

**Arizona State Library, Archives and
Public Records**

***LSTA 2003-2007
Evaluation of Five-Year Plan***

March 31, 2007

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SECTION I: INTRODUCTION



The Arizona State Library, Archives and Public Records 2003-2007 LSTA plan identified eight broad goals that both encompassed a broad range of library services and addressed the demographic, political and technology issues of 2002. Those goals are:

- Public Satisfaction – To encourage libraries to emphasize the customer service and to provide libraries with opportunities to improve public satisfaction by enhancing their services and resources.
- Access to Information – To promote increased access to information, resources, and services to the public.
- Information technology -- to serve as a leader the development of statewide telecommunications infrastructure and bridging the digital divide, and to encourage local libraries to participate in the development and enhancement of telecommunications infrastructure in their communities so that information is provided throughout the state.
- Cultural Diversity – To assist Arizona’s libraries to serve their diverse multi-cultural communities.
- Families and Children – To assist Arizona’s libraries to focus on literacy and children’s youth, and family services.
- Strategic Partnerships – To serve as a leader to foster strategic partnerships between libraries, museums, schools, community service organizations, and other cultural and business groups to ensure Arizona’s libraries serve as influencers in cultural heritage economic development.
- Recruiting and Retaining Qualified Staff – To build strategic partnerships to ensure the recruitment, training, and retention of qualified library staff.

The Arizona State Library has worked to address each of its goals and related objectives in the last four years. The overall report of results in Section II, shows significant outcomes in all areas. The broadness of the plan allowed the State Library to address emerging issues as well: Arizona moved from providing access to e-government information to creating a model plan for archiving governmental information and Web sites. The Arizona State Library is now building a prototype based on those plans.

The significant outcomes identified in this evaluation are not simply a result of chance or individual initiatives. Arizona created programs and opportunities so librarians could develop innovative library services. The state has made progress on its LSTA goals because it provides the necessary support to the library community as it works to improve library services. The continuing education efforts of the state library agency are a strong example of this support. These efforts help libraries build capacity to meet community needs.

In a review of the LSTA grants awarded by the Arizona State Library during the current five-year grant cycle, a common theme that emerges is lifelong learning. Such continuous learning happens across a broad spectrum of settings – formal and informal, involving people of all ages. In the midst of these widely varying demands for lifelong learning, the public library becomes a natural source of lifelong learning activities and resources. The Arizona State Library selected life-long learning as the topic of the an in-depth evaluation for this report.

Library Planning Associates evaluated lifelong learning projects serving teens and adults. The sample projects were not necessarily designed as this type of projects by the libraries, but instead emerge as effective examples of the role of the public library as an educational resource for learners of all ages. Twenty-three LSTA grants from five Arizona libraries were used as the basis for the analysis. The results show several impact areas for the users, the library, and collaborators.

The lifelong learning outcomes described in this evaluation are directly linked to several of the Arizona State Library LSTA goals. The activities that resulted from these grants helped to make the library a hub of its community. The outcomes from these grants also show that Arizona made progress in meeting its goal of supporting service to a diverse multicultural community. These projects have also resulted in improved public satisfaction. Librarians report increased use by the public, while users learned from the library-sponsored activities, accessed needed information, engaged in networking, and participated in opportunities for community involvement.

The Arizona State Library, through its LSTA funding, is actively working to support the early childhood education system and specifically early literacy in the State of Arizona. LSTA funding is used to support efforts which are both conceived and coordinated through the State Library, as well as individual grant projects conceived and initiated by local libraries. The Arizona State Library selected this area to evaluate progress in showing results of library initiatives or services.

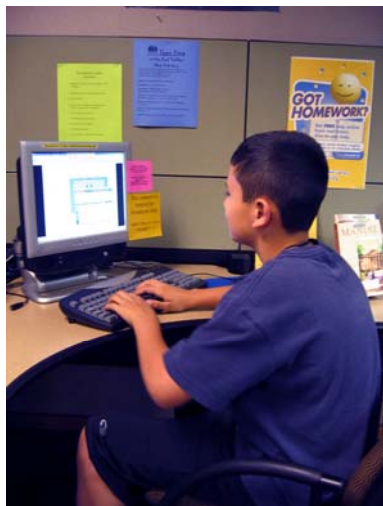
Brecon Group evaluated the work of eighteen individual library and three statewide early literacy efforts have been initiated. These efforts represent significant work toward the early literacy goal established by the Arizona State Library. Results to date have clearly demonstrated that taking an important role in early childhood education is a critical element of libraries' missions.

The early literacy focus of LSTA funds initiated by the State Library has helped libraries and librarians build their capacity in the area of early care and education. With the passage of First Things First, Arizona has initiated a major effort to improve outcomes for children. A central tenant of this effort is to “offer parents and families support and education about early child development and literacy.” Libraries, through the continued leadership of the State Library, are well positioned to help with this process, and fundamentally change outcomes for Arizona children and families.

Just as the success of the Arizona LSTA program is evident in the progress made toward achieving statewide goals, it is also evident in the level of support for and satisfaction with the program expressed by librarians from around the state. In no small part, this results from the State Library's outstanding efforts to present program requirements clearly and to support prospective applicants and successful grant recipients. These efforts include a concise application and grant administration manual, well-received application workshops, and a commitment to State Library staff support to prospective applicants – all of which are examples of practices that could be successfully applied in other venues. Just as important, there's an underlying attitude encouraged among State Library staff that the application process is a collaboration between the State Library and project applicants. This fosters the sense of an open process, one geared toward successful applications and successful projects, and that in turn generates the high proportion of successful LSTA projects.

The Arizona State Library is proud to present this evaluation of its 2003-07 LSTA Plan to the Institute of Museum and Library Services. The evaluation includes a number of model projects, acknowledgement of many successes, and even recognition of a few programs that did not meet their full potential. The process of preparing this report has provided the data and analysis needed to write the next five-year plan, further positioning the Arizona State Library to help Arizona's libraries prepare for the future.

SECTION II. Overall report of results in achieving goals and objectives based on 5-Year Plan.



Prepared by Arizona State Library Staff

Goal # 1: Public satisfaction - To encourage libraries to emphasize customer service and to provide libraries with opportunities to improve public satisfaction by enhancing their services and resources.

Objective/target # 1: Librarians who participate in the customer service training programs report to the State Library that customers evaluated their products and services positively.

Progress towards goal:

Surpassed the goal

Met this goal

Made progress towards this goal

Did not work toward this goal

The State Library offered a number of customer service training programs. One rural library director sent her staff to a *Basic Customer Service* workshop and reported that it made a difference in the service that her staff provides to the public. This workshop was offered in three locations around the state. The State Library also offered *Impact of Technology Trends on Customer Service* by Joan Frye Williams which was well received and covered how libraries must adapt their services to the changing environment.

