



Biannual Report for Kan-ed Evaluation

**Submitted by
Office of Educational
Innovation and Evaluation
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**Kan-ed Evaluation Biannual Report
(December 17, 2010)**

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Kan-ed Evaluation Biannual Report (December 17, 2010)

This report provides summary information of the evaluation activities for Kan-ed conducted between July 1 and December 15, 2010. The data collection instruments and analyses are reported and compiled in the attached appendices so that essential information is easily accessible. The accomplishments of this period are bulleted below while the planned accomplishments for the next period (January 1 – June 30, 2011) are listed on the following page. Brief summaries of the sections included in this report begin on page iii.

ACCOMPLISHMENTS THIS PERIOD

- Continued development of the Invoices and Reimbursements database, including new automated imports for access bills and optic-core support, and reports to assist with E-Rate reimbursements.
- Assisted with Governor's Broadband Task Force activities.
- Documented status of Kan-ed member connections to Kan-ed 2.0.
- Updated an interactive online form to conduct Annual Member Record Update.
- Completed Annual Member Record Update and imported changes in Kan-ed Membership Database.
- Completed biannual Membership Verification to verify eligibility of members in preparation for the 2011 Kansas Legislative Session.
- Coordinated the collection of Letter of Agency (LOA) and CIPA compliance (form 479) forms from Kan-ed members for Kan-ed E-Rate application.
- Developed fillable forms in Microsoft Word and Adobe Acrobat Professional for the Enhanced Technology Grant Program.
- Created a dashboard for the Kan-ed website that displays live membership and connectivity statistics.
- Conducted a case study at two high usage Kan-ed service areas.
- Collected impact data and prepared impact stories.
- Compiled data from surveys gathering feedback about the Kan-ed 2.0 connection process and usage of and satisfaction with Kan-ed network and other member services, for K-12 members and Library members separately.
- Prepared E-Rate training feedback form to administer to workshop participants and compiled feedback obtained.
- Provided feedback and updated data for documents prepared by Kan-ed staff for the legislature and other organizations.
- Updated formatting of legislative data sheets and impact statement sheets for 2011 Legislative Session.
- Provided requested data and updates and attended required meetings.

PLANNED ACCOMPLISHMENTS NEXT PERIOD

- Finalize impact statement sheets and impact stories, which will accompany the legislator-specific data sheets.
- Continue to document and refine site information per Kan-ed member.
- Develop a site survey record update and launch to connected sites.
- Finalize the collection of Letter of Agency and CIPA compliance (form 479) forms from Kan-ed members for Kan-ed E-Rate application.
- Continue follow-up with Kan-ed members to gather impact stories related to connectivity and content services.
- Continue to assist with Governor's Broadband Task Force activities.
- Complete the Annual Membership Verification.
- Document E-Rate hotline usage by Kan-ed members.
- Document status of EMResource users in Kansas and conduct follow-up.
- Conduct surveys collecting feedback about the process of connecting to Kan-ed 2.0 as well as usage of, satisfaction with, and impact of Kan-ed network and other member services, with higher education institutions and hospitals, separately.
- Provide requested data during the 2011 Kansas Legislative Session and provide updates for legislative link on Kan-ed website.
- Conduct a follow-up data collection with additional contacts obtained through the case study in high usage areas.
- Compile data from the case study conducted in high usage areas, including data gained through the additional contacts.
- Study additional sites for the case study, upon the Executive Director's approval.
- Continue to provide requested data and updates to staff and attend required meetings.

As demonstrated in the bullets on the previous page, a wide variety of evaluation and coordination tasks were performed by OEIE staff from July 1 – December 15, 2010. A brief summary of each activity is included below with data collection instruments and complete analyses reported and compiled in the attached appendices.

Kan-ed 2.0 Connect Program

OEIE tracks which members are connected to the Kan-ed network to keep this information up-to-date in the Membership Database. As of December 15, 2010, a total of 589 sites are directly connected to the Kan-ed 2.0 network, and 102 sites are in the process of being connected. Each Kan-ed member can have multiple sites connected to the network; these 589 connected sites correspond to 445 unique Kan-ed members, and the 102 in process sites correspond to 52 unique Kan-ed members. An additional 39 members (including an additional 73 sites) are currently connected compared to the numbers reported in the December 2009 Biannual Evaluation Report.

The breakdown of the currently connected active members by constituent group and region is displayed in Appendix 1 along with a list of *connected* and *in process* members.

Membership Update

OEIE tracks Kan-ed membership on a continual basis and conducts an annual Membership Verification during which the eligibility of members is verified based on the Kan-ed legislative statute. Based on a review of the Kan-ed statute and determination that membership is above and beyond the 75% threshold indicated in the statute, Kan-ed has declared that all organizations eligible for membership are now considered to be members. Although previously, Kan-ed reported two membership groups, which were members and potential members, and most recently as active members and newly assigned members, now, all eligible organizations are simply referred to as members. The current Kan-ed membership, as of December 15, 2010, is comprised of 883 members. More information about the membership verification process and changes observed in the Kan-ed membership are included in Appendix 2.

Annual Member Record Update

An annual Member Record Update is conducted by OEIE to verify and update contact information for each Kan-ed member organization's Kan-ed contacts. The contacts serve as the principal contacts in a member organization for any Kan-ed related communication. These contacts are updated on an annual basis due to frequent changes in positions and/or their contact information. As in 2009, the 2010 Member Record Update process was conducted using an interactive online form. The update was completed by 844 Kan-ed members, and 507 of these members required changes to their information. A complete description of the process and results of the 2010 Member Record Update are included in Appendix 3.

Case Study Update

To supplement traditional impact data collection, OEIE began conducting a case study of two high usage Kan-ed service areas. The case study involved the in-depth study of Kan-ed members representing all four constituent groups in Wichita and in Lane and Finney counties. Feedback was collected related to usage and impact, facilitators and barriers to usage, and partnerships facilitated by usage of Kan-ed services. Information collected through the case study will be used to prepare impact stories, identify member needs, and target marketing efforts. Descriptions of the procedure used, preliminary results, and next steps are located in Appendix 4. Initial observations are highlighted in the report, including interviewees' satisfaction with Kan-ed services, needs that they hope will be met, the impact of Kan-ed services throughout Kansas and beyond, the many partnerships and connections being facilitated by the Kan-ed video network.

Impact Stories

During the course of evaluative data collections, OEIE requests that respondents share examples of how Kan-ed grants and services have had an impact on their organization. When respondents share examples of impact that are particularly detailed and relevant to illustrate the impact of the Kan-ed initiative, the responses are formatted into one-page stories. During the first half of the

Fiscal Year 2011 evaluation period, OEIE gathered such examples of impact through surveys and through interviews conducted by phone, video, and in-person. From this data, the evaluation team created eight impact stories related to connectivity, and the team is in the process of preparing additional stories in time for use in the legislative session. A description of these impact stories and the stories are presented in Appendix 5.

Kan-ed 2.0 Process and Impact Surveys

OEIE developed and administered a collection of surveys to K-12 and Library members to gather feedback related to the impact of the network. At that time, OEIE also took the opportunity to gather feedback about the Kan-ed 2.0 connection process from those sites who had obtained a connection. Given that some sites are connected to Kan-ed 2.0 and others are not, multiple versions of the survey were necessary for each constituent group. The information provided in response to these surveys will put Kan-ed in a better position to make decisions based on member needs and to gain continued funding, which will in effect maintain members' access to the Kan-ed services. Results from the Kan-ed 2.0 Connection Process and Impact Surveys are reported in Appendix 6.

E-Rate Training Feedback

To maximize the impact of federal E-Rate funds in Kansas, Kan-ed, in partnership with the Kansas State Department of Education and the State Library of Kansas, provides E-Rate support services to Kan-ed members by contracting the services of BTU Consultants. BTU Consultants provides year-round training, outreach, and *E-Rate Hotline* support to Kan-ed members as they apply for E-Rate funding. In November 2010, Don Dietrich provided E-Rate training sessions across the state. Trainings were offered in four cities: Hays, Dodge City, Wichita, and Topeka. Participants were invited to complete a feedback form regarding their experiences at the E-Rate training. Results from the training feedback form are reported in Appendix 7.

Legislative Tools Summary

The 2011 Kansas Legislative Session begins January 10, 2011. Throughout the legislative session, OEIE will provide data to Kan-ed staff to support their testimony and respond to legislator questions. In preparation for the upcoming Legislative Session, OEIE has assisted Kan-ed in developing legislator-specific Data Sheets, regional Impact Statement Sheets, and Impact Stories. Descriptions of these legislative tools, along with examples of a Data Sheet and an Impact Statement Sheet, can be found in the report located in Appendix 8, and impact stories can be found in Appendix 5.

APPENDICES

APPENDIX 1

Kan-ed 2.0 Connect Program
Update

Kan-ed 2.0 Connect Program Update

Background

In 2008, Kan-ed contracted with AT&T to provide an Advanced Virtual Private Network (AVPN), called Kan-ed 2.0. The Kan-ed 2.0 network allows members to have one integrated connection to receive both commercial Internet and private network connectivity to Kan-ed 2.0 for video conferencing. The new network was introduced to Kan-ed members in March 2008 through an email from Kan-ed Executive Director, Brad Williams.

In fall 2008, the Office of Educational Innovation and Evaluation (OEIE) began working with Kan-ed and Network Operations Center (NOC) staff to develop a streamlined process for connecting members to the Kan-ed 2.0 network. Members were invited to participate in the Kan-ed 2.0 Connect Program in December 2008. For a full description of the process, see Appendix 1 of the Fiscal Year 2009 Kan-ed Evaluation Annual Performance Report.

Results

OEIE developed an online administrative interface to the online site survey forms that are required to be completed by members prior to connection to the Kan-ed 2.0 network. A detailed explanation with screenshots of the online administrative interface can be found in Appendix 1 of the Fiscal Year 2010 Kan-ed Evaluation Annual Performance Report. The connection numbers reported below are the result of ongoing use of this online interface by NOC staff, the Kan-ed Network Access Manager, and OEIE to ensure accuracy of the numbers.

As of December 15, 2010, a total of 589 sites are directly connected to the Kan-ed 2.0 network, and 102 sites are in process of being connected. "In process" status indicates that the member has begun the process to connect to Kan-ed 2.0 but either has not made the final decisions necessary to complete their connection (e.g., what connection speed they need, which Internet Service Provider they plan to use, or whether or not they even plan on connecting) or has not yet been connected via AT&T or a Kan-ed Authorized Provider (KAP). Each Kan-ed member can have multiple sites connected to the network; these 589 connected sites correspond to 445 unique Kan-ed members, and the 102 in process sites correspond to 52 unique Kan-ed members that do not have any existing connections. It is important to note that many members have only one direct connection to the Kan-ed network, yet all of their sites may be connected to Kan-ed through the use of a local area network (LAN) or wide area network (WAN). Sites connected indirectly through a LAN or WAN are not captured in the figures reported above. The 445 members with a direct connection to the network and the 52 members in process represent a total of 1,583 active sites that are either connected already or have the potential to have access to Kan-ed 2.0 through their member's LAN or WAN.

The current breakdown of the connected and in process members is displayed by constituent group and region in the table below. Currently, there are 883 Kan-ed members. Of the total membership, connections to the Kan-ed 2.0 network have been established by 83% of the higher education members, 54% of the hospital members, 64% of the K-12 members, and 45% of the library members. The total number of connected members has increased from 292 connected members on Kan-ed 1.0, as last reported in the December 2008 Biannual Evaluation Report, to 445 connected members on Kan-ed 2.0. A current list of connected and in process members begins on page 3.

Kan-ed 2.0 Connections as of December 15, 2010								
Constituent Group	Region							TOTAL
	Central	North Central	North East	North West	South Central	South East	South West	
Higher Education								
2.0 Connected Members	4	6	10	2	11	6	3	42
2.0 In Process Members	0	0	1	0	1	0	0	2
Total Potential for 2.0	4	6	11	2	12	6	3	44
Total Kan-ed Members	6	6	13	2	16	7	3	53
Percent	67%	100%	85%	100%	75%	86%	100%	83%
Hospitals								
2.0 Connected Members	13	7	9	11	11	5	15	71
2.0 In Process Members	3	1	1	0	2	3	2	12
Total Potential for 2.0	16	8	10	11	13	8	17	83
Total Kan-ed Members	22	15	36	11	31	16	22	153
Percent	73%	53%	28%	100%	42%	50%	77%	54%
K-12								
2.0 Connected Members	25	20	35	13	50	29	28	200
2.0 In Process Members	3	0	6	1	5	3	0	18
Total Potential for 2.0	28	20	41	14	55	32	28	218
Total Kan-ed Members	42	34	71	21	79	49	43	339
Percent	67%	59%	58%	67%	70%	65%	65%	64%
Libraries								
2.0 Connected Members	2	38	41	3	5	12	31	132
2.0 In Process Members	11	0	1	5	0	3	0	20
Total Potential for 2.0	13	38	42	8	5	15	31	152
Total Kan-ed Members	56	41	49	22	76	56	38	338
Percent	23%	93%	86%	36%	7%	27%	82%	45%
Total Kan-ed Members	126	96	169	56	202	128	106	883
Total Connected Members	44	71	95	29	77	52	77	445
Total In Process Members	17	1	9	6	8	9	2	52
Percent of Members Connected	35%	74%	56%	52%	38%	41%	73%	50%
Percent of Members In Process	13%	1%	5%	11%	4%	7%	2%	6%
Percent Connected or In Process	48%	75%	61%	63%	42%	48%	75%	56%

Kan-ed 2.0 “Connected” and “In Process” Members

* indicates members that are 'in process'

Abilene Public Library
Abilene USD 435
Allen County Community College
Americus Township Library
Andover USD 385
Anthony Medical Center
Anthony-Harper USD 361
ANW Special Ed Cooperative #603
Argonia Public Schools USD 359
Arkansas City USD 470
Arma City Library
Ashland City Library
Ashland Health Center
Ashland USD 220
Atchison County Community Schools USD 377
Atchison Public Library
Atchison Public Schools USD 409
Attica USD 511
Auburn Washburn USD 437
Axtell Public Library
B&B USD 451
Baker University
Baldwin City Public Library
Baldwin City USD 348
Barber County North USD 254
Barnard Library*
Barnes Reading Room (Public Library)
Barnes USD 223
Barton County Community College
Basehor Community Library
Basehor-Linwood School Dist USD 458*
Beattie Public Library
Beck-Bookman Library
Belle Plaine USD 357
Beloit USD 273
Benedictine College
Bern Community Library
Bethany College*
Bethel College
Bird City Library*
Bison Community Library*

Blue Rapids Public Library
Blue Valley USD 384
Bob Wilson Memorial-Grant County Hospital
Bonner Springs City Library
Brewster USD 314
Bronson Public Library
Bucklin Public Library
Bucklin USD 459
Buhler USD 313
Burlingame Community Library
Burlingame Public School USD 454
Burlington USD 244
Burnley Memorial Library
Burns Public Library
Burrton USD 369
Butler Community College
Caldwell USD 360
Caney City Library
Canton-Galva USD 419*
Carbondale City Library
Cedar Vale USD 285
Central Christian College of Kansas
Central Heights USD 288
Central Kansas Library System
Central Kansas Medical Center
Central Plains USD 112
Central USD 462
Centralia Community Library
Chanute Public Library
Chanute Public Schools USD 413
Chapman Public Library
Chapman USD 473
Chase County USD 284
Chase-Raymond USD 401
Cheney USD 268
Cherokee USD 247
Cherryvale-Thayer USD 447
Cheyenne County Hospital
Cheylin USD 103
Children's Mercy South
Cimarron City Library, Gray County
Cimarron-Ensign USD 102
Circle USD 375
Citizens Medical Center

Clara Barton Hospital
Clay Center Carnegie Library
Clay County Medical Center*
Clay County USD 379
Clifton Public Library
Cloud County Community College
Cloud County Health Center
Coffey County Hospital
Coffey County Library
Coffeyville Community College
Coffeyville Regional Medical Center*
Coffeyville USD 445
Colby Community College
Coldwater-Wilmore Regional Library
Comanche County USD 300
Community HealthCare System Inc Hospital-
Onaga
Community Memorial Healthcare
Concordia USD 333
Conway Springs USD 356
Copeland USD 476
Corning City Library
Council Grove Public Library
Cowley County Community College
Crest USD 479*
dba F.W. Huston Medical Center (Jefferson
County Memorial Hospital)
Decatur County Hospital
Deerfield USD 216
Delaware Township Library
Dexter USD 471
Diocese of Kansas City
Diocese of Salina
Diocese of Wichita
Dodge City Community College
Dodge City USD 443
Doniphan West USD 111
Donnelly College
Dorothy Bramlage Public Library
Douglass Public Schools USD 396
Dudley Township Public Library
Dwight Public Library
Education Services and Staff Development
Association of Central Kansas (ESSDACK)
#622
Edwards County Hospital

Effingham Community Library
El Dorado USD 490
Ellinwood District Hospital*
Ellinwood Public Schools USD 355*
Ell-Saline USD 307
Ellsworth County Medical Center
Ellsworth USD 327
Elm Creek Township Library
Elmendaro Township Library
Emporia Public Library
Emporia State University
Enterprise Public Library
Erie City Public Library*
Erie-Galesburg USD 101
Eudora Public Library
Eudora Unified School District USD 491*
F. Lee Doctor Library [Agra City Library]*
Fairfield USD 310
Flint Hills Technical College
Flinthills USD 492
Florence Public Library
Ford City Library
Formoso Public Library*
Fort Hays State University
Fort Scott Community College
Fowler Public Library
Fowler USD 225
Frankfort City Library
Fredonia Regional Hospital
Fredonia USD 484
Frontenac Public Schools USD 249
Galena USD 499
Garden City Community College
Garden City USD 457
Garnett USD 365*
Girard USD 248
Goddard USD 265
Goessel Public Library
Golden Plains USD 316
Goodland Regional Medical Center
Gove City Library*
Gove County Medical Center
Graham County Hospital
Graham County USD 281
Graves Memorial Library
Great Bend USD 428

Greeley County Health Services
Greeley County Library
Greeley County Schools USD 200
Grenola Public Library*
Grinnell Public Schools USD 291
Grisell Memorial Hospital District #1*
Halstead USD 440
Hamilton County Hospital
Hamilton County Library
Hamilton USD 390
Hanover Hospital
Hanover Public Library
Hanston City Library
Harper Hospital District #5
Haskell Indian Nations University *
Haskell Township Library
Haven Public Schools USD 312
Hays Medical Center, Inc.
Haysville Community Library
Healy Public Schools USD 468
Herington Municipal Hospital
Herington Public Library
Hesston College
Hiawatha Community Hospital*
Hiawatha USD 415
Highland Community College
Hillsboro Community Hospital
Hillsboro Public Library
Hodgeman County Health Center
Holcomb USD 363
Holton Community Hospital
Holton USD 336
Hope Community Library
Horton Community Hospital
Horton Public Library
Hospital District #1 of Rice County
Hugoton Public Schools USD 210
Humboldt Public Library
Hutchinson Community College
Independence Community College
Independence Public Library
Independence USD 446
Ingalls USD 477
Inman USD 448
Jamestown City Library*
Jayhawk USD 346

Jefferson County North USD 339
Jefferson West USD 340
Jetmore Public Library
Jetmore USD 227
Jewell County Hospital
Jewell Public Library*
Johnson County Community College
Kansas City Kansas Community College
Kansas State School for the Blind
Kansas State School for the Deaf*
Kansas State University
Kansas Wesleyan University
Kaw Valley USD 321
Kearny County Hospital
Kearny County Library
Kickapoo Nation Schools
Kingman Community Hospital (Ninnescah
Valley Health Systems, Inc.)
Kingman-Norwich USD 331
Kinsley Public Library
Kinsley-Offerle USD 347
Kiowa County Library
Kiowa County Memorial Hospital
Kiowa County USD 422
Kismet Public Library
Kismet-Plains USD 483
Labette County USD 506*
Labette Health*
LaCrosse USD 395
Lakin USD 215
Lane County Hospital
Lane County Library
Lang Memorial Library*
Lansing Community Library
Lansing USD 469*
Larned State Hospital
Lawrence USD 497
Leavenworth City Library
Lebo-Waverly USD 243
Lenora Public Library*
Leonardville City Library
LeRoy-Gridley USD 245
Liberal Memorial Library
Library District #1, Doniphan County*
Library District #1, Lyon Co.
Library District #2 Linn County

Lincoln Carnegie Library
Lincoln USD 298
Lindsborg Community Hospital
Linn County Library Dist #1
Linwood Community Library Dist #1
Little River USD 444
Logan County Hospital
Logan USD 326
Louisburg USD 416
Louisburg/Library District #1, Miami Co
Lyndon Carnegie Library
Lyndon USD 421
Lyons USD 405
Macksville USD 351*
Madison-Virgil USD 386
Maize USD 266
Manhattan Area Technical College
Manhattan Christian College
Manhattan Public Library
Mankato City Library*
Marais des Cygnes Valley USD 456
Marion City Library
Marmaton Valley USD 256
Mary Cotton Public Library
Marysville Public Library
McLouth Public Library
McLouth USD 342*
McPherson College
Meade District Hospital/Artesian Valley
Health System
Meade Public Library
Meade USD 226
Meadowlark Library
Medicine Lodge Memorial Hospital*
Memorial Health System (Hospital District #1
Dickinson)
Memorial Hospital, Inc.
Mercy Hospital (Moundridge)*
Meriden Community Library
Mill Creek Valley USD 329
Minimally Invasive Surgical Hospital
Minneola City Library
Minneola District Hospital
Minneola USD 219
Mission Valley USD 330
Mitchell County Hospital

Montezuma Township Library
Montezuma USD 371
Moore Family Library
Morrill Public Library
Morris County Hospital
Morris County USD 417
Morton County Public Library
Mulvane USD 263
Nemaha Valley Community Hospital
Nemaha Valley Schools USD 442
Neodesha USD 461
Neosho County Community College
Neosho Memorial Regional Medical Center
Ness City Public Library
Ness City USD 303
Ness County Hospital District #2*
Newton Public Library
Nickerson USD 309
North Jackson USD 335
North Lyon County USD 251
North Ottawa County USD 239
Northeast Kansas Education Service Center
#608 (Keystone Learning Services)
Northeast Kansas Library System
Northeast USD 246
Northwest Kansas Educational Service Center
#602
Northwest Kansas Library System
Northwest Kansas Technical College
Norton Community Schools USD 211*
Norton County Hospital
Nortonville Public Library
Oakley USD 274
Oberlin USD 294
Onaga-Havensville-Wheaton USD 322
Osage City Public Library
Osawatomie Public Library
Osawatomie USD 367*
Osborne County Memorial Hospital*
Osborne County USD 392
Oskaloosa Public Library
Oskaloosa Public Schools USD 341
Oswego Community Hospital
Oswego USD 504
Otis Community Library*
Otis-Bison USD 403

Ottawa County Health Center	Rural Vista USD 481
Ottawa Library	Rush County Memorial Hospital*
Ottawa University	Russell County USD 407
Overbrook Public Library	Russell Regional Hospital
Oxford USD 358	Sabetha Community Hospital
Palco USD 269	Santa Fe Trail USD 434
Paola Free Library	Satanta District Hospital
Paradise USD 399	Scott County Hospital
Pawnee Heights USD 496	Scott County USD 466
Peabody Township Library	Seaman USD 345
Perry Public Schools USD 343	Sedan City Hospital
Phillips County Hospital	Sedgwick Public Schools USD 439*
Phillipsburg USD 325	Selden Public Library*
Pioneer Memorial Library	Seneca Free Library
Piper-Kansas City USD 203	Seward County Community College
Pittsburg Public Library	Sharon Springs Public Library*
Pittsburg State University	Sheridan County Health Complex
Pittsburg USD 250	Silver Lake Library
Plains Community Library	Silver Lake USD 372
Plainville USD 270	Smith County Memorial Hospital
Pleasanton USD 344	Smoky Hill/ Central Kansas Education
Pottawatomie Wabaunsee Regional Library	Service Center #629
Prairie Hills USD 113	Smoky Valley USD 400
Prairie View USD 362	Solomon Public Library
Pratt Community College	Solomon USD 393
Pratt Regional Medical Center	South Barber USD 255
Pratt USD 382	South Brown County USD 430
Prescott City Library*	South Central Kansas Education Service
Pretty Prairie USD 311	Center #628
Protection Township Library	South Central Kansas Library System
Quinter Public Schools USD 293	South Central Kansas Special Education
Ransom Public Library	Cooperative #605*
Rawlins County Health Center	South Haven USD 509
Remington-Whitewater USD 206	Southeast Kansas Education Service Center
Renwick USD 267	#609 at Greenbush
Republic County Hospital	Southeast of Saline USD 306
Richmond Public Library	Southern Cloud USD 334
Riley City Library	Southern Lyon County USD 252
Riverside USD 114	Southwest Kansas Library System
Riverton USD 404	Southwest Medical Center
Rock Creek USD 323	Southwest Plains Regional Service Center
Rock Hills USD 107	#626
Rolla USD 217	Southwestern College
Rose Hill Public Schools USD 394	Spearville Township Library
Rossville Community Library	Spearville USD 381
Royal Valley USD 337	St Francis Community Schools USD 297

St John-Hudson USD 350*
St. Catherine Hospital
St. Francis Health Center
Stafford County Hospital
Stanton County Library
Stevens County Library
Stormont-Vail Healthcare Inc.
Sublette USD 374
Sumner County Educational Services
Interlocal #619
Sunshine City Library*
Sylvan Grove Public Library*
Sylvan Grove USD 299*
Tabor College
Technology Excellence in Education Network
(TEEN) #632
Three Lakes Educational Cooperative #620
Thunder Ridge USD 110
Tonganoxie Public Library
Trego County Lemke Memorial Hospital
Triplains USD 275
Troy Public Schools USD 429
Twin Valley USD 240*
Udall USD 463
Ulysses USD 214
Uniontown USD 235
University of Kansas
University of Saint Mary
Utica Public Library
Valley Center Public Schools USD 262
Valley Falls USD 338
Valley Heights USD 498
Vermillion Public Library
Vermillion USD 380
Via Christi Hospital
Victoria USD 432
Wamego Public Library
Washburn University
Washington County Schools USD 108
Washington Public Library
Waterville Public Library
Wellington Christian Academy
Wellington USD 353
Wellsville City Library
Weskan USD 242
Wesley Medical Center

Wetmore Public Library
Wheatland USD 292
White City Public Library
Wichita Area Technical College
Wichita County Health Center
Wichita Public Library
Wichita State University
Wichita USD 259
Williamsburg Community Library
Wilson Medical Center*
Winchester Public Library
Winfield USD 465
Woodson USD 366
Yates Center Public Library

APPENDIX 2

Membership Update

December 2010 Membership Update

The current Kan-ed membership, as of December 15, 2010, is 883 members. As was previously noted in the Fiscal Year 2010 Kan-ed Evaluation Annual Performance Report, based on a review of the Kan-ed statute and determination that membership has surpassed the 75% threshold indicated in the statute, Kan-ed has declared that all organizations eligible for membership are now considered to be members.

For the purposes of this report, all Kan-ed members are discussed as one category, regardless of what their membership status has been in previous reports. In previous reports, the two membership groups were referred to as members and potential members, and most recently as active members and newly assigned members. The table below displays the current membership numbers by constituent group and region. Membership updates are summarized below by constituent group and detailed in the Membership Verification beginning on page 2.

Higher Education: There were no changes to the Higher Education membership between June 2010 and December 2010.

Hospital: Hospital membership decreased by two organizations as a result of consolidations since June 2010.

K-12: K-12 membership decreased by five organizations as a result of consolidations and closures since June 2010.

Library: There were no changes to the Library membership between June 2010 and December 2010.

Kan-ed Membership as of December 15, 2010								
Constituent Group	Region							
	Central	North Central	North East	North West	South Central	South East	South West	TOTAL
Higher Education	6	6	13	2	16	7	3	53
Hospitals	22	15	36	11	31	16	22	153
K-12	42	34	71	21	79	49	43	339
Libraries	56	41	49	22	76	56	38	338
Total	126	96	169	56	202	128	106	883

2010 Membership Verification

An annual Kan-ed Membership Verification is conducted each spring to confirm the eligibility status, based on Kansas Statute, of each member in the Kan-ed database. A midyear membership verification was conducted in December 2010 for the purpose of updating membership numbers in preparation for the 2011 Kansas Legislative Session. Please note that all current membership numbers included in this report are as of December 15, 2010.

For each constituent group, the following information is provided:

- 1) Legislative **definition** of constituent group.
- 2) **Interpretation** of the statute by representatives within the constituent group.
- 3) Official listing of institutions for each constituent group obtained from the agencies that govern or license each and utilized as the **resource** for the verification process.
- 4) Description of the verification **process** utilized including detailed results obtained at each step during verification.

Higher Education

Definition of Higher Education

“School”, as defined in Senate Substitute for House Bill 2035, means: any community college, technical college, area vocational school, area vocational-technical school, or Kansas educational institution, as defined in K.S.A. 2000 Supp. 74-32,120 and amendments thereto.

Interpretation of Statute by Representatives from the Board of Regents

An entity must fall into one of the following classifications and be accredited by the North Central Association to be eligible for Kan-ed membership:

1. Kansas Board of Regents Universities
2. Private Postsecondary Colleges and Universities
3. Municipal University
4. Community Colleges, Technical Colleges, and Area Technical Schools

Resource

Kansas Educational Directory 2010-11, published by the Kansas State Department of Education

Process

Higher education members listed in the Kan-ed database were verified against lists of Kansas Board of Regents Universities; Private Postsecondary Colleges and Universities; Municipal

Universities; and Community Colleges, Technical Colleges, and Area Technical Schools reported in the *Kansas Educational Directory 2010-11*.

Result:

- There were no updates to the higher education membership.

Hospitals

Definition of Hospital

Senate Substitute for House Bill 2035 defines “Hospital” as a “licensed hospital, as defined in K.S.A. 65-425 and amendments thereto”.

Interpretation of Statute by Representatives from the Kansas Hospital Association

Representatives from the Kansas Hospital Association interpreted the Kan-ed Statute and KSA 65-425 as: hospital is defined as "general hospital", "critical access hospital", or "special hospital". These categories of hospitals are directly linked to how they are licensed with the Kansas Department of Health and Environment (KDHE) Bureau of Health Facilities. In summer 2006, this definition was expanded by Kan-ed staff to include additional categories of hospitals licensed by KDHE, including Psychiatric Hospitals and Mental Retardation Hospitals. In addition, private psychiatric hospitals licensed by Social and Rehabilitation Services (SRS) also are included in the expanded definition.

Resource

The *Directory of Hospitals and Medical Care Facilities*, December 1, 2010 version, published by the Kansas Department of Health and Environment Bureau of Health Facilities, was used for verification. This directory can be obtained in hard copy from the KDHE Bureau of Health Facilities and also is available online at the following link: http://www.kdhe.state.ks.us/bhfr/fac_list/index.html. The KDHE updates the website as there are changes in license status.

Process

Hospital members listed in the Kan-ed database were verified against the list of “General”, “Critical Access”, and “Special” hospitals reported in the *Directory of Hospitals and Medical Care Facilities*.

Result:

- The following institutions became sites under a member since the June 2010 verification:
 - Via Christi Regional Medical Center-Transplant was determined to be a site under Via Christi Hospital
 - Mt. Carmel Regional Medical Center was renamed to Via Christi-Pittsburg in 2010 and was determined to be a site under Via Christi Hospital

K-12

Definition of K-12

“School”, as defined in Senate Substitute for House Bill 2035, means: any unified school district, school district interlocal cooperative, school district cooperative, and/or nonpublic school accredited by the State Board of Education.

Interpretation of Statute

An entity must fall into one of the following classifications and/or be accredited to be eligible for Kan-ed membership:

1. Unified school districts
2. Accredited non-public elementary and secondary schools
3. Interlocals
4. Service centers
5. Interactive Distance Learning (IDL) centers (those that were associated with USDs, Cooperatives, and service centers were not counted as individual members)
6. Special Purpose Schools (accredited only)

Resource

Kansas Educational Directory 2010-11, published by the Kansas State Department of Education

Process

K-12 members listed in the Kan-ed database were verified against the list of K-12 organizations reported in the *Kansas Educational Directory 2010-11*.

Result:

- The following member institutions were removed from the Kan-ed membership database:
 - Lorraine USD 328 (consolidated with USD 354 to form Central Plains USD 112)
 - Claflin USD 354 (consolidated with USD 328 to form Central Plains USD 112)
 - Axtell USD 488 (consolidated with USD 441 to form Prairie Hills USD 113)
 - Sabetha USD 441 (consolidated with USD 488 to form Prairie Hills USD 113)
 - Elwood USD 486 (consolidated with USD 406 to form Riverside USD 114)
 - Wathena USD 406 (consolidated with USD 486 to form Riverside USD 114)
 - West Solomon Valley Schools USD 213 (dissolved prior to 2010-11 school year)
 - Horizon Academy Schools (no longer eligible for Kan-ed membership, as they are not accredited by the State Board of Education)

Libraries

Definition of Library

“Library”, as defined in Senate Substitute for House Bill 2035, means:

1. the State Library,
2. any public library established and operating under the laws of this state; or
3. any regional system of cooperating libraries, as defined in K.S.A. 75-2548, and amendments thereto. K.S.A. 75-2548 further defines “regional system of cooperating libraries” as two or more libraries cooperating in a system approved by the state commission and officially designated as a regional system of cooperating libraries under this act.”

Interpretation of Statute

The following definition of a legally established public library was obtained from the State Library of Kansas. Any library listed in the *Directory of Public Libraries in Kansas* (available in a printable PDF version at the link provided below) with the last bit of data in a library's listing as C/1, C/2, C/3, Co, D, R, or T is legally established as a City (of the # Class), County, District, Regional, or Township library. The only exception is the Kansas City Public Library that is legally established under the Kansas City Public School District USD 500. This clarified definition does not recognize libraries classified as “Club” or “Endowed” Public Libraries.

Resource

The *Directory of Public Libraries in Kansas*, July 30, 2010 version published by the Kansas State Library was used for verification. This directory can be obtained online by selecting the printable PDF version of the directory available at the following link: <http://skyways2.lib.ks.us/kld>. The Kansas State Library updates the PDF version as changes occur.

Process

The library members listed in the Kan-ed database were verified against the list of libraries reported in the *Directory of Public Libraries in Kansas*.

Result:

- There were no updates to the library membership.

APPENDIX 3

2010 Member Record Update

2010 Member Record Update

Purpose

A Kan-ed Member Record Update (Record Update) is conducted each year by the Office of Educational Innovation and Evaluation (OEIE). The Record Update ensures that the Kan-ed Membership Database, which houses information relating to Kan-ed members, remains accurate. This accuracy is critical as Kan-ed strives to communicate effectively with its membership.

The purpose of the Record Update is to verify and update contact information for each member organization's four Kan-ed contacts along with site information for each member. The Administrative Contact serves as the individual who has decision-making authority, typically the Superintendent, Director, Chief Information Officer, President, Chief Executive Officer, or other high ranking official. The Technical Contact serves as an individual who is considered the highest level authority on technical issues at the site, typically the Director of Information Technology, Chief Security Officer, or other technical staff member. The Content & Service Contact serves as an individual who should be knowledgeable about the types of content and services that the organization uses on a regular basis, typically the Director of Curriculum and Instruction, Associate Superintendent, Director of Information and Media Services, or Librarian. The Communications Contact serves as an individual whom Kan-ed could contact regularly with general Kan-ed announcements, events, and updates, including future Record Updates. Kan-ed contacts are updated on an annual basis due to frequent changes in contacts and/or their contact information. The results of the 2010 Record Update are summarized in this section.

