governor McDonnell's budget includes \$515 million for the biennium to cover the cost of rebenchmarking public education costs (\$233 million in FY 2015 and \$282 million in FY 2016). As part of this process, the state also recalculates a new composite index of local ability to

pay (LCI) for each locality, which is used to determine the state and local shares of K-12 costs. Fairfax County's LCI increased very slightly for this biennium – from .6789 to .6804.

*Nonpersonal inflation* – The budget eliminates nonpersonal services inflation factors in K-12 rebenchmarking. Nonpersonal inflation factors are currently used to recognize the costs to school divisions of inflation in items such as utilities, gasoline and textbooks, during the rebenchmarking of K-12 funding each biennium. Eliminating these factors will cost school divisions throughout the state approximately \$38 million each year, and is a significant structural cut to K-12 funding.

*Virginia Preschool Initiative (VPI)* – The budget reduces funding to the Virginia Preschool Initiative by eliminating unclaimed funds from non-participating school divisions. This adjustment maintains the existing nonparticipation rate assumption of 25.43 percent. Numerous localities throughout the state do not use all of their VPI slots – a local match is required for each VPI slot, based on a school division's LCI, which is capped at .5 (as a result, in Fairfax County VPI is funded 50-50 between the County and the state). While this may not reduce the number of children served if a locality is planning the same enrollment year after year, it may eliminate a locality's ability to increase the size of their VPI program.

#### **HB 599**

The proposed budget contains an additional \$21.3 million over the biennium for HB 599 funding for localities with police departments. This program had been level-funded for FY 2013 and FY 2014, rather than increasing along with the growth in the state budget, as required by state law.

#### **Mental Health**

The Governor noted in his remarks to the money committees that additional mental health resources are necessary. The proposed budget includes funding for the following items:

- Funding for proposed legislation that would extend the current 48-hour maximum Temporary Detention Order (TDO) to 72 hours for adults with mental illness;
- Two new Programs of Assertive Community Treatment (PACT), which provide intensive psychiatric, behavioral, medication and support services to individuals with severe mental illness;
- \$1.55 million over the biennium for residential and community-based peer recovery programs;
- \$7.5 million over the biennium to build outpatient capacity for young adults at community services boards (CSBs); funds are to be used to increase the number of outpatient clinicians providing psychotherapy, medication services, and supportive counseling;
- \$1.7 million over the biennium to purchase telecommunications equipment to allow CSBs to conduct clinical evaluations offsite;
- \$5.4 million over the biennium for therapeutic assessment centers or "police drop-off centers";
- \$264,218 each year of the biennium to assist CSBs in providing services to veterans and their families.

#### **Virginia Retirement System (VRS)**

The Governor's budget includes approximately \$157 million each year in funding for VRS, which funds VRS rates for state retirement programs and teachers at 80 percent of the full VRS Board certified rates (the state is phasing-in increased VRS rates to compensate for significant underfunding of VRS over many years). As a result of these increased rates, FCPS will also face increased costs, though this has been anticipated in the Superintendent's budget projections.

#### *Medicaid Expansion*

The proposed budget does not call for expansion of Medicaid under the 2010 federal health-care law, a top priority for Governor-elect McAuliffe. The Governor did include language directing the Medicaid Innovation and Reform Commission (MIRC) to continue to assess progress toward implementation of reforms to the state's Medicaid program in the FY 2014 "caboose" budget; however, there is additional language requiring that any expansion sunset on June 30, 2016. In his prepared remarks to the money committees, the Governor stated that this sunset provision was included "in order to allow a full evaluation of Medicaid reform efforts and whether Virginia can afford expansion."

#### *Northern Virginia Training Center*

In 2012, Virginia entered into an agreement with the U.S. Department of Justice (DOJ) relating to the residents of state training centers for the intellectually disabled. The agreement establishes a long-term roadmap to transition most of the institutionalized intellectually disabled population to less restrictive, community based settings. To that end, the Governor included funding in his amendments for the following items:

- \$78 million to fund Intellectual Disability (ID) and Developmental Disability (DD) waiver slots authorized in the current biennium;
- Creation of 340 ID and 25 DD waiver slots in FY 2015, and 360 ID and 25 DD slots in FY 2016, as required by the settlement agreement;
- \$2.75 million in FY 2015 for the Northern Virginia region to build community capacity for individuals transitioning out of state operated training centers. Services are anticipated to include additional behavioral and medical supports, durable medical equipment, and other services as needed;
- \$16.5 million over the biennium to provide funds for community-based services required by the settlement agreement, including crisis stabilization, individual and family supports, and the creation of developmental disability support networks.

Still, these funding amounts do not appear to approach what is needed for the Commonwealth to appropriately comply with this agreement, as existing community based service capacity is not sufficient to serve these individuals at present. It is estimated that in FY 2014, approximately \$7.7 million in state start-up funding is needed in Northern Virginia to expand community based residential placements and day support services for residents transitioning from the Northern Virginia Training Center. In addition to creating this expanded capacity, it is estimated that state funding of approximately \$10.1 million per year, above the current ID Medicaid waiver rates will be needed to operate these services.

#### *Other Items of Interest to Fairfax County*

Below is a very preliminary listing of other items in the Governor's budget amendments of possible direct interest to Fairfax County, though the full effect of these items is still being analyzed. In most cases, the items listed are statewide numbers, unless otherwise noted. We are just beginning to review the actual budget language on these items.

- \$1.2 million each year for cost increases associated with the retiree health insurance credit for state supported local employees;
- Approximately \$15 million each year for other post-employment benefit (OPEB) programs for state employees and teachers, including group life insurance, sickness and disability program and the retiree health insurance credit;
- Approximately \$770,000 in each year of the biennium to expand career development programs for Constitutional officers;

- Funding to support 29 additional law enforcement deputies in FY 2015 and an additional 33 deputies in FY 2016;
- Funding to support the second phase of a salary increase for Assistant Commonwealth's Attorneys;
- Funding each year of the biennium for a four percent salary adjustment for Circuit Court Deputy Clerk I positions, and a two percent salary adjustment for Circuit Court Deputy Clerk II positions;
- A two percent salary adjustment for entry level deputy sheriff positions;
- GF support and one position to develop and support a statewide application to increase the accuracy and reliability of data collection on homelessness;
- An additional \$500,000 in each year of the biennium for rapid rehousing;
- \$4 million in each year of the biennium for the Virginia Housing Trust Fund;
- Increased GF support for the AIDS Drug Assistance Program of approximately \$7 million over the biennium, intended to allow enrollment to continue in the program without the implementation of a waiting list;
- \$1.2 million in continued funding for the Virginia Resource Mothers Program to maintain current operations supporting pregnant teens, teen mothers, and their babies (federal funding supporting this program is no longer available);
- Reduced funding for poison control centers to reflect funding two centers instead of three;
- \$300,000 over the biennium to expand brain injury case management services;
- Approximately \$2.4 million in increased state funding over the biennium for Area Agencies on Aging, to offset the impact of federal sequestration on nutrition programs for seniors;
- \$16 million over the biennium in federal child care revenue to cover costs associated with federal regulations regarding child care subsidies for low-income children;
- An increase of three percent in maximum maintenance payments to foster families and adoptive parents, and funding to expand foster care and adoption subsidies to age 21 beginning in FY 2016;
- Requiring the state Department of Social Services to negotiate all adoption assistance agreements with both existing and prospective adoptive parents on behalf of local departments of social services, and language requiring VDSS, in cooperation with local departments of social services, to prepare a report that examines the financial, programmatic, and policy implications of the state assuming full responsibility for all aspects of the adoption program;
- A deposit of \$31.5 million into the Water Quality Improvement Fund (WQIF) from the FY 2013 budget surplus;
- An additional \$1 million in each year of the biennium for the Virginia Land Conservation Fund;
- An additional \$750,000 in each year of the biennium for school safety personnel;
- Removal of funding that was provided to temporarily allow the Virginia Department of Health to continue its existing community dental program while transitioning to a preventive model, which is required to be in place by July 1, 2014;
- Language in the FY 2014 "caboose" budget provides \$50,000 to "reimburse state agencies for the costs incurred as a result of the 2013 Attorney General election recount."

#### Budget Overview

The Governor also recommended numerous other actions in his budget, including:

- \$24.3 million in FY 2015 and \$58.9 million in FY 2016 for state employee health insurance;

- \$6.7 million in FY 2015, \$5.5 million in FY 2016 and \$22.5 million in bond proceeds to support operation and maintenance at Fort Monroe;
- \$6.5 million to plan dredging projects in the Norfolk harbor and the Elizabeth River channel;
- \$9 million in FY 2015 and \$10.3 million in FY 2016 to address state salary inequities and job retention issues;
- \$243 million in FY 2015 and \$60 million in FY 2016 in deposits to the Revenue Stabilization Fund;
- A performance bonus payment of up to three percent for state employees before Christmas 2014; the bonus is contingent upon satisfactory employee performance and the generation of savings equal to twice the cost of the bonus;
- Elimination of the estimated 2.5 percent increase in FY 2015 for hospital inflation that is included in the Medicaid expenditure forecast;
- \$600,000 in each year of the biennium for the Opportunity Educational Institution.

#### Conclusion

As a result of the recent gubernatorial election, this year's budget process will contain an additional element that only occurs during the transition from one governor to another. While Governor McDonnell presents the General Assembly with a 2014-2016 biennium budget, Governor-elect McAuliffe will have the opportunity to submit amendments to this executive budget. The McAuliffe budget amendments will be considered by the money committees as they craft the House and Senate budgets, along with budget amendments submitted by members of the GA.

More detailed information about County budget impacts will be provided to the Board prior to being distributed to the Delegation at their public hearing on Saturday, January 4. This information will also be discussed with the Board at the first Legislative Committee on January 17, 2014. If you have any questions, please call me at (703) 324-2647 or Katie Boyle at (703) 324-2649, or in Richmond beginning January 6 at (804) 788-4536.

cc: Senior Management Team  
Richmond Team  
Legislative Review Team



# HANDOUTS



**Fairfax County Public Library**  
**Proposed Timeline for the Recommendations of the Ad Hoc Communication and Evaluation Committee**

January 9, 2014

| Recommendations of the Ad Hoc Communication & Evaluation Committee | Action Planned or Completed   | Lead                          | Status               |
|--|---|-------------------------------|----------------------|
| 1. Recommend rejection of the Beta Plan as proposed.               | Communicate decision to staff and public.<br><br>Remove references to the Beta Plan from the public and staff websites.   | Sam Clay,<br>Library Director | All items completed. |
| 2. Recommend rejection of Fairfax County Public Library positions. | Communicate decision to staff and public.<br><br>Remove Library Customer Service Specialist Class series from the approved county job classifications.<br><br>Remove references to the Library Customer Service Specialist Class series from the public and staff websites. | Sam Clay,<br>Library Director | All items completed. |
| 3. Recommend increasing the County budget for library operations.  | Refer to Library Board of Trustees Budget Committee for further review and action.  | Library Board of Trustees     | January 2014         |

| Recommendations of the Ad Hoc Communication & Evaluation Committee  | Action Planned or Completed  | Lead                                  | Status  |
|---|--|---------------------------------------|---|
| <p>4. Recommend Library Board of Trustees begin a dialogue with all levels of staff and the affected communities about the best way to address the Fairfax County Public Library's staffing needs in a way that meets the public's needs and priorities without eliminating the continued presence of professional librarians in each branch.</p> | <p>Refer to Library Board of Trustees Planning Committee for further review and action.</p>  | <p>Library Board of Trustees</p>      | <p>January 2014</p>   |
| <p>5. Recommend retention of professional librarians and children's librarians in branches.</p>   | <p>Fill vacant professional librarian and children's librarian positions in their current job classifications.</p>   | <p>Sam Clay,<br/>Library Director</p> | <p>Ongoing</p>  |
| <p>6. Recommend more analysis on strength and weakness of the single-desk model at Burke Centre Library.</p>  | <p>Establish task group that includes a broad-based group of stakeholders to evaluate single desk model and make recommendations to the Library Board of Trustees.</p> | <p>Sam Clay,<br/>Library Director</p> | <p>February 2014 - Establish task group<br/>July 2014 – Present report to Library Board of Trustees</p> |
| <p>7. Recommend assigning staff to only one set of tasks (e.g. only working the service desk or only working in the back) be rejected.</p>  | <p>Maintain current job duties as described in position descriptions.</p>  | <p>Sam Clay,<br/>Library Director</p> | <p>Completed</p>  |

| Recommendations of the Ad Hoc Communication & Evaluation Committee  | Action Planned or Completed  | Lead   | Status                                      |
|---|--|--|---|
| <p>8. Recommend funding requests to the Board of Supervisors be accompanied by an analysis of evolving Fairfax County Public Library requirements, as well as comparisons to previous Fairfax County Public Library levels of funding and to comparable localities, both in Virginia and suburban counties in other states.</p> | <p>Develop chart/report with comprehensive budgetary and library services information that compares FCPL with other comparable libraries and update bi-annually.</p>   | <p>Sam Clay,<br/>Library Director</p>  | <p>February 2014 with bi-annual updates</p> |
| <p>9. Seek more creative partnerships that might lead to additional revenue including Fairfax County Public Schools, Northern Virginia Community College, and the local business community, as well as seeking increased support via the Friends groups and Fairfax Library Foundation.</p>                                     | <p>Provide inventory of existing partnerships and update annually.<br/><br/>Include significant new partnerships in Director's monthly report to the Library Board of Trustees.</p>  | <p>Susan Harmon,<br/>Executive Director,<br/>Fairfax Library<br/>Foundation and<br/>Sam Clay,<br/>Library Director</p> | <p>April 2014<br/><br/>Ongoing</p>          |
| <p>10. Increase cooperation and support from the Fairfax Library Foundation.</p>  | <p>Refer to Library Board of Trustees Foundation representative for further review, recommendations and/or action.</p>   | <p>Mary Petersen,<br/>Library Board of Trustees</p>  | <p>January 2014</p>                         |
| <p>11. Recognize and encourage the work of the library Friends groups.</p>  | <p>Continue annual recognition of library Friends groups at Library Board of Trustees meeting.<br/><br/>Library Board of Trustees Friends liaison attends Friends Forum meetings and reports at subsequent Library Board meetings.</p> | <p>Library Board of Trustees<br/><br/>Elizabeth Clements,<br/>Library Board of Trustees</p>                            | <p>October 2014<br/><br/>Ongoing</p>        |

| Recommendations of the Ad Hoc Communication & Evaluation Committee   | Action Planned or Completed   | Lead  | Status                                    |
|--|---|---|---|
| 12. Recommend more thorough review of the ratio of administrative staff to branch staff to determine the proper balance between the two.                 | Request Fairfax County Department of Human Resources (DHR) to review FCPL staffing and make recommendations.  | Sam Clay,<br>Library Director   | To be determined in consultation with DHR |
| 13. Fill current vacancies in existing job classifications.  | Positions are being advertised and filled in current job classifications.   | Sam Clay,<br>Library Director   | Ongoing                                   |
| 14. Recommend thorough evaluation of proposed collection reductions and whether creating more meeting space should be a priority over reading materials. | Refer to the Library Board of Trustees Planning Committee for review and/or action.   | Library Board of Trustees   | January 2014                              |
| 15. Recommend more coordination with Friends groups before books are discarded.  | See Floating and Weeding recommendations #8 and #11.  | Sam Clay,<br>Library Director   | #8 January 2014<br>#11 Ongoing            |
| 16. Recommend restoration of funds to the materials budget overall to replenish depleted collections.  | At November 13, 2013 Library Board of Trustees meeting, a request for \$1 million for nonfiction materials was approved by the Library Board. At November 19, 2013 Board of Supervisors meeting, Supervisors approved including \$1 million for nonfiction materials on the Consideration items list for the FY 2015 budget deliberation process. | Library Board of Trustees   | Ongoing                                   |
| 17. Recommend weeding decisions need to consider the ability of the materials budget to replace what has been lost.                                      | Present training on the Collection priority list process to branch staff.<br><br>Recruit volunteers and reinstitute program to mend materials.  | Elizabeth Rhodes,<br>Collection Services<br>Coordinator<br><br>Erin Chernisky,<br>Volunteer Coordinator | April 2014<br><br>February 2014           |

Proposed Timeline for the Recommendations of the Ad Hoc Committees of the Library Board of Trustees

1/9/2014

| Recommendations of the Ad Hoc Communication & Evaluation Committee   | Action Planned or Completed   | Lead                          | Status       |
|--|---|-------------------------------|--------------|
| 18. Recommend a more consistent mechanism to add donated books to the library collection by the Friends of the Library and include them in the discussion about its evolution.   | See Floating and Weeding recommendation #6.   | Sam Clay,<br>Library Director | Completed    |
| 19. Revisit Friends' space currently restricted to 100 square feet.  | Establish a task group of stakeholders to review Library Design Manual for new and renovated facilities and make recommendations. | Sam Clay,<br>Library Director | March 2014   |
| 20. Undertake a more extensive public survey and comment process that is advertised with a time window certain. Any survey should ideally seek the input of high school and college age students, who make up a key portion of the Fairfax County Public Library patron community. | Refer to Library Board of Trustees Planning Committee for further review and action.  | Library Board of Trustees     | January 2014 |

**Fairfax County Public Library**  
**Proposed Timeline for the Recommendations of the Ad Hoc Floating Collections and Discards Committee**  
 January 9, 2014

| Recommendations of the Ad Hoc Floating Collections and Discards Committee   | Action Planned or Completed  | Lead  | Status  |
|---|--|---|---|
| 1. Recommend forming a Transfer Focus Group with front line branch staff to review and improve the rebalancing mechanisms of the library's collection. The Transfer Focus Group should identify branch needs not met by the CollectionsHQ software and FCPL should address those needs. | Form Transfer Focus group.<br>Transfer Focus group meets monthly. Minutes should be made available to branch managers and members of the Library Board of Trustees                                       | Elizabeth Rhodes,<br>Collection Services<br>Coordinator   | December 2013<br><br>Begin January 2014, then ongoing   |
| 2. Recommend that the Transfer Focus Group provide an interim report and one-year status report.  | Provide interim report.<br><br>Provide one-year status report.   | Elizabeth Rhodes,<br>Collection Services<br>Coordinator   | February 2014<br><br>June 2014  |
| 3. Recommend an in-branch user survey to evaluate what and how materials are used within a branch.  | Introduce new procedures to track in-house use of materials using integrated library system (Sirsi).<br><br>Beginning in FY 2015, include in-house use of materials in system monthly statistics report. | Robert Harvey, Assistant<br>Systems Manager<br><br>Doug Miller, Strategic<br>Planner and Customer<br>Research Manager | Test at a few branches beginning December 2013<br>Progress report March 2014<br><br>July 2014 |
| 4. Recommend the Library Director report on the current activities and findings of the Transfer Focus Group at the Board of Trustees' monthly meetings.   | Include report in Director's monthly report to the Library Board of Trustees.  | Sam Clay,<br>Library Director   | Begin January 2014, then ongoing  |

| Recommendations of the Ad Hoc Floating Collections and Discards Committee   | Action Planned or Completed   | Lead   | Status  |
|---|---|--|---|
| <p>5. Recommend forming a Collection Evaluation Focus Group of branch and central collection staff to review current collection and practices for collection development and that the library director report on the current activities and findings of this group at the Board of Trustees monthly meetings.</p> | <p>Appoint Collection Evaluation Focus Group, reflecting demographics.<br/>Collection Evaluation Focus Group meets.<br/>Report on current activities at Board of Trustees monthly meetings.</p> | <p>Elizabeth Rhodes, Collection Services Coordinator<br/><br/>Sam Clay, Library Director</p> | <p>December 2013<br/><br/>Begin January 2014, then ongoing<br/>Begin January 2014, then ongoing</p> |
| <p>6. Recommend the library immediately begin accepting add/swap books to its collections from donations at both the branch and technical operations levels.</p>  | <p>Procedures implemented in November 2013.</p>   | <p>Elizabeth Rhodes, Collection Services Coordinator</p>                                     | <p>Completed<br/>Policy updated and provided to the Library Board of Trustees</p>                   |
| <p>7. Recommend the decision to centralize the discard process be reversed and the discard process be assigned to the branches as soon as possible but no later than January 31, 2014.</p>  | <p>New procedures in development to be tested at several branches.<br/>New procedures to be implemented system wide.</p>  | <p>Elizabeth Rhodes, Collection Services Coordinator</p>                                     | <p>December 2013<br/><br/>January 31, 2014</p>  |
| <p>8. Recommend that usable books withdrawn from the library system must first be offered to Friends Groups through a documented process. If the Friends do not want them the library must send them to the County Purchasing and Supply Management department as items Deemed Surplus.</p>                       | <p>Procedures in development.<br/>Send usable items not wanted by Friends to the Department of Purchasing and Supply Management.</p>  | <p>Melanie Quinn, Operations Director</p>  | <p>January 2014</p>   |

| Recommendations of the Ad Hoc Floating Collections and Discards Committee  | Action Planned or Completed   | Lead  | Status                                |
|--|---|---|---------------------------------------|
| 9. Recommend the library explore possibilities to transfer usable items to library systems in other areas of the state.  | The FCPL , through one or more of the statewide library associations , should explore opportunities to transfer usable items to library systems in other parts of the state.                | Sam Clay<br>Library Director  | September 2014                        |
| 10. Recommend that the library's policies should reflect that the Friends groups are responsible for the disposition (including disposal) of books which have been donated directly to the Friends or given to the Friends by the library. | Refer to Library Board Policy Committee for discussion.<br><br>Collections should communicate with Friends groups as to adding books from Friends' donations to the FCPL collection.        | Library Board of Trustees<br><br>Elizabeth Rhodes<br>Collection Services<br>Coordinator | January 2014<br><br>Ongoing           |
| 11. Recommend maintaining and expanding the diverse but compatible approaches to donations by staff and Friends and their contributions to library programs.   | Branch Manager communicates regularly with Friends group regarding library discards, donations and branch programs and services.<br><br>See communication and Evaluation recommendation #11 | Branch Managers   | Ongoing<br><br>Friends Forum in March |
| 12. Recommend allocating more room for the Friends in future renovated or new libraries.   | See Communication and Evaluation recommendation #19.  | Sam Clay,<br>Library Director   | March 2014                            |

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**From:** Rhodes, Elizabeth  
**Sent:** Tuesday, January 07, 2014 2:29 PM  
**To:** Clay III, Edwin S.  
Gates, Karen; Prasher, Janet H.; Quinn, Melanie E.; Strotman, Katie  
**Subject:** Collection Focus Groups

Good afternoon Sam,

The two collection focus groups have been formed, and our first meetings will be on January 27<sup>th</sup> & January 29<sup>th</sup>. The charge of each group and the members are listed below. I have also included links to the Focus Groups applications. Please let me know if you have any questions or need any more information.

Liz

[http://fairfaxnet.fairfaxcounty.gov/agencies/library/Documents/collection\\_evaluation\\_focus\\_group.pdf](http://fairfaxnet.fairfaxcounty.gov/agencies/library/Documents/collection_evaluation_focus_group.pdf)  
[http://fairfaxnet.fairfaxcounty.gov/agencies/library/Documents/transfer\\_focus\\_group.pdf](http://fairfaxnet.fairfaxcounty.gov/agencies/library/Documents/transfer_focus_group.pdf)

#### **Collection Evaluation (Two year commitment)**

**Charge:** Following the recommendations of the 11/13/13 report of the Library Board of Trustees Ad Hoc Floating Collections and Discards Committee, form "a Collection Evaluation Focus Group of branch and central collection staff to review current procedures and practices for collection development..."

**First Meeting: January 29<sup>th</sup>, 12:30-3 pm**

Members:

Elizabeth Rhodes, Collection Services Coordinator  
Trish Van Houten, Assistant Collection Services Coordinator  
Betsy Keefe, Cataloging Services Coordinator  
Ivelisse Figueroa (Assistant Branch Manager/ RB)  
Jill Burgard (Information Assistant/Children's/Martha Washington)  
Chris LaMarca (Branch Manager/DM)  
Marilyn Jackson (Information Assistant/Kings Park)  
Kristin Ostergaard (Assistant Branch Manager/PO)  
Nora Wickert (Circulation Staff/TY)  
Sondy Eklund (Youth Services Manager/FX)

#### **Floating/Transfers (One year commitment)**

**First Meeting: January 27<sup>th</sup>, 12:30-3pm**

**Charge:** Following the recommendations of the 11/13/13 report of the Library Board of Trustees Ad Hoc Floating Collections and Discards Committee, "form a Transfer Focus group with front line branch staff to review and improve the rebalancing mechanisms of the library's collection."

Members:

Elizabeth Rhodes, Collection Services Coordinator  
Robin Albert, Collection Evaluation Manager  
Vimala Raghavan, Processing and Receiving Manager  
Katherine Jarmon (Assistant Branch Manager/LO)  
Carolyn LaChance (Youth Services Manager/PO)  
Maggie Wrobel (Youth Services Manager/CE)  
Laura Raymond (Branch Manager/HE)  
Ingrid Bowers (Assistant Branch Manager/MW)  
Jean Leach (Librarian/FX)



## Collection Evaluation Focus Group

**Charge:** Following the recommendations of the 11/13/13 report of the Library Board of Trustees Ad Hoc Floating Collections and Discards Committee, form “a Collection Evaluation Focus Group of branch and central collection staff to review current procedures and practices for collection development...”

### Tentative Objectives:

- Review collection development and maintenance in FCPL
- Make recommendations for areas that need improvement
- Address areas that need improvement
- Identify and share best practices for collection development and maintenance
- Improve communication about collection development and maintenance
- Provide collection support to branch staff

### Qualifications To Be Considered:

- Interest in collection work
- Ability to view collection from a system perspective
- Demonstrated understanding of collection reports
- Demonstrated aptitude using analytical software (Excel, collectionHQ)
- Strong communication skills
- Solution oriented approach to problem-solving
- Attention to detail

### Expectations:

- Two year commitment, January 2014 – January 2016
- Meet monthly ongoing, with more frequent meetings initially; may be virtually
- Maintain strong communication with branch staff
- Ability to make branch site visits in addition to meetings

### Process to apply:

- Write 2 brief paragraphs that address your qualifications for inclusion on the Collection Evaluation Focus Group
- Provide the name and phone number of your supervisor who we will call for a reference
- Submit your application by **December 27, 2013** to Elizabeth Rhodes, Collection Services Coordinator, and copy your immediate supervisor and Branch Manager

### Selection Criteria

- Representation from both community and regional branches
- Inclusion of both Information and Circulation staff
- Demonstrated interest in collection matters
- Ability to meet expectations identified above

## Transfer Focus Group

**Charge:** Following the recommendations of the 11/13/13 report of the Library Board of Trustees Ad Hoc Floating Collections and Discards Committee, "form a Transfer Focus group with front line branch staff to review and improve the rebalancing mechanisms of the library's collection."

### Tentative Objectives:

- Review current floating, transfers and rebalancing processes
- Make recommendations and draft plan for areas that need improvement
- Identify and share best practices for floating
- Improve communication about floating

### Qualifications To Be Considered:

- Interest in collection work
- Ability to view collection from a system perspective
- Understanding of collection reports
- Demonstrated aptitude using analytical software (Excel, collectionHQ)
- Strong communication skills
- Solution oriented approach to problem-solving
- Attention to detail

### Expectations:

- One year commitment, January – December 2014
- Meet twice monthly, one meeting on site and one meeting virtually (meeting frequency may change)
- Maintain strong communication with branch staff
- Ability to make branch site visits in addition to meetings

### Process to apply:

- Write 2 brief paragraphs that address your qualifications for inclusion on the Transfer Focus Group
- Provide the name and phone number of your supervisor who we will call for a reference
- Submit your application by **December 27, 2013** to Elizabeth Rhodes, Collection Services Coordinator, and copy your immediate supervisor and Branch Manager

### Selection Criteria

- Representation from both community and regional branches
- Inclusion of both Information and Circulation staff with a strong representation of frontline staff
- Demonstrated interest in collection matters
- Ability to meet expectations identified above

## Facilities Update – December 2013

### CE

- Work by HITT, a contractor hired by FMD to correct some ADA infractions, was completed and a walk through of the branch to inspect the work was completed Friday, 12/13/13 (see picture below).

### KP

- A Facilities Assessment Survey by AJ Engineering was completed on Thursday, 12/19/13. The study is for a full assessment for the FMD Capital Improvement Program (CIP).

### LO

- A quote was received by FMD for the repair of the damage to the loading dock roof overhang. In addition to repairing the roof damage, bollards will be placed to prevent trucks from getting close enough to hit the roof again.

### MW

- Installation of an additional exterior light in a dark area near the main entrance was completed 12/3/13 (see picture below).

### PH

- While plowing the parking lot on Wednesday, 12/11/13 a county plow truck had a hydraulic line rupture resulting in hydraulic fluid spilling out onto the parking lot. MSMD worked with both HazMat and DVS to respond to the event. The branch manager reported the clean-up was so thorough she did not notice anything when she reported to work.
- Work by HITT, a contractor hired by FMD to correct some ADA infractions, was completed and a walk through of the branch to inspect the work was completed Friday, 12/13/13 (see pictures below).

### PO

- Andrew Pendergrass, Branch Manager, Bob Johnson, Risk Management, and Barbara Schrantz, Library Facilities Project Manager, meet at the branch Friday, 12/13/13 to look at the handicapped parking area where a Friends book sale volunteer fell and injured himself on 12/6/13. Bob submitted a work order request to have all unlit exterior lighting fixed. All exterior lighting is now functional. In addition, he asked FMD to consider making all of the HC parking space curb stops more visible.

### RR

- Carpet replacement for the Teen area and staff break room was installed Wednesday, 12/11/13. This project was funded by a generous donation from the RR Friends group (see pictures below).

**SH**

- A Facilities Assessment Survey by AJ Engineering was completed on Friday, 12/13/13. The study is for a full assessment for the FMD Capital Improvement Program (CIP).

**TY**

- Three large wheeled recycling totes were delivered for Friends use.

**WW**

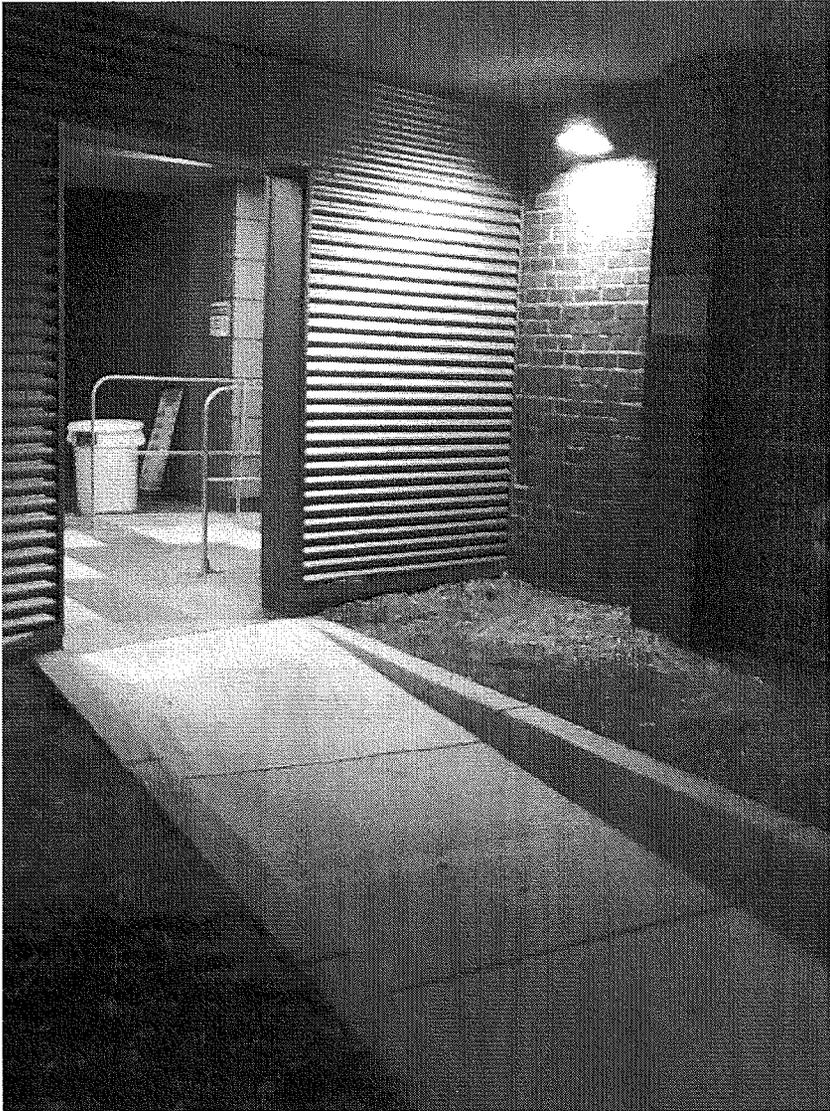
- Installation of additional electrical outlets was completed Thursday, 12/12 (see picture below).

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**Centreville Library: Staff break room sink lowered**



Martha Washington – new exterior light



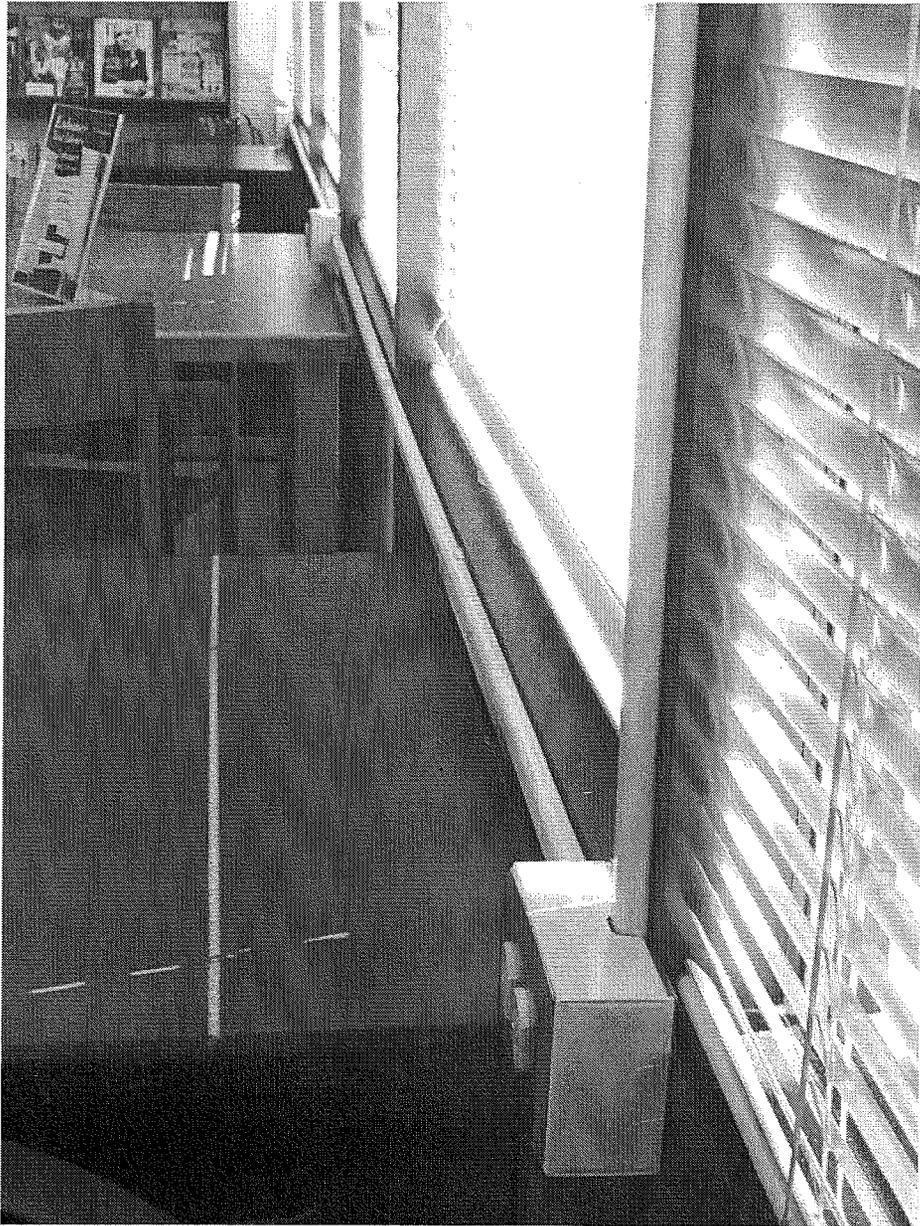
Patrick Henry: Staff break room and meeting room sinks lowered



Reston: Teen Area new carpet



**Woodrow Wilson: Additional Electrical Outlets**



- **FY2005 COMMUNITY SURVEY QUESTIONNAIRE**
- **COMMENTS ON DRAFT FINAL REPORT**
- **1998 COMMUNITY SURVEY QUESTIONNAIRE**
- **FINAL REPORT 1997 COMMUNITY SURVEY**
- **THE SEATTLE PUBLIC LIBRARY COMMUNITY SURVEY  
SUMMARY – JULY 28, 2010**



TELEPHONE SURVEY  
FAIRFAX COUNTY PUBLIC LIBRARY  
COMMUNITY SURVEY 2005

Telephone number  
Interviewer  
Date  
Time

ASK FOR ADULT 18 YEARS OF AGE OR OLDER

Hello, I'm \_\_\_\_\_ calling on behalf of the Fairfax County Public Library. We are conducting a study to learn how our library can better serve those you live and work in the County and would like to include your opinions. Your opinion is very important, and the interview will only take about 12 minutes.