In a December 2006 online survey by the Arizona State Library of online event registrants, 196 respondents said they had participated in a customer service training program. Of those, 68 percent said "library customers have reported a positive change in library programs or services as a result." The remaining 32 percent said "library customers have not reported a positive change in library programs or services." The survey was e-mailed to about 3,000 people who had registered for any type of State Library activity (including museum, genealogical, records, etc.) Of those, 469 surveys were returned.

The overall impact of this objective has been to focus the Library Development Division's attention on customer service training programs, and to raise the

awareness of this issue among Arizona librarians. A December 2006 telephone survey, "Survey of Arizonans' Attitudes About Public Libraries" conducted by Northern Arizona University's Social Research Laboratory, indicated that 69 percent of Arizonans rate their public libraries as good or very good. A random sample of 1,202 adult residents of Arizona participated in the study. Survey respondents were asked about their use of and attitudes toward public libraries in the state. Results are subject to a margin of error of +/-2.8 percent and a 95 percent confidence level.

Goal # 1: Public satisfaction - To encourage libraries to emphasize customer service and to provide libraries with opportunities to improve public satisfaction by enhancing their services and resources.

Objective/target # 2: Librarians who participate in the collection, programs, and services training report to the State Library that their activities meet the wants and needs of their communities.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The State Library offered a number of training opportunities on Collection Development. Mary Bushing conducted ten workshops around the state. Also offered were *Collection Development & Outreach for Spanish Speaking Populations* and *Effective Outreach Programs & Library Services for Spanish Speakers* by Yolanda Cuesta in locations around the state.

Library staff learned how to select appropriate books and materials and how to weed collections. Library Directors, such as Jan Elliott of the Safford City/Graham County Public Library, have reported that circulation statistics have increased as more people are checking out more books and commenting that the library has more new books than before, when in reality, they just withdrew the older, unused books. Staff have also reported that they updated their library policies, and displayed increased enthusiasm for their jobs (as reported by their supervisors), demonstrating a genuine change in knowledge and skill, and attitude.

The State Library also offered workshops on technology training and services to the public. Other important workshops included a two part series on *The Changing Role of the Librarian* and also an online workshop on *Dealing with Difficult Patrons*. Many of the rural librarians benefited from this workshop and reported that it increased their ability to deal with difficult situations and still offer good customer service.

In addition, 87 libraries participated in Planning for Results, allowing them to plan using a streamlined, simplified but effective process, approved and promoted by the Public Library Association. The Arizona State Library invested in training for 20 facilitators, which allowed for more libraries to be planned simultaneously; for the facilitators to gain the tools and skills to help them manage their own libraries better; for the community to participate in the planning process; and for library directors to then learn tried and tested tools to help implement the plan.

In a December 2006 online survey by the Arizona State Library of online event registrants, 282 respondents said they had participated in a customer service training program. Of those, 97 percent said “the training met the wants and needs of my community.” The remaining 3 percent said “the training did not meet the wants and needs of my community.”

The overall impact of this objective has been to focus the Library Development Division’s attention on customer service training programs, and to raise the awareness of this issue among Arizona librarians. The public reports that librarians are meeting their needs. A December 2006 telephone survey, “Survey of Arizonans’ Attitudes About Public Libraries” conducted by Northern Arizona University’s Social Research Laboratory, indicated that 92 percent of Arizonans said it was very easy or somewhat easy for them to find the resources they need at their local library. In another question, 92 percent of Arizonans rated their librarians’ knowledge as good or very good; 82 percent rated the book selection as good or very good; and 78 percent rated public programs as good or very good.

Goal # 1: Public satisfaction - To encourage libraries to emphasize customer service and to provide libraries with opportunities to improve public satisfaction by enhancing their services and resources.

Objective/target # 3: The public reports to the State Library that they receive prompt and professional service when seeking e-government information.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library addresses issues relating to e-government on several fronts. The State Library website includes links to e-government sites, including ALIS, the Arizona State Legislature’s site; the library’s online catalog; and “Search, Surf, State Info & More,” a site with links to state agencies, resources for state employees, and access to public databases. In addition, the State Library often serves as the collection of last resort for government publications.

The State Library has been able to locate publications that were not available elsewhere the state. One recent example was a tax attorney who came in to use IRS regulations that preceded the information on the IRS internet website. The State Library was able to locate the information, and copied the information to a CD for him.

The State Library participated for two years (August 2004- December 2006) in a virtual reference service for government information, Government Information Online, involving librarians from more than 30 institutions across the United States. The Illinois State Library, in partnership with the University of Illinois-Chicago, developed this project and was successful in receiving LSTA funding to support the use of specific software through OCLC and to cover the coordinators' time. The Arizona State Library provided chat reference service 2 hours each week during that 2 year period, and answered email questions as we checked the site several times each week. The virtual reference service we provided was well-received and served a clientele both inside and outside of the state.

The State Library is also working to develop a training program for general librarians in five intermountain states - Arizona, New Mexico, Colorado, Utah, and Wyoming. This IMLS-funded project, Government Information in the 21st Century, is addressing the need for the public to find and use government information. Depository librarians in these five intermountain states are working together to develop training modules that they will take back to their state and use as a basis for localized training of librarians, library staff and library school students. Teaching library colleagues about government information will increase the ability of the public to locate government sources. The Arizona State Library is an active participant in this effort, with Colorado coordinating project activities.

The State Library has not measured whether the public receives prompt or professional service when seeking e-government information, but does know that Arizonans are making significant use of these resources. A December 2006 telephone survey, "Survey of Arizonans' Attitudes About Public Libraries" conducted by Northern Arizona University's Social Research Laboratory, indicated that 57 percent had looked at government information online.

Goal # 1: Public satisfaction - To encourage libraries to emphasize customer service and to provide libraries with opportunities to improve public satisfaction by enhancing their services and resources.

Objective/target # 4: The legislature reports to the State Library that they receive prompt and professional service.

Progress towards goal:

Surpassed the goal

Met this goal

Made progress towards this goal

Did not work toward this goal

The Law and Research Division of the Arizona State Library responds to queries from legislators and legislative staff received through interaction at the Electronic Research State (ERS) or directly from the legislator or staff member. Packets are prepared for them to include information retrieved on the subject of interest.

At the end of each legislative session, legislative staff members are asked to respond to a survey about ERS services. In May 2006, the library distributed the annual ERS survey to 70 House, Senate and Legislative Council researchers and received back 50 (a 71% return rate). Of those responding, 66 percent rated the service excellent. An additional 26 percent were satisfied with the service. The final 8 percent did not respond to the question. Of the respondents, 75 percent found the database training and assistance at the ERS beneficial. Satisfaction from legislative staff to the training and assistance has ranged from 86% to 96% in survey results from 2003, 2004, and 2005.

Requests for information from legislators and their staff have met or exceeded deadlines, providing requested information according to their specifications.

ANECDOTES:

- “I really appreciate your timely and thorough work on this project. The information is extremely helpful.”
- “Thank you so much for your efforts. I am sure what you are sending me will be very helpful in accomplishing what we want to do.”
- “Thank you for sending me a copy of the above-referenced report. ...I really appreciate your follow-up, and all that you do.”