Methodology

The 2010 Record Update was conducted in fall 2010. OEIE staff used the process developed in 2009, through which each Kan-ed member could update their contact information by accessing a pre-populated online form through a specific web link. Each member could access the link to verify and make changes to their contact information. In addition, all member sites were listed on the form with contact information and a drop-down list that allowed an indication of whether or not each site was able to access the Kan-ed 2.0 network. An example of the online form can be found on pages 7-9 of this section.

As of October 11, 2010, immediately preceding the update, there were 884 Kan-ed members. Of the 884 members included in the update, there were 53 higher education institutions, 154 hospitals, 339 K-12 organizations, and 338 libraries. The Communications Contact for each Kan-ed member was contacted via email and asked to confirm their organization's contact information. The expectation was that the Communications Contact would be able to verify information and submit the updates. They also could then forward the specific web link to other individuals to verify information as necessary. Contacts were asked to verify and/or update their organization's contact information as well as their website address. Replacement or updated e-mail addresses were located, if possible, for all undeliverable emails. Reminder emails were sent periodically to those who did not reply. Samples of the initial and reminder emails are included beginning on page 4. If repeated efforts to reach a contact by email were unsuccessful, then contact by telephone was attempted.

As Kan-ed members submitted their record updates, OEIE staff verified the updates. All verified updated information was imported into the Kan-ed Membership Database in December 2010.

Results of the Record Update

Of the 884 Kan-ed members included in the record update, contact information for 844 members was verified and/or updated, for a response rate of 95%. Contacts at 18 libraries, 12 hospitals, nine K-12 organizations, and one higher education institution could not be reached to verify contact information after several attempts via email and telephone. At the time of this report, these contacts still have not been verified.

Member Record Update Response Rate (Disaggregated by Constituent Group)					
	Higher Education	Hospitals	K-12	Libraries	Total
Update Not Completed¹	1 (2%)	12 (8%)	9 (3%)	18 (5%)	40 (5%)
Completed Database Update	52 (98%)	142 (92%)	330 (97%)	320 (95%)	844 (95%)
¹ Indicates that one or more contacts (administrative, technical, communications or content and services) at an organization could not be reached to verify contact information. Percentages are based on the total number of each constituent group or total membership that were contacted for the update.					

Of the 844 members that completed the record update, one or more changes were made for 507 members (60%), while no changes were required for 337 members (40%). A total of 2,900 changes were imported into the Kan-ed database in December 2010. Only 10% of these changes were related to updating site contact information or connection status; which is far below last year's percentage of changes made to this information (48%). The table below displays the Record Update results by constituent group.

2010 Database Update of Membership Records Results (Disaggregated by Constituent Group)					
	Higher Education	Hospitals	K-12	Libraries	Total
No changes required	14 (27%)	44 (31%)	108 (33%)	171 (53%)	337 (40%)
One or more changes	38 (73%)	98 (69%)	222 (67%)	149 (47%)	507 (60%)
Percentages are based on the total number of each constituent group or total membership that completed the update.					

The trends below were observed during the update process. Percentages have been rounded for ease in reporting, so percentages may not sum exactly to the total percent.

- This year's update indicates that one or more changes were necessary for 507 Kan-ed members (60%).
- Higher education (73%), hospital (69%), and K-12 (67%) members required much higher percentages of updates compared to libraries (47%).
- Of the 2,794 member level changes, which excludes 106 site level changes, 24% were updated email addresses, 23% were updated contact names, 19% were updated titles, 13% were updated phone numbers, and 12% were updated fax numbers. There were also 9 organization name updates (less than 1%), and 50 organization website address updates (2%).

2010 Kan-ed Database Update of Membership Records Email Correspondence

Initial email sent to Kan-ed Communications contacts (October 11, 2010)

Subject: 2010 Kan-ed Member Record Update

Dear <Communications Contact name>,

Kan-ed has begun the annual process of verifying and updating contact information for its membership and has asked our office, the Office of Educational Innovation and Evaluation (OEIE), to gather this information. It is important that Kan-ed has accurate contact information for its members in order to communicate effectively regarding upcoming initiatives, legislative updates, funding opportunities, and provided services. We are trying to collect all updates by **October 29, 2010**.

At the link provided below, you will find an online form containing the contact information Kan-ed currently has on file for <insert organization name> along with specific instructions for completing the form. Using this link and instructions, please update and/or verify your organization's contact and connection information. As will be mentioned in the form, you may submit updates related to information you are knowledgeable about and forward this link on to another individual to verify any remaining information if necessary.

<Record Update Web Link>

If you have any questions about this process or would prefer to update this information by phone, feel free to contact Sarah Bradford at OEIE (785-532-5677, kaned@k-state.edu).

Thank you for updating your organization's contact information. We appreciate your time!
Kan-ed Research Team

Reminder email sent to Kan-ed Communications contacts (October 19, 2010)

Subject: Reminder: Incomplete 2010 Kan-ed Member Record Update

Dear <Communications Contact name>,

This is a friendly reminder to please complete the 2010 Kan-ed Member Record Update. If you are receiving this message it is because you have either not begun your record update or it is incomplete. Once you've completed a section, **please be sure to address the confirmation drop-down by selecting whether the section has been verified, updated, or is still awaiting verification.** If any section is still awaiting verification you will continue to receive reminder emails.

As the original message stated, Kan-ed has begun the annual process of verifying and updating contact information for its membership and has asked our office, the Office of Educational Innovation and Evaluation (OEIE), to gather this information. It is important that Kan-ed has accurate contact information for its members in order to communicate effectively regarding upcoming initiatives, legislative updates, funding opportunities, and provided services. We are trying to collect all updates by **October 29, 2010**.

At the link provided below, you will find an online form containing the contact information Kan-ed currently has on file for <insert organization name> along with specific instructions for completing the form. Using this link and instructions, please update and/or verify your organization's contact and connection information. As will be mentioned in the form, you may submit updates related to information you are knowledgeable about and forward this link on to another individual to verify any remaining information if necessary.

<Record Update Web Link>

If you have any questions about this process or would prefer to update this information by phone, feel free to contact Sarah Bradford at OEIE (785-532-5677, kaned@k-state.edu).

Thank you for updating your organization's contact information. We appreciate your time!
Kan-ed Research Team

Final reminder email sent to Kan-ed Communications contacts (October 27, 2010)

Subject: Reminder: Incomplete 2010 Kan-ed Member Record Update

Dear <Communications Contact name>,

This is a friendly reminder to please complete the 2010 Kan-ed Member Record Update. If you are receiving this message it is because you have either not begun your record update or it is incomplete. Once you've completed a section, **please be sure to address the confirmation drop-down by selecting whether the section has been verified, updated, or is still awaiting verification.** If any section is still awaiting verification you will continue to receive reminder emails.

As the original message stated, Kan-ed has begun the annual process of verifying and updating contact information for its membership and has asked our office, the Office of Educational Innovation and Evaluation (OEIE), to gather this information. It is important that Kan-ed has accurate contact information for its members in order to communicate effectively regarding upcoming initiatives, legislative updates, funding opportunities, and provided services. We are trying to collect all updates by **October 29, 2010. If we do not receive your completed update by the deadline we will contact you via telephone to conduct the update.**

At the link provided below, you will find an online form containing the contact information Kan-ed currently has on file for <insert organization name> along with specific instructions for

completing the form. Using this link and instructions, please update and/or verify your organization's contact and connection information. As will be mentioned in the form, you may submit updates related to information you are knowledgeable about and forward this link on to another individual to verify any remaining information if necessary.

<Record Update Web Link>

If you have any questions about this process or would prefer to update this information by phone, feel free to contact Sarah Bradford at OEIE (785-532-5677, kaned@k-state.edu).

Thank you for updating your organization's contact information. We appreciate your time!
Kan-ed Research Team

2010 Kan-ed Member Record Update



Kan-ed has begun the annual process of verifying and updating contact information for its membership and has asked our office, the Office of Educational Innovation and Evaluation (OEIE), to gather this information. It is important that Kan-ed has accurate contact information for its members in order to communicate effectively regarding upcoming initiatives, legislative updates, funding opportunities, and provided services.

Please provide your name, title/position and email address. This will be used if we have any specific questions related to any updates provided via this form.

Your Name (first & last):	
Your Title/Position:	
Your Email Address:	

The following information is what Kan-ed currently has on file for your organization. **Please make updates to address missing or inaccurate information.** For any changes you wish to make to the information, please delete the incorrect information and insert the correct information in its place. Once you've completed a section, **please be sure to address the confirmation drop-down by selecting whether the section has been verified, updated, or is still awaiting verification.** You may submit updates and forward this link on to another individual to verify other information if necessary.

Member Name & Address - This is your primary address and general contact information. For school districts, this is generally the district office. For hospitals, libraries, higher education institutions and other educational organizations, it is generally the primary location or campus.

Member Name:	Randall Public Library
Physical Address:	107 Main St
Mailing Address:	PO Box 101
City, State:	Randall, KS
Zip Code:	66963-0101
Phone #:	785-739-2331 (format: 000-000-0000)
Fax #:	785-739-2331 (format: 000-000-0000)
Web Site:	None
Please confirm this section has been verified or updated	Awaiting Verification

Administrative Contact - This is someone who has decision-making authority within your organization. It is typically a Superintendent, Director, Chief Information Officer, President, Chief Executive Officer or some other high ranking official.

Position Title:	Librarian
First Name:	Lynell
Last Name:	Sheahan
Phone #:	785-739-2331 (work) 785-739-2211 (home) (format: 000-000-0000)
Fax #:	785-739-2331 (format: 000-000-0000)
Email Address:	ranlib@nckcn.com
Please confirm this section has been verified or updated	Awaiting Verification

Technical Contact - This individual is considered the highest level authority on technical issues at your site. It is typically the Director of Information Technology, Chief Security Officer, or other technical staff member.

Position Title:	Librarian
------------------------	-----------

First Name:	Lynell
Last Name:	Sheahan
Phone #:	785-739-2331 (work) 785-739-2211 (home) (format: 000-000-0000)
Fax #:	785-739-2331 (format: 000-000-0000)
Email Address:	ranlib@nckcn.com
Please confirm this section has been verified or updated	Awaiting Verification

Content & Service Contact - This person should be knowledgeable about the types of content and services that the organization uses on a regular basis. This person is typically the Director of Curriculum and Instruction, Associate Superintendent, Director of Information and Media Services or Librarian.

Position Title:	Librarian
First Name:	Lynell
Last Name:	Sheahan
Phone #:	785-739-2331 (work) 785-739-2211 (home) (format: 000-000-0000)
Fax #:	785-739-2331 (format: 000-000-0000)
Email Address:	ranlib@nckcn.com
Please confirm this section has been verified or updated	Awaiting Verification

Communications Contact - This individual is someone whom Kan-ed could contact regularly with general Kan-ed announcements, events, and updates.

Position Title:	Librarian
First Name:	Lynell
Last Name:	Sheahan
Phone #:	785-739-2331 (work) 785-739-2211 (home) (format: 000-000-0000)
Fax #:	785-739-2331 (format: 000-000-0000)
Email Address:	ranlib@nckcn.com
Please confirm this section has been verified or updated	Awaiting Verification

Below is a list of all sites that are associated with your member record. In order to help secure on-going funding for the Kan-ed initiative, it is important to have accurate information about member sites and their use of the Kan-ed 2.0 network. **The Kan-ed 2.0 network is an advanced virtual private network through which member sites can transmit and receive videoconferences or interactive distance learning and access Internet2.** Please scan through the list below and make any updates to existing sites. Specifically, **please mark whether or not each site has access to the Kan-ed 2.0 network.** **IMPORTANT: A site may be directly connected to the Kan-ed 2.0 network or have access through a LAN/WAN.** This will help greatly in Kan-ed's ability to report on overall network usage. Again, you may wish to forward this link on to another individual (e.g. technology support person) to verify Kan-ed 2.0 connectivity information. Also, if any sites are missing or no longer exist, please make a note in the comment box provided at the bottom of this list.

Site/Building Name	Administrative Contact Title	Administrative Contact Name	Email Address	Can Access Kan-ed 2.0?
Randall Public Library	Librarian	Lynell Sheahan	ranlib@nckcn.com	No

If there are new sites to add or existing sites that have closed, please list them in the box below, including the date the change took place.

Please confirm these sites and their connectivity to Kan-ed 2.0 has been verified or updated

Awaiting Verification

If you have any other general comments about this update, please share them here:

In preparation for the upcoming **2011 Legislative Session**, we would greatly appreciate it if you would share any statements or stories about how Kan-ed funding or services have impacted your organization in the box below. If there are additional contacts at your organization that may have a story to share, please leave their contact information as well.

Submit Record Update

If you have any questions about this form, please contact Sarah Bradford at kaned@k-state.edu or by calling 785-532-5677.

APPENDIX 4

Case Study Update

Kan-ed Case Study Update

Purpose

Kan-ed contracts annually with the Office of Educational Innovation and Evaluation (OEIE) to collect evidence of the impact of the Kan-ed network and member services on its membership. One way that OEIE has traditionally collected impact data is through telephone interviews with the top users of various Kan-ed funded services (e.g., Empowered Desktop, Educational and Research Databases, EMResource) and grant programs (e.g. Enhancing Technology Grant Program). Data collected through these interviews have been incorporated into impact stories and statements shared with Kansas legislators for the purpose of providing additional evidence of the impact that Kan-ed services has had on constituents served in the state of Kansas.

Given that impact stories have been well received and appreciated, OEIE augmented the traditional impact data collections with a case study model to provide additional evidence of impact (Stake, 1995; Yin, 2003). A case study involves in-depth research with one or a small group of entities to identify underlying reasons for their behavior (in this case, the behavior studied will be usage of Kan-ed services). A case study presents descriptions of the behaviors or activities occurring in a specific location and contributing factors (e.g., facilitators, barriers). A comparative case study (Yin, 2003) using cases and non-cases was selected to collect in-depth information related to usage of Kan-ed services in high usage areas (case) as well as low usage (non-case) areas.

This research is based on the theoretical assumption that certain facilitators are present (or barriers absent) in some locations to allow these locations to engage in high usage of Kan-ed funded services; further, certain barriers must be present (or facilitators absent) at locations with low usage of Kan-ed funded services. Comparing information gathered from the cases conducted in high and low usage areas may assist in identifying reasons that Kan-ed services are being used in some areas and not being used in other areas. This in-depth investigation allows the provision of information that may be used to target marketing efforts to non-users.

Below, we describe the procedure used for the case study data collection with the two high usage case locations during fall 2010, preliminary results of these high usage cases, and next steps in regards to the procedure that will be pursued with in spring 2011.

Procedure

In fall 2010, OEIE began conducting the comparative case study by selecting and studying two cases in high Kan-ed service usage areas. The cases in high usage areas were conducted with Kan-ed members who make frequent use of the Kan-ed 2.0 network and other member services. One case was explored in an urban area (Wichita), and one was in a rural area (Lane and Finney counties in South West Kansas).

Selection Criteria

OEIE aggregated existing Kan-ed service usage data to identify prime locations in which to conduct the case study. Locations for the two cases studied in fall 2010 were selected based on four criteria. These selection criteria are described below.

1. Connection Status – For the two cases in high usage areas, OEIE selected locations in which members are connected to the Kan-ed 2.0 network.
2. Service Usage Level – For the two cases in high usage areas, OEIE selected locations in which members use multiple Kan-ed funded services, and use them frequently.
3. Clustering of Multiple Constituents with Similar Service Usage Levels – Geographic areas that contain clusters of multiple constituent groups (K-12, Higher Ed, Libraries, Hospitals) with high Kan-ed service usage were selected for the cases.
4. Proximity to an ELMER Library – Locations near an ELMER Library were selected.

A map of *Kan-ed 2.0 Connected Members by County* is included at the end of this report; this map indicates numbers of members with connections to Kan-ed 2.0 by each constituent group for each county in the state, along with locations of ELMER sites that are connected to Kan-ed 2.0. This map assisted with preliminary selection of the case locations. Supplementary data that was considered in the selection of the two cases included member level usage statistics from Empowered Desktop, Educational and Research Databases, Renovo Scheduler, and EMResource, and county level usage statistics from Live Tutor.

After selection of potential case locations, approval for these locations was obtained from the Kan-ed Executive Director before OEIE contacted members to request visits and interviews. Wichita and Lane and Finney counties were identified as the locations for the high usage cases.

Data Collection Strategies

In preparation for contacting members within the two case locations, OEIE conducted background research on the areas and compiled area profiles for each location. General area profiles included information such as history, local attractions, demographics, education, library, healthcare, economics, employment, agriculture, and crime. Kan-ed Membership Profiles contained information about each of the Kan-ed member organizations within that area, including membership, connection, and usage data as well as information from past data collections. This background information served to give OEIE broad overviews of the areas before contacting the locations and allowed for tailored email invitations requesting participation in the study. Samples of the email invitation and confirmation email are located on pages 10-11 of the report.

OEIE sent tailored email invitations requesting in-person interviews to nine Wichita area Kan-ed members on September 24, 2010. The email invitation was sent to the Kan-ed administrative contact, with all other Kan-ed contacts for the member copied on that email. Through email and telephone exchanges, nine interviews were scheduled with eight organizations for October 26-28, 2010. Sample interview questions were sent along with confirmation emails specifying the interview time and location.

An email invitation also was sent to nine Kan-ed members in Lane and Finney counties on October 5, 2010. Through email and telephone exchanges, 10 interviews were scheduled with eight organizations for November 1 and 2, 2010 in Lane and Finney counties. These contacts also received a copy of the interview questions along with their confirmation email.

Data collection strategies included site visits to each location. OEIE traveled to the case locations to gather information about the impact of Kan-ed services within the settings in which they are used. During the site visits, OEIE visited with representatives of each constituent group to learn more about their Kan-ed service usage. Tours of facilities were pursued when possible.

Data also was collected through in-person, video, and telephone interviews, which were conducted individually or in group settings. In-person interviews were requested originally, but video or telephone interviews were conducted when in-person interviews were not possible during the site visit date range. Organizations were offered the options of scheduling single or multiple individual interviews, or they could schedule a group interview for all representatives in their organization who were interested in participating.

A list of questions was provided to each interviewee when the interview was scheduled; this list of questions can be found on page 12 of this report. This list was intended to give interviewees an idea of the focus of the interview so they could prepare, but it was not followed like a formal interview protocol during the interviews. Instead, the interviews flowed more like conversations in which member representatives of the organizations were able to discuss the organization's experiences with Kan-ed services. The list of questions was used to initiate the conversations and follow-up related to any gaps that the interviewee did not cover. OEIE requested that interviewees share information related to the impact of the Kan-ed network, including how Kan-ed 2.0 and other services are used, how frequently the services are used, if and how the Kan-ed member has been able to expand partnerships due to usage of Kan-ed 2.0 and other services, the types of partnerships/connections the Kan-ed member has been able to form due to usage of Kan-ed services (e.g., working with other constituent groups, local government, the city, and other stakeholders), enhancement of the community (economic development) and beyond.

Preliminary Results

Wichita - Participants

Eight Wichita-area organizations, representing all four Kan-ed constituent groups, including 31 individuals, participated in the case study. These organizations are listed in the table below along with their constituent group type and the type of data collection activity in which their representatives participated.

Data Collection Conducted in Participating Wichita Organizations		
Participating Organization	Constituent Group	Data Collection Type*
Newman University (NU)	Higher Ed	1 Individual Phone Interview
Wichita State University (WSU)	Higher Ed	2 Individual Phone Interviews
Wichita Area Technical College (WATC)	Higher Ed	1 Group In-Person Interview (6)
Wesley Medical Center (WMC)	Hospital	1 Individual Phone Interview
Wichita USD 259 (USD 259)	K-12	1 Group In-Person Interview (7)
South Central Kansas Education Service Center #628 (SCKESC)	K-12	1 Group In-Person Interview (5)
South Central Kansas Distance Learning Network (SCKDLN)	K-12	1 Group Video Interview (2)
Wichita Public Library (WPL)	Library	1 Group In-Person Interview (6) 1 Individual Telephone Interview
*Number in parentheses indicates how many individuals participated in the group interview.		

Lane and Finney Counties - Participants

Eight Lane and Finney counties area organizations, representing all four Kan-ed constituent groups, including 21 individuals, participated in the case study. These organizations are listed in the table below along with their constituent group type and the type of data collection activity in which their representatives participated.

Data Collection Conducted in Participating Lane and Finney Counties Organizations		
Participating Organization	Constituent Group	Data Collection Type*
Garden City Community College (GCCC)	Higher Ed	2 Individual In-Person Interviews 1 Individual Phone Interview
Pioneer Health Network (PHN)	Hospital	1 Group In-Person Interview (2)
St. Catherine Hospital (SCH)	Hospital	1 Group In-Person Interview (3)
Lane County Hospital (LCH)	Hospital	1 Group In-Person Interview (3)
Garden City USD 457 (USD 457)	K-12	1 Group Video Interview (4)
Southwest Plains Regional Service Center #626 (SWPRSC)	K-12	1 Group Video Interview (2) 1 Group Phone Interview (same 2)
Lee Richardson Zoo (site under USD 457) (Zoo)	K-12	1 Individual In-Person Interview 1 Individual Phone Interview
Lane County Library (LCL)	Library	1 Group In-Person Interview (2)
*Number in parentheses indicates how many individuals participated in the group interview.		

Wichita – Services Used

Wichita area participants utilize all of the Kan-ed services. Some participating organizations utilize several services. For example, USD 259 uses eight services, WPL uses seven services, and WSU, WATC, and SCKESC each use six services. On the other hand, WMC uses two services. The service most frequently in use is Internet/ Kan-ed 2.0, which is used by all participating organizations. The services used next frequently are Video/IDL, Renovo Scheduler, and NOC Tech Support, which are used by all participants except WMC. The service used least frequently is EMResource, which understandably is used by only the one participating hospital, WMC. The table below presents the Kan-ed services in use at each participating organization.

Services Used by Wichita Participants									
Organization	Video/IDL	Renovo Scheduler	NOC Tech Support	Internet/2.0	Ed Databases*	Empowered Desktop	Live Tutor*	E-Rate**	EM Resource**
NU	Yes	Yes	Yes	Yes	Yes	-	?	-	-
WSU	Yes	Yes	Yes	Yes	Yes	Yes	?	-	-
WATC	Yes	Yes	Yes	Yes	Yes	-	Yes	-	-
WMC	?	No	No	Yes	?	-	?	No	Yes
USD 259	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-
SCKESC	Yes	Yes	Yes	Yes	?	Yes	?	Yes	-
SCKDLN	Yes	Yes	Yes	Yes	?	Yes	?	No	-
WPL	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes	-
*Wichita is a high usage area of Live Tutor; however, given that usage is recorded by zip code instead of at the organization level, it is impossible to identify the organizations using it if participants did not report using the service. Further, usage data is not available for all databases. **E-Rate consultant services are only available to K-12, Library, and Hospital constituents, and EMResource is only available to hospitals.									

Lane and Finney Counties – Services Used

As in Wichita, Lane and Finney counties area participants utilize all of the Kan-ed services as well. Some participating organizations utilize several services. Similarly to Wichita, the public school district (USD 457) uses eight services, and the public library (LCL) uses seven services. The SWPRSC also uses seven services. The organization utilizing the fewest services was PHN, which is understandable because it is not a Kan-ed member by statute and its focus is on using video for continuing education in hospitals; however, they use four Kan-ed services. The services most frequently in use are Internet/ Kan-ed 2.0, Video/IDL, Renovo Scheduler, and NOC Tech Support, which are used by all participants. The services reportedly used least frequently are those services focused on specific constituents, like EMResource, Empowered Desktop, E-Rate, and Live Tutor. The table below presents the Kan-ed services in use at each participating organization.

Services Used by Lane/Finney Counties Participants									
Organization	Video/IDL	Renovo Scheduler	NOC Tech Support	Internet/2.0	Ed Databases*	Empowered Desktop	Live Tutor*	E-Rate**	EM Resource**
GCCC	Yes	Yes	Yes	Yes	Yes	-	?	-	-
PHN	Yes	Yes	Yes	Yes	No	-	No	-	-
SCH	Yes	Yes	Yes	Yes	No	-	?	No	Yes
LCH	Yes	Yes	Yes	Yes	No	-	?	No	Yes
USD 457	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	-
SWPRSC	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	-
Zoo	Yes	Yes	Yes	Yes	No	-	No	-	-
LCL	Yes	Yes	Yes	Yes	Yes	-	Yes	Yes	-
*The Lane and Finney counties area is a high usage area of Live Tutor; however, given that usage is recorded by zip code instead of at the organization level, it is impossible to identify the organizations using it if participants did not report using the service. Further, usage data is not available for all databases. **E-Rate consultant services are only available to K-12, Library, and Hospital constituents, and EMResource is only available to Hospitals.									

Initial Observations

During the course of the case study interviews, the evaluation team recognized some themes in members' responses. Given the volume of data collected and the additional contacts yet to be interviewed, the full results from the two high usage cases are not yet fully compiled. However, the evaluation team believes it is important to provide some initial feedback to Kan-ed leadership prior to the preparation of the full report of results. Themes from the evaluation team's initial observations are summarized in the following bullets:

- Interviewees appear very satisfied with services made available through Kan-ed.
 - The services most frequently discussed when asked about satisfaction with Kan-ed services were related to the video network. Participants who use video were highly complimentary of the NOC; they are seen as offering great support by being attentive to members' needs and were referred to as invaluable. The Renovo Scheduler also was mentioned as reliable and convenient.
 - Members who use other content services like Empowered Desktop and the Educational and Research Databases also had many positive comments to share.
- Interviewees mentioned that they have needs that they hope will be met.
 - Members would like more training and demos available for Kan-ed content and network services. Some members are not fully aware of the activities that are possible with Kan-ed services, and this training would help overcome this barrier to service usage. It was commented that Kan-ed member conference attendees tend to be technical personnel at member organizations, and the knowledge gained is not being passed along to others at the organization who could make use of the services.
 - Interviewees also would appreciate more communication about what Kan-ed has to offer, such as through the listserv and website.
- Kan-ed services are having a big impact throughout Kansas, and they are appreciated.
 - Kan-ed services impact beyond the four constituent groups, providing valuable resources for community members, including K-12 students, college students, parents, teachers, working professionals, and retired individuals.
 - Kan-ed services impact a range of ages, from young children to senior citizens.
 - Interviewees remarked that without Kan-ed, they would not be able to provide similar resources and services.
 - The video connections are saving time and money costs and are expanding educational opportunities in communities.
- The Kan-ed video network is facilitating many connections and partnerships.
 - Connections are being made over video between multiple Kan-ed member organizations, between Kan-ed members and the community, and between community members in distant communities.
 - Connections are expanding educational opportunities for all groups and community members.
 - Connections are being made within Kansas, out-of-state, and internationally.

Summary

To enhance collection of impact data, OEIE began conducting a comparative case study to explore two cases in high usage areas. High usage was defined in terms of usage of the Kan-ed 2.0 network and other member services. The evaluation team visited the Wichita area for its urban high usage case and Lane and Finney counties in western Kansas for the rural high usage case. Data was collected through individual and group interviews conducted in-person, by video, or by telephone. The study of these two cases resulted in the collection of evidence of network impact that can be incorporated into impact stories and statements that may be shared with legislators during the Kansas Legislative Session. The study of these cases also served to assist in the identification of facilitators and barriers to usage of Kan-ed 2.0 and other Kan-ed funded member services. This is information that Kan-ed can incorporate into marketing campaigns targeting different groups within its membership.

Next Steps

Next steps related to the Kan-ed case study are summarized in the following bullets:

- Currently, data are being aggregated for each of these two cases separately to conduct a within-case analysis. OEIE will make connections in the data (i.e., identify themes) within member institutions and between the various constituent groups and other Kan-ed partners identified in the case location.
- Currently, contact is being initiated with other additional contacts for whom contact information was collected during the course of the study of the Wichita and the Lane and Finney counties cases. These individuals were suggested by participants as contacts that may have stories to share about Kan-ed network impact.
- Currently, impact stories are being created based on stories collected from current and additional participants.
- Upon approval by the Kan-ed Executive Director, OEIE will continue with the comparative case study by identifying and studying two non-case locations in low usage areas with Kan-ed members who are not connected to the Kan-ed 2.0 network and do not frequently use other Kan-ed services. As with the cases conducted in fall 2010, one of these non-cases will be in a rural area and one in an urban area. Data for these cases may be collected through site visits, if possible, or by telephone. As with the high usage cases, data will be aggregated for each of these two low usage cases separately to conduct a within-case analysis.
- Data will be aggregated using pre-determined indicators (type and frequency of use, partnerships, etc.) in a cross-case analysis to assist in identifying themes in responses from the constituents in high and low Kan-ed service usage locations.
- While OEIE may be studying four cases during this fiscal year, this procedure could be replicated in numerous locations in future years.

References

Stake, R. (1995). *The Art of Case Study Research*. Thousand Oaks, CA: Sage Publications.

Yin, R. K. (2003). *Applications of Case Study Research (2nd Edition)*. Thousand Oaks, CA: Sage Publications.

Fall 2010 Kan-ed Case Study Email Correspondence

Email sent to Kan-ed contacts (October 2010)

Subject: Request for Interview about Kan-ed Services

Hello [Insert Kan-ed contact names],

Congratulations! Based on our records, it appears that your community is utilizing several Kan-ed services, and we are interested in learning more. Our office, the Office of Educational Innovation and Evaluation, serves as the external evaluators for Kan-ed. In this capacity, we periodically collect information from Kan-ed members related to the impact of the Kan-ed network and other services as well as challenges members may be experiencing related to the Kan-ed network.

[Insert Tailored Paragraph about member history and service usage specific to the organization]

On September 24, we sent you an email to inform you that we are planning a trip to your area to connect with individuals representing each of the Kan-ed constituent groups (K-12, Higher Ed, Hospitals, Libraries) who use Kan-ed services. We plan to visit your area on **October 26-28**. We are contacting you to request your help in identifying individuals in your organization who use Kan-ed services frequently that may be interested in visiting with us to discuss their experiences using Kan-ed services.

Please respond to this email with the following information:

1. If you frequently use Kan-ed services, please respond to this email with three time blocks (i.e., Tuesday, October 26 at 2-5pm) during these date ranges that you would be available to meet with us about your usage of Kan-ed services. When we receive your response, we will send you a confirmation email along with a list of interview questions. We expect the interview will take less than an hour. We are happy to schedule individual interviews or group interviews, whichever is more convenient for individuals within your organization.
2. Please also include the contact information of any other individuals in your organization that use Kan-ed services frequently, so that we also may contact them to describe our upcoming visit and schedule a meeting with them.
3. Please list any partnerships that have developed between your organization and other Kan-ed members (K-12 districts, Higher Ed institutions, Hospitals, Libraries) or other entities (community groups or organizations) due to availability and usage of Kan-ed services.

Feel free to forward this message on to those in your organization that use Kan-ed services to allow them to respond to us directly.

Kan-ed relies on its members to provide feedback on the grant programs and services it provides in order to report back to legislators and receive continued funding for these services and programs. This also will provide an opportunity to share any challenges that members may be having with the network. We would greatly appreciate your response to this request. **We would**

like to get responses by Monday, October 11, 2010. If it would be more convenient for you to provide this information by phone, please let us know a convenient time to call you, or our number is provided below. If we do not hear from you by Monday, we will contact you by phone to try to gather this information.

Thank you so much for your time and consideration. We look forward to hearing from you!

Sincerely,

Kan-ed Research Team
785-532-5266

Confirmation email sent to Kan-ed contacts (October 2010)

Subject: Confirmation for Interview about Kan-ed Services

Hello [Insert Interviewee Name],

We would like to confirm the time of [Insert time of interview] on [Insert date of interview] for our interview related to your usage of Kan-ed services. We appreciate your willingness to meet with us, and we will be respectful of your time. We will plan to meet you at [Insert time, date, and location of interview]. We will call [Insert telephone number], if it is necessary to reach you by phone. Please let us know if this location is correct and if we need to know any additional directions to find you on [Insert date of interview]. If you need to get in contact with us prior to our interview, please feel free to email or you can reach us at 785-532-5677.

Attached is a sample of interview questions that we are interested in discussing with you. We look forward to meeting with you.

Thank you!

Kan-ed Research Team

Sample Interview Questions Provided to Case Study Interviewees

Connection

- Who are you connected through (ISP or AT&T)? Please describe the availability and quality of support services.
- Please describe the reason you connected to the Kan-ed 2.0 network.

Usage

- Are you using any Kan-ed network services? Which services do you use? (videoconferencing, interactive distance learning - IDL, Renovo Scheduler, Network Operations Center –NOC, Internet2 – *list as appropriate to constituent*)
- Are you using any other Kan-ed member services? Which services do you use? (Empowered Desktop, Educational and Research Databases, EMResource, E-Rate Consultant Services, Homework Kansas/Live Tutor – *list as appropriate to constituent*)
- In what ways do you use the Kan-ed 2.0 network and services?
- How frequently do you use each of the services (daily, weekly)?
- How long have you been using the services (months, years)?
- Generally, how satisfied are you with the Kan-ed services?
- Please describe any factors that facilitate, or that you think would facilitate, your usage of the Kan-ed 2.0 network and other services.
- Please describe any barriers or challenges you have encountered related to using the Kan-ed 2.0 network or other services. Please describe any reasons you may not be using some of the Kan-ed services.

Awareness

- How did you become aware of the Kan-ed services you use?
- Had you heard of any of the other Kan-ed services before (the services you don't use)?
- Are you aware of how other organizations are using Kan-ed services?

Impact

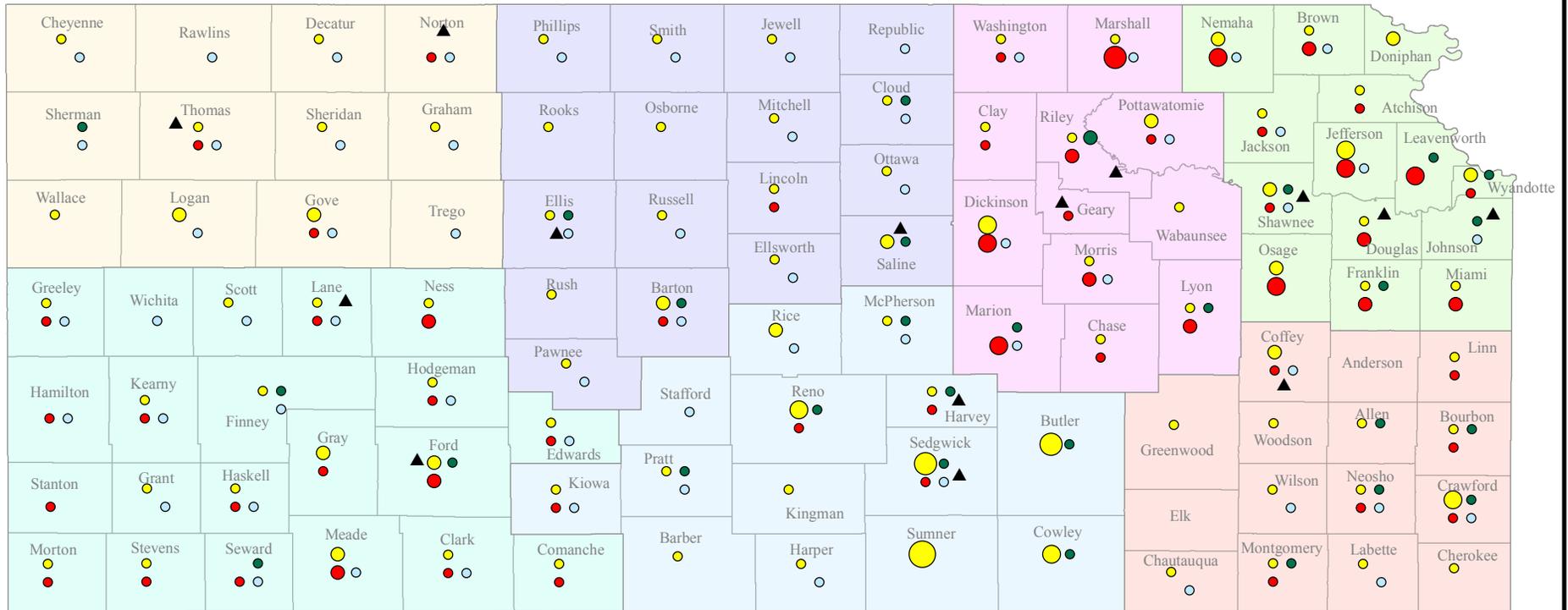
- Approximately how many people in your organization are impacted by Kan-ed services? How many individuals use Kan-ed services?
- How has the use of Kan-ed services impacted your organization? What are you able to do because of the Kan-ed services that you were unable to do before you had access? (please consider impact on - *list stakeholders appropriate to constituent group* - Students? Teachers? Parents? Patients? Healthcare staff? Community? Library Patrons?)
- Can you describe any specific stories of success? What reactions have you observed?
- Have any new partnerships developed due to your connection to Kan-ed 2.0 and the services available (e.g., connecting with others through videoconferencing, such as other Kan-ed members, local government, private corporations)?

