Colorado State Library
Colorado Department of Education

LSTA Five-Year Evaluation
2003-2007
(March 2007)

For the
Institute of Museum & Library Services

Eugene Hainer, Director Colorado State Library
Michaela Hansen, Director Library Development Services
Colorado State Library
201 East Colfax
Room 309
Denver, CO 80203

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Colorado State Library Mission Statement

Current, as revised in October 2005

The mission of the Colorado State Library is to provide leadership and expertise to help develop libraries and deliver information services throughout Colorado.

From original plan, 2002

The Colorado State Library promotes library development, coordinates statewide library services, and maximizes access to library and information resources. Through leadership, research and technology, the Colorado State Library improves the ability of libraries to serve their users, promote student learning, and increases people's access to information.

I: Introduction

Importance of Federal support in delivery of library services

The half-decade covered in this evaluation of the Colorado State Library's LSTA Five-Year Plan was marked by significant changes within the State Library, which included staff turnover—most notably in department leaders and the chief officer. There was also a merger of two advisory boards, followed in 2006 by the dissolution of the existing board at the request of its members. The most significant change in this time period was Colorado's substantial loss of state funding. The State Library, now more than ever, recognizes how crucial LSTA state grant funding is for supporting programs and services that help our State's libraries better serve their populations.

When the LSTA Five-Year Plan was drafted in 2001 to 2002, the State Library received nearly $10 million in state funding for library and technology-based programs. These state appropriations allowed libraries to purchase materials, engage in statewide interlibrary-loan programs, participate in professional development, obtain direct regional support and technical assistance, and receive technology-based services through the State Library. The funded programs were implemented through a cooperative infrastructure of school, public, and academic libraries that was both cost-effective and helpful in improving underserved residents' use of libraries.

The state-supported programs allowed LSTA funds to be used for local innovations and statewide initiatives as outlined in the goals and objectives in the plan. In 2002 the State of Colorado experienced a nearly $1 billion budget shortfall over two consecutive years. The resulting revenue decline—coupled with voter-approved growth limits—caused the legislature to reduce funding statewide. The State Library lost nearly 79 percent of its in-state funding, which was the largest decrease to any state agency. To date, only $400,000 of that funding has been restored.

The loss of state funding meant rethinking how LSTA funding could best be used to address the State Library's needs. Meeting the objectives specified in the plan remained the primary goal of the State Library. The state's unexpected economic situation resulted in LSTA funds becoming even more important in sustaining library programs throughout the state during the last three years of the plan.

Applying LSTA to meet Colorado library service needs

The original needs that were identified to guide the goals and objectives of the five-year plan are below. These were developed through a process involving more than 50 representatives from various libraries along with several citizens from the state library advisory boards.

Following each is a brief summary of outcomes that were realized over the last five years, along with a few of the projects that were funded. These, and other projects related to each goal are outlined in more detail in the remainder of this report. All projects and programs funded over the course of this plan have been described in full in the state program reports sent to IMLS annually.

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1. **Need to improve student achievement levels in the state through better resources, services, and cooperation provided by libraries.**

Twenty-five percent or more of the funded LSTA projects have been applied to help students of all ages achieve educational goals. Ten or more public libraries have offered after-school programs geared toward improving student educational attainment. A statewide summer reading program was developed and implemented in participating libraries, with annual participation of at least 75,000 students in PK-12. Two or more partnerships between libraries and adult education-oriented organizations were developed for cooperative teaching and services.

Selected projects that help meet this need include: 1) Montrose Regional Library District/Naturita Public Library: Improving Student Achievement through the Naturita Library; 2) Hotchkiss Library: Partnership to Improve Student Achievement; 3) Lamar Public Library: Two Tongues, One Community: Lamar Public Library's and Lincoln School's Bilingual Libraries Project and 4) Weld County Library District: Enhanced Summer Reading Program for Children in Erie, Lafayette and Surrounding Areas.

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2. **A need for quality service to diverse populations in Colorado provided through libraries.**

Twenty-five percent or more of the libraries offered services to address the needs of one or more of the underserved populations, and improve ADA interface compliance. All of the institutional libraries that applied for LSTA funding to implement projects identified the needs of those who utilize their services. At least ten libraries engaged in projects to address the needs of those in poverty or who are geographically isolated.

Selected projects that helped meet this need include: 1) Auraria Library: Creating an Accessible Learning Environment for Persons with Disabilities; 2) Southern Peaks Library District: The Senior Connection; 3) Weld Library District Bookmobile Services: Bookmobile Online Connectivity with Satellite Technology and 4) Las Animas School District RE-1: Media Center Upgrade.

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3. **A need to help public libraries provide people in Colorado with quality services for educational, informational, and recreational needs.**

All Colorado public libraries are legally established according to Colorado Library Law and meet established service standards. Training opportunities were offered to reach 75 percent or more of public library trustees and friends groups. Library directors reported increased effectiveness and cooperation of trustees as a result of attending workshops provided through funded projects.

Selected projects that helped meet this need include: 1) CO NW Community College Library: Smart Classroom Project; 2) Marmot Consortium: Delivering E-Content to the Western Slope; 3) Northglenn-Thornton 12 Northeast Middle School Library: Explore, A Family Science and Mathematics Literacy Project; 4) Montrose Library District Paradox

Community Library: Second Phase Start-up and Summer Program for Paradox Valley Library and 5) Las Animas-Bent County Library District: Computer Replacement Project.

4. A need for cooperation and resource sharing between and among libraries to improve access to library services and information resources in print and electronic formats.

The Colorado Virtual Library (CVL) is accessible to 100 percent of all people in the state. Two or more group database contracts have been available since 2002 to provide statewide access. The number of libraries digitizing materials increased annually by two percent over 2002 totals. Eighty percent of the materials requested by other libraries through interlibrary loan are provided within 5 days (two days is the average). The implementation and maintenance of a timely and efficient resource delivery system will result in savings of nearly $6 million annually to libraries. All of the libraries have or are developing up-to-date technology plans.

Selected projects that helped meet this need include: 1) High Plains Regional Library Service System: Automation System Consortium Colorado; 2) South Routt Library District Oak Creek Public Library: Library Automation with Juniper; 3) DU-Penrose: Colorado Digitization Program; 4) Statewide, through the State Library: Online Databases and 5) University of Colorado-Boulder: Building Colorado Story by Story; The Sanborn Fire Insurance Map Collection.

5. A need for library staff to be trained and retrained in order to provide quality library service to the residents of Colorado.

Three or more programming activities will be offered through schools or academic institutions that instruct students about entering the library profession. The number of applicants for library scholarships will increase annually over 2002 baseline levels. Twenty-five or more continuing education opportunities in a variety of library related subjects will be offered over five years to librarians and staff throughout the state. Three out of four of those participating in CE will report acquisition of improved skills and implement what they learn.

Selected projects that helped meet this need include: 1) Mesa State College John U Tomlinson Library: Education for Paraprofessionals; 2) Colorado State Library: Retirement, Recruitment, and Retention: The Future of Librarianship in Colorado; 3) Colorado Library Consortium: Leadership in Decision Making and 4) Wiggins School District RE-50: Library Assistants Plus!

II: Achievement of Goals and Objectives

> **Goal 1: Students of all ages in Colorado educational programs will achieve their highest potential with the assistance of resources and expertise offered through all types of libraries.**

Overview:
Many projects and activities submitted for funding during the last five years were related to this goal. Student achievement and education have been, and remain the key topics of discussion among the state's political, business, and school leadership. Being in the Department of Education, the State Library is in a unique position to bring awareness of the current educational trends to libraries of all types.

Hence, public library leaders and those associated with other types of libraries understand they have a responsibility to help students reach their educational potential. This awareness that libraries are intertwined with literacy has produced a high level of cooperation among different libraries; led to partnerships to advance educational resource sharing; improved planning in communities for addressing educational needs; and helped give libraries a place at the local educational tables. Details of selected projects associated with progress toward each of the objectives under goal 1 are below.

Progress towards goal:
- ☐ Surpassed the goal
- ✓ Met this goal
- ☐ Made progress towards the goal
- ☐ Did not work toward this goal

Objective 1A: Students of all ages will receive support to attain their educational goals with the support of library programs.

Improving Student Achievement through the Naturita Library

In October of 2006 the Naturita Public Library was awarded an LSTA local needs grant to provide quality library service to Naturita families and form a partnership with Naturita Elementary School to enhance student achievement. Objectives of the project included expanding staffing and hours of operation at the public library, provide summer and after-school academic activities, coordinate with teachers and the Naturita school librarian to provide supplementary activities, and develop the library's Spanish language collection and bilingual programs.

The Naturita Library finalized its hours of operation, and is now open on Thursday nights until 8:00 P.M. The new hours have been advertised widely in the local newspaper. The Naturita library coordinator advertised widely for two after-school tutors, which proved a difficult job to fill since most students participate in after-school sports. After having little success the coordinator hit on the idea of offering the position to a local teen that needed to complete community service. She located one and when he finishes his community

service, she will offer him the job as a paid position. The coordinator is currently holding interviews for the second after-school position. The coordinator met with the Naturita Elementary School principal in January of 2007 to discuss progress and the content of second semester after-school programming. The coordinator meets bi-weekly with the Naturita Elementary School librarian. The library holds three after-school programs each week. On Tuesdays, first through third grade students participate in "Reading Makes Sense," with stories and related crafts. On Wednesdays and Thursdays, fourth through sixth grade students participate in "Readers Theater," where they read a book and perform at the elementary school. They have performed *Violet's Music* by Angela Johnson and Laura Huliska-Beith at an all-school assembly and *School Picture Day* by Lynn Plourde and Thor Wickstrom and *Our Librarian Won't Tell Us Anything!* by Toni Buzzeo and Sachiko Yoshikawa. The district's children's librarian interviewed the Naturita Elementary School librarian, the school's preschool teacher, and the district's English as a Second Language (ESL) teacher in order to develop the Naturita Library's Spanish language collection. As a result $1,500 worth of children's hardbound Spanish-language books were ordered. The Naturita Library coordinator visited the Naturita preschool in February to read and check out Spanish language books to children. She also visited the Naturita-Nucla High School with the library's Young Adult Spanish language collection and allowed students to check out books from her. The high school has no Spanish language Young Adult books in their collection.

From November 2006 through February 2007 there were 42 after-school programs. About 18 children participated in "Readers Theater" and 10-12 children participated in the first through third grade after-school activities. Circulation was up 35 percent at the Naturita Public Library in December and January, compared to the previous year. Most of this increase is attributed to greater circulation of children's materials. Achievement tests will be administered in March 2007. The Naturita Elementary School principal reported that at the January staff meeting, teachers reported improved reading comprehension among students who are participating in the library's after school programs. Participation in all activities is increasing, and the first through third grade participants are looking forward to when they can participate in "Readers Theater."

The Naturita Public Library through the implementation of this LSTA funded project has demonstrated how one library can efficiently deliver multiple library services to their community. Partnering with the Naturita Elementary School and working with its staff on developing after-school programming that supports students while they are attaining their educational goals is a plus. These relationships are critical with school librarians and teachers, but Naturita Public Library took it one step further and began a relationship themselves with the staff. Through this partnership the children have somewhere to go after school and are enjoying themselves while they are being prepared for their achievement testing. These children just need the extra attention to excel, attention they don't always receive at home or in a busy classroom. The Naturita Library coordinator sent us a story that demonstrates how a little informal mentoring can make a difference in a child's life. The coordinator was about ready to "expel" a disruptive first grade student from Tuesday after-school activities. However, the boy found a mentor in the teenager who works at the library, and the boy's behavior has improved dramatically. He comes every week and focuses intently on his reading and craft, never leaving the side of his teen mentor.

Objective 1B: Libraries will contribute to the achievement of Colorado students.

Learn all about it: Expanding Educator and Student Use of Historic Newspapers

In 2005, LSTA funding for Colorado's Historic Newspaper Collection (CHNC) enabled the Collaborative Digitization Program (CDP) to continue working with K-20 faculty educators to incorporate historic newspaper content in the classroom. Six workshops were held in Greeley, Denver, Pueblo, Grand Junction, Durango, and Steamboat Springs. This was the first time CHNC workshops for educators were held in the mountains, Four Corners area, and on the Western Slope. These workshops benefited teachers, students, and communities, and funds were used for programs and services. Participants were trained by the CDP education consultant and the Denver Newspaper Agency (DNA) staff. Participants were taught how to utilize CHNC and DNA content and resources in the classroom and in curriculum development. The workshop participants were given the option to create one lesson plan using content from CHNC or DNA for delivery through CDP, the Colorado State Library (CSL), and/or the DNA Web sites.

Overall, 85 participants attended six workshops: 59 educators, 19 librarians, and seven additional participants who were identified as school psychologists, graduate students, literacy consultants, and research coordinators. Educators developed 38 lesson plans that met Colorado Model Content Standards using CHNC and DNA resources. Four lesson plans were created by groups of two teachers who team teach in their schools. Forty-three educators were funded to create high quality lesson plans that met Colorado Model Content Standards, and submitted them to CSL for inclusion in the Standards in Action Database housed on the Colorado Virtual Library Web site. As measured by a post-workshop survey or focus group, 85 percent of participating teachers demonstrated a commitment to change the way they teach based on CHNC content, 92 percent of teachers committed to using CHNC content in their classroom, and 85 percent of participating teachers expressed satisfaction with the collection of CHNC and DNA lesson plans. Ninety percent of workshop participants committed to sharing the knowledge they gained attending the CHNC workshop with at least three other teachers in Colorado.

The goal of this project continues to be digitization and online dissemination of Colorado's historic newspapers via the CHNC database. The number of papers and depth of the collection has grown exponentially during the past year. The project, and content it has provided to the state, has proven to be an invaluable resource for many people statewide, including historians (both professional and amateur), genealogists, K-12 students and teachers involved in Colorado history units, and the general public just interested in researching "how life was back then." Many lesson plans have been added to the school curriculum side of the CHNC database to date and more will be added in the future. These plans provide a valuable service to schools by enabling teachers and librarians to focus on specific aspects of the CHNC without first having to read and research how to use the content in a classroom setting. Another added feature of the CHNC are the direct links to specific historic events such as statehood; historic figures in state and national positions; and important events that occurred in the past, but are known by different names today (for example, a famous Indian battle in 1876 is now known as the Sand Creek Massacre, a title bestowed well after the original incident took place).

Objective 1C: Students participating in alternative instruction programs and home-schooling programs will receive support from Colorado libraries.

Room to Grow: Building an Environment that Encourages Teen Learning

In October of 2006 the Robert Hoag Rawlings Public Library, main library of the Pueblo City-County Library District, received an LSTA local needs grant for the creation of a Teen Center that would provide resources and programs for the encouragement of teens to see the value of education. The high-tech appeal and touch of outreach would draw teens to a place where they would find the resources that support their recreational, educational, and life skill needs. Two part-time positions were created for teen workers, and multiple volunteer opportunities were available. This direct involvement of teens would offer credibility, create a buzz, and encourage librarianship as a career. In the past Pueblo was supported by its local steel mill that employed its citizens, providing them with good wages and required little education from them. Today 11.2 percent of the total population and 19.7 percent of the population under age 18 are living under the poverty line. Over half of the high school students in Pueblo County do not graduate. Teens in Pueblo are faced with gang activity with most of the 500 active members between the ages of 16 and 24. Teen mothers gave birth to 327 babies in 2004 alone and only 34 percent of these mothers will receive a high school diploma. Pueblo also has a large migrant population and their numbers are hard to gauge but 1,500 minors were registered with El Centro de Los Pobres, a resource center for migrant families. The Teen Center will contain a variety of resources for teens in similar situations and provide programs to push an awareness of materials out to the community.

A teen services librarian was hired in November of 2004 and the number of teen programs offered by the district reached 56 a year later. A Teen Advisory Board (TAB) with 30 teen members was also in place before the project began. As of 1 March 2007 the Teen Central space has been designed, prepared, and the Young Adult collection of over 4,500 items has been relocated. The Teen Service Desk with computer and printer is in place. New computers are set-up on their new stations. Two video editing and six audio editing work stations have been configured and installed. All work stations support word processing and database research functions. Two part-time teen staff have been hired and continue to monitor the service desk, and two more teens have been selected to begin training to replace the current clerks once the LSTA grant funding is exhausted. The new clerks will be paid with external funds from Rocky Mountain SER (Head Start – provides employment and training to Colorado's disadvantage population) a new partnership that has grown from the project. Three regular volunteers have also been helping monitor Teen Central. Outreach programs such as book talks at high schools and middle schools have started. They have implemented a Teen Art Wall, an area art teachers display student work and change it out monthly.

Circulation of Young Adult materials has increased 50 percent district-wide and over 150 percent within the Rawlings Public Library. The number of teen programs district-wide grew from 56 in 2005 to 115 in 2006. An unexpected outcome so far is the collaboration with School District #60's online diploma program. Students enrolled in the Ridge Program will be able to complete online courses on the Teen Central computers. As

already mentioned the collaboration with Rocky Mountain SER was also unplanned and will be funding their two part-time clerk positions. Going forward, youth services staff will collaborate with their community partners Pueblo WorkLink (an organization interested in supporting programs that link local teens with jobs), Pueblo Community College's High School Diploma Program (students will be able to present their work at the library and efforts are being made to connect the libraries collection with the students educational needs), Keating Education Center (alternative school and onsite daycare that prepares many types of students for re-admittance into the public school environment), and high school key clubs to provide programs and services at the library district by 30 June 2007. To improve student searches for information, staff will provide five or more training sessions on the use of electronic educational databases as well as print reference resources by 30 June 2007. Staff will contact educators and offer this as an outreach service available for in-class or after-school programs.

The amazing part of this grant is the number of LSTA 5-year goals that are addressed in this one project for this one community. The impact on library services both in and through the Rawlings Public Library is commendable. Working with community partners will not only bring new patrons into the library (students participating in alternative instruction programs) but as they have found it may provide them with additional funding. Pueblo has a large Hispanic population with many Spanish speakers (diverse populations in Colorado will receive quality library service from all types of libraries). The Rawlings Public Library will be hiring a Hispanic resources librarian to assist the teen librarian in providing appropriate materials and services in Teen Central. They will be increasing the number of Young Adult resources by 10 percent. These additional resources will include but not be limited to career, GED, and employment resources. Information literacy will be addressed by offering both database and print research training in house and as an outreach service. Also, they will be giving part-time clerks an opportunity to be included in the process of providing library services, instilling an ownership of and connection to the resources available to them. This may in turn develop an interest in them for the profession. This is just a few of the goals this project covers.

Objective 1D: Libraries will provide support for early reading skills by developing and offering programs to young children, their parents, and caregivers that demonstrate the benefits of reading.

LINC Summer Libraries Program

The LINC (Library Information Networking a Community) Summer Reading Program offered meaningful services to young people in Fort Collins, Colorado during the summer of 2003. The program met community needs of increasing student academic achievement among their lower-achieving students attending summer school and providing open, inviting libraries that encouraged students to read through the summer in parts of the community removed from public library facilities. This program, which had operated for the previous nine years, would not have seen year 10 without support from the LSTA local grant program. Three goals were defined for the project. One, increase opportunities for reading achievement for students who score below proficient on reading assessments and are attending summer school. Two, provide increased levels of individual reading by students throughout the summer. Three, provide increased access to libraries and the

opportunity to read for students, their family members and other community members during the summer. LINC operated at six elementary school libraries from June to August of 2003 with the facilities open on Tuesday and Thursday mornings. Students could check out materials from the library, use computers, attend programs, and work with library personnel to improve their reading. Students also had access to STAR reading program at the two sites serving needs-based summer schools. Students participated in reading programs in which they set personal reading goals. Story times were offered at all sites one day a week. Programs in partnership with the community were offered at all sites on one day each week.

In total, 518 students registered for the LINC reading program. Over 930 prizes (donated through local partnerships) were earned for reading after five hours, 10 hours, 15 hours and 20 hours. Many children continued reading beyond the 20 hours. The students recorded the title of the books they read and set reading goals. All 518 students met or exceeded their reading goals. There were 42 story times presented throughout the system with a total attendance of 1,826. At the sites with one program per week, 544 workshops were presented. Total attendance for these programs was 4,527. Total book check out was 11,673.

Another important component of this program was the partnerships established with the community: Opera Fort Collins, CSU Physics Department, CSU Bioagricultural Sciences, Centennial Children's Chorus, McTaggart Irish Dancers, Therapy Dogs of Northern Colorado, City of Fort Collins Master Naturalist program, Flor Antigua Dancers, CSU Japanese student group, Larimer County Search & Rescue, local quilting group, and local beekeepers. Partnerships such as these will become supporters in the future and promoters for the cause. Libraries, such as those in Fort Collins and elsewhere, need these relationships in their communities to build their patron base. Networking is a proven method for marketing libraries services. These community partners motivated the Summer Reading participants to not only attend the reading programs but by getting the children to the program they in fact got the children to read!

Objective 1E: Individuals in adult and family literacy programs will receive support from libraries in their efforts to acquire reading and information literacy skills.

Two Tongues, One Community: Lamar Public Library's and Lincoln School's Bilingual Libraries Project

In 2003 the Lamar Public Library (LPL) developed a highly successful partnership with the Lamar School District to provide new ways of reaching out to the Hispanic community in Lamar and its surrounding area to educate Hispanic patrons about the services available to them at their libraries. The town is located in the extreme southeast part of the state, and is characterized by a mix of English and Spanish-speaking residents; rural, migrant farmers, laborers, and professional workers. One of the main needs of the school and library was to ensure better participation in literacy-oriented learning opportunities by the Spanish-speakers in the community. The school needed this to help increase test scores; the library needed it to assist in getting an election passed for a new building initiative. Both were successful. The project worked on accomplishing numerous activities during implementation but before these activities could be planned a community

needs survey was developed, distributed, and completed. A community partnership group was formed to address the needs found on the survey and numerous bicultural/bilingual programs, classes and workshops were developed and held: Ask A Lawyer (poverty law lawyer) sessions; Ask A Tax Pro; Basic Auto Maintenance – with Lamar Community Colleges; Lifelong Learning Coping with Depression in the family – with Roots and Wings/Mental Health; Lunch-and-Learn lectures with Lamar Community College professors; I Love to Read Day with Lincoln School's Migrant Summer Reading Program; Migrant and Even Start Family library tours; volunteer teen program with teens from the Lincoln neighborhood and outlying Hispanic communities of Granada and Holly; Gates computer training with area partners like the Workforce center, Social Services, etc.; multicultural domestic folk arts festival-partially funded by Colorado Council for the Arts; Community Service Providers open house with 11 library partner organizations; ESL classes with Social Services, Even Start and Lamar Community College; three semester classes of Spanish for librarians and customer service; and citizenship classes – with Social Services.

The goals of this project were to encourage Hispanic families to use libraries and feel comfortable in them. Whole families attended the migrant school reading program—3,274 children and caregivers attended 22 events. The Lincoln School media specialist said she had never seen so many adults coming into her library with their children in her 31 years there. They translated all materials into Spanish, and librarians learned basic conversational Spanish. They purchased or created their own bilingual signage for the new public library. Added weekly bookmobile stops to the Hispanic north side and to agencies such as Head Start and Even Start. They increased the bookmobile's holdings in Spanish from a shelf to a whole section (20%) and the public library's holdings in Spanish from 417 items to 1,636. Lincoln School received $4,000 for Spanish language materials (regular book budget for year: $4,300). They increased book checkouts on the north side from zero to an average of 30 per stop. They had hoped to increase Spanish patrons to 20 percent. In 2004, 50 percent of their reading program kids were Hispanic and 11 out of the top 22 readers were Hispanic. In the first two months of the project, they registered 161 Hispanic patrons for library cards – the public library's average for all patrons per month was six before. Circulation of Spanish language materials went from 487 per year (2002) to 2,239 for the first seven months of 2004. Before the project there were fewer than 12 interactions in Spanish per month (and most of these were as interpreters for other city departments). More than 130 Spanish-speaking people have enrolled in the ESL classes they began with the college; the library provided textbooks and library assistance. Computer classes never had fewer than six people enrolled but other programs, classes and workshops have had from 21 to several hundred.

Unlike before the project began, area teachers now allow children to check out Spanish materials on field trips and on the bookmobile. Thus they have had success in convincing educators that it is good to be bilingual. Lincoln School has been named one of the governor's most improved schools – based on its Colorado Student Assessment Program scores – thus encouraging their children to become better readers. Other departments in the city are now interested in taking Spanish classes because the library has been so successful with its staff. They are now allowed to list a "preference for bilingual skills" in city classified ads. Other area agencies are provided more culturally-sensitive service – in basic Spanish – because so many service providers sent representatives to take classes with them. They have former survival Spanish students at the hospital, the medical clinic,

Granada School library, several agricultural businesses, two daycare facilities, the gas company and other places throughout our community. They have done presentations for other librarians in serving Spanish speaking patrons – so the effects of this project are very far reaching.

Because of this project the Lamar Public Library has formed so many partnerships with other area agencies they now have a huge network to provide needed services. For example the Work Force center offered to partner with LPL on an adult literacy program in the future. Social Services is teaching their new citizenship classes this year and providing a worker 10 hours a week in the new library to staff a new immigrant referral center. Lamar Community College added several sections of Command Spanish to its course offerings, due largely to the response LPL received when Spanish classes were held there. The Colorado Foundation for Families and Children awarded the public library and its partner agencies over $13,000 for Spanish GED videos and classroom materials – based on the findings of the libraries' community needs survey. The project director, the LPL librarian, won an award from WebJunction for assisting in the library's work to provide access to Spanish-speaking patrons and was chosen to present about her project at the Gates Foundation headquarters in Seattle. Other agencies took on some of the libraries' projects and expenses – for example the ESL classes. The libraries then were able to put that portion of the LSTA money to use for additional materials, textbooks and additional program expenses. The library was successful in its election for a new building and community center—a first of its kind for this section of the state. This was due in large part to the increased community support that resulted from implementation of this project. The school district also saw benefits from an increase in Spanish-speaking students and families being more interested in literacy and family events, and increasing their test-score results.

Objective 1F: Educational decisions makers will understand the role of libraries in supporting student learning.

Ashley Elementary School Poetry Improvement

In 2002 Ashley Elementary School in Denver County proposed to expand their library collection and gear it toward helping promote literature, specifically poetry resources, and provide more support for language arts methods and instruction. The project would build increased literacy resources, and provide additional tools for instructional staff in delivering curriculum for reading and writing. Acquisition of these materials would support students as they learned to write poetry, understand grammar and sentence structure, and participate in school-wide literacy programs. Funds would support students as they developed stronger literacy skills and activities would be geared around meeting proficiencies on district and statewide assessments. To work toward this goal, librarians added a large number of poetry books to the library collection. Posters were placed throughout the school to advertise the new poetry collection. All students memorized at least one poem. Students read, wrote, and recited many different forms of poetry and even wrote their own to read aloud. Poetry books written by students were published.

Third grade Colorado Student Assessment Program reading scores increased from 30 percent at or above proficient in 2002 to 44 percent at or above proficient in 2003. Fourth

grade Colorado Student Assessment Program reading comprehension increased from the 18th percentile to the 29th percentile. Circulation numbers for poetry books increased by 87 percent over the previous year.

The Ashley School and poetry improvement project enabled all students in the school to access poetry books and related materials. The school is predominantly Spanish-speaking, and a majority of the community residents are at or below the poverty level. Students generally would have little or no access to such materials, and the library itself was vastly under stocked with reading readiness materials that would support the statewide testing to meet standards. The collection size more than doubled through this project, and staff training on use of poetry in conjunction with other classroom activities was delivered to nearly 100 percent of the staff. Poetry became integrated with all aspects of the curriculum, and students learned, recited, interpreted, and created poetry. It became an obsession with the students to learn and retell their poems in the school. This is important because poetry is one area tested on the statewide achievement tests. The introduction of the skills and their reinforcement allowed the school to improve its testing by almost 15 percent above previous levels. In addition to the materials and training, the school produced at least two published books of student's work that were available on request.

Projects as successful as this one will get the attention of leaders who need to understand the importance of school libraries. By increasing the Colorado Student Assessment Program scores in her school this teacher-librarian warranted a visit from the governor and other elected officials who visited the school to see the program's progress, and impressed them with the level of understanding exemplified by the students in this area. The librarian worked diligently to encourage the use of the poetry program by the whole staff, and was able to leverage other grants and funding sources to create a viable and replicable project that produced significant results in student learning.

Goal 2: Diverse populations in Colorado will receive quality library service from all types of libraries.

Overview:
Like many western states, Colorado faces significant challenges to the goal of bringing quality library service to its diverse population. Besides geographic and economic barriers, there are an increased number of social and political barriers facing the state's populations. At one point during the last five years, the state was said to contain two counties representing, simultaneously, the highest and lowest per-capita income levels in the country. Schools, too, have seen lower funding commensurate with declining enrollments. The percentage of non-English speakers has risen, and political discord over whether these and the increasing immigrant populations should receive any state services remains unsettled. This unsettled environment has proven difficult for libraries, whose mission has always been to provide equitable service to all. Following are three examples of projects demonstrating progress toward this goal.

Progress towards goal:
☐ Surpassed the goal
☐ Met this goal
✓ Made progress towards the goal
☐ Did not work toward this goal

Objective 2A: Colorado's ethnic minorities, people with disabilities, and senior citizens will receive quality library service from libraries.

Las Animas-Bent County Library District Computer Replacement Project

In 2005 the Las Animas-Bent County Library District, located in Las Animas, a small rural community which has been hard-hit in the last couple of years with drought, loss of employers, and a loss of population, was awarded an LSTA local needs grant for the improvement of library services to their Hispanic patrons. This was to be accomplished through better and easier access to technology. In 2005 school enrollment figures showed a total of 591 students; of those, 45 percent were Hispanic and 55 percent were white. Of the Hispanic population, many families are bilingual but in some, Spanish is the primary, if not only, language spoken at home. At the time the library district had eight computers all having been obtained prior to 1998. The four public use computers sustained heavy use. Through the grant they replaced these computers and added two additional public access computers. The library district printed flyers in both English and Spanish for library card sign up month inviting the community into the library to use its new resources. The flyers were distributed in the community with an emphasis on Spanish run businesses. Upon signing up for new library cards patrons were entered into an age appropriate drawing for a free book in either Spanish or English. Word of mouth was used to bring Spanish speakers into the library. The school district was informed of a new K-12 database purchase from Ebsco.

The library district began to see an increase in computer usage at the library from the day the computers were installed! Using the old equipment, the average usage from January–May was an average of 255 people per month. Beginning in June, when the installation occurred, through the following September usage increased to an average of 419 patrons per month. Circulation of library materials increased by about 1,000 per month over the previous year. At this point the library district has only tracked usage statistics but they will be developing user surveys in the near future.

While the library district has not received the response they had anticipated from the Hispanic community they haven't forgotten the original goal for this grant. They understand that acceptance takes time and effort. They are willing to be patient and in the meantime try additional ways to bring Spanish speakers into the library. Bilingual patrons and other community members will be recruited as volunteers to assist Spanish-speaking patrons. This grant did have many positives other libraries can learn from. By updating old equipment and broken down computer furniture patron's attitudes towards the library have changed for the better. Usage has increased considerably and complaints are nonexistent because they don't have to wait to use a computer, the computers are faster, and they don't freeze up frequently like the older models did. Also, the library was able to purchase a new microfilm reader/printer, an additional computer with furniture for their genealogy room all with contributions from other sources which were spurred on by the LSTA grant!

Objective 2B: People in Colorado correctional, youth, mental health, nursing home, and residential school institutions will receive quality library service.

Out for Life:
Library Resources for Successful Transition from Prison to Society

In 2006 the Institutional Library Services (ILS) unit of the Colorado State Library received funding to provide materials and programs in the areas of vocational guidance, career exploration, employability skills, employment search, resume writing, education, and other subjects to support the successful reintegration of Colorado Department of Corrections inmates who are scheduled to reenter society, as well as support the Department of Corrections (DOC) programs that exist to offer them the skills they will need. The ILS will also provide inmates with information about the public libraries and their resources in the communities to which they will be released. The project manager has completed the requisite DOC Grant Management Training, which is required prior to beginning any grant activities at the DOC. An *Out for Life* section has been created on the Colorado Correctional Libraries intranet Web site. Several postings have been made, including the grant narrative and nascent discussion of possible additions to the collections and ideas for programming. Currently the survey population is being identified as well as the partner staff in Workforce Investment and Life Skills for Prisoners programs. Materials lists have been completed and the ordering process is in place for 23 libraries. Posters and bookmarks have been created for the facilities' libraries.

The draft of the survey instruments for data collection has been completed with the assistance of the Library Research Service staff. Key areas identified to measure include: satisfaction with prison library materials and programs; usage of prison library resources by offenders; impact on Life Skills and Workforce Investment curricula; cognizance of public library resources; usage of public library; impact of prison library on offender's transition; and impact of public library on offender's transition. Inmates will be given a patron satisfaction ballot each time they use the library's reentry resources or attend a program to determine if resources and programs meet their needs. Inmates who participate in the Life Skills for Prisoners or Workforce Investment projects will be surveyed post release. Both projects will track inmates post-release. Surveys will be administered by the Workforce Investment Regional Field Coordinators and Life Skills project staff.

Objective 2C: Target groups with special needs (such as those living in poverty or geographically isolated areas) will receive quality library service.

Weld Library District Bookmobile Services:
Online Connectivity with Satellite Technology

In 2003 the funds from this project connected the Weld Library District's two bookmobiles to the Internet using two-way satellite technology. The service covered over 4,000 square miles in the county where other wireless services were not available. The bookmobiles provided mobile Internet services, which included access to the online public access catalog, circulation features, and electronic resources via both uplink and downlink

for rural residents who rely on the bookmobile for their library and information needs. Activities involved in the project included: contacting the vendor for demonstration of product; arranging for installation of hardware and software after the contract was signed with the vendor; and having the satellites installed and configured on both bookmobiles by the vendor. There was a two week period following installation on each bookmobile to allow for any debugging of the hardware or software. Training on the equipment included: IT and bookmobile staff viewing a demonstration of equipment and received basic information on operation and use of equipment before it was installed; and further intensive training in operation and use of satellite equipment and technology following installation on each bookmobile. After the installation process was complete, publicity and training on online databases was needed. This included: press release sent to local papers; placed information about bookmobile satellite dishes and online connectivity on library Web page; begin distribution of bookmarks summarizing new services available on the bookmobile with online access; and train bookmobile staff in the use of subscription online databases to better help customers find information. The staff also interviewed patrons about awareness of new services on the bookmobiles and distributed evaluation questionnaires to customers.

In comparison, post-satellite installation numbers show marked improvement over pre-satellite installation numbers. Materials checked out to bookmobile patrons increased by +5 percent; patrons Served +2 percent; new patrons registered +19 percent; renewals +57 percent; holds +36 percent. Bookmobiles are now able to perform real time activities on the Dynix automation system. Online Subscription Database usage has increased by 30 percent. Preceding the grant, 68 percent of bookmobile stops were without online access to information. Following installation of the satellites, 100 percent of bookmobile stops have online access. Surveys were conducted both verbally, with staff noting results on a spreadsheet, or written, with customers filling out a short survey form. The outcomes for the survey were: 100 percent of all stops that formerly had no online access now have online access. 75 percent of all customers filling out the questionnaire had an awareness of online services on the bookmobile. 50 percent of all customers filling out the questionnaire had used the online services and benefited from them.

Bookmobile staff reported that users were very pleased that they could access information online in the bookmobile. Students research the catalog and can place holds on books that will be delivered to them. They can also find full-text articles in the electronic databases. Some responses on written surveys: "This has been a benefit due to the one hour drive to Greeley. It is so convenient to access the catalog and other information right on the bookmobile." "It is extremely convenient to use this service since we are located a considerable distance from Greeley." "It's great to access my own account, put books on hold and find out what I have checked out and overdue." Due to changes in technology libraries are experiencing an increase in specialized needs from their patrons. Patrons located in geographically challenged areas of the state are no longer satisfied with the minimal services being provided in bookmobiles. They have gone beyond simply checking out and returning books, they have more complicated needs that only online catalogs, databases, and the Internet can take accommodate. Through this grant, these needed services are now a reality for the patrons served by the bookmobiles.

Goal 3: People in Colorado will receive quality library service from public libraries.

Overview:
As with goal 2, the economic difficulties of the past five years impaired achieving significant results in this area, although project activities did result in a stronger foundation for quality public library services in the future. Due to limitations on using LSTA for political means, the State Library was restricted in assisting libraries effect changes in their local funding situations. Most of the eastern third of the state has yet to obtain county- or district-wide funding status for its libraries. The recession left many southern and western county libraries as lower priorities in budgets as counties focused on providing other required services. This, plus a drought and subsequent downturn in farming income resulted in reduced budgets in many libraries. Thus, many facilities continue to serve large areas on limited revenues. Because solutions to these and other challenges are yet to be discovered, progress was made toward this goal, but circumstances beyond the control of the state and local libraries prevented a more concerted effort to meet or surpass the goal and objectives. Below are examples of three projects demonstrating progress toward this goal. These and others will help support future efforts for quality public library service.

Progress towards goal:
☐   Surpassed the goal
☐   Met this goal
✓   Made progress towards the goal
☐   Did not work toward this goal

Objective 3A: People in Colorado will receive library service from legally established libraries that receive local funding support and meet or exceed established Colorado library standards.

What's it Worth to You?
A Return-on-Investment Study of Selected Colorado Public Libraries

The passage of Referendum C, a statewide ballot issue to suspend the Taxpayer's Bill of Rights (TABOR) provision of the Colorado State Constitution is relieving many parts of the public sector from the precipitous declines in funding experienced in recent years. Still, public library budgets remain strained. Consequently, library decision-makers want, and library advocates need, information about service benefits and outcomes as well as return-on-investment. In 2005-2007 the Library Research Service (LRS) received an LSTA state-wide grant and continuation grant that funded this study, which is creating this needed information for eight public libraries, representing the metropolitan Front Range, non-metropolitan communities on the Eastern Plains, and in the metropolitan and resort areas of the mountains and Western Slope. At the study's completion (early 2008) it will provide library administrators and advocates with the information they need to describe the variety of benefits delivered by public libraries to their patrons and to quantify the return-on-investment (ROI) to taxpayers for every dollar invested in public libraries.

The research methods to be used in this study include two surveys, one of participating libraries and another of systematic random samples of patrons at those libraries. Activities completed so far include: reviewed existing public library ROI study reports, including research design, data collection instruments, analysis, and ROI calculation methods. Public libraries were selected from various regions of Colorado to participate in the study. These libraries originally represented suburban, rural and resort communities until the Denver Public Library's (DPL) new Director asked to be included in the study. Having a central metropolitan city library involved will greatly enhance the utility of the project's data. The steering committee was organized. Recruitment is underway for experts to participate on the advisory panel. A survey about public library spending patterns has been developed and distributed. The LRS received a 100 percent response rate from participating libraries. The patron survey questionnaire design has been completed after several iterations and two reviews by the steering committee. Currently preparations are being made for the administration of this survey.

Although it is early in the project's three-year timeframe, this has the potential to provide a huge boost to library visibility in the state. While similar return-on-investment studies have been completed in other states and local areas there has been unprecedented cooperation among large libraries, such as the Denver Public Library, and smaller ones to provide the necessary data for thorough results. The full value of this project will not be known until completed in FY08 but early indications are that it could help secure additional local or state funding.

Objective 3B: Trustees and Friends groups in Colorado public libraries will receive training in skills needed to be effective library trustees.

Colorado Public Library Board & Trustees Pocket Handbook

In 2005 the Colorado State Library utilized LSTA funds to produce both a paper and online version of the "Colorado Public Library Board & Trustees Pocket Handbook" available at: http://www.cde.state.co.us/cdelib/imls.htm. Once developed, the handbook was distributed through the statewide courier system to libraries throughout the state. Training, consulting, strategic planning, and facilitation services have been and continue to be offered to librarians and trustees with particular focus on "non-metro" areas.

To date, 40 participants from eight libraries attended trustee workshops and facilitations. Most of these libraries requested additional materials. A trustee workshop in marketing/advocacy was a particularly successful training and was held in conjunction with library law information and locally relevant strategic planning options. Outcomes demonstrated that library trustees had an increased knowledge of basic principles and practical aspects of board governance. Directors and staff of public libraries also increased their knowledge of Colorado-based standards for public libraries and their value and use for strategic planning, library development, and evaluation of local library services. Small and rural (non-metro) public libraries began to speak favorably about services from the state library and the availability of resources.

The handbook had not been updated since 1988, when it was in a large, ring-binder format. The new pocket handbook was developed and designed to be a portable,

accessible, useful tool. It is a small "flip-book" of statewide and national resources that will easily fit into a pocket folder of notes for meetings. Having basic information and annotated lists of resources in an easily accessible format is important for new trustees. It has been well received; 45 libraries in all areas of the state have requested multiple copies for their boards, and the state library has done a second printing in order to fill requests. It has been particularly effective with small libraries and their boards in conjunction with Colorado library law and training in board responsibilities. Directors and board members are now using the handbook and accessing the new Colorado State Library online public library information page. The Web page also includes an expanded set of "Quick Guides" to Colorado library law which is frequently accessed.

Objective 3C: Libraries in Colorado will improve library service by participating in or forming partnerships within their communities.

Enhanced Summer Reading Program

In 2005 Weld Library District, Lafayette Public Library, and Lorraine David Children's Library collaborated to provide library services to local residents (primarily children), regardless of boundaries. Through the enhancement of the Summer Reading Program, Weld Library District was able to provide services and programs to Erie residents prior to the existence of a library facility. The project provided relief to Lafayette Public Library, which had been absorbing Erie's patrons. The Lorraine David Children's Library was able to offer a Summer Reading Program, even though funding for the program was significantly reduced earlier that year. Flyers and posters provided information on the activities being held during the Summer Reading Program. Weekly story times were held at the three locations as well as special programming. Finally, a weekly bookmobile run in Erie was provided.

To improve library services the team realized that smaller numbers of children attending each special program offered allowed the children to have quality experiences by giving them individualized attention during programs. They succeeded in dropping the average attendance per program from 75 in 2005 to 40 in 2006. This was achieved by offering 30 more special programs than the previous year. In addition, 15 more story times were offered bringing attendance down to 20 compared to 30 in 2005. More than 600 books were given to children who successfully completed the reading program. In all, 1,163 children registered for the Summer Reading Program which reflects an increase of 32 children from the previous year.

Based on the results of a mailed survey sent to the participating households in the Summer Reading Program, this team achieved their goal of providing library services to children during a difficult time of transition and budget cuts. Their outcomes have shown that children are regular library/bookmobile users and in fact 38 percent of them visit once a week and the circulation of children's materials increased by 22 percent. While the bookmobiles average attendance per stop was only three people it proved to be an example of library service at its best. If the patron doesn't have access to the library, the library will come to them.

Goal 4: People in Colorado will have access to library services and information resources in print and electronic formats as a result of cooperation and resource sharing between Colorado libraries.