Questions 1-7 – Screening questions {All respondents}

1. First, do you live in Fairfax County?

1. Yes
2. No (terminate)
3. Don't know (terminate)
4. Refused (terminate)

2. Do you have a Fairfax County Public Library card?

1. Yes
2. No
3. Don't know
4. Refused

{if answer is anything but "Yes", skip to Q3}

2a. Does anyone in your household have a Fairfax County Public Library card?  
{All respondents}

1. Yes
2. No
3. Don't know
4. Refused

3. During the past year, have you visited a public library in Fairfax County?

1. Yes
2. No
3. Don't know
4. Refused

4. During the past year, have you telephoned a Fairfax County public library branch?

1. Yes
2. No
3. Don't know
4. Refused

{if answer is anything but "Yes", skip to Q6}

5. Why did you call the public library? {only respondents who answered "Yes" to Q4}  
DO NOT READ. RECORD ALL THAT APPLY.

1. To get an answer to a question
2. To reserve a book
3. To renew a book
4. To discuss a fine or bill
5. To sign up for a library program
6. To find out hours of operation
7. To get directions to the library
8. Other

6. During the past year, have you visited the Fairfax County Public Library's Web site?

1. Yes
2. No
3. Don't know
4. Refused

{if answer is anything but "Yes", skip to Q8}

7. Why did you visit the Library's Web site? {only respondents who answered "Yes" to Q6} DO NOT READ. RECORD ALL THAT APPLY.

1. To renew a book
2. To get online articles and newspapers for research
3. To get help with educational classes
4. To try e-books
5. To try downloadable audio books
6. To get job information
7. To get parenting information and resources
8. Use a library research guide for homework topics
9. To get information about a course for learning English
10. To place a hold on a book
11. To check library hours and location
12. To ask a question
13. To get tutoring help
14. To access an online database
15. To use the Library's catalog
16. To modify or update my account
17. Other

Questions 8-10 – Questions for Library Users  
{respondents answering "Yes" to Q3, OR Q4, or Q6}

8. Our libraries provide many information services. Please tell me if you have used the following services:

1. To get information for educational courses and programs {if answer is NOT "Yes" proceed to Q2)

1. Yes
2. No
3. Don't know
4. Refused

1A. How important would you say that this information was in assisting with your educational courses?

1. Not at all important
2. Somewhat important
3. Very important
4. Don't know
5. Refused

2. Books and programs for preschool children {if answer is NOT "Yes" proceed to Q3}
  1. Yes
  2. No
  3. Don't know
  4. Refused
  
- 2A. How important would you say that these preschool services were in helping preschool children enjoy reading and get prepared to succeed in school?
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
3. To get information for a business you own or operate
  1. Yes
  2. No
  3. Don't know
  4. Refused
  
- 3A. How important would you say this information was in assisting you with your business?
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
4. To get information for homeschooling children
  1. Yes
  2. No
  3. Don't know
  4. Refused

- 4A. How important would you say this information was in assisting you with homeschooling your children?
1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
5. Information about hobbies and personal interests
1. Yes
  2. No
  3. Don't know
  4. Refused
- 5A. How important would you say this information was in assisting with your hobbies and personal interests?
1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
6. Information about consumer purchases
1. Yes
  2. No
  3. Don't know
  4. Refused
- 6A. How important would you say this information was in assisting you with your consumer purchases?
1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused

7. Information about personal finances and investment
  1. Yes
  2. No
  3. Don't know
  4. Refused
  
- 7A. How important would you say this information was in assisting you with your finances and investments?
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
8. Information about healthcare {if answer is NOT "Yes" proceed to Q9}
  1. Yes
  2. No
  3. Don't know
  4. Refused
  
- 8A. How important would say this information was in assisting with your healthcare questions?
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
9. Please tell me if you have used the library for the following purposes:
  1. As a source for books, recorded books, magazines and newspapers for personal Enjoyment {if answer is NOT "Yes" proceed to Q2)
    1. Yes
    2. No
    3. Don't know
    4. Refused

- 1A. How important do you think it is for the library to provide materials for personal enjoyment?
5. Not at all important
  6. Somewhat important
  7. Very important
  8. Don't know
  9. Refused
2. The library provides a place to read, work, or study. Have you used the library for these purposes? {if answer is NOT "Yes" proceed to Q3)
1. Yes
  2. No
  3. Don't know
  4. Refused
- 2A. How important do you think it is for the library to provide a place to work, read or study?
1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
3. The library provides information and materials for people who are learning English and adjusting to life in the United States. Have you used the library for this kind of information? {if answer is NOT "Yes" proceed to Q10)
- a. Yes
  - b. No
  - c. Don't know
  - d. Refused
- 3A. How important do you think it is for the library to provide materials for people who are learning English?
1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused

10. When considering all of your past experiences with the Fairfax County Public Library, how satisfied are you with the services that you have received?
1. Not at all satisfied
  2. Somewhat satisfied
  3. Very satisfied

Question 11-13 – Non-Library Users

{Respondents who answered “No” to Q3, AND Q4, AND Q6}

11. There are a number of reasons why some people do not use their public library. What is the primary reason that you have not used the Fairfax County Public Library? DO NOT READ. RECORD THE APPROPRIATE REPLY

1. I don't have time to go to the library
2. The library doesn't have anything I need
3. I don't have transportation to the library
4. The location of the library is not convenient
5. The library hours are not convenient
6. I don't read very much
7. I worry about getting the books back on time
8. The library never has the books I want
9. The library is too noisy
10. Libraries are for kids, not adults
11. The library is too confusing for me
12. I buy my own books
13. I use another library
14. Other

12. Fairfax County library provides information services to those who live and work in the County. Please tell me how important it is for the library to provide the following services:

1. Information for students enrolled in education courses
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused

2. Books and programs for preschool children
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
3. Information for work or business
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
4. Information for homeschooling children
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
5. Information about hobbies and personal interests
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
6. Information about consumer purchases
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused

7. Information about personal finances and investment
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
8. Information about healthcare
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
13. Please tell me how important it is for the library to provide the following services:
  1. Books and recorded books, magazines and newspapers for personal enjoyment
    1. Not at all important
    2. Somewhat important
    3. Very important
    4. Don't know
    5. Refused
  
  2. A place to read, work or study
    1. Not at all important
    2. Somewhat important
    3. Very important
    4. Don't know
    5. Refused
  
  3. Information and materials for people who are learning English and adjusting to life in the United States
    1. Not at all important
    2. Somewhat important
    3. Very important
    4. Don't know
    5. Refused

Questions 14-19 – All respondents

14. Counties and cities in the Washington metropolitan area generally spend between \$25-\$55 on library services per year for every person. Fairfax County budgets about \$25.39 per person for public library services. In your opinion, is the library being given ABOUT the RIGHT AMOUNT, TOO MUCH, or TOO LITTLE?

1. About the right amount
2. Too much money
3. Too little money
4. Don't know
5. Refused

15. Do you currently have Internet access from home?

1. Yes
2. No
3. Don't know
4. Refused

16. The Fairfax County Public Library offers other services to make life better for those who work and live in the County. Please tell me whether you knew about the following services:

1. Story programs for children 2 and under

1. Knew
2. Didn't know
3. Refused

2. Summer reading program for children of all ages

1. Knew
2. Didn't know
3. Refused

3. Free library cards

1. Knew
2. Didn't know
3. Refused

4. Free online tutoring for school children
  1. Knew
  2. Didn't know
  3. Refused
  
5. Access to newspaper and magazine articles via your home or office computer
  1. Knew
  2. Didn't know
  3. Refused
  
6. Free Internet access
  1. Knew
  2. Didn't know
  3. Refused
  
7. Free meeting rooms
  1. Knew
  2. Didn't know
  3. Refused
  
8. email notification for reserved books and books that are due back at the library
  1. Knew
  2. Didn't know
  3. Refused
  
9. Staff assistance to answer your questions
  1. Knew
  2. Didn't know
  3. Refused
  
10. Talking books for the visually impaired
  1. Knew
  2. Didn't know
  3. Refused

11. Online catalog to search for library materials
  1. Knew
  2. Didn't know
  3. Refused
  
12. Online access to information about your library account
  1. Knew
  2. Didn't know
  3. Refused
  
13. Online access to practice tests and tutorials for academic and licensing tests
  1. Knew
  2. Didn't know
  3. Refused
  
17. In your opinion, how important is the Fairfax County Public Library to the quality of life in Fairfax County? Would you say:
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused
  
18. The Fairfax County Public Library is an important place in the community. It seeks to provide a safe environment where residents can work, study, attend programs or group discussions, and use free meeting rooms for community activities. How important do you think it is for our libraries to be the center of their communities?
  1. Not at all important
  2. Somewhat important
  3. Very important
  4. Don't know
  5. Refused

19. The Fairfax County Public Library is making plans for services that it may offer in the future to those who live and work in the County. Please tell me how likely you would be to use the following services:

1. Home or office delivery of library books

1. Not at all likely
2. Somewhat likely
3. Very likely
4. Don't know
5. Refused

2. Equipment and software for word processing in the library

1. Not at all likely
2. Somewhat likely
3. Very likely
4. Don't know
5. Refused

3. Movies on DVD

1. Not at all likely
2. Somewhat likely
3. Very likely
4. Don't know
5. Refused

4. Music on CD

1. Not at all likely
2. Somewhat likely
3. Very likely
4. Don't know
5. Refused

5. Downloadable music

1. Not at all likely
2. Somewhat likely
3. Very likely
4. Don't know
5. Refused

6. Downloadable video
  1. Not at all likely
  2. Somewhat likely
  3. Very likely
  4. Don't know
  5. Refused
  
7. e-books for children
  1. Not at all likely
  2. Somewhat likely
  3. Very likely
  4. Don't know
  5. Refused
  
8. More services for seniors
  1. Not at all likely
  2. Somewhat likely
  3. Very likely
  4. Don't know
  5. Refused
  
9. Services to help County residents learn or improve their English
  1. Not at all likely
  2. Somewhat likely
  3. Very likely
  4. Don't know
  5. Refused
  
10. Wireless capabilities at the library
  1. Not at all likely
  2. Somewhat likely
  3. Very likely
  4. Don't know
  5. Refused

Questions 20-33 – Demographic Questions for all respondents

20. I have a few final questions that we use for demographic purposes only. First, in what year were you born?

Year born – Last two digits: \_\_\_\_\_

21. Are you of Hispanic or Spanish-American descent?

1. Yes
2. No
3. Don't know
4. Refused

22. To which of the following races do you belong:

1. White (Caucasian)
2. Black (African-American)
3. American Indian
4. Aleut/Eskimo
5. Asian/Pacific Islander
6. Other
7. Don't know
8. Refused

23. What level of education did you complete?

1. Less than high school
2. High school graduate
3. Some college
4. College graduate
5. Post-graduate degree
6. Other
7. Don't know
8. Refused

24. Are you currently a student attending school or taking classes?

1. Yes
2. No
3. Don't know
4. Refused

25. Are there preschool children living in your household?
1. Yes
  2. No
  3. Don't know
  4. Refused
26. Are there children between the ages of 6 and 18 living in your household?
1. Yes
  2. No
  3. Don't know
  4. Refused
27. Do you have members of your home who are over 65?
1. Yes
  2. No
  3. Don't know
  4. Refused
28. What language is primarily spoken in your home? DO NOT READ. RECORD THE APPROPRIATE REPLY
1. English
  2. Spanish
  3. Korean
  4. Vietnamese
  5. Urdu
  6. Arabic
  7. Chinese/Mandarin
  8. Farsi/Persian
  9. Hindi
  10. Amharic
  11. Tagalog/Pilipino
  12. Punjabi
  13. Bengali/Bangla
  14. Somali
  15. Russian
  16. Twi
  17. Telugu
  18. French
  19. Japanese

20. Cambodian/Khmer
21. Other
22. Don't know
23. Refused

29. How long have you lived in Fairfax County?

1. Less than 6 months
2. 6 months – 12 months
3. 1-5 years
4. 6-10 years
5. 11-15 years
6. 16-20 years
7. 21-25 years
8. More than 25 years
9. Don't know
10. Refused

30. Is there a person in your household who has a physical limitation or disability that prevents them from using the library?

1. Yes
2. No
3. Don't know
4. Refused

31. Are you registered to vote in Fairfax County?

1. Yes
2. No
3. Don't know
4. Refused

32. Is your total annual household income before taxes over or under \$80,000?

1. Over
2. Under
3. Don't know
4. Refused

33. Finally, what is your zip code?

20120

20121

20122

20124

20151

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Thank you very much for your time and support of this important library project. Your answers and opinions will help us improve library service to those who live and work in Fairfax County. Good bye.

Code gender: 1. Male  
2. Female





# Community Survey Draft Report

## Comments/Observations

### General Observations

Glad this is a draft because it wasn't a very polished document. We hope the "final" final report is a better product.

We thought that there was too much information in many of the observations and points of interest. It isn't necessary to dig so deep that we include lots of innocuous statistic like "Users who speak Spanish or another (non-English) language in the home are much more likely to consider the library "very important" in assisting them with homeschooling their children than are English speakers (11.1% of total Spanish-speakers, 10.4% of total Other speakers, and 1.4% of total English speakers)" (p. 13). Our initial thought here was how many people are we talking about, and did they understand the question or are they thinking homework help rather than homeschooling.

When citing a statistic, we need to see the number of respondents along with the percentage. This is done in some places but not in others, and is necessary when trying to assess the meaning of a percentage.

Feel free to use the 1998 report as a guide. We liked the 1998 layout, thought it was well organized, and easy to follow. You may find that some of the more "standard" text on methodology and the like can simply be reworded to match this survey.

We need the raw data in electronic format. We will drop the data into SPSS, so the data in a dBase format is best but we can probably make it work with something else.

### Design and Overall Appearance

- 1) We are hoping that the final version will be more polished. One of our staff who is particular about grammar noticed many errors. Please make sure that the final version is as grammatically correct as possible.
- 2) There were a number of typos as well: p. 10, both footnotes, need "are" not exactly ...". Also on p. 25, 3<sup>rd</sup> line from the bottom of the page, add a space between to and the.
- 3) Throughout the report you use the phrase "the FCPL" when referring to the Library. To clarify, we never refer to ourselves at "the FCPL". We are either the Library, or FCPL, not that you would have been aware of this, but please make the correction.
- 4) We did not feel it necessary to include the frequency tables 1-21 in the body of the report. We would prefer that these tables be included in an appendix at the end of the report.

5) If you include a chart, it should have some kind of a title on each one. It is fine to refer to them as chart 1, etc. but a title telling the reader what the chart is depicting is needed. Some of these charts really aren't necessary such as #3 - #12. It would be better to explain these charts with text where possible.

6) Beginning on p. 10 and running through the report, when the answer options for a question are provided they appear in quotes. Can we get rid of these since we are not actually quoting someone, page 11 shows them in quotes yet page 15 does not. Consistency is an issue throughout the report.

7) Opportunities on p. 32 – Bullets are not consistent, some indented others dangling.

## **Content**

1) Introduction, p. 2 – third paragraph, this should say the Library contracted with The Ivy Group. Maybe include a little information about The Ivy Group here. Mention that the questionnaire was formulated with help of library staff at a kick-off meeting.

2) Methodology p. 4 – We would like to see information here about the sub-contractor who conducted the interviews; how many calls were made to reach the 1,076 responses (p. 4 inaccurately says 1,075); breakdown of the calls that did not result in a completed response, no answer, refused, etc.; should we say individuals instead of households on line one?; mention the testing of the questionnaire; mention the provision for conducting the survey in Spanish; need a more detailed explanation of the weighting of the Hispanic responses.

3) Key Findings:

- We would like to see the percentages listed in descending order rather than the order they may have been asked on the survey.

- p. 5 Item #5 from the top, remove the word “and” from the sentence “...these criteria and were classified as library users.”

- p. 5 About the Reasons Why County Residents Use Public Library Services, why the change in phrasing/tense half way through the reasons? These reasons should all read the same or as they appear on the questionnaire. Note for item #7 in this list, that 16% use the library to GET information about personal finances and investments.

- p. 5 Level of Satisfaction, include the statistic for percentage of respondents who were somewhat satisfied, possibly in ( ).

- p. 6 Item #3 from the top, “...very important for FCPL TO provide books...”.

- p. 6 Adequate funding, include the statistic for percentage of respondents who think the library is getting too much money, possibly in ( ) so readers know where the other 20-25% of respondents is.

#### 4) Analysis of the Findings:

- p. 9 Users, how about some detail like what percentage of Internet users also visit and/or call the library. What percentage of respondents answered yes to all three of these options?
- p. 12 First Point of Interest – While the percentages for Spanish-speaking respondents and the likely use of the library for homeschooling children are interesting, without the (n=), we have no way to know how many respondents actually think this. This strikes us as very unusual since Spanish-speakers are much less likely to be homeschooling their children. We believe that this may fall into the category of digging too far to come up with a point of interest. This seems to be the case with many of the points of interest regarding Spanish-speaking respondents.
- p. 12 Fourth Point of Interest – No significant differences between the 2005 study and 1998 study in terms of what.....reasons why the library is used? That needs to be clearly stated if that is what is meant.
- p. 13 Third Point of Interest – As mentioned previously, this is another example where without the (n=), we have no way to know how many respondents actually think this. Again, this is an unusual finding since Spanish-speakers are much less likely to be homeschooling their children. We believe that this may fall into the category of digging too far to come up with a point of interest. This seems to be the case with many of the points of interest regarding Spanish-speaking respondents.
- p. 14 Chart 2 – Not sure it is necessary to have this chart, the percentages speak for themselves.
- p. 15 Chart 3 – It isn't really necessary to have this chart. Not only is it an unusual way to depict the information, this data is better conveyed with text.
- p. 17 First Point of Interest, both sub-bullets – The statement comparing the two studies is fine but when looking at direct comparisons (the two sub-bullets) the fact that the 1998 study asked the questions differently or had an additional option has some effect on the difference with the 2005 study. I would be very careful that the comparisons are valid.
- p. 17 Fourth Point of Interest - As mentioned previously, this is another example where without the (n=), we have no way to know how many respondents actually think this. Again, this is an odd finding since Spanish-speakers are not big library users. We believe that this may fall into the category of digging too far to come up with a point of interest. This seems to be the case with many of the points of interest regarding Spanish-speaking respondents.
- p. Chart 4 - It isn't really necessary to have this chart. Not only is it an odd way to depict the information, this data is better conveyed with text.
- p. 19 Second Point of Interest – We would end this statement after marketing strategies. The “lacks the resources to generate awareness...” statement is a pretty sweeping generalization that we don't think is necessary to include here.

p. 19 Final Point of Interest – No surprise here, is it really a point of interest? The reverse is also true in that older respondents are less likely than younger respondents to be aware of or interested in the technological stuff like downloadable audio and video.

p. 21 Charts 6 & 7 – All the charts in the report should be labeled (if we keep them) so the reader knows what they are looking at. Since there is so little difference between the data being compared in each graph, I think it would be more affective to convey the information textually rather than graphically.

- p. 22 Charts 8 & 9 – Charts should be labeled (if we keep them). Again, there is so little difference between the data being compared in each graph, I think it would be more affective to convey the information textually rather than graphically.

- p. 23 First Point of Interest – Even though the positive “yes” response rate for seniors was below 90%, it is still high at 75% which we thought surprising and should be noted as high or significant.

- p. 24 Chart 11 – The chart really doesn’t show much other than that the likelihood of use is relatively flat. This chart has a lot data in it but is not as informative as text explaining what the potential interest in future services would be.

- p. 25 Chart 12 – The chart really doesn’t show much other than the percentage of respondents, and it is relatively flat with small percentages. This is fine for our internal knowledge but isn’t very useful in presenting findings to our Board.

- p. 26 Second Point of Interest – FCPL will be offering word processing, it is coming so it doesn’t help us to show the drop in interest in the service from 1998 to 2005. We would need to see the (n=) for the 38.1% referenced in the sub-bullet to determine if it is a viable statistic.





# FCPL Community Survey

## November 1997

Q1. Do you have a Fairfax County Public Library card?

1. Yes
2. No
3. Don't know
4. Refused

Q2. In the past year, have you visited a public library in Fairfax County?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 2 is not 1, then skip to question 4]

Q3. When you visited this public library in Fairfax County, how welcome did you feel? Would you say you felt...

1. Not at all welcome
2. Not very welcome
3. Somewhat welcome
4. Very welcome
5. Don't know
6. Refused

Q4. In the past year, has anyone in your household gone to a public library in Fairfax County to borrow books or other kinds of materials FOR YOU or get information FOR YOU?

1. Yes
2. No
3. Don't know
4. Refused

Q5. In the past year, have you telephoned a public library in Fairfax County for information?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 5 is not 1, then skip to question 12]

Q6. We would like to find out why you called the library. I'm going to read a list of different kinds of telephone services provided by the Fairfax County Public Library and I'd like you to tell me if you called for any of these. First, to get an answer to a question?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 6 is not 1, then skip to question 8]

Q7. Did you get the information you needed?

1. Yes
2. No
3. Don't know
4. Refused

Q8. To reserve a book or other materials?

1. Yes
2. No
3. Don't know
4. Refused

Q9. To renew books or other materials?

1. Yes
2. No
3. Don't know
4. Refused

Q10. To sign up for library program?

1. Yes
2. No
3. Don't know
4. Refused

Q11. For any other reason that I haven't mentioned?

1. Yes
2. No
3. Don't know
4. Refused

Q12. In the past year, have you visited the Fairfax County Public Library's Internet web site?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 12 is not 1, then skip to question 14]

Q13. Did you find information that was interesting or helpful to you?

1. Yes
2. No
3. Don't know
4. Refused

Q14. In the past year, have you connected to the library's catalog using your computer?

1. Yes
2. No
3. Don't know
4. Refused

Q15. Now I am going to ask you questions about other members of your household. First, do you know if anyone else in your household has a Fairfax County Library card?

1. Yes
2. No
3. Don't know
4. Refused

Q16. Do you know if anyone else in your household visited a Fairfax County Public Library in the past year?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 2 is 2-4, and...]

[If the answer to question 4 is 2-4, and...]

[If the answer to question 5 is 2-4, and...]

[If the answer to question 12 is 2-4, and...]

[If the answer to question 14 is 2-4, then skip to question 38]

Q17. Now I'm going to describe to you some of the kinds of services that the Fairfax County Public Library provides and I'd like you to tell me if you have used these services. First, the library provides students, and adults who are taking educational courses, with the books, magazines and other information they need in order to complete their studies. Have you personally used the library to support your own educational needs?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 17 is not 1, then skip to question 19]

Q18. How important would you say that your use of the library was in helping you attain your educational goals? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q19. Has anyone else in your household used the library to support their educational needs?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 19 is not 1, then skip to question 21]

Q20. How important would you say that their use of the library was in helping them attain their educational goals? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q21. The library provides preschool children with picture books, story hours, and educational programs so that these children can have fun and learn to appreciate reading. Have you or anyone else in your household brought preschool children to the library for these kind of services?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 21 is not 1, then skip to question 23]

Q22. How important would you say that these library services were in the development of these preschool children?

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q23. The library provides businesses in Fairfax County with the information they need to survive and prosper. This could include, for example, information about sales or marketing, worker safety, environmental protection, or setting up a new business. Have you personally used these kinds of library services to support your business?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 23 is not 1, then skip to question 25]

Q24. How important would you say that these library services were in helping your business? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q25. This library provides people with the information they need to manage daily activities. This could include, for example, health information, how to fix things around the house, how to find a job, or how to buy a car. Have you personally used the library to obtain this kind of information? Used library for general information?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 25 is not 1, then skip to question 27]

Q26. How important would you say the library was in providing this information to you? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q27. The library provides people with information about their community. This could include, for example, information about local government, local law issues, or information about local community services such as health clinics, daycare centers, or programs for senior citizens. Have you personally used the library to obtain information about your community?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 27 is not 1, then skip to question 29]

Q28. How important would you say that these library services were in helping you know more about your community? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q29. The library supports learning activities of adults who are NOT students and children who want to learn about topics that are unrelated to school. Through these activities, people learn about topics of interest to them, such as hobbies, or learn new skills such as how to use computers. Have you personally used the library for self-improvement?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 29 is not 1, then skip to question 31]

Q30. How important would you say that the library was in helping you to learn about new topics or skills? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q31. The library provides people of all ages with a collection of books, magazines and recorded books for personal enjoyment. Have you personally used the library to obtain these materials for your personal enjoyment?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 31 is not 1, then skip to question 33]

Q32. How important would you say that the library was in providing materials for your personal enjoyment? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q33. The library provides people with a comfortable place to work, read or study. Have you personally used the library as a place to work, read or study?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 33 is not 1, then skip to question 35]

Q34. How important would you say it is to you to have the library as a place where you can work, read or study? Would you say...

1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
5. Don't know
6. Refused

Q35. The library provides information and materials for people who are learning English and newcomers who are learning how to live in the United States. Have you personally used the library to get this kind of information?

1. Yes
2. No
3. Don't know
4. Refused

[If the answer to question 35 is not 1, then skip to question 37]

Q36. How important would you say that these services were in helping you learn English or learn to live in the United States? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q37. Taking into consideration all your past experience with the Fairfax County Public Library, how satisfied, in general, are you with the services you have received? Would you say...

1. Not at all satisfied
2. Not very satisfied
3. Somewhat satisfied
4. Moderately satisfied
5. Very satisfied
6. Don't know
7. Refused

[If the answer to question 37 is not 1, then skip to question 59]

Q38. I am now going to read to you examples of the reasons why some people do not visit the public library. For each of these reasons, I'd like you to indicate whether or not it describes a significant reason why you do not visit the library. First, I don't visit the library because I just don't have the time to go to the library.

1. Yes
2. No
3. Don't know
4. Refused

Q39. I don't use the library because the library doesn't offer anything I need.

1. Yes
2. No
3. Don't know
4. Refused

Q40. I don't visit the library because the library is too hard to get to.

1. Yes
2. No
3. Don't know
4. Refused

Q41. I don't visit the library because there's not enough parking at the library.

1. Yes
2. No
3. Don't know
4. Refused

Q42. I don't visit the library because the library is not open when I want it to be.

1. Yes
2. No
3. Don't know
4. Refused

Q43. I don't use the library because I don't want to have to worry about getting books back on time.

1. Yes
2. No
3. Don't know
4. Refused

Q44. I don't use the library because in the past the library never seemed to have the books that I wanted.

1. Yes
2. No
3. Don't know
4. Refused

Q45. I don't use the library because I don't feel welcome in the library.

1. Yes
2. No
3. Don't know
4. Refused

Q46. I don't use the library because libraries are great for kids but not for adults.

1. Yes
2. No
3. Don't know
4. Refused

Q47. I don't use the library because libraries are too confusing to me.

1. Yes
2. No
3. Don't know
4. Refused

Q48. I don't use the library because the service at the library isn't very good.

1. Yes
2. No
3. Don't know
4. Refused

Q49. I don't use the library because I prefer to buy my books.

1. Yes
2. No
3. Don't know
4. Refused

Q50. Now I'm going to describe to you some of the kinds of services that the Fairfax County Public Library provides and, for each service, I'd like you to tell me how important you think it is for the community that the library provides these services. First, the library provides students, and adults who are taking educational courses, with the books, magazines and other services they need in order to complete their studies. How important would you say it is for the community that the library provide these services? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q51. The library provides preschool children with picture books, story hours, and educational programs so that these children can have fun and learn to appreciate reading. How important would you say it is for the community that the library provide these services? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q52. The library provides businesses in Fairfax County with the information they need to survive and prosper. This could include, for example, information about sales or marketing, worker safety, environmental protection, or setting up a new business. How important would you say it is for the community that the library provide these services? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q53. The library provides people with the information they need to manage daily activities. This could include, for example, health information, how to fix things around the house, how to find a job, or how to buy a car. How important would you say it is for the community that the library provide these services? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q54. The library provides people with information about their community. This could include, for example, information about local government, local laws and issues, or information about local community services such as health clinics, daycare centers, or programs for senior citizens. How important would you say it is for the community that the library provide these services? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q55. The library supports learning activities of adults who are NOT students and children who want to learn about topics that are unrelated to school. Through these activities, people learn about topics of interest to them, such as hobbies, or learn new skills such as how to use computers. How important would you say it is for the community that the library provide these services? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q56. The library provides people of all ages with a collection of books, magazines and recorded books for personal enjoyment. How important would you say it is for the community that the library provide these services? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q57. The library provides people with a comfortable place to work, read or study. How important would you say it is for the community that the library provide these services? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q58. The library provides information and materials for people who are learning English and newcomers who are learning how to live in the United States. How important would you say it is for the community that the library provide these services? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q59. Counties and cities in the Washington metropolitan area spend between \$20 and \$47 per year on library services for every person. Fairfax County budgets about \$20.44 per person for public library services. In your opinion, would you say the library is given ABOUT THE RIGHT AMOUNT, TOO MUCH, or TOO LITTLE?

1. About right amount
2. Too much
3. Too little
4. Don't know
5. Refused

[If the answer to question 59 is 1 or 4 or 5, then skip to question 61]

Q60. How much do you think the library should be given per person per year? (If necessary, repeat that the library currently receives about \$20.44 per year for every person in Fairfax County.)

Answer (To nearest dollar)

Q61. Do you currently have internet access from home?

1. Yes
2. No
3. Don't know
4. Refused

Q62. In your opinion, how important is the Fairfax County Public Library to the quality of life in Fairfax County? Would you say...

1. Not at all important
2. Not very important
3. Somewhat important
4. Very important
5. Don't know
6. Refused

Q63. As the Fairfax County Public Library plans for the future, it is considering many ways that it might provide library services. I'm going to read to you some of these different ways of providing service, and for each one I'd like you to tell me how likely you would be to use such a service. First, deliver to you, by fax, information that you have requested. Would you say...

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. Don't know
6. Refused

Q64. Provide computers in the library for word processing? Would you say...

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. Don't know
6. Refused

Q65. Provide a courier service to deliver books and other materials to your home or office for a fee. How likely would you be to use this service? Would you say...

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. Don't know
6. Refused

Q66. Provide telephone reference service at night when library buildings are closed. Would you say...

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. Don't know
6. Refused

Q67. Provide homework tutors for students. Would you say...

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. Don't know
6. Refused

Q68. Provide a card which you can use to pay for library related expenses. How likely would you be to use this service? Would you say...

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. Don't know
6. Refused

Q69. Provide you with in-depth research service for a fee. Would you say...

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. Don't know
6. Refused

Q70. Provide a personal book buying service. Would you say...

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. Don't know
6. Refused

Q71. Provide children's stories on the World Wide Web (Internet). How likely would you be to use this service? Would you say...

1. Not at all likely
2. Not very likely
3. Somewhat likely
4. Very likely
5. Don't know
6. Refused

Q72. Next, I would like to find out where you MOST OFTEN see information about the Fairfax County Public Library's programs and services. As I name a source, please tell me if you USUALLY, SOMETIMES, ALMOST NEVER, or NEVER see information about the Fairfax County Public Library's programs or services in that source. First, the library's newsletter calendar, called "This Month". Would you say...

1. Never see
2. Almost never see
3. Sometimes see
4. Usually see
5. Don't know
6. Refused

Q73. The Library's Internet Web site? Would you say...

1. Never see
2. Almost never see
3. Sometimes see
4. Usually see
5. Don't know
6. Refused

Q74. County cable television? Would you say...

1. Never see
2. Almost never see
3. Sometimes see
4. Usually see
5. Don't know
6. Refused

Q75. One of the larger daily papers? Would you say...

1. Never see
2. Almost never see
3. Sometimes see
4. Usually see
5. Don't know
6. Refused

Q76. One of the smaller weekly newspapers? Would you say...

1. Never see
2. Almost never see
3. Sometimes see
4. Usually see
5. Don't know
6. Refused

Q77. I have a few final questions that we use for demographic purposes only.  
First, in what year were you born? (Code 98 for refused)

Year born (2 digits) \_\_\_\_\_

Q78. Are you of Hispanic or Spanish American descent? (If necessary, read:  
Such as Mexican, Puerto Rican, Cuban, Central American, Latin American,  
or other Spanish background?)

1. Yes
2. No
3. Don't know
4. Refused

Q79. To which of the following races do you belong? Would you say...

1. White (Caucasian)
2. Black (African American)
3. American Indian/Aleut/Eskimo
4. Asian/Pacific Islander
5. Other
6. Don't know
7. Refused

Q80. What is the highest school grade that you have completed?

- 01 First grade
- 02 Second grade
- 03 Third grade
- 04 Fourth grade
- 05 Fifth grade
- 06 Sixth grade
- 07 Seventh grade
- 08 Eighth grade
- 09 Ninth grade
- 10 Tenth grade
- 11 Eleventh grade
- 12 Twelfth grade
- 13 Some College (no degree)
- 14 Associate's degree
- 15 Bachelor's degree
- 16 Master's degree
- 17 Professional school degree
- 18 Doctoral degree
- 19 Other (record)
- 20 Don't know
- 21 Refused

[If the answer to question 80 is not 19, then skip to question 82]

Q81. Record "Other" degree: \_\_\_\_\_

Q82. Are you currently a student attending school or taking classes?

1. Yes
2. No
3. Don't know
4. Refused

Q83. How many children age 14 and under are living in your household? (Code number: "97" for Don't know and "98" for Refused)

\_\_\_\_\_

Q84. How many people over the age of 65 are living in your household? (Code number: "97" for Don't know and "98" for Refused)

\_\_\_\_\_

Q85. What language is primarily spoken in your household?

1. English
2. Spanish
3. English & Spanish
4. Asian (Korean, Vietnamese, Chinese...)
5. Middle Eastern (Arabic, Hebrew, Farsi...)
6. Russian
7. Other (Record)
8. Don't know
9. Refused

[If the answer to question 85 is not 7, then skip to question 87]

Q86. Record "Other" language: \_\_\_\_\_

Q87. How many years have you lived in Fairfax County/City? (Code number: "97" for Don't know and "98" for Refused)

\_\_\_\_\_

Q88. Are you registered to vote in Fairfax County/City?

1. Yes
2. No
3. Don't know
4. Refused

Q89. The next question is about disabilities. A disability is a physical or mental condition which substantially limits a major life activity, such as walking, seeing, hearing, or reading. Using the definition I just gave you, does anyone in your household have a physical or mental disability right now?

1. Yes
2. No
3. Don't know
4. Refused

Q90. Is your total annual household income before taxes, over or under \$70,000?

1. Below \$70,000
2. Above \$70,000
3. Don't know
4. Refused

Q91. And finally, what is your zip code?

