

Gilpin Recording

<https://youtu.be/msUaYpDShDU>

Gilpin Transcript

450

01:24:02.230 --> 01:24:14.940

Bobbi deMontigny: I see that Greg Gilpin has joined us? Greg, would you like to test your mic real quick, and just make sure we can hear you? And I know that your camera works. I saw you for a minute.

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01:24:16.800 --> 01:24:19.010

Gilpin, Greg: Hi! There! How's everybody doing?

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01:24:19.010 --> 01:24:20.190

Bobbi deMontigny: Hello!

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01:24:20.680 --> 01:24:21.910

Gilpin, Greg: Can you hear me? Okay.

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01:24:21.910 --> 01:24:22.850

Bobbi deMontigny: Sure can.

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01:24:23.450 --> 01:24:28.660

Gilpin, Greg: Oh, that's wonderful! That's awesome. When we get audio and video working seamlessly.

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01:24:28.980 --> 01:24:30.190

Bobbi deMontigny: Hooray!

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01:24:30.360 --> 01:24:50.040

Bobbi deMontigny: Alright! Thank you for checking in, and we will introduce you in just a few more minutes. I see a note. Oh, from Liz a note on the QR. Codes. They're super easy to make. If you have canva, they use it for everything. That is a true statement. I also use canva for everything.

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01:24:58.290 --> 01:25:05.040

Bobbi deMontigny: Okay, guys, I am very excited to tell you about our next speaker, Dr. Greg Gilpin

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01:25:06.170 --> 01:25:32.550

Bobbi deMontigny: Gregory Gilpin, is a professor of economics at Montana State University. He earned his Phd. In Economics from Indiana University in 2,009. Dr. Gilpin has established a national reputation in the fields of economics, of education, community development with expertise in empirically analyzing public libraries. Over the past 12 years he has published 17. Peer reviewed academic articles and several invited articles.

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01:25:32.630 --> 01:25:44.610

Bobbi deMontigny: Dr. Gilpin has taught a wide range of courses at Msu over 16 years, and he is here to share his expertise with us today. So Dr. Gilpin, the floor is yours.

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01:25:46.380 --> 01:25:47.300

Gilpin, Greg: Okay.

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01:25:47.800 --> 01:25:56.247

Gilpin, Greg: get a little uncomfortable hearing about my own bio. There. Thank you. And I'm glad to be here, and

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01:25:57.220 --> 01:26:04.900

Gilpin, Greg: being able to talk with you about public libraries. It's kind of a passion of mine, and I've spent quite a bit of time over the last.

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01:26:05.670 --> 01:26:18.399

Gilpin, Greg: Oh, 15 years. Trying to understand and obtain empirical evidence on the value of public libraries and how they influence communities. There's

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01:26:19.040 --> 01:26:29.939

Gilpin, Greg: some academic research on public libraries. But my main emphasis is to use very, very large data sets like the ones I typically use or the

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01:26:30.380 --> 01:26:36.500

Gilpin, Greg: the public the public. The Public library survey

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01:26:37.130 --> 01:26:47.549

Gilpin, Greg: from Imls so that we can get some very nationally representative samples that cover all the United States over decades.

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01:26:49.090 --> 01:26:52.930

Gilpin, Greg: So what I'd like to do today is 3 things

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01:26:53.585 --> 01:26:57.939

Gilpin, Greg: and I'm gonna share some slides with you. So let me

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01:26:58.689 --> 01:27:04.350

Gilpin, Greg: send a request over to share some slides. And

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01:27:09.080 --> 01:27:11.189

Bobbi deMontigny: I just approved that it should.

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01:27:11.190 --> 01:27:16.970

Gilpin, Greg: Wonderful. Okay, there we go, and there's

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01:27:17.280 --> 01:27:23.349

Gilpin, Greg: a couple. There's a there's 3 things that I want to do. The 1st thing that I want to do is really kind of

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01:27:24.110 --> 01:27:35.769

Gilpin, Greg: discuss with you what value or what is public value, and how do libraries provide public value

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01:27:35.930 --> 01:27:47.639

Gilpin, Greg: to their communities? The second thing I want to do is I want to show you some empirical research that shows public value.

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01:27:48.313 --> 01:28:09.960

Gilpin, Greg: Of libraries. And then I want to show you a new research paper that in essence does the exact opposite, which is what happens to public value when libraries are removed from their community, and some of it is just kind of like educational for you, especially when you're trying to talk to city council

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01:28:10.860 --> 01:28:22.699

Gilpin, Greg: funding and how to obtain more funding. And then also, some of it is to arm you with some evidence that you can showcase of how libraries provide public value to their communities.

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01:28:22.990 --> 01:28:33.215

Gilpin, Greg: Okay, so I'm gonna give a little bit of economic modeling. This is very

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01:28:33.730 --> 01:28:42.249

Gilpin, Greg: very easy to follow, so I won't use too much awful jargon from economics, and you won't hear the word supply or demand. So you're lucky.

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01:28:43.260 --> 01:28:43.940

Gilpin, Greg: Okay?

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01:28:44.400 --> 01:28:51.310

Gilpin, Greg: So 1st of all, it's very challenging for

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01:28:52.460 --> 01:29:11.249

Gilpin, Greg: city council and public decision makers to understand value. Now, when we think about value of a good or service, typically, that's pretty easy to find out with private goods, because you have to purchase them. So if you want a sandwich, you go to the store and buy it.

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01:29:11.430 --> 01:29:30.229

Gilpin, Greg: The price really dictates or reveals the value of that good. So let's suppose the sandwich is \$6, and you're willing to pay \$6. Well, that reveals to you to us as economists what you prefer like. I want to eat a sandwich, and also how much you're willing to pay

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01:29:30.280 --> 01:29:43.740

Gilpin, Greg: which would relate back to value. Now let's suppose that sandwich was \$25, but then you don't buy the sandwich. Well, that also reveals to us what you value, and that you don't value a sandwich at \$25

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01:29:44.700 --> 01:30:03.449

Gilpin, Greg: for local public services. That is really really difficult to do, mostly because one we don't have individual buyers. We have a group of buyers. So, for instance, for the public library. Obviously, you get a budget and funding from property taxation.

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01:30:03.460 --> 01:30:21.459

Gilpin, Greg: and you don't have individual patrons paying you for services at the Public Library. If we did have that kind of situation, then we could reveal preferences. And what people value. Now, why does that matter? It matters because

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01:30:21.680 --> 01:30:29.650

Gilpin, Greg: when you put proposals together to go to the City Council for funding or additional funding.

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01:30:29.980 --> 01:30:33.719

Gilpin, Greg: It is almost always based on the value.

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01:30:34.300 --> 01:30:41.930

Gilpin, Greg: and that is very difficult, because it's not revealed. The community's value of the library is not revealed very often.

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01:30:43.240 --> 01:30:44.130

Gilpin, Greg: So

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01:30:44.910 --> 01:30:54.699

Gilpin, Greg: when I'm talking about value, though, I think we, I don't want us to get confused by what I mean by that. Obviously the Public Library provides value.

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01:30:55.000 --> 01:30:59.370

Gilpin, Greg: It provides books, it provides programming.

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01:30:59.680 --> 01:31:25.340

Gilpin, Greg: and it provides a whole host of other services for the community. But really the value that we want to translate back into is community or societal value. And what that means is that the community level outcomes. So I want you to think of the library as somewhat as an intermediary between community members

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01:31:25.490 --> 01:31:35.640

Gilpin, Greg: and various outcomes within the community. So maybe we care about civic engagement. Maybe we care about

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01:31:37.020 --> 01:31:56.260

Gilpin, Greg: Children. Literacy that would be in essence a community value and a community outcome, and libraries help to, you know, facilitate that value. Now I did see somebody's hand go up. So I'm going to stop for a second, and I don't totally know how this works. So I'm going to stop and let somebody talk

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01:31:56.650 --> 01:31:57.770

Gilpin, Greg: with their hand.

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01:32:08.770 --> 01:32:10.430

Bobbi deMontigny: Brandy. Did you have a question.