Overview:
As alluded to in goal 1, a number of partnerships have been developed among libraries in recent years, and the state enjoys a long history of cooperation and resource sharing. There were several productive, notable, and nationally recognized projects implemented in connection with this goal. The loss of state funding, mentioned in the introduction, conspired to reduce the full measures of success we anticipated by eliminating the support mechanism of the regional systems and the resulting reprioritization of State Library resources.

Before the state stepped into restore some of the funding to sustain a limited regional system, LSTA helped maintain operations of the statewide library courier program. This program always ranks as the most important of anything done for the state's librarians and citizens. In addition, statewide databases, digitized historic newspapers and a cost-shared 24/7 virtual reference service are available to nearly all residents were all started in connection to this goal. These and other projects have proven to reach significant numbers of people, and are among the most memorable services cited by members of the state legislature and citizens when they think of their local library. The following projects are among several that contributed to surpassing this goal.

Progress towards goal:
- ✓ Surpassed the goal
- ☐ Met this goal
- ☐ Made progress towards the goal
- ☐ Did not work toward this goal

Objective 4A: The people of Colorado will be able to access increased content on the Colorado Virtual Library and their local libraries' computers.

Building Colorado Story by Story: The Sanborn Fire Insurance Map Collection

In 2006 the Map Librarian for the Jerry Crail Johnson Earth Sciences and Map Library located at the University of Colorado at Boulder (CU-B) campus received funding to digitize a collection of Sanborn Fire Insurance Maps for the state of Colorado. Only three libraries in the State hold significant collections of original copies of the Sanborn maps and all collections are in the Denver/Boulder area. The CU-B Library's is the only near-complete collection. Through this project the maps from 1883-1922, representing counties throughout the state will be made available via the Internet, eliminating the need to come to Boulder to use the collection. Coloradans will gain access through the University Libraries' Digital Asset Library (DIAL) and will be able to search for the maps through Colorado Virtual Library, the Collaborative Digitization Program's (CDP) Heritage West database, OCLC's WorldCat, Prospector, CU-B's online catalog (Chinook), and the emerging databases of metadata for digital resources, such as the University of Michigan's OAISTER. Finally, the project includes a continuing education program for librarians that will introduce the use of maps as a resource as well as how to search and retrieve maps on the DIAL system. Collaborating with the Colorado Library

Consortium (CLiC), in-person workshops will be developed along with online training for school, public and academic libraries.

The number of maps digitized through this project will increase from the initial proposal due to a change in digitization vendors (changed to OCLC Preservation Services). They will digitize 346 maps on 2,385 sheets, representing approximately 79 cities in 52 counties covering 1883-1922. Sample images and the first batch of maps scanned by OCLC (almost half of the collection) met the quality requirements for the project and the entire conversion is scheduled to be completed by mid-March 2007. Promotional flyers for the workshops have been created and distributed via online discussion lists, Web sites, and CLiC mailing lists. The first of two "hands-on" workshops for librarians on the use of the Sanborn map resources will be held on 29 March 2007 at the University of Colorado at Boulder; the second workshop will be at Western State College, in Gunnison on 11 May 2007. They had intended to offer four two-hour overview workshops for library workers on the Map Collection but CLiC is conducting only three spring workshops this year, therefore three 75-minute Sanborn Map workshops will be offered at these scheduled events: 16 March 2007 Greeley, Colorado; 23 March 2007 Grand Junction, Colorado; and 20 April 2007 in Pueblo, Colorado.

This project will contribute to improving and enhancing library services statewide in two ways:

- Bring a unique set of resources to the libraries and residents of Colorado through digitization. Sanborn maps have been created for all states; however few are available in digital format. Only Utah, Florida, and Georgia have digitized some of the maps. Because of their size, condition, and limited access, it is only through digitization that they can be made accessible to patrons state-wide.

- Improve map literacy among librarians and library workers through collaboration with the Colorado Library Consortium. Map librarianship is a specialization that is available in only a few MLS programs. Instruction in the use of maps has limited exposure in non-MLS programs, NCATE or undergraduate library science or information science courses. Providing continuing education workshops in conjunction with the introduction of the digital collection will increase the knowledge of Colorado librarians and library staff. This new knowledge will translate into improved customer service for Colorado residents interested in the historical, economic, and the social development of Colorado cities. School librarians who work with teachers and students studying Colorado history will find a wealth of information in the Sanborn maps.

Objective 4B: Libraries in Colorado will have their holdings available on the Colorado Virtual Library directly or through a Z39.50 library network.

Colorado Virtual Library

Through the NISO Z39.50 communications protocol, the Colorado Virtual Library (CVL) www.coloradovirtuallibrary.org creates a virtual union catalog of 793 library collections. Although primarily library collections, CVL does provide access to collections of digitized historical photographs and objects, a catalog of Web sites for children, as well as

teacher resources. In 2002-2003 one of the original intents of the virtual union catalog was to provide a single point of access to search for materials to fulfill interlibrary loan requests. At this time the holdings of 604 Colorado libraries and collections were available through the CVL. During 2002-2003 holdings were increased by 21 percent to a total of 732 libraries. The following year (2003-2004) brought a 3 percent growth rate for a total of 761 libraries. Currently, in 2007, CVL has 793 participating libraries.

Since 2004 the rate of libraries being added has slowed considerably although the Colorado State Library works along side libraries that are considering installing and/or were actually installing new automation systems. As libraries migrate from one vendor to another the Z39.50 connections are maintained. In the near future it is unlikely that these numbers will increase significantly because:

- For medium and large libraries the possible connection list is saturated.
- For small libraries vendors still treat Z39.50 as an added on, extra cost product.
- Some libraries, especially schools, are still reluctant to expose their collections.

Although formal sessions to make holdings accessible through CVL have not been held, the role of Z39.50 in resource sharing is included in training sessions for the Colorado State Library's SWIFT Interlibrary Loan Project. The majority of new connections established over the last several years have originated from these training sessions.

Objective 4C: People in Colorado will receive information and materials from libraries in timely and efficient ways.

Colorado Library Courier Administration and Operations Support Program

The Colorado Library Courier is a unique library service consisting of a successful partnership between many library agencies. In surveys about vital services provided to the library community, the courier is always ranked as one of the most essential services provided to libraries for the communities they serve. In August of 2004 the Colorado Library Consortium (CLiC) took over operations and management of the Colorado Library Courier, which was implemented through a delivery service contract operating statewide to transfer 4.5 million items annually. The program still provides a convenient, cost-efficient means of delivering items between libraries throughout the state, including, public, academic, special, and schools. This service is necessary to sustain the resource sharing infrastructure initiatives that Colorado has developed over many years. It is essential to the inter-operability of various Inter-Library Loan (ILL) systems throughout the state. All Courier participants and many people who visit libraries use, and rely on the various statewide ILL systems to request items. Once located, these items are requested from the owning library and sent in a timely manner through the courier. Without the courier, the costs for moving materials between libraries in a quick, efficient manner would be lost, or would impact local budgets much more due to higher mailing costs and delivery fees. In 2005 CLiC received LSTA funds which provided administrative support, plus additional funding to offset fee increases to participating libraries for the courier vendor due to fuel cost increases.

Activities performed during the grant project year included: hiring new staff to manage and coordinate the courier through CLiC; in conjunction with new or established

committees, obtained agreement on an ongoing contract from appropriate vendor for statewide courier services; contract prices were publicized statewide to Colorado libraries and school districts; in cases where cost increases were too great, additional negotiation took place to reduce the number of stops, but still retain efficient delivery schedules; a courier management structure and operational protocols were established in cooperation with CLiC staff, the vendor, and other local courier services in the metro areas of the state; operational procedures and benchmark service targets were established for CLiC and the vendor; alternative operation and administration models for improved service were explored; an RFP was sent nationwide to gather more competition, and help negotiate better pricing structures. Project funds were used to subsidize operational costs thereby keeping fee increases to libraries at a minimal level.

At the end of the grant period (September 2005) 508 library branches, libraries and service outlets had scheduled stops at least once a week from the Colorado Library Courier. At the end of 2006, there were 436 library branches, libraries and service outlets with scheduled stops from three to five days a week. The target for 2005-2006 was 80 percent participation. Actual figures came in at a 60 percent participation rate. Project outputs included:

- Eighty percent of materials requested by other libraries through ILL were provided within 2-3 days. Today, CLiC estimates that 90 percent of materials requested by other libraries through ILL are provided in one day! The remaining 10 percent are in the geographically difficult regions of the state.

- The implementation and maintenance of a timely and efficient resource delivery system resulted in aggregated savings to local libraries of between $500,000 and $1 million over traditional mailing and delivery methods. Today the savings are $1.5 million over the post office and $3-5 million over Federal Express or UPS.

The courier continues to be the one of the most important programs named by libraries and librarians as a statewide library service needed by library patrons. Polling of members done toward the end of FY04 by the Colorado Association of Libraries (CAL) indicated the Colorado Library Courier was the second highest priority item on the association's legislative agenda (right behind restoration of state aid to libraries) for requesting state funding, if such funds became available for FY05. Recognizing the commitment and value delivered that CLiC, the Colorado State Library, and CAL have made for this library service, on 1 July 2006 CLiC received an appropriation from the State of Colorado in the amount of $400,000 to be applied directly for expenses incurred in the management and operations of the Colorado Library Courier. With this money CLiC was able to reduce costs to libraries by 70 percent and has signed up 29 new libraries and stopped any additional libraries from leaving because they couldn't afford the old prices.

Objective 4D: Colorado libraries will meet Colorado's technology standards.

http://www.cde.state.co.us/cdelib/technology/download/techstan.pdf

Pikes Peak Community College Bibliographic Instruction Equipment

In 2005 Pikes Peak Community College located in Colorado Springs, Colorado received funding through an LSTA grant to transition their library into the digital 21st century. To meet the needs of students, faculty, and staff they created an interactive library instruction lab within the confines of the existing library. The room chosen for the lab already existed within the library it just needed to be cleared out and readied for the project. They chose to purchase laptop computers with their LSTA funds for use by students during the bibliographic instruction sessions. Laptops allowed the flexibility needed to customize the use of the room according to the needs of the class and to take full advantage of the wireless technology that was currently being implemented by the college. The wireless network was paid for by the college and the installation was completed by the fall of 2006. Tables and chairs were acquired from campus supplies. Since laptops are portable, they foresaw their use in study rooms for individual tutoring, group assignments, and informal instruction sessions. The laptops are locked in an existing storage cabinet when not in use and the lab is in an area behind their security gate which is easily monitored by the circulation desk staff.

There are many benefits to having the lab located in a room within the library. The bibliographic instruction librarians can now take students on a physical tour of the library space including the reference area, public access computers, and other library services. In the past bibliographic instruction was given as a lecture in an open space of the library next to study rooms, study carrels, and the reference area. They only had one laptop and used a projector to display on a pull-down screen. The sessions disrupted library patrons and prevented access to the study rooms. Utilizing the new lab, students can now have the hands-on experience of manipulating databases and constructing their own search strings. Previously, the reference librarians provided library orientations to 450 students in 30 classes. Utilizing the new lab they are providing library orientation to 750 students per semester through the interactive orientation process.

Pikes Peak Community College serves a diverse population that includes high school students, traditional college students, older individuals returning to school, English as a second language students, disabled students, and members of the military. All of these individuals have special needs and requirements. Having a dedicated computer instruction lab has given the librarians and faculty the flexibility to tailor lesson plans so they are based on their audiences needs.

Objective 4E: People in Colorado will benefit from new and innovative information services by using technology in a creative manner.

Marmot OverDrive Consortium: Delivering E-Content to the Western Slope

In 2005 the Marmot Library Network, an automation consortium serving 20 library systems and 80 library facilities on the Western Slope of Colorado, provided 18 libraries with e-content in the form of digital audio books, electronic books, and digital music. Marmot's libraries serve a rural population as diverse as traditional ranching communities and modern ski resorts. Because their membership is spread out geographically, modern methods of resource sharing have taken a front seat in the ongoing discussion of how to best serve their communities. Through a cost share agreement with these libraries Marmot contracted with OverDrive/Digital Library Reserve to provide a user interface and electronic collections. Staffs were trained to use the new service. Material selectors were trained to use the collection management site. Collections were purchased. Marketing materials were developed announcing the new collections in each market. OCLC MARC records were loaded into the Marmot Library Network shared bibliographic database. Buttons were added to the OPAC, network, and library Web sites, linking others to the downloadable site.

One thousand audio-books and e-music were purchased, and 50 audio-book titles were leased to be "always available." In the first two weeks of the "soft launch," 251 materials were checked out. Management reports have resulted in duplicate titles being purchased to fulfill holds. Marketing materials consisted of posters, flyers, business card size bookmarks, and "shelf talkers." Public Service announcements were developed and played in local markets. Project outcomes included: increased access to collections for underserved areas; increased each participating library's market share for e-content users; expanded support for libraries among community members who do not use traditional library services; K-12 curriculum support by providing unlimited access to classic titles; increased access to academic library users in a format they are using; and provided resource sharing among the member libraries.

This grant made it possible for the consortium to provide a library service that none of its members could afford to do as a single institution. The shared collections have fostered resource sharing among libraries that had not previously existed. These libraries have now agreed to place holds on each other's print collections, a service that had not been offered in the past. The next step for this project will be to demonstrate the practicality of providing this service in a multi-type library environment to the entire state of Colorado.

Goal 5: Librarians will be recruited, trained, and retained in order to provide quality library service to the residents of Colorado.

Overview:
Colorado, like most of the rest of the country, has seen a sharp increase in the number of retirees from middle-and upper-management positions. Two in-depth studies conducted by the State Library's Library Research Service in the last five years supports the trend toward fewer 'professional' librarians being hired in relation to the number retiring.

While the need for ongoing recruitment and retention of library personnel remains significant, the environment into which they are moving has become a moving target. There is uncertainty about what constitutes a baseline, entry-level skill set, along with concern over how technological innovations will alter staff duties in libraries. Due to these as-yet unresolved issues, and in light of the aforementioned staff turnover within the State Library, it became obvious that, besides being premature to take on a full statewide approach in this area, it would be difficult to give full attention with current staffing levels. Following are three of the more significant and successful local projects that exemplify progress toward this goal.

Progress towards goal:
☐   Surpassed the goal
☐   Met this goal
✓   Made progress towards the goal
☐   Did not work toward this goal

Objective 5A: Colorado will recruit librarians to provide quality library service to Colorado residents.

Library Assistants Plus!

In 2005 Wiggins Junior/Senior High School students were provided with a learning opportunity in library services. The project they participated in provided support to the Summer Reading Program at the Wiggins Elementary School and allowed the teens to assist librarians at their own school with basic library duties. At the elementary school the teens served as mentors and role models to the younger students. They also assisted the librarians in developing and delivering activities such as games, book sharing time, and story time. Back in their own school, they assisted librarians with basic library duties which gave them exposure to the field of librarianship. The teens selected and purchased books for their peers. The librarians cataloged the books and the teens prepared them for shelving. The teens then read a selection of the books, discussed them and wrote short reviews for their peers.

Seven high school students were recruited for the project. They mentored 60 elementary school students in the summer reading program. At their school the teens selected and purchased 147 book titles. Of these titles they wrote reviews on 35 and displayed them on bulletin boards in the hallway and in the library. The school's 275 students then read the reviews and select titles to read for their daily required 22 minute silent reading time. The teens filled out a paper survey covering the experiences they shared during the project. Six out of seven teens are interested in participating in a Summer Reading Program again.

Only three out of the seven teens are interested in being a library aide during one of their semesters in high school.

Collaborative efforts between schools always provide innovative ideas for improving library services. In this case, elementary school students have found new role models in their teen partners and the teens have learned valuable skills in working with young children. School libraries are consistently short staffed and under budgeted and Wiggins has shown how recruiting teen volunteers can allow a librarian to increase his/her staff by at least seven every summer! In addition the teen volunteers learned a little about the "day in the life" of a librarian. They assisted their school librarian by learning collection development, book processing, and reader's advisory. This type of volunteer work allows the teens to determine if they would be interested in returning as a library aide and maybe down the road taking up librarianship as a career choice. The best place to recruit rural librarians is from their own communities.

Objective 5B: Colorado residents will be served by highly qualified and well-trained library staff.

Education for Paraprofessionals

In 2003 a pilot project was launched to improve library paraprofessional skills on the Western Slope. This was achieved by offering financial assistance to Western Slope library paraprofessionals to take for-credit library science courses through Mesa State College (MSC). The grant sponsored 30 scholarships. Scholarship recipients could apply for funding to take one or both of the following classes: "Introduction to Library Science" or "Information Literacy." These MSC-approved courses were offered over the 2003-2004 school year at both the Grand Junction Campus and via two-way interactive video at the Montrose Campus. Grant recipients were expected to mentor or partner with nearby paraprofessionals in the region as a service component. MSC Department of Education faculty and library staff developed the two college-level courses in library science. MSC librarians with MLS degrees taught the courses using a team teaching model. The first course was offered in July of 2003; brochures for the program and information on the scholarships were released in March and continued until scholarships were awarded in June. The course was scheduled in the evening to better serve working paraprofessionals. All students took a pre-test and post-test to evaluate the effectiveness of each class. After the class was completed the mentors and students were paired for the service component of the classes. The second course "Information Literacy" was held in August. The first course "Introduction to Library Science" was again offered in the spring of 2004.

A total of 45 students enrolled in and completed the class sessions that were offered. Thirty scholarships were awarded, which were used to pay for tuition and fees. With the exception of one student who left the library profession and dropped the spring course before completing it, all of the scholarship students completed and passed the course(s) for which they were enrolled. The pre-tests and post-tests were administered to all students. The tests covered basic library concepts and key terms and ideas to be covered in the courses. The average number of correct test items for students enrolled in "Introduction to Library Science" rose from 7.8 to 13.1 (summer 2003) and 19.4 to 23.0 (spring 2004); average test scores of students enrolled in "Information Literacy" rose

more modestly from 13.7 to 15.9. In focus groups conducted at the end of both courses, scholarship recipients indicated that they had gained a much better understanding of the overall workings of libraries and had developed important specific knowledge and skills on topics as varied as collection development, searching techniques, evaluating the quality of Web sites, issues regarding copyright, and learning styles. Moreover, in a quasi-longitudinal survey of the longer-term effects of having taken the summer course, the scholarship recipients reported more satisfactory and helpful interactions with both patrons and supervisors. Several reported an interest in taking more classes in library science should that opportunity be presented. The most unfortunate thing about this project is just this—the opportunity was never presented again. The project director for this grant left MSC six months after the end of the project. Her position wasn't filled for some time and unfortunately the current library director has a different vision for the library and community.

Library services can't help but be improved when we give staff the opportunity to excel through education. In geographically challenged areas smaller libraries are underserved and the educational opportunities just aren't available to them as they are to those in larger metropolitan areas. It only took one college library director to recognize the need and act on a vision that gave back to the library community ten fold. One paraprofessional, upon completion of the classes, said "My understanding of the basic operation of the library has been clarified. I now give patrons time to describe their needs and I know now the questions to ask to get them to their desired information." Isn't this the ultimate outcome? Getting the patron to the desired information they came in for!

Objective 5C: Librarians, paraprofessionals, staff, and administrators will participate in a wide variety of continuing education activities throughout the state.

Leadership in Decision Making

Because they are in the unique position of assisting local library groups and community groups in decision-making, the Colorado State Library (CSL) and the Colorado Library Consortium (CLiC) staff is often asked to help groups come to a consensus decision on various issues. There are requests from libraries for assistance with budget problems, building projects, negotiating with a city or county administrative body, or other internal operational matters, and long term strategic planning. The goal for this project was to improve decision making in Colorado's libraries by creating a cadre of staff who could 'facilitate' in libraries around the state. This project trained 20 people in advanced facilitation skills for leading focused decisions, providing a safe haven for discussion, and helping disparate parties in coming to consensus on solutions to identified problems. In 2004, 20 library leaders were trained by Interaction Associates, a national firm who handles corporate and other clients. The training included peer group evaluations. Skills taught included: four facilitation approaches; the interaction methods; listening as an ally; planning the meeting; prevention and interventions; understanding the ladder of inference; collaborative problem solving; designing agendas; dealing with virtual meetings; and resolving conflicts through negotiated conversations.

Fifteen people on the Colorado State Library's staff attended the training. Four people on CLiC's staff and one person from the Collaborative Digitization Project also attended. Of

those people reporting back on results, twenty facilitations were held with "external groups." Further, all respondents reported using the techniques learned through this training, and reinforced by committees they serve on. One respondent reported great success in "secret facilitation" or quietly using the skills learned to assist groups without making it an issue during the meeting. In a post-evaluation survey, 100 percent of those who attended the training rated it as "Superior." Participants self-reported learning new skills:

- "I have been able to communicate more effectively in meetings, plan meetings and facilitations around the state which were more productive, and have been more active in moving other meetings along to successful completion;"
- "Attending the facilitation training helped me in every meeting I've run or participated in since! My ability to move through the agenda with the participants have improved, outcomes are better and clearer…;"
- "It has made me more aware of the group dynamics during meetings even when I am a participant rather than a facilitator. It has made me a better committee member, and also made me more aware of the need to take the time to plan a meeting instead of just showing up;"
- "Remembering some key concepts from the training, I am able to apply these skills when involved in a meeting or an informal discussion;"
- "When the meeting group did not want to have a facilitator, I have tried to lead the group towards agreement on issues. It has given me confidence in leading meetings and working with people."

Participants also reported successful facilitation of external groups:

- "The group was complimentary saying that we were organized, on task, and they especially like the brainstorming and how we then prioritized the categories;"
- "Yes, I did receive positive feedback. One person let me know that she liked the way that I handled some difficulty with coming to an agreement among group members;"
- "I co-led it with another person who also attended the facilitation training … we got rave reviews after the session;"

The impact on library services across the state can be summed up through the comments of a librarian that attended the workshop. "Since the training, I have witnessed an amazing increase in the level of skills shown by those who attended. I believe this training improved the quality of library meetings around the state. Plus we have the teaching by example effect!" Its one thing to provide continuing education opportunities to our constituents and it's quite another thing to have them so committed to their new skill set that they are out "teaching by example" and setting new standards in the profession!

III: In-Depth Evaluations
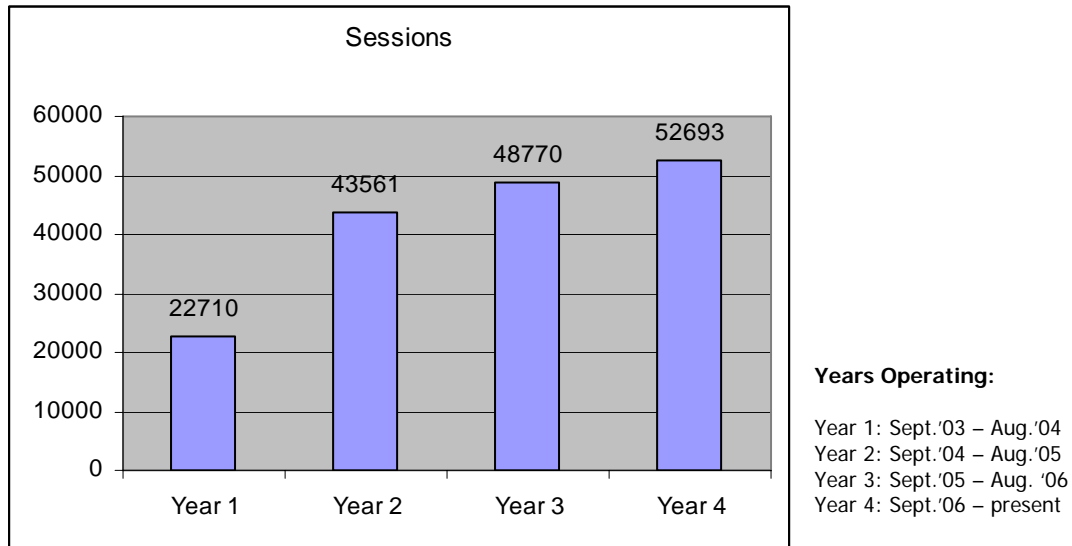
AskColorado

Background

Utilization of the statewide AskColorado Collaborative Virtual Reference Service has increased ever since it was launched in August 2003. The service utilizes software specifically designed to provide interactive reference service to patrons over the Web via chat, 24 hours a day, 7 days a week, and is available in both English and Spanish.

AskColorado is a collaboratively funded and cooperatively operated service, allowing information experts from multi-type libraries to serve Colorado residents in an on-line venue where they increasingly spend time learning, researching and gathering information. More than 325 librarians from academic, public, school, and special libraries (representing 67 libraries throughout Colorado) are involved in providing virtual reference desk service. Patrons access the service by clicking on an icon located on their library's Web site, by going directly to the www.AskColorado.org Web site, or through the Live Help link on the www.colorado.gov Web site. Participating libraries share the cost of the service and provide the reference staff for the virtual reference desk.

This project benefits patrons by expanding reference service beyond regular library hours and into virtual spaces where patrons are looking for answers. AskColorado makes available to patrons expert *human* service that they may not be able to access locally. Colorado residents benefit from this project by tapping into a statewide network of subject experts. Libraries benefit by cooperatively offering an extensive virtual reference service for their own local patrons much more cost effectively than if any of them would by attempting alone. In addition, the AskColorado project has raised state government and general public awareness of the valuable services that libraries provide.

AskColorado have been extremely successful. The targeted number of sessions for the first year of the service was 10,000; instead, more than 22,710 were handled. Any given session may involve multiple questions from a patron, so it is difficult to estimate the number of questions answered by this virtual reference service. Annual use of the service has increased, as depicted below.

Sessions

Years Operating:

Year 1: Sept.'03 – Aug.'04
Year 2: Sept.'04 – Aug.'05
Year 3: Sept.'05 – Aug. '06
Year 4: Sept.'06 – present

AskColorado provides a unique model for locally-delivered library service in the context of a large collaborative service that could be replicated in other states. For instance, the virtual reference software allows in-coming questions from a particular county or academic institution to be routed first to any librarians from that county or institution, provided they are on duty staffing the virtual reference desk at the time the question comes in.

AskColorado also allows for sophisticated queue control. At the major entry point, individuals may self-select a queue particular to their need or type of question. Users may select from "General," "Kids and Teens" or "College Research" categories, or they may select a Spanish language queue.

Another accomplishment occurring in early 2006 was the experimental adoption of AskColorado as the basis for the state portal's "Live Help" service. Colorado Interactive, the company that operates the State of Colorado's governmental portal www.colorado.gov entered a partnership with AskColorado after evaluating the service. A "CoGov" queue provides AskColorado librarians with a separate tracking mechanism. During 2006 AskColorado provided a platform for 6,678 sessions through the CoGov "Live Help" queue, representing nearly 13 percent of overall traffic directed to the virtual reference service.

Sustainability of the AskColorado collaborative virtual reference service continues to be a primary objective. The CoGov experiment serves as a potentially successful model for establishing public/private partnerships—with an end goal of identifying financial sources other than LSTA funds. Currently, investigations are underway to determine an equitable pricing model and to negotiate a contract for service with private entities like Colorado Interactive.

Overall, AskColorado has developed into a sophisticated cooperative through its committee structures (with significant statewide representation), its operational goals, and its ongoing assessment of services. Many of these elements are described in the Goals, Objectives and Activities section of this report.

Goals, Objectives and Activities

The AskColorado virtual reference service addresses many of the Colorado State Library LSTA Five-Year plan goals.

Goal 1: Students of all ages in Colorado educational programs will achieve their highest potential with the assistance of resources and expertise offered through all types of libraries.

AskColorado has met this goal.

Objective 1: Provide specialized access for K-12 students as well as college students to AskColorado virtual library reference service.
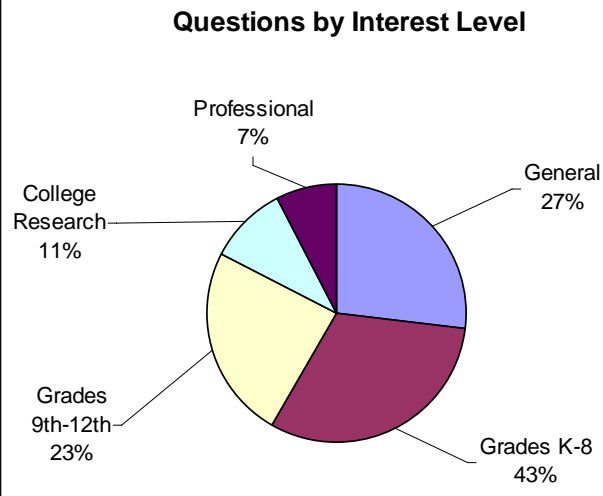
- AskColorado Steering Committee members determined that certain features in the virtual reference software could be utilized for improving the "routing" of patrons. AskColorado librarians also established best practices for referring patrons. One solution established that the entry page to AskColorado needed to be redesigned for improved patron "self-selection."
- In 2005 special "queues" were established to better route types of patron questions and to improve the match-up between subject librarians at patrons of a certain type. A "Kids and Teens" queue provides K-12 students with expertise tailored to their needs. A "College Research" queue routes patrons to university librarians and others with specialized subject background.
- By understanding better from the outset of a virtual session what kind of student the patron is AskColorado librarians can provide more tailored service.
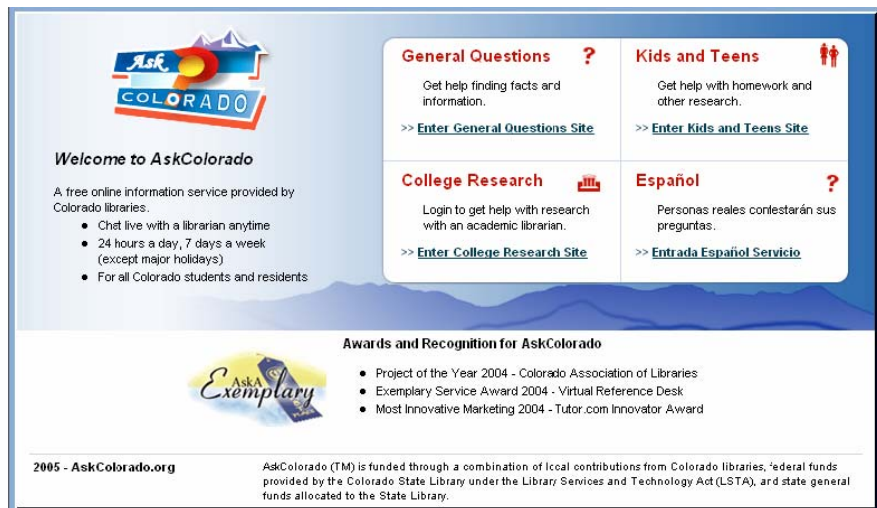
An example of the AskColorado entry page, with various queues.

Objective 2: Document the utilization of AskColorado by student age groups.

- Develop ongoing mechanisms for tracking utilization data.
- Annual statistical reports illustrate that students K-12 make up 66 percent of AskColorado usage, while

Questions by Interest Level

- Professional 7%
- General 27%
- College Research 11%
- Grades 9th-12th 23%
- Grades K-8 43%

users self-identified as doing college research make up 11 percent.
- Early in planning for the service, project staff researched the K-12 need by referring to Pew Internet and American Life study data. At the time, 78 percent of those students between the ages of 12 and 17 used the Internet. The most recent report (2005) finds that rate has grown to 87 percent. The availability of AskColorado as a service to students continues to be of high importance as more and more students utilize online sources for their learning.

Goal 2: Diverse populations in Colorado will receive quality library service from all types of libraries.

AskColorado has made progress toward this goal.

Objective 1: Establish access to AskColorado for non-English speaking citizens, specifically Spanish speakers.
- In the establishment of specialized routing queues, a Spanish queue also was planned and created.
- Objectives set for FY06-07 included an interest for increasing usage of the Spanish queue by 25 percent over FY05-06 levels. This was to be accomplished through focus group outreach, and the creation of a Spanish marketing campaign gathered through focus group input.
- Changes in personnel at the operational and leadership levels of AskColorado caused this objective to be put on the back burner.
- In 2007 activity toward this objective was re-established through the hiring of a university student, who is tasked to conduct a literature review concerning the information-seeking behavior of Spanish speakers in the U.S. The student also will identify and interview leaders in the Colorado Spanish-speaking community.
- Information and data gathered as part of this formal market research will be considered by the revitalized Marketing & Public Relations subcommittee, with next steps being decided.
- In terms of outcome, the intention is to learn whether or not AskColorado provides a type of service that would be used by Spanish speaking patrons, and to learn how best to reach those individuals. One potential result may be the discontinuation of the Spanish queue; however this decision would be based on quality information/data.

Goal 3: People in Colorado will receive quality library service from public libraries.

AskColorado has met this goal.

Objective 1: Ensure strong representation from Colorado's public libraries in the operational direction of AskColorado.
- Early in the planning and creation of the service, a robust organizational structure was created, with a steering committee and series of subcommittees. A named chair for the steering committee represents a large county public library system. During the past three years, there have been a few changes to the structure; bylaws and terms of appointment also were established. A listing of current and previous committees follows:

Committee Structure

Steering - oversees entire virtual reference collaboration and implementation, ensures committees are completing projects in a timely manner, sets up timeframe and schedules.

CVRREPs – "Colorado Virtual Reference Representative" each person represents a participating library and acts as liaison between that library and the virtual reference consortium, disseminates communication about the project to library leaders, when appropriate oversees staff schedule and training, and participates in collaboration planning and future development.

Quality Assurance and Evaluation - oversees quality and use feedback to maintain high standards of reference service. Provides annual recognition awards to individual librarians who exhibit high standards in reference. Periodically reviews reference transcripts and provides mentoring/feedback to new staff members providing virtual desk shifts. Also, customer satisfaction and outcome surveys have been done to evaluate this service.

Policies & Procedures - sets parameters for participation, logistics, staff schedules, provides feedback in negotiations on statewide contracts, addresses copyright & proprietary database issues, ensures that participants have followed through with requirements (e.g. a web page with local library info)

Marketing & Public Relations – guides promotion of the virtual reference service, including timing (so service is not overwhelmed), provides market research, identifies advertising and promotional ideas.

Previous Committees and Subcommittees

Needs Assessment and Evaluation – *Merged with Quality Control & Training to become Quality Assurance and Evaluation* - identifies need for service, and need for service parameters (e.g. should it be 24x7, should we partner with government entities, genealogical, legal, medical and homework experts), what is scope of service, service guidelines.

Quality Control & Training – *Merged with Needs Assessments & Evaluation to become Quality Assurance and Evaluation* - sets up a training program and an oversight system for ensuring quality transactions from all Virtual Reference staffers (work with Evaluation Committee to ensure patron feedback is seen by the appropriate quality supervisor).

Software – *Currently inactive, subject to re-activation* - identifies functions (e.g. ability to co-browse) and capacities (e.g. number of seats)and services (e.g. after hours librarians) that vendor/software must have, solicits quotes, and talks to current customers to ensure software works as described; identifies hardware specifications and ensure participants will meet them, plans for how software/hardware problems will be dealt with once virtual reference service is running, responsible for all technical aspects of project.

- Involving librarians from throughout the state at all levels of the planning, implementation and ongoing operation of AskColorado has been crucial to the success of the project. Public librarians serve on all of the AskColorado committees.

- Public libraries have a particularly unique mandate in their service: provide access to patrons of all ages and demographic backgrounds. By seeing the influence of public libraries on AskColorado, the virtual reference service itself reflects the "open to all" philosophy coupled with a commitment to improving the information literacy of online patrons.

Objective 2: Ensure strong contributions and commitment to AskColorado from the public library community throughout the state.

- Of the 67 participating libraries, 37 (55%) are public libraries.
- In terms of financial contributions made to the service in 2005 (the highest year of financial participation), public libraries accounted for 81 percent of the contributed funding.
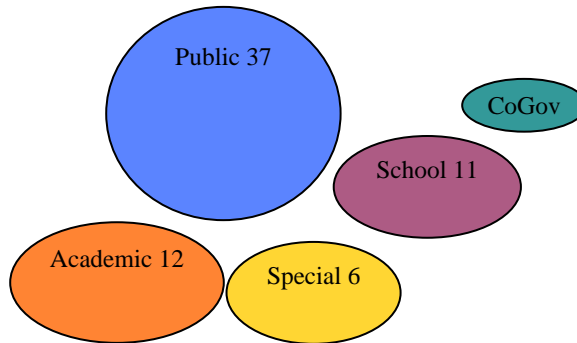
Objective 3: Document the utilization of AskColorado by county and region.

- Since 2005 the number of urban patrons utilizing AskColorado has increased. This is due in large part to Denver Public Library joining the AskColorado collaborative. Still, 21 percent of the service traffic can be attributed to rural Colorado.
- Determining the geographic distribution of patrons using (or not using) AskColorado will aid in future efforts to target advertising to underserved regions of the state.

AskColorado 2006 Use
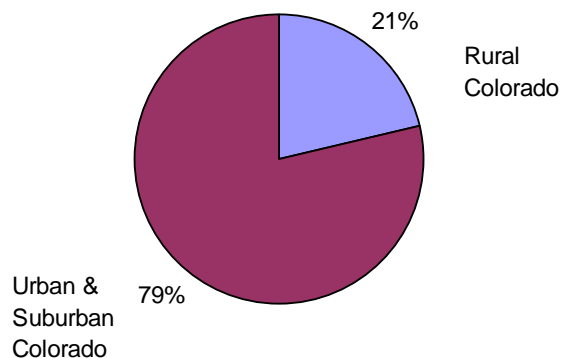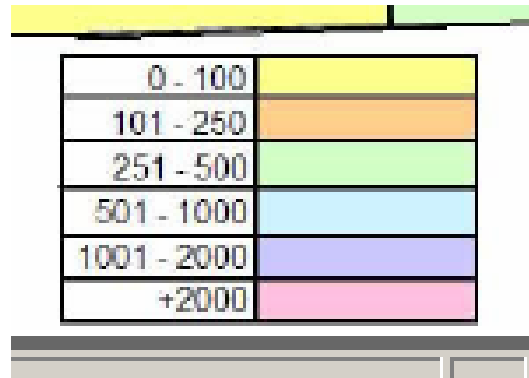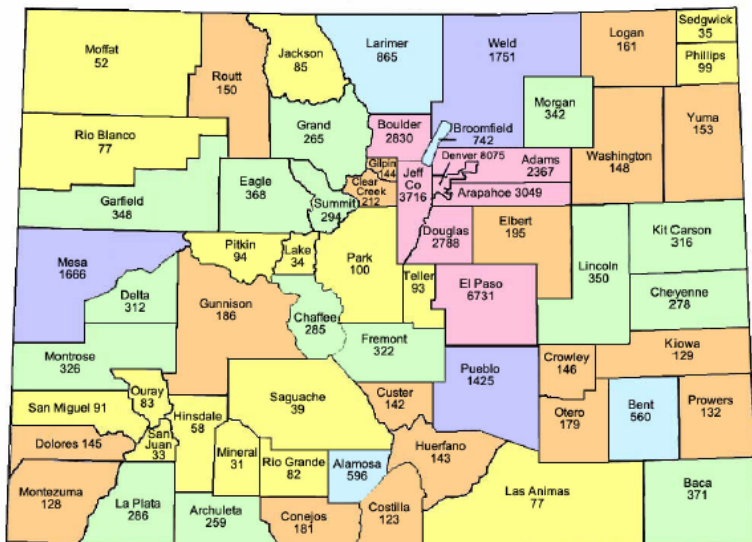
Example of annual statistics showing distribution and quantity of patron questions

Goal 4: People in Colorado will have access to library services and information resources in print and electronic formats as a result of cooperation and resource sharing between Colorado libraries.

AskColorado has made progress toward this goal.

Objective 1: Continue to make progress toward self-sustainability by increasing and/or maintaining current revenue streams and seeking new funds. Obtain partial state funding for AskColorado for FY07-08.
- Submit decision item for AskColorado funding through the Colorado Virtual Library line item in the state budget.
- Leverage relationship with Colorado Interactive to reach key state government officials. As detailed in the Background section of this report, a successful partnership with this private company (which oversees the development and operation of the state portal) has been developed.
- Investigations are underway to determine an equitable pricing model and to negotiate a contract for service with private entities like Colorado Interactive.
- The marketing and public relations subcommittee will be advising on market research activities for AskColorado staff members, including ideas for additional target markets. Once target markets have been identified, advertising and outreach campaigns can be established.
- If new models for funding AskColorado prove successful, this will reduce the dependence on LSTA funding over time.

Objective 2: During the fourth year of service, 85 percent of AskColorado users will express satisfaction with the answers they received.
- An online survey was mounted, to capture in the form of "exit interviews," AskColorado user satisfaction. Library Research Service, another unit within the Colorado State Library, provided consultation in the design of the survey (ensuring solid research methodologies) and will be providing the analysis in spring 2007.
- Results of the exit surveys will be aggregated and reported back to the Colorado library community in 2007.
- Results will inform adjustments to the service, its policies, operations, etc.
- Results may be utilized to inform future market research and public relations activities.

Power Libraries Program

Overview

The Power Libraries Program (PLP) is a statewide program designed to bring recognition to the role that school library programs, teacher-librarians, and staff play in promoting student achievement. The focus is on developing and promoting quality school library programs and practices that help students meet standards. These libraries are staffed by a professional teacher-librarian, have excellent resources, and represent the "best of the best." Power libraries are selected through a competitive application process and participate as one of two types of schools: 1) "High Performance" school libraries must meet the criteria for being an exemplary library and agree to share their expertise and experience by mentoring "development" schools and accepting visitors from other Colorado schools not currently in the program. 2) "Developing" school libraries must have a professional teacher-librarian and be ready to move away from the old model of teaching library skills in isolation to the new model of using information skills with content standards to develop good readers, information-users, and lifelong learners. All PLP schools must commit to a year-long partnership to increase collaborative teaching and learning, to share instructional ideas and best practices, to develop an action plan for continued improvement, and to commit to on-going professional growth. PLP has been funded by LSTA since 2003 for outstanding state grant programs and is part of the five-year evaluation report.

"The 'Colorado State Library's LSTA Five-Year Plan 2003–2007' identifies five priority areas within the broader federal purpose, and supports the Colorado Department of Education (CDE) organizational commitment to increase achievement levels of students through 1) standards, 2) assessment, and 3) accountability."[1]

The Power Libraries Program met the following goals, which are required by the LSTA guidelines:

- LSTA Five-Year Plan
  - Goal #1: Colorado Students of all Ages will Achieve Their Highest Potential with the Assistance of Resources and Expertise Offered through Libraries[2]

- Colorado's Strategic Plan for Libraries, *Moving Libraries Forward: a Roadmap for Colorado Library Cooperation"*
  - Goal #3: Student Achievement and Lifelong Learning: Colorado students and adult learners receive services from libraries and librarians that support educational achievement and lifelong learning.[3]

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[1] FY 2006–2007 LSTA Statewide New & Continuing Project Request. LSTA. 27 March 2006.
[2] FY 2006–2007 LSTA Statewide New & Continuing Project Request. LSTA. 27 March 2006.

[3] Colorado's Strategic Plan for Libraries, "Moving Libraries Forward: a Roadmap for Colorado Library Cooperation." Strategic Plan 2006 – 2010. Colorado Department of Education, State Library.