There has been enthusiastic response from legislative research staff to the reports the State Library has digitized and made available through the Arizona Memory Project. Specifically, the reports received by the House and Senate from agencies are provided to the State Library and Archives for digitization and posting to the web – enabling the legislature and the public to have access to the material 24/7. The State Library has also digitized the Legislative Study Committee Reports for the past several years, providing access to information that was of interest to the legislature during those years.

Library Planning Associates, Inc., facilitated a group of legislative staff users, and interviewed several legislators, for the Feb. 2007 report, “Directions for the Future.” The interviewed legislative group reported favorably on the State Library, mentioning exemplary work toward a new archives building, the State Librarian, a regular newsletter, and information services provided to both chambers.

Goal # 2: Access to information – To promote increased access to information, resources, and services to the public.

Objective/target # 1: Arizona's citizens who visit libraries on-site or on-line report that they find what they are looking for, learn from using the collections, or benefit from the services provided by Arizona libraries.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library has worked to provide Arizona's public library staff members with the tools they need to respond to customers needs both in the library and online. Continuing education programs, grant programs, and special projects such as EqualAccess, addressed elsewhere in this report, are designed to improve Arizonans' access to information in Arizona libraries. Many of the other objectives in this plan also support this objective.

The Arizona State Library, using LSTA funds, has provided Arizona's public libraries with access to statewide databases. Throughout this period, the state has provided OCLC's First Search package to all public libraries, as well as to most community college and university libraries. In 2006, the State Library moved from providing a WilsonSelect and a ProQuest business package, to providing a suite of database packages in cooperation with Maricopa County and Pima County library districts. The State Library has also provided WebFeat as a part of the package. The libraries are still in the process of making the databases accessible, so an evaluation of library visitors has not taken place as this is being written. See Goal 2, Objective 2 for more information.

The Arizona Memory Project is another program designed by the State Library and funded through LSTA. Cultural institutions around the state partner with the State Library and post digital items from their collection, including text, images, video, audio. It is a portal to many institutions' collections, in addition to hosting works from smaller institutions. The State Library has also used this program to store born digital publications, legislative reports, and Centennial legacy projects. A wealth of information from Arizona's library and museum collections is accessible to all on the internet through the Arizona Memory Project.

Melanie Hefner, Director, Show Low Historical Society Museum, wrote:
"Yesterday, we had one of our elderly board members come in and she sat and was entranced by hearing her old friends on the web site. That is worth a million dollars to all of us."

Other collections available through the Arizona Memory Project include state agency publications, in particular the reports received by the legislature, study committee reports prepared by legislative committees, governors' executive orders, and attorney generals' opinions. These unique collections include

materials that are usually hard to locate or time-consuming to contact a library for a fax copy. The Arizona Memory Project provides a digital copy on the internet for state government and the public to use.

The State Library has also worked with cultural institutions throughout the state to prepare an inventory of their major holdings and list it on the internet. This list, the Cultural Inventory Project, enables users to locate the best institutions to contact or visit when looking for material on a specific subject or individual. Approximately 600 museums, libraries, archives, and historical societies have their collections listed in this inventory.

A December 2006 telephone survey, "Survey of Arizonans' Attitudes About Public Libraries" conducted by Northern Arizona University's Social Research Laboratory, indicated that 92 percent of Arizonans said it was very easy or somewhat easy for them to find the resources they need at their local library. In another question, 92 percent of Arizonans rated their librarians' knowledge as good or very good; 82 percent rated the book selection as good or very good; and 78 percent rated public programs as good or very good.

Goal # 2: Access to information – To promote increased access to information, resources, and services to the public.

Objective/target # 2: Arizona's libraries report that the public is using the state's electronic databases and track increases statistically and by impact anecdotes.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Arizona State Library assists public libraries around the state by helping provide access to information quickly, comprehensively, and cost effectively. Prior to 2001, the State Library provided 15 port access to OCLC's FirstSearch and Wilson Select Plus. Due to high demand a large number of 'turn-aways' the decision was made to provide unlimited port access. 18 face-to-face trainings and several on-line trainings were provided. A study was done of libraries that had a low usage and one-on-one help was offered in set-up and training. This was successful and the usage went up to 150% in next two years. The usage statistics did not however justify continuing the subscription to Wilson Select – the full text database. After meeting with the County Librarians, it was decided to offer a different package of databases. The selection and negotiations were done by Maricopa and Pima County staff. The package now includes databases from Gale, Grolier, ProQuest, OCLC and EBSCO. Statewide access was setup with authentication through a federated search engine WebFeat. Promotional e-mails,

mailers and promotional materials were sent to all the libraries in the system and provided on the State website for downloading. Six trainings sessions were provided by the vendors and were attended by 130 library staff members. A session at the Arizona Library Association (AZLA) conference drew a full room of more than 150. Additional training continues to be offered. Monthly statistics are collected and tabulated to monitor usage. The usage of the databases has steadily increased.

Federal statistics shows that while Arizona has a low per capita book budget, it has coped well using interlibrary loans. Monthly statistics are collected and tabulated to monitor usage. The number of searches and documents downloaded has increased. FirstSearch usage alone increased 110 percent from 307,460 in 2001 to 643,296 in 2006, while documents downloaded from Wilson Select did not keep pace and increased only 25 percent. The State Library added the new set of databases in July 2006. Monthly searches have gone up from 51,000 in July 2006 to 131,000 in Dec. 2006, and documents downloads increased from 19,000 (July) to 48,000 (Dec). The Arizona State Library also asks public libraries to report database usage as a part of their public library statistics.

Arizona librarians shared these impact anecdotes:

It is wonderful that the State Library is offering us all these data bases..... these are great resources.....our patrons are using them already. Novelist is a great tool for book discussions. Thanks to MCLD and Pima too. We are so excited. I want all our staff to take advantage of the training.

Dawn Gardener, Public Services Manager, Flagstaff Public Library, Coconino County

I am in the process of setting up our new public access computers and will be adding the database access to them. This is good timing. Great resources! It will help kids with their homework.

Ellen Watters, Director, Globe Public Library

Wow!!! This is really exciting! Our patrons are excited and love it! Thanks to you and the State Library for providing us free access to these databases.

Beth Praast, Volunteer manager Bouse Public Library – La Paz

Theses are great resources. I teach a Library Technicians class at the Mesa Community College and attended the AZLA session. I am so excited about the resources I started using them from my public library right away. I am going to introduce it to the students this Spring semester.

Mary Beth Burgoyne, Adjunct Faculty, Mesa Community College.

A December 2006 telephone survey, "Survey of Arizonans' Attitudes About Public Libraries" conducted by Northern Arizona University's Social Research Laboratory, indicated that 26 percent of Arizonans access their library's Web site.

Of those, 64 percent use the online databases. While this totals 16 percent of the population who use the databases, 78 percent of all respondents said the online databases were important or very important.