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01:32:14.310 --> 01:32:17.400

Brandi Latta: I did not I accidentally hit it. I I'm so sorry.

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01:32:17.400 --> 01:32:17.905

Gilpin, Greg: Sorry.

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01:32:18.410 --> 01:32:18.820

Gilpin, Greg: Go ahead.

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01:32:18.820 --> 01:32:19.500

Gilpin, Greg: Okay.

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01:32:19.500 --> 01:32:20.260

Gilpin, Greg: I'm good.

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01:32:20.570 --> 01:32:23.730

Brandi Latta: I'm the troublemaker in the back. I'm so sorry.

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01:32:23.730 --> 01:32:38.059

Gilpin, Greg: That's so funny. No problem. I do that with my students at the University anytime. Somebody, you know, stretches, I'm like, Oh, you have a question. They're like, No, no, like, okay.

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01:32:38.180 --> 01:32:39.049

Gilpin, Greg: All right.

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01:32:41.150 --> 01:32:48.780

Gilpin, Greg: So other ways that value is revealed is based on voting on property taxes

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01:32:48.940 --> 01:32:58.980

Gilpin, Greg: and what people are willing to pay. Obviously is their vote. If they feel like it is the good value that's coming out of it from the ask.

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01:32:59.130 --> 01:33:04.785

Gilpin, Greg: Then they vote in the affirmative, and if they don't feel like the values there, they vote no

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01:33:05.370 --> 01:33:10.989

Gilpin, Greg: And what's challenging is that these votes are often bundled.

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01:33:11.809 --> 01:33:21.240

Gilpin, Greg: They reflect the ask or the marketing campaign around the ask. It's impacted by other ballot measures, and that could be

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01:33:21.490 --> 01:33:37.270

Gilpin, Greg: temporary ballot measures, or even historical ballot measures, and it could be impacted by the timing. So like even like macroeconomic trends, like, we're now in a recession. And how does that affect, you know? The ask. So

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01:33:37.490 --> 01:33:47.280

Gilpin, Greg: what I'm trying to suggest to you is that one it's really difficult to understand value. And 2, we don't get a lot of clear signals from

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01:33:48.810 --> 01:33:53.729

Gilpin, Greg: our constituents, the people that we're serving of really what they want.

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01:33:53.940 --> 01:34:09.560

Gilpin, Greg: especially if we were to do say, a survey of individuals who come into the library. That's challenging, because that's a selective sample. And it doesn't really include potential patrons. And it's very difficult to come up with.

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01:34:09.800 --> 01:34:13.649

Gilpin, Greg: You know, what do people want from the library?

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01:34:14.953 --> 01:34:22.500

Gilpin, Greg: I also need to kind of showcase and let you all know that economists have found tremendous

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01:34:23.140 --> 01:34:48.509

Gilpin, Greg: evidence that individuals tend to underinvest in public education, and that includes public libraries. So what economists find is that individuals vote no on too many ballot measures than what is optimal for society. So what we find is that typically people do not engage in education long enough

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01:34:48.590 --> 01:35:10.070

Gilpin, Greg: relative to what would be optimal from a societal perspective. So we know that as individuals are more educated, that they're more likely to be business owners, that they're more

likely to hire other individuals that could spur and grow the economy. We also know that criminality decreases with education.

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01:35:10.458 --> 01:35:19.870

Gilpin, Greg: And so, like optimal crime rates would be, you know, we have in essence too high of crime rates because we're in essence under investing in education.

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01:35:19.980 --> 01:35:41.549

Gilpin, Greg: And that's because we kind of omit what we call these positive externalities. We don't think of the spillovers of how your education impacts your community as much as we would like. That is, when we're investing in education. We don't consider all the benefits that other people will accrue because we're more highly educated.

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01:35:42.400 --> 01:35:56.779

Gilpin, Greg: And so it's kind of an uphill battle, especially for school districts and as well as public libraries, and often they're competing against measures that really often do not have as large of an impact

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01:35:56.900 --> 01:36:03.350

Gilpin, Greg: as say, an infrastructure improvement in a school or a public library.

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01:36:05.210 --> 01:36:05.910

Gilpin, Greg: Yeah.

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01:36:06.580 --> 01:36:26.860

Gilpin, Greg: So let me just talk a little bit more about this idea of public value. So libraries are going to, they create these public values value, and they improve society. And I and I mentioned you before. Sometimes I like to think of a public library as the intermediary. So

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01:36:27.800 --> 01:36:36.380

Gilpin, Greg: society are kind of our goal is to like, improve, or increase, or get the most amount of well-being as we can.

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01:36:37.470 --> 01:36:41.449

Gilpin, Greg: And that means that maybe we want a literate

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01:36:41.890 --> 01:36:48.889

Gilpin, Greg: community. We want a civic community. We want individuals to engage and be part of clubs, and such.

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01:36:49.594 --> 01:36:51.490

Gilpin, Greg: That gives us all

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01:36:52.724 --> 01:37:04.265

Gilpin, Greg: a measure of happiness and enjoyment out of life. And that's kind of how we consider public value, which is the value that's going to come out of these institutions.

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01:37:04.840 --> 01:37:06.549

Gilpin, Greg: that improve people's lives

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01:37:06.790 --> 01:37:14.480

Gilpin, Greg: now sustaining public value in terms of a library is very challenging, due to technological progress and change.

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01:37:14.630 --> 01:37:39.840

Gilpin, Greg: So individuals, preferences change. Obviously, you know how people use the Public Library before Covid and after Covid, maybe how they changed with regards to like when the Internet came on, and ebooks all of that has been very dynamical and changed. How people use the library. And so like public librarians again, when they're talking with

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01:37:39.950 --> 01:37:50.339

Gilpin, Greg: city councils, and they're putting proposals together. It's always very difficult, because of the challenges faced on understanding what is best

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01:37:50.690 --> 01:37:53.760

Gilpin, Greg: for the people within the community.

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01:37:54.190 --> 01:38:04.619

Gilpin, Greg: and that's 1 of the roles that you all have as public librarians is, try to articulate what value you bring to the community. And sometimes that's very difficult to identify.

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01:38:06.000 --> 01:38:08.869

Gilpin, Greg: So when you're talking with

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01:38:10.664 --> 01:38:18.579

Gilpin, Greg: city councils, local decision makers. I want to emphasize that they are often community impact orientated

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01:38:18.880 --> 01:38:21.549

Gilpin, Greg: and then input orientated.

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01:38:21.840 --> 01:38:28.269

Gilpin, Greg: So most of them hopefully. Their objective is to maximize the public value

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01:38:29.100 --> 01:38:38.909

Gilpin, Greg: subject to budget constraints by choosing allocations of public dollars. So they're gonna allocate these public dollars to various entities at the local level.

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01:38:39.010 --> 01:38:45.850

Gilpin, Greg: in hopes to maximize the value that society will get. You know the community will get from it.

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01:38:47.202 --> 01:38:55.870

Gilpin, Greg: Now, what that means is is that as a librarian if you go to a city council and indicate, you know.

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01:38:56.300 --> 01:39:00.070

Gilpin, Greg: we can grow readership

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01:39:00.870 --> 01:39:13.799

Gilpin, Greg: if we have more money, or if you just talk about in essence, the inputs of like, how many books are being checked out, how many people are attending programs. And then, if you ask for more money that probably won't be

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01:39:13.940 --> 01:39:23.530

Gilpin, Greg: met with open arms as much as talking about improving child literacy, improving adult literacy.

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01:39:24.330 --> 01:39:31.589

Gilpin, Greg: increasing connectiveness within the community and other community impact oriented

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01:39:31.930 --> 01:39:35.159

Gilpin, Greg: metrics that those decision makers really care about.

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01:39:36.420 --> 01:39:49.030

Gilpin, Greg: So some steps to communicate with local policymakers to again when you're trying to obtain funds for the library is really recognize the community's values and their needs.

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01:39:50.080 --> 01:39:58.110

Gilpin, Greg: And then try to showcase how the library provides public value based on community level issues

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01:39:58.960 --> 01:40:04.430

Gilpin, Greg: and then use library usage statistics to link to community level issues

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01:40:04.560 --> 01:40:11.390

Gilpin, Greg: and then discuss the resources needed to address community level issues. So you're gonna notice that instead of like

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01:40:11.660 --> 01:40:13.170

Gilpin, Greg: saying, Okay.