Wrap Up

- Do you have any additional comments that the previous questions did not address?
- Please provide the names of any other individuals at your organization that you think would be interested in discussing Kan-ed 2.0 and other services with us.

Kan-ed 2.0 Connected Members by County

Includes Kan-ed members with one or more sites having a status of "Connected" in their site survey as of June 15, 2010.

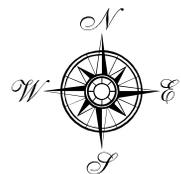


Legend

- ▲ ELMer Sites
- Central
- North Central
- North East
- North West
- South Central
- South East
- South West

This map displays the number of connected members within each county (based on circle size) per constituent group (based on circle color). Included are members with a direct connection to Kan-ed 2.0 via AT&T or a Kan-ed Authorized Provider. The 14 ELMer sites located in member libraries are indicated by a black triangle near the location of each site.

Note: A Kan-ed member with multiple connected sites is only counted once for purposes of this map.



0 12.5 25 50 75 100 Miles

Key for Number of Connected Members

K-12	Higher Ed.	Libraries	Hospitals
● 1-2	● 1-2	● 1-2	○ 1-2
● 3-4	● 3-4	● 3-4	
● 5-6		● 5-6	
● 7-8		● 7-8	
● 9-10			

APPENDIX 5

Impact Stories

Impact Stories

During the course of evaluative data collections, the Office of Educational Innovation and Evaluation (OEIE) requests that respondents share examples of how Kan-ed grants and services have had an impact on their organization. During the first half of the Fiscal Year 2011 evaluation period, OEIE gathered such examples of impact related to connectivity and other services through surveys and through interviews conducted by phone, video, and in-person. Many examples of impact were gathered through the case study of two high usage areas that was described in Appendix 4.

When survey respondents and interviewees share examples of impact that are particularly detailed and relevant to illustrate the impact of the Kan-ed initiative, the responses are formatted into stories. These stories are one-page editorial style articles that describe the impact of Kan-ed, usually on one specific member, a school district, library, etc. The purposes of creating these impact stories are to 1) document the impact of Kan-ed services on its constituents, 2) create eye-catching articles that can be distributed to legislators and other stakeholders to encourage their continued support for Kan-ed funding, and 3) to educate Kan-ed members on how services can be used.

The first half of the Fiscal Year 2011 evaluation resulted in numerous stories of impact from representatives within all four constituent groups. The stories of impact related to a wide range of services offered through Kan-ed, such as the Kan-ed 2.0 network, videoconferencing including use of ELMER, Interactive Distance Learning (IDL), EMResource, Empowered Desktop, Live Tutor, Educational and Research Databases, E-Rate, NOC Tech Support, and Renovo Scheduler. These stories about Kan-ed impact will be prepared for use on the Kan-ed website and during the 2011 Legislative Session.

Currently, eight of the stories gathered related to Kan-ed impact have been formatted into “impact stories” and have been included in this report. These impact stories focus on usage of the Kan-ed network for videoconferencing, IDL, and Kan-ed LiveTutor. The impact stories describe activities occurring within and between members of the four constituent groups. The impact stories are located on the following pages.

Kan-ed Videoconferencing Helps Rural Hospital Staff Receive Needed Training

Kan-ed — Where Kansans Access the Information Age

Health Innovations Network of Kansas (HINK)

- Consortium of 18 Rural Hospitals in NE Kansas
- Currently seven HINK hospitals utilize Kan-ed videoconferencing
- 45 sessions per month
- 10 to 50 people per session

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<http://www.kan-ed.org>

**Stormont-Vail
HealthCare**

Kan-ed

Stormont-Vail HealthCare currently utilizes videoconferencing capabilities to provide seven rural hospitals with vital training sessions via the Kan-ed 2.0 network. According to Kristi Gosser, Stormont-Vail Relations Director and the Network Operations Director for Health Innovations Network of Kansas (HINK), videoconferencing made available through Kan-ed funding and network support has allowed Stormont-Vail to provide several types of training sessions, such as: H1N1, “nursing grand rounds,” and diabetes education. Gosser shared that the trainings have “changed the life of these rural hospitals. It’s pretty amazing.”

HINK is a consortium of eighteen rural hospitals in North East Kansas. Currently, seven of these hospitals participate in videoconferences through their connection to the Kan-ed network. Gosser says that the “ultimate goal with getting Kan-ed video equipment was to get education out...to nurses and doctors in rural areas that can’t travel.” With long distances between cities, scheduling a full day off for training was impractical. Gosser said that with Kan-ed videoconferencing, “they walk into a room, they get their CEU’s [continuing education units] in, and they walk out and can go back to the floor.” This allows for less downtime at rural hospitals, where every nurse and physician is critical to the overall quality of care. On average Stormont-Vail schedules 45 sessions per month over Kan-ed’s network, with 10-50 people receiving training each time.



The videoconferencing capabilities provided by Kan-ed have allowed rural hospitals in the HINK consortium to connect with Stormont-Vail for valuable training sessions. For example, one session covered treating wounds. A nurse from the Wound Care Center at Stormont-Vail demonstrated how to use certain supplies and showed the results of proper and improper wound treatment. “That was a really good [training] for the rural [hospital nurses] that they never would have been able to have without videoconferencing equipment. It was a very worthwhile presentation,” Gosser said.

Gosser stated that due to videoconferencing, hospitals are “getting this education for their staff and providing better patient care, which they could not do before because of travel time and costs.” Residents of these rural communities also are recognizing the value of having Kan-ed’s network in their hospitals. Gosser said, “I think they can see the pluses of the videoconferencing equipment as benefitting their communities with cost savings as well as quality care. That’s important to these rural people.”

Expanding videoconferencing services to other hospitals would further maximize these benefits. Gosser said, “I really want to be able to have everybody in the HINK consortium on [the network] so they receive the benefits.” It is clear that the service provided through Kan-ed is extremely beneficial, not only to the nurses and doctors receiving the training, but to the communities they serve as well.

Kansas Reads to Preschoolers Reaches Kids Across the State Through the Kan-ed Video Network

Kan-ed — Where Kansans Access the Information Age

Dodge City Public Library
Serves: 25,750 patrons
Kan-ed member since:
October 15, 2002

Northwest Kansas Library System
Serves: 29,605 patrons
Kan-ed member since:
February 17, 2003

Salina Public Library
Serves: 46,500 patrons
Kan-ed member since:
November 6, 2002

Newton Public Library
Serves: 18,000 patrons
Kan-ed member since:
December 10, 2002

Lane County Library
Serves: 1,750 patrons
Kan-ed member since:
October 21, 2002

On November 18, 2009, Kansas Center for the Book, in partnership with Manhattan Public Library and North Central Kansas Library System, brought author Doreen Cronin to Kansas for *Kansas Reads to Preschoolers*. While Cronin was at the Manhattan Public Library, she presented her book, *Wiggle*, to children in several libraries across Kansas using Enhanced Public Library Meeting Room (ELMeR) videoconferencing technology provided through the Kan-ed network.

Videoconferencing is a telecommunication technology that allows two or more sites or locations to interact using two-way video and audio transmissions. Currently, Kan-ed offers its members the ability to connect to the Advanced Virtual Private Network (AVPN) in order to access videoconferencing across the network. This allows members to connect with one another, attend events such as *Kansas Reads to Preschoolers* and other programs that are not readily available in their area.

Cronin's program was broadcast to Dodge City Public Library, Northwest Kansas Library System in Norton, Salina Public Library, Newton Public Library, and Lane County Library in Dighton. Seventy-seven children were in attendance during the afternoon session at Manhattan Public Library, with an estimated 1,000 children reached through videoconferencing at the other locations. The author encouraged all children to participate in the movements described in the story as she read.

The large turnout for Cronin's presentation was a pleasant surprise, according to Roy Bird, Director of Kansas Center for the Book. He said, "...the second largest turnout for Doreen Cronin was the ELMeR presentation. We thought there would be a handful of folks there at best. We really didn't anticipate a large number of kids at all." Bird is motivated to use videoconferencing due to the larger audience that can be reached. He shared, "The alternative would be sending a scholar or an author to every town or every community that has a library. We can't do that. We don't have the time or the money...but we can, through videoconferencing, reach out to twice as many, or maybe even more than that."

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Kansas Center for the Book's vision:

*"To stimulate public
interest in the
educational and cultural
role of the book;
authorship and writing;
literacy; and the
promotion of reading and
libraries."*

Kan-ed





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<http://www.kan-ed.org>

Kan-ed

Where Kansans
Access the
Information Age

Lane County Library

Serves:
1,700+ patrons

Kan-ed member since:
October 21, 2002

Rural Community Relies on Public Library for Kan-ed Video Services

Lane County Library in Southwest Kansas is a small library that relies on Kan-ed video services for its patrons throughout the surrounding area. Ruby Martin, Library Director, and Charlene McGuire, Technology Consultant at Southwest Kansas Library System, discussed the usage and impact of Kan-ed services on the community, which have become even more essential in the current economic situation.

Lane County Library is an ELMeR library, meaning it received grant funds from Kan-ed to create an Enhanced Library Meeting Room that contains videoconferencing capabilities. This room has opened up many opportunities for the library, school district, and community members, who frequently use it to connect to distant locations to receive educational programming and take place in meetings.

Students from the local school come to the library to use ELMeR videoconferencing for Interactive Distance Learning (IDL). It allows students to connect to places they otherwise wouldn't be able to visit. Students can see and talk with the connecting person or group and interact with them in much the same way as if they were actually in the same room. Martin shared, "With the budget cuts, our schools have done away with all field trips." Now, students walk to the library, which is only 3 blocks away, to take virtual field trips. For example, elementary students connected by video with the principal in Greensburg. "He talked about the day the tornado happened. He had pictures of it, and then how they've rebuilt Greensburg, and what their school looks like. The kids were able to ask him questions, and they just had tons of questions to ask. Tornadoes are so fascinating to kids. It was really a neat experience for the kids." Martin said. Elementary students also connect annually with the Lee Richardson Zoo in Garden City. Martin commented, "There's no way these kids would have a bus trip to that zoo." High school students connect with Salina Public Library for resume writing classes. Teachers use video to maintain accreditation. The possibilities of the videoconferencing capabilities for Interactive Distance Learning are endless. For rural schools with few resources, videoconferencing provides an alternative way to provide more varied opportunities to students.

Martin also shared examples of the community using the video room, "The library has connected with the Kansas Cooperative Commission for a public hearing. They wanted to raise the rates of electricity for the rural areas. Scott County, Lane County, and Ness County all came here and we hooked up [by video] with them at Topeka. If people objected, that was their time to speak. People could testify." A court hearing also was held over video at the library. "The lawyers weren't able to travel to Topeka so they held the court right over there in [the library]. They were from Scott County, so they came over here and used our room." Community groups also come in to connect for book clubs and programs such as quilting and computers, and organizations use video to conduct job interviews from a distance.

When considering what the library would be like without the Kan-ed video services, Martin remarked, "We wouldn't have a lot of what we have now. We wouldn't be able to provide anything...besides what's just in the library."



IDL ASSISTS IN NURSING STUDENTS' LEARNING



Cynthia Johnson, Allied Health Project Specialist at Garden City Community College (GCCC), reports that the Kan-ed network is used to broadcast and receive health-related interactive distance learning (IDL) programs through partnerships around Kansas and in surrounding states.

One partnership, now in its third year, that developed through Kan-ed is with Seward County Community College's Respiratory Therapy Program. Courses are sent to both GCCC and Dodge City Community College. Johnson said, "We started the partnership so students that were not close to Liberal could do this program through the Polycom and not have to travel." Students are able to receive their daily lectures over video. Six of the 18 first year students in the program use the distance learning tools made available at GCCC.



More plans for utilizing the Kan-ed network's distance learning capabilities are underway at GCCC. Johnson noted that GCCC would like to "partner with some of the hospitals in the communities where the students are coming from...so that the students could come in to their facility and use the Polycom" to receive course content from GCCC's nursing program.

GCCC's Emergency Medical Services (EMS) program also has been forming partnerships both within and outside the state through Kan-ed's distance learning capabilities. Johnson noted that the program's instructors "love doing this," and that Kan-ed provides tools to form far-flung partnerships. Johnson also highlighted the benefits of these capabilities for students, saying, "By the nature of that field, a lot of the students that are going into the paramedic program are already working for an EMS service somewhere as an EMT...where you work four days on, four days off or something like that. It's really hard for them to enroll in a traditional format class where they have to be on campus." Distance learning enables instructors and students to work around these kinds of practical realities, and enables the EMS program to "accommodate more students ... that are working full-time out in the field."

Johnson stated, "I do like using the Polycom. I think it is a beneficial technology tool to have." She also said of the students for whom this opportunity has been made available, "They like using it. I think if it did go away...it would be missed. It would be a hardship."



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Teachers in Rural Kansas Using Kan-ed LiveTutor as an Extension of the Classroom

Charlene McGuire, Technology Consultant at Southwest Kansas Library System, along with Ruby Martin, Librarian at Lane County Library, spoke about many Kan-ed services they are able to offer through South West Kansas public libraries because of Kan-ed, including the Kan-ed LiveTutor. They described usage of this service and relayed feedback received from patrons.



Kan-ed LiveTutor, also referred to as Homework Kansas and tutor.com, is an online tutoring service provided for students in Kindergarten through 12th grade, college introductory students, adult GED students, and other adult learners. In addition to providing one-on-one online assistance in real time with a certified tutor through Live Homework Help® (of Tutor.com, Inc.), Kan-ed LiveTutor also provides the SkillsCenter™ Resource Library. The Resource Library maintains a database of thousands of tutorials, study guides, worksheets, samples of standardized tests, college entrance practice tests, and graduate school entrance practice tests. The Resource Library is available around-the-clock, while the Live Homework Help® is available every day from 8:00 a.m. to 11:00 p.m. for English learners and from 1:00 p.m. through 11:00 p.m. for Spanish learners. Connection to Kan-ed LiveTutor may be accessed via the Kan-ed homepage (www.kan-ed.org) or at <http://lh.tutor.com/> using a state library card, so students can connect and receive assistance at school, the public library, or even at home.

The Kan-ed LiveTutor is viewed as an excellent resource for teachers, students, parents, and the general public to gain extra help and more information on various subjects outside of the classroom. It is an especially great resource for rural communities with limited resources. McGuire reported that rural teachers are leaning on the Kan-ed LiveTutor as a resource for students. She shared, "...with budget cuts, they are sending more and more kids who need extra help to the LiveTutor site because they just cannot do it. They do not have the budget for it, and their resources are stretched thin, so they're using this as an extension of the classroom."

McGuire and Martin reported on stories heard from parents and teachers. McGuire shared, "One teacher had a group of students and could not get a particular subject matter across. No matter what she tried, they just weren't getting it. They weren't passing it. She had them go to LiveTutor and get help there. They were able to pass the subject matter. Somehow, the tutors gave it to them in a way that they could better understand it." Martin shared a story of an interaction with a student who needed access to LiveTutor, "I was working late and my phone rang here [at the library]. A child was trying to get into the LiveTutor and needed his library card renewed. He said, 'Can you do it? I've got to get into Homework Kansas to get help with homework!' I renewed it so he could get on." Martin also has received feedback from parents of students that have used Live Tutor. She shared, "I have had mothers come in and tell me that they use the math help nightly. They thought it was wonderful being able to talk to somebody live, even if it is in a messaging format."

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Kansas Universities Connect Through Kan-ed Video Network

Wichita State University (WSU) uses videoconferencing capabilities provided by the Kan-ed 2.0 network to connect to other universities and state institutions for Interactive Distance Learning (IDL) and other meetings.

Chad Sloan, Interactive Technology Coordinator within the Media Resources Center at WSU, noted that their three videoconferencing rooms are used for a variety of functions. For example, WSU uses video in its partnership with a Kansas State University group called TelNet, through which WSU receives classes like marketing, grant-writing, and qualitative research. About eight local county clerks also benefit from this partnership through the offering of a register of deeds course via video at WSU.

Sloan also adds that videoconferencing at WSU is used for meetings with Kansas State University and the University of Kansas about National Science Foundation (NSF) Epscor grant projects. He further noted, "My experience has been very positive as far as connection quality."

Jason Holmes, who works in WSU's University Computing and Telecommunications Services managing server, storage, and database teams, described using the Kan-ed network to connect with Kansas Board of Regents (KBOR) for various Regents Council meetings, stating that connecting to a meeting over video instead of driving to Topeka "saves about five hours of our day. It saves a lot of driving time, and the picture quality is good, and the audio is pretty good." He mentioned that Pittsburg State University and Fort Hays State University also connect to these meetings over video. "It's certainly a convenience."



Sloan also praised the services provided by Kan-ed's Network Operations Center (NOC), which provides technical support for the Kan-ed network, saying, "They're easy to get a hold of, and I usually get a very quick response. Then, if there is an issue, they are usually right on it." Sloan went on to add, "I would just say that they've been very helpful, they're very easy to work with, and there have been a few times where we've had issues at the last minute on a direct call and they've very quickly gotten the two sites connected and saved the meeting."

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KS Zoo Educates Kids Worldwide

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For more than five years, the Kan-ed network's videoconferencing capabilities have allowed the Lee Richardson Zoo in Garden City, Kansas, to offer Interactive Distance Learning (IDL) programming on wildlife, conservation, animal science, and more to students throughout Kansas, the U.S., and the world. Beginning with a partnership with Garden City USD 457, the zoo was able to send IDL content to elementary and middle school students in Kansas through the Kan-ed network. This program has since expanded to include audiences from more than 30 states, as well as international connections in Mexico, the United Kingdom, and Canada.

Lee Richardson Zoo's Misty Ayers, Distance Learning Coordinator, describes the programs as "self contained; they are very similar to the ones we actually give in person at the zoo." In a typical week, the zoo will provide 10 to 15 distance learning programs. In 2009, formal IDL programming reached an audience of nearly 12,000 comprised primarily of elementary school students between kindergarten and fourth grade; however, the programming also reaches high schools, Pre-Ks, Senior Centers, children's hospitals, and libraries across Kansas and the US.

Ayers appreciates the network services Kan-ed provides, like the video bridge and the Renovo Scheduler for scheduling automatic connections with the sites. "There are so many schools that have firewalls and things that prevent them from connecting to us that the bridge just patches those areas allowing us to reach out to more places. Without the bridge, I don't think we could do a majority of our connections," she comments.



Kathy Sexson, Zoo Director, describes program feedback from recipients as very positive. "The teachers really enjoy it and feel that it has value for their students; we try to align our programs with standards at least here in Kansas so they know that it's a quality program," she says. "We have a lot of the same teachers that come back each year or each semester and request programs." She emphasizes that everyone benefits from participating in IDL programs: students, because it "would be fun for them, it would fill their time a little bit better," the zoo, in that "it allows us to get our message out," and teachers, because "instead of coming to the zoo once a year in the spring for their tour, they would be able to come four or five times during the year, through the network." This type of program also allows the zoo to "spread our tour calendar out across the year regardless of weather."



Sexson notes that the Kan-ed network services allow "students to be connected to the rest of the state, to the rest of the world. Either way you look at it, Kansas is benefiting whether it's our students here in the southwest or any place else in the state that have the opportunity to get a program from NASA, or get a program from a drilling rig on the east coast, or something in California." Ayers also emphasizes the ways in which distance learning has overcome geographic isolation, saying, "Garden City is in the middle of Southwest Kansas; it's kind of just isolated and out there, but distance learning has really put us on the map. People across the United States, the country, and even world know about our programs because of distance learning." Sexson sums it up by saying, "I think it's a good use of funds for education and economically in just promoting our state."

"Being out here in southwest Kansas we especially appreciate Kan-ed. We're maybe a little bit more dependent on technology to keep us connected to the rest of the world." – Kathy Sexson,

South West Kansas Community Colleges Share Courses on Kan-ed Network



Three community colleges in South West Kansas are partnering to expand course offerings in advanced mathematics by offering the courses online through interactive distance learning (IDL) over the Kan-ed network and rotating the teaching of the courses between the colleges. Garden City Community College (GCCC), Seward County Community College (SCCC), and Dodge City Community College (DCCC) are making Calculus II, Calculus III, and Differential Equations available to students who typically would not have access to all of these options.

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In fall 2010, GCCC Calculus instructor Sergio Fagúndez offered Calculus III to five students in his classroom and two additional students at SCCC who connected over video. In the same semester, students at GCCC and DCCC are taking Calculus II from an instructor at SCCC, while DCCC is offering Differential Equations. Fagúndez also will offer Calculus III to all three colleges next semester, in spring 2011; then, he will rotate to teaching Calculus II or Differential Equations the following school year.

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Fagúndez noted that this collaborative system is working well for providing advanced math opportunities to the institutions whose course enrollment would otherwise be too low to justify having a separate, on-campus class. He stated, "It gives many students, who in the future are going to be very productive citizens, a chance to have this knowledge by taking this class. Without it [IDL], they wouldn't have access locally to any advanced math class at all."

Fagúndez described the students enrolled in these classes as those who are "looking for a major in engineering, something with very high qualifications," and he noted that the only way these students can complete their advanced mathematics requirements at the community college is through IDL. He pointed out the effectiveness of the format, saying that the grades of the distance students do not differ from those receiving their instruction in the classroom. Like students in the classroom, those connecting by video have opportunities to ask questions of the instructors, and outside of class time, they also have access to the instructor through email and telephone.

Fagúndez indicated that instructing via distance learning is a novel experience for him that is working out well for both the instructors and their students. "I'm really happy with it; it's a new experience, and I'm enjoying it. I think it's really good for the students to have the chance to have these classes."



"Without it [Interactive Distance Learning], they wouldn't have access locally to any advanced math class at all." -Sergio Fagúndez, GCCC Instructor

APPENDIX 6

Kan-ed 2.0 Connection
Process and Impact Survey
Report

Connection, Use and Support for High Speed Connectivity Surveys Summary

Purpose

Kan-ed is required to provide documentation of the use of, satisfaction with, and impact of its services to the Kansas Legislature and other entities to secure continued funding and support.

In spring 2010, the Office of Educational Innovation and Evaluation (OEIE) developed and administered a collection of surveys to K-12 and Library members in order to gather feedback related to the impact of the network. At that time, OEIE also took the opportunity to gather feedback about the Kan-ed 2.0 connection process from those sites who had obtained a connection. Given that some sites are connected to Kan-ed 2.0 and others are not, multiple versions of the survey were necessary for each constituent group. The information provided in response to these surveys will put Kan-ed in a better position to make decisions based on member needs and to gain continued funding, which will in effect prolong members' access to the Kan-ed services.

Below are descriptions of each section of this appendix, including the survey of K-12 members, the survey of Library members, and the survey of regional library systems. Each section also includes a pdf version of each survey described.

K-12 Survey

Three K-12 surveys were developed that primarily focused on: the process of connecting to the Kan-ed 2.0 network; use of, satisfaction with, and impact of Kan-ed network services; and use of, satisfaction with, and impact of Kan-ed member services. A survey was sent to 1,888 K-12 school contacts, and a total of 751 responses were received (751/1,888; 39.8%). These 751 responses represented 277 unique K-12 organizations in Kansas; therefore, 82.2% of active Kan-ed K-12 members responded to the survey request. Complete results of all K-12 survey responses can be found beginning on page 3 of this appendix; while summary results can be found beginning on page 19.

Library Survey

Four Library surveys were developed that primarily focused on: the process of connecting to the Kan-ed 2.0 network; use of, satisfaction with, and impact of Kan-ed network services; and use of, satisfaction with, and impact of Kan-ed member services. A survey was sent to 365 library contacts, and a total of 248 responses were received (248/365; 67.9%). These 248 responses represented 237 unique public libraries in Kansas; therefore, 76.2% of public libraries responded to the survey request. In addition, there were 61 libraries within three regional library systems that designated their regional library technical consultant as the technical contact for the Kan-ed 2.0 connection process. Therefore, rather than asking these three regional technology contacts to complete a survey for each of the individual libraries they supported, OEIE modified the survey to allow the three regional contacts to provide feedback based on their overall experiences and

impressions. Complete results of all four library survey responses can be found beginning on page 32 of this appendix; while summary results can be found beginning on page 56.

Regional Library System Survey

The regional library systems in Kansas serve many Kan-ed library members, so it was important to gather feedback from each of the library systems as well. Therefore, a survey was sent to regional library system directors to gather their feedback about the connection process as well and usage and impact of the Kan-ed services. There are a total of seven regional library systems in Kansas. All seven regional library system directors were invited to participate in the survey and also encouraged to forward the survey link to personnel who also would be able to provide feedback regarding Kan-ed. There were seven responses to the survey. The seven responses represented five unique regional library systems in Kansas; two library systems did not respond to the survey request. Therefore, 71.4% of the regional library systems responded to the survey request. Complete results of the regional library system survey responses can be found beginning on page 78 of this appendix; while summary results can be found on page 88.

Connection, Use and Support for High Speed Connectivity Survey

Summary of Results for K-12 Schools

Purpose

In spring 2010, OEIE developed and administered a collection of surveys to K-12 members in order to gather feedback related to the impact of the network. At that time, OEIE also took the opportunity to gather feedback about the Kan-ed 2.0 connection process from those sites who had obtained a connection. Given that some sites are connected to Kan-ed 2.0 and others are not, multiple versions of the survey were necessary.

Kan-ed is required to provide documentation of the use, satisfaction, and impact of its services to the Kansas Legislature and other entities to secure continued funding and support. Thus, the information provided in response to these surveys will put Kan-ed in a better position to make decisions based on needs and to gain continued funding, which will in effect prolong access to the Kan-ed services.

Procedure

OEIE developed three surveys to collect feedback about the Kan-ed 2.0 connection process as well as usage and impact of, and satisfaction with, Kan-ed 2.0 network and other member services. It is important to note that Kan-ed members may provide several different contacts for communication purposes. These contacts were used to distribute the following surveys:

1. *Survey 1*: This is a survey to collect feedback about the Kan-ed 2.0 connection process as well as usage and impact of, and satisfaction with, Kan-ed 2.0 *network* services (i.e., videoconferencing, Interactive Distance Learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2). This survey was sent to the primary technical contact, the site administrative contact, and in some cases the site survey administrative contact at each site that connected to Kan-ed 2.0.
2. *Survey 2*: This is a survey to collect feedback about usage and impact of, and satisfaction with, Kan-ed *member* services (i.e., Empowered Desktop, Educational and Research Databases, E-Rate Consultant Services, and Homework Kansas/Live Tutor). This survey was sent to the site administrative contact and the member level communications contact of those sites not connected to Kan-ed 2.0.
3. *Survey 3*: This is a combination of the previous two surveys; this is a survey to collect feedback about the Kan-ed 2.0 connection process as well as usage and impact of, and satisfaction with, Kan-ed 2.0 network services and other Kan-ed member services. This survey was sent to the contacts at sites that are connected to Kan-ed 2.0 that would otherwise have received the connection process questions, as well as questions about usage of and satisfaction with network and member services.

In general, the surveys focused on three specific efforts: 1) Process of connecting to the Kan-ed 2.0 Network; 2) Use of, satisfaction with, and impact of the Kan-ed network services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations

Center (NOC), and Internet2); and 3) Use of, satisfaction with, and impact of the Kan-ed member services (Empowered Desktop, Educational and Research Databases, E-Rate Consultant Services, and Homework Kansas/Live Tutor). Each survey is located at the end of this report beginning on page 21. Please note that the appearance of the surveys is not fully illustrative of the interactive version that survey recipients received (i.e., the survey received is much easier to read, has clearly defined page breaks, etc).

Survey Sample and Response Rate

Prior to launching the surveys to the entire Kan-ed member K-12 school population, two separate pilot launches were sent in advance to a small sample of K-12 school contacts. On May 27, 2010, each of the three surveys was prepared and launched to the remaining Kan-ed K-12 members. In total, a survey was sent to 1,888 K-12 contacts. The contacts of the organizations were obtained from the Kan-ed database, which houses the names and email addresses of those persons designated by each site as contacts for specific Kan-ed endeavors. To gain multiple perspectives from a variety of K-12 personnel, surveys were sent to contacts based on the role the person serves in the school. For example, the technical contact received Survey 1 because s/he worked closest with the connection process. Therefore, more than one person at a site may have received the survey in order to obtain the insight of multiple stakeholders.

In addition, each contact received three reminder emails, spaced approximately one week apart, until the survey closed. The requested final response date for the May 27 launch was June 18, 2010.

Response Rates

As of the May 27, 2010 launch, there were a total of 337 active Kan-ed K-12 members. All of these schools were invited to participate in the survey. A total of 1,888 K-12 contacts were invited to participate. Multiple contacts at each institution were invited to participate, so response rates are based on total number of respondents, not on total number of Kan-ed members.

There were 103 responses to Survey 1, 514 responses to Survey 2, and 134 responses to Survey 3, which combines to a total of 751 respondents (751/1,888; 39.8%). The 751 respondents represented 277 unique K-12 schools in Kansas. Therefore, 82.2% of active Kan-ed K-12 schools responded to the survey request. The table on the next page presents response rates, as well as percentages of responses received, by region. The highest response rate was obtained for the South West region (48.4%), while the lowest response rate was obtained from the North East region (34.0%).

Frequency of Responses and Response Rates by Kan-ed Region			
Region	Total Number of Surveys Launched	Number of Survey Respondents	Response Rate
Central	172	76	44.2%
North Central	189	74	39.2%
North East	580	197	34.0%
North West	56	27	48.2%
South Central	522	219	42.0%
South East	208	80	38.5%
South West	161	78	48.4%
Total	1,888	751	39.8%

Results

Given that the purpose of the data collection was to create a profile of Kansas K-12 schools related to their Kan-ed service usage and network connectivity, the responses obtained from each of the three surveys were analyzed together when possible. The items that did not correlate were analyzed and reported separately. The overall survey results are divided into sections on the following pages. These sections are: 1) *The Kan-ed 2.0 Connection Process*; 2) *Usage of and Satisfaction with Kan-ed Network Services*, 3) *Usage of and Satisfaction with Kan-ed Member Services*, and 4) *Connectivity Access*.

The Kan-ed 2.0 Connection Process

Kan-ed aims to expand broadband connectivity for schools across the state. The first section of questions in both Survey 1 and Survey 3 focused on the process of connecting to the Kan-ed 2.0 network. Only connected members were asked these questions. A connected member is defined as: *A member who is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning over the network. The "connection" can be direct or through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.*

There were a total of 237 respondents to Survey 1 and Survey 3. Not all respondents completed all questions, as some questions were not designated as required. First, a series of statements were provided regarding the process, and survey participants were asked to rate their agreement with each statement. The majority of respondents agreed or strongly agreed (83.9%) that the overall process of connecting to the Kan-ed 2.0 network was implemented well. Responses to these statements are presented in the table on the following page.

The Kan-ed 2.0 Connection Process								
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable	Total Responses	Mean* (Standard Deviation)
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	2 (1.0%)	5 (2.6%)	18 (9.4%)	99 (51.6%)	62 (32.3%)	6 (3.1%)	192	4.15 (0.78)
b. Overall, the number of steps required to complete the connection process was reasonable.	2 (1.0%)	4 (2.1%)	21 (10.9%)	102 (53.1%)	56 (29.2%)	7 (3.6%)	192	4.11 (0.77)
c. Overall, the time it took to complete the connection process was reasonable.	2 (1.0%)	4 (2.1%)	20 (10.4%)	103 (53.6%)	56 (29.2%)	7 (3.6%)	192	4.12 (0.76)
d. The process of completing the service initiation form was clear and straightforward.	2 (1.0%)	4 (2.1%)	28 (14.6%)	107 (55.7%)	42 (21.9%)	9 (4.7%)	192	4.00 (0.76)
e. The process of completing the site survey was clear and straightforward.	2 (1.0%)	3 (1.6%)	24 (12.5%)	113 (58.9%)	43 (22.4%)	7 (3.6%)	192	4.04 (0.73)
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	2 (1.0%)	2 (1.0%)	39 (20.3%)	92 (47.9%)	44 (22.9%)	13 (6.8%)	192	3.97 (0.78)
g. The Kan-ed staff was accessible for any questions I had about the process.	3 (1.6%)	0 (0%)	19 (9.9%)	82 (42.7%)	67 (34.9%)	21 (10.9%)	192	4.23 (0.78)
h. The Kan-ed staff was friendly while assisting with the process.	3 (1.6%)	0 (0%)	15 (7.9%)	71 (37.4%)	82 (43.2%)	19 (10.0%)	190	4.34 (0.78)
i. The process was successful (you have the connection you requested).	2 (1.0%)	0 (0%)	15 (7.8%)	83 (43.2%)	81 (42.2%)	11 (5.7%)	192	4.33 (0.72)
*The “not applicable” column was removed to calculate the mean and standard deviation.								

The next question asked respondents to indicate their school site's reason(s) for connecting to the Kan-ed 2.0 network. The most frequently selected reason was "We needed the connection for videoconferencing." The table below provides more detail.

Please indicate your site's reason(s) for connecting to the Kan-ed 2.0 network.		
Responses	Frequency	Percent*
We needed the connection for videoconferencing.	116	48.9%
Opportunity to increase bandwidth at a lower price.	71	30.0%
We needed the connection for commercial internet.	31	13.1%
We needed the connection for redundancy.	20	8.4%
Other**	14	5.9%
*Respondents were allowed to select more than one response; however, percentages are based on total number of respondents (237), not total number of reasons selected (252).		
**Other responses included: IDL (7); Not connected (4); Unknown (3).		

The next three survey questions asked participants to describe resources, challenges, and suggestions regarding the Kan-ed 2.0 implementation process. Given that these questions were optional, the majority of respondents did not provide responses. These open-ended responses were coded, and the following themes were observed for these questions.

In response to the request for participants to describe any resources that facilitated the Kan-ed 2.0 implementation process, the most frequently mentioned resource was the support provided by Kan-ed staff (16 responses; 6.8%). Themes are presented in the table below.

Please describe any resources that facilitated the Kan-ed 2.0 implementation process.		
Responses	Frequency	Percent*
Kan-ed technical support/implementation staff	16	6.8%
Local service provider	11	4.6%
IDL	7	3.0%
Subsidies/E-rate	4	1.7%
Unknown	3	1.3%
Service Center	2	0.8%
Other**	3	1.3%
*Respondents' comments may fall into more than one theme; however, percentages are based on total number of survey respondents (237), not total number of described resources (46).		
**Other responses stated once included: On-site tech staff, Informational packet, Not connected.		