Goal # 2: Access to information – To promote increased access to information, resources, and services to the public.

Objective/target # 3: The State Library sees an increase in the Net Lending/interlibrary loan incentive program.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The State Library provided unlimited access to more than a billion records on OCLC's WorldCat to help libraries share resources. Access is provided not only to public libraries but to community colleges and regents universities as well. The State Library also pays for AZNET members for the first two years, thus encouraging them to become members. We have 122 AZNET members. The Arizona State Library has also assisted with expenses associated with batch loading and retro conversion. Until 2004, libraries that loaned more than they borrowed were compensated for net lending at the rate of \$3 for every net loan. From 2005 onwards, regent and community college libraries that lent to any public library were reimbursed at \$5 per loan. Twenty ILL training courses (basic, intermediate, advanced and administrative modules) were provided through Amigos, a regional resource sharing service for libraries, at different venues through out the state in the last five years, and several online "stop-and-learn" trainings, were held to help users understand the ILL system. Promotional e-mails, mailers and materials from OCLC were sent to all the libraries in the system. Monthly statistics were collected and tabulated to monitor usage.

Outcomes and Outputs

- AZNET membership increased from 83 in 2002 to 122 in 2005.
- Arizona has more than 11.5 million records on WorldCat.
- Since 2001, more than two million searches were done on World Cat and 283,000 records were downloaded.
- Annually an average of 200,000 books are borrowed/ loaned and about 555,000 photocopies are sent/ received through WorldCat.
- A total of 21,937 loans were made in 2005-6 between AZNET members, and of these 8,257 were from regent and community college libraries to public libraries.

In addition, Interlibrary loan services are well used by other state agencies through their librarians. The State Library provides access to our databases for all state agency librarians, as well as state officials and employees. When looking at the last three years of requests, state agency librarians requested approximately 350 items per year that were fulfilled.

ANECDOTES from state agencies:

- *“Thanks for getting the article so quickly”*
- *“Thank you so much for this. We really appreciated all your help.”*
- *“You’re the best! It’s been so busy today, I didn’t even think of that. Thanks a million!”*
- *“Thanks for any help you provide ... you always provide such good service!”*

Goal # 2: Access to information – To promote increased access to information, resources, and services to the public.

Objective/target # 4: A cost-share model is developed or adopted and used for on-line databases.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Arizona State Library, Maricopa County and Pima County library districts began discussing the joint purchase of online databases in 2005. In Arizona, Maricopa County has 61 percent of the state’s population and another 15 percent live in Pima County. The remaining 25 percent of the residents are dispersed throughout the other 13 counties. Maricopa County took the lead on this, and negotiated statewide pricing on a suite of databases from Gale-Thomson, EBSCO, Pro-Quest and Groliers. Maricopa County agreed to pay for two-thirds of the total cost, with Pima County and Arizona State splitting the remaining amount. The value for all partners was considerable. Additionally, the Arizona State Library continues to provide the First Search Base Package for all public libraries.

The Arizona State Library is now considering models that would require the 13 rural counties to pay a part of the total cost. Plans to move toward a total statewide cost-share model are not expected to be finalized until next year, and will be rolled out over a five-year period.

The cost-share model has resulted in a larger database package for all public libraries. It has also fostered an ongoing, cooperative working partnership among the participating libraries.

Goal # 2: Access to information – To promote increased access to information, resources, and services to the public.

Objective/target # 5: Statewide statistical data is used by libraries to help support and improve their programs, services, and facilities.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Like all state libraries, the Arizona State Library participates in the FSCS data collection of public library statistics. The Arizona State information is then compiled and printed in booklet form, and the data is published on the State Library website. The Arizona State Library subscribes to Bibliostat Connect, allowing Arizona's public library staff members to compare their libraries to peer libraries across the country.

To encourage the use of the data, the State Library hosted a Bibliostat Connect workshop in 2006, and implemented an annual public library statistics workshop in the same year, which included information on using the data. The state data coordinator made a presentation on using statistical data at the Arizona Library Association Conference in 2003.

The Arizona State Library public library survey asks responding libraries if anyone on the library's staff uses the data collected for the survey. Of the 198 administrative entities and outlets responding to the question, 76 percent said the data is used in their libraries. Both the Parker Public/La Paz Library and the Safford-Graham County Public Library directors have reported that they have used library statistical data in presentations to argue for the establishment of county library systems, which is still under consideration in both counties.

Goal # 2: Access to information – To promote increased access to information, resources, and services to the public.

Objective/target # 6: The public reports to the State Library that they are able to locate e-government documents.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library invested LSTA funding to support staff training and

development in the area of e-government, which included both attending and presenting at conferences and colloquia, and researching and investigating best practices for a robust archives storage system. Staff has worked to help identify a number of internal standards, policies, and procedures that need to be developed. In addition, through its website, the Arizona State Library offers a portal to the State of Arizona's e-government websites.

Through LSTA funding the State Library has made state agency publications, and some Arizona-related federal publications available through the Arizona Memory Project. The value of this collection of documents is to capture and maintain a copy of these digital publications into the future, and provide an access tool for state government and the public. As state agencies revise their websites and update publications, our site ensures that the publications and information within them are not lost.

The State Library continues to look at other models for storing this information and continues to provide a government information locator service to point to state agency websites, a SafetyNet project to capture state agency's public web sites, and also participate with other institutions around the country in an IMLS-funded project for selecting and harvesting for state publications. The State Library is committed to collecting and maintaining this e-government information and provides access through the Arizona Memory Project today, and is working on several tools to develop the best model for Arizona's future.

Through reference queries and contacts, the State Library is aware of law librarians and members of the public who have used the Arizona Attorney Generals' opinions, executive orders, and state agency publications. Legislative research staff members have used legislative study committee reports and digital copies of reports received by the legislature in order to do their work. They have appreciated the ability to access these materials from any location at any time.

A December 2006 telephone survey, "Survey of Arizonans' Attitudes About Public Libraries" conducted by Northern Arizona University's Social Research Laboratory, indicated that 57 percent had looked at government information online.

Goal # 2: Access to information – To promote increased access to information, resources, and services to the public.

Objective/target # 7: The legislature reports to the State Library that they are able to locate the information they need in a timely manner.

Progress towards goal:

Surpassed the goal

Met this goal

Made progress towards this goal

Did not work toward this goal

The Law and Research Library Division is the core of the State Library which was established in 1864 as the Territorial Library of Arizona. Now, as then, the division supports the work of the [Arizona Legislature](#) as well as the [executive](#) and [judicial](#) branches of [government in Arizona](#).

The staff of the Law and Research Library, the only public major law library in the state, provide access to several collections. The Library's [Law Collection](#) is the primary legal resource for the Legislature, courts and Arizona state agencies with historical collections of Arizona's legislative bills, journals, session laws, statutes, codes, judicial rules and opinions of Arizona's attorneys general. A major strength of this library is the gathering of statutes and decisions from all states of the United States. The library houses Arizona's regional [Federal Depository Collection](#) designated to receive all of the publications distributed by the [U.S. Government Printing Office](#) through the [Federal Depository Library Program](#). The library is also a depository for [Arizona state agency publications](#) and it houses collections of [maps](#), [genealogy](#) resources, current [Arizona newspapers](#), [periodicals](#) and [professional](#) resources related to libraries, archives, museums and records management.