\_\_\_\_\_

Q92. Thank you very much for your time. Good bye. Code Gender:

1. Male
2. Female

Q93. Code MCI#

\_\_\_\_\_

TYPEUSER

- 1 Visitor
- 2 Other kind of use
- 3 Nonuser





University at Buffalo  
*State University of New York*

School of Information and Library Studies  
Center for Applied Research in Library and Information Science

**FAIRFAX COUNTY PUBLIC LIBRARY**

**COMMUNITY SURVEY**

**FINAL REPORT**

**DR. GEORGE D'ELIA**

**&**

**GOLDHABER RESEARCH ASSOCIATES**

**MARCH 1998**

## TABLE OF CONTENTS

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|   |     |
|---|-----|
| KEY FINDINGS OF THE SURVEY.....   | iii |
| OVERVIEW OF THE TELEPHONE SURVEY OF THE<br>RESIDENTS OF FAIRFAX COUNTY.....           | 1   |
| LIBRARY USE AMONG RESIDENTS OF FAIRFAX COUNTY.....                                    | 3   |
| LIBRARY SERVICES USED BY USERS.....   | 8   |
| NONUSERS' REASONS FOR NOT USING THE PUBLIC LIBRARY.....                               | 13  |
| NONUSERS' OPINIONS ABOUT THE IMPORTANCE OF LIBRARY SERVICES.....                      | 15  |
| RESPONDENTS' OPINIONS ABOUT LIKLIHOOD OF<br>USING NEW SERVICES.....                   | 18  |
| RESPONDENTS' REPORTS OF MEDIA IN WHICH THEY SEE<br>INFORMATION ABOUT THE LIBRARY..... | 27  |
| THE VALUE OF THE LIBRARY TO THE COMMUNITY.....  | 33  |
| LIBRARY USERS AND COMPUTER ACCESS TO THE LIBRARY.....                                 | 37  |
| CONCLUDING OBSERVATIONS BY THE CONSULTANT.....  | 38  |
| APPENDIX A: ABOUT THE CONSULTANTS.....  | 39  |
| APPENDIX B: TECHNICAL DETAILS ABOUT THE SURVEY.....                                   | 42  |

|  |    |
|--|----|
| APPENDIX C: THE SURVEY QUESTIONNAIRE.....  | 45 |
| APPENDIX D: THE FREQUENCY DISTRIBUTIONS OF THE RESPONSES<br>TO ALL THE QUESTIONS IN THE QUESTIONNAIRE..... | 66 |

## KEY FINDINGS OF THE SURVEY

### about library use

- \* 81.7% of the respondents reported that they had personally used a Fairfax County Public Library in the past year (personal library use)
- \* 84.3% of the respondents reported that someone else in their household had visited a Fairfax County public Library in the past year (household library use)
- \* 18.3% of the respondents reported that they personally had not used a Fairfax County Public Library in the past year

### about the reasons why users use the library

- \* among library users, the most cited reasons for using the library were (from among a list of 10 service program descriptions read to the respondent)

76.7% for personal enjoyment

67.7% for educational support

52.6% as a place to work, read, or study

- \* a majority of library users rated each of the ten service programs as “very important.” The service programs which received the highest ratings of importance *from their users* were

81.1% of the users of literacy rated them “very important”

77.8% of the users of service programs for pre-schoolers rated them as “very important”

73.1% of the respondents whose household members use the library for educational support rated these services as “very important”

69.5% of the users of the library as a place to work, read, or study rated the library as “very important”

### about user satisfaction with the library

- \* 93.7% of the users of the library reported that they were satisfied with the services that they had received from the library

### **about the reasons for nonuse**

- \* among library nonusers, the two reasons for nonuse selected by the largest percentages of nonusers were
  - 46.2% “don’t have the time to go to the library”
  - 37.6% “prefer to buy my books”
- \* there are no meaningful differences between the demographic characteristics of the user population and the nonuser population
- \* an analysis of the reasons for nonuse suggest that, for most nonusers, nonuse of the library is primarily a lifestyle choice and not due to any real or imagined inadequacies of the library

### **about nonusers’ opinions of the importance of library services to the community**

- \* a majority of nonusers rated each of the library’s service programs as “very important” for the community
- \* the service programs with the greatest (and nearly identical) percentages of “very important” ratings from *nonusers* were
  - 81.7% for educational support services
  - 81.7% for services for preschoolers

### **about community interest in possible new library services**

- \* 27.8% of all respondents (i.e., both users and nonusers) reported that they would “very likely” use the information service by Fax
- \* 26.4% of all respondents reported that they would “very likely” use homework tutors
- \* 25.7% of all respondents reported that they would “very likely” use nighttime telephone reference service

### **about the media in which library information is seen**

- \* 16.9% reported that they “usually see” information about the library in smaller weekly newspapers

- \* 14.9% reported that they “usually see” information about the library in larger daily newspapers
- \* library users were more likely than nonusers to see information transmitted in library media while both users and nonusers tended equally to see library information in the mass media

#### **about the value of the library to the community**

- \* 50.1% of the respondents thought that the current level of per capita financial support for FCPL was just about right
- \* 28.4% of the respondents thought that the current level of support was too little. They thought that FCPL should get about \$36 per capita
- \* only 2.7% of the respondents thought that FCPL was getting too much support
- \* 76.3% of the users and 59.4% of the nonusers thought that FCPL was “very important” to the quality of life in Fairfax County

#### **about user access to the library by means of the computer**

- \* 54.5% of the respondents reported that they had Internet access from their homes
- \* 80.2% of these Internet-wired respondents had visited the library within the last year but only 9% had visited the library’s Web page

## OVERVIEW OF THE TELEPHONE SURVEY OF THE RESIDENTS OF FAIRFAX COUNTY

### INTRODUCTION

This document reports the results of a telephone survey of the residents of Fairfax County [VA] which was conducted in November 1997 by Goldhaber Research Associates under contract RFP70085021 to Fairfax County [VA]. Dr. George D'Elia, Director of the Center for Applied Research in Library and Information Science at the State University of New York at Buffalo, served as consultant and Principal Investigator for the project.<sup>1</sup>

### OBJECTIVES OF THE SURVEY

The objectives of the survey were as follows:

- 1) to estimate the percentage of county residents who use the Fairfax County Public Library (FCPL) and the percentage of county residents who do not use FCPL;
- 2) to estimate the percentage of library users who used various services offered by FCPL;
- 3) to estimate the importance attached to the use of those services by the users;
- 4) to identify the reasons why nonusers did not use the library;
- 5) to estimate how important the nonusers think library services are to the community;
- 6) to obtain, from all respondents, opinions about the level of financial support provided to FCPL and the value of FCPL to the quality of life in Fairfax County;
- 7) to obtain, from all respondents, opinions about the likelihood of their using services that might potentially be offered by FCPL in the future;
- 8) to obtain, from all respondents, the identification of the various media in which they usually see information about the library; and

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<sup>1</sup> Descriptions of GRA and Dr. D'Elia are provided in Appendix A.

- 9) to describe the demographic characteristics of the respondents, including users and nonusers of FCPL

The analyses of the survey data that address each of the objectives stated above are reported in subsequent sections of this document.

## THE SURVEY INSTRUMENT

The instrument which was employed in the survey was developed by a Planning Committee of FCPL in collaboration with the consultant. The survey instrument was a questionnaire designed to be administered to a respondent over the telephone by an interviewer. The questionnaire was designed to gather the kinds of data required to meet the objectives of the survey identified above. More specifically, the questionnaire was divided into four parts as follows:

- 1) a set of screening questions which identified library users and nonusers (objective #1);
- 2) sets of questions that were designed to be answered by the library users (objectives #2 and #3);
- 3) sets of questions that were designed to be answered by library nonusers (objectives #4 and #5); and
- 4) sets of questions that were designed to be answered by all respondents (objectives #6, #7, #8, and #9).

A copy of the questionnaire is provided in Appendix C of this document. The design of each set of questions is discussed at the beginning of each section of this document where the results of those questions are reported.

## THE SURVEY

The survey population consisted of adult residents of Fairfax County [VA] who were 18 years of age or older. The sampling frame consisted of randomly generated telephone numbers for Fairfax County [VA] which were used to call adult residents of Fairfax County. The sample is composed of adults, aged 18 years or older, who agreed to participate in the survey and who were able to successfully complete the interview. The survey was completed between November 7 and November 19, 1997 and obtained 1,108 completed interviews. Technical details about the survey are presented in Appendix B.

## LIBRARY USE AMONG RESIDENTS OF FAIRFAX COUNTY

### MEASUREMENT OF LIBRARY USE

Library use was measured by five different questions. A positive response to any one of these questions was considered a use of the library and the respondent was classified as a library user. The five questions were as follows:

- 1) Q2<sup>2</sup> “In the past year, have you, yourself, visited a public library in Fairfax County?”
- 2) Q4 “In the past year, has anyone in your household gone to a public library in Fairfax County to borrow books or other kinds of materials for you or to get information for you?”
- 3) Q5 “in the past year, have you telephoned a public library in Fairfax County for Information?”
- 4) Q12 “In the past year, have you visited the Fairfax County Public Library’s Internet Web site?”
- 5) Q14 “In the past year, have you connected to the library’s catalog using your computer?”

### LIBRARY USE AMONG THE RESIDENTS OF FAIRFAX COUNTY

The results of the survey indicated the following information about residents’ use of the Fairfax County Public Library:

73.9% of the respondents reported that they had a FCPL card,<sup>3</sup>

77.3% of the respondents reported that they had visited a public library in Fairfax County in the past year; and of these visitors

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<sup>2</sup> For ease of reference, each question in the questionnaire was numbered in straight numerical sequence – 1 through 92. When creating the SPSS data file, the name given to each set of data representing each question was the question number preceded by the letter “Q.” Q1 refers to question #1, Q2 refers to question #2, and so on.

The reader should also note that other questions pertaining to library use were being asked at this time. These questions did not contribute to the identification of library users, but rather were contingent upon the respondent being a library user. This is why there are breaks in this sequence of library use questions. The results to these contingency questions are reported in this section of the document.

<sup>3</sup> This question was the first question asked of the respondent. Since possession of a library card is not required in order to use a library, it was not one of the screening questions to identify library users.

- 73.8% reported that they felt "Very welcome;"
- 24.8% felt "Somewhat welcome;"
- 1.4% felt "Not at all..." or "Not very welcome;"

32.7% of the respondents reported that someone else had borrowed materials for them;

28.1% of the respondents reported that they had telephoned the library; and of these callers,

- 12.3% called "to sign up for library programs;"
- 39.8% called "to renew books or other materials;"
- 53.5% called "to reserve a book or materials;"
- 79.6% called "to get answer to question;" and, of these question askers,

98.1% reported that they had gotten the information they needed

7.7% of the respondents reported that they had visited FCPL's Web site; and, of these Web site visitors,

- 89.4% reported that they had found helpful information;

7.0% of the respondents reported that they had connected to FCPL's catalog using a computer; and

18.3% of the respondents reported that they had not used the library by any means in the past year.

Taking into account the multiple methods of using the library, the survey revealed that 77.3% of the respondents had visited FCPL in the past year and that an additional 4.4% of the respondents had used the library by other means.

*Consequently, the survey revealed that 81.7% of the respondents reported that they had used FCPL in the last year, while 18.4% of the respondents reported that they had not used FCPL by any means in the past year.*

While there is no definitive estimate of the percentage of the national population which uses a public library, a national telephone survey of 1,001 adults designed by the consultant and conducted by the Gallop Organization in 1992 revealed that 63.3% of the sample had used a public library in the past year.<sup>4</sup> Other community telephone surveys conducted by the consultant in 1997, using the same methodology as employed with this survey in Fairfax County, indicated that 60.9% of the residents of Dauphin County [Harrisburg], Pennsylvania and 62.3% of the

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<sup>4</sup> D'Elia, George. *The Roles of the Public Library in Society. The Results of a National Survey.* Evanston, Illinois: The Urban Libraries Council, 1993.

residents of Riverside County, California had used a public library in the past year.<sup>5</sup> It appears then, that in comparison with these surveys, adult usage of the public library in Fairfax County is quite high.

In addition to personal use of the library, the respondents were asked if anyone else in their household had visited a Fairfax County public library in the past year. Sixty-two and nine tenths percent (62.9%) of the respondents answered "yes" including 14% of the nonusers. Consequently, the percentage of *households* in the sample which used FCPL in the past year was 84.3%. A recent national telephone survey conducted by the National Center for Education Statistics reported that 65% of the households surveyed indicated that someone within the household had used the public library in the past year.<sup>6</sup> It appears then, that in conjunction with this national survey, household usage of the public library in Fairfax County is also quite high.

#### THE DEMOGRAPHIC CHARACTERISTICS OF USERS AND NONUSERS OF THE LIBRARY

The demographic characteristics of library users and the demographic characteristics of library nonusers are reported in Table 1. Analyses of these data indicate that there do not appear to be any particular segments of the population which are conspicuously overrated among either the users or nonusers.<sup>7</sup> There are, however, some *slight differences* between users and nonusers that might be useful to consider if FCPL were to develop programming to reach more of the nonusers. Nonusers, compared to users, tended to have a higher percentage of males, to be less well educated (although both users and nonusers are very well educated), to have fewer children in the home, to speak a non-English language as their primary language, to have a lower household income, to have lived in Fairfax County fewer number of years, to have a higher percentage of disabled individuals in the house, and to have a lower percentage of registered voters. These slight differences notwithstanding, it appears that FCPL is serving all segments of the community.

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<sup>5</sup> SOURCE: The Center for Applied Research in Library and Information Science, State University of New York at Buffalo.

<sup>6</sup> SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996.

<sup>7</sup> These statistical analyses indicated that there were 8 statistically significant but trivial differences between users and nonusers. A statistically significant difference is an observed difference whose probability of having occurred by chance is so small that we conclude that the observed difference did not occur by chance but that the observed difference occurred because the two groups responded differently. A trivial difference is a statistically significant difference whose magnitude of difference is so small as to have little usefulness for management decisions.

TABLE 1  
BACKGROUND CHARACTERISTICS OF RESPONDENTS

|   | Sample<br>(1,108) | Users<br>(906) | NonUsers<br>(202) |
|---|-------------------|----------------|-------------------|
| Q77. Age (from Q77 Year Born)<br>(survey limited to people 18+) |                   |                |                   |
| 18 – 25   | 8.8%              | 7.7%           | 9.7%              |
| 26 – 35   | 21.0              | 18.5           | 32.6              |
| 36 – 45   | 25.3              | 27.8           | 14.8              |
| 46 – 55   | 23.4              | 24.5           | 19.3              |
| 56 – 65   | 11.0              | 11.1           | 10.2              |
| 66 –  | 8.4               | 7.0            | 9.4               |
| missing   | 2.0               | 1.8            | 3.0               |
| Q78. Hispanic/Spanish Descent                                   |                   |                |                   |
| yes   | 8.2%              | 7.6%           | 10.8%             |
| no  | 90.9              | 92.1           | 85.8              |
| missing   | .8                | .2             | 3.5               |
| Q79. Race   |                   |                |                   |
| Caucasian   | 71.1%             | 72.7%          | 67.3%             |
| African American  | 7.5               | 7.7            | 6.6               |
| Hispanic  | 8.2               | 7.6            | 10.8              |
| Asian/Pacific Islander  | 11.4              | 11.0           | 13.3              |
| Other   | 1.2               | 1.0            | 2.1               |
| missing   | 2.9               | 2.3            | 5.4               |
| Q80. Highest school grade completed                             |                   |                |                   |
| grade school  | .8%               | .3%            | 3.4%              |
| some high school  | 1.6               | 1.5            | 2.0               |
| high school graduate  | 15.5              | 14.2           | 21.0              |
| some college  | 15.9              | 16.2           | 14.4              |
| college graduate  | 34.2              | 34.3           | 34.0              |
| graduate school   | 31.3              | 33.1           | 21.8              |
| missing   | .5                | .3             | 1.7               |
| Q82. Currently a student  |                   |                |                   |
| yes   | 14.0%             | 14.1%          | 13.8%             |
| no  | 85.4              | 85.8           | 83.8              |
| missing   | .5                | .1             | 2.5               |
| Q83. # of children are 14 and under in household                |                   |                |                   |
| 0   | 58.1%             | 55.6%          | 69.1%             |
| 1   | 16.3              | 17.0           | 12.9              |
| 2   | 16.7              | 18.1           | 10.7              |
| 3   | 4.6               | 5.1            | 2.3               |
| 4   | 1.6               | 1.5            | 1.9               |
| 5 or more   | .5                | .4             | 1.0               |
| missing   | 2.3               | 2.3            | 2.0               |

TABLE 1  
BACKGROUND CHARACTERISTICS OF RESPONDENTS  
CONTINUED

|  | Sample    | Users     | NonUsers  |
|--|-----------|-----------|-----------|
| Q84. # of people age 65+ in household      |           |           |           |
| 0  | 82.6%     | 82.6%     | 82.4%     |
| 1  | 8.0       | 8.3       | 6.6       |
| 2  | 6.1       | 6.0       | 6.6       |
| 3  | .4        | .3        | .4        |
| 4  | .5        | .2        | 1.9       |
| 5 or more                                  | .2        | .2        | 0.0       |
| missing                                    | 2.3       | 2.2       | 2.0       |
| Q85. Primary language at home              |           |           |           |
| English                                    | 89.2%     | 90.3%     | 84.3%     |
| Spanish                                    | 2.2       | 1.3       | 5.9       |
| English and Spanish                        | 1.2       | 1.5       | 8.6       |
| Asian                                      | 4.8       | 4.0       | 0.0       |
| Middle Eastern                             | 1.1       | 1.2       | .5        |
| Other                                      | 1.2       | 1.4       | .1        |
| Missing                                    | .2        | .1        | .6        |
| Q87. Years lived in Fairfax County (Mean)  | 15.6 yrs. | 16.1 yrs. | 13.3 yrs. |
| Q88. Registered to vote in Fairfax County  |           |           |           |
| yes  | 79.4%     | 81.8%     | 68.7%     |
| no   | 19.5      | 17.7      | 27.7      |
| missing                                    | 1.1       | .5        | 3.6       |
| Q89. Anyone with a disability in household |           |           |           |
| yes  | 7.5%      | 6.7%      | 10.8%     |
| no   | 91.6      | 93.0      | 85.3      |
| missing                                    | .9        | .2        | 3.9       |
| Q90. Total household income before taxes   |           |           |           |
| below \$70,000                             | 36.8%     | 34.8%     | 45.7%     |
| above \$70,000                             | 54.3      | 56.6      | 44.1      |
| missing                                    | 9.0       | 8.7       | 10.2      |
| Q92. Gender                                |           |           |           |
| females                                    | 51.1%     | 52.5%     | 45.5%     |
| males                                      | 48.9      | 47.5%     | 55.0      |

## LIBRARY SERVICES USED BY USERS

### SERVICES PROVIDED BY THE LIBRARY

The library users were read descriptions of ten different kinds of service programs provided by FCPL. These service programs included the following:

- 1) "The library provides students and adults who are taking educational courses, with the books, magazines and other information they need in order to complete their studies.:

Since the survey was limited to adults aged 18 or older, it did not include most school age children. Consequently, after this first service program was described and its use or nonuse recorded, the users were then asked if any other members of their household had used the library to support their formal educational activities.

- 2) "Has anyone else in your household used the library to support their educational needs?"
- 3) "The library provides preschool children with picture books, story hours, and educational programs so that these children can have fun and learn to appreciate reading."
- 4) "The library provides businesses in Fairfax County with the information they need to survive and prosper. This could include, for example, information about sales or marketing, worker safety, environmental protection, or setting up a new business."
- 5) "The library provides people with information they need to manage daily activities. This could include, for example, health information, how to fix things around the house, how to find a job, or how to buy a car."
- 6) "The library provides people with information about their community. This could include, for example, information about local government, local law issues, or information about local community services such as health clinics, daycare centers, or programs for senior citizens."
- 7) "The library supports learning activities of adults who are NOT students and children who want to learn about topics that are unrelated to school. Through these activities, people learn about topics of interest to them, such as hobbies, or learn new skills such as how to use computers."
- 8) "The library provides people of all ages with a collection of books, magazines, and recorded books for personal enjoyment."
- 9) "The library provides people with a comfortable place to work, read or study."
- 10) "The library provides information and materials for people who are learning English and newcomers who are learning how to live in the United States."

After reading each service description, the interviewer asked the user if he/she had personally used the library for that particular service. The results of the responses to these questions are provided in Table 2 in ranked order from that service which was used by the highest percentage of users to that service which was used by the lowest percentage of users.

*The reader should note that, while these data measure how the library is being used, the data also indicate both the demands being placed on the library, and the community needs to which the library is responding.*

## THE IMPORTANCE TO THE USER OF THE LIBRARY SERVICES USED

Respondents who replied that they had used a particular service were then asked how important the service was in the context of their need for using the service. For example, individuals who reported that they had used the library to support their educational needs were then asked how important their use of the library was in attaining their educational goals. They were provided with a four-point scale where 1 = "not at all important," 2 = "not very important," 3 = "somewhat important," and 4 = "very important."

The results of the responses to these questions are provided in Tables 3 and 4. Table 3 reports the mean (or average) importance scale scores for the services in ranked order from that service which received the highest mean importance scale score to that service which received the lowest mean importance scale score. Table 4 reports the percentages of respondents who rated each of the services as being "very important" in ranked order from that service for which the highest percentage of respondents indicated that it was "very important" to that service for which the lowest percentage of respondents indicated that it was "very important." The reader should note that the mean scale scores are the more precise estimates of the importance of the services. The percentage data are provided because they are, for many people, easier to understand and interpret.

*The reader should also note that both the mean importance scale scores and the percentages of "very important" were calculated using only the responses of the users who reported that they had used the service. So, for example, while use of the library for literacy services received the highest ratings of importance from those users who had used the library for that reason, only 7.7% of the respondents had actually reported using the library for literacy services.*

## USER SATISFACTION WITH THE LIBRARY

The users were then asked how satisfied they were with the services that they received from FCPL. They were provided with a five-point scale where 1 = "not at all satisfied;" 2 = "not very satisfied;" 3 = "somewhat satisfied;" 4 = "moderately satisfied;" and 5 = "very satisfied." The responses to this question indicated that 93.7% of users reported that they were either "very satisfied" or "moderately satisfied" with the library. They had a mean satisfaction score of 4.68 (on the five-point satisfaction scale). These results indicate a very high level of user satisfaction with FCPL.

TABLE 2  
REASONS FOR USING THE LIBRARY  
PERCENTAGES OF USERS SELECTING EACH REASON FOR USE  
(IN RANKED ORDER)

---

| Question | %     | N   | Reason for use   |
|----------|-------|-----|--|
| Q31      | 76.74 | 904 | Used library for personal enjoyment                          |
| Q19      | 53.22 | 886 | Someone else used library for educational needs <sup>8</sup> |
| Q33      | 52.62 | 905 | Used library as place to work, read or study                 |
| Q25      | 50.15 | 905 | Used library for reference information                       |
| Q29      | 46.38 | 903 | Used library for self-improvement                            |
| Q17      | 39.15 | 905 | Used library for educational support                         |
| Q21      | 30.03 | 899 | Used library for preschool services                          |
| Q27      | 29.57 | 901 | Used library for community information                       |
| Q23      | 20.84 | 904 | Used library for business information                        |
| Q35      | 7.74  | 905 | Used library for learning English                            |

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<sup>8</sup> 39.15% of the respondents reported that they had personally used the library for educational support and 53.22% of the respondents reported that someone else in their household had used the library for educational support. Controlling for the overlap between these two sets of responses, it can be estimated that 67.68% of the responding households had used the library for educational support.

TABLE 3  
IMPORTANCE OF USERS' USES OF THE LIBRARY  
MEAN IMPORTANCE

| Question | Mean | N   | Importance of use                                   |
|----------|------|-----|---|
| Q36      | 3.76 | 904 | Import of library for learning English              |
| Q22      | 3.74 | 886 | Import of library for your child development        |
| Q20      | 3.71 | 905 | Import of library for household's educational goals |
| Q26      | 3.65 | 905 | Import of library for reference information         |
| Q34      | 3.64 | 903 | Import of library as place to work, read or study   |
| Q32      | 3.63 | 905 | Import of library for personal enjoyment            |
| Q30      | 3.62 | 899 | Import of library for your self-improvement         |
| Q28      | 3.59 | 901 | Import of library for community information         |
| Q18      | 3.58 | 904 | Import of library for your educational goals        |
| Q24      | 3.53 | 905 | Import of library for your business                 |

<sup>9</sup> The "importance" scale was a four-point scale where 1 = "not at all important," 2 = "not very important," 3 = "somewhat important," and 4 = "very important".

TABLE 4  
 IMPORTANCE OF USERS' USES OF THE LIBRARY  
 PERCENTAGES OF USERS  
 WHO RATED EACH USE AS "VERY IMPORTANT"  
 (IN RANKED ORDER)

---

| Question | %     | N   | Importance of use                                   |
|----------|-------|-----|---|
| Q36      | 81.13 | 68  | Import of library for learning English              |
| Q22      | 77.85 | 269 | Import of library for your child development        |
| Q20      | 73.07 | 467 | Import of library for household's educational goals |
| Q34      | 69.49 | 476 | Import of library as place to work, read or study   |
| Q26      | 67.65 | 453 | Import of library form reference information        |
| Q32      | 66.56 | 694 | Import of library for personal enjoyment            |
| Q18      | 64.68 | 352 | Import of library for your educational goals        |
| Q30      | 64.41 | 417 | Import of library for your self-improvement         |
| Q28      | 62.37 | 266 | Import of library for community information         |
| Q24      | 59.74 | 188 | Import of library for your business                 |

## NONUSERS' REASONS FOR NOT USING THE PUBLIC LIBRARY

### POSSIBLE REASONS FOR NONUSE

Respondents who reported that they had not used the library by any means in the past year were then read a list of 12 possible reasons for not using the library and asked, after each reason was read, if that reason was a "significant reason" why they do not use the library. These reasons for nonuse included the following:

- 1) "I just don't have the time to go to the library"
- 2) "The library doesn't offer anything that I need"
- 3) "The library is too hard for me to get to"
- 4) "There's not enough parking at the library"
- 5) "The library isn't open when I want it to be"
- 6) "I don't want to have to worry about getting books back on time"
- 7) "In the past the library never seemed to have the books that I wanted"
- 8) "I don't feel welcome at the library"
- 9) "Libraries are great for kids but not for adults"
- 10) "Libraries are too confusing to use"
- 11) "The service at the library just isn't very good" and
- 12) "I prefer to buy my books."

The responses to these reasons for nonuse are reported in Table 5 in ranked order from that reason which was selected by the highest percentage of nonusers to that reason which was selected by the lowest percentage of nonusers. These results demonstrate that the two most significant reasons for nonuse selected by the largest percentages of nonusers were not having "...the time to go to the library" and a preference "to buy my books." While there are some reasons for nonuse that the library might be able to address, these two preeminent reasons for nonuse suggest that for most nonusers, nonuse of the library is primarily a lifestyle choice and not due to any real or imagined inadequacies of the library.

TABLE 5  
 REASONS FOR NONUSE OF THE LIBRARY  
 PERCENTAGES OF NONUSERS SELECTING EACH REASON FOR NONUSE  
 (IN RANKED ORDER)

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| Question | %     | N   | Reason for Non Use                      |
|----------|-------|-----|---|
| Q38      | 46.17 | 198 | Not used: don't have time               |
| Q49      | 37.60 | 193 | Not used: prefer to buy my books        |
| Q43      | 15.38 | 195 | Not used: getting books back on time    |
| Q40      | 13.83 | 193 | Not used: too hard to get to            |
| Q42      | 12.71 | 185 | Not used: not open when I want it to be |
| Q44      | 10.48 | 193 | Not used: doesn't have books I want     |
| Q39      | 9.43  | 190 | Not used: doesn't offer needed service  |
| Q41      | 6.04  | 188 | Not used: not enough parking            |
| Q47      | 4.56  | 195 | Not used: libraries too confusing       |
| Q46      | 3.42  | 192 | Not used: great for kids, not adults    |
| Q48      | 3.09  | 186 | Not used: service isn't very good       |
| Q45      | 2.05  | 192 | Not used: don't feel welcome in library |

## NONUSERS' OPINIONS ABOUT THE IMPORTANCE OF LIBRARY SERVICES TO THE COMMUNITY

The nonusers were read descriptions of the same nine library service programs that were presented to users. After the description of each service was read, the nonusers were then asked to evaluate how important that service was to the community. They were provided with the same four-point importance scale as were the library users. With this scale 1 = "not at all important," 2 = "not very important," 3 = "somewhat important," and 4 = "very important."

The results of the responses to these questions are provided in Tables 6 and 7. Table 6 reports the mean (or average) importance scale scores for the services in ranked order from that service which received the highest mean importance scale score to that service which received the lowest mean importance scale score. Table 7 reports the percentages of nonusers who rated each of the services as being "very important" in ranked order from that service for which the highest percentage of nonusers indicated that it was "very important" to that service for which the lowest percentage of nonusers indicated that it was "very important". The reader should note that the mean scale scores are the more precise estimates of the importance of the services. The percentage data are provided because they are more easy to understand and interpret.

In reviewing these results it is important to note that *every library service was rated by a majority of nonusers as being "very important" for the community. These results indicate that even among nonusers there is a substantial level of support for the service missions of the library to the community.*<sup>10</sup> The library services which received the highest ratings of importance to the community were services for preschoolers and services that support education.

The reader is reminded that, as reported earlier, analyses of the demographic characteristics of users and nonusers revealed that there were no particular segments of the population which appeared to be conspicuously overrepresented among either the users or nonusers. This lack of differences between users and nonusers tends to support the conclusion that nonuse of the library in Fairfax County appears to be a lifestyle choice. While there is always the possibility of developing programs specifically designed to reach some identifiable group of nonusers (e.g., residents for whom English is not their primary language), FCPL appears to be heavily used by the community and this use appears to be spread across all segments of the community.

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<sup>10</sup> Since the library users rated the importance of each service to themselves and the nonuser rated the importance of each service to the community, the results of the two sets of questions are technically not comparable. However, it is nonetheless interesting to note that average percentages of users and nonusers who rated the services as "very important" were practically identical. On average, 68.7% of the users and 66.7% of the nonusers rated the library's services as "very important." This is another indication of the high level of community support enjoyed by FCPL.

TABLE 6  
 IMPORTANCE OF LIBRARY SERVICES TO COMMUNITY  
 OPINIONS OF NONUSERS  
 MEAN IMPORTANCE SCORES<sup>11</sup>  
 (IN RANKED ORDER)

---

| Question | Mean | N   | Importance of Library Service             |
|----------|------|-----|---|
| Q50      | 3.73 | 197 | Import of educational support services    |
| Q51      | 3.72 | 195 | Import of services for preschoolers       |
| Q54      | 3.60 | 196 | Import of community information service   |
| Q55      | 3.59 | 196 | Import of services for self-improvement   |
| Q56      | 3.56 | 196 | Import of service for personal enjoyment  |
| Q57      | 3.51 | 195 | Import of as place to work, read or study |
| Q58      | 3.49 | 193 | Import of library for learning English    |
| Q53      | 3.45 | 195 | Import of reference information           |
| Q52      | 3.36 | 195 | Import of service for business            |

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<sup>11</sup> The "importance" scale was a four-point scale where 1 = "not at all important," 2 = "not very important," 3 = "somewhat important," and 4 = "very important."

TABLE 7  
 IMPORTANCE OF LIBRARY SERVICES TO COMMUNITY  
 PERCENTAGES OF NONUSERS  
 WHO RATED EACH LIBRARY SERVICE AS "VERY IMPORTANT"  
 (IN RANKED ORDER)

---

| Question | %     | N   | Importance of Library Services           |
|----------|-------|-----|--|
| Q50      | 81.73 | 197 | Import of educational support services   |
| Q51      | 81.68 | 195 | Import of services for preschoolers      |
| Q54      | 69.70 | 196 | Import of community information service  |
| Q55      | 65.99 | 196 | Import of services for self-improvement  |
| Q58      | 65.22 | 193 | Import of library for learning English   |
| Q56      | 65.07 | 196 | Import of service for personal enjoyment |
| Q57      | 60.97 | 195 | Import as place to work, read or study   |
| Q53      | 57.65 | 195 | Import of reference information          |
| Q52      | 52.29 | 195 | Import of services for business          |

## RESPONDENTS' OPINIONS ABOUT LIKLIHOOD OF USING NEW SERVICES

### POSSIBLE NEW SERVICES THAT COULD BE OFFERED BY THE LIBRARY

All respondents, both users and nonusers, were read descriptions of nine possible new services that the library might offer in the future. These services were as follows:

- 1) "The library could deliver to you, by Fax, information that you have requested"
- 2) "The library provide computers in the library for word processing"
- 3) "The library could provide a courier service to deliver books and other materials in your home or office for a fee"
- 4) "The library could provide telephone reference service at night when library buildings are closed"
- 5) "The library could provide homework tutors for students"
- 6) "The library could provide a card which you could use to pay for library-related expenses"
- 7) "The library could provide you with in-depth research service for a fee"
- 8) "The library could provide personal book buying service" and
- 9) "The library could provide children's stories on the World Wide Web"

After reading each possible new service, the interviewer asked the respondent how likely it is that he/she would use the service. The respondent was provided a four-point scale with which to estimate the likeliness of use. The "likeliness of use" scale was as follows: 1 = "not at all likely," 2 = "not very likely," 3 = "somewhat likely," and 4 = "very likely."

### RESPONDENTS' ESTIMATES OF LIKELINESS OF USE

In analyzing the respondents' estimates of likeliness of use, three questions were addressed. First, how did the community, as represented by the members of the sample, respond? Second, how did the users within the community respond? Third, how did the nonusers within the community respond?

*While the results of these analyses are presented below, the reader is advised that there is only one statistically significant difference between users and nonusers in their estimates of*

*likelihood of use. Users estimated a significantly higher likelihood of using nighttime telephone reference service than did the nonusers. With the exception of this one difference, there were no statistically significant differences in the estimates of use by users and nonusers. This indicates that, while the library could certainly market any of these new services, specifically to nonusers in an attempt to increase the percentage of residents served by the library, all of these new services appear to be equally attractive to both users and nonusers.*

### Community Responses to Likelihood of Using the New Services

Table 8 reports the mean (or average) "likelihood of use" scale scores for the services in ranked order from that service which received the highest mean scale score to that service which received the lowest mean scale score. Table 9 reports the percentages of respondents who estimated their likelihood of using each service as "very likely." These percentages are in ranked order from that service for which the highest percentage of respondents indicated that it was "very likely" that they would use the service to that service for which the lowest percentage of respondents indicated that it was "very likely" that they would use the service. The reader should note that the mean scale scores are the more precise estimates of the likelihood of use. The percentage data are provided because they are more easy to understand and interpret.

In reviewing these results it is noteworthy to consider the following:

- 1) the difference between that service which received the highest "likelihood of use" score, information by Fax (27.8%), and that service which received the lowest likelihood of use score, personal book buying service (15.2%), was only 12.6%. Consequently, while the responses have been presented in ranked order, the differences among the services, especially those that received the highest estimates, are not that great.
- 2) while the "likelihood of use" scores might appear low, the volume of potential use represented by these percentages could be very great. For example, if an information by Fax service were to be offered and if 27.8% of the adults in the community eventually used the service, that the number of service transactions could potentially number in the many tens of thousands. Consequently, the library should proceed cautiously in inaugurating new services. The library should consider inaugurating a limited number of new services in a controlled test market environment so as to be able to estimate correctly the demand for the new service.

### Users' Responses to Likelihood of Using the New Services

Table 10 reports the mean (or average) "likelihood of use" scale scores for the services obtained from library users in ranked order from that service which received the highest mean scale score to that service which received the lowest mean scale score. Table 11 reports the percentages of respondents who estimated their likelihood of using each service as "very likely." These percentages are in ranked order from that service for which the highest percentage of respondents indicated that it was "very likely" that they would use the service to that service for which the lowest percentage of respondents indicated that it was "very likely" that they would use the service.

## Nonusers' Responses to Likelihood of Using the New Services

Table 12 reports the mean (or average) "likelihood of use" scale scores for the services obtained from library nonusers in ranked order from that service which received the highest mean scale score to that service which received the lowest mean scale score. Table 13 reports the percentages of respondents who estimated their likelihood of using each service as "very likely." These percentages are in ranked order from that service from which the highest percentage of respondents indicated that it was "very likely" that they would use the service to that service for which the lowest percentage of respondents indicated that it was "very likely" that they would use the service.

TABLE 8  
 LIKELIHOOD OF USING POSSIBLE NEW SERVICES  
 MEAN LIKELIHOOD SCORES<sup>12</sup> FOR ENTIRE SAMPLE  
 (IN RANKED ORDER)

---

| Question | Mean | N     | Possible New Service                          |
|----------|------|-------|---|
| Q63      | 2.60 | 1,100 | Likely use: information by Fax                |
| Q66      | 2.56 | 1,088 | Likely use: night telephone reference service |
| Q69      | 2.47 | 1,089 | Likely use: research service for fee          |
| Q67      | 2.33 | 1,086 | Likely use: homework tutors                   |
| Q64      | 2.29 | 1,098 | Likely use: library PC's for word processing  |
| Q71      | 2.25 | 1,096 | Likely use: children's stories on the Web     |
| Q70      | 2.17 | 1,082 | Likely use: personal book buying service      |
| Q68      | 2.15 | 1,086 | Likely use: card to pay for library services  |
| Q65      | 2.11 | 1,098 | Likely use: courier service to home or office |

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<sup>12</sup> The "likelihood of use" scale was a four-point scale where 1 = "not at all likely," 2 = "not very likely," 3 = "somewhat likely," and 4 = "very likely."