Workshops provide an opportunity for participants to work together to develop action plans that guide them to create standards-based lessons that integrate information literacy (critical thinking) and instructional technology into the curriculum through a collaborative process. Surveys were used to gather information about the impact these workshops had on the educator's future behavior. Some of the items on the survey were about 1) working on lessons, 2) working on their action plan, and 3) planning and presenting professional development to name a few. "Educators who attended these workshops were asked how they intended to act differently after the workshop – within the next week, month, semester, or year. All three educator groups (teachers, teacher-librarians, and administrators) placed a similarly high priority on two post-workshop activities:

- Finalizing action plans for increased collaboration and
- Displaying or otherwise sharing with faculty students' products from collaborative lessons"[4]

Significant Advances in Library Services

The Power Libraries Program has made significant contributions to student improvement in Colorado. It is the goal of each Power Libraries Program school to ensure that every student has the advantage of participating in at least one collaboratively planned standards-based project with the teacher-librarian at each grade level. These collaboratively planned units, designed for a variety of subject areas and grade levels, are evaluated by the classroom teacher and teacher-librarian and changes are made to increase student success. In addition, most Power Libraries Program teacher-librarians participate in the annual review of student test scores and determination of instructional focus for curriculum improvement.

One of the many strengths of the Power Libraries Program is that strategies are highly individualized from school to school; however, it is evident that the most effective schools with effective library programs have many strategies in common.

These common characteristics are:

- Information literacy and educational technology integration has moved from being a library issue to being a school-wide instructional issue.

- The principal articulates the importance of teacher-librarian/teacher preplanning for standards-based lessons and provides incentives for teachers who collaborate through commendations, materials, and planning time.

- Collaborative projects, including assignments, resources, and rubrics, are highlighted on the library page of the school Web site for student and parent use after-school hours.

- A systematic plan for integrating information literacy with content standards has been developed by instructional leaders and those standards are tracked by grade level and project.

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[4] Fast Facts: Recent Statistics From the Library Research Service. ED3/110.10/No. 219. 11 March 2005.

- Student orientation sessions, traditionally scheduled at the beginning of the year, have been re-purposed from presentations on resources and procedures to standards-based instructional projects with that information embedded in a meaningful way.

- Planning for summer curriculum work and next year's professional development sessions occurs early in the spring and is based on progress toward goals, changes in assignments, staffing, and new faculty.

- The teacher-librarian participates in the training for any school-wide instructional or literary initiatives, and takes a leadership role in making the initiative successful.

These PLP strategies are disseminated throughout the state at other school library workshops and non-PLP teacher-librarians are encouraged to implement them at their school. This certainly produces significant advances in library services in all school library programs cross the state of Colorado.

Advantages for Students

There are many advantages for students who are taught in a classroom setting that includes a classroom teacher planning and teaching in a collaborative process with a teacher-librarian. Those advantages include:

- Content skills applied in authentic setting

- Project individualization through variety of approaches and technologies

- More effective use of time by virtue of a teacher-librarian included in planning

- More meaningful and authentic research projects

- Help and ideas from two professionals with different perspectives and expertise

- Access to materials other than textbooks to practice evaluation and analysis

- Guidance in using advanced searching techniques and sophisticated online databases

- Standard vocabulary and common research model which can be applied in other courses

2002–2003 through 2006–2007 Statistics

- 148 teacher-librarians have been members of the program from 2002–2003 school year to the present

- 171 teacher-librarians have participated since 1998

- Of the 148 teacher-librarians, 15 have provided the leadership for more than one school to participate.

- 35 school districts have had participating Power Libraries Program schools from 2002–2003 to 2006–2007 and

- 43 school districts have participated since 1998. That number includes the 15 largest districts in Colorado.

- 92,233 students have benefited from their schools being members of the Power Libraries Program from 2002–2003 to 2006–2007 and

- A total of 106,454 students have been affected since the inception of the program.

The Power Libraries Program has been responsible for significant advances in library services to students in Colorado.

- Each year approximately 20 schools are selected to be trained and mentored in order to become high performance schools where students benefit from increased teachers' increased collaborative planning and more rigorous assignments.

- Approximately 90 percent of these developing schools succeeded in becoming high performance schools within 3 years.

- In addition, 33 teacher-librarians and 11 administrators have moved from PLP schools and taken the PLP philosophy with them even though they were no longer members of the program. Many have opened new schools with a totally collaborative culture, and others have moved to existing schools and applied their Power Libraries Program training and strategies to improve teaching and learning.

Impact on Professional Development

The Power Libraries Program has had a major impact on professional development in the state of Colorado.

- The Power Libraries Program staff has trained 538 educators over a five year period.

- Having administrators, teachers and teacher-librarians train as a team and develop a common vision greatly increases the chances of impacting student learning.

- On-going support, provided by the Power Libraries Program staff and high performance mentor schools, supplies the encouragement, practical strategies, and problem solving necessary to implement change.

Power Libraries Program teacher-librarians, along with their advocacy teams, are expected to become leaders in providing improved and focused professional development for teachers.

IV: Assessing the Value of Library Services

Outcome-Based Evaluation at the Colorado State Library (CSL)

In FY04 the Library Research Service (LRS) proposed taking the lead on a CSL-wide effort to ensure that outcome-based evaluations (OBE) were conducted for one or more projects representing every unit of the agency. This proposal was developed in response to the IMLS mandate for OBE. LRS coordination of this effort achieved several desirable ends, including:

- Guaranteeing that libraries and other clients served by multiple CSL units received only one OBE survey,
- Standardizing some survey questions to permit aggregation of data across units,
- Streamlining the OBE survey development and report writing processes by creating economies of scale,
- Extending the benefits of LRS expertise in survey design and data analysis to all units, and
- Assuring that evaluations were conducted objectively and equitably, and protecting the anonymity of respondents.

LRS staff consulted with unit managers and their staff on the following issues:

- Selecting appropriate project(s),
- Identifying likely outcomes (i.e., what the data would be about),
- Specifying appropriate types of outcome data (i.e., customer satisfaction, anticipated outcomes, actual outcomes),
- Locating available data, if any, and
- Designing questions and questionnaires.

Remaining OBE activities were pursued by LRS staff independently of unit staff whose activities were being evaluated. These activities included:

- Administering questionnaires,
- Processing and analyzing data, and
- Drafting, reviewing, and presenting reports.

Highlights from some of these OBE reports from FY04 and FY05 include:

- Closer Look: Colorado's @your library™ Advocacy Campaign Evaluation
  http://www.lrs.org/documents/closer_look/CL_@yl_Campaign_eval_web.pdf
- Fast Facts: AskColorado's First Year Online. ED3/110.10/No.223, 28 March 2005
  http://www.lrs.org/documents/fastfacts/223_AskColorado.pdf
- Fast Facts: AskColorado Continues to Grow in Second Year. ED3/110.10/No.231, 8 November 2005
  http://www.lrs.org/documents/fastfacts/231_AskCo.pdf
- Fast Facts: The Colorado Advocacy Project, Colorado's @your library™ Advocacy Campaign. ED3/110.10/No.208, 30 June 2004
  http://www.lrs.org/documents/fastfacts/208_ColoradoAdvocacyProject.pdf
- Fast Facts: Early Literacy Initiative Impacts Public Library Services for Young Children. ED3/110.10/No.237, 20 April 2006
  http://www.lrs.org/documents/fastfacts/237_Early_Literacy_.pdf

- Fast Facts: How Librarians Help College Students at Colorado Correctional Facilities. ED3/110.10/No.233, 3 April 2006
  http://www.lrs.org/documents/fastfacts/233_DOC.pdf
- Fast Facts: Power Libraries Workshops Prepare-and Motivate-Librarians and Other Educators to Collaborate. ED3/110.10/No.219, 11 March 2005
  http://www.lrs.org/documents/fastfacts/219_Power_Libraries.pdf
- Fast Facts: Training Jumpstarts Early Literacy Services. ED3/110.10/No.239, 8 June 2006
  http://www.lrs.org/documents/fastfacts/239_Early_Lit%20workshop.pdf

Additional studies available under Appendix B.

**How Academic Libraries Help Faculty Teach and Students Learn
The Colorado Academic Library Impact Study**

Executive Summary

From March to May 2005, a study concerning academic library usage and outcomes was conducted by the Library Research Service in association with the Colorado Academic Library Consortium[5]. The primary objectives of the study were to gain a greater understanding of how academic libraries help students learn, and to assess how libraries assist instructors in their teaching and research activities. Nine Colorado institutions administered two online questionnaires—one to undergraduate students and another to faculty members who teach undergraduate courses. Overall, 3,222 individuals responded to the student survey, while 395 instructors answered the faculty survey.

Key Findings from the Undergraduate Student Survey

Undergraduates surveyed reported that they spend roughly equal amounts of time accessing library resources remotely and at the library. Overall students estimated that:
- 53 percent of their time accessing library information resources was spent at the library, while
- 47 percent of this time was spent utilizing remote library access.

Estimated percentages, however, were highly variable between different institutions.

The four most important reasons cited by students for using their college or university library were:
- quiet space for study,
- availability of computers and other electronic resources,
- availability of specific materials, and
- convenient location.

Each of these four reasons was cited by at least 50 percent of student respondents.

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[5] CALC: a non-affiliated consortium consisting of the directors of the major 2 year, 4 year, and community college library directors.

The most utilized library services among surveyed undergraduates were:
- computer access,
- electronic database/article access,
- traditional printed resources, and
- meeting/study space.

Each of these services was used within the preceding 12 months by at least 70 percent of students responding to the survey.

Undergraduates learn about using library information resources in a variety of ways.
- Nearly three-quarters of students reported that they learned primarily from other students and from personal experience.
- Nearly half received instruction from faculty regarding library resources.
- Onsite help from library staff and library instruction integrated into other courses were also common ways that undergraduates learned about using resources, each being cited by more than two of every five students surveyed.

Most undergraduates reported success at finding needed resources at their institution's library.
- Nearly nine of ten students surveyed felt that they were usually able to find the books they need at their institution's library.
- A similar percentage conveyed that needed print periodicals could usually be found at their school's library.
- More than nine of ten undergraduates reported that they could usually access needed electronic resources through their library

More than half (58%) said that they could usually find needed materials at other public, college, or university libraries.

Undergraduates use library Web sites in a variety of ways.
- Four out of five responding undergraduate students use their institution's library Web site to search the library's home catalog.
- Searching online databases for journal articles was reported by two of every three students.
- Nearly half of those surveyed used their library's site to learn about library hours, locations, and services.

Students were most likely to be helped by library staff in two ways:
- Two-thirds of surveyed undergraduates indicated that their library's staff had helped them to find books, journal articles, and Web resources.
- Nearly half reported that staff had provided assistance in the use of online or electronic resources.

Key Findings from the Faculty Survey

Bibliographic instruction and information literacy appeared to be important to surveyed faculty. A majority of surveyed faculty indicated that, at least some of the time, they include bibliographic instruction or information literacy sessions in their undergraduate courses, and more than a quarter said that they did so frequently.

Placing print materials on reserve was a popular practice among faculty respondents. Over half indicated that they have frequently or sometimes utilized traditional (e.g. print) reserve services at their institution's library.

Nearly two of five faculty said that they have frequently or sometimes used electronic reserve services through their college or university library. However, over half of faculty respondents indicated that they rarely or never provide links to electronic databases and other electronic resources available from their institution's library when preparing course web pages. More than one-third said that they never provide such links.

A great majority of surveyed college and university instructors reported that, at least some of the time, they recommend print resources available at their institution's library to their students. For five of the nine participating institutions, print resources were recommended either sometimes or frequently by over 90 percent of respondents. More than half of responding faculty indicated that they frequently recommend print resources.

Figures for recommending electronic resources were somewhat lower than for print materials, but still impressive. More than four of five faculty respondents said that they direct their students to electronic resources or databases at least some of the time.

More than half of surveyed faculty reported that they suggest titles to be purchased for their institution's library frequently or sometimes.

When asked to indicate how diminishing library resources had negatively impacted their ability to fulfill their teaching or research objectives, the cancellation of journals was by far the most frequently mentioned consequence, with more than two of five citing this as a negative impact.

The results of the survey suggest that college and university faculty take greater advantage of remote library access than do their undergraduate students. When asked to estimate the proportion of time spent accessing library resources remotely and at the library, faculty respondents reported accessing library resources remotely 71 percent of the time (as compared to 47 percent for surveyed undergraduates).

The survey results suggest that searching library catalogs other than their own home catalog is a common practice among faculty.
- More than three-quarters of faculty surveyed indicated that they perform such searches by utilizing links from their library's Web site.
- More than two of five responding faculty reporting that they did so frequently.

Despite the continuing integration of electronic resources into scholarly pursuits, print publications remain the most frequently utilized type of information resource among faculty members.
- When asked to designate which library services and resources they had used during the preceding 12 months, the most popular response was print resources, chosen by nearly nine of ten faculty surveyed.
- Cited by more than four out of five respondents, electronic databases and article index usage among instructors was very high, as well.

- Employment of interlibrary loan or the Prospector system was also popular, with over three of five respondents indicating that they used these means of resource sharing.
- Use of this service, however, varied among faculty by institutions. More than 75 percent of faculty at five institutions, but less than 60 percent of faculty at the remaining four institutions reported using resource sharing services.
- Access to electronic journals was also cited by over three of five respondents. Faculty use of e-journals also varied by institution.

Like their students, faculty members most often used their library's Web site to search their library's home catalog, with more than four out of five choosing this response. The practice of searching for journal articles using online databases was the second most popular usage of college/university Web sites, cited by more than seven out of ten faculty members. More than three of five used their library's site for searching catalogs of other institutions, while more than half had used their library's site to request interlibrary loans.

Surveyed college and university faculty appeared to be satisfied with their ability to find appropriate information resources at their own libraries as well as at the libraries of other institutions.
- Nearly two-thirds of responding faculty agreed or strongly agreed with the statement, "I usually find the books I need at my institution's library."
- Over half agreed or strongly agreed with the statement, "I usually find the print periodicals and journals I need at my institution's library," although there was considerable variation between institutions.

Surveyed faculty generally seemed to be extremely confident about their ability to access electronic resources through their libraries.
- More than four out of five respondents felt that they could usually access needed electronic resources through their institution's library.
- In addition, nearly three of four faculty participants expressed confidence at being able to locate resources at other institutions.

Faculty participants were asked to identify ways in which their library had supported the development of their instructional plans for the courses they teach.
- More than three out of five instructors indicated that access to subject databases and indexes had positively impacted their instructional objectives.
- More than half of surveyed faculty also indicated that their library had supported their instructional plans by:
  - providing access to materials for inclusion in lectures and reading assignments,
  - providing access to materials contributing to the conceptual framework of courses, and
  - purchasing pertinent print and electronic materials.

Participating faculty were asked how their libraries had supported their teaching objectives.
- More than three out of five surveyed faculty felt that the library had assisted students in finding appropriate information for assignments and projects.

- A majority of these respondents indicated that their library had provided students with access to specific course materials (e.g. traditional and electronic reserves).
- Nearly half indicated that their libraries had supported their teaching objectives by providing students with skills to refine their research papers, projects, and presentations.
- A similar proportion felt that their instructional goals had been supported by library instruction.

When faculty members were asked how they had utilized library facilities, two-thirds indicated that the library had provided facilities for them to research independently. Nearly one-third reported utilizing library computer and digital technology facilities.

Noteworthy Differences between Student and Faculty Findings

Analysis of responses from undergraduates and faculty revealed some interesting differences in library usage patterns and perceptions between these two user groups. For example, while access to electronic databases and article indexes and print resources were very popular with both groups of respondents, interlibrary loans were considerably more utilized by faculty (62%) than by undergraduates (23%).

More than three of four responding students reported using their institution's library for computer access, making this the most utilized library resource among undergraduates. Less than half of faculty respondents, however, reported that they used library computers.

Seven of ten student respondents reported using library meeting and study space during the past year. Less than a quarter of faculty said that they had used meeting and research space in their library during this time.

When accessing library resources remotely via their library Web sites, undergraduates and faculty generally reported utilizing many of the same services:
- searching the home catalog,
- searching databases for articles, and
- learning about library hours of operation.

One striking difference in remote library usage between students and faculty, however, was observed concerning searches of other institutions' catalogs.
- More than three of five faculty members used their library Web site to search other library catalogs.
- Less than two of five undergraduates reported using their library Web sites in this way.

Undergraduates and faculty reported substantial differences in their respective abilities to find needed books and periodicals at their own institution's library.
- While nearly nine out of ten students agreed that they usually could find needed books at their library, just under two-thirds of faculty respondents reported that they regularly found needed materials at their institution.
- A similar percentage of undergraduates said that they usually were able to find needed print periodicals at their library, while just over half of their instructors felt this way.

There also appears to be a difference in perception between students and faculty concerning the degree to which students are assisted by library staff with research projects. When students were asked how the library staff had helped them,

- Two out of three undergraduates said that library personnel had helped them find books, articles, and Web resources, and nearly half indicated that they had received assistance in using online resources.
- However, only one in eight students reported that library staff had helped them define or refine research questions, and one in ten said that they received assistance in choosing or refining a topic for a paper.

By contrast, nearly half of surveyed faculty reported that the library had supported their teaching objectives by providing students with skills to refine their research papers, projects, and presentations.

To view the entire study:
www.lrs.org/documents/academic/ALIS_final.pdf

Institutional Library Services

The Institutional Library Services (ILS) program of the Colorado State Library ensures that residents of state institutions have access to library services comparable to those available to Colorado citizens in the free community. ILS staff provides direct technical assistance and training to library staff in these institutions. In addition, the ILS program provides library materials for students in youth institutions to support the standards-based curriculum and encourage reading, as well as materials to inmates in adult prisons to support their education goals, encourage reading, and help prepare them for successful reintegration into the community upon release.

Several efforts have been made during this reporting period to evaluate the effectiveness of the ILS program using outcomes-based measurements. Three of the most notable are a survey of Colorado Department of Corrections (CDOC) library staff and administrators, a survey of college students incarcerated in the CDOC, and a survey assessing the effectiveness of the Colorado Correctional Libraries Intranet.

In 2004, seventy-one CDOC library staff and facility administrators were surveyed by the Library Research Service to evaluate the effectiveness of the services provided by the Institutional Library Services program, including staff recruitment and training, advisory and information services, and selection and purchasing of materials. Eighty to ninety-seven percent of respondents were satisfied or very satisfied with the services provided; however, only 75 percent were satisfied with the program's timeliness in providing staff training. The complete survey results are available at
http://www.cde.state.co.us/cdelib/download/pdf/EvaluationOfILSProgram.pdf.

In 2005 college students in 10 CDOC facilities participated in a Library Research Service study to assess the impact of correctional libraries on their academic pursuits, with an emphasis on the skills taught by librarians. The study summary concluded, "…compared to their counterparts at Colorado colleges and universities, DOC librarians tend to play a

greater role in teaching…essential library skills and research methodologies to DOC students." The complete study is available at www.lrs.org/documents/fastfacts/233_DOC.pdf.

As a result of the 2004 CDOC staff survey, ILS staff investigated ways to deliver staff training more efficiently. This resulted in the development of the Colorado Correctional Libraries (CCL) intranet in 2005. Six months after roll-out, librarians were surveyed to see if it was accomplishing its purpose. Not only did it meet the objective of providing training in a timely manner, there were additional exciting, unforeseen outcomes. Details about this project are described in the Spring 2006 (Vol 28; 1) issue of ALA/ASCLA *Interface*, available at www.ala.org/ala/ascla/asclapubs/interface/archives/contentlistingby/volume28a/communicationandcommunity/communicationcommunity.htm

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Retirement, Retention, and Recruitment:
The Future of Librarianship in Colorado

Executive Summary

There is much discussion in the library community—nationwide and in Colorado—about a large wave of "baby boomer" retirements that has already begun, and that will be changing the face of librarianship—literally—over the next five to ten years. During the last quarter of 2003, 1,241 Colorado librarians and other library workers responded to a voluntary statewide survey asking them about retirement, retention, and recruitment issues. Respondents to the survey came from every type of library and every corner of the state. A statewide public relations campaign accompanied the administration of the online survey, which branched to questions on one of the "R" issues after respondents identified themselves sufficiently. Because the survey dealt with a variety of issues related to the status of librarianship, the returns are not limited to those planning for imminent retirements. Respondents include library and information science (LIS) students, library paraprofessionals, and librarians—both those who plan to retire within the next five years and those who do not. While the size of the special library workforce is unknown, it is probable that this sector is under-represented, while workers in public libraries are certainly somewhat over-represented relative to academic and school libraries.

Key Retirement Findings
- More than 20 percent of responding Colorado librarians expect to retire within the next five years. Of all responding school librarians, about half indicate plans to retire within five years—more than three times the proportion for public librarians and almost five times the proportion for academic librarians.
- Many librarians who responded to this survey are not waiting until age 65 to retire. Almost 30 percent of those who expect to retire within the next five years are ages 45 to 54.
- Retiring librarians will take with them substantial administrative skills. Of responding librarians planning to retire within five years, three out of four are supervisors, two out of five are generalists, and one out of five is an administrator.

- Of these prospective retirees, one out of five expects their job to be combined with another or eliminated. Almost one out of five expects to be succeeded by someone with less education.

Key Retention Findings

The future of librarianship in Colorado depends not only on recruiting new librarians, but also on retaining incumbent ones, or at least their positions.

- Respondents without immediate retirement plans, especially in non-metro areas and among school librarians, expect their successors to have less education. Librarians responding from the Eastern Plains are more likely than their counterparts in other regions to expect their jobs will be eliminated altogether when they leave.
- Of all library types, responding academic librarians are least likely to limit themselves to jobs in Colorado, when considering their futures. The comparatively small number of academic librarian positions in the state and the severe state funding cuts being experienced by higher education institutions must contribute to this fact.
- Responding librarians ages 30 to 44 are more likely than other age groups to choose to leave librarianship. So, the introduction of new, younger librarians into the field's work force is no guarantee for the future.

Key Recruitment Findings

- Of responding library and information science (LIS) students, four out of five are ages 30 to 54, indicating that for many librarianship is a second career.
- Library paraprofessionals who responded from the Mountains/Western Slope region are more likely to consider pursuing library degrees than their Front Range counterparts.
- Responding paraprofessionals say they would be encouraged to pursue an LIS degree or credential, if financial aid was available, class locations and schedules were convenient, online classes were available, and their work schedules were more flexible. Non-metro residents among these paraprofessional respondents are more than twice as likely to be discouraged by inconveniently located educational institutions as their metro counterparts (45% v. 20% respectively). Online courses may be part of the solution. Non-metro paraprofessionals were half again as likely to be encouraged by access to online classes as their metro counterparts (74% v. 49% respectively).

Recommendations for Action

State Leadership Organizations

Much can be done to shape the future of Colorado librarianship by the profession's state leadership organizations, including the Colorado State Library (CSL), the Colorado Library Consortium (CLiC), the Colorado Library Advisory Board (CoLAB), and a variety of library professional organizations, including, but not limited to, the Colorado Association of Libraries and the Rocky Mountain Chapter of the Special Libraries Association. Advocacy, leadership development, and human resources support should be provided by CSL and CLiC. Library professional organizations can pursue legislative action, produce conferences, workshops, and publications, and confer awards.

Library Decision-Makers & Individual Libraries

School boards, public library trustees, higher education regents, local government officials, and agency and corporate executives should make it a matter of policy to recruit, hire, and support credentialed librarians; provide incentives for those seeking library credentials; provide compensation and other incentives sufficient to retain incumbent librarians; and encourage librarians to serve as state and national library leaders. Administrators for individual libraries should counsel promising employees about their career plans, cultivate the next generation of library leaders, promote librarianship as a career choice, support LIS students with flexible work schedules, and provide work environments that help to retain incumbent librarians.

Library Educators, Librarians, and Library Job Seekers

Recruitment of new librarians is an obvious priority for library and information science programs in Colorado, specifically the newly-accredited program at the University of Denver, the school librarian programs at the University of Colorado, Denver and the University of Northern Colorado, and Emporia in the Rockies. These programs should also work to make LIS education available statewide through the development of extension and online courses. Special attention should be given to developing the expertise of new librarians, especially school librarians, in information technology and digital resources.

Librarians and other library job-seekers should pursue appropriate credentials, join and participate in professional organizations, pursue other continuing education opportunities, and, as they feel ready, volunteer for leadership roles.

Librarianship in Colorado depends on all of these players doing something to contribute to its future.

To view the entire study:
www.lrs.org/documents/closer_look/RRR_web.pdf

V: Lessons Learned

LSTA funds are essential in developing components of the state's infrastructure of programs for Colorado's academic, public, school, and special libraries. Support received from the LSTA program has helped maintain the state's innovative approaches to library services. Colorado libraries have used LSTA funds wisely, building support for sharing resources among libraries and the development of library services to better serve Colorado residents.

The Colorado State Library conducted a statewide online survey from 26 February to 12 March 2007. We wanted to know from grantees what lessons they learned from their experience as project directors for LSTA funded grants awarded from 2002 to 2007 and whether the investment of time, money and other resources was adequate compared to the results achieved. We also wanted to know what projects they would recommend for possible statewide replication and the role LSTA funding plays in supporting innovative projects.

In preparation for the survey and to encourage the largest possible response rate from all parts of the state an e-mail message was sent to each participant. The link to the questionnaire was sent to 62 project directors, who received LSTA funded grants from 2002 to 2007. The projects cover a variety of projects involving academic, public, school and special libraries and partnerships between two types of libraries. Some of the projects were funded for a two-year period. A few grants are still in progress; however, the projected outcomes are within reach and can be reported. If the participant was not the original project director because of a change in library employment, the respondents were encouraged to forward the survey link to the original project director if they considered it necessary to obtain more accurate information.

The response rate was 72 percent with 45 participants filling out the survey. The lessons learned proved to be focused in two areas:
- Re-allocation of funds, or asking for more funding and
- Increasing project awareness among targeted beneficiaries

The questionnaire used both closed and open-ended questions with several choices and instructions such as "Mark all that apply" and "Mark one." Space was provided for comments for every question under the heading "Other." Questions were based on the title of the survey identifying "Lessons Learned" from past experience and asking the participants what they would consider doing differently if they could replicate that particular project.

The questions and answer choices were designed to cover aspects related to funding, staffing, timeline, replication of project, and sustainability after the grant was completed. We were particularly interested in the latter aspect because we think LSTA grants benefit libraries in getting an idea started and a continuation of local funding after the grant expires would indicate the value of the project through its sustainability.

We asked respondents for lessons learned regarding what the project director would do differently if the project would be replicated. The respondents could make more than one

selection. More than half (54%) would re-allocate the budget or ask for more funding. The next ranked responses indicated that an increased awareness of the project among targeted beneficiaries (49%), a revision of the timeline of the project (34%) and a reassessment of technology needs (27%) throughout the life of the project would also benefit the participants. A smaller percentage of project directors would consider providing more or better staff training (15%) or staffing the project differently (12%). The comments submitted under the choice of "Other" (24%) ranged from very general, such as "everything went fine" to very specific for a particular project, such as "concentrate on the off-site, outreach aspects of the project from the outset, as that seems to be the most successful." (See Chart #1)

Chart # 1
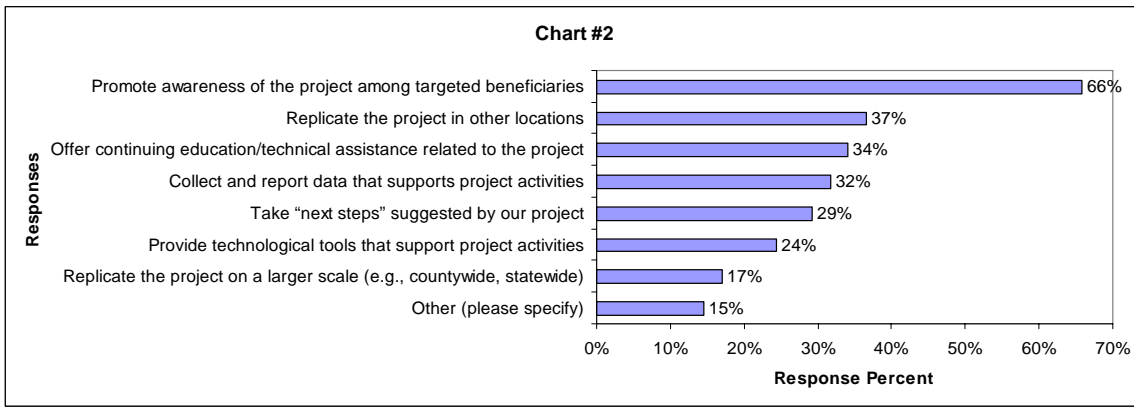
Re-allocate budget, or ask for more funding — 54%
Increase awareness of the project among targeted beneficiaries — 49%
Revise the timeline to be more realistic — 34%
Reassess technology needs — 27%
Other (please specify) — 24%
Provide more or better staff training — 15%
Staff the project differently — 12%

Responses (y-axis) vs Response Percent (x-axis, 0% to 60%)
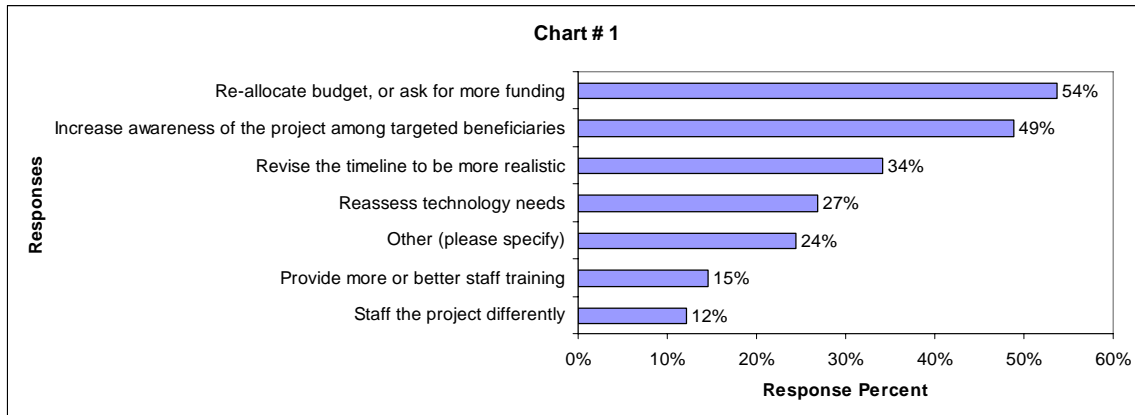
Increasing Benefits

We asked respondents for lessons learned regarding funding for increasing the benefits of each project. Two-third of respondents (66%) would use funding to better promote project awareness among targeted beneficiaries. About one-third of the respondents would also use funding to replicate the project in other locations (37%), offer continuing education or technical assistance (34%), or use funds to collect and report data supporting the project's activities (32%). These results indicate that the project directors who responded to the survey would ultimately want to have the flexibility to re-allocate funding throughout the duration of the project as they notice needs in other areas of their budget. Almost a third of our respondents (29%) would take "next steps" suggested by their project thus continuing it at a different level and seven respondents (17%) indicated they would replicate the project on a larger scale (county or statewide). The comments provided in the "Other "category (15%) indicate the respondents would "support multi-year plans," though it is not clear in these responses whether with LSTA funding or from other sources. (See Chart #2)

Chart #2

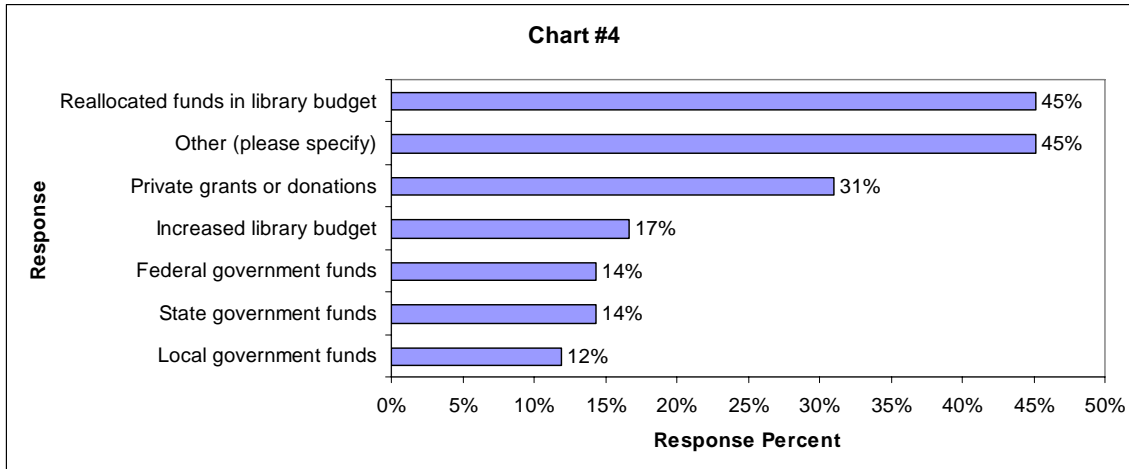| Responses	Response Percent
Promote awareness of the project among targeted beneficiaries	66%
Replicate the project in other locations	37%
Offer continuing education/technical assistance related to the project	34%
Collect and report data that supports project activities	32%
Take "next steps" suggested by our project	29%
Provide technological tools that support project activities	24%
Replicate the project on a larger scale (e.g., countywide, statewide)	17%
Other (please specify)	15%

Project Continuation

We asked our respondents about continuation of the project's activities after the completion of the LSTA grant. More than half the respondents (56%) indicated that *all or most* of the activities initiated during the LSTA funded projects were continued after the project's completion, reinforcing the importance of LSTA funding to initiate new projects based on innovative ideas and specific outcomes that otherwise may not obtain funding. Less than half (42%) indicated that *several* activities were continued. Only one respondent (2%) indicated that the project was not continued after the termination of LSTA funding. These findings indicate the commitment of local funding and efforts to support projects initiated with LSTA funding. It is also a strong indicator of the need to continue and possibly increase LSTA grant money to our state in order to offer funding for projects that support innovation in library services. (See Chart #3)

Chart #3

Response	Response Percent
All or most activities	56%
Several activities	42%
None	2%
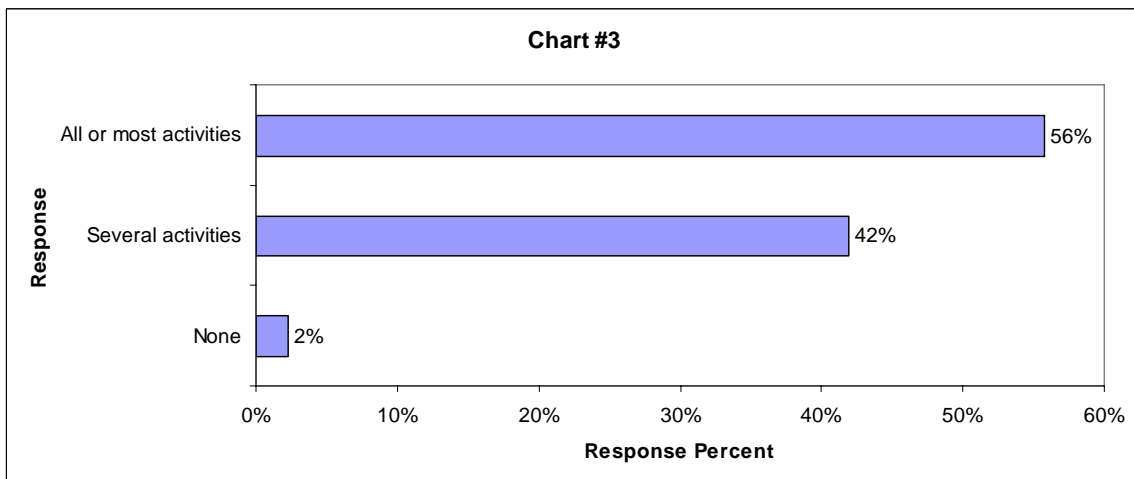
Funding for Project Continuation

We asked our respondents about the source of funding for projects that were continued after the LSTA grant was completed. The responses indicate that an equal amount of funding for continuation of projects (45%) comes from two sources: (1) reallocation of library budget and (2) other sources than the choices of local, state, federal and private funding. The comments ranged from "project was cost-shared with other libraries" indicating an expansion of beneficiaries to "fundraisers," "in-kind staff/faculty time" and

"involvement of volunteers." These comments indicate a willingness to commit local time and money from other sources than grant-based funding and local willingness to seek and find funding and partnering. Thirteen respondents (31%) would also consider seeking support from private grants and donations and seven respondents (17%) would consider increasing their library budget to continue their projects. Equal percent (14%) would consider obtaining state or federal funds to continue their projects and only five (12%) would ask for direct grant local funding. These results indicate that most project directors would try first to find funding from within the existing budget or obtain support through non-grant based (local) efforts to continue the activities in connection with an LSTA grant funded project before applying for state or federal funds. (See Chart #4)

Chart #4

Response	Response Percent
Reallocated funds in library budget	45%
Other (please specify)	45%
Private grants or donations	31%
Increased library budget	17%
Federal government funds	14%
State government funds	14%
Local government funds	12%

Recommended Replication

The highest percent of responses (76%) came from asking whether the project directors would recommend their project to be replicated by others, assuming conditions are appropriate. Considering the high percentage of projects that were continued and locally funded after the completion of LSTA funding, this is a good "Lesson Learned" about the value of LSTA funding as essential for starting projects that benefit Colorado libraries. A small percentage (12%) of respondents indicated they would recommend replication at least in part or were not certain whether their project may apply to other libraries. (See Chart #5)

Chart #5
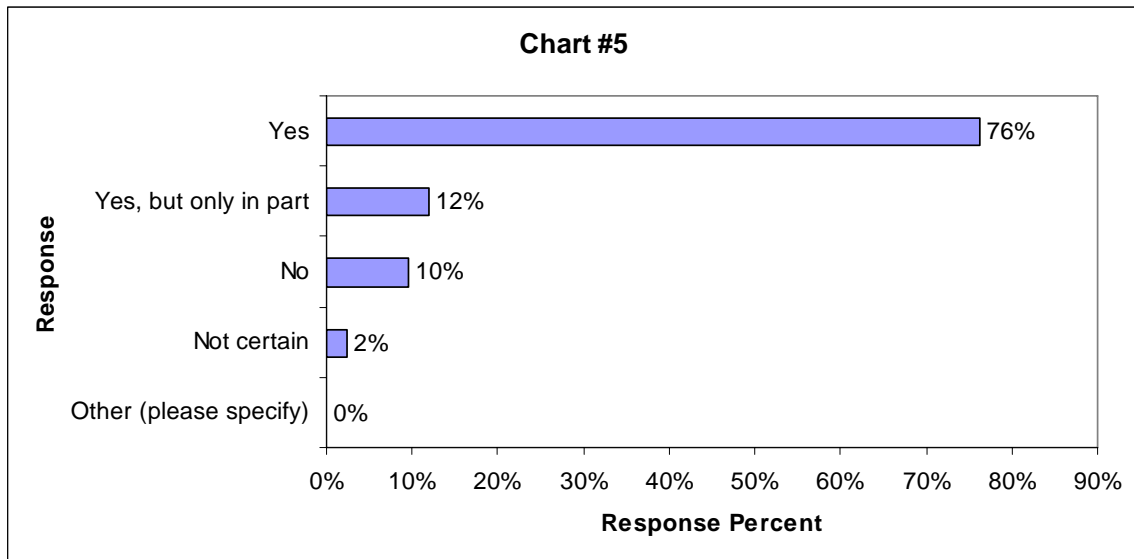
The lessons we learned from the results of this survey are that our LSTA grantees would appreciate more flexibility in re-allocating the budget and that we must provide guidelines and require that a portion of their proposal contains a plan for increasing awareness of the project.

The important role that LSTA grants to libraries play was reinforced by the findings of this survey. Particularly in times when state or local funding is not available or uncertain, without LSTA most of these projects could not have been started and libraries would have missed an opportunity to develop innovative programs and offer them to their communities.

Overall the responses and comments to our survey indicate the importance of LSTA funding to start projects and give Colorado libraries an opportunity to transform excellent ideas into practical results that can be sustained locally. The respondents consider LSTA to be an essential program and value the investment of time, money and other resources as adequate compared to the results achieved.

VI: Evaluation Process

Evaluation Team

Because every penny counts when state aid is not available, the Colorado State Library management team decided to conduct this evaluation with in-house assistance of the state library unit staff from Library Development/Institutional Library Services, Library Research Service, Networking and Resource Sharing the Colorado Talking Book Library, State Publications Library, and Administration. An evaluation team was formed to construct the final report content and structure. This team consisted of state library staff with specific areas of expertise according to the projects funded. The staff directly involved was asked to summarize the available information and their experience. Staff members were in charge of each portion of the evaluation as represented in the table below.

Section	Name	Function	Phone	E-Mail
I. Introduction	Eugene Hainer	State Librarian	303.866.6733	hainer_g@cde.state.co.us
II. Achievement of Goals and Objectives	Jean Heilig	Fiscal Officer	303.866.6731	heilig_j@cde.state.co.us
III. Ask Colorado	Jim Duncan	Director, Networking & Resource Sharing	303.866.6907	duncan_j@cde.state.co.us
III. Power Libraries	Nance Nassar	Senior Consultant, School Libraries	303.866.6772	nassar_n@cde.state.co.us
IV. Outcome Based Evaluation	Nicolle Steffen	Director, Library Research Services	303.866.6927	steffen_n@cde.state.co.us
IV. Institutional Library Services	Diana Reese	Coordinator, Institutional Library Services	303.866.6341	reese_d@cde.state.co.us
V. Lessons Learned	Michaela Hansen	Director, Library Development	303.866.6730	hansen_m@cde.state.co.us
Editing & Report Layout	Melissa Carlson	Assistant to Gene Hainer	303.866.6900	carlson_m@cde.state.co.us

Evaluation Process

Jean Heilig and Michaela Hansen from the State Library served as chief evaluators under the direction of the State Librarian. Both were hired since the plan was completed in 2002, and were therefore able to view and review much of the project activities over the last five years with some measure of impartiality. As fiscal officer and director of library development respectively, they outlined the actual process and timeline according to guidance provided by IMLS. The evaluation timeline and benchmarks were constructed with the assistance of two unit directors, a coordinator and a senior consultant.

Support staff participated in providing necessary data, editing, layout of the various sections, and securing the necessary web development support. Documents related to evaluation are cited within the appendix of this report.

The evaluation processes and strategies that were implemented to gather the principal data summarized in this report include:

- Correlating the various projects funded over the last five years with the specific goal(s) and objective(s) they addressed to determine the degree to which each goal was met.

- Gathering and synthesizing the statistics and narrative assessments provided by the project directors to gauge the degree of success in meeting the stated outcomes of the project.
- Utilizing internal monthly reports generated by State Library staff about the status of progress related to LSTA-funded activities and what strengths and weakness existed could be identified for further refinement in the ongoing quest to meet the needs of Colorado libraries and citizens.
- Further review and analysis of the LSTA annual reports submitted to IMLS to elicit details in how the project activities address the multiple purposes described in the Museum and Library Services Act.
- Soliciting new information from grantees in the Colorado library community for the Lessons Learned section of this evaluation. This was accomplished through a survey disseminated to available project directors and others associated with project implementation.
- Speaking directly with project directors and internal staff about specific outcomes of the projects to determine what worked and what didn't work. The survey also contributed to a better understanding of how LSTA usage can be improved on in the future.