Remote user cards are being presented to legislative staff and legislators. In this program, subscription databases are made available to card holders 24/7. State Library staff provide training on the use of the databases, for those state employees and officials who may want to use these database services. Continuous access to research databases is in addition to the regular information retrieval and research services the library provides.

The Feb. 2007 report, "Directions for the Future," by Library Planning Associates, Inc., said that legislators and legislative staff who participated in a focus group or interview, said that State Library staff helps them to get online, and that customer service was rated as excellent. "Every time I come, I get what I want," one participant said.

Goal # 3: Information technology - To serve as a leader in the development of statewide telecommunications infrastructure and bridging the digital divide, and to encourage local libraries to participate in the development and enhancement of telecommunications infrastructure in their communities so that information is provided throughout the state.

Objective/target # 1: The State and local libraries become involved in developing and using statewide technology infrastructures.

Progress towards goal:

Surpassed the goal
 Met this goal

- Made progress towards this goal
 Did not work toward this goal

LSTA funding is used to improve the Statewide Network infrastructure and improve communications, reliability, access to databases, and security to resources used by the public, legislature, and staff. Upgrades have been made to the technology infrastructure used by the library to provide internet access, e-mail reliability, data storage, and new search tools used by patrons to lookup information. This objective has been met in some of the following ways:

- Many of the rural county libraries continue to use the State as their primary or secondary e-mail delivery system.
- The State Library has help to create and host databases for Arizona Rural Libraries such as WebFeat, Overdrive, and Rosetta Stone when they do not have the ability to do so on their own.
- The State Library has helped the Arizona rural libraries in coordinating the purchase of computer equipment from such grants provided by the Gates Foundation. This coordination helps to insure the computer equipment meets adequate requirements and reduces the cost per unit for all the rural libraries in the state.
- The State Library continues to provide and improve on a common interface for grants management for all the libraries.

Increasing demands are compelling more public libraries and schools in Arizona to file for the e-rate reimbursements. Even motivated libraries have found they have no time to do it, no trained staff, or no resources. These issues have been addressed by putting together relevant information from the USAC website and also developing tools on the state websites for participants to use, as well as providing in depth training. The State has provided training for rural Arizona, and helped libraries and schools to fill forms and interpret rules and deal with audits and visits. To address vendor related issue, the State has worked with the State Procurement Office, called for bids in 2005 and ensured that rural Arizona has one or more vendors to choose from, and prepared e-rateable state contracts that all schools and libraries can use.

The State Library's efforts to partner with the Arizona Department of Education to undertake joint trainings, along with the development of tools and consulting help, has increased the application and reimbursement receipts of the Arizona Public Libraries from \$700,000 in 1998 (when the program started) to \$3.5 million in 2004 (2005 and 2006 reimbursements are still on going). Reimbursement helps rural schools and libraries provide internet access / wireless / computer training labs. Libraries report using the reimbursements to increase internet connection speeds and improve connectivity. Internet access at the libraries has helped the community use the library to do job searches, resume writing, homework, banking; find career and travel information; send e-mails and more.

Goal # 3: Information technology - To serve as a leader in the development of statewide telecommunications infrastructure and bridging the digital divide, and to encourage local libraries to participate in the development and enhancement of telecommunications infrastructure in their communities so that information is provided throughout the state.

Objective/target # 2: Libraries partner with local and statewide government and industry to explore statewide technology infrastructure and support options.

Progress towards goal:

Surpassed the goal

Met this goal

Made progress towards this goal

Did not work toward this goal

The Arizona State Library is working with other state agencies to archive digital materials; has worked with other state agencies to influence telecommunication infrastructure policy at the committee level; and has implemented the Arizona Memory Project to support local digitized collections. The staff at the State Library's Law and Research Library answers all questions that come through the AZ at Your Service state portal. These activities have positioned the State Library to address a number of needs, both in terms of the hardware necessary for the infrastructure, and access to content that the infrastructure provides.

The State Library is currently building a pilot digital stacks, which will allow for the transfer of digital records from state agencies into a retrievable digital archives. This project will require significant partnerships with other governmental industries, and is building on the partnerships already underway in this area. See Goal 3, Objective 3 for more information on the State Library's e-government archives initiative.

GladysAnn Wells, the State Librarian, is a member of the Arizona Telecommunications and Information Council, which is responsible for expanding broadband throughout the state. The State Library works with the Secretary of State's office and the Department of Administration on key technology issues. The State Library works closely with Governmental Information Technology Agency (GITA) to ensure there is at least one e-rateable telecom vendor in each district and to stay abreast of new library plans to try to aggregate demand for broadband/high speed connectivity. Without library and school internet access, there would be less incentive for telecom vendors to provide broadband access in those areas.

The State Library has also developed the Arizona Memory Project, using OCLC's ContentDM software, to allow local museums and libraries to digitize and provide access to Arizona-specific collections, as well as a first project toward Arizona's

2012 Centennial. The Arizona Memory Project is discussed in greater detail in Goal 7.3.

Goal # 3: Information technology - To serve as a leader in the development of statewide telecommunications infrastructure and bridging the digital divide, and to encourage local libraries to participate in the development and enhancement of telecommunications infrastructure in their communities so that information is provided throughout the state.

Objective/target # 3: Libraries continue to be perceived by Arizona legislators as technology players in both e-government and technological infrastructure.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The State Library has taken a leadership role in addressing issues related to archiving and digitization of e-government information. LSTA provided general project support and travel; additional funds were raised for some of the individual projects which include:

- At the time of this report, the State Library had begun work on building a pilot version of a digital stacks, the **Arizona Digital Repository**. The system will allow the State Library to archive digital materials and web sites for state agencies, and to provide Web-based access to those materials. The Arizona State Library will have the capabilities to store and provide access to digital information in all forms, including public records and reports created by state and local governments, as well as personal papers, photographs, and other historical records.
- **New Skills for a Digital Era** -- A joint project of the Arizona State Library, the National Archives and Records Administration, and the Society of American Archivists, this colloquium brought together librarians, archivists, and records managers with significant experience working with digital information.
- **An Arizona Model for Web Preservation and Access** -- The Arizona State Library is developing a new model for curating a collection of Web documents. The model is described in the white paper published in *DttP: Documents to the People* 33:1 (Spring 2005). State Library staff has been asked to speak about the Arizona Model at IFLA, in Iceland and Japan, at the State GILS Conference, the Western Round-Up Archives Conference, the Library of Congress, and the American Library Association.
- **Web SafetyNet Archives** -- In collaboration with the Illinois State Library, the Arizona State Library and Archives is testing software to capture state agency websites. This software spiders agency websites on a monthly basis

to download new and changed documents. Agencies or the public can request copies of web pages that have been captured by contacting the Library staff.