TABLE 9  
 LIKELIHOOD OF USING POSSIBLE NEW SERVICES  
 PERCENTAGES OF RESPONDENTS IN ENTIRE SAMPLE  
 WHO RESPONDED "VERY LIKELY"  
 (IN RANKED ORDER)

---

| Question | %     | N     | Possible New Service                          |
|----------|-------|-------|---|
| Q63      | 27.83 | 1,100 | Likely use: information by Fax                |
| Q67      | 26.35 | 1,086 | Likely use: homework tutors                   |
| Q66      | 25.70 | 1,088 | Likely use: night telephone reference service |
| Q64      | 24.79 | 1,098 | Likely use: library PC's for work processing  |
| Q71      | 23.23 | 1,096 | Likely use: children's stories on the Web     |
| Q69      | 22.30 | 1,089 | Likely use: research service for fee          |
| Q68      | 18.15 | 1,086 | Likely use: card to pay for library services  |
| Q65      | 16.57 | 1,098 | Likely use: courier service to home/office    |
| Q70      | 15.20 | 1,082 | Likely use: personal book buying service      |

TABLE 10  
 LIKELIHOOD OF USING POSSIBLE NEW SERVICES  
 MEAN LIKELIHOOD SCORES<sup>13</sup> FOR USERS  
 (IN RANKED ORDER)

---

| Question | Mean | N   | Possible New Service                          |
|----------|------|-----|---|
| Q63      | 2.60 | 903 | Likely use: information by Fax                |
| Q66      | 2.60 | 896 | Likely use: night telephone reference service |
| Q69      | 2.48 | 894 | Likely use: research service for fee          |
| Q67      | 2.34 | 894 | Likely use: homework tutors                   |
| Q64      | 2.27 | 902 | Likely use: library PC's for word processing  |
| Q71      | 2.26 | 901 | Likely use: children's stories on the Web     |
| Q70      | 2.18 | 888 | Likely use: personal book buying service      |
| Q68      | 2.14 | 892 | Likely use: card to pay for library services  |
| Q65      | 2.11 | 902 | Likely use: courier service to home or office |

---

<sup>13</sup> The "likelihood of use" scale was a four-point scale where 1 = "not at all likely," 2 = "not very likely," 3 = "somewhat likely," and 4 = "very likely."

TABLE 11  
 LIKELIHOOD OF USING POSSIBLE NEW SERVICES  
 PERCENTAGES OF USERS  
 WHO RESPONDED "VERY LIKELY"  
 (IN RANKED ORDER)

---

| Question | %     | N   | Possible New Service                          |
|----------|-------|-----|---|
| Q63      | 27.87 | 903 | Likely use: information by Fax                |
| Q67      | 26.91 | 894 | Likely use: homework tutors                   |
| Q66      | 26.58 | 896 | Likely use: night telephone reference service |
| Q71      | 24.33 | 901 | Likely use: children's stories on the Web     |
| Q64      | 24.24 | 902 | Likely use: library PC's for word processing  |
| Q69      | 22.63 | 894 | Likely use: research service for fee          |
| Q68      | 18.19 | 892 | Likely use: card to pay for library services  |
| Q65      | 16.34 | 902 | Likely use: courier service to home/office    |
| Q70      | 15.78 | 888 | Likely use: personal book buying service      |

TABLE 12  
 LIKELIHOOD OF USING POSSIBLE NEW SERVICES  
 MEAN LIKELIHOOD SCORES<sup>14</sup> FOR NONUSERS  
 (IN RANKED ORDER)

---

| Question | Mean | N   | Possible New Service                          |
|----------|------|-----|---|
| Q63      | 2.61 | 197 | Likely use: information by Fax                |
| Q69      | 2.47 | 194 | Likely use: research service for fee          |
| Q66      | 2.41 | 193 | Likely use: night telephone reference service |
| Q64      | 2.36 | 196 | Likely use: library PC's for word processing  |
| Q67      | 2.31 | 193 | Likely use: homework tutors                   |
| Q71      | 2.24 | 195 | Likely use: children's stories on the Web     |
| Q68      | 2.16 | 194 | Likely use: card to pay for library services  |
| Q65      | 2.14 | 196 | Likely use: courier service to home or office |
| Q70      | 2.08 | 194 | Likely use: personal book buying service      |

---

<sup>14</sup> The "likelihood of use" scale was a four-point scale where 1 = "not at all likely," 2 = "not very likely," 3 = "somewhat likely," and 4 = "very likely."

TABLE 13  
 LIKELIHOOD OF USING POSSIBLE NEW SERVICES  
 PERCENTAGES OF NONUSERS  
 WHO RESPONDED "VERY LIKELY"  
 (IN RANKED ORDER)

---

| Question | %     | N   | Possible New Service                          |
|----------|-------|-----|---|
| Q63      | 27.65 | 197 | Likely use: information by Fax                |
| Q64      | 27.31 | 196 | Likely use: library PC's for word processing  |
| Q67      | 23.75 | 193 | Likely use: homework tutors                   |
| Q66      | 21.57 | 193 | Likely use: night telephone reference service |
| Q69      | 20.79 | 194 | Likely use: research service for fee          |
| Q71      | 18.13 | 195 | Likely use: children's stories on the Web     |
| Q68      | 17.96 | 194 | Likely use: card to pay for library services  |
| Q65      | 17.64 | 196 | Likely use: courier service to home/office    |
| Q70      | 12.57 | 194 | Likely use: personal book buying service      |

## RESPONDENTS' REPORTS OF MEDIA IN WHICH THEY SEE INFORMATION ABOUT THE LIBRARY

### MEDIA SOURCES OF INFORMATION ABOUT THE LIBRARY

All respondents were read a list of media within which the library makes available information about its services and programs. This list included the following:

- 1) "the library's newsletter calendar, called 'This Month'"
- 2) "The library's Internet Web site"
- 3) "County cable television"
- 4) "one of the larger daily newspapers" and
- 5) "One of the smaller weekly newspapers"

After identifying each media source, the interviewer asked the respondent how often he/she sees information about the library's programs and services in that source. The respondent was provided with a four-point scale with which to estimate the frequency of seeing information. This "frequency of seeing information" scale was as follows: 1 = "never see," 2 = "almost never see," 3 = "sometimes see," and 4 = "usually see."

### RESPONDENTS' ESTIMATES OF FREQUENCY OF SEEING INFORMATION ABOUT THE LIBRARY IN THE VARIOUS MEDIA

In analyzing the respondents' estimates of the frequency with which they reported seeing information about the library in the various media, three questions were addressed. First, how did the community, as represented by the members of the sample, respond? Second, how did the users within the community respond? Third, how did the nonusers within the community respond?

While the results of all of these analyses are presented below, the reader is advised that there were three statistically significant differences between users and nonusers in their estimates of the frequency with which they see information about the library in the five media. Users estimated that they see information about the library more frequently than nonusers on the library Web site, in the library's newsletter, and in the smaller weekly newspapers. There were no statistically significant differences between users and nonusers in their estimates of seeing information about the library on county cable television and in one of the larger daily newspapers.

*These analyses indicate that library users are more likely than nonusers to see information transmitted via library media, and that users and nonusers appear equally likely to see information about the library in the mass media.*

#### Community Responses to Frequency of Seeing Information About the Library

Table 14 reports the mean (or average) “frequency of seeing information” scale scores for the various media in ranked order from that medium which received the highest mean scale score to that medium which received the lowest mean scale score. Table 15 reports the percentages of respondents who estimated the frequency of seeing information in each medium as “usually see.” These percentages are in ranked order from that medium for which the highest percentage of respondents indicated that they “usually see” information about the library to that medium for which the lowest percentage of respondents indicated that they “usually see” information about the library. The reader should note that the mean scale scores are the most precise estimates of the likelihood of use. The percentage data are provided because they are more easy to understand and interpret.

These results indicate that:

- 1) information about the library does not appear to be well seen in any of the media. The highest estimate of “usually see” was 16.9% for information in the smaller weekly newspapers; and
- 2) information about the library in the mass media were reportedly seen more than information in the library media

#### Users’ Responses to Frequency of Seeing Information About the Library

Table 16 reports the mean (or average) “frequency of seeing information” scale scores for the various media in ranked order from that medium which received the highest mean scale score to that medium which received the lowest mean scale score. Table 17 reports the percentages of users who estimated the frequency of seeing information in each medium as “usually see.” These percentages are in ranked order from that medium for which the highest percentage of users indicated that they “usually see” information about the library to that medium for which the lowest percentage of users indicated that they “usually see” information about the library to that medium for which the lowest percentages of users indicated that they “usually see” information about the library.

These results indicate that:

- 1) information about the library does not appear to be well seen by library users in any of the media. The highest estimate of “usually see” was 17.4% for information in the smaller weekly newspapers; and

- 2) information about the library in the mass media was seen more than information in the library media although the library's newsletter was seen at a level comparable to that of the county cable television

#### Nonusers' Responses to Frequency of Seeing Information About the Library

Table 18 reports the mean (or average) "frequency of seeing information" scale scores for the various media in ranked order from that medium which received the highest mean scale score to that medium which received the lowest mean scale score. Table 19 reports the percentages of nonusers who estimated the frequency of seeing information in each medium as "usually see." These percentages are in ranked order from that medium for which the highest percentage of nonusers indicated that they "usually see" information about the library to that medium for which the lowest percentage of nonusers indicated that they "usually see" information about the library.

The results indicate that:

- 1) information about the library does not appear to be well seen by library nonusers in any of the media. The highest estimate of "usually see" was 14.6% for information in the smaller weekly newspapers; and
- 2) information in the mass media was seen more than information in the library media

TABLE 14  
 SOURCES OF INFORMATION ABOUT LIBRARY  
 MEAN "FREQUENCY OF SEEING" SCORES<sup>15</sup> FOR ENTIRE SAMPLE  
 (IN RANKED ORDER)

---

| Question | Mean | N     | Media Sources of Information           |
|----------|------|-------|--|
| Q76      | 2.05 | 1,093 | See: in smaller weekly newspapers      |
| Q75      | 1.95 | 1,098 | See: in one of larger daily papers     |
| Q74      | 1.81 | 1,094 | See: County cable television           |
| Q72      | 1.57 | 1,096 | See: library's newsletter "This Month" |
| Q73      | 1.23 | 1,100 | See: library's Internet Web site       |

\*\*\*\*\*

TABLE 15  
 SOURCES OF INFORMATION ABOUT LIBRARY  
 PERCENTAGES OF RESPONDENTS IN ENTIRE SAMPLE  
 WHO RESPONDED "USUALLY SEE"  
 (IN RANKED ORDER)

---

| Question | %     | N     | Media Sources of Information           |
|----------|-------|-------|--|
| Q76      | 16.87 | 1,093 | See: in smaller weekly newspapers      |
| Q75      | 14.90 | 1,098 | See: in one of larger daily papers     |
| Q74      | 9.47  | 1,094 | See: County cable television           |
| Q72      | 8.82  | 1,096 | See: library's newsletter "This Month" |
| Q73      | 3.15  | 1,100 | See: library's Internet Web site       |

---

<sup>15</sup> The "frequency of seeing" scale was a four-point scale where 1 = "never see," 2 = "almost never see," 3 = "sometimes see," and 4 = "usually see."

TABLE 16  
 SOURCES OF INFORMATION ABOUT LIBRARY  
 MEAN "FREQUENCY OF SEEING" SCORES<sup>16</sup> FOR LIBRARY USERS  
 (IN RANKED ORDER)

---

| Question | Mean | N   | Media Sources of Information           |
|----------|------|-----|--|
| Q76      | 2.10 | 895 | See in smaller weekly newspapers       |
| Q75      | 1.97 | 899 | See: in one of larger daily papers     |
| Q74      | 1.83 | 901 | See: County cable television           |
| Q72      | 1.64 | 899 | See: library's newsletter "This Month" |
| Q73      | 1.26 | 902 | See: library's Internet Web site       |

\*\*\*\*\*

TABLE 17  
 SOURCES OF INFORMATION ABOUT LIBRARY  
 PERCENTAGES OF USERS WHO RESPONDED "USUALLY SEE"  
 (IN RANKED ORDER)

---

| Question | %     | N   | Media Sources of Information           |
|----------|-------|-----|--|
| Q76      | 17.36 | 895 | See: in smaller weekly newspapers      |
| Q75      | 15.24 | 899 | See: in one of larger daily papers     |
| Q72      | 10.06 | 899 | See: library's newsletter "This Month" |
| Q74      | 9.61  | 901 | See: County cable television           |
| Q73      | 3.52  | 902 | See: library's Internet Web site       |

<sup>16</sup> The "frequency of seeing" scale was a four-point scale where 1 = "never see," 2 = "almost never see," 3 = "sometimes see," and 4 = "usually see."

TABLE 18  
 SOURCES OF INFORMATION ABOUT LIBRARY  
 MEAN "FREQUENCY OF SEEING" SCORES<sup>17</sup> FOR LIBRARY NONUSERS  
 (IN RANKED ORDER)

---

| Question | Mean | N   | Media Sources of Information           |
|----------|------|-----|--|
| Q75      | 1.87 | 199 | See: in one of larger daily papers     |
| Q76      | 1.79 | 198 | See: in smaller weekly newspapers      |
| Q74      | 1.71 | 193 | See: County cable television           |
| Q72      | 1.24 | 197 | See: library's newsletter "This Month" |
| Q73      | 1.09 | 198 | See: library's Internet Web site       |

\*\*\*\*\*

TABLE 19  
 SOURCES OF INFORMATION ABOUT LIBRARY  
 PERCENTAGES OF NONUSERS WHO RESPONDED "USUALLY SEE"  
 (IN RANKED ORDER)

---

| Question | %     | N     | Media Sources of Information           |
|----------|-------|-------|--|
| Q76      | 14.62 | 1,093 | See: in smaller weekly newspapers      |
| Q75      | 13.37 | 1,098 | See: in one of larger daily papers     |
| Q74      | 8.81  | 1,094 | See: County cable television           |
| Q72      | 3.14  | 1,096 | See: library's newsletter "This Month" |
| Q73      | 1.46  | 1,100 | See: library's Internet Web site       |

<sup>17</sup> The "frequency of seeing" scale was a four-point scale where 1 = "never see," 2 = "almost never see," 3 = "sometimes see," and 4 = "usually see."

## THE VALUE OF THE LIBRARY TO THE COMMUNITY

The respondents were asked two questions which attempted to assess their opinions about the value of the library to the community. The first question asked their opinion about the level of financial support provided to the library and the second question asked their opinion about the importance of the library to the quality of life in Fairfax County.

### FINANCIAL SUPPORT FOR THE LIBRARY

The respondents were told that counties and cities in the Washington metropolitan area spend between \$20 and \$47 per year on library services for every man, woman, and child, and that Fairfax County spends about \$20.44 per person for library services. The respondents were then asked whether they thought that this was the right amount, too much, or too little. The response to this question, reported in Table 20, indicate that about half of the sample (both users and nonusers) thought that this was "about the right amount," a very small proportion thought that this amount was "too much," and 31.0% of the users and 17.2% of the nonusers thought that this amount was "too little." About 17.0% of the users and 26.2% of the nonusers did not venture an opinion.

Those respondents who thought that the library was either getting too much or too little were then asked their opinion about how much they thought the library should get. The response to this question for those who thought the library was getting too much and for those who thought the library was getting too little are reported in Table 21. These results are presented for the entire sample and also for the users and nonusers in the sample. *It is noteworthy that those who thought that the library was getting too little were of the opinion that the expenditures for FCPL should increase by about 78% to \$36.38 per capita. There was no difference between users and nonusers on the amount of per capita support they thought the library should get.*<sup>18</sup>

### IMPORTANCE OF THE LIBRARY TO THE QUALITY OF LIFE IN FAIRFAX COUNTY

The respondents were asked how important they thought the Fairfax County Public Library was to the quality of life in Fairfax County. They were provided the four-point importance scale where 1 = "not at all important," 2 = "not very important," 3 = "somewhat important," and 4 = "very important." The responses to that question are reported in Table 22 both in terms of the mean importance scale scores and in terms of the percentages of respondents who answered "very important." These results are presented for the entire sample and also for the users and nonusers in the sample.

The data indicate that a substantial majority of the respondents (73.3%) were of the opinion that the Fairfax County Public Library is "very important" to the quality of life in Fairfax County. While the user group had a statistically significant higher mean importance scale score than the

---

<sup>18</sup> The sample sizes for those who thought the library was getting too much are too small for analysis.

Nonuser group, it is noteworthy that a majority of the nonusers also thought that FCPL is “very important” to the quality of life in Fairfax County.

TABLE 20  
 OPINIONS ABOUT THE AMOUNT OF FINANCIAL SUPPORT GIVEN TO FCPL

---

|                      | Entire<br>Sample<br>(1,108) | Users<br>(906) | Nonusers<br>(202) |
|----------------------|-----------------------------|----------------|-------------------|
| “About right amount” | 50.1%                       | 49.6%          | 52.4%             |
| “Too much”           | 2.7%                        | 2.4%           | 4.2%              |
| “Too little”         | 28.4%                       | 31.0%          | 17.2%             |
| Missing data         | 18.6%                       | 17.0%          | 26.2%             |

\*\*\*\*\*

TABLE 21  
 OPINIONS ABOUT THE AMOUNT OF FINANCIAL SUPPORT  
 THAT SHOULD BE GIVE TO FCPL

---

|                  | Entire<br>Sample | Users   | Nonusers |
|------------------|------------------|---------|----------|
| If too much..... | (25)             | (18)    | (7)      |
|                  | \$12.27          | \$13.21 | \$9.96   |
| If too little... | (286)            | (253)   | (33)     |
|                  | \$36.38          | \$36.33 | \$36.72  |

TABLE 22  
 THE IMPORTANCE OF THE FAIRFAX COUNTY PUBLIC LIBRARY  
 TO THE QUALITY OF LIFE IN FAIRFAX COUNTY

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|                                  | Entire<br>Sample<br>(1,087) | Users<br>(894) | Nonusers<br>(193) |
|----------------------------------|-----------------------------|----------------|-------------------|
| Mean Importance<br>Scale Score   | 3.70                        | 3.73           | 3.51              |
| % Responding<br>"Very Important" | 73.3%                       | 76.3%          | 59.4%             |

## LIBRARY USERS AND COMPUTER ACCESS TO THE LIBRARY

While it was not a priority objective, the survey also assessed the extent to which residents were using computer technology to access library information. It was previously reported, on page 5, that 7.7% of the respondents had accessed the library's Web site and that 7.0% had accessed the library's catalog by means of a computer.

In addition to these questions, the respondents were also asked whether they had Internet access from their homes and 52.9% responded that they had. Of these individuals with Internet access from their homes, 80.2% had visited a public library in Fairfax County in the last year but only 9% had visited the library's Web page. These data suggest that, at this time in Fairfax County, having a personal computer at home with access to the Internet has not affected the library use behavior of the residents so equipped.

## CONCLUDING OBSERVATIONS BY THE CONSULTANT

The results of this survey indicate that, in general, the Fairfax County Public Library is doing an exceedingly fine job of serving the residents of Fairfax County.

- \* The percentage of respondents who reported using the library (81.7%) is considerably higher than recent national estimates of the percentage of people who reported using a public library (63% by the Gallop Organization<sup>19</sup> and 65% by the National Center for Education Statistics<sup>20</sup>) and considerably higher than the incidence of public library use in other community surveys recently conducted by the consultant (60.9% in Dauphin County, Pennsylvania and 62.3% in Riverside County, California<sup>21</sup>).
- \* The percentage of users who reported that they were satisfied with the services that they received from the Fairfax County Public Library (93.7%) was very high. This high degree of user satisfaction is particularly noteworthy given the very high level of community use and the relatively low level of financial support for the library (approximately \$20.44 per capita which is at the low end of the range of per capita support in the Washington, D.C. area).
- \* Among users of the library, 76.3% consider the Fairfax County Public Library to be "very important" to the quality of life in Fairfax County.
- \* Among the residents surveyed who did not use the library (18.3%), the reasons for nonuse were primarily related to lifestyle and not to any perceived shortcomings of the Fairfax County Public Library.
- \* Even among nonusers of the library, a majority (59.4%) consider the Fairfax County Public Library to be "very important" to the quality of life in Fairfax County.

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<sup>19</sup> D'Elia, George. *The Roles of the Public Library in Society. The Results of a National Survey*. Evanston, Illinois: The Urban Libraries Council, 1993.

<sup>20</sup> SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996.

<sup>21</sup> SOURCE: The Center for Applied Research in Library and Information Science, State University of New York at Buffalo.

APPENDIX A:  
ABOUT THE CONSULTANTS

## ABOUT GOLDHABER RESEARCH ASSOCIATES

Goldhaber Research Associates is a full-service market research company that specializes in custom designed market studies, public opinion research and communication research for clients in business, finance, real estate development, politics, the entertainment arts and the legal profession. GRA maintains a full staff of 40 interviewers and eight computer and research professionals who have been involved in litigation research, political polls, corporate image and identity studies, communication audits, sports marketing and media research.

Goldhaber Research Associates has a state-of-the-art, computer assisted telephone interviewing (CATI) facility comprised of 17 acoustical paneled computerized interview stations. The interview stations are all connected to a silent monitoring system that allows supervisors and clients to listen to any interview while in progress. Because of GRA's totally computerized facilities all survey studies are completed efficiently, with complete computer analyses and cross-tabulations, and with a commitment to the highest possible available in the survey research industry.

Among its most distinguished achievements are studies conducted for the U.S. Senate which helped in the Senate's reorganization efforts and recent advice provided to former President Reagan's Private Sector Survey for Cost Control (The Grace Commission), a task force whose goal was to cut the cost of the federal government. In the political arena, GRA has conducted polls for many clients, including Erie County Executive Edward Rutkowski, Sheriff Kenneth Braun, District Attorney Richard Arcara, Sherwood Boehlert (NY 25<sup>th</sup> CD), David Martin (NY 26<sup>th</sup> CD) and James Bilbray (NV 1<sup>st</sup> CD).

Most GRA's clients are national corporations, including many "Fortune 500" companies such as Digital Equipment, Motorola, GMC, Ford Motor Company, Phillip Morris, Atlantic Richfield, Goodyear Tire and Rubber, Eaton, Owens Corning Fiberglass, Chrysler Corporation, Occidental Petroleum, RJR Nabisco, Westinghouse, Beatrice, American Brands, American Home Products, Firestone Tire and Rubber, Cooper Industries, New York Times, Ingersoll-Rand, DuPont, and Allied Signal.

GRA was originally founded by Dr. Gerald Goldhaber and his two partners, the late media expert and philosopher, Marshall McLuhan of Toronto and Las Vegas television producer Don Williams. Dr. Goldhaber, who is also an Associate Professor at SUNY-Buffalo – Department of Communication, is the author of 12 books on the field of communication, including the best-selling *Communication Probes* (read by over 350,000 people), *Organizational Communication*, the first U.S. college textbook in this field, and the *Handbook of Organizational Communication*. Dr. Goldhaber has served as political analyst for the New York Post, WKBW-TV, WGRZ-TV, CKO-Radio Canada, WEBR-Radio and for WBEN-Radio where he hosted a twice-weekly show "Comment on the News", and for *Business First* for which he has written a weekly column. Dr. Goldhaber is listed in both *Who's Who In America* and *Who's Who In the World*.

## ABOUT DR. GEORGE D'ELIA

Dr. George D'Elia is Professor and Director of the Center for Applied Research in Library and Information Science at the State University of New York at Buffalo. Prior to this position he was for ten years a professor in the Information and Decision Sciences Department of the Carlson School of Management at the University of Minnesota. He holds a Ph.D. (1975) and M.L.S. (1967) in librarianship from Rutgers University and an M.S. in statistics (1977) from Syracuse University.

Dr. D'Elia's areas of expertise include planning and evaluation of information systems and services, survey research methods, analysis of statistical data, and the applications of quantitative methods to managerial decision making. His research addresses the assessment of information needs, user behavior, and the evaluation of information systems and services. He has authored over 70 reports and papers – many of which have been published in the leading journals in the field including *Library Journal*, *Public Libraries*, *Library Quarterly*, *Library and Information Science Research*, *Journal of Academic Librarianship*, and *Journal of the American Society for Information Science*. He won the Research Paper Competition of the Library Research Round Table in 1980, 1982, and 1984, and the Research Paper Competition of the Association for Library and Information Science Education in 1990 and 1995. He has also presented over 40 professional development workshops for librarians in the United States and Canada on the design of surveys and the analysis of statistical data.

Dr. D'Elia has served as a consultant to public libraries, academic libraries, government agencies, and profit and nonprofit corporations. He has designed and conducted various kinds of surveys for clients including the U.S. Department of Education, the Ramsey County [MN] Public Library, the Educational Paperback Association, the Saint Paul [MN] Public Library, the Fairfax County [VA] Public Library, the Free Library of Philadelphia [PA], the Minneapolis [MN] Public Library and Information Center, the Atlanta-Fulton [GA] Public Library, the Carnegie Library of Pittsburgh [PA], the Enoch Pratt Free Library of Baltimore [MD], the Oklahoma Department of Libraries, the Washoe County [NV] Public Library, the Dauphin County [PA] Public Library, the OCLC Forest Press, the Riverside County [CA] Public Library, the Los Angeles Public Library, the Fresno County [CA] Public Library, and the Spokane [WA] Public Library. In 1992 – 1993, with funding from the U.S. Department of Education, Dr. D'Elia designed and, with the Gallup Organization as a sub-contractor, executed the national survey on the missions of the public library in America.

APPENDIX B:

TECHNICAL DETAILS ABOUT THE SURVEY

## THE EXECUTION OF THE SURVEY

All telephone interviews were conducted by staff of Goldhaber Research Associates (GRA) using a networked Computer Assisted Telephone Interviewing (CATI) system. Each non-answering telephone number was called at least five times before it was replaced with another number. The survey took approximately 13,655 calls to complete. Of these,

|       |   |
|-------|---|
| 1,298 | calls were to residents who refused to participate                                |
| 3,992 | calls were never answered   |
| 3,755 | calls were answered by voice-mail, answering machines, or Fax machines            |
| 778   | calls were answered with a busy signal  |
| 509   | calls were to non-working numbers   |
| 418   | calls were to government offices or to businesses                                 |
| 1,632 | calls were not completed due to a variety of disqualifications, <sup>22</sup> and |
| 1,273 | calls were completed  |

from which were obtained 1,108 completed interviews. These 1,108 completed interviews represent 43% of the residents who were asked to participate.

## THE WEIGHTED DATA

The sample was weighted to conform to the racial composition of Fairfax County.<sup>23</sup> In ascertaining the racial/ethnic heritage of the respondents, the questionnaire was designed to follow the current Federal practice of considering Spanish ethnicity separate from race. As such, two questions were asked of the respondents: one asked if they were of Hispanic or Spanish decent, and the other asked them to identify their native race using the Federal categories of African-American, Asian-American, Caucasian, Native American, or Other. In reporting its racial demographics, Fairfax County does not separate race from Hispanic ethnicity. Rather, it treats Hispanics as a racial category. Consequently, in order to conform to the County's practice, respondents who reported that they were of Hispanic ancestry were folded into the racial categories and it was this reformulated race data that was weighted so that the survey sample conforms to the County's racial demographics.

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<sup>22</sup> For example, 71 calls were to individuals with hearing or speaking disabilities, 76 calls were to individuals who did not speak English, 63 calls were to numbers not in Fairfax County, etc. It should be noted that GRA had in place a contingency plan to conduct interviews in Spanish if the incidence of Spanish speaking residents were large enough to justify the cost. However, the incidence of Spanish speaking residents was too low, only 2.1% of the residents answering the telephone, to justify the cost. It should be noted that the number of Spanish speaking residents who might have agreed to participate in the survey would have been much less than 2.1%. Assuming that 43% of these residents would have agreed to participate, the number of Spanish speaking residents would have been less than 1%.

<sup>23</sup> 1996 Household Survey, Office of Management and Budget, Fairfax County [VA], 1996.

## DATA ANALYSIS

The data were analyzed using SPSS-PC *for Windows*.<sup>24</sup> SPSS is an acronym for the Statistical Package for the Social Sciences. It is the leading statistical software application for the analysis of survey data.

## THE MARGIN OF ERROR

The margin of error for a sample this size is  $\pm 2.9\%$  at the 95% level of confidence. This means that if this survey were replicated 100 times using these same sampling procedures, 95 times out of 100 the results of these surveys would agree with the results of this survey to within  $\pm 2.9\%$  of a reported result.

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<sup>24</sup> SPSS *for Windows*, SPSS Inc. (Chicago, Illinois, 1993).

APPENDIX C:

THE SURVEY QUESTIONNAIRE

APPENDIX D:  
THE FREQUENCY DISTRIBUTIONS  
OF THE RESPONSES TO ALL THE QUESTIONS  
IN THE QUESTIONNAIRE

## GUIDE TO READING THE FREQUENCY DISTRIBUTIONS

The frequency distributions report the responses to all of the questions in the questionnaire. The following guide to the terminology and content of the frequency distributions is presented to assist the reader in understanding and interpreting the results:

- \* “Name”                      The naming of each frequency distribution adheres to the numbering sequence as was used in the questionnaire. For example, question 1 is labeled Q1, question 2 is labeled Q2 and so on. Each frequency distribution also has a brief title which identifies the subject of the question which the respondents answered.
- \* “Value Label”              The “Value Label” identifies the name of each category which the respondent was able to use to answer the question.
- \* “Value”                      The “Value” identifies the numeric code given to each of the categories.
- \* “Frequency”                The “Frequency” reports the number of respondents who selected each of the categories.
- \* “Percent”                    The “Percent” reports the percentage of all the respondents who selected each category *including those respondents who did not answer the question*.
- \* “Valid Percent”            The “Valid Percent” reports the percentage of all the respondents who selected each category. However, this percentage is based only on *those respondents who actually answered the question*.
- \* “Cum Percent”              The “Cum Percent” reports the cumulative percentage of the respondents who selected the categories. The “Cum Percent” cumulates the percentage from the “Valid Percents.”
- \* “Valid Cases”              The “Valid Cases” reports the number of respondents who answered the question.
- \* “Missing Cases”            The “Missing Cases” reports the number of respondents who did not answer the question.

### A NOTE ON THE USE OF “PERCENT” AND “VALID PERCENT”

When generating frequencies (which are simple descriptions of how people responded), SPSS calculates both the “Percent” and the “Valid Percent.” In general, the percents appearing in the

“Percent” column are used for descriptive purposes because they are more accurate; they take into account the fact that some people either could not or would not answer the question. The percents in the “Percent” column are used therefore to infer, estimate, or describe something about the population based on the sample data.

The percents appearing in the “Valid Percent” column are generally used either to report the results of the responses to contingency questions or to report the results of statistical analyses. Contingency questions are follow-up questions asked only of those subjects who responded in a particular way to a preceding question. When conducting analyses on data (such as the rank ordering of mean scores or percents of a set of variables – which are the substance of most of the tables in the report), SPSS uses only the data provided by subjects who responded since the results would be grossly distorted if the numeric codes indicating missing data, e.g. a code of “9”, were included in the calculations of the statistics.





*My Library*  
the next generation



The Seattle Public Library

# The Seattle Public Library COMMUNITY SURVEY SUMMARY

July 28, 2010



MARK & ASSOCIATES

## **Introduction**

|  |   |
|--|---|
| Background .....                             | 3 |
| Methodology .....                            | 3 |
| Summary Overview of Survey Respondents ..... | 4 |
| About this Report .....                      | 5 |

## **Seattle Residents Love their Libraries**

|   |    |
|---|----|
| The Library is used broadly and frequently by Seattle residents and plays an important role in many survey respondents' lives ..... | 6  |
| Visits to Library buildings have increased significantly since the start of <i>Libraries for All</i> .....                          | 7  |
| Two-thirds of Seattle residents are card holders, and many of them are active Library users .....                                   | 8  |
| Respondents are generally very satisfied with the services they get from the Library .....  | 9  |
| Survey respondents – especially those who frequent five-day branches – would like longer operating hours .....                      | 10 |

## **The Library is Most Valued for its Collections and Community Resources**

|   |    |
|---|----|
| The Library's most valued service is providing content .....  | 11 |
| Survey respondents support the Library's mission of serving a broad population by providing technology, materials, and literacy promotion to people who might not otherwise have access ..... | 11 |
| Circulation of books and materials at The Seattle Public Library has grown by 136% from 2000 to 2009 .....  | 12 |
| Respondents want Library resources to be focused on collections .....   | 13 |
| Use of the collections dominate respondents' activities at the Library .....  | 14 |
| One quarter of Library items checked out had been reserved by the borrower .....  | 15 |
| In an increasingly digital age, physical materials are still fundamental .....  | 16 |
| Library personnel are valued by many respondents for assistance in finding the information they seek or their next good read .....  | 17 |
| Some respondent groups are interested in personalized recommendations .....   | 19 |

**The Library's Web site is a Popular Online Destination**

The Library's Web site is heavily used ..... 20  
Demand for online resources is growing ..... 21  
Online publications are a valued research resource ..... 22  
Online resources should be made easier to use ..... 23  
Most respondents access the Library's online resources from outside the Library ..... 24

**Respondents are Interested in Actively Engaging with Information and Interacting with Others**

Many respondents express an interest in patron-generated content ..... 25  
Literary events and educational programs are the most desired forms of programming ..... 26  
Weekday evenings are the first choice for library programming ..... 28

**Awareness of Library Resources Can be Strengthened**

Awareness of some specialized library resources is low ..... 29  
Respondents prefer electronic communications ..... 30

**Summary of Respondents: Library Users and Non-Users**

All Respondents: Key Characteristics ..... 31  
Non-Users: Key Characteristics and Perceptions of the Library ..... 37  
Non-users don't frequent the library for a number of reasons ..... 37  
Non-users go to a number of sources to get materials and services the library provides ..... 38

**Appendix: Copy of Survey Instrument ..... 39**

# INTRODUCTION

## Background

The recent completion of the voter-approved *Libraries for All* capital building program resulted in 26 new or remodeled branch libraries throughout the city, as well as the world-renowned Central Library downtown. With buildings equipped for the modern library user, the library board of trustees launched a strategic planning process in early 2010 to ensure existing and future library services meet the evolving needs and expectations of the Seattle community.

As part of the strategic planning process, the Library has hosted:

- Five **community open houses** to gather input on priorities and new directions the Library should consider;
- Two **public forums** – “Technology and Its Impact on the Future of Libraries” and “The User Experience in the 21<sup>st</sup> Century Library” – that were used to explore topical issues;
- **Discussion groups** with teens and service providers who work with youth, teens, older adults, immigrants and refugees, and the homeless;
- A **Library staff survey** designed to solicit ideas about how best to shape future services.

This **Community Survey** is an important part of the effort to inform the strategic planning process with an up-to-date understanding of Seattle residents’ needs and preferences for their library system.

Comments are being carefully considered by the Library Board, a Strategic Planning Advisory Committee and a Library staff Project Management Team. A preliminary draft plan will be brought forward to the Seattle community for review and refinement before a recommended draft is presented to the library board of trustees for consideration in late 2010. Additional information about the strategic planning process is available on the Library’s Web site, [www.spl.org](http://www.spl.org).

## Methodology

In collaboration with consultants Berk & Associates, the Library conducted the Community Survey May 3 through May 16, 2010. The survey was available online and in print, and in English, Spanish, Vietnamese, Chinese and Russian. Library users also were randomly intercepted at the Central Library and nine branches and asked to fill out the survey, with volunteers serving two-hour shifts on four to six days at each location. The survey was heavily promoted as shown to the right.

### Survey Promotion

- Survey links on the Library and city’s website
- Press release, media outreach, and advertising in 9 newspapers (The Seattle Times and 8 ethnic papers)
- Facebook, blogs, and Library E-news
- Email to library cardholders (approximately 200,000 people)
- Messages in holds notices, print receipts, overdue notices, and telephone recordings
- Fliers and posters in multiple languages at all library locations and in the community
- Staff outreach to library community partners
- Printed surveys distributed via Mobile Services

## INTRODUCTION

### Summary Overview of Survey Respondents

32,893 people participated in the survey. Representation of Seattle residents totaled approximately 5% of the total population over the age of 5.

The vast majority of respondents learned of the survey through electronic communication. 75% of respondents learned of the survey through an email the library sent to cardholders with email accounts. 16% saw the link to the survey on the library's Web site. 5% were asked to participate while visiting a library, and 6% discovered the survey through other means.

98% of respondents completed the survey online.

Survey respondents included both active library users and non-users. Users were defined as anyone who used the library in the past six months. Overall, 91% of respondents noted that they had used the library within the past six months; these "users" were given a longer survey designed to learn about their use, satisfaction, and preferences regarding library services. The remaining 9% of survey respondents had not used the library in 6 months; these "non-users" were given a shorter survey that elicited their preference regarding library services and asked why they were not visiting the library.