Evaluation Costs

All evaluation approaches were decided as part of the group process and staff members produced and reviewed draft documents. The first draft was reviewed by an internal working group consisting of three unit directors and a senior consultant. Their comments guided the direction of the final version of this evaluation which was endorsed by the staff members participating in the process. The evaluation team dedicated many hours over a six week period to revising and compiling the information, then writing and reviewing each section of the LSTA Five-Year Evaluation. No additional costs were incurred for evaluation other than the staff time involved in data gathering and document preparation. Because this was done primarily during work hours, and actual hours spent on-task were not tracked specifically, it is not possible to assign an actual cost for this evaluation. As stated earlier, it seemed prudent to utilize in-house staff, rather than paying an outside evaluator and apply the amount saved to other more pressing needs.

Final thoughts
Don't do a project where you don't think you'll learn something on the way.
— Jim Coudal

In spite of the unexpected trials referred to in the introduction and throughout the course of the projects reviewed herein, we learned a number of things during the execution of this plan. One of the participants who contributed to and reviewed this report surmised that the use of LSTA funds has empowered us to: A) Seek out new community partnerships. B) Develop new funding sources. C) Broaden information accessibility. D) Initiate resource sharing.

This essentially captures what was learned during implementation of Colorado's five-year plan. Other final thoughts to close this evaluation:

Some of the intended goals and objectives were met or exceeded; others were not. Some projects were wildly successful; others less so. But none were instigated without a concerted effort by all to realize the best possible outcomes.

Libraries in many areas are better now than they were before, even if proof thereof is more anecdotal rather than data-based. Others continue to struggle to reach minimum standards. This isn't easy to deal with, but it reflects reality.

Citizens rarely complain that a library isn't providing the services they need. No matter the type or location, library workers do their job well in spite of—not because of—changing conditions in the communities they serve.

Those who provide library services are most cognizant of their own goals and the barriers that prevent fully achieving them. Most adapt quite well to adversity and will eventually move past the rough spots.

And finally, the philosopher Bill Cosby provided the basis for what the State Library has learned in dealing with the myriad issues confronting libraries and library services today when he said, "*I don't know the key to success, but the key to failure is trying to please everybody."* We will, nonetheless, continue to try.

Appendix A: Colorado State Library LSTA Five-Year Plan 2003-2007

Colorado State Library
Colorado Department of Education

LSTA 5-Year Plan
2003 - 2007
(July 2002)

For the
Institute of Museum & Library Services

Nancy Bolt, Deputy State Librarian
Eugene Hainer, Director Library Development Services
Colorado State Library
201 East Colfax
room 309
Denver, CO 80203
v3.1

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COLORADO STATE LIBRARY MISSION

The Colorado State Library promotes library development, coordinates statewide library services, and maximizes access to library and information resources. Through leadership, research and technology, the Colorado State Library improves the ability of libraries to serve their users, promotes student learning, and increases people's access to information.

OVERVIEW OF NEEDS ASSESSMENT, GOALS, EVALUATION PLAN, AND PROGRAMS

The Colorado State Library convened a meeting of key decision-makers from all types of libraries across the state plus State Library staff to study the needs of Coloradans who are now using--or are potential users of libraries--and the library services that could address these needs. In conjunction with this full-day, facilitated meeting, a variety of data were gathered for discussion and provided to participants[6] describing:

- The current and projected status of all types of Colorado libraries

- A current evaluation of library services in all libraries statewide

- Resource sharing opportunities and programs

- Current strategic plans and directions for libraries in the state

- Statistical summaries of multi-type libraries and their impact in the state

- Results of the five-year LSTA evaluation

- Summaries and results from the LSTA goals for 1997-2002

A variety of needs were identified by the participants at this meeting that needed to be addressed by Colorado libraries for improved services to those residing in the state. These broadly-defined needs were further refined into five unique goal areas for inclusion in the Colorado State Library's five-year LSTA plan. This synthesis and refinement was accomplished after further discussion and consultation with a variety of advisory groups.

- Demographic and environmental scan analysis of the future populations of the state, and potential impacts on library services statewide
- Key staff in the Colorado State Library (CSL),
- The Colorado Council for Library Development (CCLD) [7],
- The Colorado Resource Sharing Board (RSB),
- Other advisory groups including regional library system directors (RLSS), public library directors, school media directors, and the Colorado Academic Library Consortium (CALC).

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[6] See Appendix C, p.37,for summaries and specific research studies used in the development of this LSTA plan.
[7] See appendix B, p.34 for information about the role and membership of regional systems, CCLD, RSB.

The five needs and associated goals are consistent with the purposes and direction established for the Federal LSTA:

1. Need to improve student achievement levels in the state through better resources, services, and cooperation provided by libraries.

2. A need for quality service to diverse populations in Colorado provided through libraries.

3. Need to help public libraries provide people in Colorado with quality library service for educational, informational, and recreational needs.

4. A need for cooperation and resource sharing between and among libraries so that people in Colorado will have improved access to library services and information resources in print and electronic formats.

5. Need for libraries to be trained and retrained in order to provide quality library service to the residents of Colorado.

Each of the needs identified in the following narrative, along with the associated goals, expected outcomes, potential projects, and programs are described in more detail below. The Colorado State Library makes a significant portion of its LSTA funds available to libraries across the state for both Local Needs grants and grants with Statewide Impact. Programs are developed through local efforts as well as through statewide initiatives to address identified local needs that coincide with the needs stated in this long-range plan.

In addition to providing funding for locally-initiated projects and those benefiting Statewide needs, the State Library utilizes a portion of the funding for internal administrative purposes. The programs implemented with LSTA funding in the State Library include summer reading initiatives for underserved populations in urban and rural areas; networking and resource sharing; promoting access to learning and information resources in all types of libraries for all ages; enhancing electronic linkages among or between libraries; and targeting library and information services to persons having difficulty using a library. The many programs that are supported in whole in part through LSTA have been and will continue to be developed to meet the tenets of this plan, as well as the State Library's strategic plan[8]

A variety of possible project ideas have been provided for each goal in this plan to offer guidance to grant writers in developing projects that could be implemented to achieve the stated goals. Due to the wide variety of population differences, geographic constraints, and travel distances in the state, the Colorado State Library provides support as needed for library service in multi-type libraries, along with technical assistance and logistical guidance to project leaders when necessary. This approach allows local control of projects that are selected for funding. This process, with oversight and evaluation managed closely by CSL will continue under the 2003-2007 plan.

Need #1:	Need to improve student achievement levels in the state through better resources, services, and cooperation provided by libraries.

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[8] See Appendix A, p.20 for complete description of *The Future is Now: 2001-2004 Strategic plan.*

SUMMARY NEEDS ASSESSMENT:

- Educational attainment, as measured by the data gathered from student scores on the Colorado State Assessment Program (CSAP) and other assessment tools, is a high priority in Colorado. In general, inner city and rural residents tend to fare less well on CSAP scores, and low family income generally correlates with lower overall test results[9].

- Research done in Colorado and other states by the Library Research Service, and other researchers throughout the country, has consistently demonstrated that school libraries positively impact student scores on standards-based tests when they contain quality elements such as professional staffing, technology, collaborative activities, and adequate materials[2].

Goal 1: Students of all ages in Colorado educational programs will achieve their highest potential with the assistance of resources and expertise offered through all types of libraries.

LSTA Purpose: Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line and assisting libraries in accessing information through electronic networks

STRATEGIC DIRECTIONS AND KEY OUTPUT TARGETS FOR GOAL #1:

1A. Students of all ages will receive support to attain their educational goals with the support of library programs.

Expected Outcomes
1) 25% or more of the funded LSTA projects will help students of all ages achieve educational goals.
2) Surveys of schools will show a higher percentage of certified librarians and staff in school libraries than reported on the 2001 survey.
3) Ten or more public libraries will report after-school programs geared toward improving student educational attainment.

Potential projects:
o After-school literacy programs in public and school libraries
o Assistance to college/university library programs in attaining the ALA, ACRL "Information Literacy Competency Standards for Higher Education" or their equivalent

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[9] See Appendix C, p.37, for Colorado CSAP, ACT scores, and other statistical data considered in the establishment of the needs and Goals of this long-range plan.

       ○ Assistance to school libraries to meet Colorado and national "Information Literacy Standards"

1B.   Libraries will contribute to the achievement of Colorado students.

Expected Outcomes
1) Collaboration between librarians and teachers will increase by at least 20% from an established baseline in funded projects that relate to student achievement and improving CSAP results
2) All LSTA projects that relate to student achievement and improving CSAP results will report on the outcome of the project and provide student impact data.
3) Through the efforts of librarians and the availability of necessary resources in libraries the percentage of students scoring proficient and above on the reading sections of Colorado Student Assessment Program (CSAP) assessments will increase over established baseline levels in schools with programs that meet established state standards for quality library service.

Potential projects:
○ Activities to capitalize on research findings by Keith Curry Lance and Steven Krashen, researchers in library-education connections
○ Collection development to support major curricular areas or attainment of skills and knowledge in content standard
○ Workshops on improving/implementing collaboration with teachers

1C.   Students participating in alternative instruction programs[10] and home-schooling programs will receive support from Colorado's libraries.

Expected Outcomes
1) One or more projects such as collection development or resource sharing for distance learning or home-schooling programs will be implemented in Colorado over the next five years.
2) Students enrolled in distance learning programs will increase their library use by 10% over levels established in 2002.

Potential projects:
○ Collection development and outreach designed to support alternative instruction programs and home-schooled students
○ Improvement of professional development for teachers
○ Cooperative efforts between libraries and alternative instruction or home-school programs
○ Access to library education programs and resources
○ Virtual reference for supporting alternative instruction programs and home-schooled students

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[10]   i.e. distance learning programs, e-learning, or other instructional delivery methods that are developed and utilized for student instruction.

1D. **Libraries will provide support for early reading skills by developing and offering programs to young children, their parents, and caregivers that demonstrate the benefits of reading.**

Expected outcomes
1) A statewide summer reading program will be developed and implemented in participating libraries, with annual participation of at least 75,000 in pk-12.
2) Library-sponsored reading events for day cares and day care providers will increase compared to 2002 baseline levels.
3) Partnerships between libraries and daycare providers that result from LSTA-funded projects will increase over 2002 baseline levels.

Potential projects:
o Summer reading programs in local libraries to support on-going literacy improvement
o Services to day care centers for summer reading programs and staff development in literacy-related activity
o Partnerships with community organizations for literacy-related activities

1E. **Individuals in adult and family literacy programs will receive support from libraries in their efforts to acquire reading and information literacy skills.**

Expected outcomes:
1) The number of libraries reporting new adult and family literacy programs will increase by 5% annually.
2) Two or more partnerships between libraries and adult education-oriented organizations will be developed for cooperative teaching and services by 2007.

Potential projects:
o Development of family and adult literacy projects in libraries
o Support of existing adult literacy and family literacy programs in libraries

1F. **Educational decision makers will understand the role of libraries in supporting student learning.**

Expected outcomes:
1) 100% of schools will meet current accreditation rules by developing and implementing information and technology plans that are supported by school administrators.
2) Seven or more workshops will be held statewide that communicate the importance of and implementation techniques dealing with technology and information literacy planning in school district accreditation.

Potential projects:
o Training for school and academic educational administrators describing the role and importance of the library program in student achievement

- o Developing and implementing information literacy and technology plans that align with school improvement plans
- o Creating and implementing staff development sessions that address meeting accreditation rules in schools

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| **Need #2:** | **A need for quality service to diverse populations in Colorado provided through libraries.** |

SUMMARY NEEDS ASSESSMENT:

- Not all people in diverse population groups in Colorado have equitable access to information resources through libraries, and not all libraries are able to adequately provide service and materials to address the needs of their population areas[11].

- A significant number of the intended and potential service recipients are unable to access library programs that are provided through both professional and trained staff, with an adequate number of appropriate materials, utilizing current technology resources and delivery methods[4].

Goal 2: **Diverse populations in Colorado will receive quality library service from all types of libraries.**

LSTA Purpose: Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line and assisting libraries in accessing information through electronic networks

STRATEGIC DIRECTIONS AND KEY OUTPUT TARGETS FOR GOAL #2:

2A. **Colorado's ethnic minorities, people with disabilities, and senior citizens will receive quality library service from libraries.**

Expected outcomes:
1) 80% of libraries will conduct needs assessments or community analysis to identify the needs of ethnic minority, people with disabilities, and senior citizen populations.
2) 25% or more of the libraries will offer services that address the needs of one or more of these populations, including ADA interface compliance.
3) Analysis of library collections between 2002 and 2007 will show an overall increase of at least 5% in non-English language materials.

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[11]   See Appendix C, p.37, for data and statistics describing the population diversity and library services areas available statewide.

Potential projects:
- o Determining the needs of diverse populations through needs assessments
- o Program development to better serve diverse populations
- o Projects that connect with, or enhance ongoing activities of the Colorado Talking Book Library, or other disability-related service organizations
- o Collection development and programming to better serve diverse populations
- o Partnerships between and among libraries and other key agencies (to be determined) to better serve and meet the needs of diverse populations
- o Spanish and special language collections to meet specific population needs
- o Improving services provided through technology-based electronic means to meet specific needs for the disabled
- o Outreach services to people having difficulty using libraries (i.e. Colorado Talking Book Library)

2B.   People in Colorado correctional, youth, mental health, nursing home, and residential school institutions will receive quality library service.

Expected outcomes:
1) 100% of the institutional libraries that apply for LSTA funding to implement projects will identify the needs of those who utilize their services.
2) All institutional libraries that implement projects as a result of receiving LSTA funding will develop programs that address identified needs of those using libraries.

Potential projects:
- o Determining the needs of correctional and other institutional populations through needs assessments
- o Program development to better serve diverse populations in correctional and institutional populations
- o Collection development and programming to better serve diverse populations
- o Partnerships between and among libraries and other key agencies (to be determined) to better serve and meet the needs of diverse populations
- o Improving services provided through technology-based means to meet specific needs of the correctional and institutional populations

2C.   Target groups with special needs (such as those living in poverty or geographically isolated areas) will receive quality library service.

Expected outcomes:

1) 10 or more libraries will engage in projects that address the needs of those in poverty areas or who are geographically isolated.
2) At least 10 libraries in rural areas will offer outreach services to underserved populations.

Potential projects:

        o Engaging in the development or enhancement of services to populations having special needs through libraries

        o Developing or improving activities that extend service to geographically isolated areas through libraries

        o Projects that target services to high-poverty areas

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Need #3:	**Need to help public libraries provide people in Colorado with quality library service for educational, informational, and recreational needs.**

SUMMARY NEEDS ASSESSMENT:

The Colorado State Library is mandated by law to survey public libraries annually to obtain current information about services and status of the library programs. These surveys, conducted by the Library Research Service, along with other observations gathered through communications with library directors and regional library systems indicate[12]:

- When the electorate in a community with a public library approves a referenda to become a library district, such districts tend to be better funded than libraries that are not library districts. Approximately one-third of Colorado's libraries are not classified as library districts or county libraries counties but are currently being served by a single municipal or city library.

- City and municipal libraries currently serve a population equivalent to one-half of the counties in the state that do not pay for library service due to their being in unincorporated areas of the state. Quality library service is predicated on being legally established, with the ability to obtain sustainable and adequate local funding to support services and staffing.

Goal 3: People in Colorado will receive quality library service from public libraries.

LSTA Purpose: Promoting library services that provide all users access to information in libraries with linkages among and between libraries that encourage different types of libraries to establish consortia and share resources. Stimulating excellence and promoting access to learning and information resources in all types of libraries for individuals of all ages.

STRATEGIC DIRECTIONS AND KEY OUTPUT TARGETS FOR GOAL #3:

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[12] See appendix C, p.37, for data and statistical evidence supporting this need and goal.

3A. People in Colorado will receive library service from legally established libraries that receive local funding support and meet or exceed established Colorado library standards.

Expected outcomes:
1) All Colorado public libraries will be legally established according to Colorado Library Law and meet established service standards.
2) Local support of Colorado public libraries will increase by 5% over 2002 baseline levels.

Potential projects:
o Creating and implementing studies of funding options for public libraries and services
o Developing program development grants that enhance services to meet or exceed services standards
o Developing or improving cooperative projects between and among libraries to meet or exceed services standards.
o Writing, disseminating and providing assistance in implementing standards for public libraries.

3B. Trustees and Friends groups in Colorado public libraries will receive training in skills needed to be effective library trustees.

Expected outcomes:
1) Training opportunities will be developed and offered that reach 75% or more of public library trustees and friends groups over five years.
2) 100% of library boards whose members participate in established training sessions will report improved awareness of their governance responsibilities and duties as a result of participation in trustee training opportunities.
3) Library directors will report increased effectiveness and cooperation of trustees as a result of attending workshops provided through funded projects.

Potential projects:
o Development and implementation of trustee/friends-related training projects
o Developing and disseminating trustee/friends information toolkits to improve knowledge of these roles in the management of public libraries
o Developing and offering distance learning programs for trustees/friends
o Creating awareness of fund raising methods or alternatives for trustees/friends to improve library service
o Developing cooperative projects   in conjunction with other libraries, trustees/friends, or agency groups to improve services in public libraries

3C. Libraries in Colorado will improve library service by participating in or forming partnerships within their communities.

Expected outcomes:
1) Ten or more libraries will report establishing partnerships with community organizations, entities, or in community activities that result in improved community library service by 2007.

<u>Potential projects:</u>
- o Develop partnerships with other libraries, agencies, or businesses to further promote and expand library services in the community
- o Creating new and innovative services in public libraries
- o Developing projects through the library that support community efforts and activities

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Need #4:   A need for cooperation and resource sharing between and among libraries so that people in Colorado will have improved access to library services and information resources in print and electronic formats.

SUMMARY NEEDS ASSESSMENT:

- Colorado has worked for several years to develop a cohesive and efficient interlibrary loan and courier system to facilitate resource sharing in the state. A statewide study of library services also addressed interlibrary loan services[7] found that libraries and the people who utilize them have a strong interest in being able to obtain materials quickly and efficiently beyond the scope of their local libraries' collections. These include such items as educational resources, genealogy, history, biography, current and older fiction, and materials to keep up with work-related skills and improve knowledge in specific areas.

- A review of resource sharing practices by staff has shown that interlibrary loan between the state's libraries is made up of several smaller consortia and independent regional networks that are loosely united by the common goals established for resource sharing. The state is undertaking steps to link all these consortia and networks while initiating automated and patron-initiated ILL services to improve cooperation among all libraries[13] so that more library holdings are available online through CVL to those who need to access them.

Goal 4: People in Colorado will have access to library services and information resources in print and electronic formats as a result of cooperation and resource sharing between Colorado libraries.

LSTA purpose: Establishing or enhancing electronic linkages among or between libraries; and encouraging libraries in different areas, and encouraging different types of libraries, to establish consortia and share resources. Assisting libraries in accessing information through electronic networks.

STRATEGIC DIRECTIONS AND KEY OUTPUT TARGETS FOR GOAL #4:

4A. The people of Colorado will be able to access increased content on the Colorado Virtual Library and their local libraries' computers.

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[13]   See Appendix C, p.37 for additional supporting evidence and data for Need 4 and the strategic directions aligned with it.

Expected outcomes:
1) Participation by libraries in statewide database purchasing agreements will increase to 60% by 2007.
2) The Colorado Virtual Library (CVL) will be accessible to 100% of all people in the state.
3) Two or more group database contracts will be available by 2007 to provide online resources to everyone in the state.
4) The number of libraries digitizing materials will increase by 2% annually over current totals.

Potential projects:
o Creating projects to contribute additional content to current digitization projects
o Creating, contributing to, or enhancing newspaper indexing and digitization projects
o Creating, contributing to, or enhancing web sites to improve content access
o Facilitating group database purchases for lower statewide costs to libraries
o Creation of "webliographies" and other subject area support to improve access to content
o Creating or enhancing networked library catalogs, resources, and databases that increase content access
o Improving the amount or variety of content accessible thru CVL or that is located on CVL
o Improving local technological resources that have potential for increasing statewide access to content

4B.   Libraries in Colorado will have their holdings available on the Colorado Virtual Library directly or through a Z39.50 library network.

Expected outcomes:
1) The number of libraries making their holdings accessible via the Colorado Virtual Library (CVL) through a Z39.50 compliant will increase by 5% annually over 2001 levels.
2) 10% or more of librarians or appropriate staff will attend sessions or other educational opportunities offered to learn how to best make holdings accessible via the CVL.

Potential projects:
o Creating networking projects that add additional standards-compliant libraries to the CVL network
o Improving or creating automation projects in individual libraries to provide holdings statewide
o Developing or improving Z39.50 server enhancements and automated networks statewide
o Creating or improving networked library resources that contribute to the transfer of holdings to the statewide network

o   Developing and offering instructional technology training for local or statewide audiences

4C.   People in Colorado will receive information and materials from libraries in timely and efficient ways.

Expected outcomes:
1) 80% of materials requested by other libraries through ILL will be provided within 5 days.
2) 75% of the people requesting items through ILL will be satisfied with the delivery and service.
3) The implementation and maintenance of a timely and efficient resource delivery system will result in savings of $100,000 or more over traditional methods.
4) 10% or more of librarians involved in ILL services will attend training sessions provided to instruct how to improve resource deliveries statewide.
5) The number of participants in patron-initiated interlibrary loan initiatives will increase by 50% annually over 2002 participation numbers.

Potential projects:
o   Activities associated with improving current services in or adding libraries to various Colorado resource sharing initiatives (including but not limited to): Courier, SWIFT, ARIEL, interlibrary loan, Colorado Library Card, Prospector, or other regional union catalogs
o   Implementing or inclusion with Virtual reference initiatives statewide
o   Implementing or inclusion with E-book or related initiatives statewide
o   Providing training in improving services or establishing/being aware of best-practices for resource sharing statewide

4D.   Colorado libraries will meet Colorado's technology standards.

Expected outcomes:
1) 100% of libraries will meet established level 1 (minimum) technology standards.
2) 50% of libraries will meet established level 2 technology standards.
3) 20% of libraries will meet established level 3 (highest) technology standards.

Potential projects:
o   Assisting libraries in meeting existing or future technology standards

4E.   People in Colorado will benefit from new and innovative information services by using technology in a creative manner.

Expected outcomes:
1) 25% of library staff involved in providing services through technology will attend sessions to explore new and innovative information services offered statewide.

2) 100% of libraries will have or develop up-to-date technology plans.

Potential projects:
- o Establishing or improving GIS-related services for libraries
- o Establishing or improving virtual reference services for libraries
- o Creating or enhancing bibliographic instruction via alternative delivery methods
- o Learning what is new and innovative and figuring out "what's coming next" for creative uses of technology
- o Libraries collaborating to develop new collections and make collections available throughout the state.

Need #5:   There is a need for libraries to be trained and retrained in order to provide quality library service to the residents of Colorado.

SUMMARY NEEDS ASSESSMENT:

- Through communication with stakeholders such as library directors, staff, and regional service system directors, the State Library has determined that there is a critical need for consistent and ongoing efforts to replace departing librarians in all types of libraries, and those leaving for other reasons[14].

- Overall, approximately one-third of the state's school, academic, and public library staff is expected to be retiring in the next five years. The attrition rate is expected to increase even more over the next ten years. Libraries of all types are reporting difficulty in being able to fill open positions with qualified people. Additionally, it is increasingly difficult to obtain an adequate pool of applicants willing to accept positions for the salaries offered, and stay with the jobs long enough to be worth the effort necessary to train them[8].

Goal 5: Librarians will be recruited, trained, and retained in order to provide quality library service to the residents of Colorado.

LSTA purpose: Because the ability to provide quality library services to anyone in the community depends on having a majority of the staff have training and experience in delivering library services to served and underserved people in the state, addressing and meeting this goal is directly related to the LSTA purpose of targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (from birth through age 17) from families with incomes below the poverty line.

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[14] See Appendix C, p.37, for data and statistical analysis of library services that support the need and strategic directions in Goal 5.

STRATEGIC DIRECTIONS AND KEY OUTPUT TARGETS FOR GOAL #5:

5A. **Colorado will recruit librarians to provide quality library service to Colorado residents.**

Expected outcomes:
1) Three or more programming activities will be offered through schools or academic institutions that instruct students about entering the library profession.
2) The number of minority librarians and staff will increase annually over 2002 baseline levels.
3) The number of applicants for library scholarships will increase annually over 2002 baseline levels.

Potential projects:
o Developing or improving recruitment activities for minority librarians
o Developing or improving programs to put professional and trained librarians in libraries
o Creating or supporting recruitment initiatives in high school, college, and graduate level programs
o Creating, disseminating, or improving public relations and promotional information about the library profession
o Creating, enhancing, or supporting library service and training scholarships

5B. **Colorado residents will be served by highly qualified and well-trained library staff.**

Expected outcomes:
1) Twenty-five or more continuing education opportunities in a variety of library-related subjects will be offered over five years to librarians and staff throughout the state.
2) Alternative certification programs will be developed and offered throughout the state with at least 20% participation by librarians/staff.

Potential projects:
o Creating, supporting, or improving recruitment-related activities, such as para-professional training programs, professional and para-professional certificate programs, distance learning programs, minimum salary advocacy, programs to put professional librarians in libraries, scholarships, mentoring, awards and recognitions
o Improving or creating staff development/continuing education programs that enhance the skill level of the employees
o Developing, administering, and institutionalizing competencies for library services

5C. **Librarians, paraprofessionals, staff, and administrators will participate in a wide variety of continuing education activities throughout the state.**

Expected outcomes:
1) A coordinated statewide continuing education (CE) content and delivery plan is developed and made available to 100% of libraries.
2) 75% of those participating in CE will report acquisition of improved skills and implement what they learn.

Potential projects
- o Developing or cultivating continuing education activities and opportunities for library staff
- o Developing or enhancing mentoring projects to improve the skill levels of library staff
- o Creating or refining staff development programs for library staff
- o Creating or enhancing distance learning programs that provide additional skills and knowledge of library services for staff

SUMMARY OF PLANNING AND IMPLEMENTATION PROCEDURES

The following narrative summarizes the stakeholder involvement, communication, and monitoring procedures that the Colorado State Library plans to put into place for the development, finalization, and implementation of this five-year plan.

STAKEHOLDER INVOLVEMENT PROCEDURES

A long-range planning committee (LRPC) was established to develop the draft Five-Year Plan for the Colorado State Library. The LRPC consisted of representatives from the following constituent groups:

- Current and potential library service providers that reflect the characteristics of Colorado and its people;

- Regional Library Service System directors and representative board members;

- All types of libraries eligible for LSTA funding in the state, including school, public, college/university, special, and representative members from consortia such as MARMOT (a western Colorado library consortium);

- The Colorado Association of Libraries and its divisions.

These LRPC members, along with CSL staff and additional outside experts as facilitators, provided input to and offered practical experience examples that helped identify areas of greatest need. These groups worked to in developing model goals, strategic directions, and measures to address those needs over the timeframe of this plan. The CSL staff further refined specific pieces of the Plan, including the mission statement, the needs assessment, the evaluation plan, and the potential projects and programs that could be funded to address the established goals. The Library Development Services staff took draft versions of the plan to key constituent groups for review, offer feedback and approve the final versions before submission of the five-year plan to IMLS.

The CSL has also provided for stakeholder involvement in the implementation of the Five-Year Plan. By applying its unofficial mission of "kick-ass libraries through damned hard work" derived the main mission statement (page 2) the CSL will ensure that the execution of the Five-Year Plan is coordinated with the overall strategic plan, *The Future is Now: A Strategic Plan for Colorado Libraries 2001-2004*. Opportunities for library users to comment on the LSTA Program and its directions will be provided through various the advisory groups to the CSL: the Colorado Council for Library Development and its LSTA sub-committee; the Resource Sharing Board; the Stewardship Committee; the Regional Library Service Systems and their Boards; the Colorado Association of Libraries. Various committees, reading teams, and task forces will plan and evaluate specific LSTA projects or initiatives annually. Review committees will also be utilized to review, evaluate, and recommend proposals for funding. Part of each committee's charge includes review and evaluating the process used in awarding funding to recommended projects. When practical (and not in conflict with the long-range or strategic plan) these evaluations and process recommendations are incorporated into the proposal applications for the following year.

COMMUNICATION PROCEDURES

Once the five-year plan has been approved by IMLS, it will be published and posted on the Colorado State Library's website for access by all librarians, staff, and the general population. It will be periodically presented to the members of the CCLD LSTA sub-committee for review and feedback. Relevant portions (goals, strategic directions, potential projects) will be accompany the grant project applications, and be incorporated into LSTA grant training offered throughout the state each fall.

In Colorado, grants are awarded in two categories: Local Needs, and Statewide. A project is considered a *Local Needs* project when it provides a service or improves a service for one library or local consortium of libraries completing a single partner project. *Statewide* projects are those that provide or improve services to a majority of, or all residents or libraries in Colorado. Members of the library community will be invited to contact the CSL and Library Development Services staff to request additional information on and clarification about various aspects of the plan.

Any substantive revisions to the plan that are necessary due to changing economic conditions in the state or a refocusing of efforts in areas not currently addressed in the needs and goals now stated in the plan will be submitted to IMLS according to the provisions of the LSTA, and to appropriate stakeholders. If changes are made, they will be publicized through the CSL website, through email lists, or via the state's monthly mailing. Combined, these communication tools can reach all librarians and stakeholders in the state.

The CSL will publicize achievements that result from addressing the needs, goals, and expected outcomes of the Five-Year Plan as required for reporting purposes, as well as to meet the advisory group's needs. The CSL will utilize the necessary communication channels listed above, as well as the state library's annual report, to make these results known to all stakeholders in the state.

Monitoring Procedures and Evaluation Plan

The CSL will utilize appropriate staff from the Library Development Services, Library Research Service, Networking and Resource Sharing unit, and others across the state as needed to continuously track both the implementation of the five-Year plan, and the projects that are awarded through the grant application procedures associated with LSTA funding. Appropriate reports and progress will be prepared and provided to IMLS as required.

An important component of this tracking process will be monitoring of sub-grantee projects that are funded under the LSTA Program. In addition to providing requisite status reports and final reports on the progress of each project in relation to the Plan, the CSL staff will conduct an annual on-site visit for each project selected for monitoring. Any necessary corrective action or program changes will be decided on in collaboration with the sub-grantees in compliance with existing regulations.

EVALUATION OF THE LSTA PLAN WILL BE ACCOMPLISHED THROUGH:

- a compilation of results gathered from individual projects that are awarded funding and included in annual reports to IMLS;

- onsite monitoring of specific LSTA-funded projects throughout each of the five years, the results of which can be incorporated into the evaluation process

- follow-up with individual outcomes and evaluation measures that are established for individual projects;

- ongoing communication with project directors as to the status of the projects, with special emphasis on evaluation of the projects;

- ongoing surveys and research of the library community using established input and output measures to ascertain the level of attainment of each goal and strategic direction;

- communication with advisory groups and stakeholders to determine the how well the needs and goals are being addressed;

- hiring an independent evaluator or evaluation team toward the end of the five years of the plan to review how LSTA funding was utilized. This will result in a report on the effectiveness and impact of LSTA funding on Colorado library services and resources described in the plan and will be made available to the Colorado library community and IMLS.

- Other means as they develop and are deemed necessary and vital to a thorough evaluation of the plan and resulting projects.

THE FUTURE IS NOW:
QUALITY LIBRARY SERVICE IN COLORADO
STRATEGIC PLAN
2001-2004

INTRODUCTION

Strategies 2001, the most recent Strategic Plan for Library Development, ended in 2001. Beginning in 1999, the Colorado Council for Library Development began the process of soliciting input and developing a new Strategic Plan for Library Development in Colorado.

Process

CCLD appointed a small Steering Committee, chaired by Past President Nancy Allen, to oversee the planning process. In addition to Allen, representing academic libraries, the Steering Committee consisted of Lorena Mitchell, representing Regional Library Service Systems; Su Eckhardt, representing school libraries; Sue Coldren, representing special libraries; Jamie LaRue, representing public libraries; and Nancy Bolt, Assistant Commissioner of Libraries at the Colorado Department of Education/State Library.

The Steering Committee was committed to developing a plan that addressed the needs of all the residents of Colorado for library service from school, public, college/university, and special libraries. The Committee began by reviewing all the long range and strategic plans currently in existence and recently completed from different library groups and organizations. The Committee sought commonalities among the different plans on which to begin future strategic planning. The Regional Library Service Systems collectively contracted with Phyllis Albritton to conduct an environmental scan of Colorado[15].

The Steering Committee sponsored two conferences to gain input on the strategic plan. The first was held in March 2000 in Pueblo. Participants were the Board members and Executive Directors of the seven Regional Library Service Systems. The participants heard the results of the environmental scan, brainstormed future directions for library development, and prioritized the results of their discussion. In July 2000, representatives from different library organizations were invited to a second conference. They reviewed the work done so far, added additional strategic directions, and discussed how these strategic directions might be implemented.

Based on this input, the Steering Committee prepared a final draft of the Strategic Plan that was discussed by CCLD and by its companion advisory group, the Colorado Resource Sharing Board. Both CCLD and the Resource Sharing Board approved the Strategic Plan at their respective meetings in January 2001.

Plan Outline

This Strategic Plan is in two primary sections. Rather than goals, the Steering Committee has developed, with input from the library community, a set of timeless principles upon which library development and service is based. Following the principles is a specific set of Strategic Directions for the next four years with suggested key activities to implement them. Finally, we have included two key documents from the American Library Association: Libraries, An American Value and The Library Bill of Rights.

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[15] See Appendix C, p.37, for a summary of the environmental scan results

Implementation
It is hoped that this Strategic Plan will be reviewed by various library organizations and that they will commit to implementing the different strategic directions and key activities. Specific action plans will be developed for the strategic directions and will involve input from interested constituent groups. These action plans will include specific measures of success and indicate who has accepted responsibility for taking the lead in implementation.

With Appreciation

The Steering Committee would like to thank all the librarians who participated in both the March and July conferences; the members of the Colorado Council for Library Development and the Resource Sharing Board who reviewed the draft numerous times; and other interested parties who contributed to the development of The Future Is Now: Quality Library Service in Colorado.

Nancy Allen, University of Denver, Chair   **Jamie LaRue**, Douglas Public Library District
Sue Coldren, Denver Medical Library   **Lorena Mitchell**, Plains & Peaks
Regional Library System
Su Eckhardt, Cherry Creek School District   **Nancy Bolt**, Colorado State Library, Staff Liaison

LONG RANGE PLANNING
STRATEGIC DIRECTIONS, 2001 – 2004

I. Advocacy:

The library community advocates for the support of individual libraries (including academic, public, special, and school), the library community as a whole, and the principles of librarianship.

Key activities:

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1. Design and deliver an advocacy training program, incorporating any existing programs.

    Expected Outcomes
    Trained advocates are active outside the library community on behalf of libraries.
    Each year, the number of positive news items increases through local and statewide media coverage.

2. Define advocacy audiences (key legislators, local government, municipal agencies, etc) for each strategic direction in the long range plan and launch advocacy programs for those audiences.

    Expected Outcomes
    These audiences take action supporting each strategic direction, in support of the library community.

3. Advance community advocacy and model leadership roles through librarians holding public office, librarians helping develop community Web sites, librarians and libraries serving as election information centers, and librarians becoming a voice in/for the community, serving in leadership roles.

    Expected Outcomes
    Librarians play a leadership role in committees, projects and activities in communities in which the library exists. This would be evidenced by general improvements in visibility of the library in each community. Community Web sites contain more library information.

4. Advocate for the role of school libraries and librarians in improving student achievement.

    Expected Outcomes
    The number of schools with professionally staffed media centers increases.
    Student achievement improves where there are quality school media centers.

II. Funding:

Libraries, Systems, Colorado Resource Center (CRC), and the State Library receive substantial funding increases to deliver and improve quality services to Colorado residents.

Key activities:

1. Library and other professional associations develop and implement a legislative strategy to seek increased funding for state grants to libraries, Systems, Colorado Resource Center, and the State Library including Access Colorado Library and Information Network/Colorado Virtual Library, and statewide databases.

   Expected Outcomes
   State support for libraries is dramatically increased through a higher per-capita formula in the state funding level.
   Systems, Colorado Resource Center, Colorado Virtual Library and State Library receive increases that are greater than the cost of living.

2. Encourage the development of library districts as appropriate, through actions including presentation of information programs on benefits of library districts and engaging in the political processes required.

   Expected Outcomes
   The number of library districts increases.

3. Secure state funding for databases.

   Expected Outcomes
   An annual allocation in the state budget supports database subscriptions so Colorado residents have access to information at no cost to them or to their libraries.

4. Fund a needs-assessment for the Talking Book Library and institutional libraries, develop a strategy for the needed increases in support, and include these in the legislative agenda.

   Expected Outcomes
   The state legislature appropriates funding at the level identified by the needs-assessment.

5. Secure funding for library buildings and renovations.

   Expected Outcomes
   Community advocacy results in private and public funding for facilities.

III. Standards-based education:

School library programs are an integral part of standards-based education in every school, focusing on higher student achievement.

Key activities:

1. School districts implement the key factors of success as identified in the study of the positive impact of school libraries on student achievement.

   Expected Outcomes
   The number of schools with professionally staffed media centers increases.
   Student achievement increases in the schools that staff libraries with professionals.

2. Public and academic libraries play a supporting role in meeting the needs of all students in their efforts to meet Colorado standards with high achievement. This role could include homework help programs, access to resources, cooperation with school libraries, or teaching library research skills and information literacy.

   Expected Outcomes

The number of academic/school/public library partnerships increases.
The number of programs designed specifically to help kids achieve school standards increases.

3. Promote services and resources through the Colorado Virtual Library that support student achievement.

   Expected Outcomes
   The number of hits on the teacher/kids site of the Colorado Virtual Library increases because teachers and students regard the resource as important to learning.

IV. Information literacy:

Libraries improve patron understanding of ways to locate, analyze, synthesize and use information.

Key activities:

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1. Through on-site and continuing education programs, conferences or summits, train library staff in information literacy strategies in order to deliver quality public programs.

   Expected Outcomes
   Most library staff receive CE training in information literacy

2. Deliver a range of appropriate information literacy programs for all types of library users interested in becoming more independent and skilled at information discovery and use. Identify excellent Web-based information literacy modules and build them into the Colorado Virtual Library, library catalogs, and e-resource links, so that point-of-use information literacy programs are available.

   Expected Outcomes
   Libraries develop active methods of delivering information literacy instruction to their patrons, because of the initial training.

3. School districts adopt information literacy standards or policies for their programs.

   Expected Outcomes
   Students in school districts with information literacy standards and policies have increased literacy skills that are measurable.

4. Collaborative efforts of local coalitions increase student achievement (examples: Head Start, museums, businesses).

   Expected Outcomes
   Student scores are higher in areas that have developed coalitions.

V. Family literacy and reading readiness:

Public and school libraries emphasize reading and reading readiness skills.

Key activities:

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1. Libraries offer high quality and engaging reading programs and work with childcare providers and preschools to improve reading readiness for young children.

   Expected Outcomes
   Participation in summer reading programs in Colorado rises dramatically.
   If a reading readiness measurement project were done, children participating in reading programs in childcare and preschool organizations would score well.

2. School and public libraries collaborate on family-based programs to develop and enhance reading skills.

   Expected Outcomes
   Most schools (at the K-8 levels) and public libraries have at least one family-based reading readiness program.

VI. Retention and recruitment:

A diverse and well qualified pool of candidates for professional and support positions is recruited for Colorado libraries. Salaries, benefits, and the working environment are desirable, resulting in retention of high quality library staff at all levels.

Key activities:

1. Establish creative benefits to attract, recruit, and retain library employees, such as pay-for-performance, part-time work for retirees, financial assistance for library education, enabling continuing education attendance and follow-up support.

   Expected Outcomes
   There is an increase in the number of public libraries with MLS-qualified directors.
   The quality and size of the applicant pools for library vacancies improves across Colorado.
   There is an increase in the number of schools with professionally staffed media centers.
   A minimum salary level is established on the basis of a competitive market analysis and reviewed annually.
   Every library employee is supported in attending continuing education offerings annually, as well as the major professional association meeting for the type of library.

2. Library science and school media professional education programs create flexible or alternative credentialing programs.

   Expected Outcomes
   A library certification program is approved by the library community.

3. The library community develops or enhances leadership development activities for the profession, such as higher education leadership programs, mentoring programs, continuing education attendance, internships, and follow-up support.

   Expected Outcomes
   A leadership program is launched and is oversubscribed because of its quality.
   Mentoring and internship programs are available to all interested in the field of librarianship.

4. Improve the image and status of librarians to attract people to the profession, through activities such as establishing a competitive market salary, delivering ongoing marketing campaigns, establishing standards of excellence, establishing standards for school librarians, and presenting library programs at non-library conferences.

   Expected Outcomes
   Nearly all libraries post employment positions at the minimum salary and many exceed minimum salaries.
   Standards for school libraries are published, and the process of adopting the standards is well underway.
   Minimum salary levels are established on the basis of a competitive market analysis and reviewed annually.

5. Recruit and retain minority librarians (as federally defined in Affirmative Action Law) for Colorado's libraries.

   Expected Outcomes
   The population of librarians reflects the population of Colorado.

VII. Continuing education (CE):

Libraries provide an environment (which includes strategies for people to access continuing education) that enables participation in a broad spectrum of educational and training opportunities for library professionals, support staff and other decision-makers.

Key activities:

1. Use technology efficiently to promote and deliver CE content, including both distance delivery of content, and an "intranet" for library staff at all levels about CE opportunities.

    Expected Outcomes
    Libraries report that staff completed distance learning continuing education programs, overcoming barriers of travel, distance, and time.
    Continuing education providers list their ongoing or upcoming activities on the CE database.

2. Collaborate on content, planning, delivery, and follow-up of CE, among CSL, Systems, library organizations, non-library organizations, Colorado Department of Education, and other providers.

    Expected Outcomes
    A coordinated statewide CE content and delivery plan is available.
    A basic CE curriculum of programs at professional conferences is devised and coordinated regularly.

3. Emphasize follow-up to ensure successful CE, including follow-up contacts, peer support, staged delivery, more targeted needs-assessment, and knowledge transfer from trainer to workplace.

    Expected Outcomes
    Most CE participants report they have implemented what they learned.

4. Offer formal programs for certification/re-certification/credit, including formal paraprofessional training programs and formal post-MLS certification programs.

    Expected Outcomes
    A certification program for paraprofessionals is in place.

5. Library administrations and governing bodies support and fund CE for all levels of staff.

    Expected Outcomes
    Nearly all full-time library staff participate in CE opportunities every year.
    Staff who participate report that they applied what they learned.

6. Achieve ALA accreditation for DU and maintain UNC's and UCD's NCATE endorsement for school media certification. The Emporia program continues as long as feasible.

    Expected Outcomes
    DU's Library and Information Science program is accredited by the American Library Association.
    UNC and UCD expand their offerings across the state.