- [Web Archives Workbench](#) -- In collaboration with the University of Illinois at Urbana-Champaign and OCLC, the Arizona State Library is developing a set of software tools to identify, select, acquire, describe, provide access to, and preserve state agency web publications. This project is part of the [ECHO DEpository](#) research project funded by the Library of Congress' National Digital Information Infrastructure and Preservation Program and administered by the National Science Foundation.
- [The Web-at-Risk: A Distributed Approach to Preserving Our Nation's Political Cultural Heritage](#) -- In collaboration with the California Digital Library, the Arizona State Library is developing a set of tools for use by libraries to capture, curate, and preserve collections of web-based government and political information, including state agency publications and campaign literature. This project is funded by the Library of Congress' National Digital Information Infrastructure and Preservation Program and administered by the National Science Foundation.

The State Library works to inform the legislature of efforts in Arizona libraries related to technology. During the past year, one project to reinforce the legislature's expectation of technological offerings at libraries is the Arizona Memory Project. This project enables the State Library to digitize and maintain copies of legislative received reports, as well as other digital material. Libraries and museums around the state are partnering with the State Library to upload some of their digital collections onto the Arizona Memory Project site. In addition, House-received and Senate-received reports are available through the Arizona Memory Project, making research analysts and legislators are much more aware of them.

In the report, "Directions for the Future," Library Planning Associates, Inc., said that legislators and legislative staff say they make use of the newsletter sent to each legislator highlighting State Library activities.

Goal # 4: Cultural diversity - To assist Arizona's libraries to serve their diverse multi-cultural communities.

Objective/target # 1: The State Library awards grants each year for programming that supports local cultural heritage.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library awards almost \$1 million in competitive grants to public and other libraries each year, from its LSTA funds. Grants are awarded in five areas, of which cultural diversity is one. Printed and online guidelines provide grant guidance and specifics, including possible outcomes, model projects, sample evaluations and sample activities. Additionally, Library Development Division staff provides grant workshops before the annual grant deadline, and staff members consult with libraries planning to submit grant proposals.

The State Library has received grant proposals in this area each year, and has awarded grant funds for cultural diversity projects each year. Those grants include:

Year	Project Title	Library Name
2006	Sharing at the Crossroads: Maximizing Lao and Burmese Resources at ASU Libraries	Arizona State University
2003	Braille and Talking Books	ASLAPR
2003	Avondale Cultural Awareness	Avondale Public Library
2006	East of the Sun, West of the Moon: A Series of Cultural Programs Featuring Japan, India, and China	Foothills Branch Library-Glendale
2005	All the World's a Stage	Foothills Branch Library-Glendale
2003	Celebrating the Culture of Arizona	Gila Public Library District
2004	Sixth Annual Celebration of African American Authors	Glendale Public Library
2005	Operation Health Outreach	Glendale Public Library
2005	Hispanic Culture in Our Area	Hayden Public Library
2005	MCC Cultural Diversity Series	Lake Havasu City Campus Library
2005	Tomas and the Library Lady	Maricopa County Library District
2005	Services to the Spanish Speaking Public/Servicios para la Comunidad Hispana	Payson Public Library
2003	Spanish That Works	Pinal County Library District
2005	Spanish Language and Cultural Diversity	Prescott Public Library
2005	Knowledge River	UofA SIRLS
2006	Tohono O'odham Collection Digitization Project	UofA/Arizona State Museum
2004	Continuing Collection Development of the Special Collections	Venito Garcia Library and Archives
2005	Outreach O'Odham Classes	Venito Garcia Library and Archives

The State Library has received evaluations for awards made in 2003, 2004, and 2005. Each project has its own impacts, ranging from improving staff members Spanish-language skills so that they are better able to assist Spanish-speaking library patrons, to helping community members better understand each other through diverse programming. One exemplary project was "Tomas and Library Lady," a play produced in partnership between the Maricopa County Library District and ChildsPlay. Almost 35,000 children saw the play, which encouraged library visits, and was tied to a library card campaign. First Lady Laura Bush attended a special performance during a visit she made to Phoenix in 2006.

The final report on the project from Maricopa County included this:

LSTA made it possible for thousands of children to see the play. For many it was the first play they had ever seen, plus it is based on a book with a powerful message and performed by one of the top children's theaters in the U.S. Because of the LSTA grant,

the District could guarantee Childsplay a large number of performances which helped the theater obtain its own funding for a second production to play at additional schools in the County and Tucson. Childsplay is repeating Tomás in its fall season and is planning a national tour in 2007—thousands more children will get to see the play.

Childsplay's Kristin Hailstone led some of the residencies. She pointed out how rich the play is in the variety of storytelling: book to play, actors acting out the story, reading books aloud, reading by yourself, using pictures/graphics to tell a story, Papa Grande reciting stories from memory, storytelling through song, and Tomás writing stories. Her comments support the project's success in changing attitudes.

"I worked with 1st, 2nd, 4th and 5th graders after they had seen a performance. What a light this play put on the faces of the children and teachers who experienced it! My goals were to discuss the play, illustrate different types of storytelling, and encourage students to read with family members and use libraries at school and their public library. For many of the students, their favorite moment of the play was when Tomás shared the exciting new stories he was reading with his little brother Enrique. I asked all students for their solemn promise to do two things – to find a younger person in their life to read with, and to also find an older person to read with them. The kids were very excited to think that they could be a reading hero to their little brother, sister, cousin or friend – just like Tomás! I asked them about their school library, and the ways it helped them with schoolwork and entertainment. I encouraged them to get to know the school librarian. I reminded them that anyone is free to go into a public library, and look at things there. Some students had never been to a public library because their families were afraid to go (documentation issues). We talked about all the books, music, movies and magazines that they could find at the library, even if they chose to never check anything out. Many were excited to learn that children's areas in libraries often have computers reserved just for kids' use."

Goal # 4: Cultural diversity - To assist Arizona's libraries to serve their diverse multi-cultural communities.

Objective/target # 2: Five or more scholarships are awarded in Arizona each year to minority library school students.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library has supported the University of Arizona's School of Information Resources and Library Science (SIRLS) Knowledge River program with \$50,000 grants in 2003, 2004, 2005 and 2006. The money has been used to support the program, including scholarships to Latino and tribal library school students. The Knowledge River program has also been supported by national IMLS grant, including a 2006 Laura Bush 21st Century Librarians Program award.

Below is the Introduction and Executive Summary from "Knowledge River: Community Impact and Service to Latino and Native American Cultural Groups" Dec. 2006 study by SIRLS:

At the request of the Arizona State Library, the University of Arizona School of Information Resources and Library Science (SIRLS) developed and administered a survey instrument designed to assess community impact of the IMLS funded SIRLS Knowledge River.