In using the survey responses to plan for the future of the system, the library and its planning partners appreciate that the results must be interpreted carefully. Because the survey sample was not random, results tell us about the habits and preferences of *survey respondents*, not necessarily of all library users or all Seattle residents. Cross-tab analysis has been conducted to identify differences in responses by particular user groups, including age, ethnicity, language spoken at home, income, and other attributes. Additional outreach is being done to better understand the needs of particular groups, including teens, students, seniors, immigrants and refugees, and homeless individuals.

Key characteristics of survey respondents can be summarized as follows, with additional detail presented in the section beginning on page 31:

- The demographics of survey respondents were compared with data from the American Community Survey (ACS) 2006-2008 for Seattle.
- The survey sample had a similar age distribution as both the city of Seattle and library cardholders, but with some over-representation of people 35 years of age and above.
- 80% of survey respondents identified themselves as white, followed by 8% Asian-Pacific Islander, 7% Other or Mixed Race, and about 2% Black/African American and 2% Hispanic; in comparison, approximately 73% of Seattle residents identify themselves as white.
- 96% of respondents indicated that they speak English at home, compared with approximately 81% of Seattle residents overall who speak only English at home.
- A greater proportion of survey respondents held a bachelor's degree or graduate/postgraduate degree than Seattle's resident population.
- The income of survey respondents approximately corresponded to the income distribution of Seattle residents, with under-representation at the low and high ends of the spectrum.

## INTRODUCTION

### About this Report

This report is organized by the following major themes, with interpretation of key findings organized under each theme:

- *Seattle Residents Love Their Library*
- *The Library is Most Valued for its Collections and Community Resources*
- *The Library's Web site is a Popular Online Destination*
- *Respondents are Interested in Actively Engaging with Information and Interacting with Others*
- *Awareness of Library Resources can be Strengthened*

In addition to Community Survey data, this report presents usage data and additional background material to create a current snapshot of Library usage, satisfaction, and service preferences. This supplementary information is placed in blue text boxes throughout the report.

Data that show usage rates over time should be interpreted with appropriate consideration of the impact of *Libraries for All (LFA)*, the capital investment campaign that led to a new Central Library downtown, 4 new branches and replaced or remodeled branches throughout the City. Comparisons between the year 2000 and 2009 are essentially pre- and post-LFA. During the interim years, some library facilities were closed for construction on a rolling basis.

#### **Libraries for All Timeline: Building Reopenings**

|      |   |
|------|---|
| 1999 | NewHolly  |
| 2000 | Wallingford   |
| 2002 | Delridge  |
| 2003 | Capitol Hill  |
| 2004 | <b>Central Library</b> , Beacon Hill, Columbia City, Green Lake, High Point, Northeast, Rainier Beach, West Seattle |
| 2005 | Ballard, Fremont, Greenwood, International District/Chinatown, Lake City  |
| 2006 | Douglas-Truth, Montlake, Northgate, South Park  |
| 2007 | Broadview, Queen Anne, Southwest, University  |
| 2008 | Madrona-Sally Goldmark, Magnolia  |

**The Library is used broadly and frequently by Seattle residents and plays an important role in many survey respondents' lives**

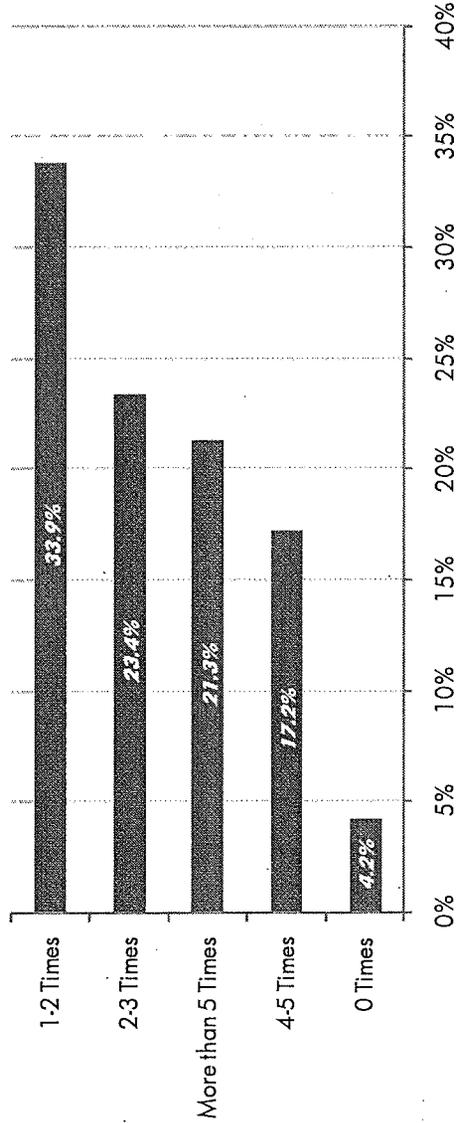
62% of respondents reported that they visit a library two or more times in a typical month; about 39% reported that they visit a library four or more times a month – or on average, once a week.

Looking more closely at categories of survey respondents, some respondent groups are more frequent users than others:

- Lower income, non-white, and non-English speakers were more likely than other respondents to use the library more than five times a month.
- There is considerable variation in frequency of use by branch. As an example, about 43% of patrons using the International District/ Chinatown Branch stated they visit more than five times a month – more than double the 21% of the total survey participants who use a library this frequently.<sup>1</sup>

<sup>1</sup> Differences noted throughout this report are based on crosstab analysis.

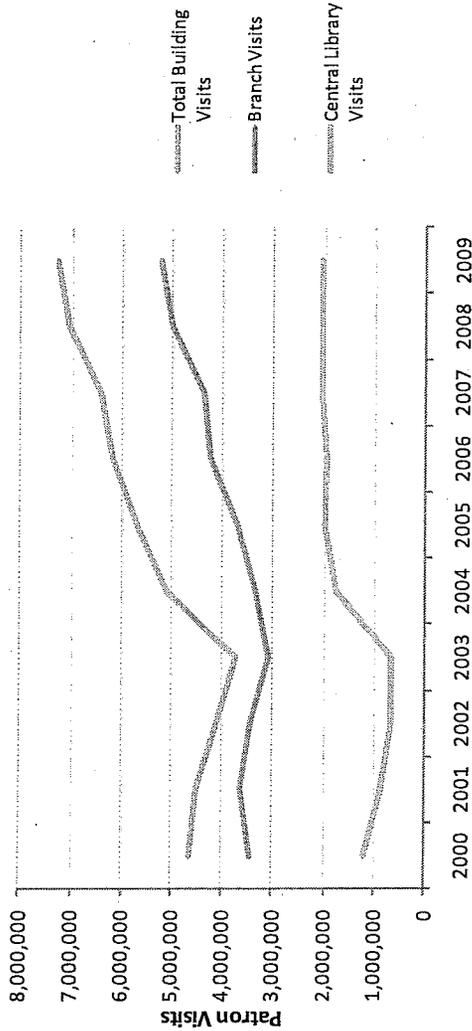
**Visits to a Library Building in a Typical Month**  
(Respondents = 29,292)



Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

# Seattle Residents Love Their Libraries

Branch and Central Library Visits



**Visits to Library buildings have increased significantly since the start of Libraries for All**

The low point of patron visits in 2002 and 2003 reflect construction closures of eight branches and a temporary relocation of the Central Library. As buildings reopened, Seattle residents came to see the new buildings and kept coming back: visits increased nearly 57% during the decade – from 4,646,404 in 2000 to 7,279,791 in 2009.

| Visits                       | Percent Change 2000-2009 | Average Annual Growth Rate |
|------------------------------|--------------------------|----------------------------|
| Central Library Visits       | 69.5%                    | 6.0%                       |
| Branch Visits                | 52.2%                    | 4.8%                       |
| <b>Total Building Visits</b> | <b>56.7%</b>             | <b>5.1%</b>                |

Source: The Seattle Public Library and BERK, 2010

**Two-thirds of Seattle residents are card holders, and many of them are active library users**

According to library usage data, nearly 67% of Seattle residents are library cardholders and nearly 33% of Seattle residents used their library cards in the past year.

- Approximately 92% of residents age 20-34 are cardholders, with nearly 39% of this age group using the library in the past year.
- Residents over age 60 are less likely to be card holders and active library users.

The percentage of Seattle residents who are library card holders (nearly 67%) exceeds the national average of 56% for libraries of comparable size.

Source: Public Library Data Service Statistical Report; Public Library Association, 2009

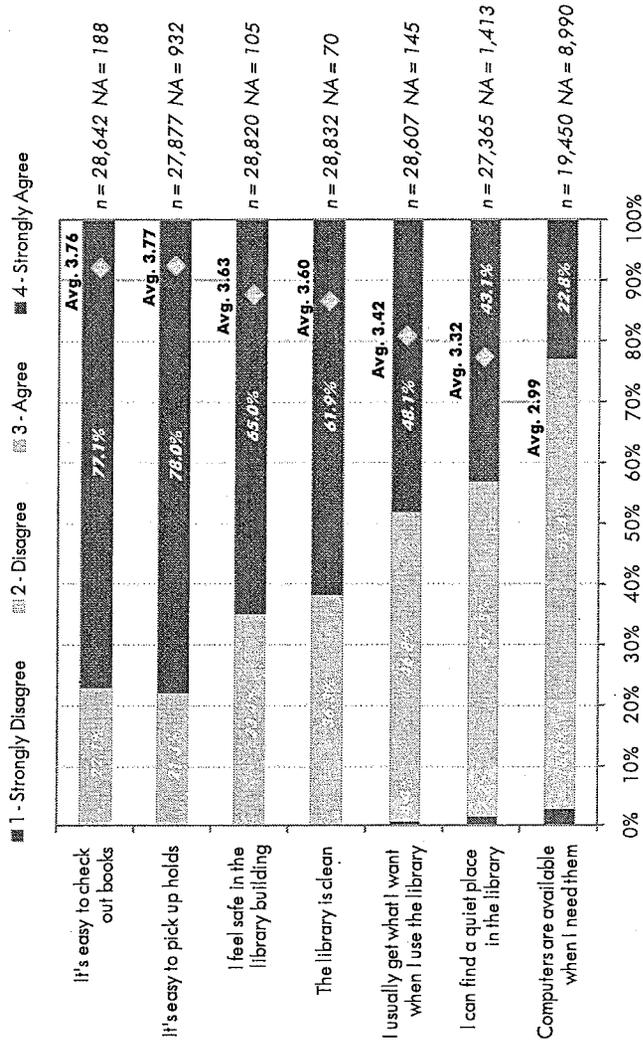
|   | Age Categories |               |                |                |               | Total          |
|---|----------------|---------------|----------------|----------------|---------------|----------------|
|   | 0-5            | 5-19          | 20-34          | 35-54          | 55-64         |                |
| <b>Seattle Residents</b>                  | <b>28,505</b>  | <b>75,595</b> | <b>146,734</b> | <b>186,781</b> | <b>69,916</b> | <b>571,293</b> |
| % of total Seattle residents              | 5.0%           | 13.2%         | 25.7%          | 32.7%          | 12.2%         | 100.0%         |
| <b>Library Cardholders</b>                | <b>2,164</b>   | <b>57,754</b> | <b>134,924</b> | <b>121,077</b> | <b>36,936</b> | <b>381,881</b> |
| % of residents who are cardholders        | 7.6%           | 76.4%         | 92.0%          | 64.8%          | 52.8%         | 66.8%          |
| <b>Active Cardholders</b>                 | <b>1,418</b>   | <b>30,074</b> | <b>56,694</b>  | <b>63,019</b>  | <b>20,481</b> | <b>187,641</b> |
| % of cardholders who are active           | 65.5%          | 52.1%         | 42.0%          | 52.0%          | 55.4%         | 49.1%          |
| % of residents who are active cardholders | 5.0%           | 39.8%         | 38.6%          | 33.7%          | 29.3%         | 32.8%          |

Note: Not all cardholders specified age, which is why age categories do not sum to total.

Source: The Seattle Public Library and BERK, 2010

## Seattle Residents Love Their Libraries

Level of Satisfaction in the Library Building



Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

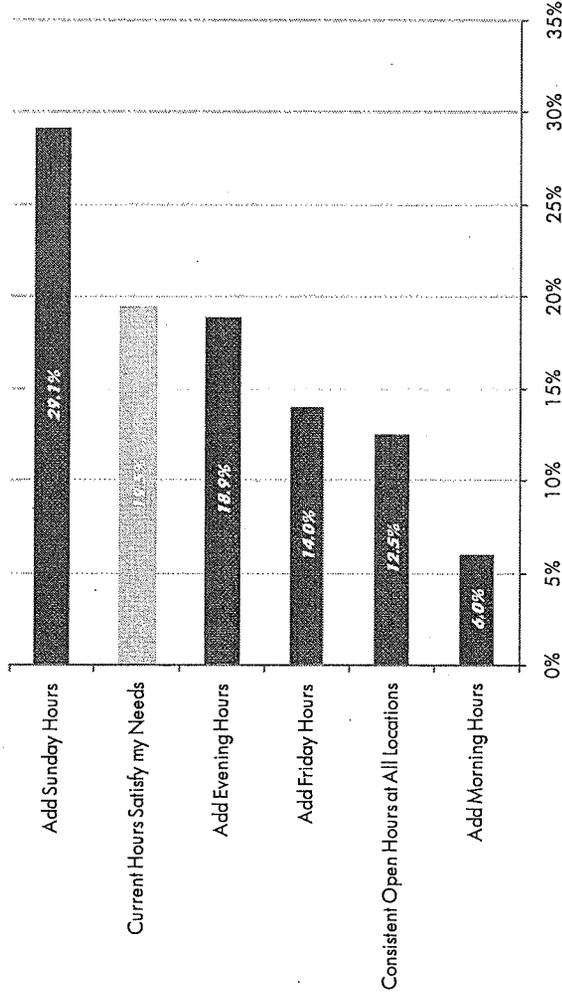
### Respondents are generally very satisfied with the services they get from the Library

95% of survey respondents either agreed or strongly agreed that they usually get what they want when they use the library. 99% of respondents said it was easy to check out books and pick up holds and 98% said the library was safe and clean. This consensus remained consistent across branch locations and user types.

Respondents were slightly less unanimous (91%) about their ability to "find a quiet place." Significantly fewer (79%) of respondents agreed that "computers are available when I need them."

Respondents with lower incomes were generally less satisfied with computer availability than respondents with higher incomes. Satisfaction also varied by branch: at one end of the spectrum, only 66% of respondents who frequent the NewHolly Branch expressed satisfaction in this area, compared with 85% of Northeast Branch respondents who indicated they are satisfied with computer access.

**If library service hours could be added, which of these would be your priority?**  
 (Respondents = 28,437)



Note: Respondents were allowed one choice.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

**Survey respondents – especially those who frequent five-day branches – would like longer operating hours**

City budget cuts resulted in a drastic reduction to library hours this year. Fifteen branches are only open 35 hours a week and are closed Fridays and Sundays.

Only 20% of respondents reported that current hours satisfy their needs. Responses varied by whether respondents frequented 5-day branches (14% satisfied), 7-day branches (25% satisfied), or both 5- and 7-day branches (12% satisfied).

Respondents 65 years and older were generally more satisfied with current hours than other age groups.

The most desired extra hours were Sundays (29%). Evening hours were the second most requested option (19%), followed by Friday hours (14%). In some cases, additional hour preferences differed by branch; for example, respondents using the Magnolia Branch first preferred Friday hours (29%), followed by Sunday hours (20%).

## The Library is Most Valued for its Collections and Community Resources

### The Library's most valued service is providing content

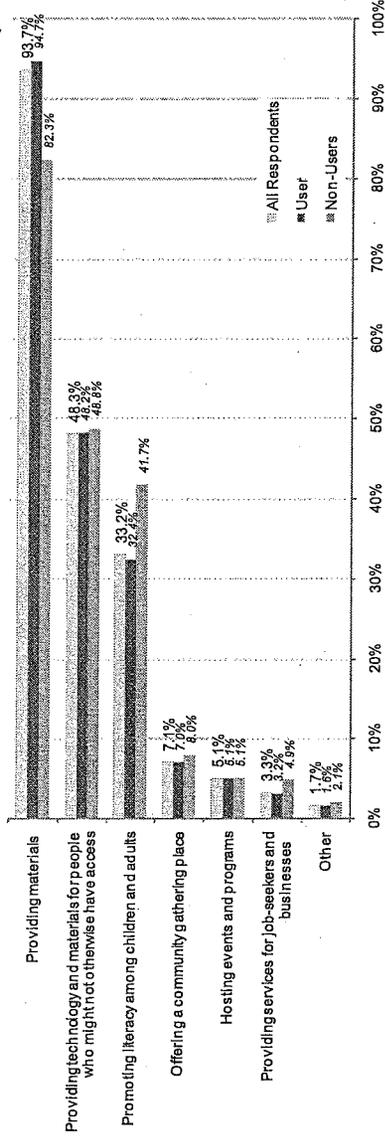
Nearly 94% of all respondents (including active users and non-users) chose providing materials as one of the two most important library offerings. This strong consensus held true across different demographic and socioeconomic characteristics as well.

### Survey respondents support the Library's mission of serving a broad population by providing technology, materials, and literacy promotion to people who might not otherwise have access

The second library service most frequently identified as important was "providing technology and materials for people who otherwise might not have access," selected by 48% of all respondents. Approximately 33% of all respondents selected "promoting literacy among children and adults" (with 42% of non-users selecting this service).

Overall, there was a strong consensus on the importance of these top three services, with less than 10% of respondents selecting any of the other choices among the other options.

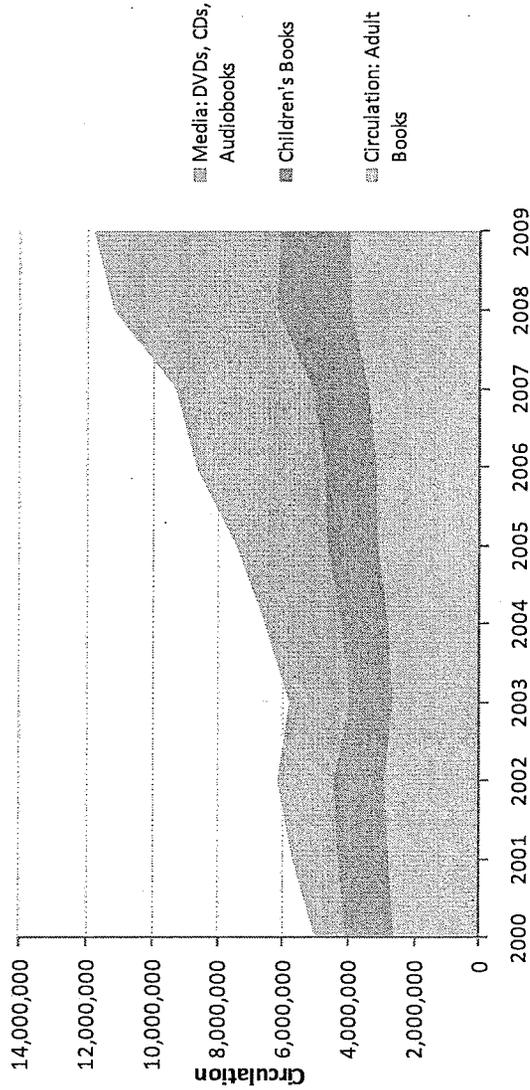
Which two of the following services offered by the Library do you think are most important?  
(Respondents = 31,852 | Responses = 61,285)



Note: Respondents were allowed two choices.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

Branch and Central Library Circulation, 2000-2009



**Circulation of books and materials at The Seattle Public Library has grown by 136% from 2000 to 2009**

During the decade of Libraries for All construction, total circulation increased by 136%, from 4,993,099 items in 2000 to 11,788,247 in 2009.

Audio/Visual materials (DVDs, music CDs and audio-books) grew from 19% of total circulation in 2000 to 49% in 2009.

| Circulation                  | Percent Change 2000-2009 | Average Annual Growth Rate |
|------------------------------|--------------------------|----------------------------|
| Adult Books                  | 52.1%                    | 4.8%                       |
| Children's Books             | 50.0%                    | 4.6%                       |
| Media: DVDs, CDs, Audiobooks | 503.3%                   | 22.1%                      |
| <b>Total Circulation</b>     | <b>136.1%</b>            | <b>10.0%</b>               |

Note: These figures do not include the circulation of digital and downloadable media, which are presented separately on page 21.

Source: The Seattle Public Library and BERK, 2010

## The Library is Most Valued for its Collections and Community Resources

### Respondents want Library resources to be focused on collections

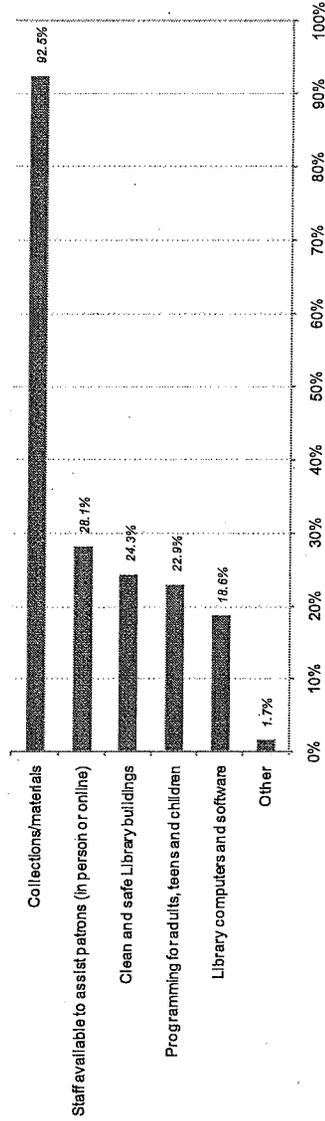
Nearly 93% of all respondents said the library should focus its resources on the collection of books and materials. This top priority was consistent across demographic and socioeconomic groups.

The second priority (selected by 28% of respondents) was staff assistance. Older respondents were generally more interested in staff assistance than younger respondents, with 41% of respondents 65 and older selecting staff compared to 12% of teens (ages 15-19).

Teens were more interested in using resources to purchase additional library computers and software (31%), as were ethnic minority respondents and respondents with lower incomes and education levels.

30% of teens ages 15-19 chose programming as one of their two choices, whereas only 15% of respondents 55 and above selected this option.

Overall, where would you most like the library to focus its resources?  
(Respondents = 28,052 | Responses = 52, 768)

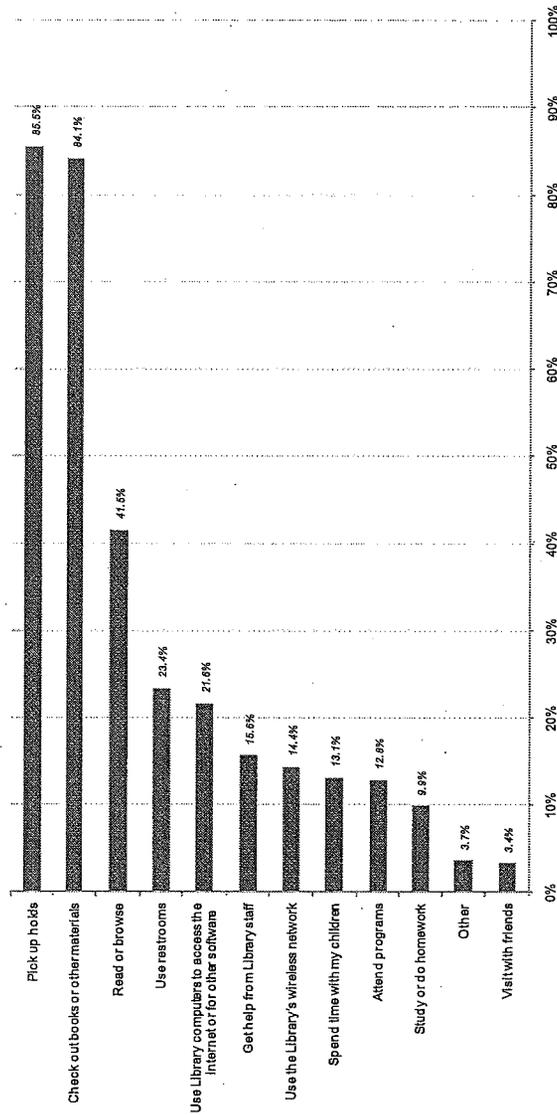


Note: Respondents were allowed two choices.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

## The Library is Most Valued for its Collections and Community Resources

**What do you typically do when you visit the Library?**  
 (Respondents = 28,934 [ Responses 95,239 ])



Note: Respondents were allowed to select as many choices as they wished.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

### Use of the collections dominate respondents' activities at the Library

Asked to identify all of their typical activities at the Library, approximately 86% of respondents reported that they come to the Library to pick up holds, followed by 84% that reported they check out materials. Nearly 42% come to browse or read. 22% of respondents reported using a computer during a typical library visit. Respondents with lower income and education levels were more likely to use the Library's computers and wireless network.

The value of the Library's public computers may be understated in these survey results. Of 638 Seattle-area respondents in a 2009 University of Washington survey, 81% reported they had used a Library computer or the Library wireless network to access the Internet. Surveys aside, the Library's public computers are heavily used in all facilities whenever they are open. Additional discussion can be found on page 24.

It is worth noting that only 16% of respondents reported they typically get help from staff when visiting the Library.

While only 10% of respondents indicated they study or do homework, about 41% of teens ages 15-19 selected this option.

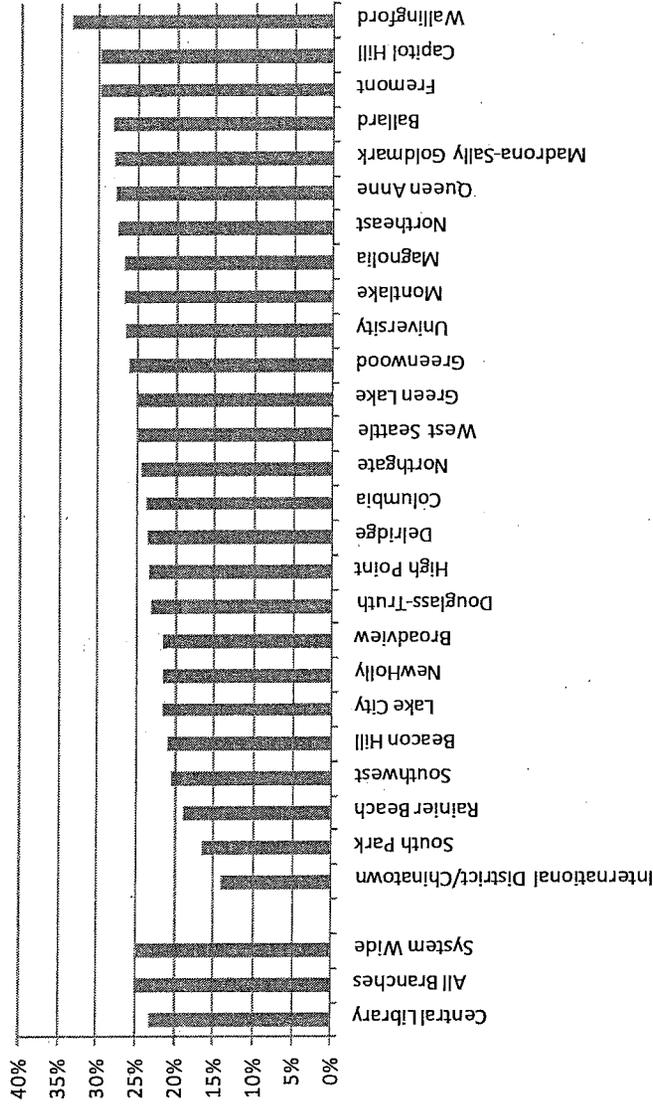
## The Library is Most Valued for its Collections and Community Resources

### One quarter of library items checked out had been reserved by the borrower

While there is substantial variation across branches, ranging from 14% at the International District/Chinatown Branch to 34% at the Wallingford Branch, items placed on hold are a substantial percentage of circulation. However, the majority of materials are still selected when a user visits the library.

A library user stopping by a branch to pick up a hold may spend additional time browsing the stacks, reading, or using a public computer, or may simply pick up the item and quickly move on to other items on his or her to-do list.

Holds as a Percent of Total Circulation



Central library 23%  
 All Branches 25%  
 Systemwide 25%

Note: Figures for February to May 2010 are estimated.

Source: The Seattle Public Library and BERK

***If you had \$10 to invest in Library resources, how much would you spend on each of the following?***

| <b>Resource Type</b>          | <b>Average Investment</b> |
|-------------------------------|---------------------------|
| Books & Other Print Resources | \$5.40                    |
| Audio-Visual Resources        | \$3.14                    |
| Online Resources              | \$2.49                    |

- Responses for all three categories ranged from \$0.00 to \$10.00.
- 2,334 individuals responded that all \$10.00 should be expended on "books and other print resources"; these responses pull up the average for the category.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

**In an increasingly digital age, physical materials are still fundamental**

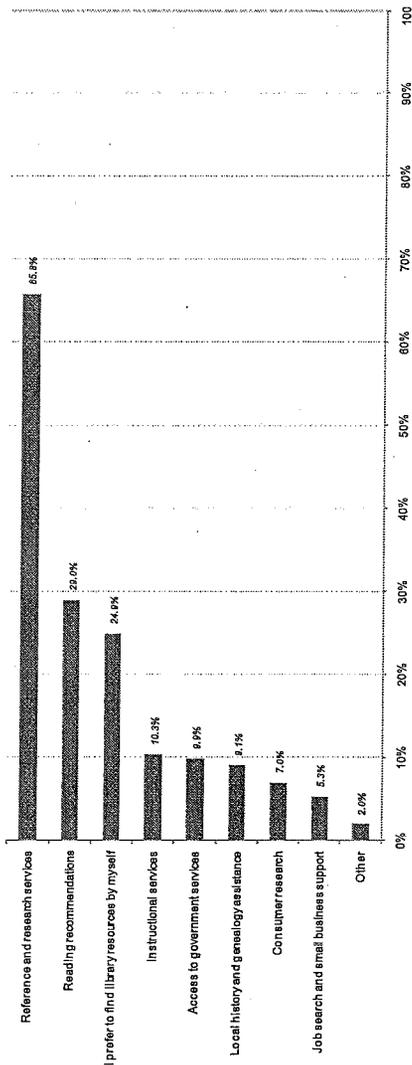
Given the rise of new material formats, the survey asked respondents to prioritize what kinds of formats the Library should spend money on. Respondents indicated a strong preference for books and other print resources, followed by audio-visual resources, and lastly online and downloadable resources.

These data show a state of transition, in which interest in new formats is increasing, but there is still a demand for the more traditional print resources.

These results should be seen in tandem with the chart on page 12 that shows the very rapid increase in circulation of media such as DVDs, CDs, and audiobooks, which have gone from accounting for 19% of total circulation in 2000 to 49% in 2009.

# The Library is Most Valued for its Collections and Community Resources

Which two of the following types of help from staff are most important to you?  
(Respondents = 27,758 | Responses 45,290)



Note: Respondents were allowed two choices.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

## "Self-Help" Options

To accommodate patrons who prefer to use their library without staff assistance, the library has implemented many new self-service and easily accessible online resources. Every library location has self-check machines that allow patrons to check out their own materials. Patrons can place items on hold using the online catalog, without staff assistance. Patrons can access online reference resources and magazine databases 24/7, as well as podcasts of library programs, and information about library classes and workshops. Patrons can also get book recommendations from the library's blogs "Shelf Talk," and "Push to Talk."

## Library personnel are valued by many respondents for assistance in finding the information they seek or their next good read

The majority of respondents (66%) said they found staff assistance most helpful when they had reference and research questions. The second largest group (29%) said that reading recommendations are an important form of staff assistance.

Younger respondents tended to select reading recommendations more frequently than older respondents, whereas older respondents more frequently selected reference services than younger respondents. Looking at teens in particular, 50% selected reading recommendations and 50% chose reference and research help.

Nearly 25% of all respondents selected "I prefer to find library resources myself," indicating that self-service tools are an important option. This self-sufficiency is also supported by the fact that only 16% of respondents indicated they go to staff for assistance during a typical library visit (see page 14).

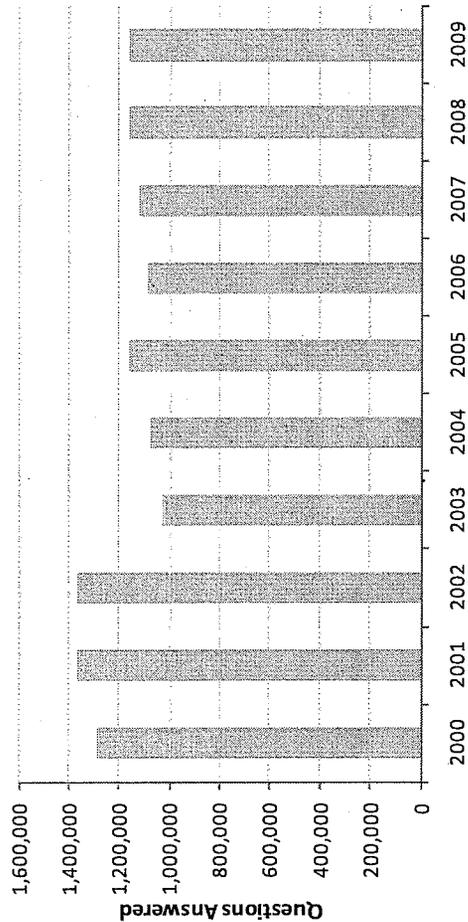
(continued)

## The Library is Most Valued for its Collections and Community Resources

While the top three responses (reference/research questions, reading recommendations, and a preference for self-assistance) were consistently chosen by all types of respondents, certain groups showed different preferences for the remaining options:

- People who speak languages other than English at home were more interested in instructional services than English speakers.
- Respondents with lower incomes were more interested in job search and access to government services than higher income respondents.
- Older respondents, particularly 55 years and older, were more interested in consumer research and local history assistance than younger respondents.

**Information Services/Reference Questions**



Source: The Seattle Public Library and BERK, 2010

Unlike many urban libraries during the past decade, demand for information services transactions in Seattle has remained steady. More than 1,100,000 inquiries are fielded each year following a peak in 2001-2002. Information transactions with library staff include in-person, mail, email, telephone, and online chat inquiries.

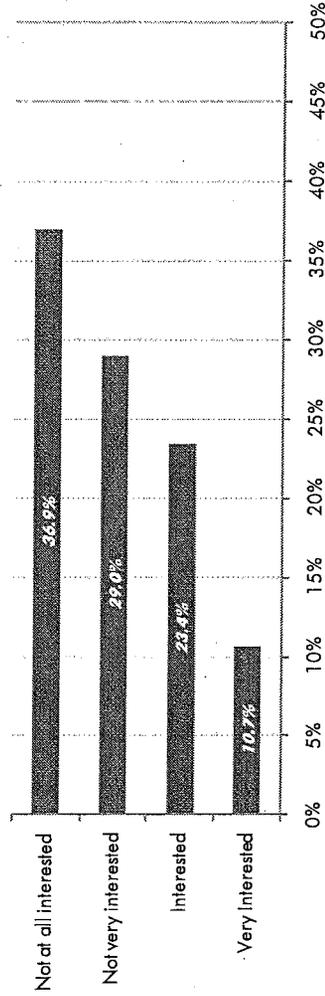
## The Library is Most Valued for its Collections and Community Resources

### Some respondent groups are interested in personalized recommendations

The Library has a longstanding tradition of protecting privacy by not tracking patrons' use of library materials. However, with the rise of personalized recommendations online based on browsing and purchasing history on Web sites such as Amazon or Netflix, the professional library community is reconsidering this position and exploring ways to provide personalized recommendations if users opt to allow the Library to retain their check out history.

About 34% of respondents were interested or very interested in personalized recommendations, with younger respondents expressing more interest in the option than older respondents: 53% of teens ages 15-19 were interested or very interested, compared to 23% of respondents over the age of 65.