VIII. Service to aging populations:

Libraries offer a palette of services appropriate to the fastest growing constituency in the U.S.

Key activities:

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1. Conduct a needs-assessment involving a statewide study (consider hiring a marketing firm), and, as a result of the needs-assessment, amend other key actions if appropriate.

    Expected Outcomes
    Key program recommendations are in place responding to needs-assessments. Programs are developed that meet the recommendations.

2. Meet needs identified in the needs-assessment for aging populations, as related to collections, facilities, resources, services (including homebound and volunteer efforts) and staff in Colorado libraries.

    Expected Outcomes
    Each community interprets the statewide recommendations, responding by creating community-based programs meeting the needs of the populations.
    Libraries report a noticeable increase in use by seniors of library programs and services.

IX. Services to underserved populations:

Library communities identify underserved populations and develop or participate in programs that provide services to those populations.

Key activities:

1. Institutional libraries receive increased funding for staff, materials, and technology, so that residents of institutions have access to library service that is comparable to service in the community.

   Expected Outcomes
   Institutional libraries receive budget increases.

2. Develop a community audit process designed to identify underserved populations (broadly defined to include areas such as mentally disabled, hospitalized people, illiterate adults, juvenile offenders, teens, or even schools without libraries), distribute the community audit process to all libraries, and follow up with strategies for implementing an audit in each community.

   Expected Outcomes
   Libraries identify groups not served by library programs and collections.

3. Once an audit identifies underserved populations, libraries assess the needs of each underserved population and develop collections, facilities, services, and outreach programs to meet the needs of the underserved.

   Expected Outcomes
   Libraries design needs-assessments responding to the audit of underserved populations.
   Libraries deliver programs responding to needs-assessments.

X. Services to minorities:

Libraries offer a palette of services appropriate to cultural and ethnic minority populations.

Key activities:

1. Libraries identify the ethnic and minority populations in their communities and engage in needs-assessment for these populations.

   Expected Outcomes
   Each library uses census and other community data to identify ethnic and minority population needs.

2. Libraries develop collections, services, and outreach programs to meet the needs of minority patrons. The library community supports diversity-related activities such as mentoring programs, scholarships, diversity Web pages, etc. These activities are undertaken in ways that enable all Colorado residents to appreciate the value of diversity.

   Expected Outcomes
   Each library offers services meeting ethnic population needs.
   Libraries report increased use of library materials, programs and services designed for ethnic populations.

XI. Technology and connectivity planning:

All libraries include technology and connectivity planning as part of the library's/institution's planning activity. All libraries make electronic information available to library users through appropriate workstations and high capacity networks.

Key activities:

1. Assist libraries with their technology, equipment, and connectivity planning, and provide long-range planning and technology trend information.

Expected Outcomes
All libraries have technology plans in place.
All libraries meet at least Level 2 of the state technology standards.

2. Assist libraries with the development of acceptable-use polices for access to technology.

    Expected Outcomes
    All libraries have acceptable-use policies for technology.

3. Improve the capability of libraries to implement their technology, equipment and connectivity plans through better funding for information technology in libraries.

    Expected Outcomes
    All school and public library buildings have access to the Web on a basis better than 56KB.
    All libraries have adequate funds to upgrade their systems and equipment regularly.
    All library staff are trained in use of appropriate and current technology.

XII. Access to information:

Libraries and other cultural institutions participate in a statewide virtual library available to all library users regardless of their location or ability.

Key activities:

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1. All Colorado library catalogs are aggregated into union catalogs.

    Expected Outcomes
    Most Colorado library catalogs are aggregated into union catalogs so that broadcast searching works efficiently in the Colorado Virtual Library.
    CVL users experience excellent response times.

2. Databases are available to all Colorado libraries, and to Colorado residents. Libraries and the state of Colorado share the costs of databases.

    Expected Outcomes
    The state of Colorado annually contributes significant funding to support the cost of databases.

3. The state's archives, historical societies, libraries, and museums continue to work together to digitize primary source material.

    Expected Outcomes
    Images are available through the Colorado Virtual Library and the Colorado Digitization Project.
    Primary resources are as accessible to information seekers as published material.

4. The library community engages in practices that increase cataloging of Web-based resources so the search process is simplified for library and Internet users.

    Expected Outcomes
    Librarians are trained in Web cataloging methods.
    The Colorado Virtual Library site for Web resources grows in size and quality.
    Most catalog searches done in Colorado include Web sites as hits.

5. Create a union catalog index to historical newspapers.

    Expected Outcomes
    Information found in historic newspapers is readily available, and the information is easy to locate.

6. Colorado libraries and their vendors endorse and comply with protocols (such as the Bath protocol for Z39.50) and standards.

    Expected Outcomes

Libraries discuss the protocols with their ILS vendors.
A Z39.50 search works across all vendor platforms and in all libraries on the Colorado Virtual Library.

7. Americans with Disabilities Act (ADA) compliant interfaces are available, such as voice recognition, for library catalogs and Colorado Virtual Library.

   Expected Outcomes
   All libraries work with their integrated library system vendors to install ADA compliant interfaces.
   Blind and disabled users of Colorado Virtual Library and other library catalogs report improved success in finding information through the use of library catalogs.

XIII. Delivery of information resources and materials:

Libraries and Systems provide cost-effective and efficient delivery of information resources.

Key activities:

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1. Interlibrary borrowing is a service offered by every library through the Colorado Virtual Library or OCLC and includes patron-initiated borrowing.

   Expected Outcomes
   Libraries offer these services and support the systems available through the CVL, making library users feel they have one seamless resource available in Colorado.

2. Interlibrary materials delivery is speedy and cost-efficient, using a variety of courier, mail and technology-supported methods.

   Expected Outcomes
   A requested item is delivered quickly and in the most appropriate way.

3. All publicly funded libraries participate in the Colorado Library Card program.

   Expected Outcomes
   All publicly funded libraries adopt Colorado Library Card policies.

4. Update interlibrary loan policies to reflect current technologies and copyright laws.
   Expected Outcomes
   The loan code of Colorado is revised.

XIV. Colorado library law:

The state strengthens the legal infrastructure under which Colorado libraries and library entities operate.

Key activities:

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1. Establish a process to gather input on changes needed and determine the key issues to be included in the new law.

   Expected Outcomes
   The concerns of the entire library community are considered in the development of the new law.

2. Draft the law and identify legislative sponsors.

   Expected Outcomes
   A revised law passes.

APPENDIX 1
Ongoing Professional Principles*

These principles will serve as a foundation for strong library services provided to residents of Colorado. When libraries and librarians follow these principles, they will be demonstrating the kind of quality information service Colorado residents deserve. These principles underlie future planning for new or improved library and information services for all types of libraries. Specific projects, priorities, and activities to improve Colorado libraries will be based on these principles.

Leadership

1. Each library must be a vital and visible part of its community in order to identify and understand community needs.

2. Libraries support standards-based education and contribute to high student achievement.

3. Each library will develop a long-range plan for its own development, addressing trends, national standards and guidelines relevant to each type of library with the goal of meeting or exceeding such standards and guidelines.

4. Libraries and their governing authorities are leaders within their own constituencies, engaged in active advocacy for and marketing of the library. Librarians actively support intellectual freedom, the Library Bill of Rights, copyright law, and ethics statements, advocating the importance of these issues to constituents.

5. Libraries are responsible for effective policy and operational management, to meet their missions and to maximize available resources. Libraries continuously assess the needs of their communities, evaluate their services, and make decisions based on that information.

6. Librarians demonstrate the value of libraries to decision-makers at all levels to secure funding for quality library services.

7. Library entities form cooperative alliances with businesses, community agencies, and other libraries, to create, support, leverage, and enhance libraries and library services. Through collaboration, together they plan and finance cooperative projects through creative uses of both public and private funds.

8. Libraries expand access to their information resources through their participation in existing and planned bibliographic, computer, and telecommunications networks, as well as through other means.

9. Libraries and their administrative and funding agencies (such as boards, friends groups, etc.) lead the way to better services by supporting and funding continuing education efforts for all library employees.

Services

1. Libraries build community by serving as a unifying force meeting common needs. Libraries develop collections, programs, and services to meet the diverse needs of their individual constituencies. In doing so, libraries do the following:

   a. Serve their constituents without restrictions based on age, gender, race, sexual orientation, religion, disability, national origin, or economic status.
   b. Reach out to identify and serve specific groups with special library needs, such as language or reading level.
   c. Ensure that all library buildings and all services in each library are accessible to all users.

2. Libraries help people solve problems, stimulate their imaginations, and enrich the quality of cultural, academic, economic, and governmental life.

3. Librarians select resources in a thoughtful, balanced way that is representative of the culture and responsive to the community. Collections should be available in a wide variety of print, non-print, and electronic formats, and new media as they emerge.

4. Libraries should protect their collections, programs, and staff as part of prudent stewardship of public funds, and should have a disaster and preservation plan that includes staff education, user education, materials handling instruction, and materials preservation activities.

5. Library staff continually update their professional skills and competencies to provide the highest level of service.

6. Libraries help users find, evaluate, and use information to their best advantage and as independently as possible by making available programs of information literacy training and individual consultation.

7. Libraries should deliver high quality reference services and reader's advisory programs for their communities and in ways appropriate for the type of library.

8. Libraries advocate and promote reading and support literacy programs.

Resource Sharing

1. Libraries share their own resources and are links to resources on the global information network. Therefore, they should:

   a. Provide direct access to Internet resources for their users and assure that librarians are prepared to be Internet navigators for their constituents.
   b. Partner in local, regional, and state community networks.
   c. Have the technical capacity allowing users to have high quality, high speed, high bandwidth access to digital resources.
   d. Participate in consortial and collaborative processes that result in lower-cost access to commercial databases that are useful to each library's constituencies.
   e. Collaborate on projects to create new and local digital content of use to constituents.
   f. Support distance education programs, enabling access to information for learners regardless of their location.

2. Libraries should provide complete local and online access to their own collections and holdings, while enabling library users to access information about collections and holdings of other libraries through regional, state, national, and global networks.

3. Libraries and library users request and receive information and materials by the most effective and cost-efficient methods. Libraries should work to eliminate barriers between patrons and the information they seek, empowering patrons to locate and access information as conveniently and directly as possible. This includes participation in programs such as reciprocal borrowing agreements, walk-in access (supported by the Colorado Library Card program), courier, and electronic transfer of information and documents.

4. The cost of resource sharing is borne both by the local institution and also by the State of Colorado. With such funding, entities including the systems, resource libraries, the CRC, the state library, etc., all regard resource sharing as a high priority.

5. Libraries should implement and support state and national technology standards for school, public, and academic libraries. Libraries should conform to national standards supporting access and resource sharing such as those for interoperability, access for those with disabilities, and interlibrary lending.

6. Libraries should share human resources and expertise through participation in library organizations, communication media such as "libnet," and by contributing expertise via outreach programs even when they extend beyond the library's primary community.

* These principles are gathered from several planning documents. They are:

1. Strategies 2001.
2. Resource Sharing Board Strategic Plan.
3. Colorado Technology Standards (April 13, 2001).

4. Colorado Academic Library Master Plan.

All the principles fall into three areas - leadership, services, and resource sharing. Libraries and librarians in all types of libraries will commit to ongoing activity as part of high quality library practice. Within these areas of practice, specific projects, activities, and development efforts will be planned and completed regularly. This document will be accompanied by a plan for accomplishing specific goals and engaging in specific activities associated with these ongoing professional principles.

APPENDIX 2
Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council

APPENDIX 3
Libraries: An American Value

Libraries in America are cornerstones of the communities they serve. Free access to the books, ideas, resources, and information in America's libraries is imperative for education, employment, enjoyment, and self-government.

Libraries are a legacy to each generation, offering the heritage of the past and the promise of the future. To ensure that libraries flourish and have the freedom to promote and protect the public good in the 21st century, we believe certain principles must be guaranteed.

To that end, we affirm this contract with the people we serve:

- We defend the constitutional rights of all individuals, including children and teenagers, to use the library's resources and services;
- We value our nation's diversity and strive to reflect that diversity by providing a full spectrum of resources and services to the communities we serve;
- We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services;
- We connect people and ideas by helping each person select from and effectively use the library's resources;
- We protect each individual's privacy and confidentiality in the use of library resources and services;
- We protect the rights of individuals to express their opinions about library resources and services;
- We celebrate and preserve our democratic society by making available the widest possible range of viewpoints, opinions and ideas, so that all individuals have the opportunity to become lifelong learners - informed, literate, educated, and culturally enriched.

Change is constant, but these principles transcend change and endure in a dynamic technological, social, and political environment.

By embracing these principles, libraries in the United States can contribute to a future that values and protects freedom of speech in a world that celebrates both our similarities and our differences, respects individuals and their beliefs, and holds all persons truly equal and free.

Adopted by the
Council of the American Library Association
February 3, 1999

Colorado Department of Education
Colorado State Library

William J. Moloney	Nancy M. Bolt
Commissioner of Education	Assistant Commissioner for Libraries

Colorado State Library. . .
Enhancing quality library service by all libraries in support of educational achievement and equal access to information for all Colorado residents.

Colorado Department of Education. . . Increasing achievement levels of students through high standards, assessments, and accountability.

Colorado State Board of Education

Patricia M. Chlouber, Chairman, 3rd Congressional District, Leadville
Randy DeHoff, Vice Chairman, 6th Congressional District, Littleton
John Burnett, 5th Congressional District, Colorado Springs
Evie Hudak, 2nd Congressional District, Arvada
Clair Orr, 4th Congressional District, Kersey
Jared Polis, Member-At-Large, Boulder
Gully Stanford, 1st Congressional District, Denver

William J. Moloney, Commissioner of Education

Colorado State Library
Colorado Department of Education
201 E Colfax, #309
Denver, CO 80203-1704
(303) 866-6900 (voice)
(303) 866-7940 (FAX)

Appendix B

Membership of advisory groups involved in the preparation of the Needs and Goals of the Five-year LSTA plan

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CCLD Membership

CCLD is composed of 19 members who provide knowledge, experience or interest representative of the following areas:

Library representatives (who must be currently working in a library or a part of a library governing body):

- Public libraries - 2 members (1 rural and 1 urban representative)
- School libraries/media centers - 2 members: 1 rural and 1 urban; may include Boards of Cooperative Educational Services (BOCES) staff member in media services
- Academic libraries - 2 members (1 community college and 1 four-year college or university representative)
- Representative for the disadvantaged, handicapped, and institutions - 1 member (as defined in the LSTA Regulations)
- Library education - 1 member
- Regional library service systems - 1 member
- Special libraries - 1 member
- Trustee - 1 member

Citizen representatives (must not be currently working in a library):

- Library users - 7 members of general public (1 from each Congressional District and 1 at large)

The Colorado State Board of Education makes membership appointments. The Council may submit names for consideration by the Colorado State Board of Education. As vacancies occur on the Council, a public notification process including the Colorado State Library Newsletter will be used to announce the vacancy, as well as the widest possible notification to interested groups and individuals. Members serve for three-year terms and may be appointed for an additional three-year term. Full terms begin in January and end in December. Midterm vacancies are filled by the Colorado State Board of Education as they occur. A member appointed to fill an unexpired term may be appointed for two terms of their own as long as the total years of service is not longer than 7.5 years. After serving two (2) full terms on CCLD, a member must remain off of CCLD for a minimum of one (1) year before reapplying, whether or not the person is eligible in more than one category.

Colorado Library Resource Sharing and Information Access Board

To serve as resource sharing and information access planner and policy advisor to the Commissioner of Education by:

1. developing a common vision concerning library resource sharing and information access
2. articulating that vision
3. devising strategies to achieve the vision thereby providing for greater coordination among the state's library resource sharing and information access efforts.

This includes:

1. encouraging resource sharing among all types and sizes of libraries
2. strengthening library resources statewide
3. introducing innovations to improve statewide library services
4. closing the gap between the information haves and have-nots
5. enabling Colorado libraries to provide users with access to the total information resources of the state, nation, and world.

Charge from the Commissioner to the Board

1. To speak with authority on all issues of a coordinative nature related to library resource sharing and information access
2. To create and monitor the progress of the annual resource sharing plan for Colorado libraries
3. To seek, apply for, and administer grants and other funding resources related to library resource sharing and information access
4. To make recommendations related to library resource sharing and information access, including but not limited to:
   a. library and information telecommunications networking
   b. fiscal support for resource sharing and information access
   c. coordination with non-library entities
   d. legislation related to resource sharing and information access
   e. equitable access to information resources for all residents
   f. the role of resource sharing and information access in personal, professional, educational, cultural, and economic development in Colorado
   g. coordination with other resource sharing and information access entities.
5. To report to the Commissioner and the library community at least annually on library resource sharing and information access.

Representation

Representation will include one library staff member from:

1. Four-year academic institutions
2. Two-year academic institutions
3. Public libraries serving 25,000 or more (legal service area population)
4. Public libraries serving fewer than 25,000 (legal service area pop.)
5. School districts with an enrollment of 10,000 or more (school library media specialist or school library media coordinator)
6. School districts with an enrollment of less than 10,000 (school library media specialist or school library media coordinator)
7. Special libraries serving non-profit organizations
8. Special libraries serving for-profit organizations

The Board will also consist of the following ex-officio members (with full voice and vote):

1. Colorado Council for Library Development representative (to be selected by CCLD)
2. Regional
3. State Librarian Library Service System Director (to be selected by the Regional Library Service System Directors) (The State Librarian is not subject to the nomination/selection process or term limitations.)

Selection of Board Members

In making Board selections, consideration will be given to geographic and size representation, as well as the inclusion of an appropriate variety of points of view and perspectives so that projects are inclusive in design.

Regional Library Service Systems

Colorado libraries participate in seven regional library service systems (RLSS) with membership based on geographic boundaries. The RLSS provide cooperative projects, training, and cost-effective purchasing to their members. The seven systems are the Arkansas Valley Regional Library Service System, Central Colorado Library System, High Plains Regional Library Service System, Pathfinder Regional Library Service System, Plains and Peaks Regional Library Service System, Southwest Regional Library Service System and the Three Rivers Regional Library Service System.

The seven RLSS in Colorado provide support, training, and cooperative services to their members. The membership of the systems consists of all types of libraries within each system -- school, public, academic and special. The annual institutes, retreats, and meetings sponsored by each RLSS provide an opportunity for multi-type libraries to discuss common needs and problems and to work toward possible solutions. These meetings and institutes also provide opportunities for continuing education and networking of ideas.

The RLSS currently provide programs and projects that assist libraries in providing improved service to patrons. These include courier service among libraries statewide, a statewide materials purchasing plan, cataloging services, professional collections of books and training videos, subsidized access to Internet, assistance in getting small library holdings on Access Colorado Library and Information Network (ACLIN), etc.

Appendix C
Supplemental data gathered to support Needs and Goals of the Five-year LSTA plan

SUMMARY OF ENVIRONMENTAL SCAN
Conducted by Phyllis Albritton, 2000
Sponsored by Regional Library Service Systems

Audiences data source applied to:
Based upon 1990 census and projected forward to 2010

Evidence of Analysis of Data:
Census data projected forward

Process for updating:
Use 2000 census.

Summary:

Statewide trends include:

- Continuing major population growth (+53% in past decade).
- Population segments--In 2010, it's expected that people over 50 will constitute nearly 30% of the population (the fastest growing segment). Largest will be ages 50--73 and 19-34 (each 24%). School-aged will be 19%.
- Coloradans are, in general, of a higher education level than the national. Home-schoolers have increased in sheer numbers over the past five years, but their ranks have been filled primarily by students leaving private schools, not public.
- There has been a labor shortage, especially in categories where training or education is required. Greatest opportunities for job growth occurred in professional, paraprofessional and technical categories.
- In 1998, statewide racial statistics included 79% white non-Hispanic, but this percentage varied dramatically by geographic location and reflected a continuing downward trend.
- Wages rose substantially but failed to keep up with increases in housing costs.

In summary, this study shows a state of burgeoning population growth, especially for people over 50; greatly increasing income; an abundance of job opportunities for trained/educated people; a fairly well educated populace composed primarily of individuals from a white, non-Hispanic background. It can be anticipated that

each of these trends will continue, although current economic conditions and new census data undoubtedly will amend them to a greater or lesser degree.

Summarized by Bonnie McCune,
Colorado State Library

Additional statistics and results related to test scores are available at
May 2, 2002 http://www.cde.state.co.us/index_assess.htm

2002 THIRD GRADE ASSESSMENT RESULTS

2002 THIRD GRADE READING COLORADO STUDENT ASSESSMENT PROGRAM (CSAP) RESULTS

The Colorado Department of Education released the results of the 2002 Colorado Student Assessment Program Grade 3 Reading assessment. In this fifth administration of the third grade reading CSAP assessment, 54,306 students were tested and 38,995 (72%) received proficient or advanced scores. Of these students, 6,138 students (11%) scored in the advanced range, the highest performance category.

Longitudinal data reveal progressive improvement in the literacy of Colorado's third graders. In 1998, 66% of third graders reached the proficient and advanced levels; in 1999, this number was 67%; in 2000, it was 69%; and in 2001 and 2002, this number is 72%. This improvement is even more striking considering the fact that the number of English language learners has also increased from 3.7% in 1998 to 7.8% in 2002.

In addition to the entire population of third graders making progress in reading CSAP results over the past five years, sub-groups of students are also making steady progress in achieving literacy. The achievement of female students has increased by five percentage points between 1998 and 2002, and that of males has increased seven percentage points during this period. Performance of minority students has increased over the past five years, with the percentage of Black students in the proficient and advanced categories increasing by ten percentage points. The percentages of Asian and Native American students in the proficient and advanced categories have increased by eight percentage points, and the percentage of Hispanic students in these categories has increased by six percentage points over the past five years. There are also sustained increases in the performance of students enrolled in special programs, namely Title I and students with Individual Education Programs (IEPs). The performance of students in the Title I program has improved from 33% proficient and advanced in 1998 to 56% of students in these categories in 2002, an increase of 23 percentage points. The gains for students with IEPs are also impressive. In 1998, there were 19% of students with IEPs in the proficient and advanced performance levels, and in 2002 there are 32% of students with IEPs performing at these levels (an increase of 13 percentage points).

Although the performance of the sub-groups described above is steadily increasing, gaps between student groups persist. Third grade females performed better on this test than did third grade males, with 75% and 69%, respectively, of these groups reaching the proficient and advanced performance categories. White students (81% proficient and advanced) continued to perform better than students in other ethnic groups (between 51% and 71% proficient and advanced).

In addition to the CSAP Grade 3 Reading assessment administered in English, the CSAP program also includes the Grade 3 Lectura, which is a Spanish-language assessment. This year, 1,444 (about 3%) of Colorado's third graders took this assessment. Fifty-nine percent (845 students) performed at the proficient and advanced levels on Lectura.

Sixty-six percent of females and 51% percent of males performed at the proficient and advanced levels. Title I students taking this assessment performed well, with 55% of students in the proficient and advanced categories. Of the students with IEPs taking the Lectura, 15% performed in the proficient and advanced categories.

Please refer to the attached table for more details about the 2002 CSAP Grade 3 Reading results.

Highlights of CSAP Grade 3 Reading Assessments

Category	1998	1999	2000	2001	2002
(1) Steady growth over time in percent of all students Proficient and Advanced	66%	67%	69%	72%	72%
(2) Growth over time in percent of minority students Proficient and Advanced					
Black	45%	43%	48%	54%	55%
Hispanic	45%	45%	49%	51%	51%
Asian & PI	63%	60%	64%	68%	71%
Native American	51%	55%	53%	58%	59%
(3) Steady growth, over time, in percent of students with disabilities who are Proficient and Advanced	19%	20%	23%	31%	32%
(4) Decline, over time (albeit slight increase from 2001 to 2002), in percent of students with disabilities in the Unsatisfactory category	45%	41%	36%	33%	37%
(5) Steady growth over time in percent of students in Title I programs who are Proficient and Advanced	33%	32%	43%	51%	56%
(6) Gradual narrowing of the gap in performance of Males and Females					
Females	70%	70%	72%	75%	75%
Males	62%	63%	66%	69%	69%
(7) Steady growth over time in percent of students taking Lectura who are Proficient or Advanced.	41%	47%	52%	56%	59%

(8)   Three hundred twenty-nine schools out of 912 had 80% or more students performing at the Proficient and Advanced performance levels in both 2001 and 2002.

(9)   Thirty-five schools with at least 50% of students receiving free or reduced-price lunch had 72% (the state average) or more students achieving at the Proficient and Advanced performance levels.

(10) Thirty-eight schools increased the percentage of students in the Proficient and Advanced categories by at least 25 percentage points between 1998 and 2002.

2001 Colorado State Test Results – ACT Assessment, 11th grade

COLORADO STATE TEST RESULTS	Student Count	English	Math	Reading	Science Reasoning	Composite
Spring 2001						
Totals						
Total (all records)	43839	17.8	18.5	18.9	18.8	18.6
Tested (Valid Scores)	41729	18.7	19.4	19.9	19.7	19.6
Non-Tested (Incomplete Scores)	2110					
Gender						
Male	21823	17.1	18.7	18.3	18.8	18.3
Female	21785	18.7	18.3	19.6	18.8	18.9
No Response	231	13.7	15.3	14.6	14.9	14.7
Ethnicity						
African-American/Black	1282	14.3	15.3	15.2	15.4	15.2
American Indian/Alaskan Native	457	15.4	16.6	16.8	16.9	16.5
Caucasian-American/White	23777	19.6	19.8	20.6	20.2	20.1
Mexican-American/Chicano/Latino	2573	12.9	14.4	14.2	14.8	14.2
Asian-American/Pacific Islander	1265	17.4	19.7	18.6	18.8	18.7
Puerto Rican/Cuban/Hispanic	2244	14.7	16.1	15.9	16.3	15.8
Other	896	14.4	16	15.4	15.9	15.5
Multiracial	1320	18.8	18.6	20.3	19.6	19.4
Prefer not to respond	1931	17.8	18.1	19.1	18.5	18.5
No response	8094	16.2	17.3	17.3	17.4	17.2
Block T Questions						
Migrant Student						
A (Yes)	124	13.6	15.8	14.7	15.2	14.9
Blank (Non-Migrant)	43715	17.9	18.5	18.9	18.8	18.6
IEP						
A (Yes)	2222	9.8	12.6	11.7	12.2	11.6
Blank (Non-IEP)	41617	18.3	18.8	19.3	19.1	19
New Student						
A (Yes)	553	13.8	14.9	15.1	15.4	14.9
Blank (Non-new Student)	43286	17.9	18.5	19	18.8	18.7
LEP						
A/Blank (Non-LEP)	41897	18.1	18.7	19.2	19	18.8
B,C,D,E,F,G,H,I, J,K (LEP)	1942	12.2	14.7	13.3	14.2	13.7
Disabled						
A/Blank (No disability)	41415	18.3	18.8	19.3	19.1	19
B,C,D,E,F,G,H,I,J,K,L (Yes)	2424	9.8	12.5	11.7	12.2	11.6

Lit ○ Scan

Facts & Figures from the Colorado Literacy Research Initiative

Volume 4 υ Number 1   February 22, 2000

Highlights

Estimated numbers of Colorado preschoolers missing key home literacy activities (on a regular basis or entirely), 1999:

ν   over 100,000 do not visit a library
ν   over 95,000 do not do arts and crafts
ν   over 80,000 are not taught songs or music
ν   almost 79,000 are not told stories
ν   almost 57,000 are not taught letters, words, or numbers
ν   over 30,000 are not read to

Colorado

Preschoolers

At Risk Due to Inadequate Home Literacy Activities

Education begins at home, years before children begin their formal schooling. For decades, research has consistently shown that a child's readiness to learn and his or her actual academic performance are powerfully affected by the extent to which parents or other family members engage them in "home literacy" activities during the preschool years. Those activities include reading to children; telling them stories; teaching them letters, words, or numbers; teaching them songs or music; doing arts and crafts with them; and visiting the library with them. Such family investments in early childhood education are critical to the development of "emerging literacy."

> Over 17,000 Colorado preschoolers have parents who did not graduate from high school.

Parents, usually mothers, polled in the 1999 National Household Education Survey (NHES) reported the weekly frequency of home literacy activities with their three to five year olds. Notably, the natural bias of such reports is to <u>over</u>-estimate the extent to which these socially desirable activities occur.

Colorado Literacy Research Initiative (CLRI)

CARE
Center for At-Risk Education cde

CARE—Adult Education/Family Literacy
201 East Colfax Avenue υ Denver, Colorado 80203-1799

To estimate the incidence of this problem for Colorado, national percentages were adjusted for the fact that Colorado has a higher average level of adult educational attainment than the nation as a whole. (In 1998, 11.1 percent of Americans age 25 and over had not graduated from high school compared with only 10.4 percent of adult Coloradans.) Those percentages were then applied to the U.S. Census Bureau's estimates of the 1999 population of three, four, and five year olds in Colorado.

Colorado Preschoolers Not Participating in
Key Home Literacy Activities with a Family Member
Three or More Times Per Week, 1999

Home Literacy Activities Not Engaged in Regularly by Parents	Percentage of 3 to 5 year olds		Estimated Colorado Number
	U.S.	Colorado Estimate	
Read to	19%	18%	30,153
Taught letters, words, or numbers	36%	34%	56,955
Told a story	50%	47%	78,732
Taught songs or music	51%	48%	80,407
Did arts and crafts	61%	57%	95,483
Visited a library (in the past month)	64%	60%	100,508

SOURCES

ν Current Population Survey, **Educational Attainment in the United States, March 1998**. Table 1. Educational Attainment of Persons 15 Years Old and Over, by Age, Sex, Race, and Hispanic Origin: March 1998, and Table 13. Educational Attainment of Persons 25 Years Old and Over, for States: March 1998. Available at: http://www.census.gov/prod/3/98pubs/p20-513u.pdf

ν National Center for Education Statistics. **The Condition of Education 1999**. Available at: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999022

ν National Center for Education Statistics. *Home Literacy Activities and Signs of Children's Emerging Literacy, 1993 and 1999*. NCES Statistics in Brief, November 1999 (NCES 2000-026). Available at: http://nces.ed.gov/pubs2000/2000026.pdf

ν U.S. Census Bureau. **State Population Projections: 1995 to 2005**. Available at: http://www.census.gov/population/www/projections/st_yr95to00.html

FAST ⚡ FACTS

Recent Statistics from The Library Research Service

ED3/110.10/No. 150   October   7,
1998

**Well-Managed Library Media Programs That
Cooperate With Local Public Libraries
Linked to Higher CSAP Test Scores**

In 1997, Colorado fourth graders were the state's first public schoolchildren to be tested on reading via the Colorado Student Assessment Program (CSAP). Average test scores for a stratified and weighted random sample of 74 (eight percent) of Colorado's 908 elementary schools were combined with data about their library media programs to answer the following questions:

- *Are students likely to earn higher reading scores if:*
- *there is a plan for the development of their school's library media program?*
- *there is a collection development policy that guides the library media specialist's selection of learning resources?*
- *there is a relationship between the school library media program and the local public library?*
- *public library staff visit the library media center to present book talks?*
- *the local public library provides a summer reading program to prevent the loss of reading skills progress during the break between school years?*

The answer to all of these questions is a resounding <u>yes</u>! Students in schools with well-planned library media programs and well-documented collection development policies, and whose relationships with public libraries include book talks and summer reading programs averaged reading scores up to 15 points higher than those without such LM programs.

FAST ⚡ FACTS

*Recent Statistics from the
Library Research Service*

Highlights

ν   More than one in three public schools have either no library media specialist or one who works less than half-time. For elementary schools, that proportion is two out of five.

ν   Statistics from 2000 indicate a trend to staff LM centers with the equivalent of one full-time person, moving away from more than one, as well as less than one full-time equivalent.

ν   Almost one in five public schools is staffed by less than one full-time LM center employee. In addition, close to a quarter of elementary schools have less than 40 hours a week of such staffing.

ν   The total LM center staff-to-student ratio dropped 24 percent in the last six years from 5 per 1,000 students in 1994 to 3.8 in 2000. However, LMS-to-student ratios remained relatively stable, going from 1.4 in 1994 to 1.7 in 2000.

ν   Fewer LM center staff can mean that library media specialists are spending less time in the role of teachers and leaders, and as reported in *How School Librarians Help Kids Achieve Standards*, this can adversely affect student academic achievement and ultimately lower CSAP scores.

The Status of Library Media Center Staffing and Its Effect on Student Achievement

The study *How School Librarians Help Kids Achieve Standards* found that school library media centers are instrumental in students' academic achievement, including getting higher CSAP scores. In addition to the library media center's collection and funding, key factors impacting student performance include adequate staffing of library media centers and the professional role of the endorsed library media specialist as an educator and leader.

Given the importance of library media centers and their staffing to student achievement – and with so much riding on the CSAP scores – a critical question must be, "Is Colorado adequately staffing library media centers in public schools?" This FAST FACTS discusses this question for both endorsed library media specialists and the total library media center staff.

**Figure 1
Level of Library Media Specialist Staffing
in Colorado Public Schools by School Level, 2000**
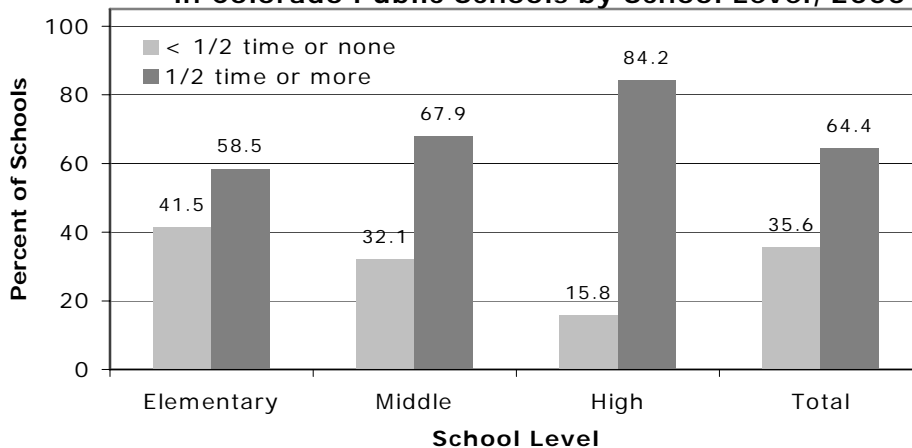
Endorsed Library Media Specialists

In 2000, over one-third of all schools lacked adequate endorsed library media specialist (LMS) staffing. Only 64 percent of schools had a LMS working half-time or more, leaving over 35 percent of schools with no LMS or one working at less than half-time.

(See Figure 1.)

Although a significant number of schools are still lacking a LMS, there was an increase over 1999 of almost 5 percent in LMS staff working half-time or more.

- **Elementary schools:** 2 in 5 had either no LMS or one who worked less than half-time – the highest proportion of all types of schools with over 40 percent of schools lacking adequate staffing
- **Middle schools:** 1 in 3 had either no LMS or one who worked less than half-time
- **High schools:** approximately 1 in 7 had either no LMS or one who worked less than half-time

Figure 2
Level of Total Staffing in Library Media Centers
in Colorado Public Schools by School Level, 2000
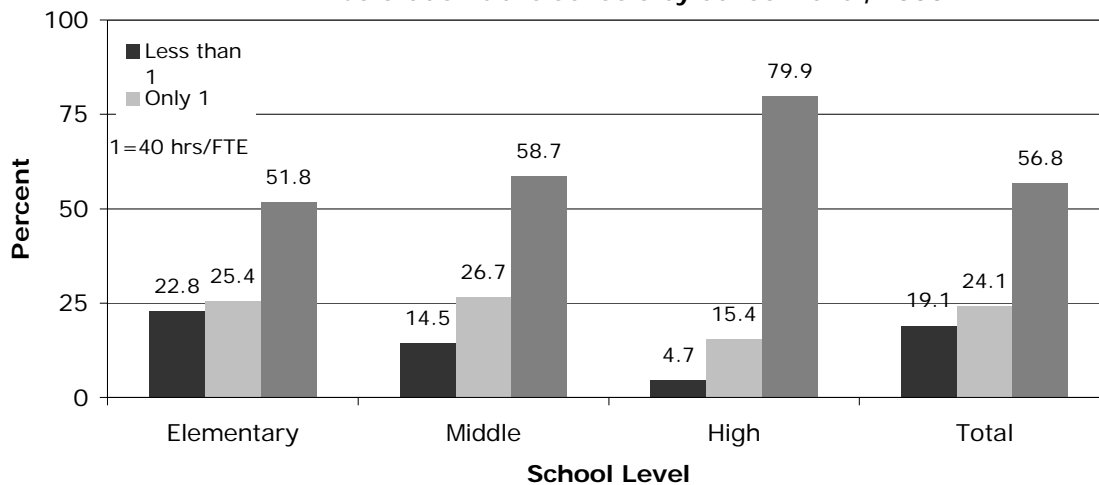
All Staff
Total staffing, LMS and paraprofessionals combined, dropped for all schools combined, as well as for each individual school level. In 1999, 59.1 percent of schools had a LM center staff of more than one person (one FTE/40 hours), but in 2000 that percentage dropped to 56.8 percent. This leaves close to half of the schools with one person or less of library media center staff. Interestingly, the survey also shows a decrease in the number of schools with LM center staff with less than one person. Overall the survey points to a trend toward a single person staff in school library media centers. (See Figure 2.)

- **Elementary schools:** almost 1 in 2 have one or less library media center staff person
- **Middle schools:** more than 2 in 5 have one or less library media center staff person
- **High schools:** 1 in 5 have one or less library media center staff person – with almost 80 percent having more than one LM center staff person

Staff-to-Student Ratio
The total LM center staff-to-student ratio dropped 24 percent in the last six years from 2.5 per 500 students in 1994 to 1.9 in 2000. However, LMS-to-student ratios remained relatively stable, going from .7 in 1994 to .9 in 2000. It should be noted that all ratios include both part-time and full-time LM center staff. (See Figure 3.)

Figure 3
Staff-to-Student Ratios in Library Media Centers
in Colorado Public Schools, 1994-2000
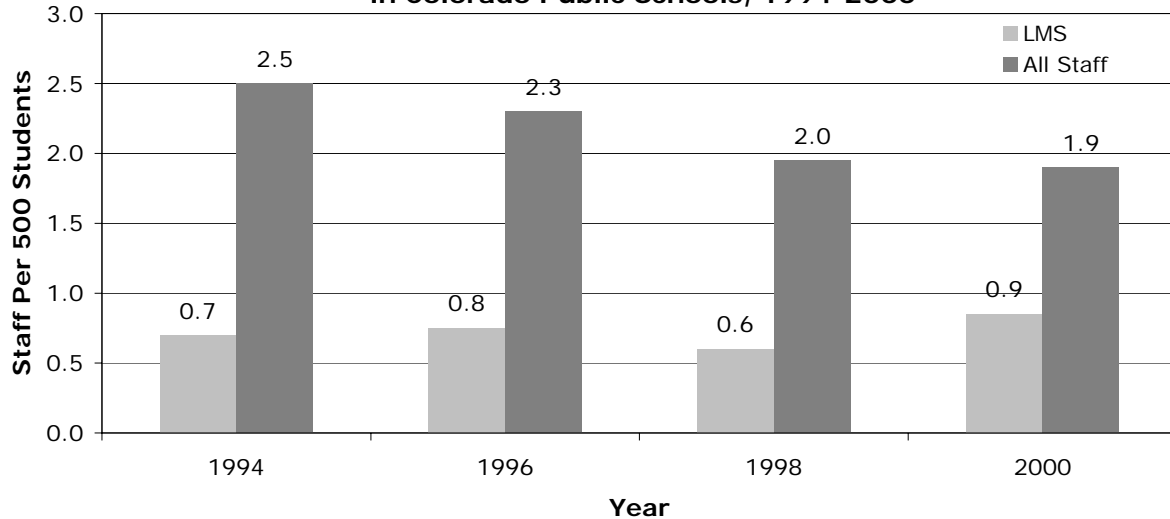
Implications

Fewer library media center staff hours mean the endorsed library media specialists are spending less time on leadership activities, collaboration with teachers, and information skills instruction. Instead of fulfilling their role as educators, the library media specialists are spending more time on routine tasks that are essential to the smooth operation of the LM center, but are more effectively handled by support staff.

In the study, *How School Librarians Help Kids Achieve Standards*, it was found that when a library media specialist spends more time in collaborative and leadership activities student academic achievement is positively impacted. Therefore with library media specialists spending less time teaching, coordinating with teachers, and integrating information literacy into the curriculum, students do not have full benefit of the LM center resources. As a result, student academic achievement may be adversely affected and ultimately lower CSAP scores may be recorded.

CONTACT ABOUT THIS ISSUE
Nicolle Steffen, Research Analyst
Library Research Service
201 East Colfax Avenue, Ste. 309
Denver, Colorado 80203-1799
Tel.: 303-866-6900
Fax: 303-866-6940
Web site: www.lrs.org

Current Status of
Public Library Development in Colorado

Numbers of public libraries vs. percent of population un-served

Currently, Colorado has 116 jurisdictions operating public libraries. Two additional jurisdictions provide bookmobile-only service.

For 2000, the total number of Colorado residents living outside the taxing jurisdiction of any public library was 177,234. With a state population of 4,301,261, that makes the percentage of residents untaxed for library service 4.1%. See attached document: Colorado Counties with Populations Outside Legal Service Areas of Public Libraries, 2000.

Over two-thirds (68.2%) of the untaxed total resides in three counties: Larimer, 56,612, 31.9%; Boulder, 43,531, 24.6%; and Fremont, 20,732, 11.7%.

Another perspective on that number of Coloradans: 177,234. This figure is greater than the total population of the smaller half of Colorado counties (that total being 177,073). In other words, it is the equivalent of half the state's counties spending nothing to support public libraries.

Numbers of regular Colorado borrowers compared to national average

National statistics on registered borrowers are not available. PLA's Public Library Data Service reports averages for this statistic for selected population ranges. The comparable Colorado figure cannot be restricted to 'regular' (presumably resident) borrowers, due to extensive non-compliance with the CLC requirement to collect separate statistics for resident and non-resident borrowers.

Registration as a percent of population for public libraries in Colorado and the United States, 2000

Population range	United States	Colorado
100,000 & over	53%	63%
25,000-99,999	64%	76%
10,000-24,999	69%	74%
5,000-9,999	71%	71%
Under 5,000	87%	81%

Sources: Public Library Data Service, Library Research Service
2002

Libraries with adequate tax base

See two attached documents: Cost Components of Minimum Cost of Library Service, 2001/2 and Public Libraries with Total Operating Expenditures Less Than $37,000, 2000.

Three alternative calculations of the minimum cost of library service were made, based on different assumptions about levels of staffing, collection development, Internet access, and indirect costs. These alternatives range from about $37,350 to about $12,150.

In 2000, 18 public library jurisdictions spent less than $37,350; 9, less than $20,000; and 4, less than $12,150. Omitted from these figures are four jurisdictions where expenditures reported from the public side for joint school/public libraries were less than the three alternative minimums.