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01:40:13.720 --> 01:40:19.120

Gilpin, Greg: this is how much people use the library. And this is why we need more funds. It's more like.

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01:40:19.230 --> 01:40:28.500

Gilpin, Greg: here are the needs within the community. And this is how the library can fulfill those needs. And if you provide funding we can better fulfill

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01:40:28.860 --> 01:40:29.990

Gilpin, Greg: X needs.

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01:40:30.910 --> 01:40:37.820

Gilpin, Greg: So always, I would suggest, stay within your mission, but try to be flexible, open minded to change and adaptable.

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01:40:38.645 --> 01:40:45.360

Gilpin, Greg: And that's kind of our job as public servants, including myself. As a state of Montana employee.

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01:40:45.490 --> 01:40:50.850

Gilpin, Greg: We try to be responsive, dynamic, and value creating oriented

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01:40:53.550 --> 01:41:08.780

Gilpin, Greg: And you know, you guys are the experts like you, you know, who's going into the library, how they're using it. And often you may know why people don't use the library. And so again, going back to those community oriented

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01:41:09.855 --> 01:41:10.689

Gilpin, Greg: outcomes.

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01:41:11.441 --> 01:41:17.589

Gilpin, Greg: You're you're probably in a very good position to understand. You know. What could we do to improve

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01:41:17.790 --> 01:41:26.380

Gilpin, Greg: and increase or or or move the needle on some of these community oriented outcomes.

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01:41:27.890 --> 01:41:34.809

Gilpin, Greg: Okay, so I wanted to share with you some research on public the public value of libraries.

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01:41:36.175 --> 01:41:44.409

Gilpin, Greg: So one thing that we value is, how much do parents spend time with their children?

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01:41:44.540 --> 01:41:48.030

Gilpin, Greg: And a really neat paper back in 2010 bought.

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01:41:48.290 --> 01:41:50.399

Gilpin, Greg: She found that

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01:41:50.750 --> 01:41:59.260

Gilpin, Greg: public libraries increase children's reading time and reduces TV consumption, and parents spend more time reading to children.

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01:41:59.400 --> 01:42:02.049

Gilpin, Greg: so that would be in essence like

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01:42:03.280 --> 01:42:22.289

Gilpin, Greg: an arrow in your quiver of when you know you talk about these community impacts of hey? If we want parents to spend more time with reading with children. That is, in essence the outcome that we're looking for. Then we need to make sure that we're funding the library because libraries increase the time spent on reading.

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01:42:22.957 --> 01:42:27.000

Gilpin, Greg: Porter has a great paper that showed that criminality

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01:42:27.662 --> 01:42:38.417

Gilpin, Greg: decreases, that is, for juveniles and young adults that as they have access to library, that they even find that their

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01:42:39.110 --> 01:42:47.360

Gilpin, Greg: less likely to engage in crime around there, and some of it may be an incapacitation if some juveniles are bored and

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01:42:48.040 --> 01:42:54.230

Gilpin, Greg: and and engage in risky behavior. Maybe they won't as much if there's another outlet for them to go to.

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01:42:57.000 --> 01:43:04.199

Gilpin, Greg: Carter has a in a more recent paper of it increases children's educational attainment, which is how many

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01:43:04.660 --> 01:43:11.210

Gilpin, Greg: grades they complete in school. And he also showed that non-wage income

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01:43:11.320 --> 01:43:16.371

Gilpin, Greg: increases as well. And what that means is is that they're likely to

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01:43:17.220 --> 01:43:24.480

Gilpin, Greg: more likely to have small businesses and other other things that are not related necessarily just to to labor income.

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01:43:25.160 --> 01:43:41.270

Gilpin, Greg: A historical paper showed that patent rates increased significantly when libraries were introduced across the United States. Another paper that's more recent, also looked at crime, and again shows that it decreases crime.

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01:43:41.671 --> 01:43:48.079

Gilpin, Greg: I have 2 papers, one that's just recently been published, and another one that I'm going to go over. Both of these

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01:43:48.270 --> 01:44:01.560

Gilpin, Greg: that showed that it significantly increases. Reading. Scores like public libraries significantly increase reading scores. And I'm going to show when libraries are taken away.

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01:44:01.710 --> 01:44:05.610

Gilpin, Greg: that it can also decrease reading scores as well.

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01:44:06.090 --> 01:44:15.840

Gilpin, Greg: Okay. So I'm gonna stop here for a second and like just to give some time for discussion, some open dialogue, and any questions.

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01:44:25.990 --> 01:44:31.390

Bobbi deMontigny: And please feel free to just open up your mic and ask folks.

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01:44:38.179 --> 01:44:42.970

Adam Stephenson: I'm my name's Adam, and I. I actually got to watch

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01:44:43.510 --> 01:44:46.424

Adam Stephenson: the the webinar you did with

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01:44:47.140 --> 01:44:50.490

Adam Stephenson: I think it was a website chat a little while ago, Greg,

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01:44:50.880 --> 01:45:12.229

Adam Stephenson: and I have found and drawn a lot of inspiration from both the research that you've done as well as just revisited that that chat on Youtube a couple of times as I've transitioned into the role of a branch librarian instead of just working on outreach from programming perspective.

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01:45:13.520 --> 01:45:32.303

Adam Stephenson: I've had to begun working with city officials and other officials in the community and have been attempting to practice some of the things that you talk about. One of the things that that you mentioned, though, is is having a

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01:45:36.340 --> 01:45:37.639

Adam Stephenson: just wrote it down.

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01:45:38.560 --> 01:45:39.860

Adam Stephenson: Let me look at it real quick.

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01:45:40.090 --> 01:45:40.760

Gilpin, Greg: Yeah.

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01:45:45.650 --> 01:45:49.560

Adam Stephenson: Input and impact oriented kind of conversation, right?

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01:45:49.810 --> 01:45:58.349

Adam Stephenson: And I've been trying to think about how to term some of those kinds of impacts that we have using the research that that

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01:45:58.490 --> 01:46:05.897

Adam Stephenson: you've got a list of there has been helpful. And starting to think about how I'm gonna couch some of these

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01:46:06.930 --> 01:46:13.549

Adam Stephenson: these impacts that we would have right but trying to make some of it relevant to them.

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01:46:14.440 --> 01:46:25.561

Adam Stephenson: It's not been as simple as I thought it might be when I 1st started. You know, considering how I would bring some of these conversations up, you know, for example, I know that the library. Has

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01:46:26.360 --> 01:46:40.200

Adam Stephenson: far more resources than just the books that are on our shelves. And knowing this, I started to talk to other people just people around the community and found out that very few people realize that

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01:46:40.947 --> 01:46:52.330

Adam Stephenson: and that the community leaders out here would have the most potential impact on spreading the word of what we have available.

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01:46:55.110 --> 01:46:57.789

Adam Stephenson: But I don't know how to make what we have available

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01:46:58.590 --> 01:47:01.270

Adam Stephenson: something that's part of their mission.

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01:47:02.058 --> 01:47:03.569

Adam Stephenson: You know. So so

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01:47:04.858 --> 01:47:12.231

Adam Stephenson: one of those things is is the the children's programming, like the summer reading program, or story times,

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01:47:13.190 --> 01:47:14.855

Adam Stephenson: or even just

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01:47:16.370 --> 01:47:24.372

Adam Stephenson: Some of the the adult education that we have. Right. We don't. We don't get a lot of turnout in the library. I'm in right now.

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01:47:25.120 --> 01:47:40.140

Adam Stephenson: And you know, even this training today, it's it's the programming helps not only increase early childhood literacy, but it increases people's awareness of how much more libraries offer just by walking in the door.

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01:47:40.640 --> 01:47:45.899

Adam Stephenson: You know what kind of resources we have, you know, from job service resources to

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01:47:47.410 --> 01:47:57.110

Adam Stephenson: other kinds. So so I've been starting to figure out how to how to have these conversations. And I'm just, I'm a little stuck on how to start terming input and impact oriented

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01:47:59.580 --> 01:48:04.740

Adam Stephenson: goals, or or conversations, any thoughts.