When asked to describe challenges or barriers encountered during the implementation process, 24 of the 49 responses provided said that there were no challenges or barriers. The challenge and barrier most often described was issues with their service provider (contracts, billing, equipment, etc) (8). Themes are presented in the table on the following page.

Please describe any challenges or barriers encountered during the Kan-ed 2.0 implementation process.		
Responses	Frequency	Percent*
Issues with service provider (contracts, billing, equipment, etc)	8	3.4%
Kan-ed not working with service provider	3	1.3%
Not enough communication from Kan-ed	2	0.8%
Router problems	2	0.8%
T1 circuit problems	2	0.8%
Unknown	2	0.8%
Other**	6	2.5%
*Respondents' comments may fall into more than one theme; however, percentages are based on total number of respondents (237), not total number of described challenges or barriers (25). **Other responses stated once included: Lack of on-site tech expertise, Installer had to make multiple trips, Compatibility issues, Changing IP address, Too little bandwidth, Not yet connected.		

Survey participants also were asked to provide suggestions or advice that they may have for other organizations planning to connect to the Kan-ed 2.0 network. There were only 37 responses to this question, many of which stated they had no suggestions. However, there were a few suggestions provided, some of which were: good support/smooth process (8) and connection expands opportunities for users (4).

Please provide any suggestions or advice you may have regarding the implementation process for other organizations that are planning to connect to Kan-ed 2.0.		
Responses	Frequency	Percent*
Good support/smooth process	8	3.4%
Connection expands opportunities for users	4	1.7%
Contact Kan-ed with questions	2	0.8%
Other**	4	1.7%
*Respondents' comments may fall into more than one theme; however, percentages are based on total number of respondents (237), not total number of provided suggestions (18). **Other responses stated once included: Test for bugs early on, No subsidies for Ethernet-based connections, Check provider invoice for double billing, Not yet connected.		

Usage of and Satisfaction with Kan-ed Network Services

In addition to network connection process questions, Survey 1 and Survey 3 asked respondents to indicate how frequently they use, and how satisfied they are with, Kan-ed network services. These responses are summarized in the tables on the following page. Please note, only the 237 respondents of Survey 1 and Survey 3 responded to these questions. However, not all 237 respondents completed all questions, as they were not designated as required. Most respondents indicated “I do not know” or “We do not use this service” for the five network service items. Of all network services, the one most frequently used was Interactive Distance Learning (67.8%).

Level of Usage of Network Services							
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Total
Network Services							
Videoconferencing	65 (37.4%)	25 (14.4%)	8 (4.6%)	4 (2.3%)	21 (12.1%)	51 (29.3%)	174
Interactive Distance Learning (IDL)	32 (18.4%)	9 (5.2%)	20 (11.5%)	57 (32.8%)	13 (7.5%)	43 (24.7%)	174
Renovo Scheduler	10 (5.7%)	6 (3.4%)	7 (4.0%)	20 (11.5%)	34 (19.5%)	97 (55.7%)	174
Network Operations Center (NOC)	62 (35.6%)	18 (10.3%)	6 (3.4%)	6 (3.4%)	35 (20.1%)	47 (27.0%)	174
Internet2	10 (5.7%)	6 (3.4%)	6 (3.4%)	30 (17.2%)	44 (25.3%)	78 (44.8%)	174

Of the 172 respondents that reported their level of satisfaction with the services, the majority are very satisfied with network services. Several respondents could not answer this question because they indicated that they do not use network services that are offered.

Level of Satisfaction with Network Services								
	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable	Total	Mean* (Standard Deviation)
Network Services								
Videoconferencing	1 (0.6%)	2 (1.2%)	17 (9.9%)	12 (7.0%)	83 (48.3%)	57 (33.1%)	172	4.51 (0.87)
Interactive Distance Learning (IDL)	3 (1.7%)	0 (0%)	13 (7.6%)	13 (7.6%)	98 (57.0%)	45 (26.2%)	172	4.60 (0.86)
Renovo Scheduler	0 (0%)	0 (0%)	14 (8.1%)	6 (3.5%)	43 (25.0%)	109 (63.4%)	172	4.46 (0.84)
Network Operations Center (NOC)	0 (0%)	0 (0%)	14 (8.1%)	12 (7.0%)	81 (47.1%)	65 (37.8%)	172	4.63 (0.71)
Internet2	1 (0.6%)	0 (0%)	17 (9.9%)	11 (6.4%)	46 (26.7%)	97 (56.4%)	172	4.35 (0.92)

*The "not applicable" column was removed to calculate the mean and standard deviation.

Next, participants were asked to describe how Kan-ed network services have impacted their organization. Themes that emerged from responses regarding impact are presented in the table on the following page. Eighty-nine (37.6%) respondents mentioned IDL and videoconferencing provide more learning opportunities. Thirty-one (13.1%) respondents stated the reduced cost due to use of network services helped save time and money.

Please describe how Kan-ed network services have impacted your organization. (Consider things that your organization can do today with Kan-ed services that you were unable to do before they were available.)		
Responses	Frequency	Percent*
IDL/videoconferencing provide more learning opportunities (eg, expanded course offerings, professional development, virtual field trips)	89	37.6%
Saves time and/or money	31	13.1%
More bandwidth	27	11.4%
Can offer more/better services	18	7.6%
Reliable internet access	16	6.8%
No change from previous provider/Kan-ed 1.0	11	4.6%
Access to educational resources for teachers	9	3.8%
Used for student research	8	3.4%
General positive comment	6	2.5%
More multimedia use in classrooms	4	1.7%
Positive experience with NOC/Kan-ed tech staff	4	1.7%
Used for state assessments	3	1.3%
Class scheduler	3	1.3%
More flexibility	2	0.8%
Empowered Desktop	2	0.8%
Services not used	2	0.8%
Other**	2	0.8%
*Respondents' comments may fall into more than one theme; however, percentages are based on total number of respondents (237), not total number of impacts identified (237).		
** Other responses stated once included: Promotes student engagement, Not yet connected.		

The next question asked respondents to approximate the number of people impacted by Kan-ed network services in their organization. It was determined during analysis that this question was difficult for respondents to answer. Of the 237 total survey respondents, 137 responded with approximate numbers of people served rather than indicating how many are impacted by network services. The table below provides the coded results from these responses.

Approximately how many people in your organization (e.g., faculty, staff, students) are impacted by Kan-ed network services?		
Responses	Frequency	Percent*
26-100	37	15.6%
521-500	22	9.3%
More than 1,000	17	7.2%
Fewer than 25	17	7.2%
101-250	17	7.2%
501-750	10	4.2%
751-1,000	7	3.0%
"All"	6	2.5%
More than 10,000	2	0.8%
Zero	2	0.8%
*Percentages are based on total number of respondents (237), not total number of estimates provided (137).		

Participants also were asked to share specific success stories or experiences related to their school's usage of Kan-ed network services, with the explanation that these stories may be used in the future with legislators and other stakeholders. Given that this question was optional, the majority of respondents did not provide a response. Thirty-six respondents shared a story or experience in response to this question. These open-ended responses were coded, and the stories and experiences mentioned most often were: ability to provide educational opportunities for users (22) and saves time and/or money (8).

Please share any specific success stories or experiences related to your organization's usage of Kan-ed network services.		
Responses	Frequency	Percent*
Able to provide educational opportunities for users (eg, expanded class offerings, professional development, virtual field trips) that overcome geographical constraints	22	9.3%
Saves time and/or money	8	3.4%
Users give positive feedback about services	4	1.7%
Improved Kansas Assessment performance	4	1.7%
Positive experience with Kan-ed tech support	4	1.7%
Able to provide more/better resources	3	1.3%
Expanded use of multimedia in classrooms	2	0.8%
Other**	2	0.8%
*Respondents' comments may fall into more than one theme; however, percentages are based on total number of respondents (237), not total number of shared stories (49).		
**Other responses stated once included: Increased participation in events, Students can use resources from any location.		

Examples of stories or experiences shared include:

- *It allowed us to access professional opportunities that we could not afford to do otherwise. We were also able to allow our students to take classes for college credit that they couldn't get any other way.*
- *It has allowed classes to have interactive sessions with schools on the East coast. Kan-ed has allowed teachers to meet with other teachers to complete ESOL coursework via videoconferencing.*
- *One particular experience was a video conference call between our district and another district's technology department that allowed us to brainstorm and share experiences between our districts and how we utilize technology. This was very convenient to do without having to drive, and without the additional bandwidth the Kan-ed 2.0 link provides, it wouldn't really have been successful.*
- *Our district subscribes to higher level coursework through the IDL system. Students who enroll in these courses are usually those who strive to learn more, to do more. Whenever our students happen to be absent from class – usually for sports or leadership activities – we are able to easily record the class for later viewing. Many times students make personal requests for recordings during difficult lessons, demonstrations, or lectures and then make arrangements to study the recording of the class on personal computers with headsets in the library. Our students enjoy this feature of IDL learning. Also, students tell us that they don't feel that their school district is so small and disconnected when they*

take IDL classes. They enjoy taking classes with students from area schools. They especially enjoy discussions that bring in different points of view and personalities.

- Our High School Government class connects directly with our state representative usually once a year. We have health education classes that educate our students and parents from the KU Med Center. All of these connections we consider success stories because without the equipment and the connection these valuable programs would not be available to us.
- Our district was one of ten schools in Kansas to participate in the KU Med Center Healthy Schools Project. The project was designed to teach children and their families to live healthier lives regarding nutrition, physical activity and health behavior change. The program has been in existence since 2003 providing schools throughout the state of Kansas to bring free NIH funded intervention services to rural school children and their families. Our school districts' students/families participated in an online interactive distance learning program that met once a week for eight weeks. For children who have concerns about weight and also live in rural areas, finding appropriate services can be difficult. In this project, KU Med Center offered a free and fun family based intervention for overweight children. Both parents and children participated, along with our elementary PE teacher and doctors from KU Med Center (over telephone or internet-based videoconferencing).

Respondents also were asked to share any challenges they had encountered related to using Kan-ed network services. Most respondents indicated that there were not any challenges, and only a few listed challenges. Some of the challenges listed were: technical problems (8) and switching service providers (5).

Please share any challenges you have encountered related to your organization's usage of Kan-ed network services.		
Responses	Frequency	Percent*
Technical problems	8	3.4%
Switching service providers	5	2.1%
Underutilization	2	0.8%
Lack of training	2	0.8%
Limited funds	2	0.8%
Staying updated and compatible	2	0.8%
Limited bandwidth	2	0.8%
Working with different levels of authority (state, county, district, etc)	2	0.8%
Other**	4	1.7%
*Respondents' comments may fall into more than one theme; however, percentages are based on total number of respondents (237), not total described challenges or barriers (29).		
**Other responses stated once included: Lack of equipment, No ability to monitor bandwidth use, Class scheduler, Not yet connected.		

Usage of and Satisfaction with Kan-ed Member Services

Both Survey 2 and Survey 3 asked participants to report their level of usage of, and satisfaction with, four other Kan-ed member services (Empowered Desktop, Educational and Research Databases, E-Rate Consultant Services, and Homework Kansas/Live Tutor). This section of

questions was answered by 648 respondents. However, not all 648 respondents completed all questions, as they were not designated as required. The following tables present results from these questions.

As seen in the results section related to usage of network services, again most respondents selected “I do not know” or “We do not use this service” when asked about use of the four Kan-ed member services. The services used most by respondents were the Educational and Research Databases (55.9%) and Empowered Desktop (47.2%).

Level of Usage of Kan-ed Member Services							
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Total
Member Services							
Empowered Desktop	81 (16.8%)	78 (16.1%)	67 (13.9%)	44 (9.1%)	100 (20.7%)	113 (23.4%)	483
Educational and Research Databases	99 (20.5%)	63 (13.0%)	45 (9.3%)	21 (4.3%)	130 (26.9%)	125 (25.9%)	483
E-Rate Consultant Services	75 (15.5%)	26 (5.4%)	3 (0.6%)	6 (1.2%)	154 (31.9%)	219 (45.3%)	483
Homework Kansas/Live Tutor	67 (13.9%)	59 (12.2%)	48 (9.9%)	22 (4.6%)	143 (29.6%)	144 (29.8%)	483

Of those that reported their level of satisfaction, the majority are very satisfied or somewhat satisfied with member services. Similar to the satisfaction with network services, numerous respondents shared they could not answer this question because they do not use the member services.

Level of Satisfaction with Kan-ed Member Services								
	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable	Total	Mean* (Standard Deviation)
Member Services								
Empowered Desktop	1 (0.2%)	3 (0.6%)	55 (11.4%)	67 (13.9%)	184 (38.1%)	173 (35.8%)	483	4.39 (0.83)
Educational and Research Databases	1 (0.2%)	0 (0%)	78 (16.1%)	64 (13.3%)	144 (29.8%)	196 (40.6%)	483	4.22 (0.87)
E-Rate Consultant Services	1 (0.2%)	0 (0%)	81 (16.8%)	23 (4.8%)	87 (18.0%)	291 (60.2%)	483	4.02 (0.96)
Homework Kansas/Live Tutor	2 (0.4%)	2 (0.4%)	96 (19.9%)	48 (9.9%)	124 (25.7%)	211 (43.7%)	483	4.07 (0.95)
*The “not applicable” column was removed to calculate the mean and standard deviation.								

Next, participants were asked to describe how Kan-ed member services have impacted their organization. The table below provides emerging themes from analysis of this question. A total of 254 respondents identified impacts related to Kan-ed member services. Sixty-nine (10.6%) respondents mentioned using TestBuilder for formative and Kansas assessments.

Please describe how Kan-ed member services have impacted your organization.		
Responses	Frequency	Percent*
TestBuilder used for formative and KS assessments	69	10.6%
Resources for teachers (eg, ed databases, professional dev., classroom tools)	45	6.9%
Homework help for students (eg, hotline, online tutors)	44	6.8%
Research databases	40	6.2%
Use of Empowered Desktop	33	5.1%
Use of Backpack	29	4.5%
IDL	27	4.2%
General praise/Services are used frequently	27	4.2%
Do not use services	25	3.9%
Services contribute to student success	24	3.7%
Services are underutilized	23	3.5%
Benefit from ease of use/access	21	3.2%
Plan to encourage/expand use of services	20	3.1%
Provides internet connection/faster connection	18	2.8%
Used to track students/organize information	17	2.6%
Access to services made possible by Kan-ed funding	17	2.6%
More technology/multimedia used in classrooms	12	1.9%
Services save time and/or money	9	1.4%
Unaware of/unfamiliar with services offered	9	1.4%
E-rate	8	1.2%
Internet filter	6	0.9%
Need training to utilize services	5	0.8%
Able to reach more students in more formats	5	0.8%
Supports/aligns with KS curriculum standards	5	0.8%
Facilitates communication between schools	4	0.6%
Not yet connected	3	0.5%
Limited use due to youth of students	3	0.5%
*Respondents' comments may fall into more than one theme; however, percentages are based on total number of respondents (648), not total number of impacts identified (548).		

Again, respondents were asked to approximate the number of people impacted by Kan-ed member services in their school. It was determined during analysis that this question was difficult for respondents to answer. Several provided approximate numbers of people served rather than identifying how many are actually impacted by member services. It also was observed that, due to the ability to access many member services from virtually anywhere, a school may be unaware of how many people it is impacting. For example, Homework Kansas/Live Tutor can be accessed via the Internet from home, work, school, or the library; therefore, a site administrator would have difficulty determining number impacted given that they are unaware (unless told) of who is using it.

Approximately how many people in your organization (e.g., faculty, staff, students) are impacted by Kan-ed member services.		
Responses	Frequency	Percent*
101-250	81	12.5%
251-500	62	9.6%
26-100	46	7.1%
Fewer than 25	41	6.3%
More than 1,000	32	4.9%
Zero	23	3.5%
501-750	22	3.4%
751-1,000	20	3.1%
“All”	4	0.6%
More than 10,000	3	0.5%

*Percentages are based on total number of respondents (648), not total number of estimates provided (334).

Next, respondents were asked to describe any specific stories or experiences related to usage of member services with the explanation that these stories may be used in the future with legislators and other stakeholders. Given that this question was optional, the majority of respondents did not provide a response. There were 98 stories or experiences shared, and the responses were coded. The theme that emerged most often was “Improved Kansas Assessment performance” (26).

Please share any specific success stories or experiences related to your organization’s usage of Kan-ed member services.		
Responses	Frequency	Percent*
Improved Kansas Assessment performance	26	4.0%
Able to provide educational opportunities for users (eg, expanded class offerings, professional development, virtual field trips) that overcome geographical constraints	10	1.5%
Able to provide more/better resources	10	1.5%
Users give positive feedback about services	9	1.4%
Homework help benefits students	8	1.2%
Used to identify and meet individual learning needs	8	1.2%
Expanded use of multimedia in classrooms	7	1.1%
Resources used frequently	7	1.1%
Use of Backpack aids students in completing assignments	6	0.9%
Used to develop student assessments related to KS standards	6	0.9%
General positive comments	5	0.8%
Improves at-risk student performance	4	0.6%
Saves student and/or teacher time	4	0.6%
Positive experience with Kan-ed tech support	4	0.6%
Do not use services	3	0.5%
Software support and training	2	0.3%
Used to increase student motivation/engagement	2	0.3%
Other**	3	0.5%

*Respondents’ comments may fall into more than one theme; however, percentages are based on total number of respondents (648), not total number of stories shared (124).
 **Other responses stated once included: Amelioration of test anxiety, Kan-ed staff helpful, Students can use services from any location.

Examples of stories and experiences shared include:

- *This year our high school science teacher used the Test Builder to determine which standards, terms, and testing formats his students found most challenging. Through the variety of reports available, he says that he was able to plan better lessons for the individual needs of his students. The results: every student passed the state science assessment and the teacher felt more empowered by learning about his specific students' needs.*
- *Our district tends to do very well on the Kansas Assessments partly due to using the formative test.*
- *Through the use of this resource, our state scores improved by more than 10% in both math and reading in 4th and 5th grade.*
- *It is success with almost every research project! Students start with the databases instead of basic search engines. Students in the past had to spend many hours looking for a few articles whereas with the databases the material is reliable and quickly accessed. When they search through search engines, students spend too long looking at material that does not relate to their topic and is not of great quality. When they research through the databases they are learning how to conduct advanced searches that allow them to utilize their time more effectively reading material directly related to their topics.*

As was requested in the network services section of the survey, respondents also were asked to share any challenges they had encountered related to using Kan-ed member services. Again, most respondents indicated that there were not any challenges. Of the 101 respondents that provided responses, the following themes emerged: Lack of training (24), Lack of awareness of/information about services (22), Underutilization (21), and Lack of time (20).

Please share any challenges you have encountered related to your organization's usage of Kan-ed member services.		
Responses	Frequency	Percent*
Lack of training	24	3.7%
Lack of awareness of/information about services	22	3.4%
Underutilization	21	3.2%
Lack of time	20	3.1%
Technical problems	8	1.2%
Limited funds	6	0.9%
Lack of teacher buy-in	6	0.9%
Switching service providers	5	0.8%
Need more/better assessment questions	3	0.5%
Amount of material can be overwhelming	2	0.3%
Database issues	2	0.3%
Other**	5	0.8%
*Respondents' comments may fall into more than one theme; however, percentages are based on total number of respondents (648), not total number of described challenges or barriers (124). **Other responses stated once included: Services change without member input, Students without home internet access can't utilize services fully, Worry about possible loss of services, Too few computers, Seems geared toward small rural school districts.		

Connectivity Access

For participants who received Survey 2, one section of the survey asked questions about why the member is not currently connected to the Kan-ed 2.0 network and if they anticipate connecting in the next five years. For clarity, the following definitions about connectivity status are used:

- Non-Connected Member – a Kan-ed member with access to Kan-ed funding programs and non-connected member services (e.g., Educational and Research Databases, Empowered Desktop, etc.), but is not physically connected to the Kan-ed network.
- Connected Member – a Kan-ed member with access to Kan-ed funding programs and all member services (e.g., Educational and Research Databases, Empowered Desktop, videoconferencing, Internet2, etc). A connected member is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning over the network. The connection can be direct through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.

A total of 514 respondents were asked to answer these connectivity questions. However, not all 514 respondents completed all questions, as they were not designated as required.

First, participants were asked to identify the reasons their school has not connected to the Kan-ed network. The main reason selected was “Do not know what services are offered to connected members” (130).

Please indicate the reason(s) your school currently is not connected to the Kan-ed network.		
Responses	Frequency	Percent*
Do not know what services are offered to connected members	130	25.3%
Do not know how to become a connected member	99	19.3%
Do not have funding available to cover the resources needed to connect to the Kan-ed network	86	16.7%
Do not have the equipment needed for interactive distance learning	68	13.2%
Do not have the equipment needed for videoconferencing	63	12.3%
Do not have a need to participate in interactive distance learning (IDL)	56	10.9%
Do not have a need for videoconferencing capabilities (e.g. for telemedicine, meetings, etc.)	50	9.7%
Do not have enough staff with the necessary technical expertise	48	9.3%
Do not have a need for Internet2 (Research and Education Programs) access	18	3.5%
Do not have a sufficient connection speed to connect to the Kan-ed network	11	2.1%
Other**	34	6.6%
*Respondents were allowed to select more than one response; however, percentages are based on total number of respondents (514), not total number of reasons selected (663).		
**Other responses included: Unknown (6), Do not have enough information about services (5), Currently connected (5), Time (3), Decision made at district level (3), Lack of funding (3), Teachers have not expressed interest (2), Private sector provides more bandwidth for less cost (2), Telecom needs are provided by another source (2), Future funding status for service is unclear (1), Will connect soon (1), Lack of competent on-site tech staff (1).		

Next, survey participants were asked if they anticipate that their school will become connected to the Kan-ed network within the next five years. The majority of those who responded chose “I do not know” (206).

Do you anticipate that your school will become connected to the Kan-ed network within the next five years?		
Responses	Frequency	Percent
Yes	87	28.4%
No	13	4.2%
I do not know	206	67.3%
Total	306	100.0%

Respondents that answered “Yes” or “I do not know” were then asked three follow-up questions. First, they were asked to identify services related to Internet connectivity that they anticipate their organization may need in the next five years. The service selected most often was “Videoconferencing capabilities” (143).

Please select the Kan-ed network services your school may need in the next five years.		
Responses	Frequency	Percent*
Videoconferencing capabilities (e.g. for telemedicine, professional development, meetings, etc.)	143	27.8%
Access to Internet2 (Research and Education Programs)	124	24.1%
Participation in interactive distance learning (IDL)	124	24.1%
Other**	11	2.1%
*Respondents were allowed to select more than one response; however, percentages are based on total number of respondents (514), not total number of services selected (402).		
**Other responses included: Unknown (6), Currently receive these services (2), Staff training (1), Increased bandwidth (1), Better pricing (1).		

Next, respondents were asked to select issues their school would need to address in order to become connected to the Kan-ed 2.0 network. Respondents most often selected “Lack of training necessary to utilize connected services” (112) and “Lack of information regarding connected services” (105).

Please indicate the types of issues your school would need to address in order to become connected to the Kan-ed network within the next five years.		
Responses	Frequency	Percent*
Lack of training necessary to utilize connected services	112	21.8%
Lack of information regarding connected services	105	20.4%
Lack of videoconferencing equipment	84	16.3%
Lack of staff with the necessary technical expertise	72	14.0%
Lack of distance learning equipment	71	13.8%
Lack of bandwidth necessary to become connected	47	9.1%
Other**	12	2.3%
*Respondents were allowed to select more than one issue; however, percentages are based on total number of respondents (514), not total number of issues selected (503).		
**Other responses included: More funding/Better pricing (5), More time to utilize resources (3), Technical staff on-site (2), Already connected (2).		

Finally, the survey respondents were asked to select from a list of barriers that may prevent them from becoming connected to the Kan-ed 2.0 network within the next five years. The majority of respondents indicated that lack of sufficient funding was the reason that may prevent their school from becoming connected to Kan-ed within the next five years, both for videoconferencing equipment (109) and for IDL equipment (102).

Please indicate the reason(s) that might prevent your school from becoming a connected Kan-ed member within the next five years.		
Responses	Frequency	Percent*
Lack of sufficient funding for videoconferencing equipment	109	21.2%
Lack of sufficient funding for interactive distance learning (IDL) equipment	102	19.8%
Lack of sufficient funding to cover increased Internet (bandwidth) associated with becoming connected	94	18.3%
Do not have enough staff with the necessary technical expertise	52	10.1%
Do not have a need for videoconferencing capabilities (e.g. for telemedicine, meetings, etc.)	40	7.8%
Do not have a need to participate in interactive distance learning (IDL)	27	5.3%
Do not have a need for Internet2 (Research and Education Programs)	7	1.4%
Other**	13	2.5%
*Respondents were allowed to select more than one reason; however, percentages are based on total number of respondents (514), not total number of reasons selected (444). **Other responses included: Lack of training (4), Lack of funding/High pricing (4), Currently connected (3), Lack of time (2).		

The 13 respondents who indicated that they do not anticipate their school will connect to the Kan-ed 2.0 network were asked to describe why they did not anticipate connecting. Nine of the 13 respondents gave responses, which were coded. The following themes emerged: Cost/Lack of funding (4), Would duplicate current services (2), and Low anticipated use (2).

Additional Comments

The very last question of all surveys was reserved for any additional comments respondents wanted to share that they felt were not captured elsewhere in the survey. A total of 55 respondents provided comments. The majority of these respondents expressed appreciation for Kan-ed services and staff.

Summary Results

Several highlights from the overall survey responses are presented below. These represent key findings from the results that may be helpful as Kan-ed makes decisions based on K-12 school needs and to gain continued funding, which will in effect prolong access to the Kan-ed services.

Survey Sample and Response Rates

- Three different surveys were developed that primarily focused on: the process of connecting to the Kan-ed 2.0 network; use of, satisfaction with, and impact of Kan-ed network services; and use of, satisfaction with, and impact of Kan-ed member services.
- A survey was sent to 1,888 K-12 school contacts, and 751 responses were received (751/1,888; 39.8%). These 751 responses represented 277 unique K-12 organizations in Kansas; therefore, 82.2% of active Kan-ed K-12 members responded to the survey.

The Kan-ed 2.0 Connection Process

- The majority of respondents agreed or strongly agreed (83.9%) that the overall process of connecting to the Kan-ed 2.0 network was implemented well.
- The most frequently selected reason for connecting to the Kan-ed 2.0 network was the need to connect for videoconferencing (116/237; 48.9%).
- Most respondents did not provide responses to describe resources facilitating, challenges encountered during, or suggestions regarding the Kan-ed 2.0 implementation process.

Usage of and Satisfaction with Kan-ed Network Services

- The network service most frequently used is Interactive Distance Learning (75.4%).
- Of those that use network services, the majority are very satisfied or somewhat satisfied with the services offered.
- Eighty-nine (37.6%) respondents mentioned IDL and videoconferencing provide more learning opportunities as an impact of network services, and thirty-one (13.1%) respondents stated that the use of network services helped save time and money.
- Most respondents did not indicate challenges encountered related to using Kan-ed network services. Of the challenges shared, the most frequent challenge mentioned was technical problems (8 responses; 3.4%).

Usage of and Satisfaction with Kan-ed Member Services

- The most frequently used member services were the Educational and Research Databases (55.9%) and the Empowered Desktop (47.1%).
- As was the case with network services, the majority are very satisfied or somewhat satisfied with the member services offered.
- A total of 254 respondents identified impacts related to member services, and sixty-nine (10.6%) respondents mentioned using TestBuilder.
- Again, most respondents indicated that there were not any challenges with Kan-ed member services.

Connectivity Access

- A total of 514 respondents were asked to answer a series of questions regarding why they are not currently connected to the Kan-ed 2.0 network. The main reason selected was “Do not know what services are offered to connected members” (130 responses; 25.3%).
- The majority of respondents indicated that they do not know if they will be connected in the next five years.

Additional Contacts

- All survey respondents were asked to share additional contacts from their organizations that may have additional stories to share. Contact information of 142 individuals was shared. These individuals will be contacted at a later date to gather impact stories and experiences related to network and member services.

Survey Description and Instructions

Kan-ed Survey to Collect Feedback about 2.0 Connection Process and Impact of Network Services

Survey Description and Instructions

Kan-ed is gathering feedback about members' experiences with the Kan-ed 2.0 connection process. We are contacting you because Kan-ed records indicate your organization is currently connected to the Kan-ed 2.0 network. This survey also includes questions related to impact of the Kan-ed network services on your organization. Each year, Kan-ed is required to provide documentation of the impact of its services to the Kansas Legislature and other entities to secure continued funding and support. Thus, the information you provide in response to this survey will put Kan-ed in a better position to gain continued funding, which will in effect prolong your access to Kan-ed services.

The Office of Educational Innovation and Evaluation (OEIE) at Kansas State University is conducting this survey on behalf of Kan-ed. Please complete this survey while keeping in mind each of the Kan-ed funded services that impact you and your organization. Neither you nor your organization will be identified in the report of survey results; only overall themes or trends in responses will be reported.

The information you share may be incorporated into "impact stories" that can be provided to Kansas legislators, so please share as many details as possible about your organization's use and the impact of the services. Thank you in advance for providing us feedback about Kan-ed services to help Kan-ed secure continued funding.

The Kan-ed 2.0 Connection Process

The Kan-ed 2.0 Connection Process

A "connected" member is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning (IDL) over the network. The "connection" can be direct or through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.

Please assist Kan-ed in better understanding your connectivity by responding to the set of questions in this section of the survey.

Please indicate your agreement with the following statements about the process of connecting to the Kan-ed 2.0 network.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	-	-	-	-	-	-
b. Overall, the number of steps required to complete the connection process was reasonable.	-	-	-	-	-	-
c. Overall, the time it took to complete the connection process was reasonable.	-	-	-	-	-	-
d. The process of completing the service initiation form was clear and straightforward.	-	-	-	-	-	-
e. The process of completing the site survey was clear and straightforward.	-	-	-	-	-	-
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	-	-	-	-	-	-
g. The Kan-ed staff was accessible for any questions I had about the process.	-	-	-	-	-	-
h. The Kan-ed staff was friendly while assisting with the process.	-	-	-	-	-	-
i. The process was successful (you have the connection you requested).	-	-	-	-	-	-

The Kan-ed 2.0 Connection Process (continued)

The Kan-ed 2.0 Connection Process (continued)

Please indicate your site's reason(s) for connecting to the Kan-ed 2.0 network. Please select all that apply.

- We needed the connection for video conferencing.
- We needed the connection for commercial Internet.
- We needed the connection for redundancy.
- Opportunity to increase bandwidth at a lower price.
- Other-please explain.

Please describe any resources that facilitated the Kan-ed 2.0 implementation process.

Please describe any challenges or barriers encountered during the Kan-ed 2.0 implementation process.

Please provide any suggestions or advice you may have regarding the implementation process for other organizations that are planning to connect to Kan-ed 2.0.

Kan-ed Network Services

Usage of and Satisfaction with Kan-ed Network Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed services used by your faculty, staff and students.

Please indicate which network services are used at your site by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services your organization uses.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Videoconferencing - Allows connected members to participate in video sessions for telemedicine, professional development, meetings, etc.	•	•	•	•	•	•	•	•	•	•	•	•
Interactive Distance Learning (IDL) - Used to provide access to interactive classes and coursework; also allows students and teachers to interact with others around the world.	•	•	•	•	•	•	•	•	•	•	•	•
Renovo Scheduler - Optional tool that is used to automatically schedule videoconferencing and IDL sessions with others.	•	•	•	•	•	•	•	•	•	•	•	•
Network Operations Center (NOC) - Monitors and troubleshoots the Kan-ed network and provides technical assistance.	•	•	•	•	•	•	•	•	•	•	•	•
Internet2 - A private, high-speed, research-based Internet geared toward higher education and K-12 institutions.	•	•	•	•	•	•	•	•	•	•	•	•

When answering the following questions, please recall that Kan-ed network services include videoconferencing, Interactive Distance Learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2.

Please remember that providing as much detail as possible will greatly assist us in developing impact stories for Kansas legislators.

Please describe how Kan-ed network services have impacted your organization. (Consider things that your organization can do today with Kan-ed services that you were unable to do before they were available.)

Approximately how many people in your organization (e.g., faculty, staff, students) are impacted by Kan-ed network services?

Please share any specific success stories or experiences related to your organization's usage of Kan-ed network services.

Please share any challenges you have encountered related to your organization's usage of Kan-ed network services.

Additional Feedback

Additional Feedback

Please provide the name and contact information of anyone else (e.g. teachers, community members, parents, students) that you think would have stories to share about the impact of Kan-ed services. We recognize that as the end of the school year approaches this may not be the best time to contact these individuals. We will follow-up with any contacts in Fall 2010 unless you indicate otherwise.

Contact Information

Contact Information

As stated in the introduction to the survey, neither you nor your organization will be identified in the report of survey results; only overall themes or trends in responses will be reported.

As was also mentioned, the information you share may be incorporated into "impact stories" that can be provided to Kansas legislators. We believe that these impact stories are much more powerful when they are tied to individuals and organizations. This way, the impact story can be provided to the legislator representing your region. If you are willing to be identified by name and organization within an impact story that may be created based on the information you shared, please provide your name and position and the name of your organization below.

Your Name

Your Position/Title

Name of Your Organization

Your Contact Information (if you would like to be, or are willing to be, contacted for follow-up on your statements)

If you have any additional comments you would like to share related to Kan-ed, please provide them here.

Survey Description and Instructions

Kan-ed Member Services Usage and Impact Survey

Survey Description and Instructions

Kan-ed is gathering impact data regarding the member services it funds. Each year, Kan-ed is required to provide documentation of the impact of its services to the Kansas Legislature and other entities to secure continued funding and support. Thus, the information you provide in response to this survey will put Kan-ed in a better position to gain continued funding, which will in effect prolong your access to these Kan-ed services.

The Office of Educational Innovation and Evaluation (OEIE) at Kansas State University is conducting this survey on behalf of Kan-ed. Please complete this survey while keeping in mind each of the Kan-ed funded services that impact you and your organization. Neither you nor your organization will be identified in the report of survey results; only overall themes or trends in responses will be reported.

The information you share may be incorporated into "impact stories" that can be provided to Kansas legislators, so please share as many details as possible about your organization's use and the impact of the services. Thank you in advance for your careful consideration and responses to our questions. Your input is instrumental in shaping the future of Kan-ed member services.

Kan-ed Services

Usage of and Satisfaction with Kan-ed Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed services used by your faculty, staff and students.

Please indicate which member services are used at your site by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services your organization uses.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Empowered Desktop - A portal that consolidates a variety of teaching and learning applications in one location for easy access. Geared toward K-12.	•	•	•	•	•	•	•	•	•	•	•	•
Educational and Research Databases - Five sponsored databases that allow members to access critical research tools with a single login.	•	•	•	•	•	•	•	•	•	•	•	•
E-Rate Consultant Services - Provides trainings and telephone hotline support for members applying for federal E-Rate funding (K-12 schools and libraries).	•	•	•	•	•	•	•	•	•	•	•	•
Homework Kansas/Live Tutor - Service available to K-12, college students, adult GED students, and other adult learners. Professional tutors are available to assist with math, science, social studies, spelling, proofreading and resume building.	•	•	•	•	•	•	•	•	•	•	•	•

Kan-ed Services Impact

The purpose of this section of the survey is to document the impact of Kan-ed services. The information you share will be used to provide "Impact Stories" to Kansas legislators. In order to accurately capture the true impact of the Kan-ed services, please provide as many details as possible about your organization's use and the impact of the services (Empowered Desktop, Educational and Research Databases, E-rate consultant services, and Homework Kansas/Live Tutor).

Please describe how Kan-ed services have impacted your organization. (Consider things that your organization can do today with Kan-ed services that you were unable to do before they were available.)