Knowledge River Director Patricia Tarin, SIRLS Director Dr. Jana Bradley and SIRLS Staff Librarian Bruce Fulton developed the survey instrument for administration to volunteers comprised of Knowledge River graduates. The survey consisted of 22 questions including multiple choice, Likert scale and free-form text survey elements.

The questions were designed to elicit the graduates' subjective observations of Hispanic/Latino and Native American patronage of their institutions, the services offered to these populations by the institutions, and the involvement of the graduates in providing existing and new services. Responses indicating new or improved information services to Hispanic/Latino and Native American groups served by the graduates' employers or greater participation/patronage by these groups were interpreted as evidence of positive community impact.

Now in its fifth year, Knowledge River has graduated 53 students as of spring of 2006. Most students completed the program in 18 months to 2 years. Although current contact information for all graduates is not available, most subscribe to one or more listservs serving KR alums or SIRLS graduates. Postings to these listservs requesting voluntary participation from KR graduates resulted in a response rate of 47% of eligible participants, a total of 25 responses. The survey opened on SurveyMonkey.com on October 23, 2006 and closed on November 30, 2006. Participants were offered the opportunity to enter their names for a drawing for a \$100 gift certificate, but the survey was otherwise anonymous and names were tracked separately from survey responses.

The data indicate that information service to Latino and Native American cultural groups remains problematic among the institutions currently employing Knowledge River graduates (questions 8 – 11). Respondents indicated that while 87% of the institutions represented serve Latino cultural groups, only 39% maintain an active program of services for them. For Native American cultural groups, these numbers are 61% and 30% respectively. Knowledge River is nevertheless having a positive impact on its graduates, the institutions they serve, and the communities served in turn by the institutions. Graduates have found employment in a wide variety of libraries including academic, public, school, special and corporate libraries. A majority work in either academic libraries or public libraries (question 4). Most work in large urban settings, but many work in small urban or rural communities (question 5).

Fully 80% of the respondents indicate they personally provide a variety of information services to Latino and Native American cultural groups (question 14). Further, more than half of the graduates report that they or their institutions are offering new services to Latino and Native American cultural groups since beginning their employment.

Knowledge River graduates hold positions of influence in collection development, archives, special collections, language acquisition and general reference (question 15). Nearly one quarter of Knowledge River graduates report they hold management track positions in their current place of employment (question 7).

When asked to judge community impact, over half the respondents agreed that services to Latinos and Native Americans have increased since they began and that the services that are offered to these groups are improving (questions 18, 19). Over half also agree that more Latinos and Native Americans are using information services at their institutions and that the graduates themselves are a part of the reason information service provision to these cultural groups are increasing (questions 20, 21).

Finally, 75% of the Knowledge River graduates who responded to the survey indicated that Knowledge River prepared them for information service to Latino and Native American Communities (question 22).

The total number of Knowledge River graduates is small and subject to sampling error, although a response rate of nearly 50% is high for this kind of survey. Nevertheless, the responses indicate that there is reason to believe that Knowledge River has a positive impact on the communities and institutions served by its graduates. The impact should increase as more Knowledge River graduates enter the profession and gain more experience and influence in their communities.

Goal # 4: Cultural diversity - To assist Arizona's libraries to serve their diverse multi-cultural communities.

Objective/target # 3: Library staff attends cultural sensitivity training programs and report that they have successfully used the training in their work.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The State Library offered *Collection Development & Outreach for Spanish Speaking Populations* and *Effective Outreach Programs & Library Services for Spanish Speakers* by Yolanda Cuesta in locations around the state. This included a section on understanding and appreciating cultural differences. Through a partnership with WebJunction's *Spanish Language Outreach Program*, the State Library has provided workshops to provide library staff members with the knowledge and resources to reach out to Spanish speakers in their communities and increase access to technology.

In addition, several libraries have provided Spanish-language classes for staff, through an LSTA competitive grant. The project director at the Payson Public Library wrote: "Without LSTA funding, the project would still be in the planning stages, due to inadequate funding. The library would be adding minimal Spanish and bilingual materials. The library can now say it provides a broad variety of materials that are educational and recreational to a sector of our community that is rapidly growing."

The overall impact of this objective has been to focus the Library Development Division's attention on customer service training programs, and to raise the awareness of this issue among Arizona librarians.

Goal # 4: Cultural diversity - To assist Arizona's libraries to serve their diverse multi-cultural communities.

Objective/target # 4: The State Library offers opportunities for tribal libraries to network with each other and with non-Indian libraries.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library provided both financial and person-power support for a national IMLS Leadership grant, funding a National Conference of Tribal Libraries, Archives and Museums. The project included a national conference that had the purpose of creating a network of support for tribal cultural institutions and programs, articulating contemporary issues related to the development of tribal libraries, archives and museums and to encourage collaboration among tribal and non-tribal cultural institutions.

This project supported staff for the completion of the final evaluation and reporting. Staff also worked with the Western Council of State Libraries leaders to make the transition to another hosting group/state.

Participants created the demand for continuing national gatherings of tribal librarians, archivists and museum professionals. Arizona has had two significant outcomes from the national IMLS Leadership grant. The tribal librarians have organized and begun meeting regularly. Beginning in 2006, the State Library has contracted for a tribal library consultant to work with these and potential new libraries in Arizona tribal communities. Already, tribal libraries are engaging with other librarians at professional development opportunities, submitting public library statistics, and indicating more interest in applying for grants. A group of tribal librarians are attending the Library Institute.

In 2007, the Arizona Convocation, an annual one-and-a-half day conference for Arizona's library, museum, archive and records staff members, focused on Native American issues. The event, attended by almost 200 people, included almost 30 tribal members. An earlier Convocation took place on the White Mountain Apache Reservation, and also included a number of tribal librarians and museum staff members.

Goal # 5: Community focal point - To assist Arizona's libraries to become physical, social, economic, educational, cultural, health, psychological, and general information centers in order to serve their communities.

Objective/target # 1: The State Library awards literacy grants that focus on families and teens each year.

Progress towards goal:

Surpassed the goal

Met this goal

Made progress towards this goal

Did not work toward this goal

The Arizona State Library awards almost \$1 million in competitive grants to public and other libraries each year, from its LSTA funds. Grants are awarded in five areas, of which family and children is one, and community focal point is another. Family and teen projects may fit in either area. Printed and online guidelines provide grant guidance and specifics, including possible outcomes, model projects, sample evaluations and sample activities. Additionally, Library Development Division staff provides grant workshops before the annual grant deadline, and staff members consult with libraries planning to submit grant proposals.