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01:48:09.510 --> 01:48:11.160

Gilpin, Greg: Yeah. So, my, my.

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01:48:12.520 --> 01:48:26.560

Gilpin, Greg: I I think you have it framed very well. It sounds like you're talking about services that are really public value, like individuals getting employment assistance

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01:48:26.670 --> 01:48:44.069

Gilpin, Greg: at the Public Library, I think, is tremendous. So an input orientated would be, here's the number of computers that we have available. Or here's the number. You know, we have Wi-fi available. Those are all inputs like, here's the collection stock that we have available again. That's input oriented.

612

01:48:44.070 --> 01:49:03.230

Gilpin, Greg: But the community impact oriented is kind of like what you suggested, which is okay. Here, like we, we offer a employment assistance and then to help individuals gain employment within our community like that's pretty tremendous. That's creating public value.

613

01:49:04.970 --> 01:49:12.823

Gilpin, Greg: I guess I was. When I was I was thinking about a couple of things like the summer reading program. So

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01:49:13.890 --> 01:49:16.110

Adam Stephenson: I've always been a little bit startled.

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01:49:17.150 --> 01:49:18.080

Gilpin, Greg: That

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01:49:18.390 --> 01:49:24.980

Gilpin, Greg: often we don't have a as much connection between the public library and and the public school districts.

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01:49:25.290 --> 01:49:42.459

Gilpin, Greg: and maybe using and leveraging the the public school districts to advertise what is available at the Public Library, especially when it comes to outcomes. So if the library kind of markets a

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01:49:43.090 --> 01:49:46.649

Gilpin, Greg: summer learning program. I think that that's wonderful.

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01:49:47.330 --> 01:49:50.230

Gilpin, Greg: But I also think that it needs to be coupled with

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01:49:50.690 --> 01:50:01.810

Gilpin, Greg: an impact orientation. So an impact orientation would be to say, you know, to just look at some of the literature, and you know and discuss the summer learning loss

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01:50:01.810 --> 01:50:20.730

Gilpin, Greg: of how large is it, and how many books is required to compensate for the summer learning loss. I did a research project with the Bozeman School district and the Bozeman Public Library, and I wanted to estimate how many books are required to read during the summer

622

01:50:20.800 --> 01:50:23.089

Gilpin, Greg: to mitigate the summer learning loss.

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01:50:23.930 --> 01:50:28.289

Gilpin, Greg: And it's not like 10 or 20.

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01:50:28.810 --> 01:50:30.470

Gilpin, Greg: You're talking like

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01:50:30.650 --> 01:50:37.594

Gilpin, Greg: a hundred at the elementary school level, like for the early K through 3 like, it's hundreds of books.

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01:50:38.150 --> 01:50:41.639

Gilpin, Greg: to mitigate that loss. And the only way

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01:50:41.750 --> 01:50:46.189

Gilpin, Greg: to do that economically is through the public library.

628

01:50:47.485 --> 01:50:48.190

Gilpin, Greg: So

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01:50:49.100 --> 01:51:08.079

Gilpin, Greg: maybe there's an avenue to work with, say, even a school district, and I know you probably do try to articulate that. You know, we have a summer learning, you know, a summer reading program. But that impact, I think it needs to be more in the face of parents of saying, Hey.

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01:51:08.230 --> 01:51:14.160

Gilpin, Greg: a lot of kids slide during the summer because they're not reading, and it's going to require

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01:51:14.530 --> 01:51:16.669

Gilpin, Greg: a tremendous number of books to do it.

632

01:51:17.250 --> 01:51:19.300

Gilpin, Greg: I don't know. Does that help at all.

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01:51:30.970 --> 01:51:34.709

Gilpin, Greg: or like, I guess I'm trying shots from that.

634

01:51:35.450 --> 01:51:43.620

Adam Stephenson: Well, so I guess what what I'm hearing is that it's not just

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01:51:43.720 --> 01:51:47.719

Adam Stephenson: knowing what their mission is, but knowing

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01:51:48.000 --> 01:51:54.970

Adam Stephenson: how their missions impacted in the community that I have to figure out right? So each of these different community partners

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01:51:55.080 --> 01:52:02.125

Adam Stephenson: like the school district's mission right is education. So how is their education? How is education impacted?

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01:52:02.670 --> 01:52:10.012

Adam Stephenson: right now and then? What could I do to help with that impact, whether for positive or for negative? Right?

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01:52:11.120 --> 01:52:15.033

Adam Stephenson: definitely gets complicated when you start talking about like city council and

640

01:52:15.360 --> 01:52:16.150

Gilpin, Greg: You bet!

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01:52:16.750 --> 01:52:23.149

Adam Stephenson: Chamber of Commerce. Because they're they're less oriented on

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01:52:23.250 --> 01:52:27.570

Adam Stephenson: specifically kids and more oriented on community affairs.

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01:52:28.350 --> 01:52:34.830

Adam Stephenson: I want their buy in right. I know that with their buy in the community will buy in

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01:52:35.300 --> 01:52:42.280

Adam Stephenson: all of a sudden some of the issues that I have, you know, with resource difficulties

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01:52:42.810 --> 01:52:55.320

Adam Stephenson: will become much simpler because of multiple entities across multiple government and local entities across the community buying into what we do. So I know that I that I have to reach them.

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01:52:56.870 --> 01:52:57.910

Adam Stephenson: So I.

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01:52:58.130 --> 01:53:04.389

Gilpin, Greg: Sometimes I think sometimes I think that maybe instead of you trying to figure out what they want.

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01:53:04.790 --> 01:53:09.810

Gilpin, Greg: if you kind of know what their mission is, that's kind of telling you what they want.

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01:53:10.778 --> 01:53:16.739

Gilpin, Greg: So like Chamber of Commerce. If they want more business activity, more employment.

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01:53:17.380 --> 01:53:24.880

Gilpin, Greg: Obviously the library has the space where they can allow groups to come in at. Typically a, you know.

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01:53:25.110 --> 01:53:28.589

Gilpin, Greg: free like, that's something that I always feel like.

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01:53:28.970 --> 01:53:36.870

Gilpin, Greg: You know, we we look at like what resources are available to fulfill the needs within our community, and

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01:53:37.310 --> 01:53:47.399

Gilpin, Greg: you can continually offer up like, Oh, I see that you want, you know that you really care about children's literacy. This is how we can. This is how we can engage with you.

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01:53:50.070 --> 01:54:16.840

Bobbi deMontigny: There are also some follow ups in the chat. Liz asks I. Liz is asking Adam, do you attend city council meetings? And then Annika says, I agree with Greg. Utilizing the schools in your local area is a way of advertising is a vital way to reach new and current patrons. One way to do this is to reach out to local teachers and school librarians, to set up field trips and tours. Kindergarteners are truthfully so much fun.

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01:54:23.510 --> 01:54:27.329

Gilpin, Greg: Yeah. And you know I will say that

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01:54:27.680 --> 01:54:45.490

Gilpin, Greg: when you experiment I want you to like if you try, new things, don't expect everything to work. And I think that that's okay, like, it's okay. If you try things and they fail like, I think that that's totally fine when you're trying to do new things, and it's novel, and it hasn't been done in the past.

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01:54:45.780 --> 01:54:57.910

Gilpin, Greg: Then the question becomes like, you know, will it work? Is it effective and not everything's gonna work. And the hardest part is that you know we are not a profit maximizing firm, and it's very difficult

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01:54:58.010 --> 01:55:07.300

Gilpin, Greg: for us to figure out and reveal the preferences and and what people want like. It's it's it's much harder than in in private business.

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01:55:08.690 --> 01:55:14.130

Gilpin, Greg: Because again, we don't have individual buyers. We have collective buyers, you know, a group of

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01:55:14.620 --> 01:55:28.530

Gilpin, Greg: taxpayers, and they're not paying the price when they come in. You know, they they just pay through their property taxes in a lump sum for a bundle of services at the Public Library, which again makes it very, very difficult.