Approximately how many people in your organization (e.g., students, faculty, staff) are impacted by Kan-ed services?

Please share any specific success stories or experiences related to your organization's usage of Kan-ed services.

Please share any challenges you have encountered related to your organization's usage of Kan-ed services.

Additional Feedback

Additional Feedback

Please provide the name and contact information of anyone else (e.g., teachers, community members, parents, students) that you think would have stories to share about the impact of Kan-ed services. We recognize that as the end of the school year approaches this may not be the best time to contact these individuals. We will follow-up with any contacts in Fall 2010 unless you indicate otherwise.

Connectivity Access

Connectivity Access

Currently, your organization has access to the Kan-ed member services but is not "connected" to the Kan-ed 2.0 network. A "connected" member is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning over the network. The "connection" can be direct or through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.

Please assist Kan-ed in better understanding your connectivity by responding to the set of questions in this section of the survey.

The following list of response options are reasons given in the past by Kan-ed members who were explaining why they have not "connected" to the Kan-ed network. Please indicate the reason(s) your organization currently is not "connected" to the Kan-ed network.

(Please select all response options that apply to your organization).

- Do not know how to become a connected member
- Do not know what services are offered to connected members
- Do not have a need for videoconferencing capabilities (e.g. for telemedicine, meetings, etc.)
- Do not have a need for Internet2 (Research and Education Programs) access
- Do not have a need to participate in interactive distance learning (IDL)
- Do not have enough staff with the necessary technical expertise
- Do not have the equipment needed for interactive distance learning
- Do not have the equipment needed for videoconferencing
- Do not have a sufficient connection speed to connect to the Kan-ed network
- Do not have funding available to cover the resources needed to connect to the Kan-ed network
- Other:

Do you anticipate that your organization will become "connected" to the Kan-ed network within the next five years?

- Yes
- No
- I do not know

Please select the Kan-ed network services your organization may need in the next five years from the list below.

(Please select all response options that apply to your organization).

- Access to Internet2 (Research and Education Programs)
- Participation in interactive distance learning (IDL)
- Videoconferencing capabilities (e.g. for telemedicine, professional development, meetings, etc.)
- Other: _____

Please indicate the types of issues your organization would need to address in order to become "connected" to the Kan-ed network within the next five years.

(Please select all response options that apply to your organization).

- Lack of bandwidth necessary to become connected
- Lack of distance learning equipment
- Lack of information regarding connected services
- Lack of staff with the necessary technical expertise
- Lack of training necessary to utilize connected services
- Lack of videoconferencing equipment
- Other: _____

Please indicate which of the following reasons might prevent your organization from becoming a connected Kan-ed member within the next five years.

(Please select all response options that apply to your organization).

- Do not have a need for videoconferencing capabilities (e.g. for telemedicine, meetings, etc.)
- Do not have a need for Internet2 (Research and Education Programs)
- Do not have a need to participate in interactive distance learning (IDL)
- Do not have enough staff with the necessary technical expertise
- Lack of sufficient funding for videoconferencing equipment
- Lack of sufficient funding for interactive distance learning (IDL) equipment
- Lack of sufficient funding to cover increased Internet (bandwidth) associated with becoming connected
- Other _____

Please describe why your organization does not anticipate connecting to the Kan-ed 2.0 network.

Demographic Items

Contact Information

As stated in the introduction to the survey, neither you nor your organization will be identified in the report of survey results; only overall themes or trends in responses will be reported.

As was also mentioned, the information you share may be incorporated into "impact stories" that can be provided to Kansas legislators. We believe that these impact stories are much more powerful when they are tied to individuals and organizations. This way, the impact story can be provided to the legislator representing your region. If you are willing to be identified by name and organization within an impact story that may be created based on the information you shared, please provide your name and position and the name of your organization below.

Your Name

Your Position/Title

Name of Your Organization

Your Contact Information (if you would like to be, or are willing to be, contacted for follow-up on your statements)

If you have any additional comments you would like to share related to Kan-ed, please provide them here.

Survey Description and Instructions

Kan-ed 2.0 Connection Process and Impact of Member Services Survey

Survey Description and Instructions

Kan-ed is gathering feedback about members' experiences with the Kan-ed 2.0 connection process. We are contacting you because Kan-ed records indicate your organization is currently connected to the Kan-ed 2.0 network. This survey also includes questions related to impact of the Kan-ed services on your organization. Each year, Kan-ed is required to provide documentation of the impact of its services to the Kansas Legislature and other entities to secure continued funding and support. Thus, the information you provide in response to this survey will put Kan-ed in a better position to gain continued funding, which will in effect prolong your access to Kan-ed services.

The Office of Educational Innovation and Evaluation (OEIE) at Kansas State University is conducting this survey on behalf of Kan-ed. Please complete this survey while keeping in mind each of the Kan-ed funded services that impact you and your organization. Neither you nor your organization will be identified in the report of survey results; only overall themes or trends in responses will be reported.

The information you share may be incorporated into "impact stories" that can be provided to Kansas legislators, so please share as many details as possible about your organization's use and the impact of the services. Thank you in advance for providing us feedback about Kan-ed services to help Kan-ed secure continued funding.

The Kan-ed 2.0 Connection Process

The Kan-ed 2.0 Connection Process

A "connected" member is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning (IDL) over the network. The "connection" can be direct or through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.

Please assist Kan-ed in better understanding your connectivity by responding to the set of questions in this section of the survey.

Please indicate your agreement with the following statements about the process of connecting to the Kan-ed 2.0 network.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	-	-	-	-	-	-
b. Overall, the number of steps required to complete the connection process was reasonable.	-	-	-	-	-	-
c. Overall, the time it took to complete the connection process was reasonable.	-	-	-	-	-	-
d. The process of completing the service initiation form was clear and straightforward.	-	-	-	-	-	-
e. The process of completing the site survey was clear and straightforward.	-	-	-	-	-	-
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	-	-	-	-	-	-
g. The Kan-ed staff was accessible for any questions I had about the process.	-	-	-	-	-	-
h. The Kan-ed staff was friendly while assisting with the process.	-	-	-	-	-	-
i. The process was successful (you have the connection you requested).	-	-	-	-	-	-

The Kan-ed 2.0 Connection Process (continued)

The Kan-ed 2.0 Connection Process (continued)

Please indicate your site's reason(s) for connecting to the Kan-ed 2.0 network. Please select all that apply.

- We needed the connection for video conferencing.
- We need the connection for commercial Internet.
- We needed the connection for redundancy.
- Opportunity to increase bandwidth at a lower price.
- Other - please explain.

Please describe any resources that facilitated the Kan-ed 2.0 implementation process.

Please describe any challenges or barriers encountered during the Kan-ed 2.0 implementation process.

Please provide any suggestions or advice you may have regarding the implementation process for other organizations that are planning to connect to Kan-ed 2.0.

Kan-ed Network Services

Usage of and Satisfaction with Kan-ed Network Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed services used by your faculty, staff and students.

Please indicate which network services are used at your site by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services your organization uses.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Videoconferencing - Allows connected members to participate in video sessions for telemedicine, professional development, meetings, etc.	•	•	•	•	•	•	•	•	•	•	•	•
Interactive Distance Learning (IDL) - Used to provide access to interactive classes and coursework; also allows students and teachers to interact with others around the world.	•	•	•	•	•	•	•	•	•	•	•	•
Renovo Scheduler - Optional tool that is used to automatically schedule videoconferencing and IDL sessions with others.	•	•	•	•	•	•	•	•	•	•	•	•
Network Operations Center (NOC) - Monitors and troubleshoots the Kan-ed network and provides technical assistance.	•	•	•	•	•	•	•	•	•	•	•	•
Internet2 - A private, high-speed, research-based Internet geared toward higher education and K-12 institutions.	•	•	•	•	•	•	•	•	•	•	•	•

Kan-ed Network Services Impact

The purpose of this section of the survey is to document the impact of Kan-ed network services. The information you share will be used to provide "Impact Stories" to Kansas legislators. In order to accurately capture the true impact of the Kan-ed network services, please provide as many details as possible about your organization's use and the impact of the network services (videoconferencing, Interactive Distance Learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2).

Please describe how Kan-ed network services have impacted your organization. (Consider things that your organization can do today with Kan-ed services that you were unable to do before they were available.)

Approximately how many people in your organization (e.g., faculty, staff, students) are impacted by Kan-ed network services?

Please share any specific success stories or experiences related to your organization's usage of Kan-ed network services.

Please share any challenges you have encountered related to your organization's usage of Kan-ed network services.

Usage of and Satisfaction with Kan-ed Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed services used by your faculty, staff and students.

Please indicate which member services are used at your site by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services your organization uses.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Empowered Desktop - A portal that consolidates a variety of teaching and learning applications in one location for easy access. Geared toward K-12.	•	•	•	•	•	•	•	•	•	•	•	•
Educational and Research Databases - Five sponsored databases that allow members to access critical research tools with a single login.	•	•	•	•	•	•	•	•	•	•	•	•
E-Rate Consultant Services - Provides trainings and telephone hotline support for members applying for federal E-Rate funding (K-12 schools and libraries).	•	•	•	•	•	•	•	•	•	•	•	•
Homework Kansas/Live Tutor - Service available to K-12, college students, adult GED students, and other adult learners. Professional tutors are available to assist with math, science, social studies, spelling, proofreading and resume building.	•	•	•	•	•	•	•	•	•	•	•	•

Kan-ed Services Impact

The purpose of this section of the survey is to document the impact of Kan-ed services. The information you share will be used to provide "Impact Stories" to Kansas legislators. In order to accurately capture the true impact of the Kan-ed services, please provide as many details as possible about your organization's use and the impact of the services (Empowered Desktop, Educational and Research Databases, E-rate consultant services, and Homework Kansas/Live Tutor).

Please describe how Kan-ed services have impacted your organization. (Consider things that your organization can do today with Kan-ed services that you were unable to do before they were available.)

Approximately how many people in your organization (e.g., faculty, staff, students) are impacted by Kan-ed services?

Please share any specific success stories or experiences related to your organization's usage of Kan-ed services.

Please share any challenges you have encountered related to your organization's usage of Kan-ed services.

Additional Feedback

Additional Feedback

Please provide the name and contact information of anyone else (e.g., teachers, community members, parents, students) that you think would have stories to share about the impact of Kan-ed services. We recognize that as the end of the school year approaches this may not be the best time to contact these individuals. We will follow-up with any contacts in Fall 2010 unless you indicate otherwise.

Contact Information

Contact Information

As stated in the introduction to the survey, neither you nor your organization will be identified in the report of survey results; only overall themes or trends in responses will be reported.

As was also mentioned, the information you share may be incorporated into "impact stories" that can be provided to Kansas legislators. We believe that these impact stories are much more powerful when they are tied to individuals and organizations. This way, the impact story can be provided to the legislator representing your region. If you are willing to be identified by name and organization within an impact story that may be created based on the information you shared, please provide your name and position and the name of your organization below.

Your Name

Your Position/Title

Name of Your Organization

Your Contact Information (if you would like to be, or are willing to be, contacted for follow-up on your statements)

If you have any additional comments you would like to share related to Kan-ed, please provide them here.

Connection, Use and Support for High Speed Connectivity Survey

Summary of Results for Libraries

Purpose

Together, Kan-ed and the State Library of Kansas (SLK) strive to provide libraries the services necessary to meet the needs of each library's community and patrons. Feedback gathered from libraries is vital to both Kan-ed and the SLK as they determine how to sustain the critical services and to document their efforts for funders. Recently, SLK was awarded a Gates Foundation Grant with the main purpose of assisting libraries across the state with their connectivity needs via Kan-ed. Also, Kan-ed must provide documentation of the use of, satisfaction with, and impact of its services to the Kansas Legislature and other entities to secure continued funding and support. Thus, the feedback gained from libraries will put Kan-ed and the SLK in a better position to make decisions based on library needs and to gain continued funding, which will in effect prolong access to the Kan-ed services.

In spring 2010, OEIE developed and administered a collection of surveys to library members to gather feedback related to the impact of the Kan-ed network. At that time, OEIE also took the opportunity to gather feedback about the Kan-ed 2.0 connection process from those sites that had obtained a connection.

Procedure

OEIE developed three surveys to collect site-level feedback about the Kan-ed 2.0 connection process as well as usage and impact of, and satisfaction with, Kan-ed 2.0 network services and other Kan-ed member services. Given that some sites are connected to Kan-ed 2.0 and some are not, multiple versions of the survey were necessary. It is important to note that Kan-ed members and sites provide several different types of contacts for communication purposes (e.g., administrative, tech, content and services). These contacts were used to distribute the following surveys:

1. *Survey 1*: This is a survey to collect feedback about the Kan-ed 2.0 connection process as well as usage and impact of, and satisfaction with, Kan-ed 2.0 *network* services (i.e., videoconferencing, Interactive Distance Learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2). This survey was sent to the primary technical contact, the site administrative contact, and in some cases the site survey administrative contact at each site that connected to Kan-ed 2.0.
2. *Survey 2*: This is a survey to collect feedback about usage and impact of, and satisfaction with, Kan-ed *member* services (i.e., Empowered Desktop, Educational and Research Databases, E-Rate Consultant Services, and Homework Kansas/Live Tutor). This survey was sent to the site administrative contact and the member level communications contact of those sites not connected to Kan-ed 2.0.
3. *Survey 3*: This is a combination of the previous two surveys; this is a survey to collect feedback about the Kan-ed 2.0 connection process as well as usage and impact of, and satisfaction with, Kan-ed 2.0 network services and other Kan-ed member services. This survey was sent to the contacts at sites that are connected to Kan-ed 2.0 that would

otherwise have received the connection process questions, as well as questions about usage of and satisfaction with network and member services.

In general, the surveys focused on three specific efforts: 1) Process of connecting to the Kan-ed 2.0 Network; 2) Use of, satisfaction with, and impact of the Kan-ed network services (Videoconferencing, Interactive Distance Learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2); and 3) Use of, satisfaction with, and impact of the Kan-ed member services (Empowered Desktop, Educational and Research Databases, E-Rate Consultant Services, and Homework Kansas/Live Tutor). Each survey is located at the end of this report beginning on page 59. Please note that the appearance of the surveys located at the end of this report is not fully illustrative of the interactive version that survey recipients received (i.e., the survey received is much easier to read, has clearly defined page breaks, etc).

Survey Sample and Response Rate

On June 9, 2010, the three surveys were prepared and launched to 365 contacts within the Kan-ed library member organizations. The contacts at the public libraries were obtained from the Kan-ed database, which houses the names and email addresses of those persons designated by each library as contacts for specific Kan-ed endeavors. To gain multiple perspectives from a variety of library personnel, more than one person at a library may have received the survey. Surveys were sent to contacts based on the role the person serves in the library. For example, the technical contact received Survey 1 because s/he worked closest with the connection process.

In an effort to promote a high response rate from libraries, the State Librarian of Kansas, Jo Budler, posted messages on the Library listserv encouraging libraries to respond to the survey. In addition, each contact received three reminder emails, spaced approximately one week apart, until the survey closed. The requested final response date was June 25, 2010. In an effort to increase the response rate and gather more data, the availability of the survey was extended and phone calls were made to confirm receipt of the survey and to encourage participation. All data collection concluded on July 9, 2010.

Response Rates

There are a total of 331 Kansas public libraries. Of these 331 libraries, 311 public libraries were invited to participate in the survey. Twenty libraries were not contacted because a current email address was not available. A total of 365 library contacts were invited to participate. Multiple contacts at some institutions were invited to participate, so response rates are based on respondents, not on Kan-ed members.

There were 10 responses for Survey 1, 134 responses for Survey 2, and 104 responses for Survey 3, which combines to a total of 248 responses (248/365; 67.9%). The 248 responses represented 237 unique public libraries in Kansas. Therefore, 76.2% of public libraries responded to the survey request. The table below presents frequencies of responses and response rates by region. The highest response rate was obtained for the South West region (90.5%), while the lowest response rate was obtained from the Central region (54.9%).

Frequency of Responses and Response Rates by Kan-ed Region			
Region	Total Number of Surveys Launched	Number of Survey Respondents	Response Rate
Central	51	28	54.9%
North Central	49	33	67.3%
North East	70	43	61.4%
North West	21	15	71.4%
South Central	72	50	69.4%
South East	60	41	68.3%
South West	42	38	90.5%
Total	365	248	67.9%

Results

Given that the purpose of the data collection was to create a profile of Kansas libraries related to their Kan-ed service usage and network connectivity, the responses obtained from each of the three surveys were analyzed together when possible. The items that did not correlate were analyzed and reported separately. The overall survey results are divided into sections on the following pages. These sections are: 1) *The Kan-ed 2.0 Connection Process*; 2) *Usage of and Satisfaction with Kan-ed Network Services*, 3) *Usage of and Satisfaction with Kan-ed Member Services*, 4) *Connectivity Access*, 5) *E-Rate Services*, 6) *Vision*, and 7) *Results of Questions from Survey of Three Regional Library System Contacts*.

The Kan-ed 2.0 Connection Process

One goal of both Kan-ed and the SLK Gates Foundation grant is to expand the connectivity of libraries across the state. The first section of questions in both Survey 1 and Survey 3 focus on the process of connecting to the Kan-ed 2.0 network. Only connected members were asked these questions. A connected member is defined as: *A member who is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning over the network. The "connection" can be direct or through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.*

A total of 114 respondents completed Survey 1 and Survey 3. Not all respondents completed every question as some questions were not designated as requiring a response. First, a series of statements were provided regarding the process, and survey participants were asked to rate their agreement with each statement. The majority of respondents (91.6%) agreed or strongly agreed that the overall process of connecting to the Kan-ed 2.0 network was implemented well. Responses to these statements are presented in the table on the following page.

The Kan-ed 2.0 Connection Process								
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable	Total Responses	Mean* (Standard Deviation)
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	1 (0.9%)	1 (0.9%)	6 (5.6%)	68 (63.6%)	30 (28.0%)	1 (0.9%)	107	4.18 (0.66)
b. Overall, the number of steps required to complete the connection process was reasonable.	1 (0.9%)	0 (0%)	5 (4.7%)	74 (69.2%)	26 (24.3%)	1 (0.9%)	107	4.17 (0.59)
c. Overall, the time it took to complete the connection process was reasonable.	1 (0.9%)	0 (0%)	4 (3.8%)	70 (66.0%)	30 (28.3%)	1 (0.9%)	106	4.22 (0.60)
d. The process of completing the service initiation form was clear and straightforward.	2 (1.9%)	2 (1.9%)	9 (8.4%)	65 (60.7%)	24 (22.4%)	5 (4.7%)	107	4.05 (0.76)
e. The process of completing the site survey was clear and straightforward.	2 (1.9%)	12 (11.2%)	13 (12.1%)	51 (47.7%)	24 (22.4%)	5 (4.7%)	107	3.81 (0.99)
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	1 (0.9%)	2 (1.9%)	12 (11.2%)	63 (58.9%)	25 (23.4%)	4 (3.7%)	107	4.06 (0.73)
g. The Kan-ed staff was accessible for any questions I had about the process.	2 (1.9%)	0 (0%)	8 (7.5%)	45 (42.1%)	32 (29.9%)	20 (18.7%)	107	4.21 (0.79)
h. The Kan-ed staff was friendly while assisting with the process.	1 (0.9%)	1 (0.9%)	8 (7.5%)	37 (34.9%)	36 (34.0%)	23 (21.7%)	106	4.28 (0.79)
i. The process was successful (you have the connection you requested).	1 (0.9%)	1 (0.9%)	3 (2.8%)	58 (53.7%)	41 (38.0%)	4 (3.7%)	108	4.32 (0.67)
*The “not applicable” column was removed to calculate the mean and standard deviation.								

The next question asked respondents to indicate their library site's reason(s) for connecting to the Kan-ed 2.0 network. The most frequently selected reason was the "Opportunity to increase bandwidth at a lower price" (82 responses; 71.9%). The table below provides more detail.

Please indicate your library site's reason(s) for connecting to the Kan-ed 2.0 network.		
Responses	Frequency	Percent*
Opportunity to increase bandwidth at a lower price	82	71.9%
We needed the connection for commercial internet	44	38.6%
We needed the connection for videoconferencing	17	14.9%
We needed the connection for redundancy	15	13.2%
Other**	23	20.2%
*Respondents were allowed to select more than one response; however, percentages are based on total number of respondents (114), not total number of reasons selected (181). **Other responses included: provided at no cost (4); needed connection for patrons (3); Kan-ed connection is more reliable than previous service (3); Kan-ed connection is faster than previous service (2); library automation software (2); allows staff computers to use different connection than public computers (2); suggested by system staff (2); no longer connected (2); needed wireless connection (1); thought it was required (1); no other options for Internet service (1).		

The next three survey questions asked participants to describe resources, challenges, and suggestions regarding the Kan-ed 2.0 implementation process. These questions were optional, and the majority of respondents did not provide responses. These open-ended responses were coded, and the following themes were observed for these questions.

Fifty-nine responses were provided to the request for participants to describe any resources that facilitated the Kan-ed 2.0 implementation process. The most frequently mentioned resource was the support provided by regional library systems (46 responses/114 respondents; 40.4%).

When asked to describe challenges or barriers encountered during the implementation process, a total of 55 responses were given; however, 18 of these respondents indicated that there were no challenges or barriers. The challenges and barriers most often described by the remaining 37 individuals were: lack of space/location for equipment (9), difficulty working with the local telecom company (6), and electrical problems (5).

Survey participants also were asked to provide suggestions or advice for other organizations planning to connect to the Kan-ed 2.0 network. Only 21 respondents provided suggestions, some of which were: provide a checklist/instructions for installation (4), provide a consultant to inspect each building prior to implementation (2), better communication between service providers (2), and assistance of technical support personnel (2).

Usage of and Satisfaction with Kan-ed Network Services

In addition to network connection process questions, Survey 1 and Survey 3 asked respondents to indicate how frequently they use, and how satisfied they are with, Kan-ed network services (Videoconferencing, Interactive Distance Learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2). These responses are summarized in the following two tables. Please note that only the 114 respondents of Survey 1 and Survey 3 responded to these questions. For each of the five network services, most respondents indicated "I do not know" or

“We do not use this service.” Of the five network services, the service most frequently used was the NOC (35.1%). The purpose of the NOC is to monitor and troubleshoot the Kan-ed network and provide technical assistance. It also is important to note that many libraries in Kansas have limited hours of operation, so that also must be factored in when considering the frequency reported for usage of services.

Level of Usage of Network Services							
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Total
Network Services							
Videoconferencing	16 (14.0%)	7 (6.1%)	1 (0.9%)	0 (0%)	7 (6.1%)	83 (72.8%)	114
Interactive Distance Learning (IDL)	16 (14.0%)	6 (5.3%)	0 (0%)	0 (0%)	9 (7.9%)	83 (72.8%)	114
Renovo Scheduler	2 (1.8%)	0 (0%)	0 (0%)	0 (0%)	12 (10.5%)	100 (87.7%)	114
Network Operations Center (NOC)	33 (28.9%)	6 (5.3%)	1 (0.9%)	0 (0%)	33 (28.9%)	41 (36.0%)	114
Internet2	0 (0%)	3 (2.6%)	3 (2.6%)	5 (4.4%)	20 (17.5%)	83 (72.8%)	114

Over half of respondents could not answer the question related to satisfaction with the network services because they indicated that they do not use the services offered. Of those respondents that reported their level of satisfaction with the network services as something other than “Not Applicable,” the majority are very satisfied or somewhat satisfied with Videoconferencing, IDL, and NOC services. On the other hand, respondents most frequently rated satisfaction with the Renovo Scheduler service as “neutral” and Internet2 had an even split of respondents who were “very satisfied” and “neutral.”

Level of Satisfaction with Network Services								
	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable	Total	Mean* (Standard Deviation)
Network Services								
Videoconferencing	0 (0%)	0 (0%)	14 (12.3%)	6 (5.3%)	16 (14.0%)	78 (68.4%)	114	4.06 (0.92)
Interactive Distance Learning (IDL)	0 (0%)	0 (0%)	15 (13.2%)	7 (6.1%)	14 (12.3%)	78 (68.4%)	114	3.97 (0.91)
Renovo Scheduler	0 (0%)	0 (0%)	13 (11.4%)	0 (0%)	2 (1.8%)	99 (86.8%)	114	3.27 (0.70)
Network Operations Center (NOC)	0 (0%)	2 (1.8%)	11 (9.6%)	7 (6.1%)	35 (30.7%)	59 (51.8%)	114	4.36 (0.93)
Internet2	0 (0%)	1 (0.9%)	11 (9.6%)	0 (0%)	11 (9.6%)	91 (79.8%)	114	3.91 (1.08)
*The “not applicable” column was removed to calculate the mean and standard deviation.								

Next, participants were asked to describe how Kan-ed network services have impacted their library. Themes that emerged from responses are presented in the table on the following page. Forty-six (40.4%) respondents mentioned faster connection/increased bandwidth as an impact. Thirty-one (27.2%) respondents stated the reduced cost due to use of network services helped with budget cuts.

Please describe how Kan-ed network services have impacted your library.		
Theme	Frequency	Percent*
Faster connection / increased bandwidth	46	40.4%
Reduced cost helps with budget cuts	31	27.2%
More patrons able to use internet	23	20.2%
Connection is more reliable	19	16.7%
More videoconferencing opportunities	13	11.4%
More patrons able to use wireless	12	10.5%
Rural patrons can access materials / services	11	9.6%
Used for online courses / IDL	9	7.9%
Allows for separate connection for staff use	9	7.9%
Could not afford to provide internet without Kan-ed	6	5.3%
Allowed library to become automated	6	5.3%
Used as backup internet	5	4.4%
KLS uses NOC on library's behalf	5	4.4%
Increased database usage	4	3.5%
Internet filters	2	1.8%
Only local public access computers	2	1.8%
Easy internet access	2	1.8%
Other**	3	2.6%
*Respondents' comments may fall into more than one theme; however, percentages are based on total number of respondents (114), not total number of impacts identified (208).		
**Other responses stated once included: Interaction with Kan-ed support staff, General router problems, Lack of communication regarding implementation processes.		

The next question asked respondents to approximate the number of people impacted by Kan-ed network services in their library. It was determined during analysis that this question was difficult for respondents to answer. Several provided approximate numbers of people served rather than identifying how many are actually impacted by network services.

Participants also were asked to share specific success stories or experiences related to their library's usage of Kan-ed network services with the explanation that these stories may be used in the future with legislators and other stakeholders. Forty-one respondents shared a story or experience in response to this question. These open-ended responses were coded, and the stories and experiences mentioned most often were related to: use for online courses/coursework (10), patrons being pleased with the increased connection speed (8), access at the library being the only access some patrons have to high-speed Internet (6), and use for online job searches/applications (6). Some examples of stories shared include:

- *We have been able to provide classes for all ages. Children in the 4th, 5th and 6th grades were able to attend a program provided by the Garden City Zoo. This gave children the opportunity to see animals and not travel. Due to budget cuts in our school system these children would never have been able to visit the zoo. We also have teachers taking classes to get re-certified plus they are using this for course materials to take back to their classroom. We also provide computer classes twice a month through video conferencing. These classes include: Beginning Genealogy, understanding free software,*

Microsoft Excel, Windows Vista, Photoshop, Microsoft Publisher, Google Earth, resume creation, and online jobs. We also have worked with the Kansas Works Department of Commerce and in the future hope to provide job opportunities. Kansas Cooperative Commission broadcasted a hearing for electrical rates increase and people could testify against the increase. Children also got the opportunity to visit Greensburg via video conferencing to see the devastation and also to see the progress that the community has made. We also have had authors live via video conferencing either read their book or discussing the book.

- *We are so thankful for the Kan-ed service we receive. Being in a rural area where not all people can afford home internet access and would have to drive twenty miles away for free access is not always possible. Being able to help that person complete their GED, take online college classes, school age children completing their homework, or that parent that is now able to communicate with their child overseas is what our library is experiencing with the services Kan-ed provides.*

Respondents also were asked to share any challenges they had encountered related to using Kan-ed network services. Most respondents indicated that there were not any challenges, although a few listed challenges. Some of the challenges listed were: speed/bandwidth problems (8), unaware of/unable to use services offered (4), router not rebooting after shutoff (3), Internet filtering (3), library needs more computers (3), connection problems/outages (3), and lack of technical knowledge (3).

Usage of and Satisfaction with Kan-ed Member Services

Both Survey 2 and Survey 3 asked participants to report their level of usage of, and satisfaction with, four other Kan-ed member services (Empowered Desktop, Educational and Research Databases, E-Rate Consultant Services, and Homework Kansas/Live Tutor). This section of questions was answered by 238 respondents. The following two tables present results from these questions. As seen in the results section related to usage of network services, again most respondents selected “I do not know” or “We do not use this service” when asked about use of these four Kan-ed member services. It is important to mention that the Empowered Desktop is a service geared toward K-12 students; therefore, a low usage rate from library respondents is expected. The services used most by respondents were the Educational and Research Databases (52.1%) and Homework Kansas/Live Tutor (43.7%).

Level of Usage of Kan-ed Member Services							
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Total
Member Services							
Empowered Desktop	13 (5.5%)	5 (2.1%)	2 (0.8%)	3 (1.3%)	30 (12.6%)	185 (77.7%)	238
Educational and Research Databases	46 (19.3%)	38 (16.0%)	24 (10.1%)	16 (6.7%)	50 (21.0%)	64 (26.9%)	238
E-Rate Consultant Services	47 (19.7%)	7 (2.9%)	0 (0%)	1 (0.4%)	44 (18.5%)	139 (58.4%)	238
Homework Kansas/Live Tutor	46 (19.3%)	35 (14.7%)	17 (7.1%)	6 (2.5%)	59 (24.8%)	75 (31.5%)	238

Similar to the satisfaction of network services, most respondents shared they could not answer this question because they do not use member services that are offered. Of those that reported their level of satisfaction as something other than “Not Applicable,” the majority are very satisfied or somewhat satisfied with Educational and Research Databases, E-Rate Consultant Services, and Homework Kansas/Live Tutor. On the other hand, there was a more even split for those who were satisfied or neutral related to the Empowered Desktop. Again, it is important to note that Empowered Desktop is geared toward K-12, so it makes sense that libraries may not find it particularly useful.

Level of Satisfaction with Kan-ed Member Services								
	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable	Total	Mean* (Standard Deviation)
Member Services								
Empowered Desktop	0 (0%)	0 (0%)	20 (8.4%)	4 (1.7%)	17 (7.1%)	197 (82.8%)	238	3.93 (0.96)
Educational and Research Databases	0 (0%)	0 (0%)	33 (13.9%)	23 (9.7%)	88 (37.0%)	94 (39.5%)	238	4.38 (0.84)
E-Rate Consultant Services	1 (0.4%)	0 (0%)	26 (10.9%)	7 (2.9%)	46 (19.3%)	158 (66.4%)	238	4.21 (0.99)
Homework Kansas/Live Tutor	0 (0%)	4 (1.7%)	42 (17.6%)	18 (7.6%)	78 (32.8%)	96 (40.3%)	238	4.20 (0.96)

*The “not applicable” column was removed to calculate the mean and standard deviation.

Next, participants were asked to describe how Kan-ed member services have impacted their library. The table below provides emerging themes from analysis of this question. Eighty

(33.6%) respondents mentioned increased access to databases and research tools as an impact on their library.

Please describe how Kan-ed member services have impacted your library.		
Theme	Frequency	Percent*
More access to databases and research tools	80	33.6%
Access to Homework Kansas / Tutor.com	54	22.7%
Funding for (faster) internet	52	21.8%
Couldn't afford level of service without Kan-ed	47	19.7%
Kan-ed services are underutilized	16	6.7%
Don't use Kan-ed services	16	6.7%
I don't know	14	5.9%
Rural patrons can access materials / services	14	5.9%
Availability of internet brings in more patrons	12	5.0%
Provides E-rate application assistance	10	4.2%
Need more information on Kan-ed services	9	3.8%
More patrons able to use wireless internet	9	3.8%
More videoconferencing opportunities	3	1.3%
Allows for separate connection for staff use	2	0.8%
Other**	4	1.7%
*Respondents comments may fall into more than one theme; however, percentages are based on total number of respondents (238), not total number of impacts described (342).		
**Other responses stated once included: Internet filtering, Automation, Kan-ed website, Spanish-language resources.		

Again, respondents were asked to approximate the number of people impacted by Kan-ed member services in their library. It again was determined during analysis that this question was difficult for respondents to answer. Several respondents provided approximate numbers of people served rather than identifying how many are actually impacted by member services. It also was considered that, due to the ability to access many member services from virtually anywhere, a library may be unaware of how much it is impacting their patrons. For example, Homework Kansas/Live Tutor can be accessed via the Internet from home, work, school, or the library; therefore, a library director would have difficulty determining the number impacted given that they are unaware (unless told) of who is using it.

Next, respondents were asked to describe any specific stories or experiences related to usage of member services, and it was explained that they may be used in the future with legislators and other stakeholders. This question was optional, and the majority of respondents did not provide a response. Fifty-six respondents shared a story or experience in response to this question. These open-ended responses were coded, and the themes that emerged most often were stories related to: database usage (24) and Homework Kansas/Live Tutor (19). Some examples of stories shared include:

- *I am aware of a high school student who used the online tutoring services to enhance his grades in a chemistry class. This student has now spoken of majoring in science in college.*
- *We have had a couple families start their family's genealogy background work, and with the Heritage Quest and other databases, they have been able to get a good start at creating the beginnings of their family trees.*
- *We have a number of patrons taking on-line college courses who use the databases provided by Kan-ed to help them with research papers and other information needs required for them to pass.*
- *The day Homework Kansas became available a Latino mother came into the library and said she needed a resource to help her assist her child with math homework. She was told about and shown the new Homework Kansas tutoring resource. She came back to the library the very next day to tell the staff how much Homework Kansas helped her and her child.*

As was requested in the network services section of the survey, respondents also were asked to share any challenges they had encountered related to using Kan-ed member services. Again, most respondents indicated that there were not any challenges. Of the 44 respondents that did provide challenges, the following themes emerged: lack of public awareness (15) and staff knowledge (10) regarding Kan-ed services and resources.

Connectivity Access

For participants who received Survey 2, one section of the survey asked questions regarding why they are not currently connected to the Kan-ed 2.0 network and if they anticipate connecting in the next five years. For clarity, the following definitions about connectivity status are used:

- **Non-Connected Member** – a Kan-ed member with access to Kan-ed funding programs and non-connected member services (e.g., Educational and Research Databases, Empowered Desktop, etc.), but is not physically connected to the Kan-ed network.
- **Connected Member** – a Kan-ed member with access to Kan-ed funding programs and all member and network services (e.g., Educational and Research Databases, Empowered Desktop, videoconferencing, Internet2, etc). A connected member is physically connected or peered to the Kan-ed network and has the capability to transmit and receive videoconferencing or interactive distance learning over the network. The connection can be direct through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.

A total of 134 respondents were asked to answer these connectivity questions. Participants selected the reasons their library has not connected to the Kan-ed network. The most frequent response was that they do not have the equipment needed for videoconferencing (77) and they do not have enough staff with the necessary technical expertise (76).