Libraries offering below minimum wage salaries

For 2000, only two public library jurisdictions reported total salary expenditures of less than $4,944. (This amount is minimum wage, $5.15/hour, times 20 hours per week—the required number of hours of operation with paid staff—times 48 weeks—allowing a reasonable amount of time for holidays, vacation, and sick leave.) The two jurisdictions were Wetmore and Aguilar. Wetmore reported 2000 salary expenditures of $3 and Aguilar reported $1,830.

Prepared by
Keith Curry Lance
Library Research Service
2002

Off-site Data Sources utilized in preparing the Needs and Goals of the Five-year LSTA plan

http://quickfacts.census.gov/qfd/states/08000.html
                  Housing and demographic as compared with US totals.

http://factfinder.census.gov/servlet/BasicFactsTable?_lang=en&_vt_name=DEC_2000_
PL_U_GCTPL_ST2&_geo_id=04000US08
       Geographic Area with race data comparing all Colorado counties.

http://www.dlg.oem2.state.co.us/demog/Population/PopulationByAge/2000Census/Cou
ntyAge.pdf
                  Population by Age Group, Colorado Counties - 2000

http://www.dlg.oem2.state.co.us/demog/Population/PopulationByAge/2000Census/Cou
ntyAgePer.pdf
                  Age Groups as a Percent of Total Population in Colorado Counties - 2000

http://www.lrs.org/documents/plstat00/statetotpdf.pdf
       Colorado public library statistics, 2000 State Totals and Averages for service,
       lending, borrowing, and staffing.

http://www.lrs.org/documents/plstat00/staterapdf.pdf
       Colorado public library statistics, 2000 State ratios for service, lending, borrowing,
       and staffing.

http://www.lrs.org/documents/slmc00/LMtotal2k.pdf

       Totals for services, staffing, and usage of school library media centers in Colorado
       - fall 2000

REAL COSTS OF PROVIDING PUBLIC LIBRARY SERVICE IN PUBLIC LIBRARIES

	50 weeks	48 weeks	45 weeks
Staff ($5.15/hr--min wage)	$ 5,150.00	$ 4,944.00	$ 4,635.00
	250 books	100 books	50 books
Materials--books ($35)	$ 8,750.00	$ 3,500.00	$ 1,750.00
	50 subscriptions	25 subscriptions	10 subscriptions
Materials--subscriptions ($67)	$ 3,350.00	$ 1,675.00	$ 670.00
	100 titles	50 titles	25 titles
Materials--audio ($12)	$ 1,200.00	$ 600.00	$ 300.00
	100 titles	50 titles	25 titles
Materials--video ($85)	$ 8,500.00	$ 4,250.00	$ 2,125.00
	3 computers	2 computers	1 computer
Internet access ($19.95/mo)	$ 718.20	$ 478.80	$ 239.40
	35%	30%	25%
Indirect costs *	$ 9,683.87	$ 4,634.34	$ 2,429.85
Total	**$ 37,352.42**	**$ 20,082.44**	**$ 12,149.50**

* Includes costs of processing materials, computer maintenance, office supplies, etc.

Prepared by
Keith Curry Lance
Library Research Service
2002

Colorado Counties with Populations outside of the Legal Service Area (LSA) of Public Libraries, 2000

County	RLSS	LSA population 2000	County population 2000	Population untaxed for PL service 2000	Percent of untaxed population 2000	Local income 2000	Local income per capita 2000	Cost of serving untaxed at current county rate 2000	Percent of untaxed service cost
BOULDER	CC	247,757	291,288	43,531	24.9%	$ 9,992,763	$ 40.33	$ 1,755,732	31.6%
LARIMER	HP	194,882	251,494	56,612	32.3%	$ 5,848,968	$ 30.01	$ 1,699,089	30.6%
FREMONT	AV	25,413	46,145	20,732	11.8%	$ 726,954	$ 28.61	$ 593,051	10.7%
MONTEZUMA	SW	13,193	23,830	10,637	6.1%	$ 490,082	$ 37.15	$ 395,134	7.1%
MORGAN	HP	18,686	27,171	8,485	4.8%	$ 567,408	$ 30.37	$ 257,650	4.6%
LOGAN	HP	12,402	20,504	8,102	4.6%	$ 389,388	$ 31.40	$ 254,380	4.6%
YUMA	HP	5,472	9,841	4,369	2.5%	$ 181,855	$ 33.23	$ 145,198	2.6%
OTERO	AV	15,685	20,311	4,626	2.6%	$ 382,128	$ 24.36	$ 112,702	2.0%
KIT CARSON	HP	4,959	8,011	3,052	1.7%	$ 122,575	$ 24.72	$ 75,438	1.4%
LINCOLN	PP	2,956	6,087	3,131	1.8%	$ 59,445	$ 20.11	$ 62,964	1.1%
WASHINGTON	HP	1,711	4,926	3,215	1.8%	$ 30,411	$ 17.77	$ 57,143	1.0%
CROWLEY	AV	1,248	5,518	4,270	2.4%	$ 11,589	$ 9.29	$ 39,651	0.7%
PHILLIPS	HP	3,243	4,480	1,237	0.7%	$ 84,993	$ 26.21	$ 32,419	0.6%
CHEYENNE	AV	1,541	2,231	690	0.4%	$ 67,536	$ 43.83	$ 30,240	0.5%
SEDGWICK	HP	1,467	2,747	1,280	0.7%	$ 33,368	$ 22.75	$ 29,115	0.5%
BENT	AV	4,961	5,998	1,037	0.6%	$ 42,528	$ 8.57	$ 8,890	0.2%
COLORADO		555,576	730,582	175,006	100.0%	$ 19,031,991	$ 34.26	$ 5,548,796	100.0%

Prepared by
Keith Curry Lance
Library Research Service
2002

Public Libraries with Total Operating Expenditures Less than $37,000 in 2000

Library	Total Operating Expenditures		Prepared by Keith Curry Lance Library Research Service 2002
Ouray Library District	$35,089		
Akron Public Library	$34,732		
Julesburg Public Library	$34,036		
Red Feather Lakes Community Library	$32,917		
Baca County Public Library	$31,749		
Costilla County Public Library	$29,638		
Mineral County School/Regional Public Library	$29,298	Joint library	
Stratton Public Library	$24,552		
Ignacio Library District	$24,157		
Fowler Public Library	$23,191		
Nucla Public Library	$18,153		
Haxtun Public Library	$17,542		
Dacono Public Library	$16,195		
Dolores County School/Public Library/Dove Creek	$16,063	Joint library	
Manzanola School/Public Library	$15,910	Joint library	
Ordway Public Library	$14,570		
Hugo Public Library	$11,650		
Swink School/Public Library	$10,320	Joint library	
Flagler Community Library	$8,933		
Holly Public Library	$7,078		
Wetmore Community Library	$3,997		
Aguilar Public Library	$3,942		
Lyons Depot Library	No Report		

State Library Agencies: Fiscal Year 2000

USDOE-OERI-NCES

November 2001

Survey results where Colorado statistics are substantially different from the average for state libraries nationally.

1) One of seven states that do not provide financial support for OCLC services such as group access or retro-con. (We did provide group access in 2001).

2) One of three states not funding statewide database licensing. The average level of support is $648,640 (with $440,920 for state funds).

3) Grant monitoring (Colorado/national average) – 45/194, onsite monitoring 7/61. (2001 figures are 3/55).

4) Continuing education events (Colorado/national average) – 13/82. Attendance at CE events 492/1,946. (2001 figures are 173/2,824).

5) Staffing (38.3) – 12 states with fewer FTEs in public libraries.

6) Total expenditures – percentage distribution by source of funds (Colorado/national average) – federal 23%/14%, state 77%/85%. (Colorado's 2001 figures: 20% and 80%).

7) LSTA expenditures—percentage distribution by type (Colorado/national average)—statewide services 61%/40%, grants 35%/58%, administration 4%/2%. (Colorado's 2001 totals: 70%, 26%, and 4%).

8) LSTA expenditures—percentage distribution by use (Colorado/national average)—electronic networking and access 37%/71%, services to persons having difficulty using the library 59%/24%, services to children in poverty 0%/3%, administration 4%/2%. (Colorado's 2001 totals: 35%, 60%, .4%, and 4%).

9) Operating expenditures per capita (Colorado/national average-- .63/$1.06.

10) Operating expenditures percentage distribution (Colorado/national average)—47%/20%, state 52%/78%, (Colorado's 2001 totals: 49% and 51%)

	Appendix D
	Priorities for LSTA Funding 2003-2007

Priority and Goal Areas   *Strategic Directions for Library Services*

Goal area: **Improving student learning through libraries**	
Students of all ages in Colorado educational programs will achieve their highest potential with the assistance of resources and expertise offered through libraries.	Libraries will: – Support student educational goals. – Contribute to achievement. – Support alternative instruction and home-schooling students. – Provide programs that demonstrate the benefits of and enhance reading and early reading skills. – Support adult and family literacy programs. – Help educational decision makers understand the role of libraries in student learning.

Goal area: **Service to diverse populations through libraries**	
Diverse populations in Colorado will receive quality library service from all types of libraries.	Libraries will provide quality library services to: – Diverse populations (ethnic minorities, people with disabilities, and senior citizens). – Those in correctional and hospital institutions. – Groups with special needs (living in poverty or geographically isolated areas).

Goal area: **Service through public libraries**	
People in Colorado will receive quality library service from public libraries.	Public libraries will: – Provide service from legally established libraries that and meet or exceed Colorado standards. – Have access to training skills for helping library trustees become more effective. – Seek partnerships within the community that strengthen library services.

Goal area: **Access to electronic library services and library cooperation**	
People in Colorado will have access to library services and information resources in print and electronic formats as a result of cooperation and resource sharing between Colorado libraries.	People and libraries in Colorado will: – Be able to access increased content on the Colorado Virtual Library. – Receive information and materials in timely and efficient ways. – Benefit from new and innovative information services by using technology in a creative manner. Libraries in Colorado will: – Have holdings listed on the Colorado Virtual Library directly or through a standards-compliant library network. – Meet Colorado's technology standards.

Goal area: **Recruitment, retention and training of librarians**	
Librarians will be recruited, trained, and retained in order to provide quality library service to the residents of Colorado.	Colorado will: – Be provided with service by highly qualified and well-trained library staff. Librarians, paraprofessionals, staff, and administrators will: – Participate in a wide variety of continuing education activities throughout the state. – Recruit librarians to provide quality library services

Appendix E

LSTA Funding Process

for Local and Statewide Projects to Address Goal Areas and Strategic Directions

According to federal law, the final decision-making authority for the use of Federal funds rests with the State Library Agency and the State Librarian, the Commissioner of Education. The State Library has, for many years, shared the decision-making authority for competitive grants, first with the Colorado Council for Library Development (CCLD), under LSCA, and then with both CCLD and the Resource Sharing Board (RSB), under LSTA. Recommendations on funding by these two advisory bodies are sent to the Commissioner for approval. To date, the Commissioner has overturned no recommendations from the advisory bodies.

Uses of LSTA Funds in Colorado.
1.   Approximately 50% is used in the Department of Education by the State Library for statewide efforts. This includes staff salaries and projects like the Colorado Virtual Library and the Summer Reading Programs.
2.   Approximately 50% of the funds are used for competitive grants. These currently fall into two categories: local needs grants and statewide projects.

Key concepts

The key concepts to be used by CCLD, the Resource Sharing Board, and the State Library in the use of LSTA funds have been:
- Stewardship in the responsible use of the funds
- Empowerment of local libraries for development
- Development of projects that serve a statewide need
- Opportunity to use the LSTA funds to move libraries in new directions

Local Needs Grants

Each year a portion of the funds are used to support projects from individual libraries that meet their individual needs.

Key Concepts
- Projects can be in any area (allowed by LSTA law).
- The Local Needs process is managed by the CCLD LSTA sub-committee with reading teams composed of CCLD and other members of the library community who volunteer to read and make recommendations on the projects.
- Final recommendations on the funding of Local Needs Grants are made by CCLD and passed on to the Commissioner of Education.

Timeline:
- Disseminate grants annually in the fall, generally October.
- Review and recommend grants for funding by the following February
- Grants funds provided for implementation by May
- Observe and evaluate throughout implementation between May and June, one year later.
- Interim and final reports due at 6- and 12-month intervals (within 45 days after grant period ends for final reports).

Statewide Projects

> Each year a portion of the funds are used to support statewide projects that meet the needs of many libraries statewide.

Key Concepts

- Organizations intending to apply for SW project funds submit a concept outline of the project (one page) to the CSL listing project concepts, key players, approximate costs, and intended activities. Outlines will be shared at November RSB and CCLD meetings as background, and to help determine SW and LN funding needs.
- Applicants submit a draft of their project for review at a joint meeting of CCLD and the Resource Sharing Board. Joint meeting will be used to question applicants, make recommendations for final version. All RSB, CCLD, RLSS representative, and Stewardship Committee members attend review session.
- Recommendations for the final proposals are given to the applicants.
- Revised, final versions are submitted to the State Library for final review and recommendation by the Stewardship Committee. Stewardship Committee meets, and contacts applicants by phone if questions arise.

Stewardship Committee

The Stewardship Committee (Stewardship Committee) is composed of five representatives of CCLD, five representatives of the Resource Sharing Board, the Assistant Commissioner of Education for Libraries, and one System Director. This group meets annually to review the statewide projects and make recommendations to the Commissioner for funding.

Key Concepts

> The Stewardship Committee must represent all aspects of the multi-type library community. It must be as impartial as possible when reviewing and recommending statewide projects.

- Members who submit proposals should be excluded from participating with Stewardship Committee as voting members, except in an advisory capacity (with exceptions for chairs of RSB, CCLD, System Director, and State Librarian if proposals come from their organizations).
- Voting Stewardship Committee members should be selected by CCLD and RSB after the February review process.
- Committee members without conflicts will be selected for the final recommendation review process.
- Anyone with direct involvement with a proposal (writer, member of the sponsoring organization or fiscal agent, recipient of services, or other vested interest) is excluded from voting in the final Stewardship Committee review process.

Timeline:

- Disseminate grants annually in the fall, generally October.
- Review and recommend grants for funding by the following February
- Grants funds provided for implementation by May
- Observe and evaluate throughout implementation between May and June, one year later.
- Interim and final reports due at 6- and 12-month intervals (within 45 days after grant period ends for final reports).

Proposal Process for LSTA Planning and Implementation

Ideas and concepts developed for Statewide Projects by:
- CCLD and committees
- RSB and committees
- Other eligible org's within the state, including RLSS, CSL, CAL, etc.

Letter of intent-to-submit is provided to State Library
- Identify key organizations/people involved
- Proposed activities, approximate costs, goals, needs, and who is involved

CSL, CCLD, and RSB review letters-of-intent at November Board meetings
- Key SW project ideas known
- Distribution of funds between LN and SW projects known
- Committees and members can be involved in project development if needed

First Drafts of proposals submitted
- Complete proposals submitted
- Do not need to follow intent notice exactly, but should be close

Joint CCLD-RSB meeting to review RFPs
- Applicants attend, answer questions.
- Not limited to 10 minutes – allow adequate time to explore proposal
- All Stewardship Committee members attend (including RLSS rep)

Final Version submitted
- Review by Stewardship Committee
- Recommendations and decision on funding approved by CDE

Follow-up and evaluation
- Ongoing interim and quarterly reports provided to RSB, CCLD, CSL
- CSL participate in on-site and evaluation visit.

Flowchart (top to bottom):
Ideas Generated for Statewide Projects → Letter of Intent → CCLD, RSB, CSL → Draft Proposals submitted → CCLD, RSB, CSL Review → Stewardship Committee Review → Project Implementation

EVALUATION (vertical box on right connecting to CCLD, RSB, CSL Review; Stewardship Committee Review; Project Implementation; and looping back to Ideas Generated for Statewide Projects)

Appendix B: Outcome-Based Evaluation Reports

Colorado Talking Book Library Survey Results: 2005

Introduction

The Colorado Talking Book Library (CTBL) provides services, at no cost, to Coloradans of all ages who are unable to read standard print material due to visual, physical or learning disabilities. CTBL provides recorded, Braille and large-print books and magazines, as well as a small collection of descriptive videos.

As part of the larger effort of the Colorado State Library to evaluate its services, in April 2005, a patron survey was developed by the Library Research Service, in conjunction with CTBL, in order to evaluate the current services of CTBL and to plan for future services. The survey, a combination of an outcome-based and customer satisfaction questionnaire, was mailed out to a random sampling of 3000 patrons of CTBL. (See Appendix A). The survey was also accessible online. Assistance with filling out the survey was available by telephone or at CTBL, for any patron requesting such assistance.

There were 540 surveys returned (or completed with assistance from CTBL), which represents a return rate of approximately 18%.

General Demographics of CTBL Patrons

Among other factors, CTBL tracks its patron base by age and disability. As of June 2004, just over 53 percent of the patrons of CTBL were over the age of 61. The next largest category, at nearly 15 percent, is those patrons between the ages of 41 and 60, followed by 22-40 year-olds (13%), 18-21 year-olds (8%), and 13-17 year olds (7 %). Those patrons under 12 years of age constitute less than 4 percent of CTBL's patron base. As of June, 2004, CTBL had a total of 10,504 active patrons. (See Table 1).

In terms of disability, patrons who are blind or have some type of visual impairment make up the largest percentage of CTBL's patron base. Of the 10,504 active patrons, 4,378 patrons have identified that they have a visual disability. An additional 3,184 patrons are blind. A small number of patrons (15) are both blind and deaf. The next largest category of disability is those patrons (2,098) with a reading disability, with the age group of 22-40 year-olds having the largest percentage of patrons with this disability. The number of patrons with a physical disability is substantially lower, with a total of 829 patrons. (See Table 1).

Table 1
CTBL Patrons by Age and Disability

Age	Blind	Deaf & Blind	Visual Disability	Reading Disability	Physical Disability	Total
0-5	18	0	11	1	1	31
6-12	104	1	92	140	21	358
13-17	88	2	173	486	67	816
18-21	81	2	196	501	61	841
22-40	292	1	285	619	129	1,326
41-60	577	5	564	191	205	1,542
61+	2024	4	3057	160	345	5,590
Total	3184	15	4378	2098	829	10,504

June 2004

Survey Results Regarding Patron Demographics

Respondents were asked to provide basic demographic information about their gender, age, and education level. Of the respondents:

- Almost two-thirds were female (63%) and one-third were male (37%).
  (See Chart 1).

- Nearly three-fourths were over the age of 61 (73.6%), with the next highest category of those between the ages of 41 and 60 (12.9%). (See Chart 2).

- Nearly two-thirds (62%) have at least some college or a college degree, and an additional 26% have graduated from high school. (See Chart 3).

- A small percentage are currently students (5%).

The survey results indicate that those patrons over the age of 61 were most likely to fill out the survey. As this age group only represents 53 percent of CTBL's active patron base, the results of the survey may be somewhat biased toward this age group. The results also suggest that CTBL has an educated patron base, with a large majority of respondents having either some college or a college degree.

Chart 1
Gender of Respondents

Male
37%

Female
63%
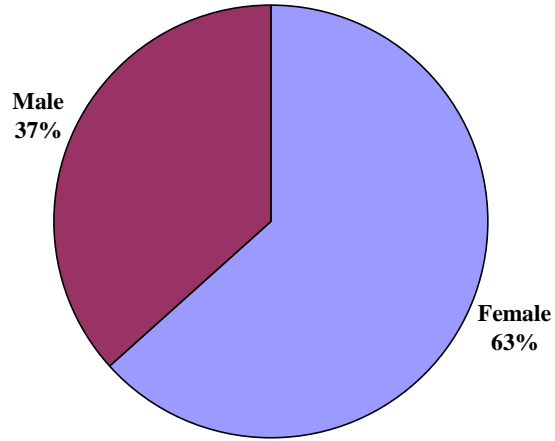
Chart 2
Age of Respondents

Age	Percentage of respondents
61+	73.6
41-60	12.9
22-40	5.6
18-21	2.7
13-17	3.5
6-12	1.5
0-5	0.2
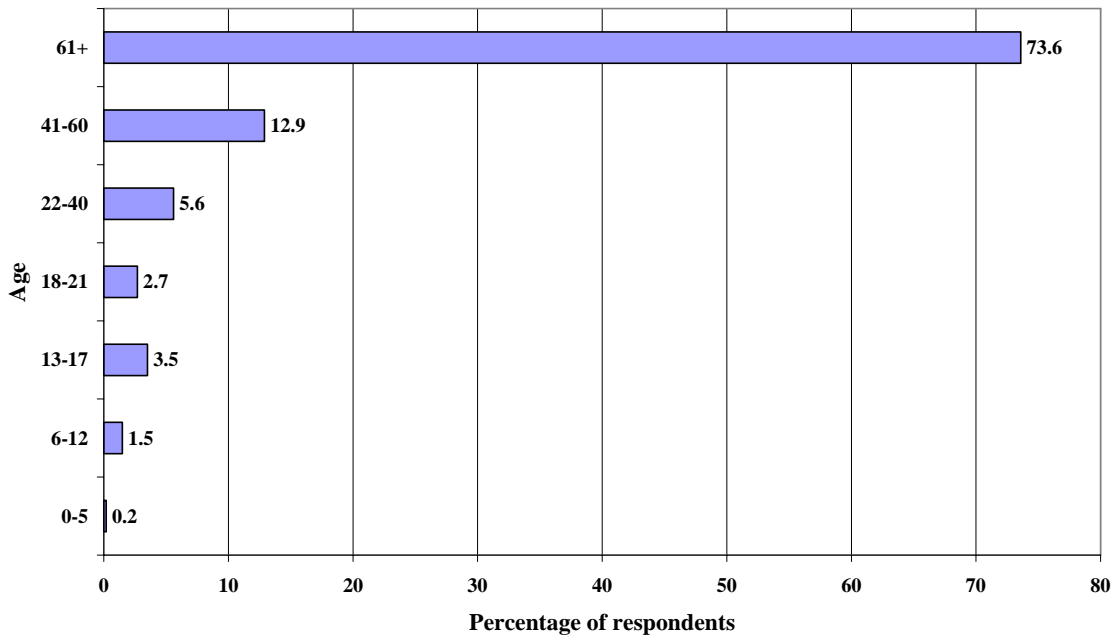
Chart 3
Respondents' Highest Level of Education
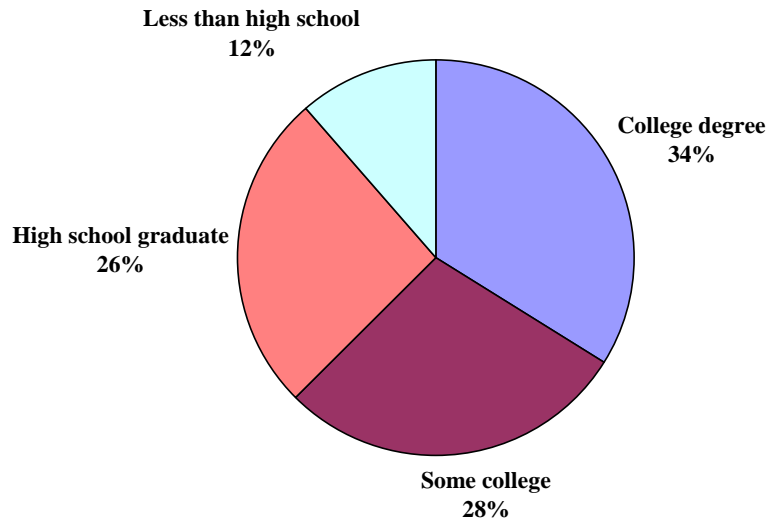
Communicating with CTBL

Respondents were asked two questions regarding how they communicate with CTBL. They were asked how frequently they communicate with the library and to identify their regular/most-used method of communicating with CTBL. Of the respondents:

- Nearly one-third communicated with CTBL monthly (30%), followed by quarterly (20%), and about every 6 months (15%). (See Chart 4).

- Nearly three-fourths said their regular/most-used method of communicating with the library was by phone (72%), followed by mail (15%), e-mail (8%), and walk-in (5%). (See Chart 5).

Chart 4
How Frequently Do You Communicate With the Library?
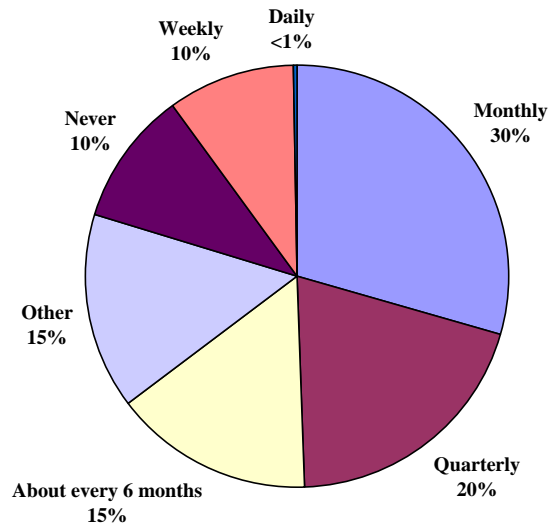
Chart 5
What is Your Regular/most Used Method of Communicating With the Library?
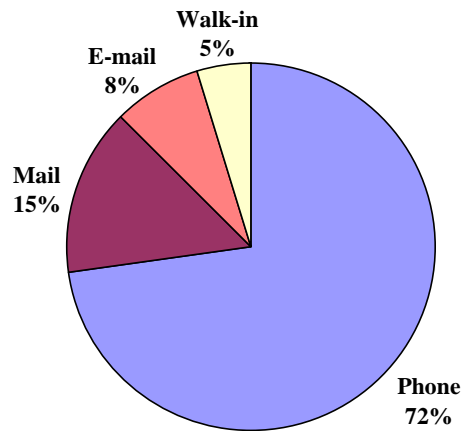
Use of CTBL Resources for School

Respondents were asked to identify whether they were current students and at what level. Of the 30 respondents who were students, 10 were in college, 12 were in high school, 6 were in middle school, and 2 were in elementary school.

Students were also asked whether the materials provided by CTBL were received in a timely manner and whether the audio format was a barrier to using the materials in the classroom. Of the students:

- An overwhelming percentage (93%) said the items requested for school use were received in a timely manner. (See Chart 6).

- A majority (56%) responded that the audio format was a barrier to using the materials in the classroom. The highest number of "yes" responses came from high school students. (See Chart 7).

Chart 6
If Library Items Are Requested for School Use, Are they Received in a Timely Manner?

Education level (y-axis), Number of responses (x-axis)

Education level	Yes	No
College	10	0
High School	11	1
Middle School	5	1
Elementary School	2	0
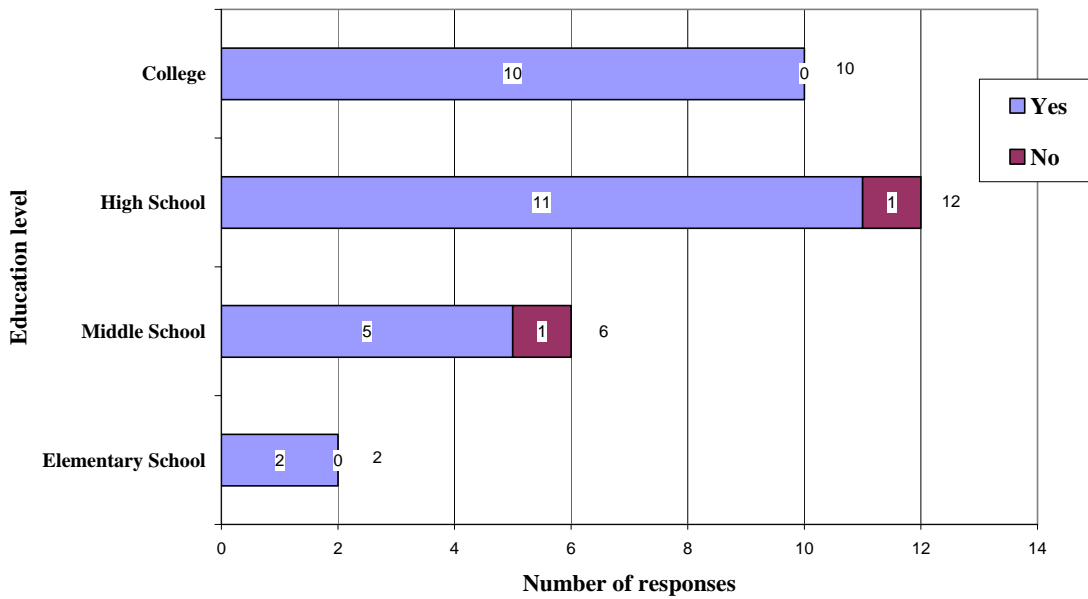
Chart 7
If the Library's Materials are Used at School, is the Audio Format a Barrier
to Using Them in the Classroom?
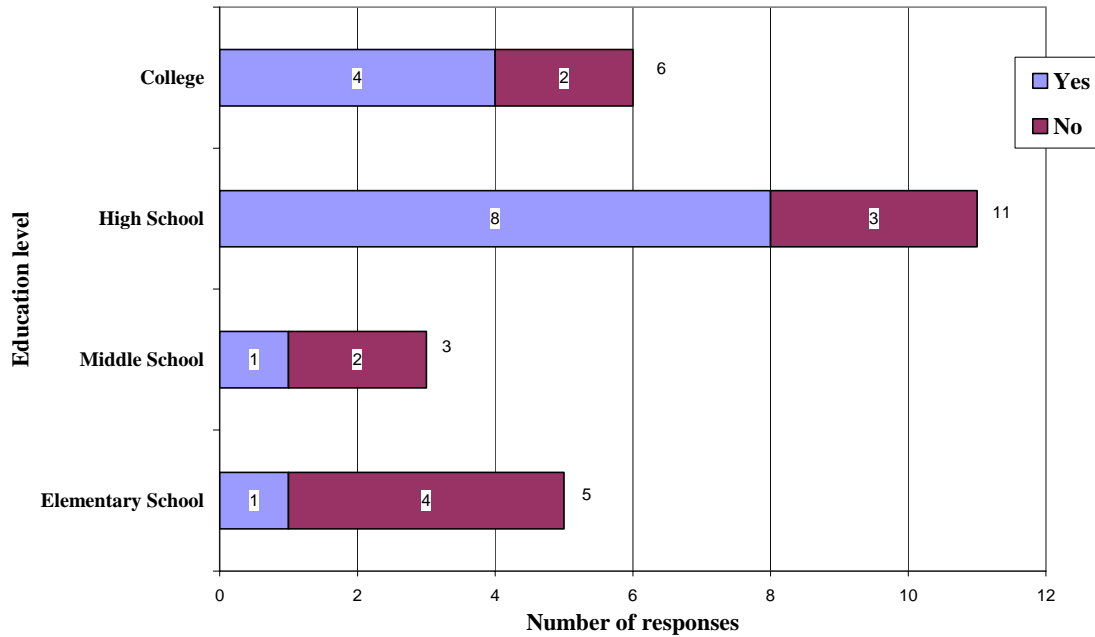
Computer Use

The next set of questions addressed the respondents' use of computers. Over half of the respondents (63%) said they did not use a computer. (See Chart 8). Cross tabulations were done to examine the relationship between the use of computers and age. (See Chart 9). Results indicate that:

- Less than one-quarter of respondents age 61 and over use a computer.

- Almost one-third of respondents age 41-60 use a computer.

- Nearly two-thirds of respondents age 22-40 use a computer.

- Of the 18-21 year-olds, 92 percent use a computer. Of the 13-17 year-olds, 94 percent use a computer and 71 percent of 6-12 year-olds use a computer.

Chart 8
Do You Use a Computer?

Yes
37%

No
63%
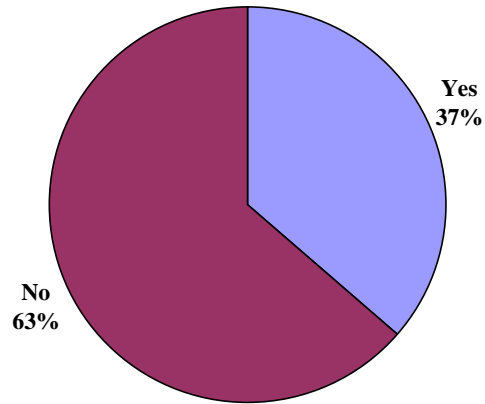
Chart 9
Computer Use and Age
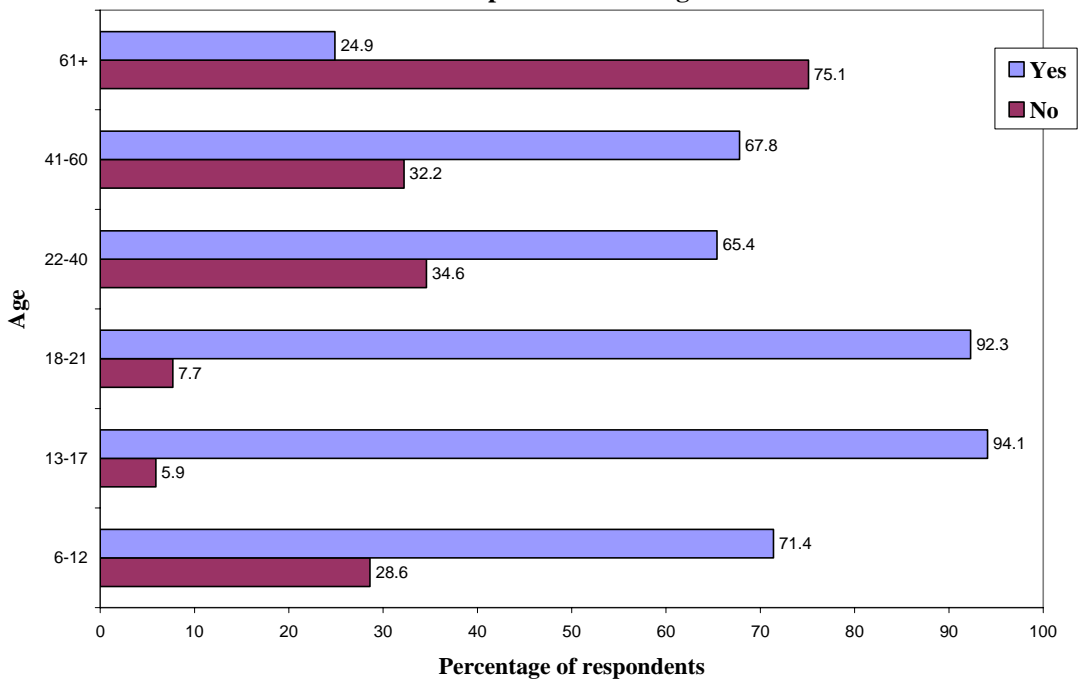
Respondents who indicated that they use a computer were also asked to state where they use a computer and identify what activities they do on the computer.
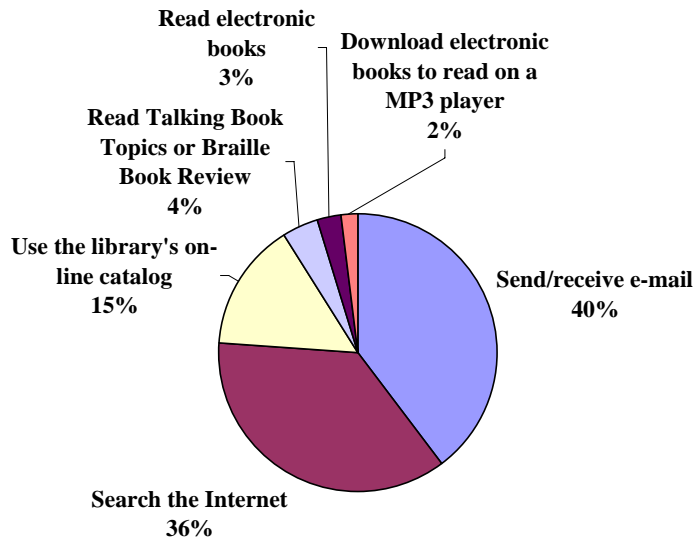
- More than two-thirds of respondents (68%) said they use a computer at home, followed by at school (18%), work (11%) and other places (3%). (See Chart 10).

- Other places included: library, assisted living facility, occupational laptop, friend's house, and on the desk at the art museum.

- The most common activities on the computer were send/receive e-mail (40%), search the internet (36%), and use CTBL's online catalog (15%). (See Chart 11).

Chart 10
Where Do You Use a Computer?
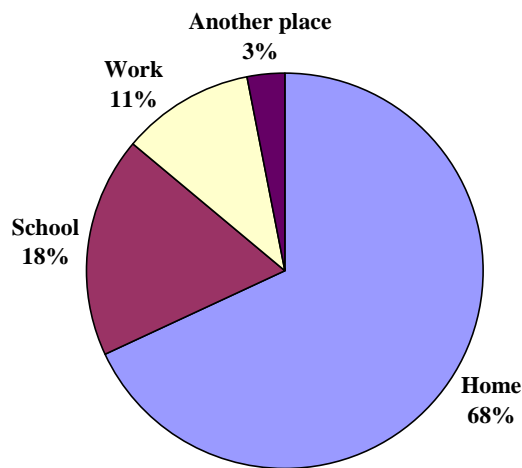
Those respondents who indicated they used a computer were also asked whether they had a device to listen to digital/electronic books away from their computer. Just over 70 percent of respondents stated they did not have such as device. For those respondents who indicated they did have a device, an MP3 player was the most frequent response, followed by a PDA, CD player, and DVD player. Finally, respondents were asked whether they would be interested in having CTBL provide audio books to be listened to on a computer. Of those respondents who indicated they used a computer, a majority (58%) said they would not be interested.

Chart 11
What Things Do You Do on Your Computer at Least Once a Month?

Read electronic books 3%

Download electronic books to read on a MP3 player 2%

Read Talking Book Topics or Braille Book Review 4%

Use the library's on-line catalog 15%

Send/receive e-mail 40%

Search the Internet 36%

Descriptive Videos

CTBL has a small collection of descriptive videos. Respondents were surveyed whether they or a family member had ever used the descriptive video collection. Less than 8 percent of respondents said they had used the collection. Respondents could also request more information about this service and only 23 percent of respondents were interested in receiving such information.

Alternative Audio Services

Although not a service of CTBL, respondents were also asked whether they had purchased a membership with a commercial producer of electronic or CD books.
Less than 2 percent of respondents had purchased a membership with a commercial producer. Comments provided by respondents as to why they had not purchased a membership ranged from not having enough information about the services to not being interested in the services because they were satisfied with the services of CTBL.

Outcome Survey Results

Respondents were surveyed regarding in what ways CTBL services have been of value to them. Respondents could select more than one outcome. (See Chart 12).

- Overwhelmingly, respondents chose reading for pleasure (86.7%) over other suggested outcomes.

- Learning about a personal interest accounted for over one-third of the responses.

- Staying connected to my community accounted for 9 percent of the responses, as did finding information needed for school.

Chart 12
**How Has the Library Service Been Valuable to You?**
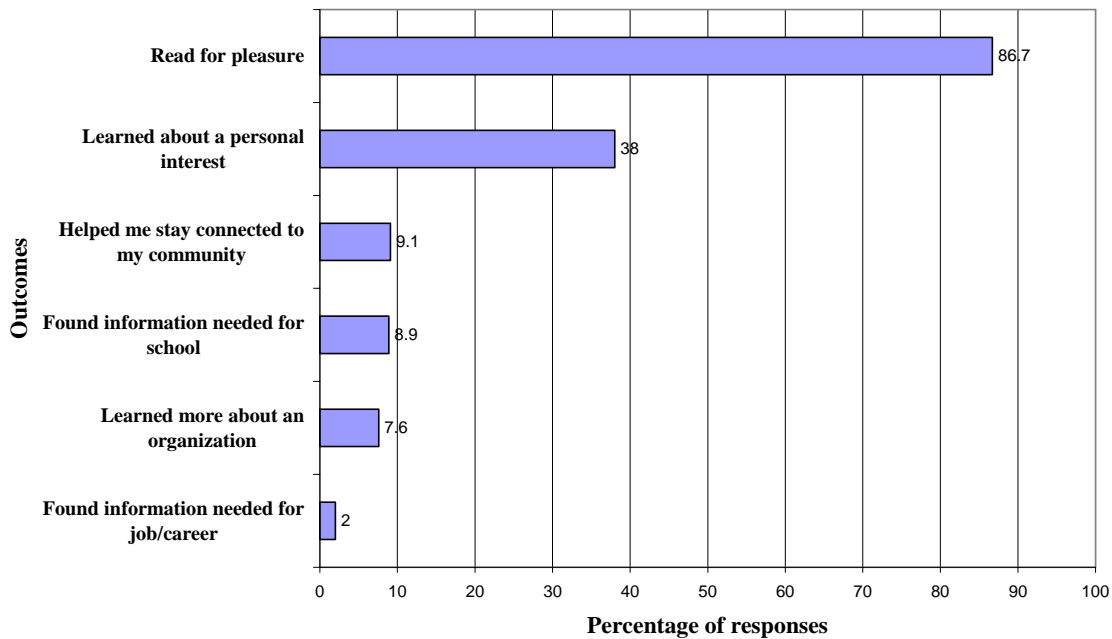
Numerous respondents (63) took the opportunity to comment on how CTBL had been valuable to them. Some respondents identified specific subject areas of interest, such as "found information for my adult church school class" or "learned more about Mexico." Others commented on how valuable CTBL has been to them from a personal perspective. Comments such as, "saved my sanity" or "opens doors normally closed for me" were typical.

Customer Satisfaction Survey Results

Respondents were asked to rate how satisfied they were with a number of different CTBL services, ranging from the overall quality of services to CTBL's newsletter. Respondents could choose among excellent, good, fair, or poor, to rate each service. (See Chart 13).

- Overwhelmingly, respondents rated the overall quality of service as either excellent (78.9%) or good (20.9%).

- Respondents (99.8%) rated the courtesy of library staff as either excellent or good.

- CTBL's Library Newsletter received the lowest marks, though still positive, with over 74 percent of respondents rating the newsletter as either excellent or good.