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01:55:28.640 --> 01:55:36.690

Gilpin, Greg: But I would encourage you to you know. Try to think outside the box and see what missions

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01:55:37.200 --> 01:55:42.040

Gilpin, Greg: other stakeholders have within your community that you can fulfill.

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01:55:42.200 --> 01:55:45.229

Gilpin, Greg: that stays within your mission as well.

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01:55:47.510 --> 01:55:48.140

Adam Stephenson: Okay.

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01:55:49.434 --> 01:55:51.009

Gilpin, Greg: Other other questions.

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01:55:52.000 --> 01:56:13.259

Carsey Gonzalez: Yeah, this is Carci. I was just wondering. I mean, obviously we'd have to look at the papers and do a lot of studying to, you know, kind of see the the quantifiable values and everything. But in regards to the numbers of like reducing crime and the education attainment, you know, the more grades completed and stuff.

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01:56:13.580 --> 01:56:16.619

Carsey Gonzalez: Are there any studies that show specific

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01:56:16.760 --> 01:56:23.370

Carsey Gonzalez: programs that help with that? Or these were all just generally saying, the public public library helps with these.

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01:56:23.830 --> 01:56:37.429

Gilpin, Greg: Right? So I think that's probably the delineating difference between, say, an economist and a a researcher say, in library, science, library, science

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01:56:37.580 --> 01:56:42.609

Gilpin, Greg: typically does a better job of honing in on very specific programs.

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01:56:43.221 --> 01:56:47.150

Gilpin, Greg: They, they. They drill down in a more

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01:56:47.450 --> 01:56:55.629

Gilpin, Greg: qualitative way than an economist does. Economists are, we're really good at using very large

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01:56:56.540 --> 01:57:05.509

Gilpin, Greg: data sets typically millions of observations. And that's often the case that we don't necessarily have

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01:57:05.870 --> 01:57:17.370

Gilpin, Greg: a particular program that's so widespread, widespread, and you know, rolled out in kind of a random fashion for us to be able to

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01:57:17.530 --> 01:57:19.429

Gilpin, Greg: estimate causal inference.

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01:57:20.121 --> 01:57:38.560

Gilpin, Greg: So all of the papers that I have listed here is literally related to proximity to a library like, Imagine you're within an area. And all of a sudden a new library branch opens up. Some patrons are affected by the new library, while other ones are not affected because it's

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01:57:38.720 --> 01:57:43.120

Gilpin, Greg: it's further away than their library outlet that they attend right now.

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01:57:43.858 --> 01:57:45.829

Gilpin, Greg: So that's how we're kind of

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01:57:45.950 --> 01:57:54.320

Gilpin, Greg: identifying effects based off of the variation in library branches often and distance library branch.

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01:57:57.380 --> 01:58:18.569

Gilpin, Greg: I will say that overall like I don't think you'd have to read through very deeply into many of these papers. Economics we have, like literally a cookie cutter, template, boring way of of writing, and all of the good stuff is in the abstract.

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01:58:20.520 --> 01:58:31.030

Carsey Gonzalez: Yeah, sounds good. Thank you. I have a degree in sociology. So I was just, you know, kind of geeking out with some of the numbers and stuff. So I was. I was just curious. This has given me a lot of helpful

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01:58:31.150 --> 01:58:36.009

Carsey Gonzalez: thoughts, and, you know, to to move forward with. So thank you for that.

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01:58:36.010 --> 01:58:36.960

Gilpin, Greg: No problem.

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01:58:39.910 --> 01:58:42.269

Gilpin, Greg: Okay, other questions or comments.

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01:58:46.500 --> 01:58:52.670

Gilpin, Greg: Okay, I decided, like, I would spend some time really kind of

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01:58:53.160 --> 01:59:13.010

Gilpin, Greg: hammering public value to you. And again I've I've spoken a couple times for Montana State Library and librarians across Montana, and I've I've really tried to emphasize this, that our goal is to work with policymakers and really think about that public value, aspect.

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01:59:13.594 --> 01:59:29.759

Gilpin, Greg: Of being impact oriented, and that if you come away from this, you know this little time that we have together. And you're thinking, okay, when I go, I want to figure out this impact orientation instead of being input orientated.

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01:59:30.366 --> 01:59:32.970

Gilpin, Greg: I think that that would be that would go a long way.

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01:59:33.553 --> 01:59:54.710

Gilpin, Greg: When you do go to city council, and if you are going, I would encourage you to go. If you haven't, I would encourage you to go because you're gonna learn how they think and the way

that they approach funding, and that will be very important, because when we come up with these asks, if we know kind of the template of what they're looking for, that goes a long way.

690

01:59:54.890 --> 01:59:58.165

Gilpin, Greg: Now, I'm gonna share with you 2 research projects.

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01:59:58.900 --> 02:00:00.870

Gilpin, Greg: the 1st I'm going to share with you

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02:00:01.390 --> 02:00:05.700

Gilpin, Greg: is, imagine in your library system

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02:00:05.970 --> 02:00:10.509

Gilpin, Greg: that you have the potential to have a new branch.

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02:00:10.560 --> 02:00:36.549

Gilpin, Greg: And what is the value of that new branch, Ezra, Peter, and I? We studied this and looked at public library capital investments of about \$300,000 or more. So these were fairly significant capital investments to the infrastructure of the public library, and that could be, say, renovating a portion of a branch

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02:00:36.710 --> 02:00:42.640

Gilpin, Greg: or a multi-million dollar like a million dollar, or above

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02:00:42.850 --> 02:00:46.790

Gilpin, Greg: where a new library outlet is being built.

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02:00:47.621 --> 02:00:57.889

Gilpin, Greg: In some ways it kind of reminds me of Belgrade's public library that just got a new building and upgraded, and what we would want. What we wanted to do was to say, Okay.

698

02:00:58.040 --> 02:01:01.680

Gilpin, Greg: what is a community level impact of

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02:01:02.110 --> 02:01:12.749

Gilpin, Greg: infrastructure investment? And so what we looked at was reading the scores at local public libraries surrounding this

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02:01:13.020 --> 02:01:15.260

Gilpin, Greg: new library outlet.

701

02:01:15.664 --> 02:01:21.769

Gilpin, Greg: And how did it affect it? Or it could have been an investment. So our research design?

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02:01:22.290 --> 02:01:25.820

Gilpin, Greg: We look at this sharp variation

703

02:01:26.970 --> 02:01:42.999

Gilpin, Greg: in library capital investment. And that's physical capital, like the actual buildings. And we're going to study how library capital spending translates into other library input spending, such as collections, personnel librarians.

704

02:01:43.958 --> 02:01:47.969

Gilpin, Greg: programming how users reacted to having

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02:01:48.120 --> 02:02:01.869

Gilpin, Greg: either renovated or a new library outlet. And then were children affected nearby at the at the public schools. So we wanted to really ask, Do public libraries impact student achievement? And if so.

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02:02:02.170 --> 02:02:03.950

Gilpin, Greg: who is impacted and who isn't?

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02:02:05.265 --> 02:02:26.200

Gilpin, Greg: So we ended up using the Public Library survey the Pls through lmls. This is a national data set. It represents every last well 99.9% of all library systems across the whole Us. We studied a 20 year period from the 2 thousands right before the start of Covid

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02:02:26.855 --> 02:02:31.739

Gilpin, Greg: and then we had student achievement data at the the school district level.

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02:02:32.550 --> 02:02:41.100

Gilpin, Greg: So then, we map school districts to libraries within a 2 mile radius. So imagine we have a public library outlet.

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02:02:41.280 --> 02:02:53.230

Gilpin, Greg: and then we drew a circle of a 2 miles around that library, and any school district that touch what that was within that circle were treated, if

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02:02:53.590 --> 02:02:57.670

Gilpin, Greg: they had a capital, a capital improvement.

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02:02:57.920 --> 02:03:08.260

Gilpin, Greg: We also looked at it at one mile, 5, 10, 15, 20, and then a 30 to 50 mile as a placebo. We shouldn't expect that a new library, that.