Please indicate the reason(s) your library currently is not connected to the Kan-ed network.		
Reasons	Frequency	Percent*
Do not have the equipment needed for videoconferencing	77	57.5%
Do not have enough staff with the necessary technical expertise	76	56.7%
Do not have the equipment needed for interactive distance learning	71	53.0%
Do not have funding available to cover the resources needed to connect to the Kan-ed network	60	44.8%
Do not have a need for videoconferencing capabilities (e.g. for telemedicine, meetings, etc.)	55	41.0%
Do not know what services are offered to connected members	49	36.6%
Do not know how to become a connected member	43	32.1%
Do not have a need for Internet2 (Research and Education Programs) access	35	26.1%
Do not have a need to participate in interactive distance learning (IDL)	34	25.4%
Do not have a sufficient connection speed to connect to the Kan-ed network	16	11.9%
Other**	35	26.1%
*Respondents were allowed to select more than one response; however, percentages are based on total number of respondents (134), not total number of reasons selected (551). **Other responses included: Don't know enough about Kan-ed (7), budgetary reasons (6), happy with local provider (5), Internet provided free (4), have heard Kan-ed connection is slow (4), don't have needed equipment (3), plan to connect soon (2), other priorities (2), Internet filtering (1), no response (1).		

Survey participants were asked if they anticipate that their library will become connected to the Kan-ed network within the next five years. Most did not know if their library would become connected (94), but 24 respondents indicated that their library would become connected within the next five years.

Do you anticipate that your library will become connected to the Kan-ed network within the next five years?		
Responses	Frequency	Percent
Yes	24	17.9%
No	16	11.9%
I do not know	94	70.1%
Total	134	100.0%

Respondents that answered “Yes” or “I do not know” to that question were then asked three follow-up questions. First, they were asked to identify services related to Internet connectivity that they anticipate their organization may need in the next five years. The most frequent responses selected were videoconferencing capabilities (58) and access to Internet2 (53).

Please select the Kan-ed network services your library may need in the next five years.		
Responses	Frequency	Percent*
Videoconferencing capabilities (e.g. for telemedicine, professional development, meetings, etc.)	58	49.2%
Access to Internet2 (Research and Education Programs)	53	44.9%
Participation in interactive distance learning (IDL)	51	43.2%
Other**	31	26.3%
*Respondents were allowed to select more than one response; however, percentages are based on total number of respondents (118), not total number of network services selected (193).		
**Other responses included: I do not know (8), None/NA (5), Increased bandwidth (2), Commercial Internet (1), Space for equipment (1), help with service contract on ELMer equipment (1), no response (13).		

Next, respondents were asked to select issues their library would need to address in order to become connected to the Kan-ed 2.0 network. Consistent with the top reasons that libraries have not connected to Kan-ed 2.0, the responses most frequently selected were the library's lack of videoconferencing equipment (71) and the lack of staff with the necessary technical expertise (68).

Please indicate the types of issues your library would need to address in order to become connected to the Kan-ed network within the next five years.		
Responses	Frequency	Percent*
Lack of videoconferencing equipment	71	60.2%
Lack of staff with the necessary technical expertise	68	57.6%
Lack of training necessary to utilize connected services	66	55.9%
Lack of distance learning equipment	59	50.0%
Lack of information regarding connected services	57	48.3%
Lack of bandwidth necessary to become connected	23	19.5%
Other**	32	27.1%
*Respondents were allowed to select more than one response; however, percentages are based on total number of respondents (118), not total number of issues selected (376).		
**Other responses included: I don't know (6), Lack of demand (2), Lack of funding (2), Lack of space (2), none (2), Lack of time (1), Lack of training (1), Lack of knowledge about the process (1), planning to connect soon (1), all of the above (1), no response (13).		

Finally, the survey respondents were asked to select from a list of barriers that may prevent them from becoming connected to the Kan-ed 2.0 network within the next five years. The most frequently selected responses were lack of sufficient funding for videoconferencing equipment (64) and for IDL equipment (60).

Please indicate the reason(s) that might prevent your library from becoming a connected Kan-ed member within the next five years.		
Reasons	Frequency	Percent*
Lack of sufficient funding for videoconferencing equipment	64	54.2%
Lack of sufficient funding for interactive distance learning (IDL) equipment	60	50.8%
Do not have enough staff with the necessary technical expertise	58	49.2%
Lack of sufficient funding to cover increased Internet (bandwidth) associated with becoming connected	51	43.2%
Do not have a need for videoconferencing capabilities (e.g. for telemedicine, meetings, etc.)	32	27.1%
Do not have a need to participate in interactive distance learning (IDL)	22	18.6%
Do not have a need for Internet2 (Research and Education Programs)	16	13.6%
Other**	29	24.6%
*Respondents were allowed to select more than one response; however, percentages are based on total number of respondents (118), not total number of reasons selected (332).		
**Other responses included: I don't know (6), Lack of space (3), Lack of information (3), none (2), plan to connect soon (1), need to find authorized provider (1), all of the above (1), no response (12).		

The 16 respondents who indicated that they do not anticipate their library will connect to the Kan-ed 2.0 network within the next five years were asked to describe why they did not anticipate connecting. Fourteen of the 16 respondents gave responses that were coded. The following themes emerged: lack of demand (5), lack of funding (5), happy with current connection (2), third party makes this decision (2), lack of time/staff (2), none (1), and need for more information (1).

E-Rate Services

E-Rate may be used by libraries to discount costs for connection to the Kan-ed 2.0 network. Gates Foundation funds are being used to provide a new E-Rate consultant, housed at Kan-ed, who works exclusively with libraries on all E-Rate services. The table on the following page provides both the frequency and percent of responses to the E-Rate related questions. It is important to note that the second question in the table on the following page was only asked of those participating in Survey 2 (libraries not connected to Kan-ed 2.0). The majority of respondents was not aware of the new E-Rate consultant (151). Only 38 respondents reported plans to use the new E-Rate consultant, although 115 reported that they might.

E-Rate Services						
	Yes	No	Maybe	Our library does not apply for E-Rate	Other	Total Responses
Are you aware of the new E-rate consultant?	97 (39.1%)	151 (60.9%)	0 (0%)	0 (0%)	0 (0%)	248
Survey 2 only: Would your library be more likely to connect to the Kan-ed 2.0 network since you would have access to an E-rate consultant to assist you in the E-rate process?	50 (37.3%)	84 (62.7%)	0 (0%)	0 (0%)	0 (0%)	134
Will you plan to use the service of the new E-rate consultant?	38 (15.3%)	22 (8.9%)	115 (46.4%)	35 (14.1%)	38* (15.3%)	248
*Other responses included: currently using another consultant (14), school district/library system handles E-Rate (10), I don't know (6), don't need consultant services (3), need more information on consultant services (1), no response (4)						

Vision

Finally, survey participants for each of the three surveys (248 responses) were asked “As you envision your library five years from today, what services would you like to provide your patrons?”. The table on the following page provides themes that emerged in response to this question. Most respondents provided responses that indicated that they envision improvements in current services offered to patrons such as a continued/improved Internet connection (53).

As you envision your library five years from today, what services would you like to provide your patrons?		
Theme	Frequency	Percent*
Continued / improved internet connection	53	21.4%
More / better computers and technology	50	20.2%
Videoconferencing	32	12.9%
Interactive Distance Learning (IDL)	23	9.3%
Maintain existing services	20	8.1%
Greater patron access to services	18	7.3%
I don't know	18	7.3%
More access to databases and online reference	16	6.5%
Provide services within budgetary constraints	13	5.2%
Access to online / electronic information and services	12	4.8%
Materials in digital formats (e.g. digital audio, E-books and readers)	12	4.8%
Offer computer classes / online job search training	11	4.4%
Printed library materials	9	3.6%
Programming	9	3.6%
Larger / new facilities	8	3.2%
All available Kan-ed services	4	1.6%
Laptops for checkout	4	1.6%
Keep library open	3	1.2%
Automation	3	1.2%
Wireless internet	3	1.2%
Expanded hours	2	0.8%
More staff	2	0.8%
Other**	5	2.0%
*Respondents comments may be coded into more than one theme; however, percentages are based on total number of respondents (248), not total number of services suggested (330).		
**Other responses only stated once included: OPAC services, Mobile printing, More GED readiness services, Needed services, Home delivery of ILL.		

Additional Comments

The very last question of all three surveys was reserved for any additional comments respondents wanted to share that they felt were not captured elsewhere in the survey. A total of 51 respondents provided comments. Responses were coded into themes; the following themes emerged: expressed appreciation for Kan-ed services (22) and Kan-ed funding to maintain connection (13), and a need for information about databases, services, costs, etc. (11).

Results of Survey of Three Regional Library System Contacts

As part of the connection process, all libraries designated a technical contact to facilitate the library's connection to Kan-ed 2.0. In most cases there was one unique technical contact per library. As described previously, in order to obtain feedback from multiple audiences, both the technical contact who assisted in connection to Kan-ed 2.0 and the library director from each connected library were asked to provide feedback about the process, unless that person is the same person, in which case only one survey was sent. However, there were 61 libraries within three regional library systems that designated their regional library technical consultant as the technical contact for the Kan-ed 2.0 connection process. This resulted in one contact facilitating the connection to Kan-ed 2.0 in 25 of one region's member libraries. Another technical contact in a second regional library system assisted with the connection of nine libraries to Kan-ed 2.0. The third regional technical contact helped secure connectivity to Kan-ed 2.0 for 27 libraries. Rather than asking these three regional technology contacts to complete a survey for each of the individual libraries they supported in the Kan-ed 2.0 connection process, OEIE modified the survey to allow the three regional technology contacts to provide their feedback about the Kan-ed 2.0 connection process based on their overall experiences and impressions. This modified survey is located beginning on page 73.

Data in this section were provided by the three regional library technical contacts that assisted in the installation of Kan-ed 2.0 in 61 libraries across three regional library regions.

The Kan-ed 2.0 Connection Process

A series of statements were provided regarding the process of connecting to the Kan-ed 2.0 network, and survey participants were asked to indicate their level of agreement with each statement. All three contacts either agreed or strongly agreed that the overall process to connect was implemented well. Responses to each of the statements are presented in the table on the following page.

The Kan-ed 2.0 Connection Process								
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable	Total Responses	Mean* (Standard Deviation)
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	0	0	0	2	1	0	3	4.33 (0.58)
b. Overall, the number of steps required to complete the connection process was reasonable.	0	0	0	2	1	0	3	4.33 (0.58)
c. Overall, the time it took to complete the connection process was reasonable.	0	0	0	2	1	0	3	4.33 (0.58)
d. The process of completing the service initiation form was clear and straightforward.	1	0	0	1	0	1	3	2.50 (2.12)
e. The process of completing the site survey was clear and straightforward.	1	0	1	1	0	0	3	2.67 (1.53)
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	0	1	0	1	1	0	3	3.67 (1.53)
g. The Kan-ed staff was accessible for any questions I had about the process.	0	0	0	3	0	0	3	4.00 (0.00)
h. The Kan-ed staff was friendly while assisting with the process.	0	0	0	2	1	0	3	4.33 (0.58)
i. The process was successful (you have the connection you requested).	0	0	0	2	1	0	3	4.33 (0.58)

*The “not applicable” column was removed to calculate the mean and standard deviation.

The next question asked the regional library system contacts to indicate the reasons the libraries indicated for connecting to the Kan-ed 2.0 network. All three respondents indicated that the “Opportunity to increase bandwidth at a lower price” was a reason. The table below provides more detail.

In your role as the technical contact, please indicate the reason(s) the libraries for which you serve cited for connecting to the Kan-ed 2.0 network.	
Reason	Frequency
Opportunity to increase bandwidth at a lower price.	3
We needed the connection for video conferencing.	2
We needed the connection for commercial internet.	2
We needed the connection for redundancy.	2
Other: Needed the connection to provide patron wireless	1

Respondents were asked to describe any resources that facilitated the Kan-ed 2.0 implementation process. Comments included:

- *Library System staff facilitated the implementation in our system.*
- *Each local telecommunications tech installed the demarc site. Some techs located the demarc at a very convenient location near the router. This made installing the router easier. I helped most of the techs install the router (and run the demarc extension) at most of the 30 some libraries in my library system. The router installer techs were good to work with.*
- *Our tech staff did most of the work for the libraries that connected to the Kan-ed 2.0 network.*

Next, respondents were asked to describe any challenges or barriers encountered during the Kan-ed 2.0 implementation process. All three respondents provided comments:

- *The (site) survey was incomprehensible to most of our librarians; websense filtering was terrible (blocking things public libraries deem required of any public internet connection), switching all of our libraries from profile b to profile a [set of connection services].*
- *A few telcos mounted the demarc on the building exterior with no regard to where the router would eventually be located. So, some of the demarc extensions were a challenge to run. Very few libraries have data wiring closets. The Juniper routers generate quite a bit of noise and had we known that we would have located the Juniper routers in other locations. After the initial install of the Juniper routers, I have moved several (5 or 6 so far) to other locations in the library away from staff and patrons. This has been done to reduce exposure to the noise generated by the Junipers.*
- *We had issues with the demarc boards. At first we were told they needed to be 4'x4' and most libraries we serve did not have that amount of space available. Then we agreed on 2'x2' in most places. It was assumed that libraries would have a utility room or closet and many of our libraries do not. Our staff did not feel qualified to make the decision of where to install the smartjack. In some cases there was a better place. In our smallest libraries the routers are near the librarian's desk and the routers are noisy to very noisy. This is an issue that if we had known we would have tried to install elsewhere*

(although some of our libraries have no closets or other rooms to place a noisy router).

When asked to provide any suggestions or advice for other organizations planning to connect to the Kan-ed 2.0 network, all three provided a response. These responses are:

- *Make sure you have competent site technicians. Unless you really need the high filtering websense, use OpenDNS for CIPA compliance.*
- *Realize the routers will make noise, so locate away from staff and patrons if possible.*
- *Talk to someone who has already connected to find out the pitfalls. If your location is small, put the router as far away from the main activity as possible.*

Usage of and Satisfaction with Kan-ed Network Services

In addition to network connection process questions, respondents also were asked to indicate how frequently the libraries they service use Kan-ed network services. They also were asked to indicate the level of satisfaction of those network services used. These responses are summarized in the next two tables. Each of the three respondents reported using the NOC several times a week. Two of the three are very satisfied with NOC services, while the third reported that they were neither satisfied nor dissatisfied (neutral).

Level of Usage of Kan-ed Network Services							
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Total
Network Services							
Videoconferencing	1	1	0	0	1	0	3
Interactive Distance Learning (IDL)	0	0	0	0	0	3	3
Renovo Scheduler	0	0	0	0	1	2	3
Network Operations Center (NOC)	0	0	3	0	0	0	3
Internet2	0	0	0	0	0	3	3

Level of Satisfaction with Kan-ed Network Services								
	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable	Total	Mean* (Standard Deviation)
Network Services								
Videoconferencing	0	0	0	1	1	1	3	4.50 (0.71)
Interactive Distance Learning (IDL)	0	0	0	0	0	3	3	0.00 (0.00)
Renovo Scheduler	0	0	0	0	0	3	3	0.00 (0.00)
Network Operations Center (NOC)	0	0	1	0	2	0	3	4.33 (1.15)
Internet2	0	0	0	0	0	3	3	0.00 (0.00)

*The "not applicable" column was removed to calculate the mean and standard deviation.

Next, respondents were asked to describe how Kan-ed network services have impacted the libraries they assisted in connecting to the Kan-ed 2.0 network. Comments shared regarding impact include:

- *Many libraries now have redundant internet. Many libraries have dedicated patron wireless.*
- *Less than 6 of the 30+ libraries have used or are using the T-1 connection for video meetings. The T-1 connections work very well with the video meetings, so we are quite happy with the performance. Video meetings do not work as well with other standard Internet connections such as DSL, wireless, satellite or cable as these "usually" have a lower outgoing bandwidth than the incoming bandwidth. Several libraries are using the T-1 as a backup connection to their current 3 to 10 Mb connection provided by the local telco or cable provider. Prior to this, the library had no backup connection.*
- *The services listed above are not used much by our libraries. We do use the NOC for the libraries, and it is good to have someone watch over the network for us. Our libraries that do have videoconferencing have been able to connect into programs from other larger libraries to enhance and supplement what resources their patrons can access. I know that in at least one community, teachers are using the videoconferencing to get continuing education and to learn new skills to teach their students. In a time of budget cuts, not having to travel and pay for content is major. In that same community, school kids are taking part in virtual tours with videoconferencing and local business people are connecting to other business people for meetings.*

When asked to approximate how many people in the libraries (e.g., community members, staff, students) are impacted by Kan-ed network services, two of the three regional library system contacts responded.

- *In most libraries, the entire service area of the library.*
- *Library staff and patrons of 40 plus libraries in 12 counties.*

Participants were asked to share specific success stories or experiences related to the libraries they serve and their usage of Kan-ed network services. Only one of the three respondents shared a story. The story shared is provided below.

- *The library system has access to two videoconference units. We have begun having some system meetings at two locations, connected via the video units, which helps with better attendance and less driving for library staff. We think access to more video units would allow meetings to be held and attended in more than two locations and expand the use of video in the public library community.*

Some libraries use the T-1 to provide wireless access for patron computers. Prior to the T-1, the library either had no wireless for patrons, or the wireless added to the bandwidth needs of the regular internet connection.

Respondents also were asked to share any challenges they had encountered related to using Kan-ed network services.

- *Routers that don't restart after power outage. Billing issues related to 3.0 Mb libraries: received bill from AT&T for services Kan-ed was supposed to pay for. Libraries were getting charged fees and taxes on their "free" connection (3.0 Mb libraries). Lack of situational awareness of the NOC staff, example: NOC staff seems unaware of where the connections are, what kind of places they are (is it a tiny library 50 miles from the nearest big town?), were there storms in the state before the outage, lack of resourcefulness regarding business hours of the connected sites (example: tiny library is only open 12 hours a week, they had a storm in the area last night, the power went out, and they won't be open for another two days).*
- *Finding appropriate uses for video in the public library continues to be a challenge. How can we use video for more staff meetings? How does a local library use video for patron applications.*

Though video works quite well on the T-1 connections, other Internet normally used by staff and patrons works fine with the DSL and cable of local providers. Most local telcos have installed fiber throughout their system and are now able to provide bandwidths several times higher (3, 6 up to 10 Mb) than the single T-1 at 1.5 Mb provided by Kan-ed.

Kan-ed does not run an outgoing mail server on their network. This has created issues with library staff email accounts. Their existing email accounts with local providers can't be used to send email when on the T-1. Several libraries have needed to set up different email addresses and providers.

Technical help on using two (2) or multiple Internet connections on the library's local network would be welcome.

- *One of the issues with the videoconferencing is having someone who is trained on-site to bring the content to the public. It takes time away from an already busy schedule and requires either technical know-how or tech support not to mention money to keep up the equipment maintenance. As far as the NOC is concerned, we have had some libraries that are trouble spots and have had to send our people out to the library to troubleshoot or test or repair. This has been a burden on our time and budget. When libraries had a local ISP and something went wrong, we or they were only responsible for the library's equipment. Now we have to troubleshoot lines and install new routers. We are called upon to be the eyes, ears, and legs of the NOC. AT&T does not want to send out anybody until all lines and equipment are checked. We do this and then AT&T can't find anything on their part, and we are sent out again and again. We did not know that this would be the case when libraries put us down as technical support.*

E-Rate Services

As was stated earlier in this report, E-Rate may be used by libraries to discount costs for connection to the Kan-ed 2.0 network. Gates Foundation funds are being used to provide a new E-Rate consultant, housed at Kan-ed, who works exclusively with libraries on all E-Rate services. The table below provides the frequency of responses to the E-Rate related questions asked of the regional library system contacts. Two contacts were aware of the new E-Rate consultant, while only one planned to use the service of the new E-Rate consultant.

E-Rate Services						
	Yes	No	Maybe	Our library does not apply for E-Rate	Other	Total Responses
Are you aware of the new E-rate consultant?	2	1	0	0	0	3
Will you plan to use the service of the new E-rate consultant?	1	1	1	0	0	3

Vision

Finally, respondents were asked “As you envision the libraries you assisted in connecting to Kan-ed 2.0 five years from today, what services would you like to see them provide patrons?”. All three respondents provided a comment.

- *Access to open format and audiobooks (no DRM), wider adoption of open solutions for all aspects of a library's computing needs (better use of tax money), more education about intellectual freedom.*
- *10 to 20 Mb Internet connections. Find logical use for expanded video access for patrons. Expand use of secure cloud computing. Security measures for patron computers.*
- *Faster Internet and in a few cases videoconferencing.*

Additional Comments

When asked to provide additional comments, one of the three respondents shared this comment:

- *I am so pleased that Kan-ed has taken this step to connect libraries to the Kan-ed 2.0 network. For about a third of our libraries, that connection to the T-1 line was a significant increase to their speed and/or reliability. For the rest of the libraries, the T-1 or 3 Mb lines are marginal to inadequate but are generally more reliable than their previous connections. The most significant issue is the money. For most of our libraries, not having to pay for their Internet is major for their budgets. For others who need more bandwidth, even with E-Rate they cannot afford the 3 Mb lines and anything beyond that is just not available where they are located. I hope that this first effort can be expanded as we know the benchmark of a T-1 is simply not adequate for the majority of our libraries.*

Summary Results

Several highlights from the overall survey responses and the responses from the three regional library system contacts are presented below. These represent key findings from the results that may be helpful as Kan-ed makes decisions based on library needs and to gain continued funding, which will in effect prolong access to the Kan-ed services.

Survey Sample and Response Rates

- Four surveys were developed that primarily focused on: the process of connecting to the Kan-ed 2.0 network; use of, satisfaction with, and impact of Kan-ed network services; and use of, satisfaction with, and impact of Kan-ed member services.
- A survey was sent to 365 library contacts, and a total of 248 responses were received (248/365; 67.9%). These 248 responses represented 237 unique public libraries in Kansas; therefore, 76.2% of public libraries responded to the survey request.

The Kan-ed 2.0 Connection Process

- The majority of respondents agreed or strongly agreed (91.6%) that the overall process of connecting to the Kan-ed 2.0 network was implemented well. All three regional library system contacts agreed or strongly agreed that the process was implemented well.
- The most frequently selected reason that libraries chose for connecting to the network was the opportunity to increase bandwidth at a lower price (82/114; 71.9%). This option also was selected by all three regional library system contacts.
- Most respondents did not provide responses when asked to describe resources facilitating, challenges encountered during, or suggestions regarding the Kan-ed 2.0 implementation process. The library system contacts provided detailed, specific responses to each question.

Usage of and Satisfaction with Kan-ed Network Services

- The network service most frequently used is the Network Operations Center (NOC) (35.1%). Of those that use network services, the majority are very satisfied or somewhat satisfied with the services offered. The three regional library system contacts each

reported using the NOC several times a week; two of the three are very satisfied with NOC services, while the third reported being neutral.

- Forty-six (40.4%) respondents mentioned faster connection/increased bandwidth as an impact of network services on their library, while 31 (27.2%) respondents said that the reduced cost due to use of network services helped with budget cuts. Regional library contacts indicated redundancy of internet and use of video conferences as the major impacts to their system libraries. One regional library system contact shared that having access to videoconference equipment has been beneficial for system meetings.
- Most respondents did not indicate any challenges with implementation of the Kan-ed 2.0 network. However, the regional library system contacts each reported several challenges related to the network.

Usage of and Satisfaction with Kan-ed Member Services

- A total of 238 respondents provided feedback in response to questions regarding their level of usage and level of satisfaction with member services.
- The services used most by respondents were the Educational and Research Databases (52.1%) and Homework Kansas/Live Tutor (43.6%). Of those respondents that indicated using member services, the majority are very satisfied or somewhat satisfied with the services offered.
- Eighty (33.6%) respondents mentioned access to databases and research tools as one of the impacts of member services on their library.
- Very few respondents shared challenges encountered in using member services; however, a few themes that emerged from those that did share challenges were: lack of public awareness (15) and staff knowledge (10) regarding Kan-ed services and resources.

Connectivity Access

- A total of 134 respondents were asked to answer a series of questions regarding why they are not currently connected to the Kan-ed 2.0 network. The top reasons given for not being connected are: do not have the equipment needed for videoconferencing (57.5%), do not have enough staff with the necessary technical expertise (56.7%), and do not have the equipment needed for interactive distance learning (53.0%).
- Most respondents (88.0%) indicated they would be connected to the Kan-ed 2.0 network in the next 5 years or that they were unsure. Of those, many indicated a need for network services such as videoconferencing (49.2%), Internet2 (44.9%), and Interactive Distance Learning (43.2%) but cited barriers of lack of equipment, expertise, and funding.

E-Rate Services

- Several (39.1%) survey respondents were aware of the new E-Rate consultant. Two of the three regional library contacts were aware of the new E-Rate consultant.
- Thirty-eight (15.3%) respondents reported that they plan to use the new consultant, while 115 (46.4%) said they may use the new consultant. One regional library contact reported that they plan to use the new consultant, while one said they may use the new consultant and other contact does not plan to use the new consultant.

Vision

- When asked about what services libraries would like to provide to their patrons in the future, the most frequently reported themes were generally about improving current services, adding computers and technology, or adding videoconferencing or interactive distance learning (IDL) to their library.

Additional Contacts

- All survey respondents were asked to share additional contacts from their organizations that may have other stories to share about Kan-ed service usage and impact. Contact information of 17 individuals was shared. These individuals will be contacted at a later date to gather impact stories and experiences related to network and member services.

Survey Description and Instructions

State Library of Kansas and Kan-ed Survey: Kan-ed 2.0 Connection Process and Impact of Network Services

Survey Description and Instructions

Together, the State Library of Kansas (SLK) and Kan-ed, strive to provide libraries the services needed to meet the needs of each library's community and patrons. We are contacting you to obtain your feedback regarding their collective efforts.

Please complete the survey that focuses on two specific efforts.

1. Process of connecting to the Kan-ed 2.0 Network.
2. Use of, satisfaction and impact of the Kan-ed network services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2).

The information you provide is vital to both Kan-ed and the SLK as they determine how to sustain these critical services and to document their efforts to funding agencies. Kan-ed is required to provide documentation of the use, satisfaction and impact of its services to the Kansas Legislature and other entities to secure continued funding and support. SLK was recently awarded a Gates Foundation Grant with the main purpose to assist libraries across the state with their connectivity needs via Kan-ed. Thus, the information you provide in response to this survey will put Kan-ed and the SLK in a better position to make decisions based on library needs and to gain continued funding, which will in effect prolong your access to these services.

The Office of Educational Innovation and Evaluation (OEIE) at Kansas State University is conducting this survey on behalf of Kan-ed and the SLK. Please know neither you nor your library will be identified in the report of survey results; only overall themes or trends in responses will be reported.

Thank you in advance for your careful consideration and responses to our questions. Your input is instrumental in shaping the future of library services in Kansas.

The Kan-ed 2.0 Connection Process

The Kan-ed 2.0 Connection Process

One goal of the SLK Gates Foundation grant is to expand the connectivity of libraries across the state, which closely aligns to the Kan-ed mission. Your library is a "connected" Kan-ed member because your library organization is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning over the network. The "connection" can be direct or through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.

Please assist the SLK and Kan-ed in better understanding the process by which you were connected by responding to the set of questions in this section of the survey.

Please indicate your agreement with the following statements about the process of connecting to the Kan-ed 2.0 network.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	•	•	•	•	•	•
b. Overall, the number of steps required to complete the connection process was reasonable.	•	•	•	•	•	•
c. Overall, the time it took to complete the connection process was reasonable.	•	•	•	•	•	•
d. The process of completing the service initiation form was clear and straightforward.	•	•	•	•	•	•
e. The process of completing the site survey was clear and straightforward.	•	•	•	•	•	•
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	•	•	•	•	•	•
g. The Kan-ed staff was accessible for any questions I had about the process.	•	•	•	•	•	•
h. The Kan-ed staff was friendly while assisting with the process.	•	•	•	•	•	•
i. The process was successful (you have the connection you requested).	•	•	•	•	•	•

The Kan-ed 2.0 Connection Process (continued)

The Kan-ed 2.0 Connection Process (continued)

Please indicate your library site's reason(s) for connecting to the Kan-ed 2.0 network. Please select all that apply.

- We needed the connection for video conferencing.
- We needed the connection for commercial Internet.
- We needed the connection for redundancy.
- Opportunity to increase bandwidth at a lower price.
- Other-please explain.

Please describe any resources that facilitated the Kan-ed 2.0 implementation process.

Please describe any challenges or barriers encountered during the Kan-ed 2.0 implementation process.

Please provide any suggestions or advice you may have regarding the implementation process for other organizations that are planning to connect to Kan-ed 2.0.

Kan-ed Network Services

Usage of and Satisfaction with Kan-ed Network Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed network services used by your staff and patrons.

Please indicate which network services are used at your library by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services your organization uses.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Videoconferencing - Allows connected members to participate in video sessions for telemedicine, professional development, meetings, etc.	•	•	•	•	•	•	•	•	•	•	•	•
Interactive Distance Learning (IDL) - Used to provide access to interactive classes and coursework; also allows students and teachers to interact with others around the world.	•	•	•	•	•	•	•	•	•	•	•	•
Renovo Scheduler - Optional tool that is used to automatically schedule videoconferencing and IDL sessions with others.	•	•	•	•	•	•	•	•	•	•	•	•
Network Operations Center (NOC) - Monitors and troubleshoots the Kan-ed network and provides technical assistance.	•	•	•	•	•	•	•	•	•	•	•	•
Internet2 - A private, high-speed, research-based Internet geared toward higher education and K-12 institutions.	•	•	•	•	•	•	•	•	•	•	•	•

The purpose of this section of the survey is to document the impact of Kan-ed network services. The information you share will be used to provide "Impact Stories" to Kansas legislators and the Gates Foundation. In order to accurately capture the true impact of the Kan-ed network services, please provide as many details as possible about your library's use and the impact of the services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2).

Please describe how Kan-ed network services have impacted your library. (Consider things that your library can do today with Kan-ed services that you were unable to do before they were available.)

Approximately how many people in your library (e.g., community members, staff, students) are impacted by Kan-ed network services?

Please share any specific success stories or experiences related to your library's usage of Kan-ed network services.

Please share any challenges you have encountered related to your library's usage of Kan-ed network services.

Additional Feedback

Additional Feedback

Please provide the name and contact information of anyone else (e.g. community members, staff, students) that you think would have stories to share about the impact of Kan-ed network services.

E-rate

E-rate may be used by libraries to discount costs for connection to the Kan-ed 2.0 network. Gates Foundation funds are being used to provide an E-rate consultant, housed at Kan-ed, who works exclusively with libraries on all E-rate services.

Are you aware of this new consultant?

- Yes
- No

Will you plan to use the services of the new E-rate consultant?

- Yes
- No
- Maybe
- Our library does not apply for E-rate.
- Other

Vision

As you envision your library five years from today, what services would you like to provide your patrons?

Contact Information

Contact Information

As stated in the introduction to the survey, neither you nor your library will be identified in the report of survey results; only overall themes or trends in responses will be reported.

As was also mentioned, the information you share may be incorporated into "Impact Stories" that may be provided to both the Gates Foundation and Kansas legislators. We believe that these impact stories are much more powerful when they are tied to individuals and organizations. This way, the impact story can be provided to the legislator representing your region. If you are willing to be identified by name and library within an impact story that may be created based on the information you shared, please provide your name, position and the name of your library below.

Your Name

Your Position/Title

Name of Your Organization

Your Contact Information (if you would like to be, or are willing to be, contacted for follow-up on your statements)

If you have any additional comments you would like to share, please provide them here.

Survey Description and Instructions

State Library of Kansas and Kan-ed Survey: Service Usage and Impact

Survey Description and Instructions

Together, the State Library of Kansas (SLK) and Kan-ed, strive to provide libraries the services needed to meet the needs of each library's community and patrons. We are contacting you to obtain your feedback regarding their collective efforts.

Please complete the survey that focuses on two specific efforts.

1. Use of, satisfaction and impact of the Kan-ed services (Empowered Desktop, Educational and Research Databases, E-rate consultant services, and Homework Kansas/Live Tutor).
2. Connectivity access of your library.

The information you provide is vital to both Kan-ed and the SLK as they determine how to sustain these critical services and to document their efforts to funding agencies. Kan-ed is required to provide documentation of the use, satisfaction and impact of its services to the Kansas Legislature and other entities to secure continued funding and support. SLK was recently awarded a Gates Foundation Grant with the main purpose to assist libraries across the state with their connectivity needs via Kan-ed. Thus, the information you provide in response to this survey will put Kan-ed and the SLK in a better position to make decisions based on library needs and to gain continued funding, which will in effect prolong your access to these services.

The Office of Educational Innovation and Evaluation (OEIE) at Kansas State University is conducting this survey on behalf of Kan-ed and the SLK. Please know neither you nor your library will be identified in the report of survey results; only overall themes or trends in responses will be reported.

Thank you in advance for your careful consideration and responses to our questions. Your input is instrumental in shaping the future of library services in Kansas.

Kan-ed Services

Usage of and Satisfaction with Kan-ed Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed services used by your staff and patrons.

Please indicate which member services are used at your library site by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services your library uses.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Empowered Desktop - A portal that consolidates a variety of teaching and learning applications in one location for easy access. Geared toward K-12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational and Research Databases - Five sponsored databases that allow members to access critical research tools with a single login.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-Rate Consultant Services - Provides trainings and telephone hotline support for members applying for federal E-Rate funding (K-12 schools and libraries).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homework Kansas/Live Tutor - Service available to K-12, college students, adult GED students, and other adult learners. Professional tutors are available to assist with math, science, social studies, spelling, proofreading and resume building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Kan-ed Services Impact

The purpose of this section of the survey is to document the impact of Kan-ed services. The information you share will be used to provide "Impact Stories" to Kansas Legislators and the Gates Foundation. In order to accurately capture the true impact of the Kan-ed services, please provide as many details as possible about your library's use and the impact of the services (Empowered Desktop, Educational and Research Databases, E-rate consultant services, and Homework Kansas/Live Tutor).

Please describe how Kan-ed services have impacted your library. (Consider things that your library can do today with Kan-ed services that you were unable to do before they were available.)

Approximately how many people in your library (e.g. community members, staff) are impacted by Kan-ed services?

Please share any specific success stories or experiences related to your library's usage of Kan-ed services.

Please share any challenges you have encountered related to your library's usage of Kan-ed services.

Additional Feedback

Additional Feedback

Please provide the name and contact information of anyone else (e.g. community members, students, staff) that you think would have stories to share about the impact of Kan-ed services.

Connectivity Access

Connectivity Access

One goal of the SLK Gates Foundation grant is to expand the connectivity of libraries across the state. Currently, your library has access to the Kan-ed member services but is not "connected" to the Kan-ed 2.0 network. A "connected" member is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning over the network. The "connection" can be direct or through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.

Please assist the SLK and Kan-ed in better understanding your connectivity by responding to the set of questions in this section of the survey.

The following list of response options are reasons given in the past by Kan-ed members who were explaining why they have not "connected" to the Kan-ed network. Please indicate the reason(s) your library currently is not "connected" to the Kan-ed network.

(Please select all response options that apply to your library).

- Do not know how to become a connected member
- Do not know what services are offered to connected members
- Do not have a need for videoconferencing capabilities (e.g. for telemedicine, meetings, etc.)
- Do not have a need for Internet2 (Research and Education Programs) access
- Do not have a need to participate in interactive distance learning (IDL)
- Do not have enough staff with the necessary technical expertise
- Do not have the equipment needed for interactive distance learning
- Do not have the equipment needed for videoconferencing
- Do not have a sufficient connection speed to connect to the Kan-ed network
- Do not have funding available to cover the resources needed to connect to the Kan-ed network
- Other:

Do you anticipate that your library will become "connected" to the Kan-ed network within the next five years?

- Yes
- No
- I do not know

Please select the Kan-ed network services your library may need in the next five years from the list below.

(Please select all response options that apply to your library).

- Access to Internet2 (Research and Education Programs)
- Participation in interactive distance learning (IDL)
- Videoconferencing capabilities (e.g. for telemedicine, professional development, meetings, etc.)
- Other:

Please indicate the types of issues your library would need to address in order to become "connected" to the Kan-ed network within the next five years.