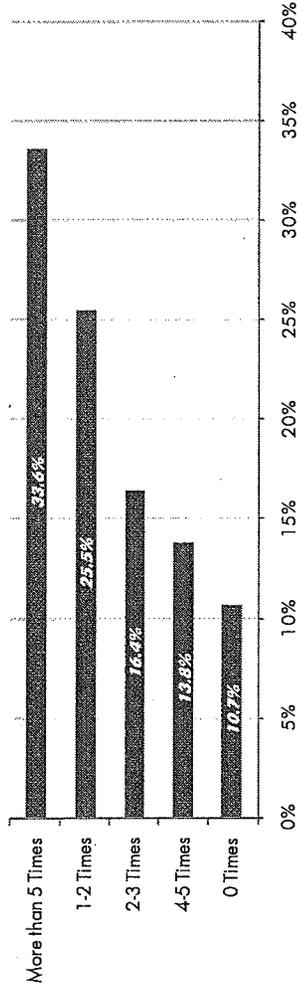
**How interested would you be in having the Library provide personalized reading recommendations?**  
(Respondents = 27, 797)



Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

## The Library's Web site is a Popular Online Destination

Visits to the Library Web site in a Typical Month  
(Respondents = 28,866)



Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

### The Library's Web site is heavily used

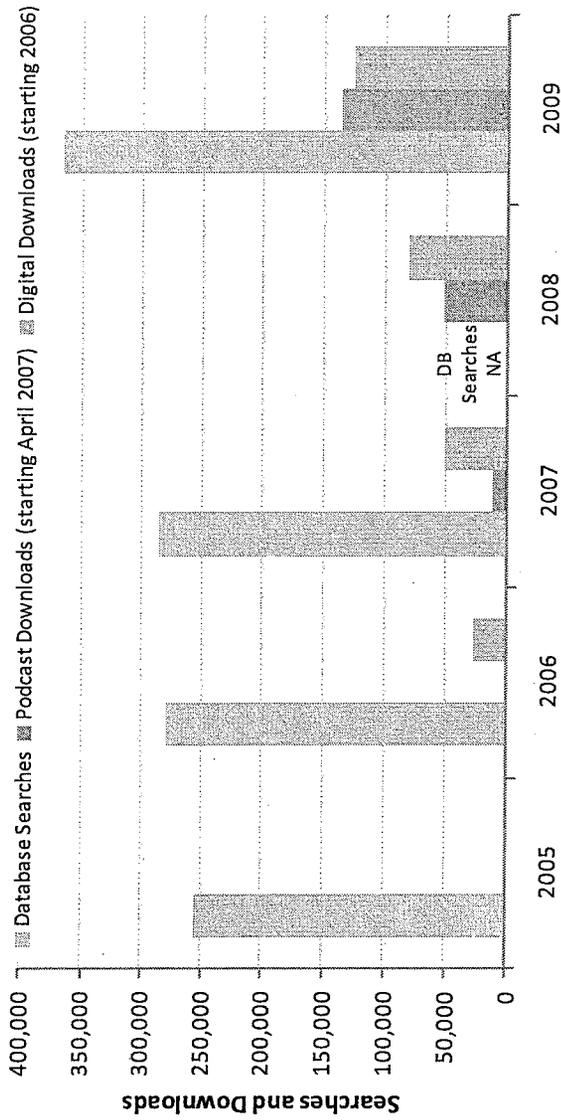
About 89% of survey respondents use the Library's Web site at least once a month and almost half (47%) reported visiting the Web site four or more times a month – or on average once a week. Taken together with the high number of frequent library building visits reported on page 6, clearly a portion of the Seattle community relies heavily on the Library's services.

Teens indicated they use the Web site more frequently than other respondents.

### Traffic on Library's Web Site

The Library Web site drew more than 6.7 million visitors in 2009 – an 11% increase over the previous year. While a share of these visits are to access online databases, podcasts, homework help, and other services, more than 90% are for consulting the catalog, placing holds, or obtaining general information, such as hours of operation, library locations, and programming schedules.

Electronic Media Usage



Demand for online resources is growing

More than 360,000 patrons used Library databases in 2009, and circulation of downloadable media increased 55% from 2008 to 2009.

The Library offers 77 premium reference databases that provide resources such as articles, magazines and other reference items for homework help, small business research, consumer information, international language learning, English as a Second Language, and many other topics. Databases are accessible at all Library locations and most are accessible from home or office via the Library's Web site. The usage figures shown at left represent a "door count" of patron authentication for access into a database, not the number of searches performed.

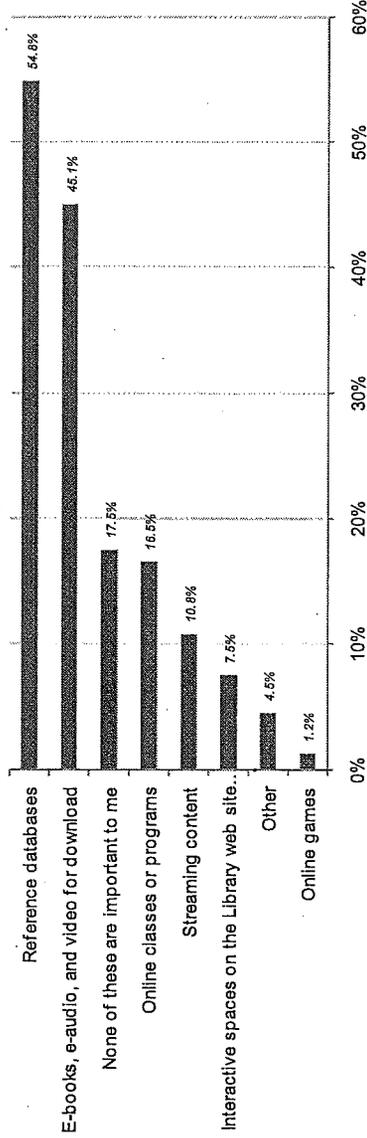
Note: Database searches for 2008 are unavailable due to a technical difficulty.

Source: The Seattle Public Library and BERK, 2010

In 2009, a podcast featuring author Alice Shroeder generated unusually high traffic. To provide a realistic picture of the growth in podcast activity, the data for 2009 excludes this item, which had over 400,000 downloads.

Podcasts of Library programs were introduced in April 2007, enabling patrons to download programs from home. Most podcasts are downloaded between 500 and 2,000 times.<sup>1</sup>

Which of the two following online resources and content are most important to you?  
 (Respondents = 28,079 | Responses 44,336)



Note: Respondents were allowed two choices.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

**Online publications are a valued research resource**

Nearly 55% of survey respondents said "reference databases" (articles and magazines) were among the most important online resources provided by the Library. Respondents with higher levels of income and education more frequently selected databases than respondents with lower levels of income and education.

Downloadable media, such as e-books, video, and audio, was the second highest ranking resource, selected by 45% of all respondents. More than half of respondents between the ages of 20 and 34 years selected downloadable media.

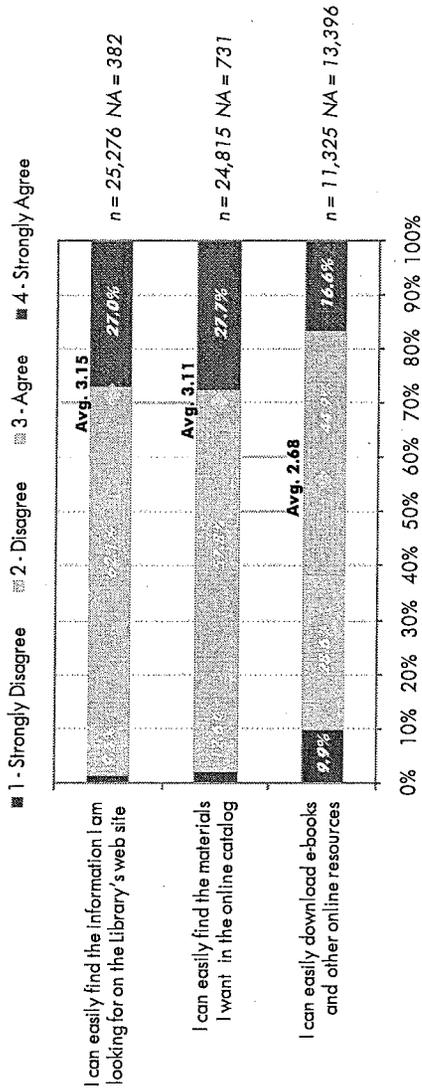
The third most frequently chosen answer, "none of these are important to me," was more frequently chosen by respondents over the age of 65 than younger respondents.

While only 11% of total respondents selected streaming content, approximately 26% of teens did.

"Other" included a number of comments suggesting improvements to the Library website and catalog. This dissatisfaction with current capabilities is reflected on page 23 as well.

## The Library's Web site is a Popular Online Destination

### Level of Satisfaction with the Library's Online Resources



Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

### Online resources should be made easier to use

On the whole, respondents agree that they can easily find what they are looking for on the Web site (89%) and in the online catalog (85%). In comparison to the high 90+% levels of satisfaction noted about the library's physical services (see page 9), this is noted as an area for improvement.

The ease of use of e-books and other online resources needs significant improvement, with nearly 39% of respondents expressing dissatisfaction. The small number of responses here is also noteworthy: only about one-third of survey participants chose to answer the question regarding downloading online resources. This likely reflects that many people have not yet tried to download materials or may not have the electronic equipment to make use of these resources.

### Upcoming Catalog Updates

The Library's online catalog will have a fresh new look and features in the fall of 2010. The changes will make finding library materials easier and more fun by offering web 2.0 and social networking tools. In addition to providing better ways for users to search for best sellers and newly acquired library materials, patrons will be able to add comments and star ratings about books and movies, create lists to share with other users about favorite authors, and other functions.

**Most respondents access the Library's online resources from outside the Library**

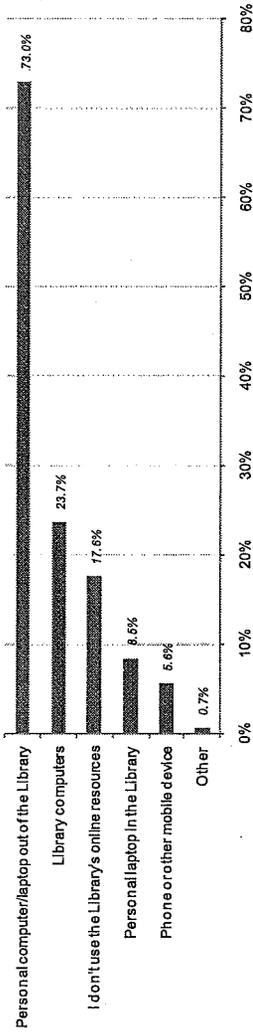
A majority (73%) of respondents reported using a personal computer or laptop to access the Library's online resources from another location (home, work, a café, etc.). This response was consistent across demographic and socioeconomic groups. As discussed on page 14, these results may not appropriately reflect the actual use of the Library's public computers. This result may be affected by the fact that three-quarters of survey respondents learned of the survey via email (see page 4) and some in-library users may have been reluctant to use limited computer time for the survey (although surveys could be completed on designated non-time limited computers).

24% of respondents cited using library computers to access Library resources. While personal computer access was the most frequently chosen response, respondents who are younger, have lower levels of income and education, speak a foreign language at home, or are non-white, reported being more likely to use a library computer.

Nearly 18% of respondents said they don't use the Library's online resources. Individuals over the age of 65 were more likely to say this than younger respondents.

Variations in computer use by branch point to opportunities to tailor services to best meet the preferences of the neighborhood.

**How do you typically access the Library online?**  
(Respondents = 28,334 | Responses = 36,591)



Note: Respondents could choose all that apply.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

**New Mobile Phone Application**

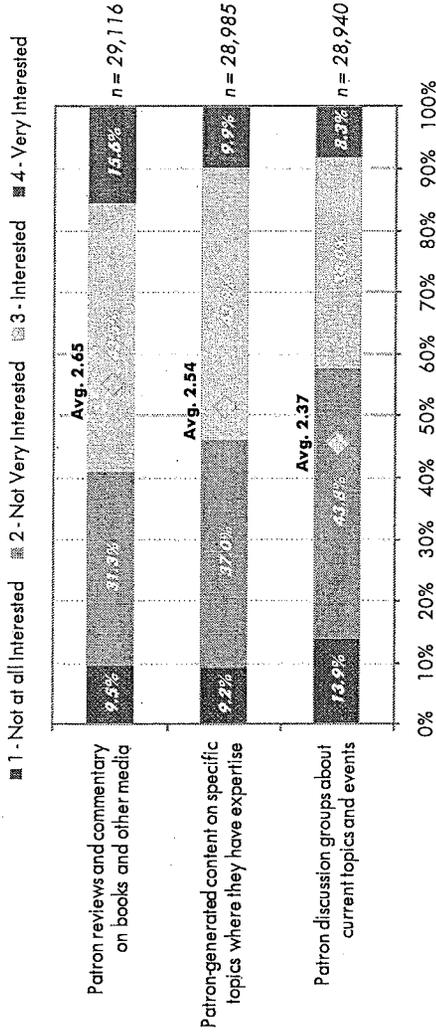
Only 6% of respondents reporting accessing library resources via a phone or other mobile device.

The library launched a new free mobile phone application on May 17, 2010, the day this survey closed. Users can now access their Seattle Public Library account, find the nearest branch, and search the catalog for books, CDs and DVDs while on the go. The "app" works on all major smart phones.

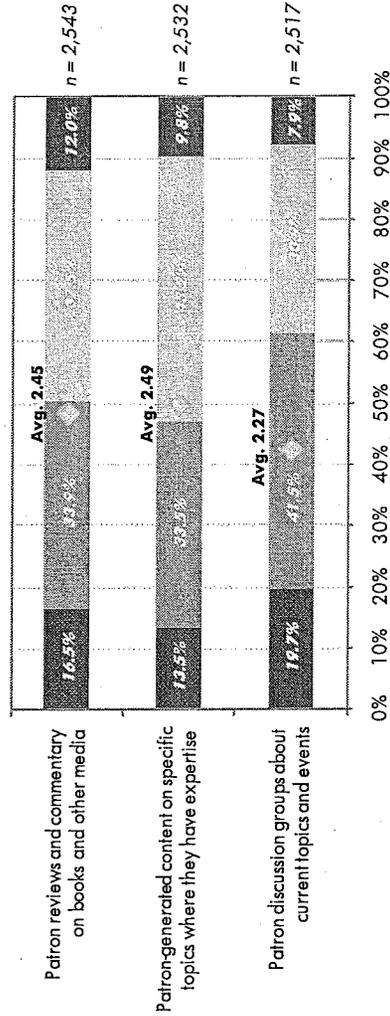
# Respondents are Interested in Actively Engaging with Information and Interacting with Others

## How interested are you in the following options?

### Current Library Users



### Non-Users



Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

## Many respondents express an interest in patron-generated content

Of most interest to survey respondents was the option to write reviews and commentaries of books and other materials, with 58% of all survey respondents expressing interest. Currently, library patrons are able to submit book reviews into the library catalog and interact with the library through its Facebook page and blogs for adults and teens.

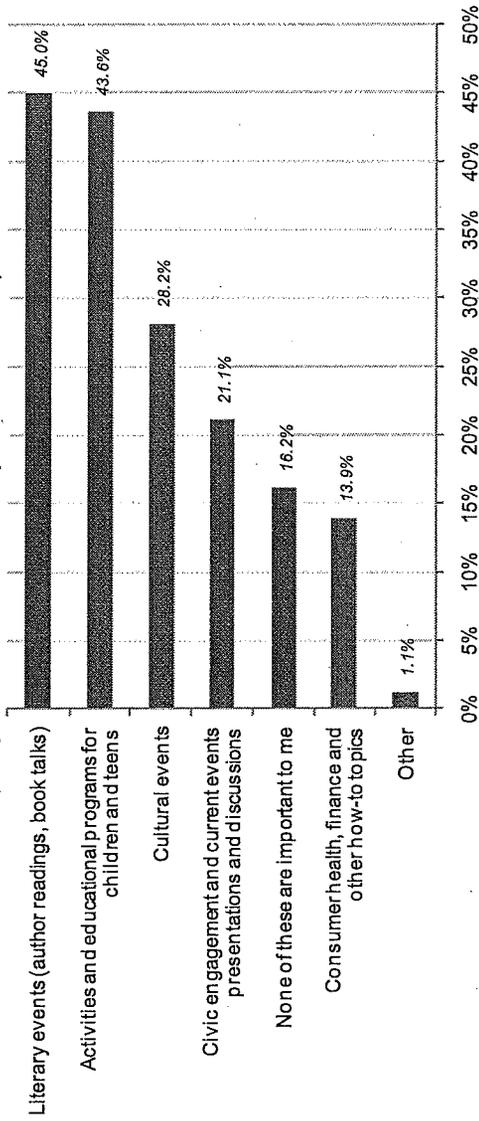
54% of survey respondents were interested in an opportunity for patrons to create their own content and share it with other library patrons. Non-users were slightly more interested in this than in reviews, with 53% of non-users indicating interest.

42% of all survey respondents indicated interest in discussion groups about current events. Currently, the library's Facebook page and blogs provide opportunities for library staff and patrons to engage around library-related events and news.

Overall, younger respondents were progressively more interested in all of the patron-generated options; as respondent age increases, interest also decreases.

## Respondents are Interested in Actively Engaging with Information and Interacting with Others

Which two of the following programming options are most important to you?  
 (Respondents = 28,053 | Responses = 47,460)



Note: Respondents were allowed two choices.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

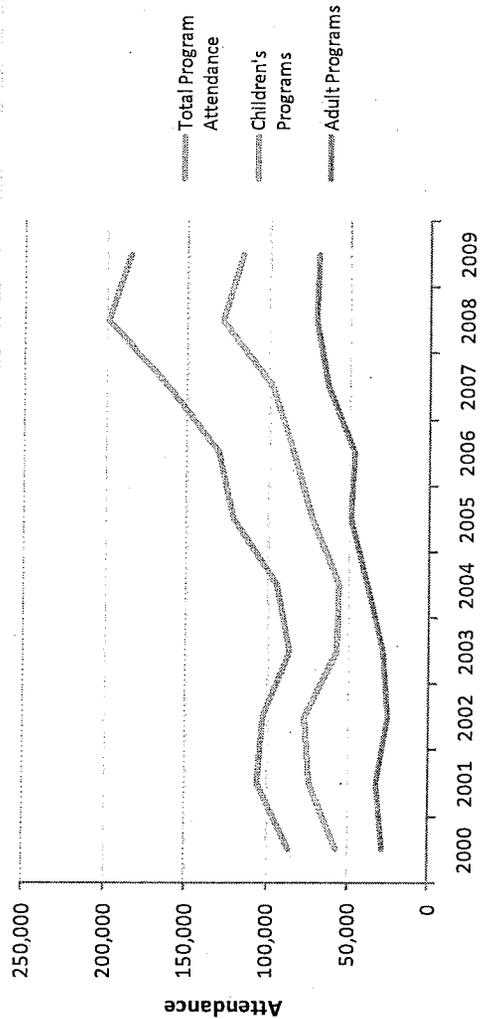
### Literary events and educational programs are the most desired forms of programming

45% of respondents identified literary events (such as author readings and book talks) as a preferred programming option, followed closely by activities and educational programs for teens and children, with 44% of respondents.

Approximately 28% of respondents preferred cultural events, which include music, film, dance, drama, and other arts. There was more interest in cultural events if respondents spoke languages other than English at home, had lower levels of income, identified themselves as non-white, and were younger in age. Looking by branch libraries, there are some different preferences as well. For example, respondents who visit the International District/Chinatown Branch selected cultural events most often (27% of respondents).

**Respondents are Interested in Actively Engaging with Information and Interacting with Others**

**Program Attendance**



Program attendance soared during the decade. In 2000, 86,396 people attended 3,750 classes, workshops and cultural events and in 2009, 185,736 people attended 6,474 free library events. Growth has been greatest in adult programming.

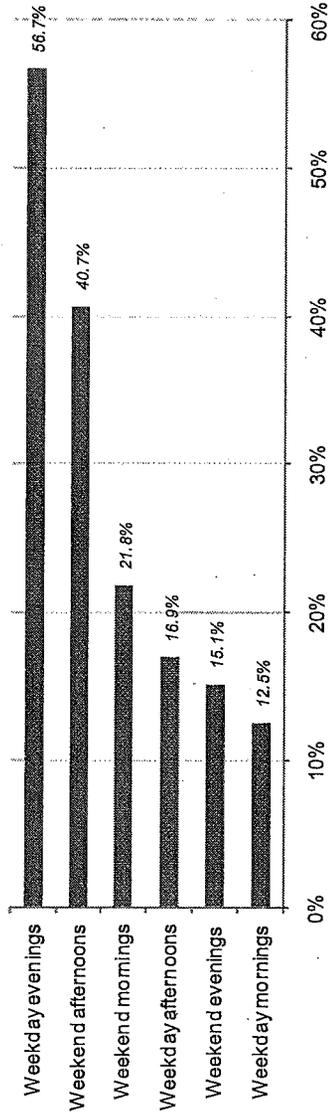
The Seattle Public Library is the founder of the citywide reading program, "Seattle Reads," which has been modeled in hundreds of cities and countries around the globe. The Library hosts free events that range from author readings and children's story times to seminars for job seekers, to medical lectures from leading physicians, to classes that prepare children and their parents for success in school.

| Program Attendance              | Percent Change 2000-2009 | Average Annual Growth Rate |
|---------------------------------|--------------------------|----------------------------|
| Children's Programs             | 101.5%                   | 8.1%                       |
| Adult Programs                  | 142.0%                   | 10.3%                      |
| <b>Total Program Attendance</b> | <b>115.0%</b>            | <b>8.9%</b>                |

Source: The Seattle Public Library and BERK, 2010

## Respondents are Interested in Actively Engaging with Information and Interacting with Others

When would you like the Library to offer programming?  
(Respondents = 24,601 | Responses 40,282)



Note: Respondents were allowed two choices.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

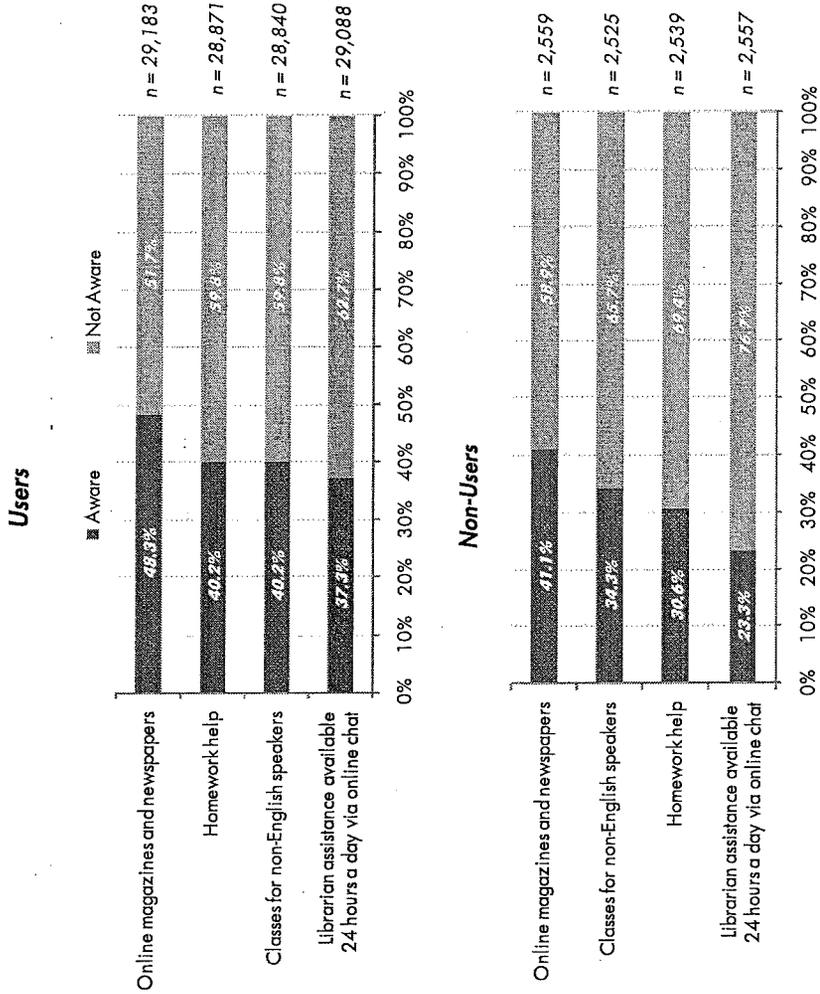
### Weekday evenings are the first choice for Library programming

Library users prefer attending Library programs on weekday evenings or weekend afternoons. Approximately 57% of survey respondents said they would like to attend Library programs on a weekday evening, while 41% preferred a weekend afternoon. Only 15% said they preferred weekend evening programs.

Respondents' preferences of weekday evenings versus weekend afternoons varied by branch, age, and language spoken at home. Teens preferred weekend afternoons to weekday evenings, while respondents age 65 and older preferred weekday evenings followed by weekday afternoons. Respondents who speak a language other than English at home preferred weekend afternoons to weekday evenings. This insight presents an opportunity to tailor program times to the preferences of user groups and communities.

# Awareness of Library Resources Can be Strengthened

## Are you aware of the following specialized resources and services offered?



Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

## Awareness of some specialized Library resources is low

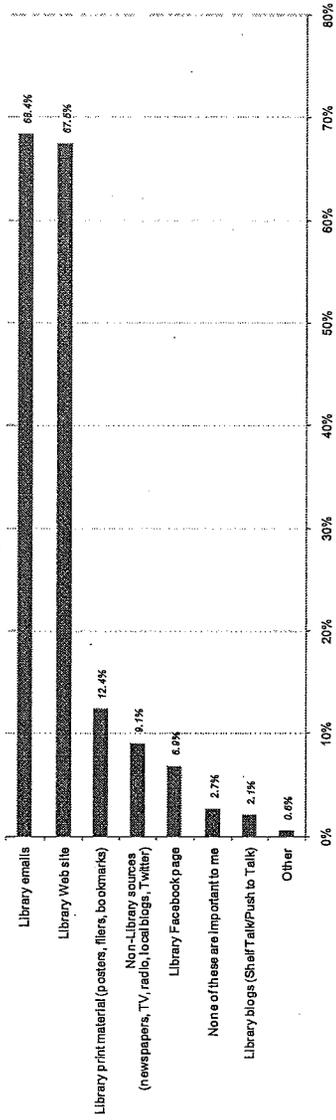
As much as Seattle residents know and use their library, the majority of Library users and non-users are not aware that the Library offers online magazines and newspapers, online or in-person homework help, online Library staff assistance and classes for non-English speakers.

Awareness varied significantly by program and respondent group. In general, teens were more aware of library services than other populations, and, as would be expected, some groups were more aware of ESL classes and homework help than others:

- Non-whites and respondents with lower education levels or who speak languages other than English at home are more aware of homework help than the general population.
- ESL classes were most known by individuals who speak languages other than English at home and respondents who frequent branches where such classes are offered.

## Awareness of Library Resources Can be Strengthened

How would you like to learn about Library events or changes to Library services?  
 (Respondents = 28,020 | Responses = 47,569)



Note: Respondents were allowed two choices.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

### Respondents prefer electronic communications

Respondents demonstrated a clear preference for electronic communication, directly via email (68%) and on the Library's Web site (68%). More traditional print materials were still selected more frequently than Facebook and blogs. While email and the Web site were preferred regardless of demographic and socioeconomic status, not surprisingly teens were more interested in hearing about events via Facebook than older respondents. Respondents with lower incomes were more interested in receiving communication via print materials than respondents with higher incomes.

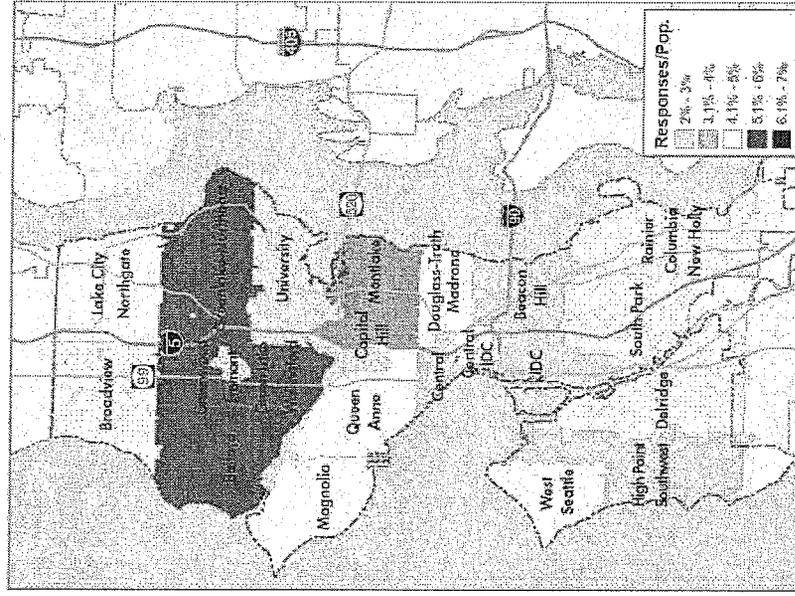
## SUMMARY OF RESPONDENTS: LIBRARY USERS AND NON-USERS

### All Respondents: Key Characteristics

Nearly 33,000 people, or approximately 5% of the City of Seattle's population, participated in this survey. This section describes who responded and how they are like or different to the Seattle population.

#### Geography

RESPONSES AS PERCENT OF POPULATION



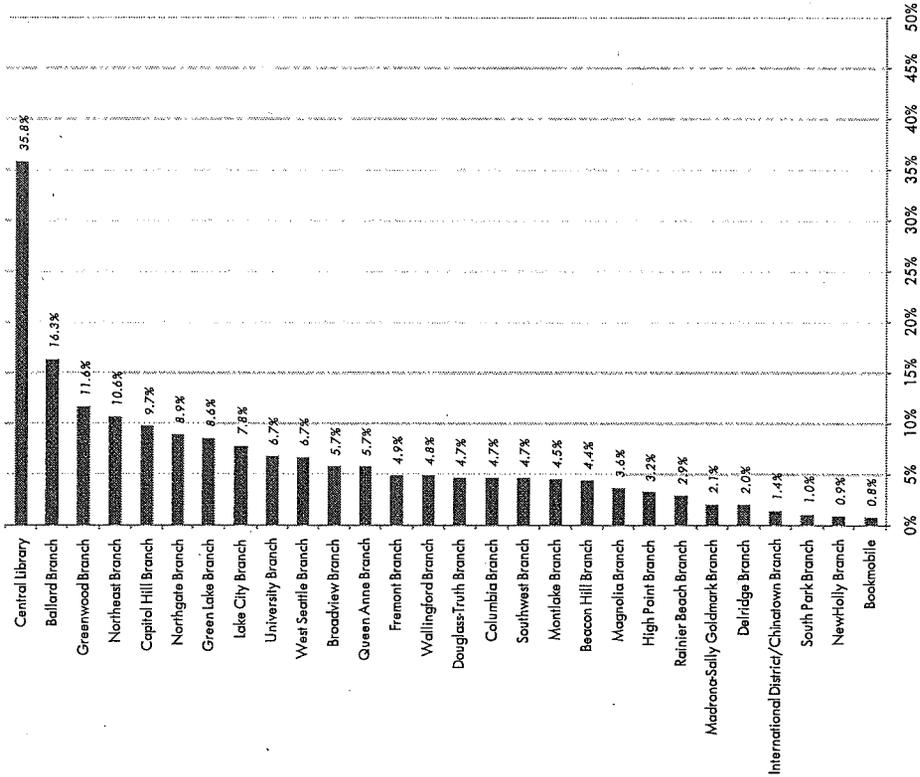
**Place of Residence.** The map shows survey responses by ZIP code as a percentage of the estimated 2009 population.

Neighborhoods north of Downtown, especially Ballard to Northeast Seattle, had the highest percentage of respondents, equaling between 6% and 7% of the population. Neighborhoods south of Downtown had the lowest number of responses as a percent of population, ranging between 2 and 4% of the area's population.

Sources: 2009 OFM Small Area Estimate Program, BERK 2010.

# SUMMARY OF RESPONDENTS: LIBRARY USERS AND NON-USERS

Which branch or branches of The Seattle Public Library do you visit regularly?  
 (Respondents = 28,862 | Responses = 53,319)



Respondents were asked to identify all branches of The Seattle Public Library that they visit regularly. Some chose multiple locations. All 26 branch libraries, plus the Central Library and Mobile Services, were frequented by survey respondents. The most respondents (at 36%) listed the Central Library among the branches they use regularly, followed by 16% of respondents who use the Ballard Branch. Branches least visited by the survey respondents are NewHolly and South Park, each with approximately 1% of respondents indicating regular visits.

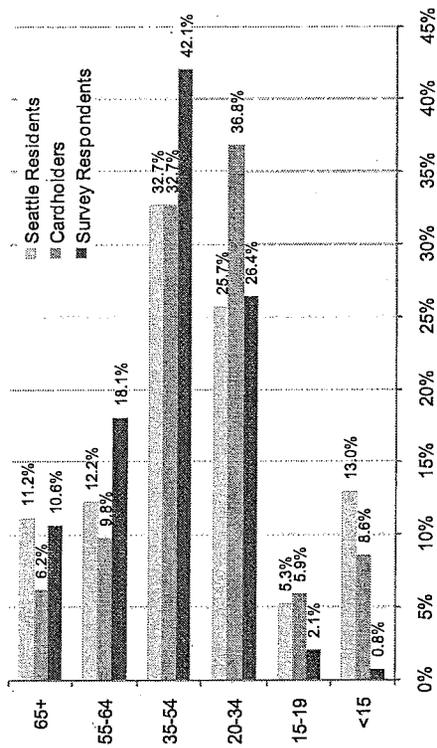
Note: Respondents selected all that applied.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

# SUMMARY OF RESPONDENTS: LIBRARY USERS AND NON-USERS

## Age and Household Size

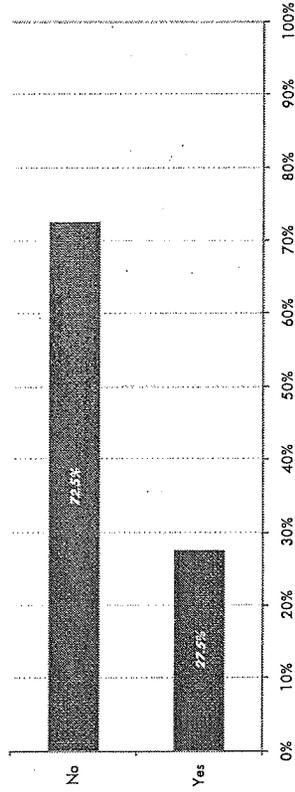
**Age of Respondents**  
(Respondents = 32,889)



Source: The Seattle Public Library Community Survey, 2010; 2008 American Community Survey

Overall, the survey sample has a similar age distribution as the City of Seattle and Library cardholders. People 35 years of age and older are over-represented in the survey sample.

**Presence of Children at Home**  
(Respondents = 32,891)



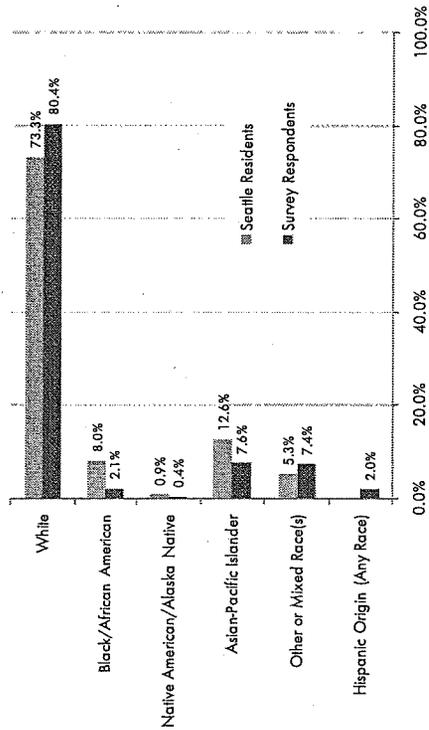
Source: The Seattle Public Library Community Survey, 2010; 2008 American Community Survey

The majority of respondents (nearly 73%) did not have children at home. Of the almost 28% that indicated having children at home, 44% have children between the ages of five and thirteen years, 31% had children age four or younger, and 25% had teens between ages 14 and 18 years old.