713

02:03:08.660 --> 02:03:17.209

Gilpin, Greg: or a library that has an investment is going to be impacted when it's 50 miles away. And we show that there is no effect, just as a placebo check

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02:03:18.667 --> 02:03:22.080

Gilpin, Greg: so we also were worried about congestion.

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02:03:22.670 --> 02:03:33.709

Gilpin, Greg: So we limited the sample that you could only have 5 library buildings within a 2 mile radius. So it was not a very tight restriction. It was actually pretty small.

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02:03:33.980 --> 02:03:38.200

Gilpin, Greg: So this is the number of capital improvements.

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02:03:38.909 --> 02:03:57.179

Gilpin, Greg: So you can kind of see that for the time period I'm just looking at 2010 to 2017 we extended the window all the way back to 2,000. But this is the main focus right now, so you can kind of see that over time. It was kind of evenly distributed of when you know libraries invested

718

02:03:58.350 --> 02:04:00.720

Gilpin, Greg: in physical capital.

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02:04:01.130 --> 02:04:07.950

Gilpin, Greg: and then I can kind of show you how large of a shock. It was. So. This is a graph.

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02:04:08.190 --> 02:04:17.099

Gilpin, Greg: and it's called an event study graph. And what it shows is the years prior to a capital construction of a library.

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02:04:17.390 --> 02:04:23.160

Gilpin, Greg: and then it shows the the 0 point, which is kind of in essence. Year one

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02:04:23.894 --> 02:04:31.710

Gilpin, Greg: or the 1st year of the capital improvement, and then all the way up to 7 years post

723

02:04:32.050 --> 02:04:52.039

Gilpin, Greg: capital improvement. So you can see in this graph what we're looking at is capital spending and what we wanted to know is, when libraries invest in capital. Does that all happen within one year, or does it happen within 5 years? And you can see on the graph that when there is a public library, capital improvement.

724

02:04:52.220 --> 02:04:57.840

Gilpin, Greg: that there's a big increase in the 1st year, and then about.

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02:04:58.030 --> 02:05:09.100

Gilpin, Greg: you know, 50% of the increase that occurs in the 1st year occurs in the second second year, and so forth. So you can kind of see that capital improvements impact

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02:05:10.770 --> 02:05:13.169

Gilpin, Greg: for about 3 to 4 years.

727

02:05:15.210 --> 02:05:32.629

Gilpin, Greg: post the initial big jump. You can see that prior, like in the year before, and year negative one and year 2 years before. Negative 2, 3 years before. Negative 3. That there really wasn't big capital changes within these libraries. So we can kind of

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02:05:32.960 --> 02:05:39.130

Gilpin, Greg: kind of infer from the data that we're looking at mostly large renovations

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02:05:39.290 --> 02:05:44.069

Gilpin, Greg: and new outlets that don't happen very frequently.

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02:05:46.200 --> 02:06:00.329

Gilpin, Greg: Okay. Now, the 1st thing that we want to look at was children's circulation, which is what happens to children's circulation after a capital improvement of at least \$300,000 within a library system.

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02:06:00.470 --> 02:06:09.079

Gilpin, Greg: So you can see before that we're kind of have not a whole lot of trending that we're trending at about 0 or in essence.

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02:06:09.270 --> 02:06:39.230

Gilpin, Greg: children's circulation is mostly flat prior to this big capital improvement. And then you can see when the capital improvement comes online, that over time children's circulation increases, and in fact, you can see, it goes to about 10% or point one by 6 years post. And then in 7 year post, we're looking at a 15% increase in children's library use.

733

02:06:39.480 --> 02:06:52.450

Gilpin, Greg: And so you can kind of see in the very beginning, we're looking at a 3 to 5% increase. And then it increases to 10%. And then all the way up to 15, which is kind of quite incredible. So these capital improvements

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02:06:53.160 --> 02:06:57.019

Gilpin, Greg: have, you know, they increase activity within the library.

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02:06:58.778 --> 02:07:02.619

Gilpin, Greg: We then looked at children's event attendance.

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02:07:02.750 --> 02:07:08.229

Gilpin, Greg: and you can see that it increases rapidly as well. And by year 3

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02:07:08.850 --> 02:07:18.630

Gilpin, Greg: of the capital improvement that there's about a 10% increase in children's of the attendance

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02:07:18.900 --> 02:07:33.169

Gilpin, Greg: to programs. You can also see log visits as well. And with log visits. You can see. I'm sorry I said log visits, but it's just visits. It's just. Don't don't worry about the log part. That's for mathematicians and economists.

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02:07:33.280 --> 02:07:34.100

Gilpin, Greg: but

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02:07:34.669 --> 02:07:42.860

Gilpin, Greg: you can see that library visits increase by about 5, and then up to 10, and then about 12%

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02:07:43.412 --> 02:08:01.270

Gilpin, Greg: so we see more people visiting the library as well. So we can see very large impacts within the library that utilization rates of libraries increase quite a bit after a renovation, or even a new branch.

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02:08:01.300 --> 02:08:13.860

Gilpin, Greg: The book stock, I think, is kind of interesting, and this should make sense to you that during the renovation that the collections has to be Limited, and we actually see the collection stock fall

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02:08:13.890 --> 02:08:36.030

Gilpin, Greg: initially during construction. And my guess is, if you're having renovations, you're sealing off parts of the library, and you're not having as many books within the collection displayed, and it takes about 4 years to get back to Baseline. And but then you can see that the book stock or the collections actually increases by over 5%

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02:08:36.200 --> 02:08:43.170

Gilpin, Greg: after these large renovations. But in about year 6 it takes quite a while to get back to it.

745

02:08:44.385 --> 02:09:04.919

Gilpin, Greg: You can also see the number of employees at the library increase after these capital improvements by about 2 to 4%. Now, that's not a whole lot like that's not a huge capital. That's not a huge change. And often you might just see somebody working, maybe from a part time to a full time position or just working more hours.

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02:09:06.305 --> 02:09:07.330

Gilpin, Greg: Salaries.

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02:09:07.500 --> 02:09:20.910

Gilpin, Greg: Spending also increases with the number of employees by about 4 to 5%. That's not to say that all of you would get huge salary increases because it's just more. People are working more hours

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02:09:20.950 --> 02:09:43.509

Gilpin, Greg: now. The operating spending goes up as well by about 5%. So the initial capital improvement also leads to a larger operating budget. But again, we see more programming. We see more employees working hours and more salary. So that makes sense that there's more operating, spending as well.

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02:09:44.060 --> 02:10:10.709

Gilpin, Greg: So the big finding, though, of the community level impact is on reading test scores. So if we look at the public school in the children in grades 3, 5, and 8, those for the grades that we have data all across the United States that these library capital improvements increase reading test scores of children in nearby school districts

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02:10:10.920 --> 02:10:13.229

Gilpin, Greg: within that 2 mile radius.

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02:10:13.959 --> 02:10:25.649

Gilpin, Greg: So the increase is. And then the and the scale is in standard deviations. And it looks really, really small. It's a point 0 1 increase

752

02:10:26.000 --> 02:10:36.840

Gilpin, Greg: standard deviation increase. And again, that looks really small. But please recognize that one. It's really really hard to increase. Reading scores

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02:10:37.190 --> 02:10:38.190

Gilpin, Greg: 2,

754

02:10:38.730 --> 02:10:50.579

Gilpin, Greg: a point 0 1 increase is actually quite significant. And it's about the same increase as building a new elementary school.

755

02:10:51.210 --> 02:10:57.600

Gilpin, Greg: which is amazing because a new public library in a new elementary school

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02:10:58.650 --> 02:11:04.780

Gilpin, Greg: are somewhat similar in price tag for a given community.

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02:11:04.920 --> 02:11:08.510

Gilpin, Greg: But a public library is more

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02:11:09.070 --> 02:11:12.789

Gilpin, Greg: versatile because it affects more people.

759

02:11:13.020 --> 02:11:16.910

Gilpin, Greg: And that's what's kind of amazing about this particular research.

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02:11:18.162 --> 02:11:20.860

Gilpin, Greg: Was that we found that

761

02:11:21.330 --> 02:11:23.739

Gilpin, Greg: even if we kind of compare costs.