Chart 13
Satisfaction Ratings for CTBL Services
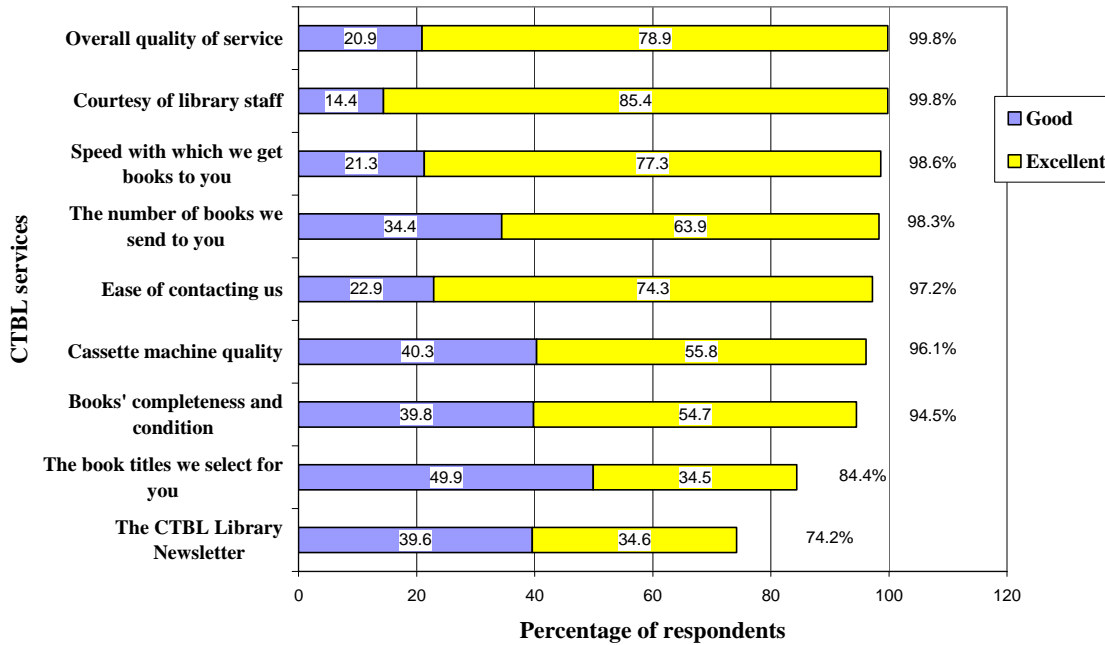
Survey Comments

Respondents were given the opportunity to provide additional comments about CTBL and the services it provides. There were 242 comments. Selected, representative comments appear in Appendix B.

"I am so grateful for the CTBL. It is a wonderful program. The people and services are all excellent."
-Longmont Patron

Conclusion

Responding patrons overwhelmingly indicated that they receive valuable services from CTBL. Although the most popular use of CTBL services is reading for pleasure, numerous patrons described how crucial the services are from a very personal perspective. Of the services offered by CTBL, respondents appear to be most unfamiliar with the descriptive video service.

Respondents also indicated high levels of customer satisfaction with CTBL services. Nearly 100 percent of respondents rated the overall quality of CTBL as either excellent or good and the library staff received equally high marks. Of the services selected for rating, the two that may warrant further review are the way in which book titles are selected for patrons and the CTBL Library Newsletter.

Finally, the results of the survey indicate that the younger patrons are much more likely to be using a computer. This may have ramifications for planning how future services will be provided by CTBL.

Appendix A

COLORADO TALKING BOOK LIBRARY
2004 ANNUAL EVALUATION SURVEY

Please help us evaluate the services you receive from the Colorado Talking Book Library by filling out this form and returning it to the Library Research Service before March 15, 2005. If you would like to fill out the survey via the Internet, go to http://www.lrs.org/ctbl/survey.asp. If you would like assistance filling out the survey, please call the library directly at (303) 727-9277, or long distance (toll free) at 1-800-685-2136.

1. How frequently do you communicate (by phone, e-mail, mail, or walk-in) with someone at the library? Mark (X) one.
   ❑ Daily   ❑ Weekly   ❑ Monthly   ❑ Quarterly
   ❑ About every 6 months   ❑ Never   ❑ Other (Please specify:_____

2. What is your regular/most used method of communicating with the library? Mark (X) one.
   ❑ Phone   ❑ E-mail   ❑ Mail   ❑ Walk-in

3. Have you or a family member ever used the descriptive video collection?
   ❑ Yes   ❑ No
   ❑ Please send me more information about this service.

4. If library items are requested for school use, are they received in a timely manner?
   ❑ Yes   ❑ No   ❑ Not applicable

5. If the library's materials are used at school, is the audio format a barrier to using them in the classroom?
   ❑ Yes   ❑ No   ❑ Not applicable

6. Do you use a computer?

    ❏ Yes   ❏ No

    If your answer to #6 is "No," please skip to question #14.

7. Where do you use a computer? Mark (X) all of the following that apply:

    ❏ Home   ❏ School ❏ Work   ❏ Another place (Please specify):_____

8. Please mark (X) all the things you do on your computer at least once a month.

    ❏ Send/receive e-mail

    ❏ Search the Internet

    ❏ Use the library's on-line catalog

    ❏ Read Talking Book Topics or Braille Book Review

    ❏ Read electronic books

    ❏ Download electronic books to read on a MP3 player

9. Have you purchased a membership with a commercial producer of electronic or CD books?

    ❏ Audible.com

    ❏ Bookshare.com

    ❏ Another source (Please specify):_____

    ❏ No, I have not purchased a membership.

10. If you have not purchased a membership with a commercial producer of electronic or CD books, why haven't you?

    ❏ Membership is too expensive

    ❏ Selection is too limited

    ❏ Do not have enough information about these services   ❏ Other reason (Please specify):_____

11. Do you have a device to listen to digital/electronic books away from your computer?
    ❑ Yes   ❑ No

12. If your answer to #11 is "Yes", what device(s) do you use?
    ❑ MP3 player   ❑ PDA
    ❑ Other (Please specify): _____

13. If the library made audio books available to be listened to on your computer, would you be interested in using them?
    ❑ Yes   ❑ No

14. How has the library service been valuable to you? Please mark (X) all of the following that apply.
    ❑ Read for pleasure (bestsellers, magazines, etc.)
    ❑ Learned more about a personal interest
    ❑ Found information needed for school
    ❑ Found information needed for job/career
    ❑ Learned more about an organization (church, community group, etc.)
    ❑ Helped me stay connected to my community
    ❑ Other (Please specify): _____

15. Please rate your satisfaction with the following aspects of our service:

Speed with which we get books to you
    ❑ Excellent ❑ Good   ❑ Fair   ❑ Poor

Completeness and condition of the books you receive
    ❑ Excellent ❑ Good   ❑ Fair   ❑ Poor

The number of books we send to you

❏ Excellent   ❏ Good   ❏ Fair   ❏ Poor

The book titles we select for you
   ❏ Excellent   ❏ Good   ❏ Fair   ❏ Poor

Quality of the cassette machine we have loaned you
   ❏ Excellent   ❏ Good   ❏ Fair   ❏ Poor

Ease of contacting us
   ❏ Excellent   ❏ Good   ❏ Fair   ❏ Poor

Courtesy of library staff
   ❏ Excellent   ❏ Good   ❏ Fair   ❏ Poor

The Colorado Talking Book Library newsletter
   ❏ Excellent   ❏ Good   ❏ Fair   ❏ Poor

16. **Overall**, how would you describe the quality of service you receive from the Colorado Talking Book Library?
   ❏ Excellent   ❏ Good   ❏ Fair   ❏ Poor

The following information will help us to better understand who uses our library, so that we can improve the quality of our services to everyone.

Gender
   ❏ Female   ❏ Male

Age
   ❏ 0-5   ❏ 6-12   ❏ 13-17   ❏ 18-21   ❏ 22-40
   ❏ 41-60   ❏ 61+

What is the highest level of education you have completed?
   ❏ Less than high school   ❏ High school graduate

❑ Some college   ❑ College degree (bachelor's or higher)

If you are currently a student, what level are you in?
   ❑ Preschool ❑ Elementary School ❑ Middle School
   ❑ High School   ❑College ❑ Other: _____

Optional Information:
Name: _____
What city do you live in? _____
Phone #: _____
Can we call you?   ❑ Yes   ❑ No

Please feel free to provide any additional comments about the Colorado Talking Book Library and the services we provide.

_____

_____

_____

Please fold and tape shut the evaluation so that the Library Research Service address is visible, and return via mail.

Thank you for participating in this survey. We appreciate your comments.

Appendix B

Selected Comments
STOP USING THE LIBRARY BECAUSE OF THE TAPE TRACKSYSTEM.
HAVING A VISUAL PROBLEM THIS SERVICE IS SO APPRECIATIVE AND I CAN KEEP UP WITH READING! I HAVE RECOMMENDED IT TO WITH SHUT IN TOO.
YOU ALL DO A GREAT JOB. THANK YOU. DENNIS HAS BEEN ESPECIALLY HELPFUL! GIVE THAT MAN A RAISE OR AT LEAST A HUG!
ENJOY THE IMPROVED BRAILLE NEWSLETTER. WOULD LIKE TO SEE RECORDING OF SOME NEW CHRISTMAS ANTHOLOGIES.
CAN'T WAIT FOR DIGITAL BOOKS.
ALTHOUGH MY SENIOR CARE FACILITY HAS MANY ACTIVITIES TALKING BOOKS ARE MY GREATEST PLEASURE - A LIFESAVER ACTUALLY.
TALKING BOOK LIBRARY MADE IT POSSIBLE TO BE IN A BOOK CLUB AND ALSO BECOME A STORYTELLER FOR MESA COUNTY SPELLBINDERS.
I WOULD LIKE BOOKS ON CD'S TO FACILITATE LISTENING AWAY FROM HOME AND DURING TRAVEL
WITHOUT TALKING BOOKS WOULD GO CRAZY.
NEED SMALLER MACHINE.
I HAVE ALWAYS BEEN TREATED WITH RESPECT AND KINDNESS WHENEVER I'VE CALLED. WOULD LIKE TO SEE MORE CURRENT RELEASE VIDEO.
I'M SEMI-HOUSEBOUND BUT THANKS TO THE LIBRARY, I'M NOT AS LONELY AS I WOULD BE OTHEWISE - THE LAST BOOKS SENT TO ME ARE FANTASTIC.
COULDN'T LIVE WITHOUT IT.
CURRENT EVENTS WOULD BE INTERESTING.
IT WOULD BE NICE TO HAVE BOOKS ON CD.
OUR CONTACTS WITH THE STAFF AT CTBL HAVE BEEN OUTSTANDING TO OBTAIN INFORMATION AND/OR RESOLVE PROBLEMS.
THINK YOUR SERVICE IS SO VERY VALUABLE & REFERRED MANY TO YOUR SERVICES.
I HAVE USE OF TALKING BOOKS SINCE I WAS IN MY 30'S. I AM NOW 84. THE BOOKS HAVE BEEN A SOURCE OF FREEDOM, TRAVEL AND ESCAPE. GIVE MY LOVE TO DENNIS.
THE TAPES FILL A VOID. BEING LEGALLY BLIND, IT IS SOMETIMES NECESSARY TO DEPEND ON OTHERS. THE TAPE DELIVERY/PICKUP IS INVALUABLE.
WE HATE THE BUDGET CUTS ("BOOKS ON TAPE" IS A FAMILY AFFAIR FOR US). TELL THE GOVERNOR/LEGISLATORS THE BUDGET CUTS ARE HURTING KIDS WITH LEARNING DISABILITIES AS WELL AS PEOPLE WITH OTHER HANDICAPS, SENIORS AND "SHUT-INS."
I ENJOY THE BOOKS AND AM SO VERY THANKFUL FOR THIS SERVICE. IT IS SUCH A BLESSING TO THOSE OF US, WHO ARE LOSING THEIR VISION.
WRITTEN BY DAUGHTER - JANE. THIS IS MY MOTHER'S CONNECTION TO THE OUTSIDE WORLD - WITHOUT THIS SHE WOULD JUST SIT AND DO NOTHING. THANK YOU FROM THE BOTTOM OF MY HEART.
MY DAUGHTER DOES THE ORDERING FOR ME ON HER COMPUTER.
I APPRECIATE YOUR SERVICE AND FRIENDLY STAFF.
UNFAITINGLY COURTEOUS, HELPFUL AND PROMPT.

EVERYONE AT THE LIBRARY HAS BEEN SO HELPFUL. IT IS A WONDERFUL SERVICE THAT GREATLY ENHANCES MY USABILITY OF LIFE.
THE SERVICE IS GREAT. WE ARE HAVING DIFFICULTY FINDING BOOKS THAT DO NOT HAVE BAD LANGUAGE OR EXPLICIT DESCRIPTIONS OF SEX. NEW AUTHORS SEEM TO FEEL THE NECESSITY OF INCORPORATING THESES INTO THEIR WRITINGS.
I HAVE ALWAYS LOVED TO READ, BUT WHEN MY VISION BECAME VERY POOR, I LOST THE ABILITY TO READ A BOOK, THE LIBRARY HAS HELPED ME KEEP MY SANITY.
THERE JUST AREN'T ENOUGH WORDS TO EXPRESS MY THANKS AND GRATITUDE FOR YOUR SERVICE. I WAS A VORACIOUS READER BEFORE LOSING MY VISION. THE BRIGHTEST DAY IS WHEN YOUR TAPES COME IN THE MAIL. BLESS YOU ALL.
THIS MAY BE A PROBLEM WITH THE POST OFFICE. OFTEN THE GREEN CASSETTE MAILERS ARE ABSOLUTELY FILTHY TO THE POINT I WASH THEM.
I AM ALONE AND ISOLATED THE BETTER PART OF THE DAILY WORK WEEK. CTBL IS ONE OF MY LIFE LINES.
I NEVER WOULD HAVE BEEN ABLE TO READ OR LEARN IF IT WEREN'T FOR THE HELP OF THE TALKING BOOK LIBRARY.
I AM 91 YEARS OLD AND BLIND. I AM BEDDRIDDEN. THE BOOKS ON TAPE GIVES ME SOMETHING TO LOOK FORWARD TO AND PROVIDES RELAXATION. THANK YOU SO MUCH.
WOULD APPRECIATE AUDIO FORMATS SUCH AS ELECTRONIC CD-ROM, DVD, ETC.
I AM SO EXCITED ABOUT BEING A PART OF CTBL. I WAS ABLE TO READ THROUGH A BOOK IN A WEEK. THAT'S THE FIRST TIME IN I DON'T KNOW HOW LONG THAT I WAS ABLE TO DO THAT. USUALLY IT TAKES ME OVER A MONTH.
… HAS A READING DISABILITY AND THE AVAILABILITY OF BOOKS FROM YOU FOR HIM TO READ FOR PLEASURE HAS BEEN GREAT. HE ALWAYS READS THE HARDCOPY AND LISTENS AT THE SAME TIME AND I THINK THAT HAS ACTUALLY IMPROVED HIS READING SKILLS. THANKS.
PATRON IS VERY HAPPY WITH OUR SERVICE. HOWEVER, SHE IS FRUSTRATED BY THE POST OFFICE AND THE DELAYS WITH BOOKS COMING BACK AND BEING LOST.
I WISH THAT THE BUSINESSES THAT I DEAL WITH WERE AS EFFICIENT AS YOUR LIBRARY. THANKS!
PATRON WOULD LIKE TO HAVE A FORUM AVAILABLE TO DISCUSS BOOKS AND NARRATORS WITH OTHER READERS. SHE WOULD ALSO LIKE TO SEE MORE BOOK REVIEWS.

Colorado State Publications Library – 2005 Outcome-based Evaluation Cost Benefits of Shared Cataloging

Highlights

Colorado State Publications Depository Libraries enjoy significant savings on cataloging costs for State Publications because of the work done at the Colorado State Publications Library (CoSPL). In FY 2004 CoSPL's fulltime cataloger cataloged 1,115 items, work valued at over $72,000. This work is available to the 18 Colorado State Publications Depository Libraries at no charge through a Z39.50 connection or through OCLC with a moderate per-record charge.

Report

CoSPL employs a full-time cataloger to catalog the new state publications being produced every year in both print and electronic formats. The cataloger's duties include original cataloging of state publications, retrospective conversion, authority work, classification schedule updating, and catalog maintenance. This study examines the savings to the 18 Colorado State Publications Depository Libraries from the professional cataloging done by CoSPL.

This report uses figures from an ongoing technical services cost study at Iowa State University Library (ISUL) to estimate cataloging costs at CoSPL.[1] The ISUL study offers data appropriate for estimating the value of the cataloging done at CoSPL because it breaks down costs by type of staff performing the cataloging. At ISUL the study found that the unit costs for cataloging by faculty members is higher than unit costs for other staff members because faculty members do original and complicated cataloging. CoSPL's cataloger has training, experience, and credentials comparable to academic library faculty and does primarily original cataloging. This study does not attempt to analyze overhead costs in detail, relying on the findings of the ISUL study to represent overhead.

In FY 2004 CSPL's cataloger cataloged 1,115 items. The break down was: Monographs: 173; Serials 40; Internet/paper: 357; Web sites: 71; Retrospective conversion: 474. The ISUL study identified unit costs for original cataloging for the monographs and serials categories. It also found an average item cost for original cataloging. These three types of unit costs were adapted to the categories of materials reported by the CoSPL cataloger with her advice on which figure was appropriate for the categories of materials she cataloged during the year. (See Table 1.)

Table 1: **FY 2004 CoSPL Cataloging Unit Cost Estimates**

Type of Item Cataloged	Original Cataloging Cost per Title	Number of Titles Cataloged FY 2004	Total Cost
Monograph	$58.72	173	$10,158.56
Serial	$202.00	40	$8,080.00
Internet/paper	$58.72	357	$20,963.04
Web sites (Integrating resources)	$70.54	71	$5,008.34
Retrospective conversion (mostly	$58.72	474	$27,833.28

monographs)			
TOTAL		**1,115**	**$72,043.22**

The total figure of over $72,000 demonstrates the significant value of the cataloging work done at the CoSPL. CoSPL makes this work available to all of the state depository libraries to make their collections of state publications accessible to the public. The cataloging work represented in the table is only part of the annual work done by CoSPL's cataloger. In addition to original cataloging she spends significant time on name authority work, classification schedule updating and publication, and catalog maintenance. This report does not attempt to assign a monetary value to these activities, but it should be noted that all contribute to the integrity of the CoSPL catalog used by the state depository libraries and the public.

The original catalog records produced at CoSPL are used by the Library of Congress and also for Interlibrary loan (ILL) of state materials. Shared cataloging and technical advances enable the CoSPL cataloger's work to benefit not only those here in Colorado who house and use the state publications, but also a broad national audience of librarians and library users.

Source: Morris, Dilys E., Hobert, Collin B, Osmus, Lori, and Wool, Gregory (2000, April). Cataloging Staff Costs Revisited. *Library Resources and Technical Services 44 (2)*, 70-83. Figures from Table 9: Full Original Cataloging Cost Per title: 1997-98 Averages.

## Outcome-Based Evaluation 2004: Colorado State Publications Library

Librarians in the 18 Depository Libraries were surveyed to learn about the effectiveness of the services offered by the Colorado State Publications Library (CSPL). The survey focused on CSPL's depository service and web site. Sixteen surveys were completed, an excellent response rate of 89 percent. Highlights of the findings:

- 100 percent of respondents are at least somewhat satisfied with the State Publications Library's depository service distribution of paper state publications to their libraries. No respondents are dissatisfied with this service. (See Chart 1.)

- 94 percent are very satisfied or satisfied with the Colorado State Publications Library's Depository Librarians web page. (See Chart 2).

- 94 percent are at least somewhat satisfied with the online catalog's currency of information and relevance to their needs. 88 percent are at least somewhat satisfied with ease of use of the online catalog. Only 6 percent said they were dissatisfied with the online catalog's ease of use. (See Chart 3).

- 87 percent of respondents are at least somewhat satisfied with the State Publications Library's New Titles List, 13 percent of respondents said this was "Not Applicable" (N/A) to them, and no one is dissatisfied. (See Chart 4).

- 100 percent of respondents are at least somewhat satisfied with the currency of information and relevance to their needs of the State Publications Library web site's finding aids. 88 percent are at least somewhat satisfied with the ease of use of the finding aids. (See Chart 5).

## Survey Results: Charts and Percentages

1) How satisfied are you with the way paper state publications are distributed to your library by the Colorado State Publications Library?

Chart 1: Librarian Satisfaction with Colorado State Publications Library Depository Service Distribution of Paper State Documents
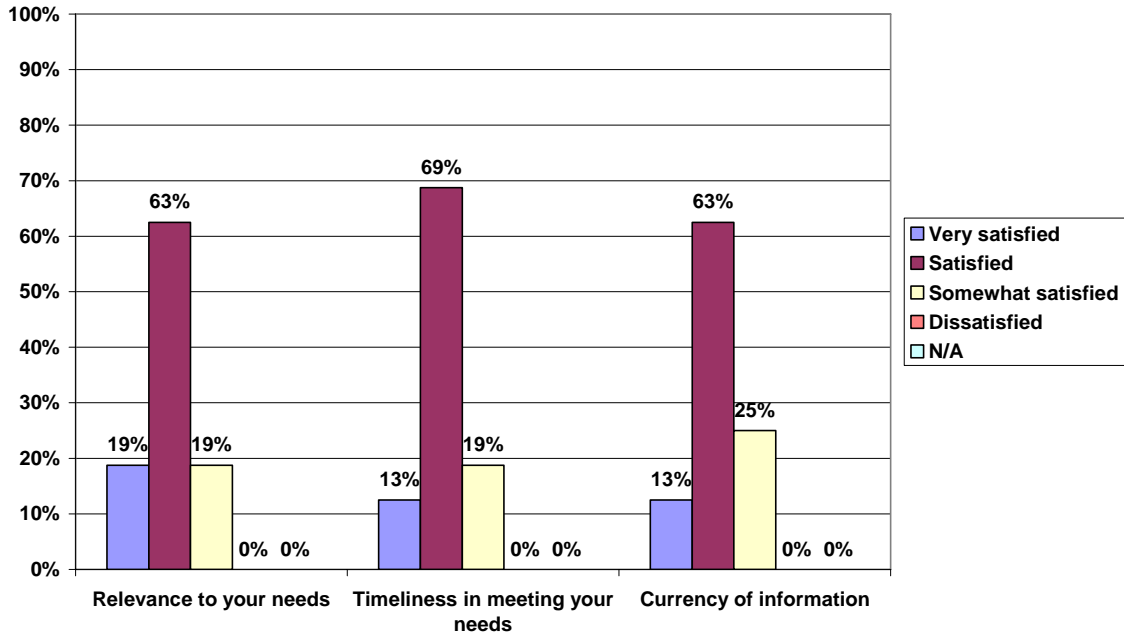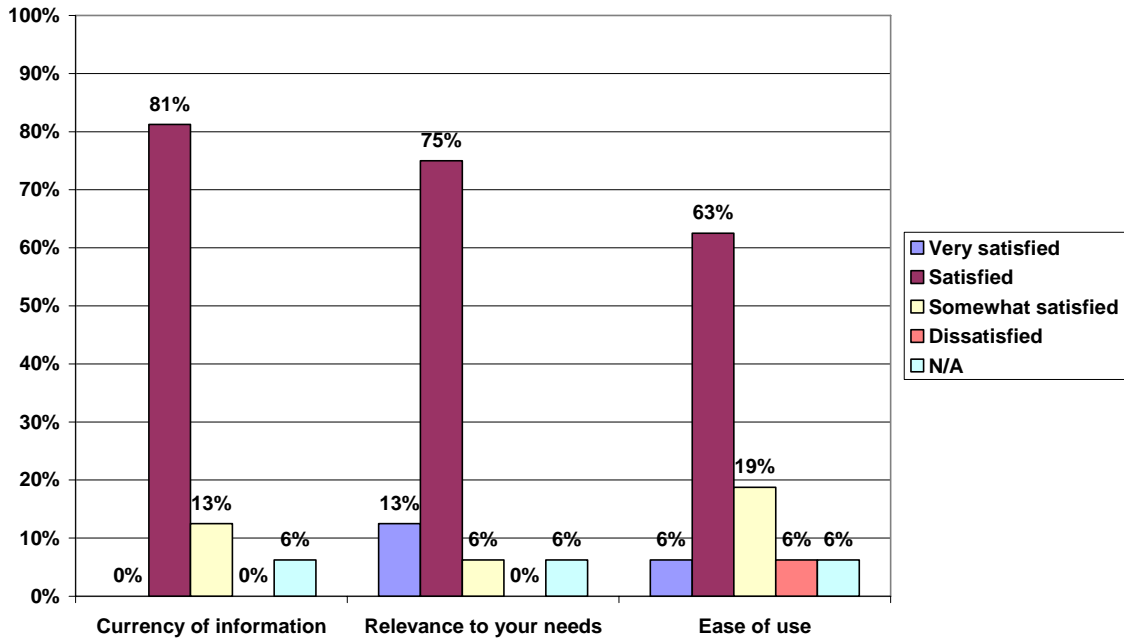

2) How satisfied are you with the Colorado State Publications Library's Depository Librarians web page?

Chart 2: Librarian Satisfaction with Colorado State Publications Library Web Site
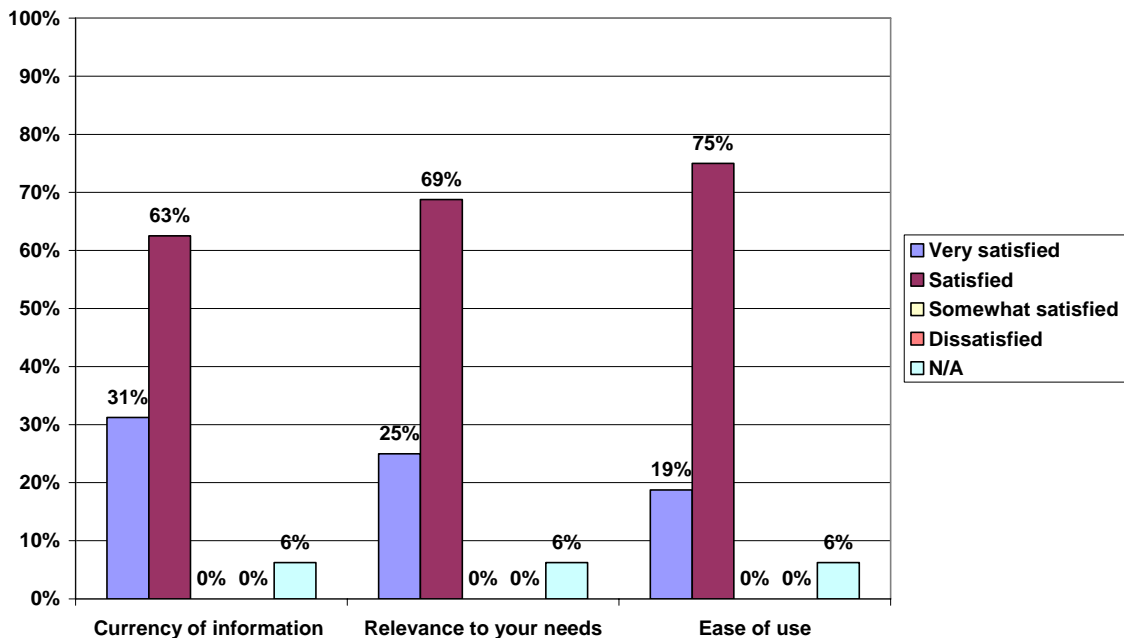
3) How satisfied are you with the Colorado State Publications Library's online catalog?

Chart 3: Librarian Satisfaction with the Colorado State Publications Library's Online Catalog

4) How satisfied are you with the New Titles List?

Chart 4: Librarian Satisfaction with Colorado State Publications Library's New Titles List
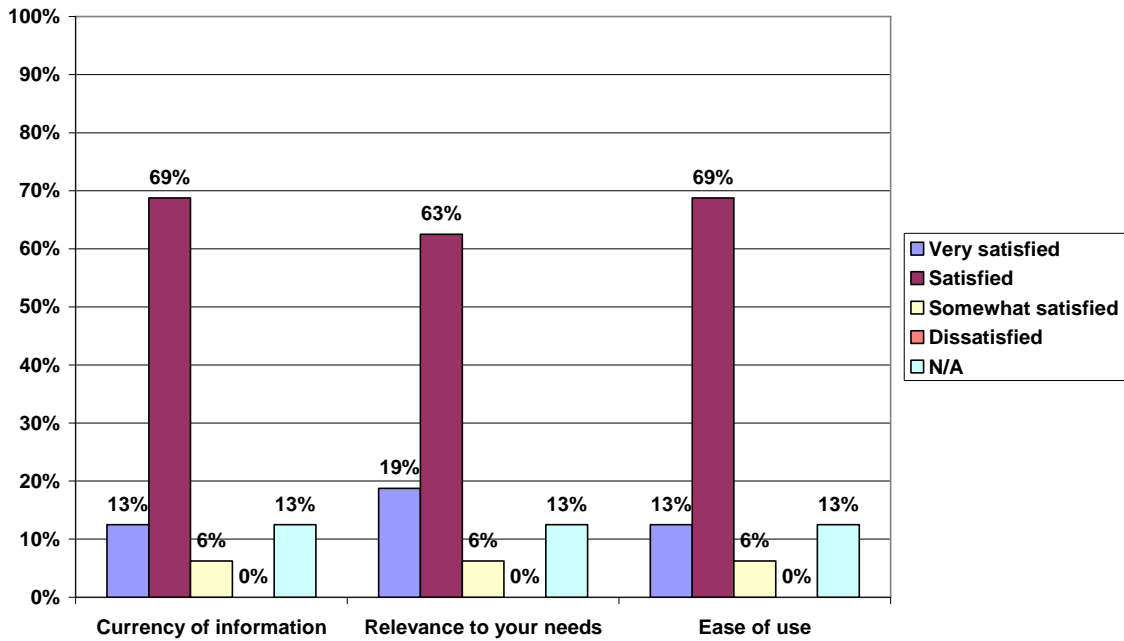
5) How satisfied are you with the Colorado State Publications Library web site's finding aids (State Information by Subject Featured Subject Bibliographies Quick Guides)?

Chart 5: Librarian Satisfaction with the Colorado State Publications Library's Web Site Finding Aids
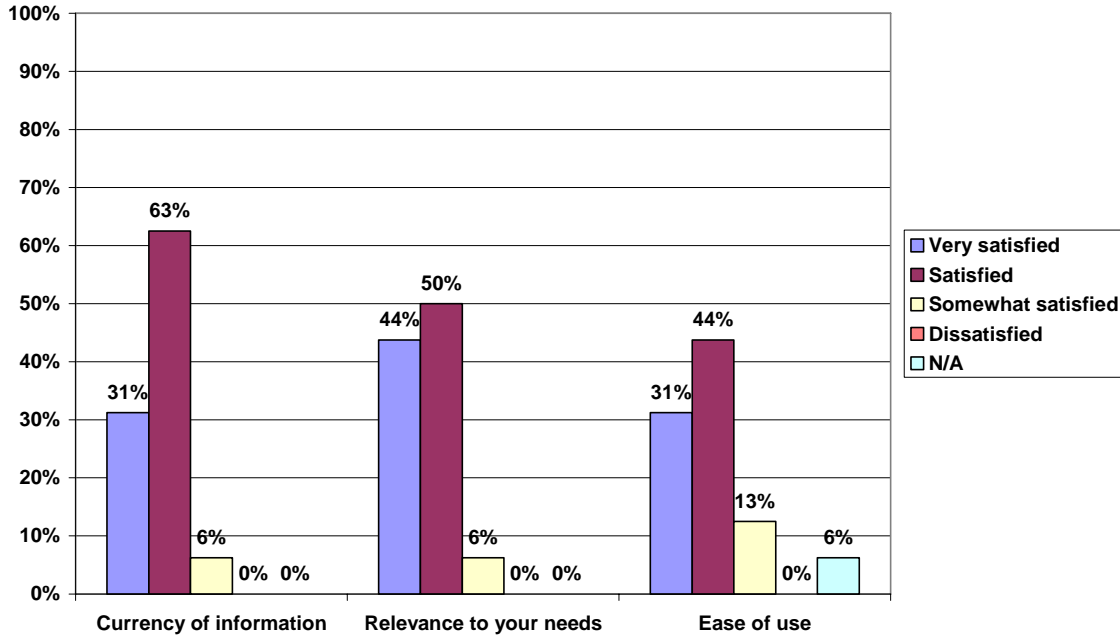
Survey Results: Numerical Tables

1) How satisfied are you with the way paper state publications are distributed to your library by the Colorado State Publications Library?

	Very satisfied	Satisfied	Somewhat satisfied	Dissatisfied	N/A	Total
Relevance to your needs	3	10	3	0	0	16
Timeliness in meeting your needs	2	11	3	0	0	16
Currency of information	2	10	4	0	0	16

2) How satisfied are you with the Colorado State Publications Library's Depository Librarians web page?

	Very satisfied	Satisfied	Somewhat satisfied	Dissatisfied	N/A	Total
Currency of information	5	10	0	0	1	16
Relevance to your needs	4	11	0	0	1	16
Ease of use	3	12	0	0	1	16

3) How satisfied are you with the Colorado State Publications Library's online catalog?

	Very satisfied	Satisfied	Somewhat satisfied	Dissatisfied	N/A	Total
Currency of information	0	13	2	0	1	16
Relevance to your needs	2	12	1	0	1	16
Ease of use	1	10	3	1	1	16

4) How satisfied are you with the New Titles List?

	Very satisfied	Satisfied	Somewhat satisfied	Dissatisfied	N/A	Total
Currency of information	2	11	1	0	2	16
Relevance to your needs	3	10	1	0	2	16
Ease of use	2	11	1	0	2	16

5) How satisfied are you with the Colorado State Publication Library web site's finding aids (State Information by Subject, Featured Subject Bibliographies, Quick Guides)?

	Very satisfied	Satisfied	Somewhat satisfied	Dissatisfied	N/A	Total
Currency of information	5	10	1	0	0	16
Relevance to your needs	7	8	1	0	0	16
Ease of use	5	7	2	0	1	15

Outcome-Based Evaluation 2004:
Educational Technology and Information Literacy

Participants in workshops presented by the State Library revolving around Educational Technology and Information Literacy were requested to respond to a survey asking them about their level of satisfaction with the workshops. 73 (21% of the possible 355 participants) responded to the survey. Below are pertinent findings:

- 87 percent of respondents were satisfied or very satisfied with the competence of the staff that conducted the workshops, with 47 percent being very satisfied. Only 3 percent reported being dissatisfied with this aspect of the workshops (See Chart 1).

- 82 percent of respondents were satisfied or very satisfied with the currency of the information presented in the workshops, with 34 percent being very satisfied. Again, only 3 percent were dissatisfied with this aspect (See Chart 2).

- Three-quarters (75%) of respondents were satisfied or very satisfied with the aspect "timeliness in meeting your needs" of the workshops. 23 percent were very satisfied, and only 7 percent were dissatisfied (See Chart 3).

- 62 percent of respondents were satisfied or very satisfied with the relevance of the workshops as related to their needs. 26 percent were somewhat satisfied, and 9 percent were dissatisfied with this aspect (See Chart 4).
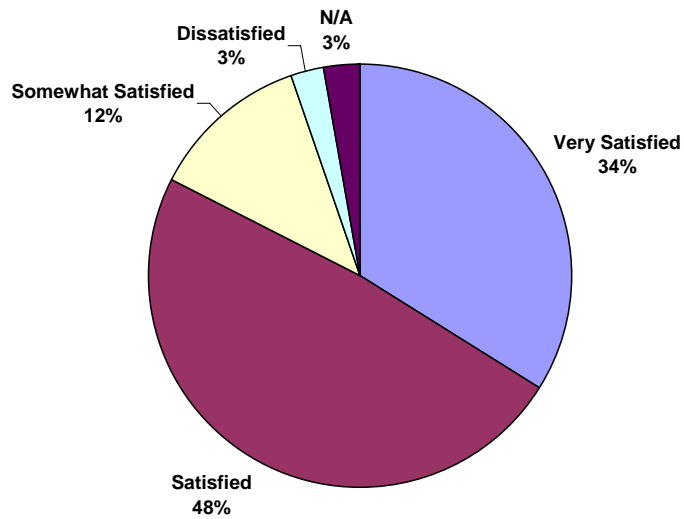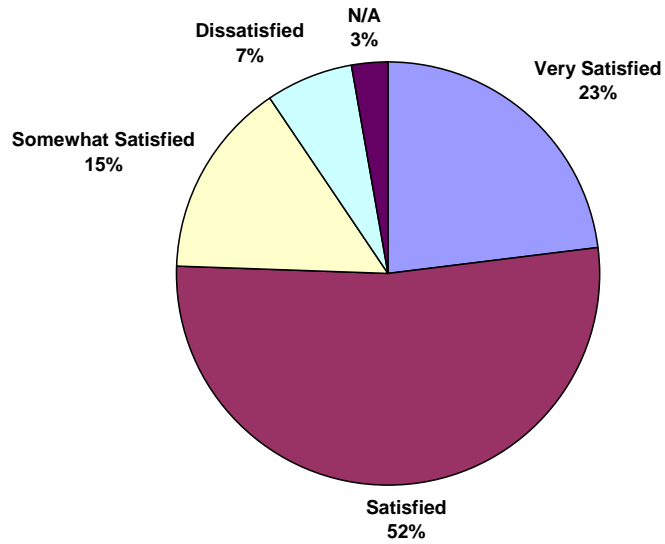
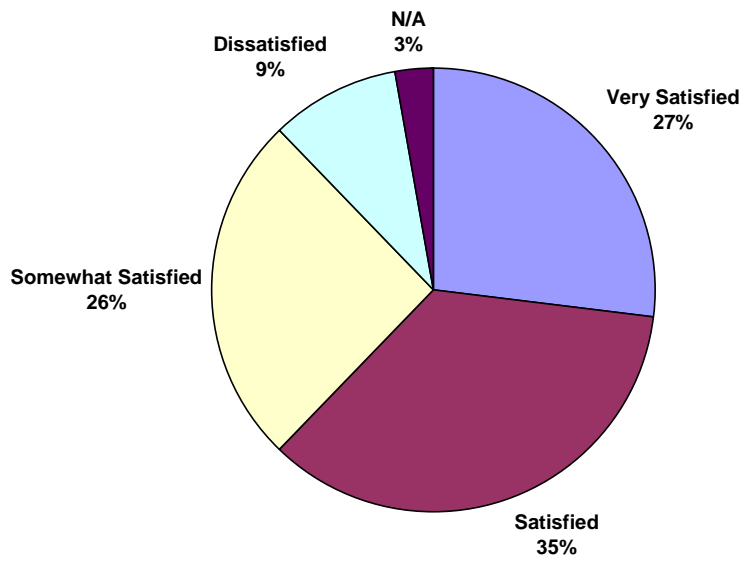## Survey Results: Charts and Percentages

Chart 1: Competence of staff
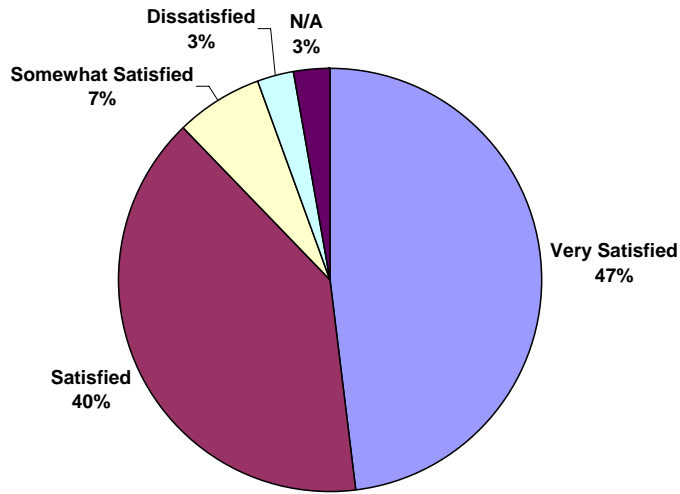
Chart 2: Currency of information

Chart 3: Timeliness in meeting your needs

Dissatisfied
7%

N/A
3%

Very Satisfied
23%

Somewhat Satisfied
15%

Satisfied
52%

Chart 4: Relevance to your needs

Dissatisfied
9%

N/A
3%

Very Satisfied
27%

Somewhat Satisfied
26%

Satisfied
35%

Survey Results: Numerical Tables

The State Library has provided a series of workshops revolving around Educational Technology and Information Literacy. How satisfied are you with the following aspects of the ETIL workshops?

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	N/A
Competence of staff	35	29	5	2	2
Timeliness in meeting your needs	17	39	11	5	2
Currency of information	25	36	9	2	2
Relevance to your needs	20	26	19	7	2

E-Rate Colorado FY 2004 Outcome-based Evaluation

Colorado school and public libraries received a total of $893,618 to upgrade their telecommunications connectivity and access to the Internet through the E-Rate program in FY 2004 (July 1, 2003-June 30, 2004). The funds were awarded to pay for libraries' expenses in three categories: telecommunications, internet access, and internal wiring expenses.

The funding categories separate different types of expenses. The telecommunications category includes spending for local and long distance telephone service and data circuits. The internet access category is for internet access expenses like monthly contracts with internet service providers. The internal connections category includes spending for wiring, servers, hubs, and other equipment that supports internet connectivity.

Allocation of the total $893,618 by funding category was:

- Telecommunications - $534,078

- Internet Access - $146,101

- Internal Connections - $213,439 (See Chart 1.)

Chart 1:
E-Rate Funding for Colorado Libraries in FY 2004
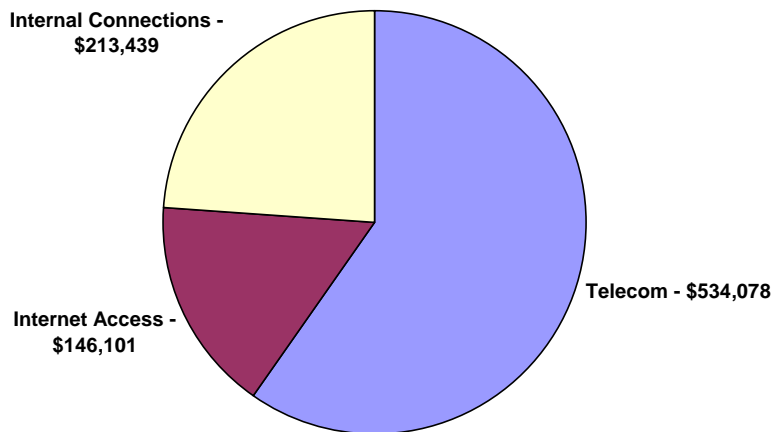
Outcome-Based 2004: Summer Reading Evaluation

Participants in the 2004 Public Library Summer Reading Program were surveyed to learn their satisfaction level with the program. There were two groups of respondents – those who had received mini-grants related to the Summer Reading Program and those who had not. All respondents answered questions based on their level of satisfaction with certain aspects of the program. Mini-grant recipients also evaluated the process for obtaining and reporting on these grants. Nineteen of 49 (39%) mini-grant recipients responded, and 15 of 74 (20%) non-recipients of grants replied. Thus, a total of 34 out of 123 (28%) potential respondents answered the survey. Highlights of the findings:

User Satisfaction (see chart 1)
- 76 percent of respondents were very satisfied with the timeliness of the Summer Reading Program. 3 percent claimed this as not applicable, and the rest were satisfied with the timeliness.
- All respondents were satisfied or very satisfied with the popularity of the theme with staff members and with patrons. 73 percent were very satisfied with these two areas.
- 91 percent of the respondents were satisfied or very satisfied with the design of the theme that was used in the program. 6 percent were somewhat satisfied and 3 percent said that this was not applicable.