# SUMMARY OF RESPONDENTS: LIBRARY USERS AND NON-USERS

## Ethnicity and Language

**Ethnicity: Survey Respondents and Seattle Population**  
(Respondents = 29,328)



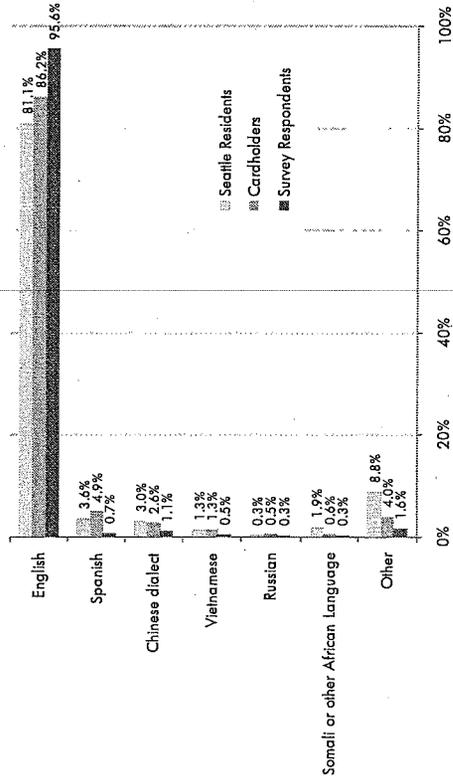
Note: Hispanic origin (any race) is not a Census designation

Source: The Seattle Public Library Community Survey, 2010; 2008 American Community Survey

80% of survey respondents identified themselves as white, compared with 73% of the Seattle population identified as white.

With the exception of the "Other or Mixed Race" designation, other ethnicities were under-represented in the survey respondent sample.

**Primary Language Spoken at Home: Survey Respondents, Library Cardholders, and Seattle Population (Respondents = 30,108)**



Source: The Seattle Public Library Community Survey, 2010; 2008 American Community Survey

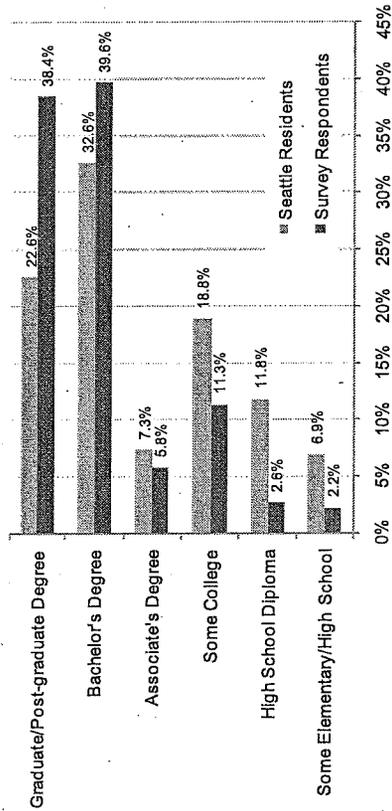
96% of respondents speak English at home, compared with approximately 81% of Seattle residents and 86% of library cardholders.

Other languages were under-represented in the survey sample compared to the Seattle population and library cardholders. The survey was available in translated formats, and 200 printed surveys were completed in Chinese, Russian, Spanish, or Vietnamese.

# SUMMARY OF RESPONDENTS: LIBRARY USERS AND NON-USERS

## Education and Income

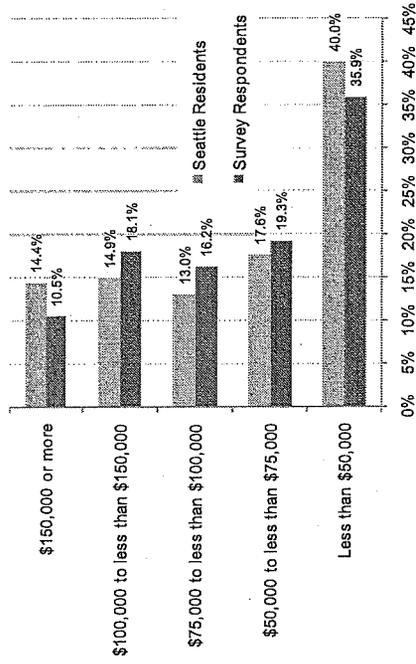
**Education: Survey Respondents and Seattle Population**  
(Respondents = 29,942)



Source: The Seattle Public Library Community Survey, 2010; 2008 American Community Survey

A greater proportion of survey respondents hold a bachelor's degree or graduate/post-graduate degree than Seattle's resident population. Lower levels of education (associate's degree, some college, high school diploma, and elementary/high school) were under-represented in the survey sample compared to the resident population.

**Income: Survey Respondents and Seattle Population**  
(Respondents = 27,139)



Source: The Seattle Public Library Community Survey, 2010; 2008 American Community Survey

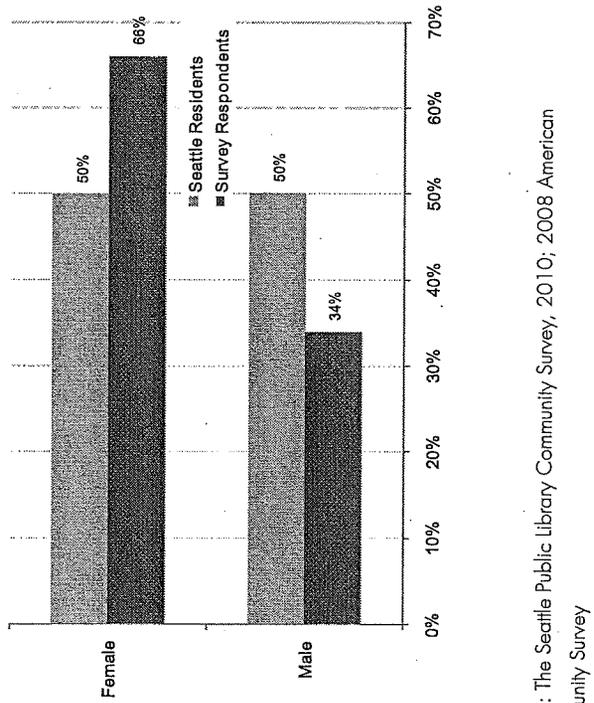
The income of survey respondents approximately corresponds to the income distribution of Seattle residents, with under-representation at the low and high ends of the spectrum.

## SUMMARY OF RESPONDENTS: LIBRARY USERS AND NON-USERS

### Gender and Disabilities

Two-thirds of survey respondents were women, compared with 50% of the Seattle population that is female.

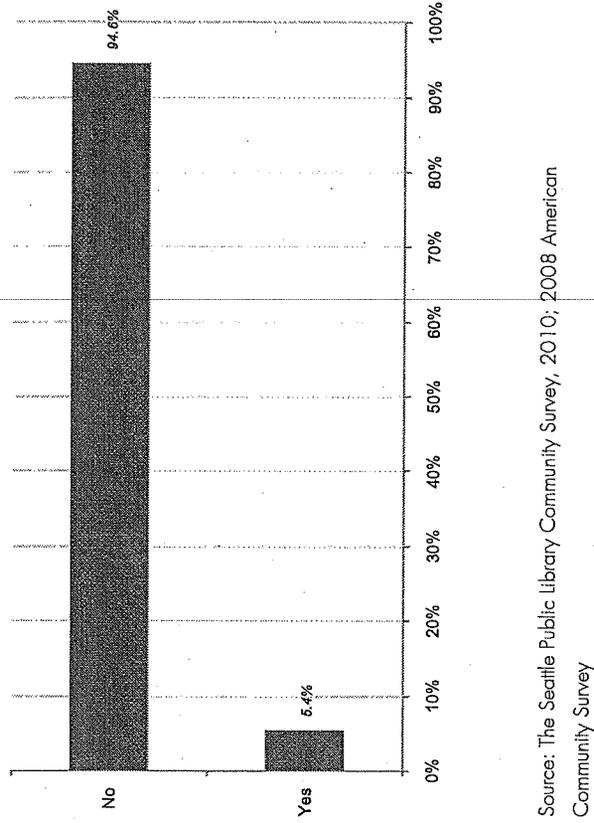
**Gender**  
(Respondents = 30,061)



Source: The Seattle Public Library Community Survey, 2010; 2008 American Community Survey

The majority of respondents (95%) indicated that they did not have a disability, however a total of 1,561 respondents identified themselves as disabled.

**Disabilities**  
(Respondents = 28,996)



Source: The Seattle Public Library Community Survey, 2010; 2008 American Community Survey

## SUMMARY OF RESPONDENTS: LIBRARY USERS AND NON-USERS

### Non-Users: Key Characteristics and Perceptions of the Library

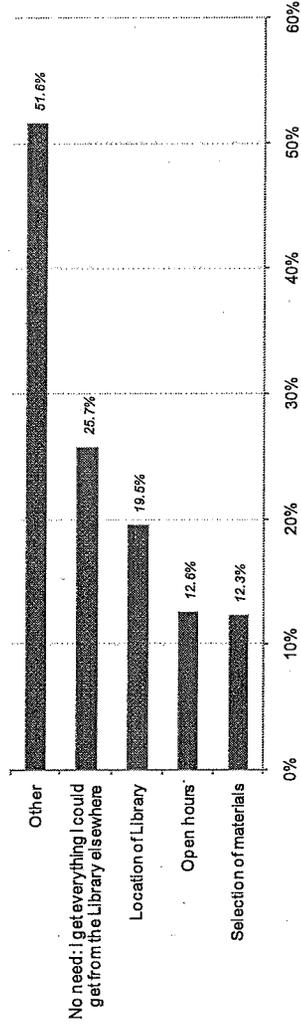
9% of survey respondents (or 2,870 respondents) indicated that they had not used the library in the past six months. These "non-users" were given a shorter survey that explored why they have not been using the library.

#### About the Non-Users

Overall, the non-users shared similar demographic and socio-economic characteristics to all survey respondents, described above. The only distinguishing characteristic was age. A greater percentage of non-user survey respondents (34%) are between the ages of 20-34 years than all respondents (26%). 36% of non-users are between ages 35 to 54 years, compared to 42% of all survey respondents.

#### Understanding Non-Users' Habits

**What are the reasons that you don't use The Seattle Public Library?**  
(Responses = 2,389 | Responses 2,907)



Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

#### Non-users don't frequent the Library for a number of reasons

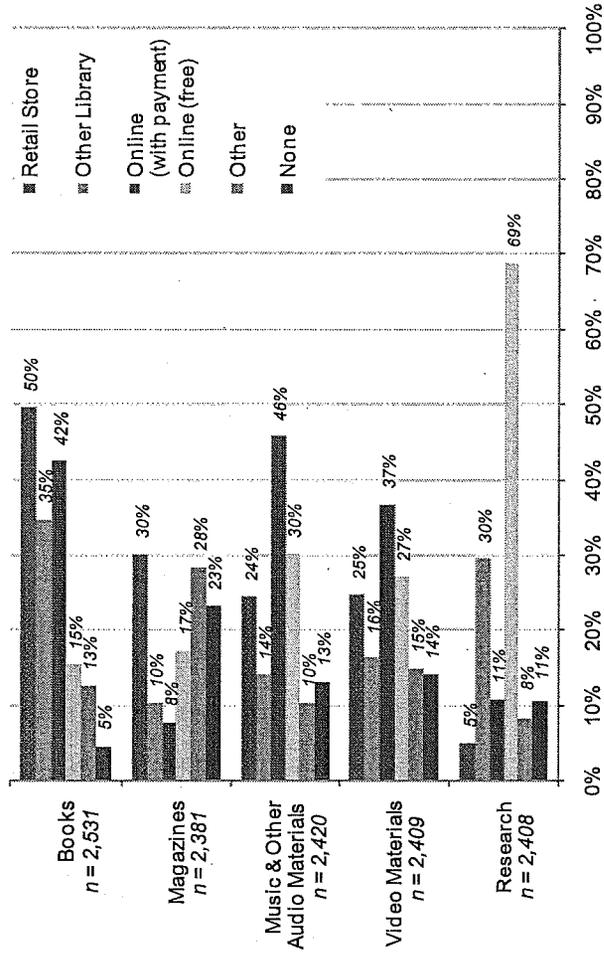
The majority of non-users selected "other" to describe why they don't use the library. The most frequent reasons they gave were related to lifestyle, reporting they are too busy and simply don't have time; are reading less and so using the library less, or are away from Seattle either temporarily or permanently.

After lifestyle changes, the most frequent reasons cited in the "Other" category dealt with dissatisfaction regarding the library, including limited selection and long wait times for reserved materials, difficult parking, and challenges with the library website.

About 26% of non-user survey respondents selected "I get everything I could get from the library elsewhere."

# SUMMARY OF RESPONDENTS: LIBRARY USERS AND NON-USERS

Where do you currently go for materials and services?



## Non-users go to a number of sources to get materials and services the library provides

For books, 50% of non-user respondents reported going to retail stores to purchase books, 42% purchase their books online and 35% use a different library.

For magazines, 30% of non-user respondents go to a retail store, followed by 28% going to another, not listed source.

Respondents look online for music, video, and research materials. 46% buy music online, and 37% buy video materials via the web. Nearly 70% of respondents reported conducting research using free online sources.

For music, 30% of respondents go online for free downloads, and 24% go to a retail store. For videos, 27% of respondents go online for free downloads, and 25% go to a retail store.

For research, 30% of respondents go to a different library.

Note: Respondents could select all options that applied.

Source: The Seattle Public Library Community Survey, 2010; BERK, 2010

## APPENDIX: COPY OF SURVEY INSTRUMENT



The Seattle Public Library

### THE SEATTLE PUBLIC LIBRARY COMMUNITY SURVEY 2010



The Seattle Public Library  
the next generation

Whether you are a current user or have never used the Library, The Seattle Public Library is very interested in your input to plan for future services and to prioritize resources. By taking this anonymous survey, your input will help shape the Library's Strategic Plan. There will be additional opportunities throughout 2010 to participate in other aspects of the planning process. To learn more, please go to the Library's web site at [www.spl.org](http://www.spl.org)

**Thank you for your participation!**

#### Initial Questions

##### 1. How did you learn about this survey?

A link on The Seattle Public Library web site

An email about the survey from the Library, the Library Foundation, or the Friends of the Library

Asked to participate while visiting a Library

Other: \_\_\_\_\_

##### 2. Have you used The Seattle Public Library in the past six months?

Yes

No (→ if No, please skip to page 7, Questions for Non-Users)

## APPENDIX: COPY OF SURVEY INSTRUMENT

### General Interests

#### 3. Which two of the following services offered by the Library do you think are most important? (Choose up to 2.)

- Providing materials (books, magazines, DVDs, CDs, online content)
- Providing services for job-seekers and businesses
- Promoting literacy among children and adults
- Hosting events and programs
- Offering a community gathering place
- Providing technology and materials for people who might not otherwise have access
- Other: \_\_\_\_\_

#### 4. Are you aware of the following specialized resources and services offered by The Seattle Public Library?

|  | Aware                    | Not Aware                |
|--|--------------------------|--------------------------|
| Online magazines and newspapers (for example, Consumer Reports and The New York Times) | <input type="checkbox"/> | <input type="checkbox"/> |
| Librarian assistance available 24 hours a day via online chat and texting              | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework help  | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal appointments with a genealogy librarian                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Classes for non-English speakers   | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX: COPY OF SURVEY INSTRUMENT

5. How interested are you in the following options?

|   | Very Interested          | Interested               | Not Very Interested      | Not at all Interested    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Patron reviews and commentary on books and other media                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Patron-generated content on specific topics where they have expertise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Patron discussion groups about current topics and events              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Your Usage of Library Buildings

6. In a typical month, how many times do you visit a Seattle Public Library building, including the Central Library, branch libraries, and the bookmobile?

- 0 (no) times (→ if 0 times, please skip to question 11: Your Usage of the Library Web site)
- 1-2 times
- 2-3 times
- 4-5 times
- More than 5 times

**APPENDIX: COPY OF SURVEY INSTRUMENT**

**7. Which branch or branches of The Seattle Public Library do you visit regularly?  
(Choose all that apply.)**

- |                      |                               |                      |
|----------------------|-------------------------------|----------------------|
| Central Library      | Green Lake Branch             | Northeast Branch     |
| Bookmobile           | Greenwood Branch              | Northgate Branch     |
| Ballard Branch       | High Point Branch             | Queen Anne Branch    |
| Beacon Hill Branch   | International                 | Rainier Beach Branch |
| Broadview Branch     | District/Chinatown Branch     | South Park Branch    |
| Capitol Hill Branch  | Lake City Branch              | Southwest Branch     |
| Columbia Branch      | Madrona-Sally Goldmark Branch | University Branch    |
| Delridge Branch      | Magnolia Branch               | Wallingford Branch   |
| Douglas-Truth Branch | Montlake Branch               | West Seattle Branch  |
| Fremont Branch       | NewHolly Branch               |                      |

**8. What do you typically do when you visit a library building?  
(Choose all that apply.)**

- |  |                             |
|--|-----------------------------|
| Pick up holds  | Read or browse              |
| Check out books or other materials                                 | Attend programs             |
| Use library computers to access the Internet or for other software | Visit with friends          |
| Use the library's wireless network                                 | Spend time with my children |
| Study or do homework   | Use restrooms               |
| Get help from library staff  | Other: _____                |

## APPENDIX: COPY OF SURVEY INSTRUMENT

9. Fifteen neighborhood branch libraries began 5-day-per-week service in February due to 2010 budget reductions. These branches are currently closed on Fridays and Sundays. If hours could be added, which of these would be your priority? (Choose 1.)

- Add morning hours
- Add evening hours
- Add Friday hours
- Add Sunday hours
- Consistent open hours at all locations
- Current hours satisfy my needs

10. How much do you agree with the statements below?

|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | Not Applicable           |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel safe in the library building              | <input type="checkbox"/> |
| The library is clean                             | <input type="checkbox"/> |
| I can find a quiet place in the library          | <input type="checkbox"/> |
| Computers are available when I need them         | <input type="checkbox"/> |
| It's easy to pick up holds                       | <input type="checkbox"/> |
| It's easy to check out books                     | <input type="checkbox"/> |
| I usually get what I want when I use the library | <input type="checkbox"/> |

## APPENDIX: COPY OF SURVEY INSTRUMENT

### Your Usage of the Library Web site

11. In a typical month, how many times do you visit The Seattle Public Library web site (including the online catalog and online collections)?

- 0 (no) times (→ if 0 times, please skip to question 13: The Library's Collections and Resources)
- 1-2 times
- 2-3 times
- 4-5 times
- More than 5 times

12. Please indicate how much you Agree or Disagree with the following statements about the Library's web site and online catalog.

|  | Strongly Agree           | Agree                    | Disagree                 | Strongly Disagree        | Not Applicable           |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I can easily find the information I am looking for on the Library's web site | <input type="checkbox"/> |
| I can easily find the materials I want in the online catalog                 | <input type="checkbox"/> |
| I can easily download e-books and other online resources                     | <input type="checkbox"/> |

## APPENDIX: COPY OF SURVEY INSTRUMENT

### The Library's Collections and Resources

13. If you had \$10 to invest in Library resources, how much would you spend on each of the following?  
*Please use whole numbers only.*

|   |                |
|---|----------------|
| Books and other print resources                 | \$ _____       |
| Audio-visual resources (audio books, DVDs, CDs) | \$ _____       |
| Online resources                                | \$ _____       |
| <b>Total</b>                                    | <b>\$10.00</b> |

14. Which two of the following online resources and content are most important to you?  
*(Choose up to 2.)*

|   |                                   |
|---|-----------------------------------|
| E-books, e-audio, and video for download  | Reference databases               |
| Streaming content (music and video)   | Online games                      |
| Online classes or programs  | None of these are important to me |
| Interactive spaces on the Library web site with patron-generated content (reviews, specialized content, tags, etc.) | Other: (please specify) _____     |

15. To protect your privacy, the Library currently does not track your use of Library materials. How interested would you be in having the Library provide personalized recommendations, understanding that this would require keeping a history of your use of materials?

Very Interested  
Interested  
Not Very Interested  
Not at all Interested

## APPENDIX: COPY OF SURVEY INSTRUMENT

**16. How do you typically access the Library's online resources (not including the library catalog)?**  
(Choose all that apply.)

- Library computers
- Personal laptop in the Library
- Personal computer/laptop out of the Library (from home, office or school)
- Phone or other mobile device
- I don't use the Library's online resources
- Other \_\_\_\_\_

### The Library's Programming and Services

**17. Which two of the following programming options are most important to you? (Choose up to 2.)**

- Activities and educational programs for children and teens
- Literary events (author readings, book talks)
- Cultural events (music, film, dance, drama, or other arts)
- Consumer health, finance and other how-to topics
- Civic engagement and current events presentations and discussions
- None of these are important to me
- Other: \_\_\_\_\_

**18. When would you like the Library to offer programming? (Choose up to 2.)**

- Weekday mornings
- Weekday afternoons
- Weekday evenings
- Weekend mornings
- Weekend afternoons
- Weekend evenings

**19. Which two of the following types of help from staff are most important to you? (Choose up to 2.)**

- Reading recommendations
- Reference and research services
- Job search and small business support
- Local history and genealogy assistance
- Access to government services (tax help, citizenship assistance)
- Consumer research
- Instructional services (homework help, computer classes, ESL assistance)
- I prefer to find library resources by myself
- Other: \_\_\_\_\_

## APPENDIX: COPY OF SURVEY INSTRUMENT

### Closing Questions

**20. Overall, where would you most like the Library to focus its resources? (Choose top 2 priorities.)**

Collections/materials (Books, DVDs, CDs, magazines and newspapers, online resources, etc.)

Programming for adults, teens and children, including literary or cultural, and civic events

Library computers and software

Clean and safe library buildings

Staff available to assist patrons (in person or online)

Other (please specify) \_\_\_\_\_

**21. How would you like to learn about Library events or changes to Library services? (Choose up to 2.)**

Library web site

Library e-mails (Library News/Teen News/email notices)

Library Facebook page

Library blogs (Shelf Talk/Push to Talk)

Library print material (posters, fliers, bookmarks)

Non-library sources (newspapers, TV, radio, local blogs, Twitter)

None of these are important to me

Other: \_\_\_\_\_

**Please proceed to page 9: About You and Thank You.**

## APPENDIX: COPY OF SURVEY INSTRUMENT

### Questions for Non-Users [please skip to page 10 (About You) if you are a Library user]

**1. What are the reasons that you don't use The Seattle Public Library?  
(Choose all that apply.)**

Location of library

Open hours

Selection of materials

No need; I get everything I could get from the Library elsewhere

Other: \_\_\_\_\_

**2. Where do you currently go for the following materials or services?  
(Choose all that apply.)**

|                                    | Retail Store<br>(physical<br>location) | Online (with<br>payment) | Online<br>(free)         | Other<br>Library         | Other                    | None                     |
|------------------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Books                              | <input type="checkbox"/>               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Magazines                          | <input type="checkbox"/>               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Music and other<br>audio materials | <input type="checkbox"/>               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Video materials                    | <input type="checkbox"/>               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Research                           | <input type="checkbox"/>               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX: COPY OF SURVEY INSTRUMENT

### 3. Which two of the following services offered by the Library do you think are most important? (Choose up to 2.)

- Providing materials (books, magazines, DVDs, CDs, online content)  Offering a community gathering place
- Providing services for job-seekers and businesses  Providing technology and materials for people who might not otherwise have access
- Promoting literacy among children and adults  Other: \_\_\_\_\_
- Hosting events and programs

### 4. Are you aware of the following specialized resources and services offered by The Seattle Public Library?

- |  | Aware                    | Not Aware                |
|--|--------------------------|--------------------------|
| Online magazines and newspapers (for example, Consumer Reports and The New York Times) | <input type="checkbox"/> | <input type="checkbox"/> |
| Librarian assistance available 24 hours a day via online chat                          | <input type="checkbox"/> | <input type="checkbox"/> |
| Homework help  | <input type="checkbox"/> | <input type="checkbox"/> |
| Personal appointments with a genealogy librarian                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Classes for non-English-speakers   | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX: COPY OF SURVEY INSTRUMENT

### 5. How interested are you in the following options?

|   | Very Interested          | Interested               | Not Very Interested      | Not at all Interested    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Patron reviews and commentary on books and other media                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Patron-generated content on specific topics where they have expertise | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Patron discussion groups about current topics and events              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### About You and Thank You

#### What is your gender?

Male

Female

#### What year were you born?

\_\_\_\_\_

#### How many children are there in your household who are the following ages:

4 years old or younger \_\_\_\_\_

Between 5 and 13 years old \_\_\_\_\_

Between 14 and 18 years old \_\_\_\_\_

#### What is your 5-digit zip code?

\_\_\_\_\_

#### What is the primary language spoken in your home?

English

Spanish

Chinese dialects

Vietnamese

Russian

Somali or other African language

Other: \_\_\_\_\_

## APPENDIX: COPY OF SURVEY INSTRUMENT

### Which of the following best describes your education?

- Some elementary/high school
- High school diploma
- Some college
- Associate's degree
- Bachelor's degree
- Postgraduate degree

### What is your race/ethnicity? (Choose all that apply)

- American Indian or Alaska native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other: \_\_\_\_\_

### Do you have any disabilities?

- No
- Yes (please specify) \_\_\_\_\_

### What is your total household pre-tax income?

- Less than \$20,000
- \$20,000 to less than \$50,000
- \$50,000 to less than \$75,000
- \$75,000 to less than \$100,000
- \$100,000 to less than \$125,000
- \$125,000 to less than \$150,000
- \$150,000 or more

Thank you very much for your input! We invite you to participate in other conversations related to our current planning process. Please visit our web site ([www.spl.org](http://www.spl.org)) for more information.

**Have additional comments to share? Please use the back side of this page.**

# Incident Report

## December 2013

| Branch                               | Type of Incident                | Number of Incidents |
|--------------------------------------|---------------------------------|---------------------|
| FX                                   | Building Emergency              | 1                   |
| PO                                   | Parking Lot                     | 1                   |
|                                      | Customer w/Animal in Distress * | 1                   |
|                                      | Customer Injured                | 1                   |
| RR                                   | Customer in Distress *          | 1                   |
| SH                                   | Verbal Abuse                    | 2                   |
|                                      | Physically Threatening Behavior | 1                   |
| TY                                   | Vandalism                       | 1                   |
| GF                                   | Volunteer Injured               | 1                   |
| KP                                   | Disruptive Behavior             | 1                   |
|                                      | Theft of Personal Property      | 1                   |
| RB                                   | Child Unattended                | 1                   |
|                                      | Theft of Personal Property      | 1                   |
| <b>Total Incidents December 2013</b> |                                 | <b>14</b>           |



# Memorandum

January 6, 2013

To: Library Management Staff

From: Doug Miller, SP&CRS  
Martha Sue Hess, SP&CRS

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Subject: Monthly Circulation Report, December 2013  
FY 2014 2<sup>nd</sup> Quarterly Circulation Report  
Monthly Internet Sign-Up Report, December 2013  
Monthly Subscription Database Usage Report, November 2013  
Monthly Customer & Staff Usage of the Library's Internet Sites, December 2013  
Monthly Program & Attendance Report, November 2013

The December Circulation, Internet Sign-Up, and Customer & Staff Usage of the Library's Internet Sites reports – along with the November Subscription Database, and Program & Attendance reports – are provided for your information.

- All regionals were closed on Sunday, December 8<sup>th</sup>, due to inclement weather.
- TY, BC, and GF were closed on Monday, December 9<sup>th</sup>, due to power outages.
- All branches were closed on Tuesday, December 10<sup>th</sup>, due to inclement weather.
- All branches closed at 1pm on Tuesday, December 24<sup>th</sup>, and remained closed on the 25<sup>th</sup> in Observance of the Christmas holiday.
- All branches closed at 5pm on Tuesday, December 31<sup>st</sup>, for New Year's Eve.
- Circulation for FY2013 is 1% above FY2012 levels.
- Library visits for FY2013 are 0.2 % below FY2012 levels.
- Several branches experienced power outages, phone problems, computer problems and issues regarding Pharos during the month.

Please call Strategic Planning and Customer Research Services if you have any questions.



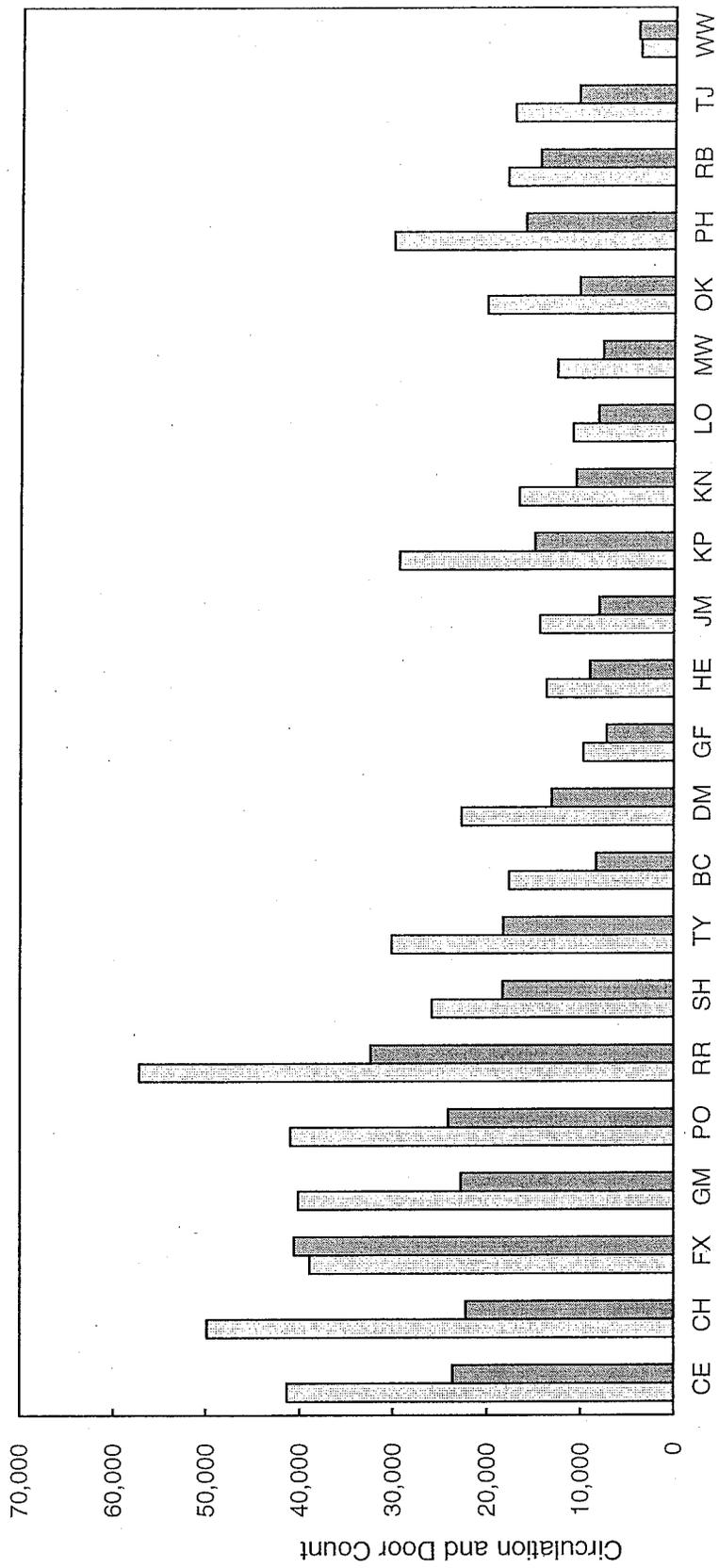
# Monthly Statistical Report December 2013

| Site   | Circulation |                     |                   | Door Count                      |          |                     | Site      |                   |
|--------|-------------|---------------------|-------------------|---------------------------------|----------|---------------------|-----------|-------------------|
|        | Dec 2013    | % Change from 12/12 | Cumulative FY2014 | % Change Cumulative FY13 - FY14 | Dec 2013 | % Change from 12/12 |           | Cumulative FY2014 |
| CE     | 41,320      | -3%                 | 304,157           | -4%                             | 23,645   | -2%                 | 179,458   | 2%                |
| CH     | 49,888      | -6%                 | 367,412           | -5%                             | 22,236   | -5%                 | 172,259   | -9%               |
| FX     | 38,967      | -5%                 | 278,339           | -3%                             | 40,599 * | 5%                  | 305,731   | 13%               |
| GM     | 40,170      | -4%                 | 290,059           | -1%                             | 22,777 * | -10%                | 167,420   | -5%               |
| PO     | 40,963      | -5%                 | 321,180           | -3%                             | 24,111   | 3%                  | 183,863   | 3%                |
| RR     | 57,206      | -1%                 | 406,371           | -3%                             | 32,458   | -3%                 | 231,914   | 0%                |
| SH     | 25,841      | -11%                | 199,783           | -11%                            | 18,309   | -4%                 | 143,258   | 3%                |
| TY     | 30,129      | -9%                 | 218,713           | -9%                             | 18,246   | -7%                 | 136,329   | 1%                |
| BC     | 17,635      | 1%                  | 145,328           | -3%                             | 8,438    | -22%                | 72,842    | -9%               |
| DM     | 22,737      | 7%                  | 171,958           | 6%                              | 13,061   | -12%                | 97,583    | -16%              |
| GF     | 9,719       | -1%                 | 75,891            | -3%                             | 7,322    | -3%                 | 58,717    | 3%                |
| HE     | 13,601      | 1%                  | 105,546           | -2%                             | 9,048    | 11%                 | 72,252    | 14%               |
| JM     | 14,346      | 6%                  | 103,966           | 1%                              | 8,139    | -8%                 | 64,733    | 1%                |
| KP     | 29,375      | 6%                  | 221,085           | 1%                              | 14,903   | 8%                  | 110,873   | 3%                |
| KN     | 16,607      | -7%                 | 132,217           | -8%                             | 10,558   | -2%                 | 84,577    | -2%               |
| LO     | 10,893      | -0.4%               | 83,784            | -2%                             | 8,224    | 32%                 | 58,757    | 12%               |
| MW     | 12,561      | -4%                 | 94,576            | 3%                              | 7,770    | 0.03%               | 58,045    | 5%                |
| OK     | 20,094      | -4%                 | 157,309           | -3%                             | 10,233   | -2%                 | 82,161    | 4%                |
| PH     | 30,042      | 6%                  | 217,197           | 4%                              | 15,961   | 9%                  | 119,296   | 5%                |
| RB     | 17,940      | 4%                  | 133,497           | 0.02%                           | 14,399   | 6%                  | 98,486    | -3%               |
| TJ     | 17,141      | 3%                  | 127,575           | 2%                              | 10,365   | 2%                  | 81,270    | 3%                |
| WW     | 3,765       | -53%                | 27,539            | -53%                            | 4,009    | -57%                | 34,915    | -50%              |
| AS     | 9,158       | 12%                 | 52,619            | -1%                             | 658      | -7%                 | 5,449     | -3%               |
| OVD    | 65,549      | 45%                 | 386,175           | 56%                             |          |                     |           |                   |
| TO     | 235         | 4%                  | 2,364             | 29%                             |          |                     |           |                   |
| PhoneR | 8,541       | -2%                 | 54,638            | -1%                             |          |                     |           |                   |
| iPhone | 6,313       | -12%                | 40,469            | -6%                             |          |                     |           |                   |
| WEBR   | 313,951     | 5%                  | 1,968,263         | 4%                              |          |                     |           |                   |
| FCPL   | 964,687     | 2%                  | 6,688,010         | 1%                              | 345,467  | -3%                 | 2,620,187 | -0.2%             |
| FCPL   |             |                     |                   |                                 |          |                     |           |                   |

\* Door Count is an estimate (OVD = Overdrive)