762

02:11:24.100 --> 02:11:26.899

Gilpin, Greg: libraries are going to get more bang for their buck.

763

02:11:27.000 --> 02:11:36.370

Gilpin, Greg: And it's a way of increasing reading scores, that there is a direct link between public libraries and reading, and this was for a national sample

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02:11:37.141 --> 02:11:42.860

Gilpin, Greg: across a 20 year period. So in terms of robustness.

765

02:11:43.625 --> 02:11:45.689

Gilpin, Greg: It was very robust.

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02:11:46.212 --> 02:12:00.300

Gilpin, Greg: And it was extremely credible. Just because we're not just looking at one city or one school district, or a few libraries, or even within one State. We were talking about the entire United States

767

02:12:00.650 --> 02:12:05.140

Gilpin, Greg: of all the libraries within the United States over a 20 year time period.

768

02:12:05.370 --> 02:12:15.190

Gilpin, Greg: Okay, so that was the 1st one that I wanted to share with you guys. And again, I'm gonna stop for a second. And do you guys have any questions about this.

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02:12:24.880 --> 02:12:44.899

Molly Hudson: Hi, I just wanted to know, did you? Were you able to find any information specifically about the collections in regard to the capital improvements like, do you know, if those were refreshed collections or new collections, or if they just it, was the same collection, and just dumped into the pretty new space, and you might not know. And that's okay.

770

02:12:45.150 --> 02:12:52.208

Gilpin, Greg: Yeah. So the Imls data does not do. It doesn't have a metric on the rotation.

771

02:12:52.770 --> 02:13:17.689

Gilpin, Greg: I guess librarians call it weeding. If I have that correctly of the weeding of the collection stock. I would anticipate that the standard practice that occurred prior to the capital

investment would occur afterwards, and I recognize that librarians are constantly refreshing the collection stock, so I would not anticipate

772

02:13:18.000 --> 02:13:18.930

Gilpin, Greg: kind of

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02:13:19.170 --> 02:13:25.450

Gilpin, Greg: what they say. Old wine and new bottles. I just. I just don't think that that's going to be the case, like

774

02:13:25.990 --> 02:13:30.379

Gilpin, Greg: I would expect the standard practice of continually weeding to occur.

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02:13:31.067 --> 02:13:41.800

Gilpin, Greg: I think what's interesting is that you also see that the book stock actually increases. But it takes a while. So in year 5, 6, and 7,

776

02:13:42.140 --> 02:13:49.539

Gilpin, Greg: you see that the the book stock is actually growing. So we know that it's not just the existing

777

02:13:49.960 --> 02:13:53.830

Gilpin, Greg: book stock that is being replenished. But it's

778

02:13:54.000 --> 02:13:57.029

Gilpin, Greg: there's even additional book stock that's being added.

779

02:14:04.508 --> 02:14:06.840

Gilpin, Greg: any any other questions or comments?

780

02:14:13.590 --> 02:14:14.420

Gilpin, Greg: Okay.

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02:14:15.916 --> 02:14:23.180

Gilpin, Greg: Another paper that I wanted to share with you that I just finished up literally last week was

782

02:14:23.390 --> 02:14:26.290

Gilpin, Greg: how public library outlet closures

783

02:14:26.490 --> 02:14:34.699

Gilpin, Greg: affect educational performance. And so in on the 1st paper, it was more of capital investment. How do increasing

784

02:14:35.260 --> 02:14:40.350

Gilpin, Greg: funds within libraries impact their communities.

785

02:14:41.050 --> 02:14:43.619

Gilpin, Greg: On the other hand, I was actually

786

02:14:44.180 --> 02:14:48.250

Gilpin, Greg: kind of more concerned with. If I take away a public library.

787

02:14:49.720 --> 02:15:02.889

Gilpin, Greg: how does that impact it? I think that actually be more severe than, say, growing the availability and access of public libraries. So because it can create unequal access where some individuals

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02:15:03.020 --> 02:15:08.270

Gilpin, Greg: are going to be really significantly impacted by the loss of their public library.

789

02:15:08.970 --> 02:15:16.229

Gilpin, Greg: So this is with Lisa Hansel out of Berlin, and we've been working on this paper for the last 6 months.

790

02:15:17.142 --> 02:15:24.219

Gilpin, Greg: So we already know that there's unequal access to educational resources in the Us. School system

791

02:15:24.390 --> 02:15:29.089

Gilpin, Greg: that we see gaps in academic outcomes for different groups of children.

792

02:15:29.250 --> 02:15:37.619

Gilpin, Greg: and that libraries have a potential to mitigate these disparities by serving as the equalizer for access to educational resources.

793

02:15:38.060 --> 02:15:39.210

Gilpin, Greg: However.

794

02:15:39.770 --> 02:15:48.470

Gilpin, Greg: 766 Public library outlets closed across the United States between 2,008 and 2019.

795

02:15:48.850 --> 02:15:53.429

Gilpin, Greg: So I wanted to look at the sharp variation in library outlet closures.

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02:15:53.540 --> 02:15:57.359

Gilpin, Greg: And when a library outlet closes, how does that impact

797

02:15:57.870 --> 02:16:04.249

Gilpin, Greg: the library system? The users and children at nearby school districts?

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02:16:04.960 --> 02:16:34.679

Gilpin, Greg: And I want to see if student achievement, reading and math are affected. So here's some statistics on the closures. So there's 766 closures, 488 were in core metro areas, 204 in urban and 74 in rural. You can see that the vast majority, 2 thirds of them are physical outlets, and 1 3rd are non-physical outlets, such as bookmobiles and book by mail

799

02:16:36.573 --> 02:16:52.186

Gilpin, Greg: and then here's a map of where the permanent closures occurred, and I want to delineate that between say, a relocation where we permanently close one outlet and down the street another

800

02:16:53.110 --> 02:17:19.680

Gilpin, Greg: outlet is opened at the same time or within, you know, a close proximity. So in our research, we took a band around a closure, and if an opening occurred within 3 years. We did not call that a permanent closure, but rather relocation, is excluded from the sample. So the the light blue, purple dots are library outlets that are have been always open.

801

02:17:19.889 --> 02:17:30.999

Gilpin, Greg: and then you can see the dark purple dots is where outlet closures have occurred. You can see in Montana that we really only had one library outlet closure

802

02:17:32.209 --> 02:17:37.789

Gilpin, Greg: according to our data sample. But then you can see North Dakota, our neighbor in South Dakota.

803

02:17:37.969 --> 02:17:40.710

Gilpin, Greg: that they had been hammered very hard.

804

02:17:41.403 --> 02:17:45.350

Gilpin, Greg: Rel, relative to us and Wyoming and Idaho.

805

02:17:48.120 --> 02:17:58.169

Gilpin, Greg: Okay, so how we did the analysis was, the black dots would be a Public Library an outlet.

806

02:17:58.290 --> 02:18:04.049

Gilpin, Greg: And so these are the outlets for Rhode Island and Connecticut.

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02:18:04.190 --> 02:18:13.239

Gilpin, Greg: and you can see that the school districts are kind of those mosaic tile around it, and that the white

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02:18:13.510 --> 02:18:20.980

Gilpin, Greg: school districts are the ones that are being treated within a 2 mile radius. And then the blue

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02:18:21.320 --> 02:18:26.309

Gilpin, Greg: school districts are our control group, the ones that are not being treated.

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02:18:27.190 --> 02:18:31.759

Gilpin, Greg: And then again, we expand that circle and vary the treatment radius.

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02:18:32.020 --> 02:18:47.079

Gilpin, Greg: And one thing that we we do is that we don't allow it to cross State borders. I recognize that it's very difficult to get a well. It's a little bit more expensive to get an out of State public library card. So even if you're on the border, it's still an expensive border to cross.

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02:18:47.250 --> 02:18:49.479

Gilpin, Greg: I kind of found that most

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02:18:49.629 --> 02:18:53.859

Gilpin, Greg: libraries charge about a hundred to \$150 for an out-of-state

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02:18:54.190 --> 02:18:57.809

Gilpin, Greg: or out of area library card.