Mini-Grant Satisfaction (see chart 2)
- 93 percent of respondents were very satisfied with staff competence. The remaining 7 percent said that competence of staff members was not applicable regarding their mini-grant satisfaction.
- 93 percent of respondents were very satisfied with timeliness of the mini-grant process. The remaining 7 percent responded that timeliness was not applicable regarding their mini-grant satisfaction.
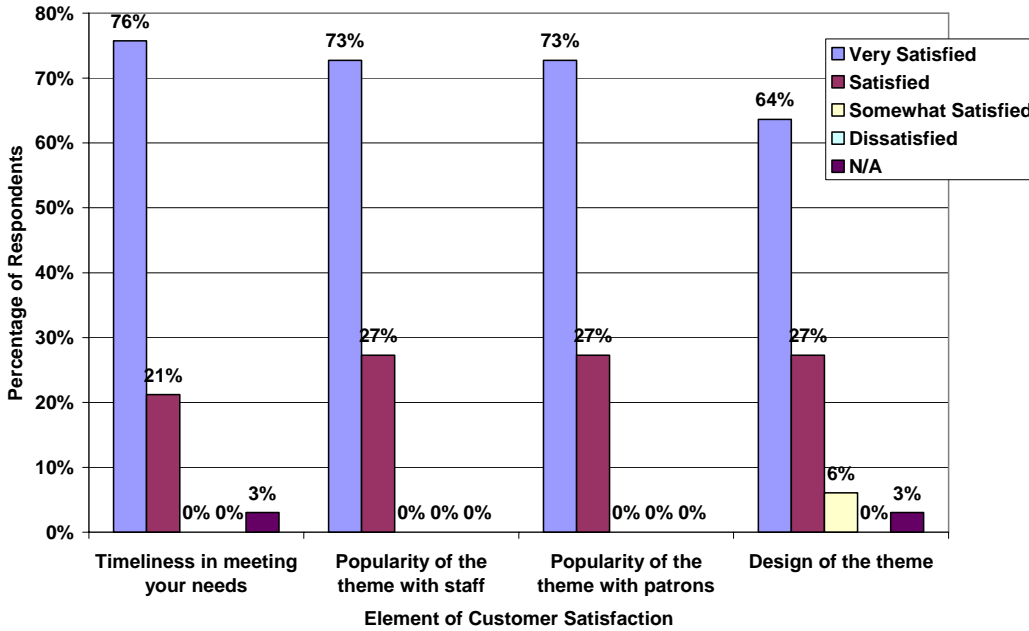
Ease of Mini-Grant Process (see chart 3)
- All respondents who addressed ease of application requirements felt the requirements were easy or very easy. 73 percent found them to be very easy.
- 87 percent of respondents felt that reporting requirements were easy (20%) or very easy (67%). Only one respondent (7%) felt that reporting requirements were difficult and one (7%) reported this as not applicable.
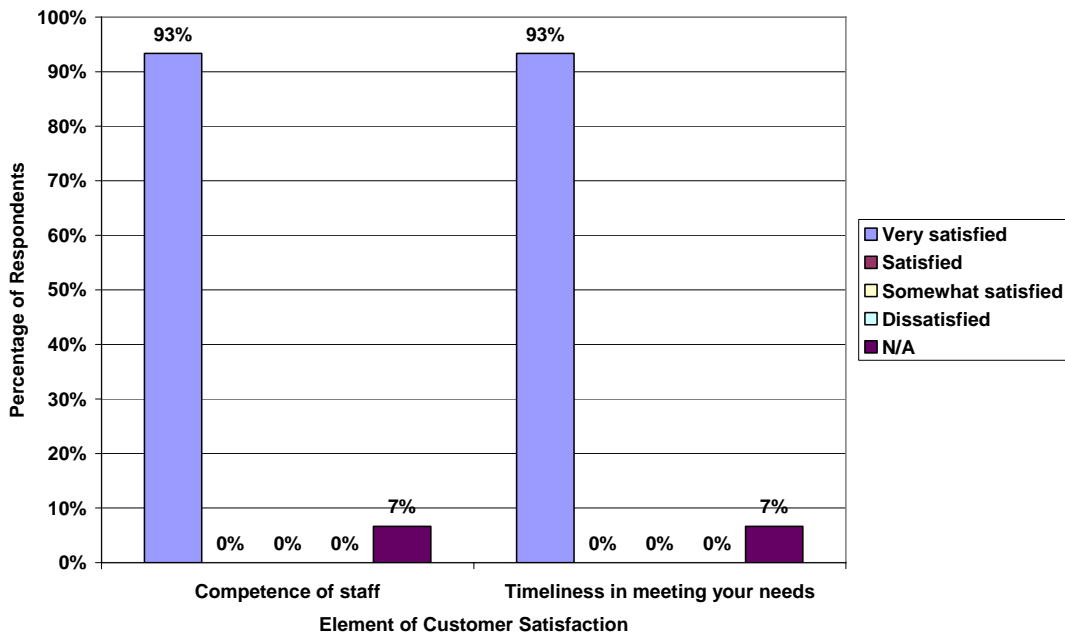
Survey Results: Charts and Percentages

1) How satisfied are you with the following aspects of the materials provided for the Summer Reading Program?

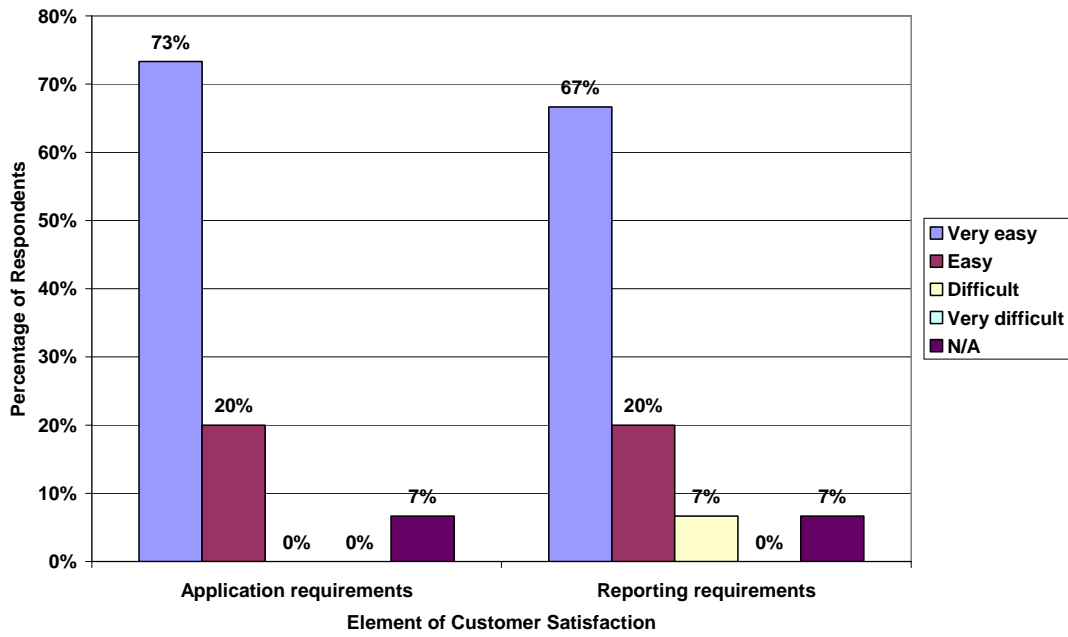**Chart 1: Satisfaction with Summer Reading Program materials**

2) How satisfied are you with the following aspects of the mini-grant process?

Chart 2: Satisfaction with the Mini-Grant Process

3) Please rate the ease of the application and reporting process involved in receiving the mini-grants

Chart 3: Ease of Mini-Grant Application and Reporting Process

**Survey Results: Numerical Tables**
Error! Not a valid link.

SWIFT Outcome-based Evaluation 2004

Customer satisfaction with SWIFT communication, training, and software was the topic of an August 2004 online survey. SWIFT users were contacted through the Swiftserv listserv and 96 (29% of the estimated 329 Swiftserv subscribers) responded. Highlights of the findings include:

- o Over 85 percent of respondents are "satisfied" or "very satisfied" with the information and support they receive from SWIFT staff. (See Chart 1.)

- o 75 percent or more of respondents are "satisfied" or "very satisfied" with SWIFT training's competence of trainers, timeliness and relevance to user needs, and understandability of printed materials. (See Chart 2.)

- o 73 percent of respondents are "satisfied" or "very satisfied" with the reliability of the VDX software used by SWIFT, 61 percent with its functionality, and 58 percent with its ease of use. (See Chart 3.)

- o 69 respondents submitted comments about SWIFT with their surveys. Analysis of the comments showed 35 contained suggestions or questions about technology, software, or procedure; 19 were general positive comments about the service; 10 were comments about training; and 5 were general negative comments. (See Appendix.)

Chart 1: How satisfied are you with the information and support you receive from SWIFT staff?

■ Very satisfied ■ Satisfied □ Somewhat satisfied □ Dissatisfied ■ N/A
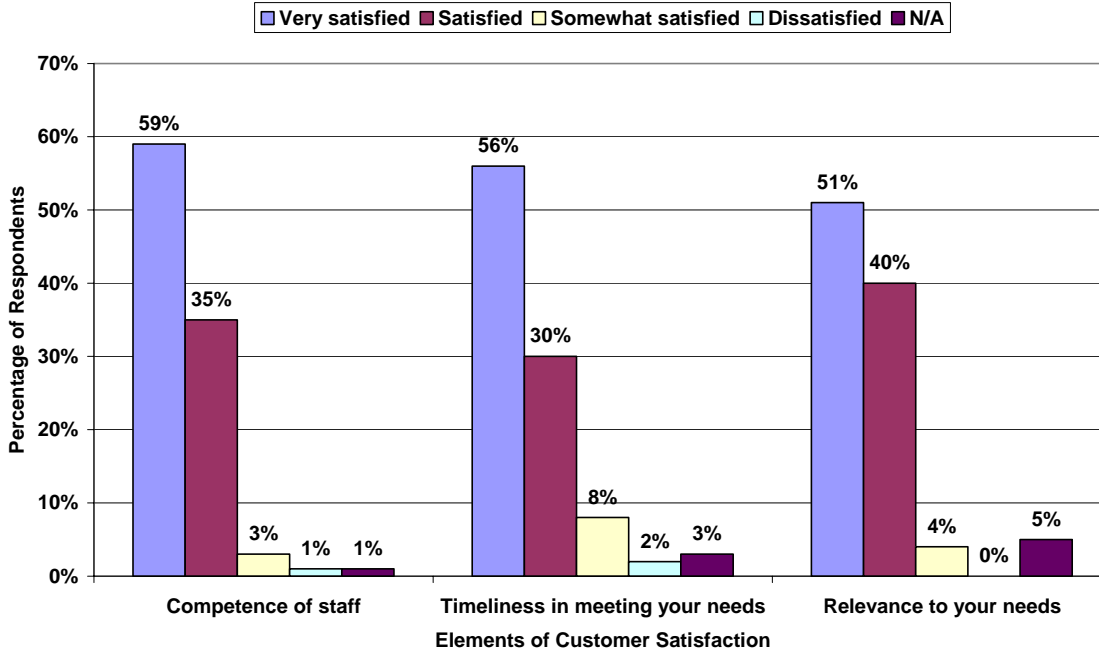
Chart 2: How satisfied are you with the training you or your staff received from SWIFT?

■ Very satisfied ■ Satisfied □ Somewhat satisfied □ Dissatisfied ■ N/A
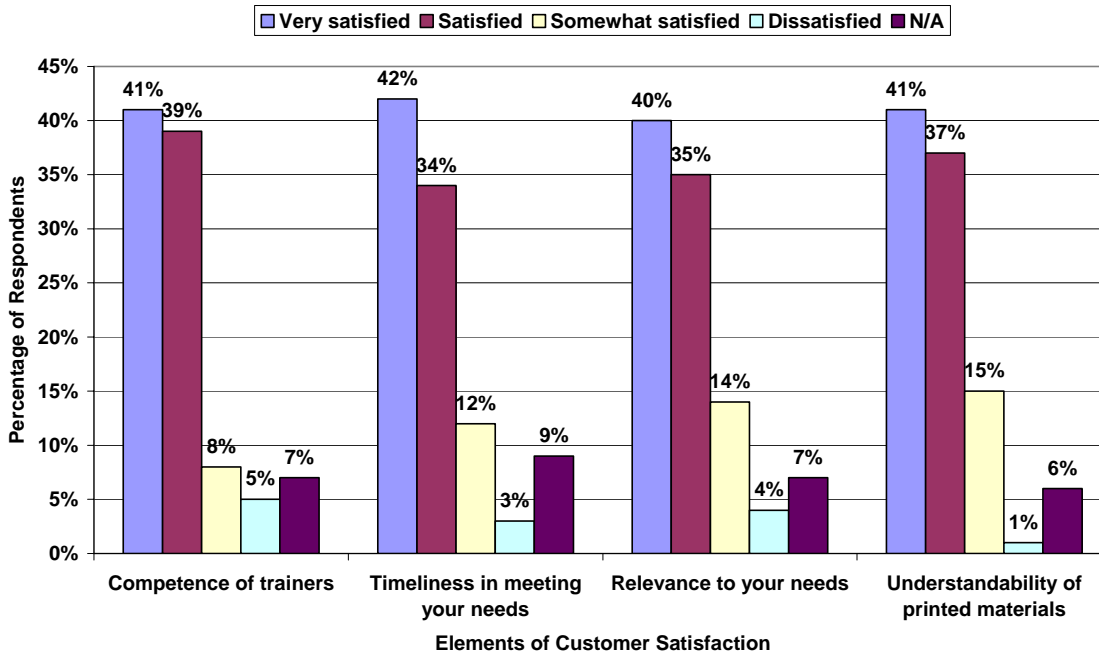
Chart 3: How satisfied are you with the VDX software used by SWIFT?

■ Very satisfied ■ Satisfied □ Somewhat satisfied □ Dissatisfied ■ N/A
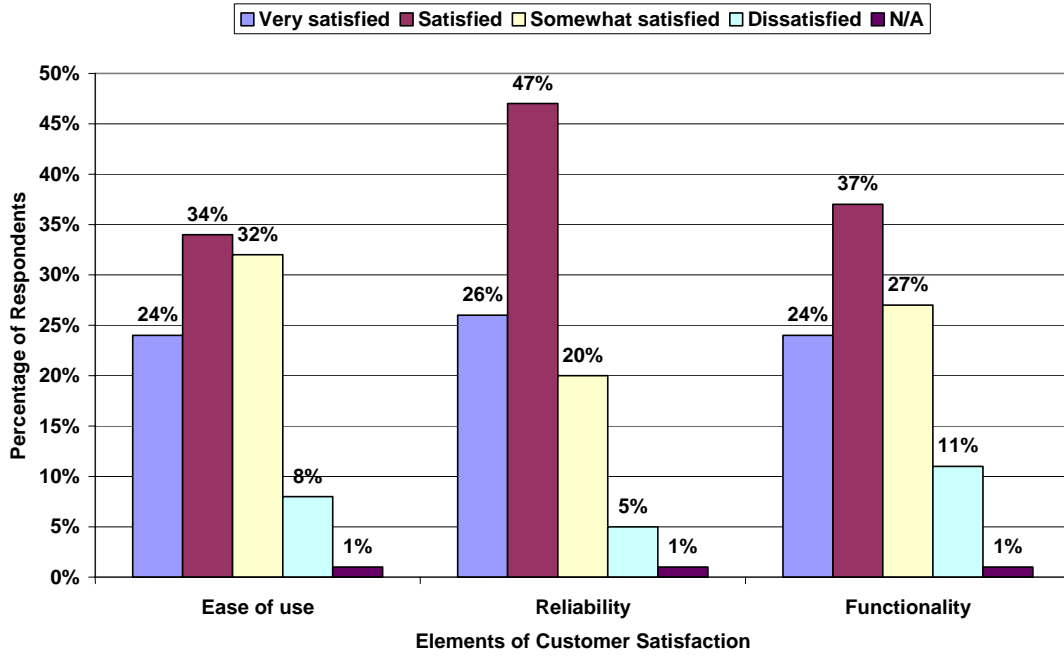
Appendix: SWIFT Survey Comments

Comments about technology, software, or procedure

This may be my problem, but it sometimes difficult to ask to submit questions to customer support. In fact, how do you do that? Jim Keil

SWIFT times out too fast. Didn't implement suggested changes discussed at the April ILL conference i.e. search options at top of form. Too many strokes to login.

I wish when printing return slips from REPORTS that the program would print the Courier Code for our library in the FROM: space instead of the name of our library. I'm also having a problem with the SWIFT program deleting DPL-Nostop requests from my files when I indicate that they are received. This causes a problem when I need to mark these as returned. Also, I have no SWIFT record of the transaction.

During searches the software does not allow you to browse the previous searches/location of the item you are searching for once you click on a certain location. I think being able to browse instead of starting over would be more efficient. Thanks for listening.

I would like to see barcoded swift request numbers.I would like valid end user as the default.I would like to be able to edit patron barcodes. Also, use the backspace key without losing everything and use the enter key(on the keyboard) instead of submit key with mouse.

SWIFT is a great service. Lori has always been very responsive in taking care of our concerns as was Jean. Jean's answers and training were sometimes too involved for what we needed for day-to-day operations. We would really like to see some of the changes discussed at the SWIFT Conference implemented. We look forward to better search capabilities and an "Advanced Search" option that is preset to ISBN, author, & title. I judged the functionality so low because we would like to see some improvements that enable us to search more effeciently. It doesn't mean that we don't appreciate how it is currently working. We really like being able to print out book bands that double as courier slips, great idea!

I DO LIKE USING THE SWIFT PROGRAM. IT HAS OPENED NEW FRONTIERS FOR, "ILL". I LOVE THE FACT THAT IT GIVES US SO MANY DIFFERENT DATABASES TO CHOOSE FROM. THE SOFTWARE HAS SOME KINKS THAT NEED TO BE WORKED OUT. I DON'T LIKE THAT YOU CAN'T USE THE BACK ARROW. ALSO I DON'T LIKE THAT YOU CAN'T GO BACK, AND CORRECT TYPING ERRORS. IF I TRY TO, THE PROGRAM GOES HAYWIRE. THANK YOU! ANN NICHOLSON- SILT BRANCH LIBRARY

1. It would be nice to download an accurate courier list (but is this a SWIFT issue?) 2. The training I received (2 years ago) did not include how to request a book without an ISBN. We got this "training" from another library who clued us in on how to do it. 3. How do we get rid of those old old "returns" that have not been removed from the system?

After ? years of using SWIFT (since the beginning) I operate on cruise control now. My only concern is DPL No-Stop service. There are a couple of occasions when I've received a "no lenders" response from DPLNS and subsequently, I've been able to get the book via direct request to an owning library. THanks.

If there was some way to program the software that would make it mandatory for all SWIFT participants to provide their entire Library's information regarding their site. Name, address (with the Zip Code), Courier Code (if they have one), E-Mail Address, Phone Number and Fax Number (if they have a fax machine). This would save valuable time when one is trying to send a request. Thanks…Leana

Generally,the problems with SWIFT are with the users: requesting new or soon to be published items doesn't work. Wish there was a way to place holds. Wish checked-out items didn't turn up on the pick list. Thanks for asking!

SWIFT server needs some attention. We are on a T1 line and still get disconnected while searching etc. in the afternoon. Very frustrating. Our library uses Dynix for ILS and this is also a thin client product that is run on a server based in Salt Lake City and speed and disconnects are NOT an issue.

As far as using the program, if one could use more keystrokes as opposed to the mouse, it would be faster.

I would like to be able to use the "back" button to make it easier to go from screen to screen. Also, it would be so great if the last citation we looked at could be high-lighted so we could get back to a search easily. Personnel is wonderful and we certainly have come a long way! I love SWIFT! Deree Brand/Wilkinson Public/Telluride

In regard to question 3, SWIFT is "clunky." Although my routines have settled in, I still trip over upper vs lower case, pressing enter vs clicking submit, etc. The lack of interface with CLIO is another slow down. On the positive and more important side, SWIFT has gone a huge distance in linking libraries together! SWIFT gives more access to more libraries than ever before.

the only thing i really get frustrated about is the fact that you can't backspace without the whole system getting mad at you.

-I hate the timing out!!! -Sometimes libraries send the wrong book (but that's not really swift's fault). -Why so many numbers for each order? It would be easier to track if just one number.

It would be nice to have a list of the libraries whose information is on SWIFT but who do not ILL.

the reports function have improved since the first release we used.

Since I now have Windows 2000, instead of NT, if I make a mistake in typing a number or date or anything and try to back space over it, another window opens, the original box says I timed out. So, then everything has to be closed and started over, as I am not sure about the extra boxes opening being connected still or accurate.

Occasionally in the past we have made suggestions and asked questions that were never acknowledged. Recently Steve Walker helped a lot with our e-mail problems -Thanks Steve! Some suggestions/complaints: We need to have it where we can edit ANYTHING on a patron including the patron number. We do not like having the backspace key kick us out of the screen all the time. We do like having the reports screen that will print the addresses for sending and returning requests - could there be an option available to print 2 or 3 on one page? MOSTLY - WE APPRECIATE HAVING SWIFT. IT DOES WORK EVEN WITH THE LITTLE QUIRKS. THANKS!

It's slower than any of our other programs or applications. It times us out in the middle of what we are doing. Sometimes our Return Reports do not show up until several days later. We like the ability to search by several fields at once. Like the ability to create "global" searches. I sent two new staff to a training in Grand Junction 15 months ago, and they were unable to receive "beginning" training. They couldn't convince the trainer that they didn't already know everything. I've never received any response to any email question I asked... I haven't asked a question for over a year, so this may have improved! Hope so! Thanks for asking.

It would be wonderful if the Patron-Initiated Borrowing side was easier to use. We reviewed it and decided not to use it for our patrons at time because it was hard to search for an item. Also it would be great for SWIFT to be able to produce book labels and/or work with software such as Clio. Thanks!

would like to be able to sort results list by date, author, title, etc.

It would be nice if there were fewer steps to complete each request. The date of the request would be helpful too on the request. There is still some confusion about the reasons for IDLE etc. when ISBN is included and other needed items. In speaking with others the online renewal portion is not used too often and a phone call used instead.

Wish the login didn't require all caps. Also, I certainly wish there was a place for courier code someone on the SWIFT form and a prominent place for the DATE DUE. Those 2 things would make using SWIFT so much easier. Aside from that, I love it.

The idle mode is most frustrating. It would be better for requests to be sent around the rota again instead of put into idle. Also a question. When a district has several branches, would it be possible for us to select one branch for the rota to go to first? This would help out by allowing one branch to have more of the requests. Thanks for your response. Melanie Eagle Ill

While SWIFT has greatly improved in the last few years, the reports would be far easier to use if they could be sorted by request number or library.

SWIFT staff are great. I did not rate the training highly because mine was one of the pilot libraries and the training was very rocky. I look forward to another round of training when new enhancements are released this fall. As mine is an OCLC library, I find VDX software very clunky. It is a great detriment to my work flow that VDX software does not connect with my ILL management software (Clio). I use SWIFT as a lender only.

It would be nice if the backspace and return key worked. Also, if something was checked out that the request would bypass us. Also, if the OCLC link would allow us to delete unfilled requests that started in SWIFT and ended up in OCLC.

I really think it would prove useful if when you are using swift that you could use the backspace key. If you use it when you are working on a swift item it sends you back to the beginning. It would also be much faster if you were allowed to use the enter key instead of scrolling up and down the page to find the submit button. I also would like to be able to search by item type ie: video, audio or book when doing a bib search, this would really shorten request time. I really enjoy using swift and all and all am very satisfied. Thank you very much

It would be good to emphasize to lenders to look at the notes a borrower sends with the request. For example, I always put a note in that says "Please use ACADSCH: Pine Creek High School as the courier code." in my note because if you just use ACADSCH the warehouse mail distributors for our district don't know which school to send to. Some lenders pay attention to the note, but some don't.

I don't thinnk the Conditional Response works properly. I sometimes need to use this to clarify the Requester's wants, but I've never yet had the ILL request stay in the Conditional status long enough for the Requester to reply (they always seem to disappear from the file by the next day.) Also, it seems the VDX Picklist Report cannot be searched by a date range, though it is supposed to be searchable that way.

Most of the problems I have encountered are with users not clicking when they received materials or noting them as checked in when they get them back but other than making a strong point about this in training, I'm not sure there's anything SWIFT can do.

It would be nice to keep the author or title in the particular entry in case of mispelling so you don't have to renter the information. My backspace button or tab button don't work most of the time with this program.

General positive comments

Wonderful program do not quit. Susan PPCC

SWIFT is easy to use and works very smoothly. Thanks

Make life so much easier!

My swift requests have been arriving in a very timely manner....usually within one week of being requested.

Swift is not always swift. All in all, it works well. Patience is a virtue.

On one hand Swift is easier to use than OCLC, but it seems to be more limited than OCLC of course, since it is a state setup. I would like to see us hooked up to OCLC but for the most part we have been able to get what we need.

We use Swift for almost all of our requests. The DPLNS has been very useful.

SWIFT has been a very helpful way to get hard-to-obtain materials. Thank you for this service.

I really like using swift and it has made my job run so much smoother than it did before Swift. The record keeping is the greatest and the timeliness in fulfill rate is excellent. I always receive an answer to my questions, even though I don't have many. I know there is someone at the Swift office to help if needed.

SWIFT has reduced the time required for us to do Interlibrary Loan, enabling us to make more borrowing requests and fill more lending requests. The ability to track our requests as they move through the rota and get sent is very helpful for inquisitive patrons. I have become very reliant on SWIFT.

Good system. Thanks for all of your hard work!

I STARTED WORKING IN A LIBRARY MAY 2002 AND ALWAYS HAD SWIFT TO USE. IT IS A WONDERFUL RESOURCE AND SO GLAD TO HAVE IT BE ABLE TO GET BOOKS FROM OTHERS IN A TIMELY FASHION AND SEND SO MANY BOOKS OUT AS WELL.

SWIFT is working great for us. We are excited about starting patron initiated requesting. The support staff is always prompt and effective. Can libraries like Yampa and Oak Creek get hooked up?

Swift is wonderful-especially for small rural libraries. Thank you for supplying us with such a great service!

I rarely need to use SWIFT, but when I have, it has worked very well for me. So glad to have this service!

Swift is VERY helpful to our library. Couldn't do without. Thank You Jennifer Quintana

SWIFT has been great!

Our library has been using SWIFT since it's inception and we really couldn't do without it now! We are located in a remote rural area and it opens the state up to us for ILL. The staff has always been competent and friendly. They resolve questions/problems in a timely manner and are very knowledgeable.

I am mostly a Lender on SWIFT and I have had very little problems with everything and think that it is great, although I probably do not use SWIFT to its full capability. Regarding the small bit of Borrowing that I've done on it, I can say that I am very satisfied at how quickly the system works for receiving requested books.

Comments about training

I have been very satisfied with SWIFT since a trainer came here to the Library. However, when first learning about SWIFT I was very put off by the trainer and in fact complained to High Plains. My request to be trained was also lost and it took a while before someone actually came to the library to train me. Since that time I have been very pleased with SWIFT and think it is a terrific way to do ILLs.

Every time we ask for training, we get the same basic training, when what we need is an intermediate or advanced users' training.

I feel we need more Training on the Western slope.

I would like to know more about deleting an item that has not been acknowledged for a long time. I don't remember any discussion on that and can't find anything in the manual about it.

We would like further training if possible.

Since I have no training in how SWIFT really works, I feel that I sometimes don't run through the process completely. A lot of the terminology is confusing. I'm never sure from which library my title is being sent or what to do with open files that are never filled. All in all, SWIFT is an indispensable part of my library's services. I appreciate the competence with which the system responds to my incompetence.

I was in the charter group so I'm not sure I can comment on the training. I would love for me and our new staff to have a complete and updated training. This would probably impact my satisfaction with the software, too (hopefully make my marks higher!). The staff has always been excellent. Thanks for asking.

We would have liked to receive better training at the Institute that we attended this April- it seemed unprepared.

I have questions and have limited time to attend regional workshops. I would like to be able to make the search process an easier one.

It is our own fault, not SWIFT's, that we have not made active use of the service. Our initial training was totally confusing, but long ago. We will try to get on the calendar to re-train and become active users of this statewide system.

General negative comments

Promised upgrades not arriving. Not very flexible software. Blows up and reboots and loses data regularly. Other libraries and their staff are not using it correctly, creating mis-communication and extra work. Need more standards, better enforcement of ILL policies.

At times all the steps needed in processes seem somewhat cumbersome.

Swift is overall a slow, cumbersome system that is often frustrating to use, not pulling up records even with correct keywords and there is no way to limit to type of material (video, book on tape,etc) so you always bring up tons more than you need when it's a common title. Also, the pub date limiter never works, nor does publisher. OCLC and worldcat are light years ahead!

Our library forwarded many suggestions regarding SWIFT this spring (and before). Very few have been implemented to date and we have received no word as to why they have not been. (We understand that some ideas cannot be used, but we would have liked some response.) Thank you.

It has gotten better over the last 2 years, but working with the program seems so "clunky" and slow. I don't know if that's a web problem or the software.

Outcome-Based Evaluation 2004: Web Support Services

Colorado Department of Education Web Content Coordinators and "Friends of Web Content Coordinators" were surveyed to learn their satisfaction level with services offered by Web Support Services (WSS) department of the Colorado State Library. The survey focused on training and consulting services. Training referred to classes offered by WSS in topics such as html, FrontPage, and cascading style sheets. Consulting was defined as one-to-one interactions with WSS staff members. 25 of 47 potential respondents (53%) answered the survey. Highlights of the findings:

Training (see chart 1)
- 88 percent or respondents were at least somewhat with the competence of the staff in the training classes, and 60 percent of respondents were very satisfied. The remaining 12 percent chose not applicable on this question. None of the respondents was dissatisfied with staff competence in training classes.
- 88 percent of respondents were at least somewhat satisfied with timeliness of the training classes. Again, the other 12 percent declared this area as not applicable. In other words, none of the respondents were dissatisfied with the timeliness of the training classes.
- 80 percent of the respondents were satisfied or very satisfied with the currency of information offered in the classes, and another 12 percent determined that this question was not applicable. Only one respondent (4%) was dissatisfied.
- 72 percent of the respondents were satisfied or very satisfied with the relevance of the classes to their needs, and 16 percent responded "not applicable" to this question. Again, only one respondent (4%) was dissatisfied.

Consulting (see chart 2)
- 92 percent of respondents were at least somewhat satisfied with the competence of the staff in the one-to-one consulting, and 63 percent were very satisfied. The remaining 8 percent chose not applicable on this question. None of the respondents was dissatisfied.
- 88 percent of respondents were at least somewhat satisfied with timeliness of consulting services. 8 percent declared this area as not applicable, and only one respondent (4%) were dissatisfied with the timeliness of consulting services.
- 88 percent of the respondents were at least somewhat satisfied with the currency of information offered in consulting services, and another 18 percent determined that this question was not applicable. Only one respondent (4%) was dissatisfied.
- 88 percent of the respondents were at least somewhat satisfied the relevance of consulting services to their needs, and 9 percent responded "not applicable" to this question. Again, only one respondent (4%) was dissatisfied.

In addition to the survey administered by the Library Research Service, Web Support Services requested that people who took their computer training courses fill out an evaluation of the specific course. 161 people from the Department of Education responded to evaluations that asked for their assessment of course contents, the instructor, and general information related to the course. Primarily, respondents were asked to rank aspects of the courses on a scale of 1 to 5, with 5 being most favorable and 1 being least favorable. Highlights of the findings:

Course Contents (See Chart 3)

- On a scale of 1 to 5, 98 percent of respondents ranked "Coverage of Subject Matter" at 4 or higher. The other 2 percent gave it a ranking of 3. No respondents ranked this lower than 3.
- 98 percent of respondents characterized the level of difficulty of the courses as "Appropriate." The other 2 percent characterized the level as "Too Advanced."
- 92 percent of respondents ranked "Organization of Subject Matter" at 4 or higher. 7 percent ranked it at 3 and 1 percent ranked it at 2. No respondents ranked this aspect at 1.
- 90 percent of respondents ranked the quality of the "Computer Workshop/Exercises" at 4 or higher. 8 percent ranked this criterion at 3, and 2 percent at 2. No respondents ranked this aspect at 1.
- 87 percent of respondents characterized the length of the course as "Appropriate". 4 percent felt it was too long, and 9 percent too short.

Instructor (See Chart 4)

- 99 percent of respondents ranked "Responsiveness to Questions/Problems" at 4 or higher. All respondents ranked the instructors' knowledge of the subject at 4 or higher.
- 98 percent of respondents ranked "Emphasis of Major Points" at 4 or higher. 1 percent ranked this at 3, and 1 percent at 2.
- 94 percent of respondents ranked "Clarity of Presentation" at 4 or higher. 5 percent ranked this criterion at 3, and 1 percent at 2.
- 84 percent ranked instructor knowledge at 5.
- 83 percent of respondents felt that the pace of the presentation was "Even." 17 percent felt it was too fast.

General (see Chart 5)

- 97 percent of respondents felt that the overall course training should be ranked at 4 or higher, with 65 percent giving the overall course a ranking of 5. The remaining 3 percent ranked the course at 3.
- 84 percent of respondents ranked the equipment at 4 or higher. 12 percent gave equipment a ranking of 3, 4 percent gave it a 2, and 1 percent ranked it at 1.
- 74 percent of respondents ranked the quality of the classroom at 4 or higher. 22 percent ranked the classroom at 3, and rankings 2 and 1 received 2 percent of the responses, each.
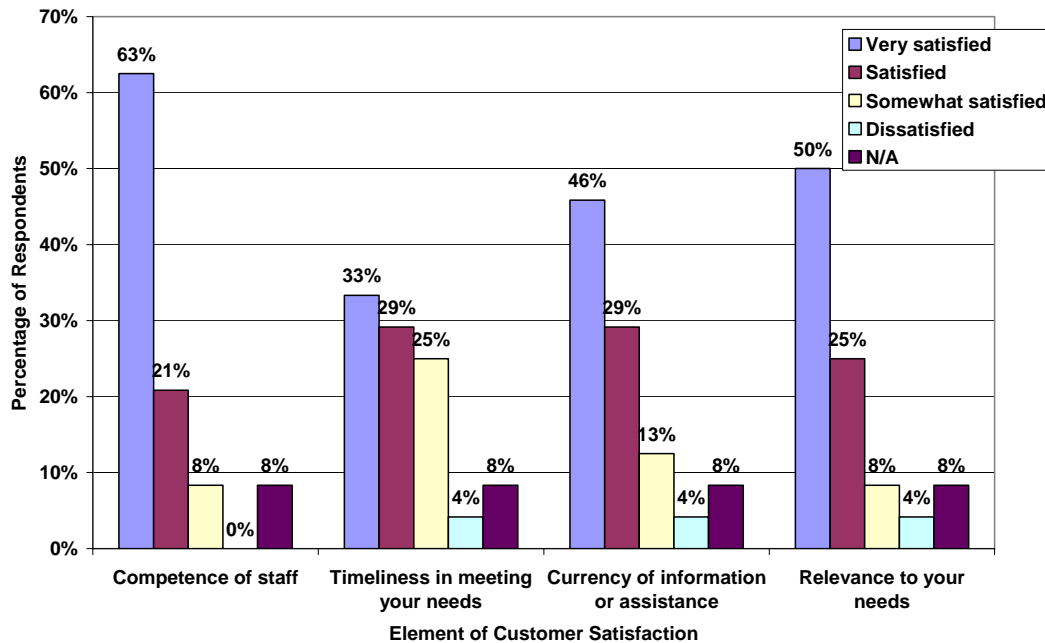
Survey Results: Charts and Percentages

1) How satisfied are you with the following aspects of the training offered by WSS?

Chart 1: Web Content Coordinators Satisfaction Level with WSS Training
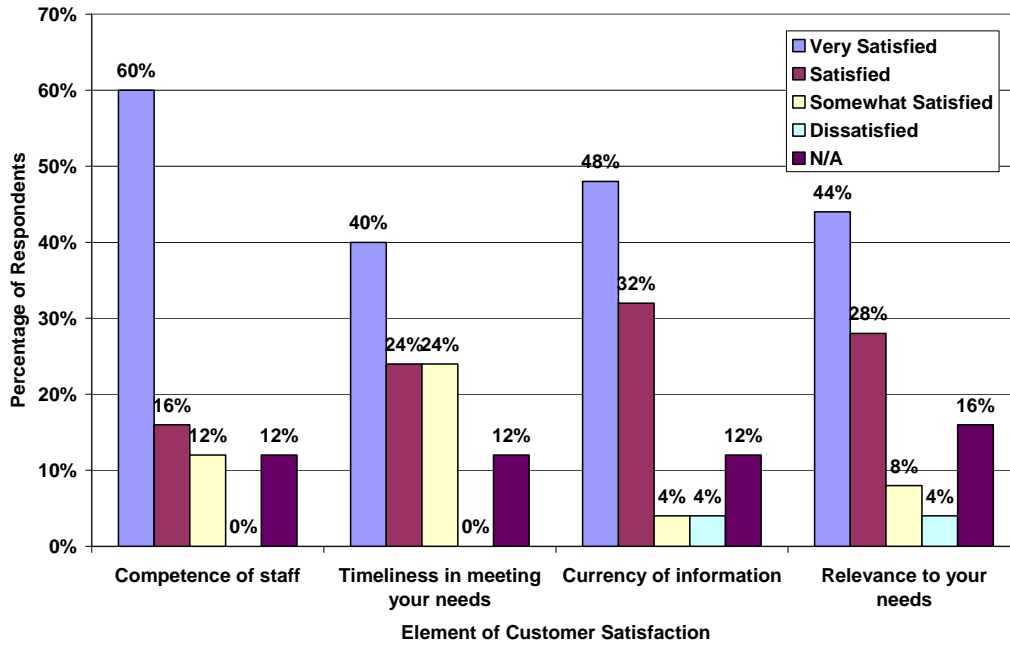
2) How satisfied are you with the consulting services you receive from WSS?

Chart 2: WCC Satisfaction with WSS Consulting Services

Survey Results: Numerical Tables

**1) How satisified are you with the following aspects of the training offered by WSS?**

	Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	N/A	Total
Competence of staff	15	4	3	0	3	25
Timeliness in meeting your needs	10	6	6	0	3	25
Currency of information	12	8	1	1	3	25
Relevance to your needs	11	7	2	1	4	25

2) How satisfied are you with the consulting services you receive from WSS?

	Very satisfied	Satisfied	Somewhat satisfied	Dissatisfied	N/A	Total
Competence of staff	15	5	2	0	2	24
Timeliness in meeting your needs	8	7	6	1	2	24
Currency of information or assistance	11	7	3	1	2	24
Relevance to your needs	12	6	2	1	2	23

Computer Training Evaluation: Charts and Percentages

Chart 3: User Evalutation of Course Contents
(5 - most favorable, 1 - least favorable)
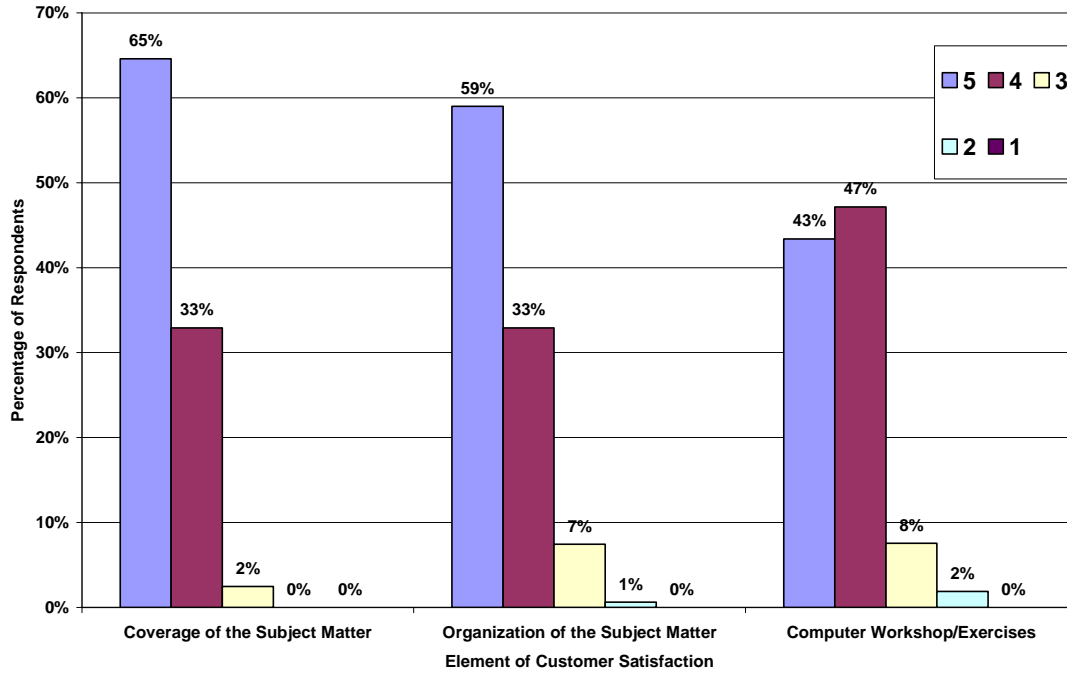
Chart 4: User Evaluation of Instructor
(5 - most favorable, 1 - least favorable)
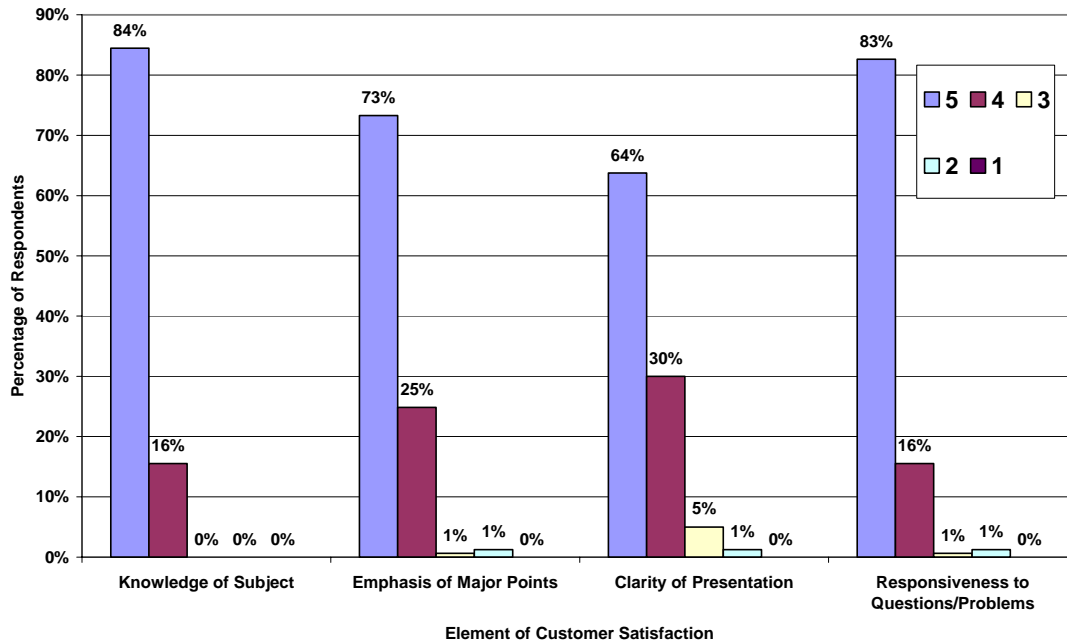
Chart 5: General User Evaluation
(5 - most favorable, 1 - least favorable)