(Please select all response options that apply to your library).

- Lack of bandwidth necessary to become connected
- Lack of distance learning equipment
- Lack of information regarding connected services
- Lack of staff with the necessary technical expertise
- Lack of training necessary to utilize connected services
- Lack of videoconferencing equipment
- Other:

Please indicate which of the following reasons might prevent your library from becoming a "connected" Kan-ed member within the next five years.

(Please select all response options that apply to your library).

- Do not have a need for videoconferencing capabilities (e.g. for telemedicine, meetings, etc.)
- Do not have a need for Internet2 (Research and Education Programs)
- Do not have a need to participate in interactive distance learning (IDL)
- Do not have enough staff with the necessary technical expertise
- Lack of sufficient funding for videoconferencing equipment
- Lack of sufficient funding for interactive distance learning (IDL) equipment
- Lack of sufficient funding to cover increased Internet (bandwidth) associated with becoming connected
- Other:

Please describe why your library does not anticipate connecting to the Kan-ed 2.0 network.

E-Rate

E-rate may be used by libraries to discount costs for connection to the Kan-ed 2.0 network. Gates Foundation funds are being used to provide an E-rate consultant, housed at Kan-ed, who works exclusively with libraries on all E-rate services.

Are you aware of this new consultant?

- Yes
- No

Would your library be more likely to "connect" to the Kan-ed 2.0 network since you would have access to an E-rate consultant to assist you in the E-rate process?

- Yes
- No

Will you plan to use the services of the new E-rate consultant?

- Yes
- No

- Maybe
- Our library does not apply for E-rate.
- Other

Vision

As you envision your library five years from today, what services would you like to provide your patrons?

Demographic Items

Contact Information

As stated in the introduction to the survey, neither you nor your library will be identified in the report of survey results; only overall themes or trends in responses will be reported.

As was also mentioned, the information you share may be incorporated into "Impact Stories" that may be provided to both the Gates Foundation and Kansas legislators. We believe that these impact stories are much more powerful when they are tied to individuals and organizations. This way, the impact story can be provided to the legislator representing your region. If you are willing to be identified by name and library within an impact story that may be created based on the information you shared, please provide your name, position and the name of your library below.

Your Name

Your Position/Title

Name of Your Organization

Your Contact Information (if you would like to be, or are willing to be, contacted for follow-up on your statements)

If you have any additional comments you would like to share, please provide them here.

Survey Description and Instructions

State Library of Kansas and Kan-ed Survey: Kan-ed 2.0 Connection Process and Impact of Member Services

Survey Description and Instructions

Together, the State Library of Kansas (SLK) and Kan-ed, strive to provide libraries the services needed to meet the needs of each library's community and patrons. We are contacting you to obtain your feedback regarding their collective efforts.

Please complete this survey that focuses on three specific efforts.

1. Process of connecting to the Kan-ed 2.0 Network.
2. Use of, satisfaction and impact of the Kan-ed network services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2).
3. Use of, satisfaction and impact of the Kan-ed services (Empowered Desktop, Educational and Research Databases, E-rate consultant services, and Homework Kansas/Live Tutor).

The information you provide is vital to both Kan-ed and the SLK as they determine how to sustain these critical services and to document their efforts to funders. Kan-ed is required to provide documentation of the use, satisfaction and impact of its services to the Kansas Legislature and other entities to secure continued funding and support. SLK was recently awarded a Gates Foundation Grant with the main purpose to assist libraries across the state with their connectivity needs via Kan-ed. Thus, the information you provide in response to this survey will put Kan-ed and the SLK in a better position to make decisions based on library needs and to gain continued funding, which will in effect prolong your access to these services.

The Office of Educational Innovation and Evaluation (OEIE) at Kansas State University is conducting this survey on behalf of Kan-ed and the SLK. Please know neither you nor your library will be identified in the report of survey results; only overall themes or trends in responses will be reported.

Thank you in advance for your careful consideration and responses to our questions. Your input is instrumental in shaping the future of library services in Kansas.

The Kan-ed 2.0 Connection Process

The Kan-ed 2.0 Connection Process

One goal of the SLK Gates Foundation grant is to expand the connectivity of libraries across the state, which closely aligns to the Kan-ed mission. Your library is a "connected" Kan-ed member because your library organization is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning over the network. The "connection" can be direct or through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.

Please assist the SLK and Kan-ed in better understanding the process by which you were connected by responding to the set of questions in this section of the survey.

Please indicate your agreement with the following statements about the process of connecting to the Kan-ed 2.0 network.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Overall, the number of steps required to complete the connection process was reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Overall, the time it took to complete the connection process was reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The process of completing the service initiation form was clear and straightforward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The process of completing the site survey was clear and straightforward.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The Kan-ed staff was accessible for any questions I had about the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The Kan-ed staff was friendly while assisting with the process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The process was successful (you have the connection you requested).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Kan-ed 2.0 Connection Process (continued)

The Kan-ed 2.0 Connection Process (continued)

Please indicate your library site's reason(s) for connecting to the Kan-ed 2.0 network. Please select all that apply.

- We needed the connection for video conferencing.
- We need the connection for commercial Internet.
- We needed the connection for redundancy.
- Opportunity to increase bandwidth at a lower price.
- Other - please explain.

Please describe any resources that facilitated the Kan-ed 2.0 implementation process.

Please describe any challenges or barriers encountered during the Kan-ed 2.0 implementation process.

Please provide any suggestions or advice you may have regarding the implementation process for other organizations that are planning to connect to Kan-ed 2.0.

Kan-ed Network Services

Usage of and Satisfaction with Kan-ed Network Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed network services used by your staff and patrons.

Please indicate which network services are used at your library by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services your library uses.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Videoconferencing - Allows connected members to participate in video sessions for telemedicine, professional development, meetings, etc.	•	•	•	•	•	•	•	•	•	•	•	•
Interactive Distance Learning (IDL) - Used to provide access to interactive classes and coursework; also allows students and teachers to interact with others around the world.	•	•	•	•	•	•	•	•	•	•	•	•
Renovo Scheduler - Optional tool that is used to automatically schedule videoconferencing and IDL sessions with others.	•	•	•	•	•	•	•	•	•	•	•	•
Network Operations Center (NOC) - Monitors and troubleshoots the Kan-ed network and provides technical assistance.	•	•	•	•	•	•	•	•	•	•	•	•
Internet2 - A private, high-speed, research-based Internet geared toward higher education and K-12 institutions.	•	•	•	•	•	•	•	•	•	•	•	•

Kan-ed Network Services Impact

The purpose of this section of the survey is to document the impact of Kan-ed network services. The information you

share will be used to provide "Impact Stories" to Kansas legislators and the Gates Foundation. In order to accurately capture the true impact of the Kan-ed network services, please provide as many details as possible about your library's use and the impact of the services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2).

Please describe how Kan-ed network services have impacted your library. (Consider things that your library can do today with Kan-ed services that you were unable to do before they were available.)

Approximately how many people in your library (e.g. community members, staff) are impacted by Kan-ed network services?

Please share any specific success stories or experiences related to your library's usage of Kan-ed network services.

Please share any challenges you have encountered related to your library's usage of Kan-ed network services.

Usage of and Satisfaction with Other Kan-ed Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed services used by your staff and patrons.

Please indicate which member services are used at your library by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services your library uses.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Empowered Desktop - A portal that consolidates a variety of teaching and learning applications in one location for easy access. Geared toward K-12.	•	•	•	•	•	•	•	•	•	•	•	•
Educational and Research Databases - Five sponsored databases that allow members to access critical research tools with a single login.	•	•	•	•	•	•	•	•	•	•	•	•
E-Rate Consultant Services - Provides trainings and telephone hotline support for members applying for federal E-Rate funding (K-12 schools and libraries).	•	•	•	•	•	•	•	•	•	•	•	•
Homework Kansas/Live Tutor - Service available to K-12, college students, adult GED students, and other adult learners. Professional tutors are available to assist with math, science, social studies, spelling, proofreading and resume building.	•	•	•	•	•	•	•	•	•	•	•	•

Kan-ed Services Impact

The purpose of this section of the survey is to document the impact of Kan-ed services. The information you share will be used to provide "Impact Stories" to Kansas Legislators and the Gates Foundation. In order to accurately capture the true impact of the Kan-ed services, please provide as many details as possible about your library's use and the impact of the services (Empowered Desktop, Educational and Research Databases, E-rate consultant services, and Homework Kansas/Live Tutor).

Please describe how Kan-ed services have impacted your library. (Consider things that your library can do today with Kan-ed services that you were unable to do before they were available.)

Approximately how many people in your library (e.g., community members, staff) are impacted by Kan-ed services?

Please share any specific success stories or experiences related to your library's usage of Kan-ed services.

Please share any challenges you have encountered related to your library's usage of Kan-ed services.

Additional Feedback

Additional Feedback

Please provide the name and contact information of anyone else (e.g. community members, staff, students) that you think would have stories to share about the impact of Kan-ed member services.

E-rate

E-rate may be used by libraries to discount costs for connection to the Kan-ed 2.0 network. Gates Foundation funds are being used to provide an E-rate consultant, housed at Kan-ed, who works exclusively with libraries on all E-rate services.

Are you aware of this new consultant?

- Yes
- No

Will you plan to use the services of the new E-rate consultant?

- Yes
- No
- Maybe
- Our library does not apply for E-rate.
- Other

Vision

As you envision your library five years from today, what services would you like to provide your patrons?

Contact Information

Contact Information

As stated in the introduction to the survey, neither you nor your library will be identified in the report of survey results; only overall themes or trends in responses will be reported.

As was also mentioned, the information you share may be incorporated into "Impact Stories" that may be provided to both the Gates Foundation and Kansas legislators. We believe that these impact stories are much more powerful when they are tied to individuals and organizations. This way, the impact story can be provided to the legislator representing your region. If you are willing to be identified by name and library within an impact story that may be created based on the information you shared, please provide your name, position and the name of your library below.

Your Name

Your Position/Title

Name of Your Organization

Your Contact Information (if you would like to be, or are willing to be, contacted for follow-up on your statements)

If you have any additional comments you would like to share, please provide them here.

Survey Description and Instructions

State Library of Kansas and Kan-ed Survey: Kan-ed 2.0 Connection Process and Impact of Network Services

Survey Description and Instructions

Together, the State Library of Kansas (SLK) and Kan-ed, strive to provide libraries the services needed to meet the needs of each library's community and patrons. We are contacting you to obtain your feedback regarding their collective efforts.

Please complete the survey that focuses on two specific efforts.

1. Process of connecting to the Kan-ed 2.0 Network.
2. Use of, satisfaction and impact of the Kan-ed network services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2).

You are receiving this survey because you serve as the technical contact for multiple libraries that have connected to the Kan-ed 2.0 network. We ask that you respond keeping in mind your role with each of the libraries. You do not need to complete a survey for each library; rather, respond to the questions in regard to the entire group of libraries. There are questions where you may reference a particular library if appropriate.

Individuals at each of the libraries in which you serve as the technical contact for the connection to Kan-ed 2.0 may also receive this or a similar survey. It is important that we receive feedback from each of you because you each play a different role and may have different insights and perspectives about Kan-ed services.

The Office of Educational Innovation and Evaluation (OEIE) at Kansas State University is conducting this survey on behalf of Kan-ed and the SLK. Please know neither you nor the libraries you represent will be identified in the report of survey results; only overall themes or trends in responses will be reported.

Thank you in advance for your careful consideration and responses to our questions. Your input is instrumental in shaping the future of library services in Kansas.

The Kan-ed 2.0 Connection Process

The Kan-ed 2.0 Connection Process

One goal of the SLK Gates Foundation grant is to expand the connectivity of libraries across the state, which closely aligns to the Kan-ed mission.

In your role as the technical contact, please assist the SLK and Kan-ed in better understanding the process by which the libraries you serve were connected to the Kan-ed 2.0 network by responding to the set of questions in this section of the survey.

Please indicate your agreement with the following statements about the process of connecting to the Kan-ed 2.0 network.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	○	○	○	○	○	○
b. Overall, the number of steps required to complete the connection process was reasonable.	○	○	○	○	○	○
c. Overall, the time it took to complete the connection process was reasonable.	○	○	○	○	○	○
d. The process of completing the service initiation form was clear and straightforward.	○	○	○	○	○	○
e. The process of completing the site survey was clear and straightforward.	○	○	○	○	○	○
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	○	○	○	○	○	○
g. The Kan-ed staff was accessible for any questions I had about the process.	○	○	○	○	○	○
h. The Kan-ed staff was friendly while assisting with the process.	○	○	○	○	○	○
i. The process was successful (libraries have the connection requested).	○	○	○	○	○	○

The Kan-ed 2.0 Connection Process (continued)

The Kan-ed 2.0 Connection Process (continued)

In your role as the technical contact, please indicate the reason(s) the libraries for which you serve cited for connecting to the Kan-ed 2.0 network. Please select all that apply.

- Needed the connection for video conferencing.
- Needed the connection for commercial Internet.
- Needed the connection for redundancy.
- Opportunity to increase bandwidth at a lower price.
- Other-please explain.

Please describe any resources that facilitated the Kan-ed 2.0 implementation process.

Please describe any challenges or barriers encountered during the Kan-ed 2.0 implementation process.

Please provide any suggestions or advice you may have regarding the implementation process for other organizations that are planning to connect to Kan-ed 2.0.

Kan-ed Network Services

Usage of and Satisfaction with Kan-ed Network Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed network services used by the libraries in which you serve as the technical

contact for their connection to Kan-ed 2.0.

The information you provide is vital to both Kan-ed and the SLK as they determine how to sustain these critical services and to document their efforts to funding agencies. Kan-ed is required to provide documentation of the use, satisfaction and impact of its services to the Kansas Legislature and other entities to secure continued funding and support. SLK was recently awarded a Gates Foundation Grant with the main purpose to assist libraries across the state with their connectivity needs via Kan-ed. Thus, the information you provide in response to this survey will put Kan-ed and the SLK in a better position to make decisions based on library needs and to gain continued funding, which will in effect prolong your access to these services.

Based on your interactions with staff and patrons at the libraries in which you serve as the Kan-ed 2.0 technical contact, please indicate which network services are used by estimating their overall usage during the 2010 fiscal year. Also, please indicate the level of satisfaction with each of the services by the libraries.

Again, the responses you provide represent your perception based on your interactions with library staff and patrons. We are also obtaining perceptions from each individual library.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	Do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Videoconferencing - Allows connected members to participate in video sessions for telemedicine, professional development, meetings, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive Distance Learning (IDL) - Used to provide access to interactive classes and coursework; also allows students and teachers to interact with others around the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Renovo Scheduler - Optional tool that is used to automatically schedule videoconferencing and IDL sessions with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Network Operations Center (NOC) - Monitors and troubleshoots the Kan-ed network and provides technical assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet2 - A private, high-speed, research-based Internet geared toward higher education and K-12 institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The purpose of this section of the survey is to document the impact of Kan-ed network services. The information you share will be used to provide "Impact Stories" to Kansas legislators and the Gates Foundation. In order to accurately capture the true impact of the Kan-ed network services, please provide as many details as possible about the impact of the services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2) in the libraries in which you serve as the technical contact for their connection to Kan-ed 2.0.

Please describe how Kan-ed network services have impacted the libraries you assisted in connecting to Kan-ed 2.0. (Consider things that the libraries can do today with Kan-ed services that they were unable to do before connecting to Kan-ed 2.0)

You may reply in general about all libraries you have assisted in connecting to Kan-ed 2.0 and/or provide examples from specific libraries.

Approximately how many people in the libraries (e.g., community members, staff, students) are impacted by Kan-ed network services?

Please share any specific success stories or experiences related to the libraries usage of Kan-ed network services.

Please share any challenges you have encountered related to the libraries usage of Kan-ed network services.

Additional Feedback

Additional Feedback

Please provide the name and contact information of anyone else (e.g. community members, staff, students) that you think would have stories to share about the impact of Kan-ed network services.

E-rate

E-rate may be used by libraries to discount costs for connection to the Kan-ed 2.0 network. Gates Foundation funds are being used to provide an E-rate consultant, housed at Kan-ed, who works exclusively with libraries on all E-rate services.

Are you aware of this new consultant?

- Yes
- No

Will you plan to use the services of the new E-rate consultant in your role as the technical contact for the libraries that connected to Kan-ed 2.0?

- Yes
- No
- Maybe
- The libraries that connected to Kan-ed 2.0 do not apply for E-rate.
- Other

Vision

As you envision the libraries you assisted in connecting to Kan-ed 2.0 five years from today, what services would you like to see them provide patrons?

Contact Information

Contact Information

As stated in the introduction to the survey, neither you nor the libraries you represent will be identified in the report of survey results; only overall themes or trends in responses will be reported.

As was also mentioned, the information you share may be incorporated into "Impact Stories" that may be provided to both the Gates Foundation and Kansas legislators. We believe that these impact stories are much more powerful when they are tied to individuals and organizations. This way, the impact story can be provided to the legislator representing your region. If you are willing to be identified by name and library within an impact story that may be created based on the information you shared, please provide your name, position and the name of your library below.

Your Name

Your Position/Title

Name of Your Organization [This question is required so we can ensure responses from all Kan-ed regions.]

- Central Library System
- North Central Library System
- Northeast Library System
- Northwest Library System
- South Central Library System
- Southeast Library System
- Southwest Library System
- Other

Your Contact Information (if you would like to be, or are willing to be, contacted for follow-up on your statements)

If you have any additional comments you would like to share, please provide them here.

Connection, Use and Support for High Speed Connectivity Survey Summary of Results for Regional Library Systems

Purpose

Together, Kan-ed and the State Library of Kansas (SLK) strive to provide libraries the services necessary to meet the needs of each library's community and patrons. Feedback gathered from libraries is vital to both Kan-ed and the SLK as they determine how to sustain the critical services and to document their efforts for funders. Recently, SLK was awarded a Gates Foundation Grant with the main purpose of assisting libraries across the state with their connectivity needs via Kan-ed. Also, Kan-ed must provide documentation of the use of, satisfaction with, and impact of its services to the Kansas Legislature and other entities to secure continued funding and support. Thus, the feedback gained from libraries will put Kan-ed and the SLK in a better position to make decisions based on library needs and to gain continued funding, which will in effect prolong access to the Kan-ed services.

In spring 2010, OEIE developed and administered a collection of surveys to library members to gather feedback related to the impact of the Kan-ed network. At that time, OEIE also took the opportunity to gather feedback about the Kan-ed 2.0 connection process from those sites that had obtained a connection. The regional library systems in Kansas serve many Kan-ed library members, and it was important to gather feedback from each of the library systems as well. Therefore, a survey was sent to regional library system directors to gather their feedback about the connection process as well as usage and impact of the Kan-ed services.

Procedure

OEIE developed a survey specific for the regional library systems in Kansas to collect feedback about the Kan-ed 2.0 connection process as well as usage and impact of, and satisfaction with, Kan-ed 2.0 network services and other Kan-ed member services.

In general, the survey focused on three specific efforts: 1) Process of connecting to the Kan-ed 2.0 Network; 2) Use of, satisfaction with, and impact of the Kan-ed network services (Videoconferencing, Interactive Distance Learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2); and 3) Use of, satisfaction with, and impact of the Kan-ed member services (Empowered Desktop, Educational and Research Databases, E-Rate Consultant Services, and Homework Kansas/Live Tutor). This survey can be found beginning on page 89 of this report. Please note that the appearance of the survey is not fully illustrative of the interactive version that survey recipients received (i.e, the survey received is much easier to read, has clearly defined page breaks, etc).

Survey Sample and Response Rate

On June 23, 2010, the survey was prepared and launched to each of the regional library system directors. The contacts for the regional library systems were obtained from the Kan-ed database, which houses the names and email addresses of those persons designated by each library system

as contacts for specific Kan-ed endeavors. The invitation encouraged the directors to forward the survey link to those persons at their library system site that could provide input regarding Kan-ed services and usage.

A reminder email was sent on July 1, 2010. The requested final response date for the June 23, 2010 launch was July 19, 2010.

Response Rates

There are a total of seven regional library systems in Kansas. All seven regional library system directors were invited to participate in the survey and also encouraged to forward the survey link to personnel who also would be able to provide feedback regarding Kan-ed.

There were a total of seven responses to the survey. The seven responses represented five unique regional library systems in Kansas; two library systems did not respond to the survey request. Therefore, 71.4% of the regional library systems responded to the survey request.

Results

Analyses were conducted on library system responses. The overall survey results are divided into sections on the following pages. These sections are: 1) *The Kan-ed 2.0 Connection Process*, 2) *Usage of and Satisfaction with Kan-ed Network Services*, 3) *Usage of and Satisfaction with Kan-ed Member Services*, 4) *E-Rate Services*, and 5) *Vision*.

The Kan-ed 2.0 Connection Process

One goal of the SLK Gates Foundation grant is to expand the connectivity of libraries across the state, which closely aligns to the Kan-ed mission. The first section of questions focused on the process of connecting to the Kan-ed 2.0 network.

A total of 5 respondents provided responses to a series of statements regarding the process. Survey participants were asked to rate their agreement with each statement. The majority of respondents agreed (60%) that the overall process of connecting to the Kan-ed 2.0 network was implemented well. Responses to these statements are presented in the table on the following page.

The Kan-ed 2.0 Connection Process								
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable	Total Responses	Mean* (Standard Deviation)
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	0 (0%)	0 (0%)	1 (20%)	3 (60%)	0 (0%)	1 (20%)	5	3.75 (0.50)
b. Overall, the number of steps required to complete the connection process was reasonable.	0 (0%)	0 (0%)	2 (40%)	2 (40%)	0 (0%)	1 (20%)	5	3.50 (0.58)
c. Overall, the time it took to complete the connection process was reasonable.	0 (0%)	0 (0%)	1 (20%)	3 (60%)	0 (0%)	1 (20%)	5	3.75 (0.50)
d. The process of completing the service initiation form was clear and straightforward.	0 (0%)	0 (0%)	2 (40%)	2 (40%)	0 (0%)	1 (20%)	5	3.50 (0.58)
e. The process of completing the site survey was clear and straightforward.	0 (0%)	1 (20%)	0 (0%)	3 (60%)	0 (0%)	1 (20%)	5	3.50 (1.00)
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	0 (0%)	1 (20%)	0 (0%)	3 (60%)	0 (0%)	1 (20%)	5	3.50 (1.00)
g. The Kan-ed staff was accessible for any questions I had about the process.	0 (0%)	0 (0%)	1 (20%)	3 (60%)	0 (0%)	1 (20%)	5	3.75 (0.50)
h. The Kan-ed staff was friendly while assisting with the process.	0 (0%)	0 (0%)	1 (20%)	3 (60%)	0 (0%)	1 (20%)	5	3.75 (0.50)
i. The process was successful (you have the connection you requested).	0 (0%)	0 (0%)	0 (0%)	3 (60%)	1 (20%)	1 (20%)	5	4.25 (0.50)
*The "not applicable" column was removed to calculate the mean and standard deviation.								

The next question asked respondents to indicate their library site's reason(s) for connecting to the Kan-ed 2.0 network. The most frequently selected reason was that the connection was needed for videoconferencing (3 responses; 42.9%). The table below provides more detail.

Please indicate your library site's reason(s) for connecting to the Kan-ed 2.0 network.		
Reasons	Frequency	Percent*
We needed the connection for videoconferencing.	3	42.9%
Opportunity to increase bandwidth at a lower price.	2	28.6%
We needed the connection for commercial internet.	1	14.3%
We needed the connection for redundancy.	1	14.3%
Other: We don't need it.	1	14.3%
*Respondents were allowed to select more than one response; however, percentages are based on total number of respondents (7), not total number of reasons selected (8).		

The next three survey questions asked participants to describe resources, challenges, and suggestions regarding the Kan-ed 2.0 implementation process. Given that these questions were optional, the majority of respondents did not provide responses. These open-ended responses were coded and are explained in more detail below.

In response to the request to describe any resources that facilitated the Kan-ed 2.0 implementation process, two respondents provided feedback.

- *We received a Kan-ed grant to purchase HD videoconferencing equipment.*
- *I worked with our ISP, our contract tech vendor and Kan-ed to implement our 2.0 connection.*

When asked to describe challenges or barriers encountered during the implementation process, a total of four responses were given.

- *It was complicated to work through our local provider, complete e-rate, and finally receive the additional funding from Kan-ed to complete the funding.*
- *For the majority of small libraries, the Juniper router used to facilitate the Kan-ed 2.0 connection at each site was overkill for powering a single TI's worth of bandwidth. This router could not be mounted at most sites, due to lack of infrastructure at each member library. This led to the routers being installed in plain sight, which is an eyesore for most member libraries. It is also an incredibly loud device, containing multiple fans which create an inordinate amount of heat and noise for the job with which it was intended. In addition, there is a known issue with this model of Juniper router where it will not resume its last state after a power outage. This requires library staff (who may or may not understand the process) to visually confirm that the Juniper is off, and if so unplug the device, plug it back in, and then power it back on. This is a confusing process that does not happen with other site networking devices that librarians interact with. While it may seem like a small matter, this device is the largest interaction that member libraries have with this service, and makes an impression that while the service is good, the process was not well thought out.*

- *There were no barriers at this site. Our regional system member libraries reported problems with equipment connection service; in some cases just dropping the routers off at a library without actually connecting it.*
- *Had a MAJOR issue getting a tiling issue resolved using a 3MB fiber connection - it took MANY months to resolve, but in the end [our provider] finally discovered a faulty router and our issue has been resolved.*

Survey participants also were asked to provide suggestions or advice that they may have for other organizations planning to connect to the Kan-ed 2.0 network. Four respondents provided suggestions, which were:

- *Please make sure if the entity is utilizing a local provider they understand the timing of the additional funding from Kan-ed.*
- *A smaller, quieter router for member libraries, with a more intuitive power failure recovery process would be ideal.*
- *1. Be sure all costs for the specific level of connectivity are clearly understood. 2. Evaluate whether the current and future bandwidth required for current and future needs. 3. Compare the cost of Kan-ed 2.0 to other providers and select the mix of service that meets needs. In many cases, we have found a Kan-ed 2.0 T1 connection and a much higher bandwidth fiber, cable or DSL connection to provide optimal service.*
- *Don't settle for a working service... DEMAND a quality service.*

Usage of and Satisfaction with Kan-ed Network Services

In addition to network connection process questions, the survey asked respondents to indicate how frequently they use, and how satisfied they are with, Kan-ed network services. Three respondents provided responses. All three respondents use videoconferencing services several times a month, and none of them use IDL. These responses are summarized in the tables below.

Level of Usage of Network Services							
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Total
Network Services							
Videoconferencing	0 (0%)	3 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3
Interactive Distance Learning (IDL)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)	3
Renovo Scheduler	1 (33.3%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	1 (33.3%)	3
Network Operations Center (NOC)	1 (33.3%)	2 (66.7%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3
Internet2	1 (33.3%)	1 (33.3%)	0 (0%)	0 (0%)	0 (0%)	1 (33.3%)	3

Of those that reported their level of satisfaction, all respondents are very satisfied with each of the network services.

Level of Satisfaction with Network Services								
	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable	Total	Mean* (Standard Deviation)
Network Services								
Videoconferencing	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)	0 (0%)	3	5.00 (0.00)
Interactive Distance Learning (IDL)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)	3	0.00 (0.00)
Renovo Scheduler	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (66.7%)	1 (33.3%)	3	5.00 (0.00)
Network Operations Center (NOC)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (100%)	0 (0%)	3	5.00 (0.00)
Internet2	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (66.7%)	1 (33.3%)	3	5.00 (0.00)

*The “not applicable” column was removed to calculate the mean and standard deviation.

Next, participants were asked to describe how Kan-ed network services have impacted their library system. Three respondents identified impacts. These included:

- *The videoconferencing capabilities have been very helpful for our system staff for meetings as well as to member libraries for continuing education. The public has also utilized the network for workshops and individual meetings.*
- *Generally there has been no change in what we are able to do as a result of Kan-ed 2.0. We now have a dedicated videoconference T1 connection but that has not particularly affected actual operations except to provide some cost savings.*
- *It has allowed us greater flexibility in attending remote training and meetings which due to budget constraints we would most likely not be attending - now with video conferencing we can attend a Topeka mtg w/o leaving the building and save on over 5 hours of drive time. We have also been able to offer and participate in training opportunities for our system membership that in the past would have required extensive travel and cost.*

The next question asked respondents to approximate the number of people impacted by Kan-ed network services in their library system. It was determined during analysis that this question was difficult for respondents to answer. Three respondents provided approximate numbers of people impacted by network services, and their responses were: 100+, 350, and 1,000 participants in videoconferencing and other online training/meeting services.

Participants were asked to share specific success stories or experiences related to their library system's usage of Kan-ed network services. No success stories were shared.

Respondents also were asked to share any challenges they had encountered related to using Kan-ed network services. Only one respondent provided a challenge/barrier:

- *Getting connected there was an ISP issue. Connectivity was not difficult, but GOOD (clean) connectivity was.*

Usage of and Satisfaction with Kan-ed Member Services

The survey also asked participants to report their level of usage of, and satisfaction with, other Kan-ed member services (Empowered Desktop, Educational and Research Databases, E-Rate Consultant Services, and Homework Kansas/Live Tutor). This section of questions was answered by four respondents. It is important to mention that the Empowered Desktop is a service geared toward K-12 students; therefore, a low usage rate from library respondents is possible. The services used most by respondents were the Educational and Research Databases (100%). The following tables present results from these questions.

Level of Usage of Kan-ed Member Services							
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Total
Member Services							
Empowered Desktop	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	3 (75%)	4
Educational and Research Databases	1 (25%)	1 (25%)	1 (25%)	1 (25%)	0 (0%)	0 (0%)	4
E-Rate Consultant Services	2 (50%)	0 (0%)	0 (0%)	0 (0%)	1 (25%)	1 (25%)	4
Homework Kansas/Live Tutor	0 (0%)	0 (0%)	1 (25%)	1 (25%)	0 (0%)	2 (50%)	4

Of those that reported their level of satisfaction, all are very satisfied with member services.

Level of Satisfaction with Kan-ed Member Services								
	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable	Total	Mean* (Standard Deviation)
Member Services								
Empowered Desktop	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (100%)	4	0.00 (0.00)
Educational and Research Databases	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (100%)	0 (0%)	4	5.00 (0.00)
E-Rate Consultant Services	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (50%)	2 (50%)	4	5.00 (0.00)
Homework Kansas/Live Tutor	0 (0%)	0 (0%)	0 (0%)	0 (0%)	2 (50%)	2 (50%)	4	5.00 (0.00)
*The "not applicable" column was removed to calculate the mean and standard deviation.								

Next, participants were asked to describe how Kan-ed member services have impacted their library system. Most respondents mentioned access to databases and research tools as an impact on their library system.

- *The databases are vital to our regional library system. As a very small in a rural area, our libraries and regional library system would not be able to purchase access to the quality and quantity of research databases. It allows the citizens of northwest Kansas to have necessary information.*
- *As indicated earlier, our operations have not been particularly affected, except that we realized significant cost savings as we no longer provide Internet services for our member public libraries. It is at the local library level that the impact of the service is actually seen.*
- *I use the online databases quite often in my personal life. These indexes are much easier and quicker to search than the Wilson paper indexes and I love when I can print out the full text of the article. This is a big help. BTU Consultants on E-Rate extremely useful. I, myself, help libraries do E-Rate. BTU Consultants know more than I and have helped me answer several questions I cannot answer. I have also attended Don's yearly presentations. I have learned something important every time I have attended. I know at least two librarians who would make the same claim.*
- *Teachers now refer students to their public libraries with instructions to sign-on to Homework Kansas for tutoring help. Many students and their parents use it from their home computers during hours the library is closed (Sunday evening is one of the busiest times). This is a way to extend the library's usefulness virtually without additional staff. It is invaluable. The research and educational databases expand the range of materials in public libraries beyond the easily available and inexpensive mass-market magazines into materials that cover professional topics. Students and professionals with a need for more*

extensive information can get it from the library's databases. This is a way for the library to show that there are worlds of online information beyond Google and that the library is the place to go for expert help in finding that information and for learning how to use it.

Again, respondents were asked to approximate the number of people impacted by Kan-ed member services in their library system. Four respondents provided approximate numbers of people served rather than identifying how many are actually impacted by network services. It also was recognized that, due to the ability to access many member services from virtually anywhere, a library system may be unaware of how much it is impacting their patrons. For example, the Educational and Research Databases can be accessed via the Internet from home, work, school or the library; therefore, a library system director would have difficulty determining number impacted given that they are unaware (unless told) of who is using it. Responses included:

- *We serve over 36,000 people in our area and all have been directly or indirectly impacted by the services.*
- *250,000, including users of our regional online catalog system.*
- *15,000*
- *Approximately 300-500 each day? I don't really know how to estimate this.*

Next, respondents were asked to describe any specific stories or experiences related to usage of member services. Given that this question was optional, the majority of respondents did not provide a response. One respondent shared a story or experience for this question.

- *A guidance counselor from a local school approached me at a social occasion to thank the library system for offering Homework Kansas during this very tough economic climate for the schools. She said that it had taken a few years for the teachers in her district to learn about how valuable the tutoring in Homework Kansas could be, but that she had continued to suggest it and she now has several teachers who assign kids with problems on homework to work on Homework Kansas on their home computers or at the library. The teachers are seeing significant improvement from students who use Homework Kansas. When I told her that we might not get to keep the service because of budget cuts, she was appalled. She said it was one of the most valuable services she knew of at the public library.*

As was requested in the network services section of the survey, respondents were asked to share any challenges they had encountered related to using Kan-ed member services. Again, most respondents did not respond. Two respondents shared:

- *My only disappointment with the databases is that there are not more of these databases and more full-text articles are not available.*
- *The constant uncertainty over whether or not the databases and Homework Kansas are going to be available as we go forward is debilitating to us. We market the library's services as vital to life-long learning for adults, and pivotal in supporting the local schools as their enrollments shrink and budget cuts force them to eliminate extra help*

and summer school. Children who need extra help and parents who must work long hours and can't give as much homework help as the kids need, rely on the public library to offer extra services. It's heart-breaking to have to tell them that the Homework Kansas service will be going away because of state budget cuts. It undermines us all and gives citizens the impression that the public library is nothing more than a book warehouse. Adults and college students who become used to being able to access the educational databases at the public library are left in the lurch when they count on that resource for returning to school after time away or for furthering personal goals outside their careers. The databases offer so much potential for enrichment that it can take a lot of time to get the public used to finding those resources at the public library. When the resources are constantly off-again, on-again, it's an uphill battle for library staff to stay trained on how to use them, much less to give training to the public.

E-Rate Services

E-Rate may be used by libraries to discount costs for connection to the Kan-ed 2.0 network. Gates Foundation funds are being used to provide an E-Rate consultant, housed at Kan-ed, who works exclusively with libraries on all E-Rate services. Six respondents were aware of this new E-Rate consultant, and two planned to use the service. The table below provides both the frequency and percent of responses to the E-Rate related questions.

E-Rate Frequency (Percent)						
	Yes	No	Maybe	Our library does not apply for E-Rate	Other*	Total Responses
Are you aware of the new E-rate consultant?	6 (85.7%)	1 (14.3%)	0 (0%)	0 (0%)	0 (0%)	7
Will you plan to use the service of the new E-rate consultant?	2 (28.6%)	1 (14.3%)	4 (57.1%)	0 (0%)	0 (0%)	7

Vision

Finally, survey participants were asked “As you envision your library system five years from today, what services would you like to provide your patrons?”. Most respondents provided responses that indicated that they envision improvements in current services offered to patrons.