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02:18:58.636 --> 02:19:08.889

Gilpin, Greg: Something that also about our sample is that we didn't see any effects in metro areas. So imagine you live in New York City. There's 66 outlets

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02:19:09.270 --> 02:19:23.860

Gilpin, Greg: in your area, and if one closes, you just take the train to the next stop and voila! There is another outlet for you. So we're gonna really focus on the urban and the rural setting for this analysis.

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02:19:24.500 --> 02:19:30.670

Gilpin, Greg: So first, st I kind of wanted to show you of what happens when a public library outlet closes

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02:19:31.450 --> 02:19:35.969

Gilpin, Greg: for the library system that closed the outlet.

819

02:19:36.090 --> 02:20:03.410

Gilpin, Greg: And you're going to see effects much larger than the last research that I showed. General circulation is going to fall by 32 percentage points. 32% decline in circulation, and it is swift and it is rapid. So you can kind of see that in the 1st year post closure from that dotted line that in years one and 2

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02:20:03.510 --> 02:20:10.649

Gilpin, Greg: that it's not as great as people kind of say, okay, I'm going to keep going to the library. I'm just going to go to this other outlet.

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02:20:10.950 --> 02:20:20.170

Gilpin, Greg: But then that just gives way over time. And so we see the long run effect being a 32% decline in circulation

822

02:20:21.530 --> 02:20:32.100

Gilpin, Greg: within the library system, children's circulation, same thing, a 31% decline in children's circulation.

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02:20:32.260 --> 02:20:36.969

Gilpin, Greg: So this is quite significant. And I think

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02:20:37.080 --> 02:20:47.859

Gilpin, Greg: it's something to wring our hands about, and it's something that policymakers need to be aware of of just how detrimental it will be when we close an outlet.

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02:20:49.467 --> 02:20:53.229

Gilpin, Greg: When I looked at children's programming and library visits.

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02:20:53.460 --> 02:21:02.539

Gilpin, Greg: you're going to see children's program. Attendance doesn't fall by, you know, it falls by 23%, which again, I think, is a very large

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02:21:03.144 --> 02:21:08.010

Gilpin, Greg: and so we see children's programming falling precipitously.

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02:21:08.526 --> 02:21:11.600

Gilpin, Greg: It doesn't fall so much within the 1st year, as you know.

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02:21:11.860 --> 02:21:16.990

Gilpin, Greg: parents adapt and go to other outlets, but it's just not sustainable. Over the long run.

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02:21:17.430 --> 02:21:22.080

Gilpin, Greg: You can see library visits fall by similar magnitudes as well.

831

02:21:23.340 --> 02:21:28.379

Gilpin, Greg: We also looked at within the library, and we wanted to see.

832

02:21:28.650 --> 02:21:40.950

Gilpin, Greg: does staff change, or do they just take the staff out of the closing library outlet and move them within the library system to another outlet. What happens to operating expenditures?

833

02:21:41.470 --> 02:21:51.870

Gilpin, Greg: How many kids programs are they now offering in computers how many computers are available. So total staff fell by 9.2%

834

02:21:52.490 --> 02:21:56.999

Gilpin, Greg: operating expenditures fell by about 54%

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02:21:57.340 --> 02:22:05.420

Gilpin, Greg: kids programming fell by about 20% and computers available fell by about 11%.

836

02:22:06.216 --> 02:22:09.589

Gilpin, Greg: So these are just in terms of access.

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02:22:09.760 --> 02:22:13.000

Gilpin, Greg: We see precipitous declines in access.

838

02:22:14.280 --> 02:22:18.839

Gilpin, Greg: We then looked at reading test scores and math test scores.

839

02:22:19.150 --> 02:22:24.360

Gilpin, Greg: and what you see is something similar which is reading test. Scores fall

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02:22:24.530 --> 02:22:29.210

Gilpin, Greg: by quite a bit, and math scores fall by a lot.

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02:22:30.064 --> 02:22:33.169

Gilpin, Greg: So the effect of these public library outlet closures.

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02:22:33.480 --> 02:22:42.039

Gilpin, Greg: I think the effects, the negative effects, are twice as large as the capital investment effects that I found in the previous research

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02:22:42.410 --> 02:22:46.529

Gilpin, Greg: and mask wars are impacted. Unlike

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02:22:47.460 --> 02:23:07.809

Gilpin, Greg: the other research, I also looked at high school graduation rates, and I didn't find any change in high school graduation rates from an outlet closure. But you know, I kind of studied this quite a bit, and I was trying to think of like, why do these math test? Scores fall? And then, when I see, like all of the homework, help

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02:23:07.940 --> 02:23:11.650

Gilpin, Greg: that librarians are offering, and

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02:23:12.190 --> 02:23:19.359

Gilpin, Greg: all of the different study groups that they're offering. And that's the challenging part about math is that

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02:23:19.870 --> 02:23:24.680

Gilpin, Greg: parents often cannot assist as much as they can with reading

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02:23:24.910 --> 02:23:27.589

Gilpin, Greg: reading. They can read to their children.

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02:23:28.102 --> 02:23:39.089

Gilpin, Greg: They can check out more books, they can engage in more hours of reading with their children, but with math. If they don't understand common core curriculum and how new math is taught.

850

02:23:39.210 --> 02:23:40.809

Gilpin, Greg: they're going to get stuck.

851

02:23:41.050 --> 02:23:52.599

Gilpin, Greg: and the Public Library offers again an opportunity to have study rooms where children can come together, and especially at that. You know the younger.

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02:23:52.710 --> 02:23:57.850

Gilpin, Greg: the older, elementary and and middle school age as well as

853

02:23:57.960 --> 02:24:03.520

Gilpin, Greg: homework help. So it's just quite incredible just to see how

854

02:24:04.323 --> 02:24:08.160

Gilpin, Greg: these children are impacted by a public library outlet closure.

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02:24:08.470 --> 02:24:09.310

Gilpin, Greg: So

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02:24:09.420 --> 02:24:16.659

Gilpin, Greg: okay, I have just a little bit more time left. So again, I want to just open this up to any general questions or comments that you have.

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02:24:32.480 --> 02:24:38.385

Gilpin, Greg: Well, thank you guys for the opportunity to come in and

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02:24:39.390 --> 02:24:44.808

Gilpin, Greg: share with you some of my research, and also some economics and

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02:24:47.210 --> 02:25:04.779

Gilpin, Greg: how to hopefully articulate to policymakers. Obviously, for me. This is a big passion like I care deeply about public libraries. I care deeply about your funding, and I and I know that you guys offer a tremendous amount of value to the community, and I'm just trying

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02:25:04.990 --> 02:25:08.360

Gilpin, Greg: to do my part to express to

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02:25:09.550 --> 02:25:16.349

Gilpin, Greg: other policymakers of just how important and how much. Public libraries are community anchoring institutions.

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02:25:21.390 --> 02:25:27.226

Bobbi deMontigny: Thank you so much for coming and for speaking to us about all of this. You're getting a lot of thanks in the chat.

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02:25:27.590 --> 02:25:47.410

Bobbi deMontigny: Let's see, we've got. Thank you, Greg. I'm always inspired when I hear what you've been researching. Holly thanks you for all of these statistics. Thanks so much. Oh, and Cole has a link in the chat to look up your local achievement data, and that will be helpful. That's the school achievement data there.

864

02:25:47.713 --> 02:26:00.159

Bobbi deMontigny: Innika says, Thank you, Greg. I look forward to reviewing all the documents and information you've presented to us today, if possible. May we contact you with assistance in the future? If so, what is the best way to contact you?

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02:26:00.900 --> 02:26:02.620

Bobbi deMontigny: Oh, there you go.

866

02:26:03.050 --> 02:26:05.400

Gilpin, Greg: You can definitely contact me.

867

02:26:11.180 --> 02:26:15.630

Bobbi deMontigny: Okay, well, thank you so much. Again, we really appreciate you being here.

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02:26:16.140 --> 02:26:19.949

Gilpin, Greg: No problem, thank you all, and I look forward to working with you in the future.

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02:26:20.380 --> 02:26:22.510

Gilpin, Greg: Hey, take care.