# December 2013

Circulation and Door Count



FCPL Branches

□ Circulation    ▨ Door Count

**FY2014 Second Quarter Statistics  
October 2013 - December 2013**

| Site   | Circulation |           |         |           | 2nd Quarter Hours Open |       | 2nd Quarter Circ p/Hour | Site    | Door Count |         |           | 2nd Qtr Circ/Door Ratio |
|--------|-------------|-----------|---------|-----------|------------------------|-------|-------------------------|---------|------------|---------|-----------|-------------------------|
|        | Oct         | Nov       | Dec     | 2nd Qtr   | Open                   | Hours |                         |         | Oct        | Nov     | Dec       |                         |
| CE     | 48,063      | 43,931    | 41,320  | 133,314   | 759                    | 176   | CE                      | 30,874  | 25,901     | 23,645  | 80,420    | 1.66                    |
| CH     | 56,291      | 53,611    | 49,888  | 159,790   | 759                    | 211   | CH                      | 29,310  | 25,273     | 22,236  | 76,818    | 2.08                    |
| FX     | 43,183      | 41,279    | 38,967  | 123,429   | 759                    | 163   | FX                      | 50,130  | 44,938     | 40,599  | 135,667   | 0.91                    |
| GM     | 46,857      | 43,800    | 40,170  | 130,827   | 759                    | 172   | GM                      | 31,737  | 25,465     | 22,777  | 79,979    | 1.64                    |
| PO     | 51,886      | 48,198    | 40,963  | 141,047   | 759                    | 186   | PO                      | 29,895  | 25,801     | 24,111  | 79,807    | 1.77                    |
| RR     | 66,138      | 61,983    | 57,206  | 185,327   | 759                    | 244   | RR                      | 38,574  | 34,417     | 32,458  | 105,449   | 1.76                    |
| SH     | 31,613      | 29,839    | 25,841  | 87,293    | 759                    | 115   | SH                      | 24,012  | 20,147     | 18,309  | 62,468    | 1.40                    |
| TY     | 34,710      | 33,351    | 30,129  | 98,190    | 748                    | 131   | TY                      | 23,494  | 20,659     | 18,246  | 62,399    | 1.57                    |
| BC     | 22,411      | 21,722    | 17,635  | 61,768    | 624                    | 99    | BC                      | 11,583  | 10,101     | 8,438   | 30,122    | 2.05                    |
| DM     | 28,612      | 25,251    | 22,737  | 76,600    | 635                    | 121   | DM                      | 17,067  | 14,182     | 13,061  | 44,310    | 1.73                    |
| GF     | 10,802      | 11,378    | 9,719   | 31,899    | 624                    | 51    | GF                      | 10,048  | 9,018      | 7,322   | 26,388    | 1.21                    |
| HE     | 17,270      | 15,602    | 13,601  | 46,473    | 635                    | 73    | HE                      | 13,048  | 10,615     | 9,048   | 32,711    | 1.42                    |
| JM     | 17,093      | 15,687    | 14,346  | 47,126    | 635                    | 74    | JM                      | 11,753  | 9,703      | 8,139   | 29,595    | 1.59                    |
| KP     | 36,112      | 33,234    | 29,375  | 98,721    | 635                    | 155   | KP                      | 18,355  | 17,045     | 14,903  | 50,303    | 1.96                    |
| KN     | 21,963      | 20,163    | 16,607  | 58,733    | 635                    | 92    | KN                      | 14,268  | 13,423     | 10,558  | 38,249    | 1.54                    |
| LO     | 13,816      | 12,271    | 10,893  | 36,980    | 635                    | 58    | LO                      | 10,584  | 9,828      | 8,224   | 28,636    | 1.29                    |
| MW     | 15,673      | 15,147    | 12,561  | 43,381    | 635                    | 68    | MW                      | 10,234  | 8,334      | 7,770   | 26,338    | 1.65                    |
| OK     | 24,932      | 24,283    | 20,094  | 69,309    | 635                    | 109   | OK                      | 13,904  | 12,395     | 10,233  | 36,531    | 1.90                    |
| PH     | 34,759      | 34,289    | 30,042  | 99,090    | 635                    | 156   | PH                      | 18,857  | 18,802     | 15,961  | 53,619    | 1.85                    |
| RB     | 21,550      | 20,625    | 17,940  | 60,115    | 635                    | 95    | RB                      | 16,703  | 14,464     | 14,399  | 45,566    | 1.32                    |
| TJ     | 21,387      | 19,005    | 17,141  | 57,533    | 635                    | 91    | TJ                      | 13,570  | 12,167     | 10,365  | 36,102    | 1.59                    |
| WW     | 57          | 3,228     | 3,765   | 7,050     | 407                    | 17    | WW                      | 0       | 4,220      | 4,009   | 8,229     | 0.86                    |
| AS     | 8,448       | 7,075     | 9,158   | 24,681    | 545                    | 45    | AS                      | 961     | 771        | 658     | 2,390     |                         |
| OVD    | 62,788      | 60,939    | 65,549  | 189,276   |                        |       |                         |         |            |         |           |                         |
| TO     | 592         | 324       | 235     | 1,151     |                        |       |                         |         |            |         |           |                         |
| PhoneR | 8,757       | 8,642     | 8,541   | 25,940    |                        |       |                         |         |            |         |           |                         |
| iPhone | 6,631       | 6,111     | 6,313   | 19,055    |                        |       |                         |         |            |         |           |                         |
| WEBR   | 329,100     | 311,698   | 313,951 | 954,749   |                        |       |                         |         |            |         |           |                         |
| FCPL   | 1,081,494   | 1,022,666 | 964,687 | 3,068,847 | 15,246                 | 201   | FCPL                    | 438,960 | 387,667    | 345,467 | 1,172,094 | 1.60                    |

# FCPL STATISTICAL REPORT

## FY 2014 Second Quarter Statistics: October 2013 - December 2013

| 2nd Quarter Circulation |                  |
|-------------------------|------------------|
| WEBR*                   | 954,749          |
| OVD                     | 189,276          |
| RR                      | 185,327          |
| CH                      | 159,790          |
| PO                      | 141,047          |
| CE                      | 133,314          |
| GM                      | 130,827          |
| FX                      | 123,429          |
| PH                      | 99,090           |
| KP                      | 98,721           |
| TY                      | 98,190           |
| SH                      | 87,293           |
| DM                      | 76,600           |
| OK                      | 69,309           |
| BC                      | 61,768           |
| RB                      | 60,115           |
| KN                      | 58,733           |
| TJ                      | 57,533           |
| JM                      | 47,126           |
| HE                      | 46,473           |
| MW                      | 43,381           |
| LO                      | 36,980           |
| GF                      | 31,899           |
| PhoneR*                 | 25,940           |
| AS                      | 24,681           |
| iPhone*                 | 19,055           |
| WW                      | 7,050            |
| TO                      | 1,151            |
| <b>FCPL</b>             | <b>3,068,847</b> |

| 2nd Quarter Circulation p/Hour |            |
|--------------------------------|------------|
| RR                             | 244        |
| CH                             | 211        |
| PO                             | 186        |
| CE                             | 176        |
| GM                             | 172        |
| FX                             | 163        |
| PH                             | 156        |
| KP                             | 155        |
| TY                             | 131        |
| DM                             | 121        |
| SH                             | 115        |
| OK                             | 109        |
| BC                             | 99         |
| RB                             | 95         |
| KN                             | 92         |
| TJ                             | 91         |
| JM                             | 74         |
| HE                             | 73         |
| MW                             | 68         |
| LO                             | 58         |
| GF                             | 51         |
| AS                             | 45         |
| WW                             | 17         |
| <b>FCPL</b>                    | <b>201</b> |

| 2nd Quarter Door Count |                  |
|------------------------|------------------|
| FX                     | 135,667          |
| RR                     | 105,449          |
| CE                     | 80,420           |
| GM                     | 79,979           |
| PO                     | 79,807           |
| CH                     | 76,818           |
| SH                     | 62,468           |
| TY                     | 62,399           |
| PH                     | 53,619           |
| KP                     | 50,303           |
| RB                     | 45,566           |
| DM                     | 44,310           |
| KN                     | 38,249           |
| OK                     | 36,531           |
| TJ                     | 36,102           |
| HE                     | 32,711           |
| BC                     | 30,122           |
| JM                     | 29,595           |
| LO                     | 28,636           |
| GF                     | 26,388           |
| MW                     | 26,338           |
| WW                     | 8,229            |
| AS                     | 2,390            |
| <b>FCPL</b>            | <b>1,172,094</b> |

| 2nd Quarter Circ/Door Ratio |             |
|-----------------------------|-------------|
| CH                          | 2.08        |
| BC                          | 2.05        |
| KP                          | 1.96        |
| OK                          | 1.90        |
| PH                          | 1.85        |
| PO                          | 1.77        |
| RR                          | 1.76        |
| DM                          | 1.73        |
| CE                          | 1.66        |
| MW                          | 1.65        |
| GM                          | 1.64        |
| TJ                          | 1.59        |
| JM                          | 1.59        |
| TY                          | 1.57        |
| KN                          | 1.54        |
| HE                          | 1.42        |
| SH                          | 1.40        |
| RB                          | 1.32        |
| LO                          | 1.29        |
| GF                          | 1.21        |
| FX                          | 0.91        |
| WW                          | 0.86        |
| <b>FCPL</b>                 | <b>1.60</b> |

\* Indicates renewals only.

## FY2014 Branch Internet Use Number of Individual Sign-Ups

| Branch | December Number of Sessions |
|--------|-----------------------------|
| CE     | 2,686                       |
| CH     | 2,052                       |
| FX     | 3,593                       |
| GM     | 3,354                       |
| PO     | 1,993                       |
| RR     | 3,053                       |
| SH     | 2,336                       |
| TY     | 1,677                       |
| BC     | 672                         |
| DM     | 1,063                       |
| GF     | 420                         |
| HE     | 1,033                       |
| JM     | 1,111                       |
| KP     | 1,206                       |
| KN     | 1,413                       |
| LO     | 1,480                       |
| MW     | 1,318                       |
| OK     | 1,071                       |
| PH     | 1,289                       |
| RB     | 2,022                       |
| TJ     | 2,178                       |
| WW     | 780                         |
| AS     | 25                          |
| FCPL   | 37,825                      |

| Tech Lab Sign-ups |     |
|-------------------|-----|
| SH                | 878 |

| Branch | Year-to-Date Number of Sessions |
|--------|---------------------------------|
| CE     | 20,094                          |
| CH     | 15,700                          |
| FX     | 25,915                          |
| GM     | 24,063                          |
| PO     | 13,830                          |
| RR     | 21,393                          |
| SH     | 15,106                          |
| TY     | 12,596                          |
| BC     | 5,620                           |
| DM     | 7,419                           |
| GF     | 3,191                           |
| HE     | 6,964                           |
| JM     | 8,410                           |
| KP     | 8,175                           |
| KN     | 10,306                          |
| LO     | 10,382                          |
| MW     | 9,324                           |
| OK     | 8,211                           |
| PH     | 9,295                           |
| RB     | 14,239                          |
| TJ     | 16,070                          |
| WW     | 6,906                           |
| AS     | 252                             |
| FCPL   | 273,461                         |

| Lab Sign-ups Y-T-D |       |
|--------------------|-------|
| SH                 | 6,929 |

| Branch | Number of Internet Workstations |
|--------|---------------------------------|
| CE     | 16                              |
| CH     | 18                              |
| FX     | 48                              |
| GM     | 20                              |
| PO     | 17                              |
| RR     | 18                              |
| SH     | 17                              |
| TY     | 14                              |
| BC     | 12                              |
| DM     | 19                              |
| GF     | 8                               |
| HE     | 8                               |
| JM     | 12                              |
| KP     | 12                              |
| KN     | 19                              |
| LO     | 12                              |
| MW     | 19                              |
| OK     | 18                              |
| PH     | 12                              |
| RB     | 18                              |
| TJ     | 18                              |
| WW     | 16                              |
| AS     | 1                               |
| FCPL   | 372                             |

| Branch | Number of Sessions p/Workstation |
|--------|----------------------------------|
| CE     | 168                              |
| CH     | 114                              |
| FX     | 75                               |
| GM     | 168                              |
| PO     | 117                              |
| RR     | 170                              |
| SH     | 137                              |
| TY     | 120                              |
| BC     | 56                               |
| DM     | 56                               |
| GF     | 53                               |
| HE     | 129                              |
| JM     | 93                               |
| KP     | 101                              |
| KN     | 74                               |
| LO     | 123                              |
| MW     | 69                               |
| OK     | 60                               |
| PH     | 107                              |
| RB     | 112                              |
| TJ     | 121                              |
| WW     | 49                               |
| AS     | 25                               |
| FCPL   | 102                              |

## Subscription Database Usage FY2014

| FCPL Subscriptions                      | November<br>Number of<br>Views | FY2014<br>Number of<br>Views |
|---|--------------------------------|------------------------------|
| Accessible Archives                     | 106                            | 2,065                        |
| Ancestry Library Edition                | 16747                          | 89,203                       |
| Consumers' Checkbook*                   | 191                            | 863                          |
| CQ Researcher                           | 312                            | 704                          |
| Current Biography                       | 195                            | 999                          |
| Ebsco eBook Collection                  | 1,517                          | 8,713                        |
| Ebscohost                               | 5,318                          | 25,531                       |
| Europa World Yearbook                   | 526                            | 1,555                        |
| FCPL Gale                               | 6,332                          | 32,436                       |
| Grolier                                 | 4,333                          | 18,397                       |
| Heritage Quest                          | 6,845                          | 49,618                       |
| Learning Express*                       | 316                            | 2,147                        |
| Mango Languages                         | 1,151                          | 5,576                        |
| Morningstar Online                      | 17,319                         | 80,671                       |
| Oxford Dictionary of National Biography | 44                             | 344                          |
| Oxford English Dictionary               | 216                            | 1,589                        |
| Oxford Islamic Studies Online           | -                              | 12                           |
| Proquest                                | 5,840                          | 29,787                       |
| Ref USA                                 | 1,989                          | 13,691                       |
| Standard and Poors                      | 279                            | 8,723                        |
| ValueLine Research Center               | 57,440                         | 266,522                      |
| <b>LVA Subscriptions</b>                |                                |                              |
| eLibrary                                | 490                            | 2,168                        |
| Firstsearch *                           | 1,285                          | 8,497                        |
| LVA Gale/Infotrac                       | 6,920                          | 36,915                       |
| <b>Totals</b>                           | <b>135,711</b>                 | <b>686,726</b>               |

\* Views unavailable: Consumers' Checkbook uses the number of log-ins while Firstsearch uses the number of searches.

# Public Customers' Usage of Services Via the Library's Internet Sites FY2014

| Usage of Individual Services        |          |           | Total Services Usage |            |
|-------------------------------------|----------|-----------|----------------------|------------|
| FCPL Websites                       | December | FY14 YTD  | December             | FY14 YTD   |
| <b>Library Homepage</b>             |          |           |                      |            |
| Visits                              | 270,572  | 1,795,393 | 289,951              | 1,927,517  |
| Views                               | 379,027  | 2,527,712 | 476,808              | 3,234,944  |
| <b>Catalog</b>                      |          |           |                      |            |
| Logins                              | 812,686  | 5,319,883 | 5,445                | 5,565      |
| Overdrive                           |          |           | 1,052                | 7,829      |
| Visits                              | 0        | 0         | 0                    | 0          |
| Views                               | 0        | 0         | 812,686              | 5,319,883  |
| <b>Mobile App</b>                   |          |           |                      |            |
| Downloads                           |          |           |                      |            |
| Holds                               | 2,456    | 14,943    |                      |            |
| Renewals                            | 6,111    | 40,469    |                      |            |
| <b>Job Seekers Portal</b>           |          |           |                      |            |
| Visits                              | 886      | 5,737     |                      |            |
| Views                               | 1,961    | 12,624    |                      |            |
| <b>Evanced* (calendar)</b>          |          |           |                      |            |
| Visits                              | 18,493   | 126,387   |                      |            |
| Views                               | 92,504   | 676,211   |                      |            |
| <b>Blogs</b>                        |          |           |                      |            |
| Book Reviews                        | 949      | 691       |                      |            |
| About Books                         | 103      | 7,138     |                      |            |
| Teens                               | 0        | 0         |                      |            |
| <b>Facebook.com</b>                 |          |           |                      |            |
| Views                               |          |           |                      |            |
| Fans**                              | 4,017    | 4,053     |                      |            |
| <b>Flickr.com (lib &amp; Found)</b> |          |           |                      |            |
| Views                               | 2,085    | 9,881     |                      |            |
| Contacts**                          |          | 0         |                      |            |
| <b>Twitter</b>                      |          |           |                      |            |
| Followers**                         | 1,316    | 1,398     |                      |            |
| <b>Podcasts</b>                     |          |           |                      |            |
| Downloads                           |          | 0         |                      |            |
| <b>YouTube.com</b>                  |          |           |                      |            |
| Views                               | 1,231    | 8,516     |                      |            |
| Subscribers**                       | 112      | 114       |                      |            |
| <b>Total Customer Usage</b>         |          |           | 1,585,942            | 10,495,738 |

Overdrive visits and views are currently not available

iPhone downloads for August were not available at the time this report was prepared. Will convert to Bookmyne.

Facebook has changed the way they report statistics and the number of views is no longer available.

Flickr's number of contacts is unavailable.

Podcasts numbers are currently unavailable.

\* Evanced includes customer side of calendar of events and meeting rooms.  
 \*\* YTD indicates the largest number of Fans, Contacts, Friends, Subscribers and Followers. Combined we're calling these "Contacts".  
 Note: Database Usage is reported monthly in its own report and is not reflected here.  
 Mobile App Renewals are also included in the monthly circulation report.

# Staff Usage of Services Via the Library's Info Web Sites

## FY2014

### Usage of InfoWeb

| FCPL InfoWeb Site  | December Usage | FY2014 YTD |
|--------------------|----------------|------------|
| <b>Entire Site</b> |                |            |
| Visits             | 0              | 75,571     |
| Pageviews          | 0              | 325,123    |
| <b>Evanced *</b>   |                |            |
| Visits             | 5,797          | 38,566     |
| Pageviews          | 62,813         | 419,286    |

Data not available at time of printing

### Usage of FairfaxNet

| FCPL FairfaxNet Site         | December Usage | FY2014 YTD |
|------------------------------|----------------|------------|
| <b>Library County</b>        |                |            |
| Daily Unique Visitors        | 1,578          | 9,306      |
| Pageviews                    | 13,347         | 81,042     |
| <b>Blogs</b>                 |                |            |
| FCPL in the News             |                |            |
| Daily Unique Visitors        | 460            | 3,994      |
| Pageviews                    | 1,855          | 19,147     |
| Library Articles of Interest |                |            |
| Daily Unique Visitors        | 345            | 3,814      |
| Pageviews                    | 1,108          | 14,689     |
| What are you Reading         |                |            |
| Daily Unique Visitors        | 558            | 2,017      |
| Pageviews                    | 1,700          | 7,487      |
| <b>Library Internal</b>      |                |            |
| Daily Unique Visitors        | 5,749          | 30,199     |
| Pageviews                    | 248,989        | 1,170,332  |
| <b>All Sites</b>             |                |            |
| Daily Unique Visitors        | 8,690          | 49,330     |
| Pageviews                    | 266,999        | 1,292,697  |

\* Evanced includes staff side of calendar of events and meeting rooms

# FY2014 Program & Attendance Report

| Branch                  | November Programming |               |
|-------------------------|----------------------|---------------|
|                         | #                    | Attendance    |
| CE                      | 30                   | 610           |
| CH                      | 69                   | 1,324         |
| FX                      | 27                   | 455           |
| GM                      | 27                   | 557           |
| PO                      | 19                   | 326           |
| RR                      | 56                   | 884           |
| SH                      | 41                   | 381           |
| TY                      | 24                   | 412           |
| BC                      | 19                   | 396           |
| DM                      | 15                   | 418           |
| GF                      | 26                   | 382           |
| HE                      | 12                   | 249           |
| JM                      | 20                   | 258           |
| KP                      | 23                   | 409           |
| KN                      | 17                   | 278           |
| LO                      | 13                   | 126           |
| MW                      | 13                   | 206           |
| OK                      | 12                   | 192           |
| PH                      | 25                   | 683           |
| RB                      | 18                   | 292           |
| TJ                      | 17                   | 293           |
| WW                      | 0                    | 0             |
| AD/CFB                  | 9                    | 520           |
| AS                      | 4                    | 51            |
| Early Lit               | 99                   | 1,743         |
| Expert Express Archives | 0                    | 0             |
| <b>Totals</b>           | <b>635</b>           | <b>11,445</b> |

| FY2014 Year-to-Date Programming Attendance |             |            |
|--|-------------|------------|
| #  | Programming | Attendance |
| 123  |             | 2,714      |
| 340  |             | 8,120      |
| 121  |             | 2,561      |
| 101  |             | 2,557      |
| 91   |             | 2,333      |
| 239  |             | 4,049      |
| 176  |             | 2,130      |
| 99   |             | 2,279      |
| 93   |             | 1,913      |
| 80   |             | 2,243      |
| 116  |             | 2,645      |
| 48   |             | 1,362      |
| 102  |             | 1,876      |
| 114  |             | 2,315      |
| 100  |             | 2,078      |
| 63   |             | 1,257      |
| 70   |             | 1,605      |
| 65   |             | 1,252      |
| 135  |             | 3,925      |
| 101  |             | 2,503      |
| 98   |             | 1,445      |
| 11   |             | 536        |
| 36   |             | 2,500      |
| 15   |             | 195        |
| 275  |             | 4,928      |
| 0  |             | 0          |
| 0  |             | 0          |
| 2,812                                      |             | 61,921     |

| November One-on-One Tutorials |  |
|-------------------------------|--|
| 7                             |  |
| 103                           |  |
| 75                            |  |
| 21                            |  |
| 36                            |  |
| 144                           |  |
| 15                            |  |
| 75                            |  |
| 14                            |  |
| 9                             |  |
| 18                            |  |
| 0                             |  |
| 3                             |  |
| 15                            |  |
| 28                            |  |
| 11                            |  |
| 5                             |  |
| 22                            |  |
| 39                            |  |
| 72                            |  |
| 100                           |  |
| 0                             |  |
| 812                           |  |

| Year-to-Date One-on-One Tutorials |  |
|-----------------------------------|--|
| 39                                |  |
| 510                               |  |
| 446                               |  |
| 142                               |  |
| 180                               |  |
| 592                               |  |
| 110                               |  |
| 171                               |  |
| 69                                |  |
| 34                                |  |
| 60                                |  |
| 11                                |  |
| 44                                |  |
| 110                               |  |
| 139                               |  |
| 36                                |  |
| 23                                |  |
| 111                               |  |
| 136                               |  |
| 268                               |  |
| 579                               |  |
| 19                                |  |
| 3,829                             |  |



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**Subject:** FW: Memorandum from County Executive Regarding State and Federal Lobbying by County Boards, Authorities, and Commissions  
**Attachments:** Lobbying Memo to Agency Heads 2014 (signed copy).pdf

**From:** Arko, Claudia

**Sent:** Tuesday, December 24, 2013 10:07 AM

**To:** FAIRFAX COUNTY-SMT

**Cc:** BOS All BOS Public Folder Emails; Long, Edward L. Jr.; 'Sue Rowland ([sue@suerowlandconsulting.com](mailto:sue@suerowlandconsulting.com))'; Lewis, Nicole; Agazi, Kambiz; Andreoli, Peter D.; Arko, Claudia; Assenova, Albenia; Babcock-Daley, Deborah; Biesiadny, Tom; Brock, Trish L.; Burke, John; Burton, John W; Clark, Leonard S.; Costa, Christopher; Coyle, Regina; Craig, Sherryn L.; Davis, Eta; Dominguez, Noelle C.; Elbert, Steve; Ferris, David J.; Fleetwood, Thomas E; Foddrell, Cheryl; Franks, Michael R.; Frey, John; Green, Lynn S.; Greenlief, Kevin C.; Henderson, Robin; Jarratt, Gordon; Jones, Elizabeth H.; Boyle, Katie; Langham, Gail P.; Lockett, Corinne N.; Loftus, Nancy F.; Maier, Constance A.; Mayor-Yost, Megan A.; McKernan, David M.; Mohsenin, Shahram; Muse, Cathy A.; Perry, Elizabeth; Posner, Ellen F; Quetsch, Carolyn; Quinn, Cameron P.; Reid, Monica L; Richardson, Rhonda; Ruthinoski, John; Sefchick, Kathleen; Sinclair, Steve D.; Sommer, Amy; Stratoudakis, James P. Dr.; Ward, Erin C.; Weiler, Jeffrey; Wilds, Marcia; Wood, Shawna; Woodruff, Susan

**Subject:** Memorandum from County Executive Regarding State and Federal Lobbying by County Boards, Authorities, and Commissions

Please find attached the annual memorandum from the County Executive regarding lobbying by County agencies, Boards, Authorities, and Commissions during the 2014 General Assembly and the 113th Congress. Please do not hesitate to contact me if you have any questions; contact information in Richmond is also included in the memo. Thanks!

*Claudia*

Claudia Arko  
Legislative Director  
Office of the Fairfax County Executive  
12000 Government Center Parkway  
Fairfax, VA 22035  
(703) 324-2647





# County of Fairfax, Virginia

## MEMORANDUM

**DATE:** December 23, 2013

**TO:** Senior Management Team

**FROM:** Edward L. Fong, Jr.  
County Executive

**SUBJECT:** Annual Memorandum -- State and Federal Lobbying by County Agencies, Boards, Authorities and Commissions – 2014 General Assembly, 113<sup>th</sup> Congress

**IMMEDIATE ATTENTION -- Agency Directors should immediately distribute this memorandum to appropriate staff, as well as any boards, authorities, or commissions for which they have staff/coordination responsibilities.**

### County Lobbying Policy

This memo serves as the annual reminder concerning Fairfax County's policy on lobbying at the state or federal level. As you know, established County policy prohibits independent lobbying of the Virginia General Assembly, the Governor's Office or any other state agency or official by County agencies, boards, authorities or commissions on issues that are not included in the adopted legislative program and/or policies of the Board of Supervisors. This County policy also extends to lobbying legislative issues at the federal level, in particular, with members of Congress or their staff, or executive branch officials.

In addition to adopting an annual state legislative program, federal legislative principles, and a federal strategy memorandum, the Board approves positions on ongoing legislative issues under consideration by the General Assembly, the Congress, or the state or federal executive branches throughout the year, as well as positions for testimony on state and federal administrative actions or regulations. (The current 2014 state legislative program, federal principles, and federal strategy memorandum are available online on the Board's webpage at <http://www.fairfaxcounty.gov/government/board/>). This year, the Board also considered a number of bills introduced by the 113<sup>th</sup> Congress; based on this review, County government relations staff coordinated our lobbying efforts with the County's Congressional offices. Staff efforts are also supplemented on Capitol Hill by a contract lobbying team for transportation issues, as well as certain general issues of interest to the County.

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Office of the County Executive  
12000 Government Center Parkway  
Suite 552  
Phone: (703) 324-2531, TTY 711  
Fax: (703) 324-3956  
[www.fairfaxcounty.gov](http://www.fairfaxcounty.gov)

**Upcoming General Assembly – 2014**

As you know, general direction of the County's legislative effort year-round is a function of my office. Claudia Arko, the County's Legislative Director and registered lobbyist, will have day-to-day control of the County's state and federal legislative efforts. I have also registered the other members of the County's legislative team who are authorized to lobby on behalf of Fairfax County during the 2014 General Assembly.

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State law is quite specific as to what constitutes "lobbying," which is defined as follows: (i) influencing or attempting to influence executive or legislative action through oral or written communication with an executive or legislative official; or (ii) soliciting others to influence an executive or legislative official.<sup>1</sup> In addition, any local government employee who lobbies is defined as a "lobbyist," and all such lobbyists are required to be registered with the Secretary of the Commonwealth. Va. Code §2.2-419 (see **Attachment**).

In order to comply with the County's lobbying policy, as established by the Board of Supervisors and Virginia law, it is essential that County efforts on legislative or executive actions throughout the year be coordinated with the Legislative Director. In particular, if a member of County staff intends to participate in the Richmond legislative process and attend General Assembly meetings or public hearings pertaining to issues of interest or impact to the County on legislative or executive actions, he or she should contact Claudia or other members of the Richmond team during the General Assembly. Any information which is important to formulating a County position on a particular bill should also be communicated to Claudia. This will ensure that our County efforts will be consistent.

Additionally, during the Session, Nicole Lewis will be working with a staff team appointed by me to represent major County program areas, and these team members will analyze the impact of legislation affecting the County. As in past years, rapid review of bills is essential, and by using computer support, the review of legislation has been expedited and simplified. All technical questions during the Session concerning pending legislation should be routed to Nicole. The information provided by County staff to the Richmond team will be utilized in helping me to make recommendations to the Board for possible County positions during weekly meetings of the Legislative Committee.

No County official or County agency should conduct any lobbying activities in violation of County policy or Virginia law. However, please note that the County lobbying policy is not intended to discourage County agencies, boards, commissions and authorities from maintaining professional relationships with appropriate state agencies. If you have any questions or need clarification about the County's lobbying efforts related to your area of responsibility, you

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<sup>1</sup> Virginia's lobbying disclosure and regulations do not apply to all interactions with State agencies. The definition of "lobbying" specifically uses the term "executive action," and that term is defined as "the proposal, drafting, development, consideration, amendment, adoption, approval, promulgation, issuance, modification, rejection, or postponement by an executive agency or official of **legislation or executive orders** issued by the Governor." Va. Code § 2.2-419.

Senior Management Team  
December 23, 2013  
Page 3 of 3

should check with Claudia. She will coordinate with me on how best to handle the issue or effort, in order that our lobbying activities are consistent county-wide. Additionally, this policy does not deny any individual his or her right as a private citizen to lobby the state on matters of individual concern.

Thank you for your assistance.

**2014 General Assembly Contact Information**

**Richmond Office Information**

(office will be staffed January 6 – March 8, 2014)  
**Address:** 1207 E. Main Street, 2<sup>nd</sup> Floor  
Richmond, Virginia 23219  
**Phone:** (804) 788-4536  
**Fax:** (804) 649-2872

**Fairfax Office Information**

Claudia Arko: (703) 324-2647

Katie Boyle: (703) 324-2649

Nicole Lewis: (703) 324-2640

The 2014 Session begins Wednesday, January 8, 2014, and is scheduled to end Saturday, March 8, 2014.

Attachment: Virginia Code §2.2-419

cc: Members, Board of Supervisors  
Richmond Team  
Legislative Review Team

[prev](#) | [next](#)

§ 2.2-419. Definitions.

As used in this article, unless the context requires a different meaning:

"Anything of value" means:

1. A pecuniary item, including money, or a bank bill or note;
2. A promissory note, bill of exchange, order, draft, warrant, check, or bond given for the payment of money;
3. A contract, agreement, promise, or other obligation for an advance, conveyance, forgiveness of indebtedness, deposit, distribution, loan, payment, gift, pledge, or transfer of money;
4. A stock, bond, note, or other investment interest in an entity;
5. A receipt given for the payment of money or other property;
6. A right in action;
7. A gift, tangible good, chattel, or an interest in a gift, tangible good, or chattel;
8. A loan or forgiveness of indebtedness;
9. A work of art, antique, or collectible;
10. An automobile or other means of personal transportation;
11. Real property or an interest in real property, including title to realty, a fee simple or partial interest, present or future, contingent or vested within realty, a leasehold interest, or other beneficial interest in realty;
12. An honorarium or compensation for services;
13. A rebate or discount in the price of anything of value unless the rebate or discount is made in the ordinary course of business to a member of the public without regard to that person's status as an executive or legislative official, or the sale or trade of something for reasonable compensation that would ordinarily not be available to a member of the public;
14. A promise or offer of employment; or
15. Any other thing of value that is pecuniary or compensatory in value to a person.

"Anything of value" does not mean a campaign contribution properly received and reported pursuant to Chapter 9.3 (§ 24.2-945 et seq.) of Title 24.2.

"Compensation" means:

1. An advance, conveyance, forgiveness of indebtedness, deposit, distribution, loan, payment, gift, pledge, or transfer of money or anything of value; or
2. A contract, agreement, promise or other obligation for an advance, conveyance, forgiveness of indebtedness, deposit, distribution, loan, payment, gift, pledge, or transfer of money or anything of value, for services rendered or to be rendered.

"Compensation" does not mean reimbursement of expenses if the reimbursement does not exceed the amount

actually expended for the expenses and it is substantiated by an itemization of expenses.

"Executive action" means the proposal, drafting, development, consideration, amendment, adoption, approval, promulgation, issuance, modification, rejection, or postponement by an executive agency or official of legislation or executive orders issued by the Governor.

"Executive agency" means an agency, board, commission, or other body in the executive branch of state government. "Executive agency" includes the State Corporation Commission, the Virginia Workers' Compensation Commission, and the State Lottery Department.

"Executive official" means:

1. The Governor;
2. The Lieutenant Governor;
3. The Attorney General;
4. Any officer or employee of the office of the Governor or Lieutenant Governor other than a clerical or secretarial employee;
5. The Governor's Secretaries, the Deputy Secretaries, and the chief executive officer of each executive agency; or
6. Members of supervisory and policy boards, commissions and councils, as defined in § 2.2-2100, however selected.

"Expenditure" means:

1. A purchase, payment, distribution, loan, forgiveness of a loan or payment of a loan by a third party, advance, deposit, transfer of funds, a promise to make a payment, or a gift of money or anything of value for any purpose;
2. A payment to a lobbyist for salary, fee, reimbursement for expenses, or other purpose by a person employing, retaining, or contracting for the services of the lobbyist separately or jointly with other persons;
3. A payment in support of or assistance to a lobbyist or the lobbyist's activities, including the direct payment of expenses incurred at the request or suggestion of the lobbyist;
4. A payment that directly benefits an executive or legislative official or a member of the official's immediate family;
5. A payment, including compensation, payment, or reimbursement for the services, time, or expenses of an employee for or in connection with direct communication with an executive or legislative official;
6. A payment for or in connection with soliciting or urging other persons to enter into direct communication with an executive or legislative official; or
7. A payment or reimbursement for categories of expenditures required to be reported pursuant to this chapter.

"Expenditure" does not mean a campaign contribution properly received and reported pursuant to Chapter 9.3 (§ 24.2-945 et seq.) of Title 24.2.

"Fair market value" means the price that a good or service would bring between a willing seller and a willing buyer in the open market after negotiations. If the fair market value cannot be determined, the actual price paid for the good or service shall be given consideration.

"Gift" means anything of value to the extent that a consideration of equal or greater value is not received.

"Gift" does not mean:

1. Printed informational or promotional material;
2. A gift that is not used and, no later than sixty days after receipt, is returned to the donor or delivered to a charitable organization and is not claimed as a charitable contribution for federal income tax purposes;
3. A gift, devise, or inheritance from an individual's spouse, child, parent, grandparent, brother, sister, parent-in-law, brother-in-law, sister-in-law, nephew, niece, aunt, uncle, or first cousin or the spouse of that individual, if the donor is not acting as the agent or intermediary for someone other than a person covered by this subdivision; or
4. A gift of a value of \$25 or less.

"Immediate family" means (i) the spouse and (ii) any other person who resides in the same household as the executive or legislative official and is the dependent of the official.

"Legislative action" means:

1. Preparation, research, drafting, introduction, consideration, modification, amendment, approval, passage, enactment, tabling, postponement, defeat, or rejection of a bill, resolution, amendment, motion, report, nomination, appointment, or other matter by the General Assembly or a legislative official;
2. Action by the Governor in approving, vetoing, or recommending amendments for a bill passed by the General Assembly; or
3. Action by the General Assembly in overriding or sustaining a veto by the Governor, considering amendments recommended by the Governor, or considering, confirming, or rejecting an appointment of the Governor.

"Legislative official" means:

1. A member or member-elect of the General Assembly;
2. A member of a committee, subcommittee, commission, or other entity established by and responsible to the General Assembly or either house of the General Assembly; or
3. Persons employed by the General Assembly or an entity established by and responsible to the General Assembly.

"Lobbying" means:

1. Influencing or attempting to influence executive or legislative action through oral or written communication with an executive or legislative official; or
2. Solicitation of others to influence an executive or legislative official.

"Lobbying" does not mean:

1. Requests for appointments, information on the status of pending executive and legislative actions, or other ministerial contacts if there is no attempt to influence executive or legislative actions;
2. Responses to published notices soliciting public comment submitted to the public official designated in the notice to receive the responses;
3. The solicitation of an association by its members to influence legislative or executive action; or
4. Communications between an association and its members and communications between a principal and its lobbyists.

"Lobbyist" means:

1. An individual who is employed and receives payments, or who contracts for economic consideration, including reimbursement for reasonable travel and living expenses, for the purpose of lobbying;
2. An individual who represents an organization, association, or other group for the purpose of lobbying; or
3. A local government employee who lobbies.

"Lobbyist's principal" or "principal" means the entity on whose behalf the lobbyist influences or attempts to influence executive or legislative action. An organization whose employees conduct lobbying activities on its behalf is both a principal and an employer of the lobbyists. In the case of a coalition or association that employs or retains others to conduct lobbying activities on behalf of its membership, the principal is the coalition or association and not its individual members.

"Local government" means:

1. Any county, city, town, or other local or regional political subdivision;
2. Any school division;
3. Any organization or entity that exercises governmental powers that is established pursuant to an interstate compact; or
4. Any organization composed of members representing entities listed in subdivisions 1, 2, or 3 of this definition.

"Local government employee" means a public employee of a local government.

"Person" means an individual, proprietorship, firm, partnership, joint venture, joint stock company, syndicate, business trust, estate, company, corporation, association, club, committee, organization, or group of persons acting in concert.

"Value" means the actual cost or fair market value of an item or items, whichever is greater. If the fair market value cannot be determined, the actual amount paid for the item or items shall be given consideration.

(1994, cc. [857](#), [937](#), § 2.1-780; 2001, c. [844](#); 2006, cc. [787](#), [843](#), [892](#).)

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[prev](#) | [next](#) | [new search](#) | [table of contents](#) | [home](#)