- *We will need to constantly offer continuing education to allow librarians and patrons to experience the new technologies. This will work in tandem with the actual reference materials available online. Materials will always be an issue for our very small libraries.*
- *financial and educational support*
- *We see an expanded array of cloud based services, library specific mobile phone based applications, and increased online training services.*

- *HIGHER BANDWIDTH @ CHEAPER COSTS 3Mbps up/down minimum at all sites*
- *reliable, wireless, 24-hour broadband in every library; Homework Kansas; a stable platform for online meetings and learning events, including video, at least in every county; technical support to keep computers and online services operating reliably whenever the library is open*

Summary Results

In summary, the regional library system responses yielded similar results to the library survey report. Highlights include:

- The majority of respondents agreed that the overall process of connecting to the Kan-ed 2.0 network was implemented well.
- The most frequently selected reason for connecting was for videoconferencing
- The most frequently used network service is videoconferencing, and respondents report being very satisfied with all network services they are using.
- The most frequently cited member service in use is the Educational and Research Databases, and respondents report being very satisfied with all member service they are using.
- Most respondents were aware of the new E-Rate consultant, although only two plan to use the service.
- Most respondents indicated that, when picturing their library system in five years, they envision improvements in current services offered to patrons.

State Library of Kansas and Kan-ed Survey: Kan-ed 2.0 Connection Process and Impact of Member Services

Survey Description and Instructions

Together, the State Library of Kansas (SLK) and Kan-ed, strive to provide libraries the services needed to meet the needs of each library's community and patrons. As regional library systems that serve multiple libraries, we are contacting you to obtain your feedback regarding the SLK and Kan-ed collective efforts at your regional library site.

The survey focuses on three specific efforts.

1. Process of connecting to the Kan-ed 2.0 Network.
2. Use of, satisfaction and impact of the Kan-ed network services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2).
3. Use of, satisfaction and impact of the Kan-ed services (Empowered Desktop, Educational and Research Databases, E-rate consultant services, and Homework Kansas/Live Tutor).

You received this survey because your regional library director felt you had keen insight to provide regarding one or all of the efforts listed above. Please complete the survey questions based on your perspective from your work at the regional library system site. Many individuals at your regional library system site may also complete this survey. It is important that we receive feedback from each of you because each has unique insights and viewpoints about Kan-ed services.

The Office of Educational Innovation and Evaluation (OEIE) at Kansas State University is conducting this survey on behalf of Kan-ed and the SLK. Please know neither you nor your regional library system will be identified in the report of survey results; only overall themes or trends in responses will be reported.

Please reply to this survey by Monday, July 19.

Thank you in advance for your careful consideration and responses to our questions. Your input is instrumental in shaping the future of library services in Kansas.

Survey Sections to Complete

The survey solicits feedback regarding three specific efforts. Please select each of the efforts below for which you can provide feedback.

- 1. Process of connecting to the Kan-ed 2.0 Network.
- 2. Use of, satisfaction and impact of the Kan-ed network services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2).
- 3. Use of, satisfaction and impact of the Kan-ed services (Empowered Desktop, Educational and Research Databases, E-rate consultant services, and Homework Kansas/Live Tutor).

The Kan-ed 2.0 Connection Process

The Kan-ed 2.0 Connection Process

One goal of the SLK Gates Foundation grant is to expand the connectivity of libraries across the state, which closely aligns to the Kan-ed mission. Your regional library system is a "connected" Kan-ed member because your library organization is physically connected or peered to the Kan-ed network, and has the capability to transmit and receive videoconferencing or interactive distance learning over the network. The "connection" can be direct or through a Wide Area Network (WAN) connection or a Local Area Network (LAN) connection.

Please assist the SLK and Kan-ed in better understanding the process by which your regional library system site was connected to Kan-ed 2.0 by responding to the set of questions in this section of the survey.

Please indicate your agreement with the following statements about the process of connecting to the Kan-ed 2.0 network.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
a. Overall, the process to connect to Kan-ed 2.0 was implemented well.	●	●	●	●	●	●
b. Overall, the number of steps required to complete the connection process was reasonable.	●	●	●	●	●	●

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Not Applicable
c. Overall, the time it took to complete the connection process was reasonable.	•	•	•	•	•	•
d. The process of completing the service initiation form was clear and straightforward.	•	•	•	•	•	•
e. The process of completing the site survey was clear and straightforward.	•	•	•	•	•	•
f. Eligibility for subsidies available for the Kan-ed 2.0 connection was clearly presented.	•	•	•	•	•	•
g. The Kan-ed staff was accessible for any questions I had about the process.	•	•	•	•	•	•
h. The Kan-ed staff was friendly while assisting with the process.	•	•	•	•	•	•
i. The process was successful (the library system has the connection requested).	•	•	•	•	•	•

The Kan-ed 2.0 Connection Process (continued)

The Kan-ed 2.0 Connection Process (continued)

Please indicate the regional library system site's reason(s) for connecting to the Kan-ed 2.0 network. Please select all that apply.

- We needed the connection for video conferencing.
- We need the connection for commercial Internet.
- We needed the connection for redundancy.
- Opportunity to increase bandwidth at a lower price.
- Other - please explain.

Please describe any resources that facilitated the Kan-ed 2.0 implementation process.

Please describe any challenges or barriers encountered during the Kan-ed 2.0 implementation process.

Please provide any suggestions or advice you may have regarding the implementation process for other organizations that are planning to connect to Kan-ed 2.0.

Kan-ed Network Services

Usage of and Satisfaction with Kan-ed Network Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed network services used by staff and patrons at the regional library system site.

The information you provide is vital to both Kan-ed and the SLK as they determine how to sustain these critical services and to document their efforts to funders. Kan-ed is required to provide documentation of the use, satisfaction and impact of its services to the Kansas Legislature and other entities to secure continued funding and support. SLK was recently awarded a Gates Foundation Grant with the main purpose to assist libraries across the state with their connectivity needs. Thus, the information you provide in response to this survey will put Kan-ed and the SLK in a better position to make decisions and to gain continued funding, which will in effect prolong your access to

these services.

Please indicate which network services are used at the regional library site by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services used on site.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Videoconferencing - Allows connected members to participate in video sessions for telemedicine, professional development, meetings, etc.	•	•	•	•	•	•	•	•	•	•	•	•
Interactive Distance Learning (IDL) - Used to provide access to interactive classes and coursework; also allows students and teachers to interact with others around the world.	•	•	•	•	•	•	•	•	•	•	•	•
Renovo Scheduler - Optional tool that is used to automatically schedule videoconferencing and IDL sessions with others.	•	•	•	•	•	•	•	•	•	•	•	•
Network Operations Center (NOC) - Monitors and troubleshoots the Kan-ed network and provides technical assistance.	•	•	•	•	•	•	•	•	•	•	•	•
Internet2 - A private, high-speed, research-based Internet geared toward higher education and K-12 institutions.	•	•	•	•	•	•	•	•	•	•	•	•

Kan-ed Network Services Impact

The purpose of this section of the survey is to document the impact of Kan-ed network services. The information you share will be used to provide "Impact Stories" to Kansas legislators and the Gates Foundation. In order to accurately capture the true impact of the Kan-ed network services, please provide as many details as possible about your regional library system site's use and the impact of the services (videoconferencing, interactive distance learning (IDL), Renovo Scheduler, Network Operations Center (NOC), and Internet2).

Please describe how Kan-ed network services have impacted your regional library system site. (Consider things that your regional library system site can accomplish today with Kan-ed network services that you were unable to do before the site was connected to Kan-ed 2.0.)

Approximately how many people in your regional library system (e.g. community members, staff) are impacted by Kan-ed network services provided at your site?

Please share any specific success stories or experiences related to your regional library system site's usage of Kan-ed network services.

Please share any challenges you have encountered related to your regional library system site's usage of Kan-ed network services.

Kan-ed Services

Usage of and Satisfaction with Other Kan-ed Services

The purpose of this section of the survey is to gather feedback regarding the Kan-ed services used by staff and patrons at your regional library system site.

Please indicate which member services are used at your regional library system site by estimating their usage during the 2010 fiscal year. Also, please indicate your level of satisfaction with each of the services at your regional library site.

	Level of Usage						Level of Satisfaction					
	Use several times a year	Use several times a month	Use several times a week	Use daily	I do not know	We do not use this service	Not at all Satisfied	Somewhat Dissatisfied	Neutral	Somewhat Satisfied	Very Satisfied	Not Applicable
Empowered Desktop - A portal that consolidates a variety of teaching and learning applications in one location for easy access. Geared toward K-12.	•	•	•	•	•	•	•	•	•	•	•	•
Educational and Research Databases - Five sponsored databases that allow members to access critical research tools with a single login.	•	•	•	•	•	•	•	•	•	•	•	•
E-Rate Consultant Services - Provides trainings and telephone hotline support for members applying for federal E-Rate funding (K-12 schools and libraries).	•	•	•	•	•	•	•	•	•	•	•	•
Homework Kansas/Live Tutor - Service available to K-12, college students, adult GED students, and other adult learners. Professional tutors are available to assist with math, science, social studies, spelling, proofreading and resume building.	•	•	•	•	•	•	•	•	•	•	•	•

Kan-ed Services Impact

The purpose of this section of the survey is to document the impact of Kan-ed services. The information you share will be used to provide "Impact Stories" to Kansas Legislators and the Gates Foundation. In order to accurately capture the true impact of the Kan-ed services, please provide as many details as possible about your regional library system site's use and the impact of the services (Empowered Desktop, Educational and Research Databases, E-rate consultant services, and Homework Kansas/Live Tutor).

Please describe how Kan-ed services have impacted your regional library system site. (Consider things that your regional library system site can accomplish today with Kan-ed services that you were unable to do before they were available.)

Approximately how many people in your regional library system (e.g., community members, staff) are impacted by Kan-ed services?

Please share any specific success stories or experiences related to your regional library system site's usage of Kan-ed services.

Please share any challenges you have encountered related to your regional library system site's usage of Kan-ed services.

Additional Feedback

Additional Feedback

Please provide the name and contact information of anyone else (e.g. community members, staff) that you think would have stories to share about the impact of Kan-ed member services.

E-rate

E-rate may be used by libraries to discount costs for connection to the Kan-ed 2.0 network. Gates Foundation funds are being used to provide an E-rate consultant, housed at Kan-ed, who works exclusively with libraries on all E-rate services.

Are you aware of this new consultant?

- Yes
- No

Will you plan to use the services of the new E-rate consultant?

- Yes
- No
- Maybe
- Our library system does not apply for E-rate.
- Other

Vision

As you envision your regional library system site five years from today, what services would you like to provide your regional libraries?

Contact Information

Contact Information

As stated in the introduction to the survey, neither you nor your regional library system will be identified in the report of survey results; only overall themes or

trends in responses will be reported.

As was also mentioned, the information you share may be incorporated into "Impact Stories" that may be provided to both the Gates Foundation and Kansas legislators. We believe that these impact stories are much more powerful when they are tied to individuals and organizations. This way, the impact story can be provided to the legislator representing your region. If you are willing to be identified by name and library system within an impact story that may be created based on the information you shared, please provide your name, position and the name of your library below.

Your Name

Your Position/Title

Name of Your Organization

[This question is required so we can ensure responses from all regional library systems.]

- Central Regional Library System
- North Central Regional Library System
- Northeast Regional Library System
- Northwest Regional Library System
- South Central Regional Library System
- Southeast Regional Library System
- Southwest Regional Library System

Your Contact Information (if you would like to be, or are willing to be, contacted for follow-up on your statements)

If you have any additional comments you would like to share, please provide them here.

APPENDIX 7

E-Rate Feedback Summary

E-Rate Feedback Summary

E-Rate, the Schools and Libraries Program of the Universal Service Fund, is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC). E-Rate provides discounts to eligible K-12 schools and libraries on telecommunication services, Internet access, and internal connections. The E-Rate program is intended to ensure that schools and libraries have access to affordable telecommunication and information services. The FCC also provides a similar program for rural health care providers.

Kan-ed, in partnership with the Kansas State Department of Education and the State Library of Kansas, provides E-Rate support services to Kan-ed members by contracting the services of the BTU Consultants LLC (formerly Dietrich Lockard Group, Inc.). BTU Consultants provides year-round training, outreach, and *E-Rate Hotline* support to Kan-ed members as they apply for E-Rate funding. Kan-ed contracts annually with the Office of Educational Innovation and Evaluation (OEIE) to collect evidence of the impact of the Kan-ed services on its membership. OEIE developed a feedback form in preparation for the annual E-Rate training conducted by BTU Consultants.

Fall 2010 E-Rate Training

In November 2010, Don Dietrich, of BTU Consultants, provided E-Rate training sessions across the state. Trainings were offered in four cities: Dodge City, Hays, Topeka, and Wichita. Participants were invited to complete a feedback form regarding their experiences at the E-Rate training. A copy of the paper/pencil instrument is located on pages 8 and 9 of this section.

A summary of the number of participants attending each of the November 2010 E-Rate training sessions is displayed by training location and constituent group in the table at the top of page 2. The first column displays the number of individuals that attended the training, and the second column displays the number of participants who completed a feedback form.

According to attendance sheets initialed at the training sessions, 112 individuals attended the E-Rate training. Eighty (71%) participants completed the feedback form. The majority of participants who attended the training (76%), and the majority of those completing the feedback form (71%), were from K-12 school districts. The response rates for each constituent group are included in the table on the following page. Anomalies to note include three survey respondents who did not indicate a constituent group at all, two who indicated belonging to multiple constituent groups (K-12 and Libraries), two who were service providers, and one who was in higher education. Responses of all respondents are included in the data analysis.

E-Rate Training Workshops November 2010 Number of Training Participants and Number of Feedback Form Respondents								
Training Location	K-12		Library		Other*		Total	
	Attended	Survey	Attended	Survey	Attended	Survey	Attended	Survey
Dodge City	10	10	2	2	1	0	13	12
Hays**	10	8	5	2	5	4	20	16
Topeka**	32	22	8	6	0	0	40	29
Wichita***	33	17	4	5	2	1	39	23
Total	85	57	19	15	8	5	112	80
Response Rate	67%		79%		63%		71%	
<p>*Other includes two service providers (Hays) and two participants who indicated representing both K-12 and Library constituent groups (Hays), and one person who indicated belonging to the Higher Education constituent group (Topeka).</p> <p>**Two respondents from Hays and one from Topeka did not indicate their constituent group, and thus could not be included in the breakdown by constituent group. However, these respondents are included in the <i>Total</i> column.</p> <p>***In Wichita, five individuals representing the Library constituent group completed a survey, but only four signed in to the attendance sheet.</p>								

Results of Training Feedback Form

The results of the feedback form are presented below by question. Frequencies of responses are reported at the overall group level for each item. Results also were analyzed to determine if responses varied among constituent groups (K-12 and Library). Differences in responses between constituent groups are indicated when applicable.

Question 1, with its four sub-items, focused on the training’s relevance, content, and utility. More specifically, Question 1 assessed whether the training provided new information that was relevant to the trainees’ needs, and if this information answered pre-existing questions and enhanced their level of understanding of the E-Rate application process. With few exceptions, the E-Rate training participants who submitted a feedback form rated the session very highly on these factors. When the “Agree” and “Strongly Agree” response categories are combined, favorable ratings between 91% and 96% are obtained on all four sub-topics addressed in question 1. One respondent marked “Does Not Apply” on the item “Provided me with new information about the E-Rate application process,” and four respondents selected that same response to “Answered questions I had about the E-Rate application process.” The table on the following page displays all responses to question 1.

Please consider your experiences during the entire Kan-ed training when responding to the following statements. Please rate your level of agreement with each of the following statements using a scale of 1 (Strongly Disagree) to 4 (Strongly Agree).						
The training event...	Strongly Disagree	Disagree	Agree	Strongly Agree	Does Not Apply	Overall Group Mean (SD)
Provided me with new information about the E-Rate application process.	3 (4%)	0 (0%)	16 (20%)	61 (76%)	0 (0%)	3.69 (0.67)
Furthered my understanding of the E-Rate application process.	3 (4%)	0 (0%)	17 (21%)	60 (75%)	0 (0%)	3.68 (0.67)
Provided relevant information for me and/or my organization regarding the E-Rate application process.	3 (4%)	0 (0%)	14 (18%)	62 (78%)	1 (1%)	3.71* (0.66)
Answered questions I had about the E-Rate application process.	3 (4%)	0 (0%)	20 (25%)	53 (66%)	4 (5%)	3.62* (0.69)

*The mean excludes individuals that selected "Does Not Apply."

Significance testing comparing K-12 and Library participants' responses revealed differences between the groups for all four items within Question 1. The table below presents means and standard deviations by constituent group for these four items. Library participants more strongly agreed with the statements compared to K-12 participants.

Mean Differences Between Constituent Groups			
The training event...	Constituent Group	N	Mean (SD)
Provided me with new information about the E-Rate application process.	K-12	57	3.61 (0.75)
	Library	15	3.93 (0.26)
Furthered my understanding of the E-Rate application process.	K-12	57	3.60 (0.75)
	Library	15	3.93 (0.26)
Provided relevant information for me and/or my organization regarding the E-Rate application process.	K-12	57	3.60 (0.75)
	Library	15	4.00 (0.00)
Answered questions I had about the E-Rate application process.	K-12	54	3.48 (0.77)
	Library	14	4.00 (0.00)

Question 2 was composed of seven sub-items, each asking for participants' level of satisfaction with an aspect of the training. The majority of survey respondents indicated satisfaction with the training; 94% - 99% of survey respondents selected "Satisfied" or "Extremely Satisfied" in response to each of the seven aspects of the training. The table below displays responses to question 2.

Please consider your experiences during the entire Kan-ed training when responding to the following statements. Please rate your level of satisfaction with each of the following statements using a scale of 1 (Extremely Dissatisfied) to 5 (Extremely Satisfied).						
How satisfied are you...	Extremely Dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely Satisfied	Overall Group Mean (SD)
With the overall quality of the training event?	1 (1%)	0 (0%)	3 (4%)	40 (50%)	36 (45%)	4.38 (0.68)
With the scope of the information presented?	1 (1%)	0 (0%)	4 (5%)	32 (40%)	43 (54%)	4.45 (0.71)
With the usefulness of the information presented?	1 (1%)	0 (0%)	2 (3%)	31 (39%)	46 (58%)	4.51 (0.68)
With the overall quality of the presentation(s)?	1 (1%)	0 (0%)	1 (1%)	33 (41%)	45 (56%)	4.51 (0.66)
With the presenters' communication skills?	1 (1%)	0 (0%)	0 (0%)	23 (29%)	56 (70%)	4.66 (0.62)
With the presenters' knowledge of the material being presented?	1 (1%)	0 (0%)	0 (0%)	22 (28%)	57 (71%)	4.68 (0.61)
With the training's overall value in helping you improve your professional effectiveness?	1 (1%)	0 (0%)	1 (1%)	36 (45%)	42 (53%)	4.47 (0.66)

Significance testing comparing K-12 and Library participants' responses revealed differences for two items within Question 2. The table below presents means and standard deviations by constituent group for these two items. Library participants were more satisfied with the overall quality of the training event and the overall quality of the presentation(s) compared to K-12 participants.

Mean Differences Between Constituent Groups			
How satisfied are you...	Constituent Group	N	Mean (SD)
With the overall quality of the training event?	K-12	57	4.30 (0.73)
	Library	15	4.73 (0.46)
With the overall quality of the presentation(s)?	K-12	57	4.44 (0.71)
	Library	15	4.80 (0.41)

Note. This table provides means for only the two items that displayed significant differences between the groups.

In question 3, respondents were given the opportunity to select ways to improve the Kan-ed E-Rate training. Respondents were able to check areas they felt could be improved from a list. On the 80 feedback forms returned, very few suggestions were marked. The most frequent response was “Allot more time for the event,” with four responses. “Shorten the time for the event” and “Provide more stimulating event activities” received the second most frequent responses, with three each. The table below displays all responses to question 3.

How would you suggest that this training be improved?	
Improvement Topic	Number of individuals suggesting this as a training improvement area
Allot more time for the event	4
Shorten the time for the event	3
Provide more stimulating event activities	3
Provide better information before the event	2
Reduce the content covered	1
Increase the content covered	1
Speed up the pace of the event	1
Slow down the pace of the event	0
Update the content covered	0
Improve the instructional methods	0
Improve organization of the event	0
Improve the examples used	0
Clarify the event objectives	0

Questions 4, 5, and 6 required short written responses. Questions 4 and 5 asked about the most and least valuable aspects of the training. Question 6 allowed for additional comments. Responses to these open-ended questions are summarized below.

Question 4. What did you find most valuable about this training?

Forty-five respondents (56%) offered a “most valuable” topic. Responses to this question reflected three main themes or categories. Twenty respondents found that a review of the changes from the previous year was the most valuable topic. Fourteen respondents thought that the presenter and overall material of the presentation was the most valuable. Twelve people responded that going through specific examples and forms was the most valuable. One individual stated “Everything!” Specific comments include:

- *New to e-rate - gave valuable tips and examples, increased my comfort level with process*
- *Always find something new each year*
- *True to life examples and situations. Tips and tricks of the trade. Process of completing forms and what you should and shouldn't do.*
- *What was new for 2011. Eligible services. New ideas.*
- *Don is great and very knowledgeable. Carol is terrific to talk to whenever I call in.*
- *Interactive questions and answers.*

Question 5. What did you find least valuable about this training?

Only seven of the respondents (9%) offered a “least valuable” topic. Four other responses were actually positive, providing “All was critical” and “nothing” responses. Of the seven responses, three individuals mentioned forms. One person stated “ALL” as least valuable. Specific responses include:

- *go over different sample forms – only because I have already done this.*
- *The tenal form fill in process (I don’t do that part) ☺*
- *Looking at the current form 471*
- *Priority 2 information*
- *Asking questions*
- *WiFi access not available for the USAC website. Need hands-on skill during training.*

Question 6. Please provide any additional comments you have about this training.

Thirty respondents (38%) offered an additional comment. Thirteen respondents mentioned the overall high quality of the training and/or the presenter. Seven respondents mentioned splitting the training up into two sections (e.g., beginner and experienced) or into two days. Six respondents expressed appreciation for the training. Five respondents requested Internet access. Some specific suggestions include:

- *Offer slides ahead of time for those who would take notes within the ppt*
- *Possible separate training for e-rate audit training and record retention training. I would like this to be more extensive.*
- *Possibly morning dedicated to beginners and afternoon to experienced users*
- *Please provide WiFi!*

Questions 7 and 8 were demographic questions related to the trainees’ constituent group affiliation and training location, which were reported in the table on page 2. The final questions (Questions 9-11) on the feedback form asked how the participants had heard about the training, whether they would attend again, and whether they would recommend similar training to others.

Question 9 asked the attendees how they heard about the training. More than half (55%) of the respondents indicated they heard about the training on the Kan-ed Listserv. The table on the following page displays frequencies of participants’ responses.

How did you hear about this E-Rate training?	
Response Option	Number of Responses
Kan-ed Listserv	44 (55%)
Kan-ed Newsletter	14 (18%)
Kan-ed Website	4 (5%)
Dietrich Lockard Group [now BTU Consultants]	2 (3%)
Other	15 (19%)
<p>Note. Other responses included email (4), Kanlib-L (3), KSDE (3), Administrator (2), Co-worker (1), ESSDACK (1), and Vendor (1). Although the frequencies sum to 100%, some respondents did not indicate how they heard about the training and others indicated hearing about the training from multiple sources.</p>	

Question 10 asked whether participants would attend similar training next year if offered. Seventy-five respondents (94%) would attend training next year if offered; one of these respondents wrote in “Definitely.” No respondents indicated they would not attend again next year. Five respondents did not complete this item, although one wrote in “Maybe.”

Question 11 asked if the training participants would recommend the E-Rate training to others. Seventy-seven survey respondents (96%) indicated that they would recommend the training to others. No respondents indicated they would not recommend it, and three left the question blank.

Summary

Based upon feedback obtained on the E-Rate Training Feedback Form, the Kan-ed E-Rate Training sessions provided in November 2010 appear to not only meet a training need, but also do so with a high-quality informative presentation, offered by an individual who is perceived as being very knowledgeable in the area of E-Rate applications. Although a few suggestions for improvement were offered, no clear or overwhelming trend in these suggestions emerged. However, a few participants suggest splitting the training into different sessions and ensuring that WiFi is available. Finally, training participants indicate that they would attend a similar training session if offered next year, and they would recommend the training to others.



E-Rate Training Feedback Form

Thank you for your involvement in this Kan-ed training. We hope you have found the activities valuable to your organization. To help Kan-ed staff assess the impact of the information provided throughout the training, and to help plan for future events, we ask that you please fill out this brief evaluation form. Kan-ed is collecting this information so that we can continue to meet the needs of Kan-ed members and Kansans alike. The information you provide will assist Kan-ed in tailoring future trainings to better meet your needs.

1. Please consider your experiences during the entire Kan-ed training when responding to the following statements. Please rate your level of agreement with each of the following statements using a scale of 1 (Strongly Disagree) to 4 (Strongly Agree).

This training event...	Strongly Disagree	Disagree	Agree	Strongly Agree	Does Not Apply
Provided me with new information about the E-Rate application process.	1	2	3	4	N/A
Furthered my understanding of the E-Rate application process.	1	2	3	4	N/A
Provided relevant information for me and/or my organization regarding the E-Rate application process.	1	2	3	4	N/A
Answered questions I had about the E-Rate application process.	1	2	3	4	N/A

2. Please consider your experiences during the entire Kan-ed training when responding to the following statements. Please rate your level of satisfaction with each of the following statements using a scale of 1 (Extremely Dissatisfied) to 5 (Extremely Satisfied).

How satisfied are you...	Extremely Dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely Satisfied
With the overall quality of the training event?	1	2	3	4	5
With the scope of information presented?	1	2	3	4	5
With the usefulness of the information presented?	1	2	3	4	5
With the overall quality of the presentation(s)?	1	2	3	4	5
With the presenters' communication skills?	1	2	3	4	5
With the presenters' knowledge of the material being presented?	1	2	3	4	5
With the training's overall value in helping you improve your professional effectiveness?	1	2	3	4	5



3. How would you suggest that this training be improved? (Check all that apply.)

- Clarify the event objectives.
- Improve the instructional methods.
- Allot more time for the event.
- Reduce the content covered.
- Improve organization of the event
- Shorten the time for the event.
- Increase the content covered.
- Slow down the pace of the event.
- Improve the examples used.
- Update the content covered
- Speed up the pace of the event.
- Provide better information before the event.
- Provide more stimulating event activities.

4. What did you find most valuable about this training?

5. What did you find least valuable about this training?

6. Please provide any additional comments you may have about this training.

<p>7. To which constituent group do you belong?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hospitals <input type="checkbox"/> Higher Education <input type="checkbox"/> K-12 <input type="checkbox"/> Libraries 	<p>8. Please indicate your E-Rate training location.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dodge City <input type="checkbox"/> Hays <input type="checkbox"/> Topeka <input type="checkbox"/> Wichita
<p>9. How did you hear about this E-Rate training? (please check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kan-ed listserv <input type="checkbox"/> Kan-ed website <input type="checkbox"/> Kan-ed newsletter <input type="checkbox"/> Dietrich Lockard Group <input type="checkbox"/> Other _____ 	<p>10. Would you attend a Kan-ed E-Rate training next year, if offered?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>11. Would you recommend this Kan-ed training to others?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Thank you for taking the time to share your feedback!

APPENDIX 8

Legislative Tools Summary

Kan-ed Legislative Tools Summary

The 2011 Kansas Legislative Session begins January 10, 2011. Throughout the legislative session, OEIE will provide data to Kan-ed staff to support their testimony and respond to legislator questions. In preparation for the session, OEIE has prepared the following tools.

Legislative Data Sheets

OEIE is preparing data sheets for all legislators in both the Kansas Senate and House for the upcoming 2011 Kansas Legislative Session. Each data sheet lists all Kan-ed members located in the specific legislative district by the zip code of the member and is organized by constituent group. The sheet also reports all direct funding received to date by member and whether or not the member is currently connected to the Kan-ed 2.0 network. It also provides information in regard to whether the member uses the Empowered Desktop service and EMResource service. The date at the bottom of each data sheet indicates when the data were retrieved. A sample legislative data sheet is located immediately following page 2 of this report. The bullets below highlight changes to the 2011 Legislative Data Sheets.

- The legislator's name at the top of the sheet is now formatted as "Senator" or "Representative" <name> - District <#>
- A title is included: "Some of the Ways Your Constituents Benefit from Kan-ed"
- The list of Kan-ed members in the district are now grouped by constituent group, thus removing the need for the constituent group column
- Entries in the data sheet related to usage of Kan-ed services (i.e., Empowered Desktop and EMResource) now only indicate "No" if that service is applicable to that member (i.e., applicable to the constituent group); if the service is not applicable to the member, the entry instead will consist of two dashes ("--").
- A "Totals" row has been added to the bottom of the data sheet
- The "Funding to Date" figure that traditionally was in the upper right corner of the data sheet in previous sessions has now been moved to occupy the Total cell under the "Direct Funding Received" column
- The Kan-ed logo is included in the upper right corner, and a blue color matching the Kan-ed logo is incorporated further into the legislative data sheet

Legislative Impact Statement Sheets

OEIE prepares a sheet of impact statements for each legislator. These sheets are personalized for each legislator with statements from their region. The sheets contain a statement from each of the four constituent groups (K-12, higher education institutions, libraries, and hospitals). A sample impact statement sheet is located at the end of this report. The bullets below highlight changes to the 2011 Legislative Impact Sheets.

- The legislator's name at the top of the sheet is now formatted as "Senator" or "Representative" <name>, District <#>.

- Seven impact statement sheets will be created, with one to represent each Kan-ed region; impact statement sheets will not be personalized to individual legislators.
- A title is included: “What Constituents in <region> Kansas are Saying about Kan-ed”
- Individual sentences within impact statements are bolded when considered important to allow more efficient skimming of the document by legislators. The formatting is modified, adding the Kan-ed logo and a border, and using color for emphasis

Impact Stories

Kan-ed impact stories are one-page editorial style articles that describe the impact of Kan-ed, usually on one specific member (i.e., a school district, library, etc.), multiple members within one constituent group, or a partnership between members of different constituent groups. The purposes of creating these impact stories are to 1) document the impact of Kan-ed services on its constituents, 2) create eye-catching articles that can be distributed to legislators and other stakeholders to encourage their continued support for Kan-ed funding, and 3) to educate Kan-ed members on how services can be used. The impact story provides a description of Kan-ed impact that is more detailed than an impact statement. During the legislative session, each legislator will receive an impact story along with their data sheet and impact statement sheet. Examples of impact stories are located in Appendix 5 of this report.

Senator Mike Petersen - District 28

Some of the Ways Your Constituents Benefit from Kan-ed



Based on the zip code of each organization, there are 20 Kan-ed members and 199 sites in Senate District 28.

Organization Name (sites) ⁵	Direct Funding Received ¹	EMResource User ²	Empowered Desktop User ³	Connected to Kan-ed 2.0 ⁴
Higher Education Institutions				
Friends University (1)	\$60,287	--	--	No
Newman University (1)	\$3,000	--	--	No
Wichita Area Technical College (3)	\$43,135	--	--	Yes
Wichita State University (1)	\$256,904	--	--	No
Hospitals				
Galichia Heart Hospital, LLC (1)	\$0	Yes	--	No
Kansas Heart Hospital (1)	\$0	No	--	No
Kansas Spine Hospital, LLC (1)	\$0	No	--	No
Kansas Surgery and Recovery Center (1)	\$0	No	--	No
Select Specialty Hospital of Wichita (1)	\$0	No	--	No
Via Christi Hospital (9)	\$22,615	Yes	--	Yes
Wesley Medical Center (1)	\$0	Yes	--	Yes
Wesley Rehabilitation Hospital (1)	\$0	No	--	No
Wichita Specialty Hospital (1)	\$0	No	--	No
K-12 School Districts				
Derby USD 260 (13)	\$0	--	Yes	No
Diocese of Wichita (38)	\$6,000	--	Yes	Yes
Haysville USD 261 (13)	\$450	--	Yes	No
Independent School (4)	\$3,000	--	Yes	No
Rose Hill Public Schools USD 394 (5)	\$67,381	--	Yes	Yes
Wichita USD 259 (94)	\$261,709	--	Yes	Yes
Libraries				

Wichita Public Library (9)	\$33,277	--	--	Yes
Totals: 20 members and 199 sites	\$757,758	3 of 9	6 of 6	7 of 20 (35.0%)

- ¹ Direct funding received does not reflect overall benefits received through Kan-ed. This funding amount represents direct funding received by the member, but it excludes much of the amount necessary for network infrastructure and administration.
- ² EMResource serves hospitals in Kansas.
- ³ The Kan-ed Empowered Desktop primarily serves K-12 schools in Kansas.
- ⁴ A status of "in process" indicates that the member has not made the final decisions necessary to complete their connection to Kan-ed 2.0.
- ⁵ K-12 organization names and number of sites are determined by the 2010-2011 Kansas Educational Directory. All other organization names and number of sites are determined by the Kan-ed Annual Member Record Update and Member Verification.

Senator Mike Petersen, District 28

What Constituents in South Central Kansas are Saying about Kan-ed

“Our concern is that decision makers aren’t really going to be focused on what Kan-ed is, or maybe how it impacts our institution. As our funding from the state is decreased, having to pass along the burden to our students, **the services through Kan-ed become even more important** because we need to be able to provide the **level of service** students are expecting. Kan-ed needs to continue to receive funding or even increase it so that more can be done, because our budgets generally stay the same or decrease, but yet we are still asked to do the same services if not better for our students. We need to make legislators aware of the fact that **cutting the Kan-ed system would impact an entire college service area.**” ~**Higher Education Institution**, South Central Region

“Beginning this year, we have been able to use the Kan-ed 2.0 connection for the first time to connect an IDL (interactive distance learning) lab at our high school. **It has been an opportunity that we would not have been able to fund without Kan-ed’s support.** We have had the elementary school students come to the high school to take advantage of a program available through IDL and hope to do that many more times. It has created a connection that has allowed our students to meet other students in other districts. It has also **saved us transportation costs** for staff that can participate in meetings through IDL, rather than drive to the meeting location.” ~**K-12 School**, South Central Region

“Our students really have become **accustomed to the databases that Kan-ed offers**, especially those with full text. Without these databases we could never offer anything equivalent. Our students, especially those in health sciences, train at our university, but go to work in hospitals and other medical institutions all across the state. **Having something that will facilitate their training like the Kan-ed databases is really good for the whole state of Kansas.**” ~**Higher Education Institution**, South Central Region

“What we see and what we are hearing is that the **public libraries are the great connectors to the citizens.** That only works as long as the library has the network capacity to connect. I think one of the nice things about Kan-ed is **it has helped stretch that network out into parts of the state where there were not providers. It’s way beyond our means financially to do that if we were not supplemented also with the Kan-ed grant dollars.**” ~**Public Library**, South Central Region

“EMResource is the system that we use within our emergency room and patient bed placement to identify areas throughout our town and areas throughout the state where they may be having difficulty with bed population, or bed availability. **Communication about bed availability between hospitals is vital.** We are able to know if there’s a hospital that happens to be having construction issues, or interim life safety issues. For example, a hospital emergency area was closed, so it was communicated over EMResource that they were taking patients from a different route due to construction. It’s just a **daily look at the world**...especially during the flu season, to figure out who was full and who wasn’t. If a nearby hospital was full, could we expect a lot of patients from that area that they couldn’t handle? Or, for instance, if we were full, could we move patients over to another area hospital? Up until we had this, it meant us making multiple phone calls and trying to figure out where those beds were available.” ~**Hospital**, South Central Region

Note. This document includes select impact statements obtained from Kan-ed members in your region during data collections conducted in 2010 by the Office of Educational Innovation and Evaluation (OEIE), Kan-ed’s external evaluator.