The State Library has received grant proposals in this area each year, and has awarded grant funds for family and teen projects each year. The grants include:

Year	Project Title	Library Name
2003	Basic Literacy for Families	Avondale Public Library
2005	21st Century Teens	Avondale Public Library
2005	Taking Time For Teens	Buckeye Public Library
2004	Outreach Van Project	Chandler Public Library
2003	Family Literacy	Cochise County Library District
2006	Reading to Success	Desert Harbor Elementary School
2006	Friday Nights @ The Library	Dine College Library
2005	Teen Place	Douglas Public Library
2005	Creative Resources and Activities for Teens (CRAFT)	Elsie S. Hogan Community Library
2003	Literacy Begins at Home	Flagstaff City-Coconino Public Library
2005	Garfield Family Literacy Project	Garfield Elementary School
2003	Healthy Families	Gila Public Library District
2005	Literacy Outreach	Humboldt Elementary School
2005	Family Literacy Program	Kayenta Community School
2003	Family Place	Libraries for the Future
2004	Equal Access	Libraries for the Future
2006	Totally Teens at Miami Library	Miami Memorial Library
2005	KABAM! Kingman Area Books are Magic Festival	Mohave County Library District
2003	Adult Literacy Enhancement	Navajo County Library District
2003	Homework Help/After School Tutoring	Nogales City/Santa Cruz County Public Library
2004	Homework Tutoring	Nogales City/Santa Cruz County Public Library
2004	Teen Center	Peoria Public Library
2006	Your Library -- Where the Action Is!	Rim Community Library
2004	Family Literacy Initiative	Safford City-Graham Public Library
2003	Improving the San Xavier Library	San Xavier Learning Center Library
2005	N:we-m him: Walk with me	San Xavier Learning Center Library
2004	Palomino Library Teen Center	Scottsdale Public Library
2005	Live Online Homework Help	Tucson-Pima Public Library
2006	Studying "Becoming American" Through Readers Theatre	Tucson-Pima Public Library -- Mission

The State Library has received evaluations for awards made in 2003, 2004, and 2005. Each project has its own impacts, ranging from improving the knowledge parents have of early childhood developmental milestones to helping teens with the college application process. One exemplary project was “Family Literacy Project,” a collection of activities at the rural Safford City/Graham County Public Library to encourage child-parent literacy activities. The project director wrote in her final report:

This project helped build strong positive relationships between the local schools and their public libraries. In each of the three communities, the schools have requested that the programs continue, and have offered assistance. The programs will be continued in the upcoming year. The Safford Library staff met in mid August with the Title I coordinator and teachers to plan the program for the school year. The schools are offering some financial help with programming materials, and with promoting the programs.

Goal # 5: Community focal point - To assist Arizona’s libraries to become physical, social, economic, educational, cultural, health, psychological, and general information centers in order to serve their communities.

Objective/target # 2: New library friends groups are established and foundation boards are better trained.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library has continued to work with Friends of Arizona Libraries, although the group is currently struggling to redefine and reorganize itself. When invited, State Library staff members attend the organization’s meetings. The State Library and Phoenix Public Library co-sponsored a one-day Friends conference in 2006, and State Library staff have encouraged Friends sessions as a part of the Arizona Library Association annual conference.

Goal # 5: Community focal point - To assist Arizona’s libraries to become physical, social, economic, educational, cultural, health, psychological, and general information centers in order to serve their communities.

Objective/target # 3: The advocacy tool kit is used by libraries, boards and friends groups to promote the value of libraries.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal

X Did not work toward this goal

Arizona State Library staff discussed strategies to accomplish this, and undertook negotiations of an advocacy project with one library group. However, the State Programs Office of Library Services at IMLS advised Arizona State Library staff that LSTA funds could not be used for strictly advocacy purposes. While Arizona State Library staff understood that funds could be used to develop a toolkit, funds could not be used to “promote the good of libraries in general per the toolkit” (July 12, 2006 memo from Terri Brown).

Because the American Library Association has a number of advocacy tools, including an “Action Kit,” (see <http://www.ala.org/ala/issues/toolsandpub/toolsandpub.htm>), the Arizona State Library decided not to develop additional materials in this area. The Arizona State Library did host several continuing education events that included a discussion of advocacy.

Goal # 5: Community focal point - To assist Arizona’s libraries to become physical, social, economic, educational, cultural, health, psychological, and general information centers in order to serve their communities.

Objective/target # 4: A special grant is awarded to a library that develops and implements a marketing plan for economic development.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library continued to support the Chandler Public Library’s Local Engines of Economic Development project, with funding for LEED Phase II (this project was begun with 1998-2002 LSTA funds). LEED II established a model curriculum in support of local and statewide economic development programs, and a marketing strategy for community outreach through local and statewide projects and services.

Library Development Division staff at the Arizona State Library scheduled several continuing education events for business librarians in conjunction with LEED events, and encouraged other libraries to adapt the program, and to apply for LSTA funds to support their projects. No libraries chose to do this.

In 2006, the Arizona State Library awarded a small grant to the Mohave Community College Library to undertake a study of current library needs in serving the economic community. With readily available internet resources, both from the world wide web and library sites, libraries are finding that business

information needs are changing. The Mohave study, as well as other resources, should help inform future directions in this area.

Goal # 5: Community focal point - To assist Arizona's libraries to become physical, social, economic, educational, cultural, health, psychological, and general information centers in order to serve their communities.

Objective/target # 5: Librarians who attend economic development training report that they can better serve their customers.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The State Library provided several workshops for librarians working with Economic Development Information Collections (EDIC) in Arizona, including the opportunity to participate in a Bank of America business summit, and the Governor's small and rural economic development conference.

In a December 2006 online survey by the Arizona State Library of online event registrants, 26 respondents said they had participated in a customer service training program. Of those, 97 percent said "I can better serve library customers." The remaining 3 percent (one respondent) said "I cannot better serve library customers." The survey was e-mailed to about 3,000 people who had registered for any type of State Library activity (including museum, genealogical, records, etc.) Of those, 469 surveys were returned.

The overall impact of this objective has been to focus the Library Development Division's attention on economic development training programs, and to raise the awareness of this issue among Arizona librarians.

Goal # 5: Community focal point - To assist Arizona's libraries to become physical, social, economic, educational, cultural, health, psychological, and general information centers in order to serve their communities.

Objective/target # 6: Small business professionals are aware of and use library economic development resources.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library continued to support the Chandler Public Library's Local Engines of Economic Development project, with funding for LEED Phase II (this project was begun with 1998-2002 LSTA funds). LEED II established a model curriculum in support of local and statewide economic development programs, and a marketing strategy for community outreach through local and statewide projects and services. LEED Phase II developed a model curriculum within a framework entitled My Business Acceleration Plan (MBA Plan) in direct response to a gap analysis conducted in LEED Phase I. Curriculum developed for the MBA Plan formed the core of a business development program offered through the Chandler Public Library. LEED Phase II extended the collaborative partnerships established in Phase I and provided a curriculum template for any community where the library has an interest in providing a forum in support of local economic development and/or business literacy.

The 150 business operators and entrepreneurs who attended the Chandler Small Business Information Summit learned about the MBA plan. Twenty of the attendees were selected to participate in a series of 6 mentoring sessions. Six months following the Chandler Small Business Information Summit, the City of Chandler held a Minority Small Business Workshop, with attendance of approximately 150. The workshop was developed and promoted by the same local partnership established in LEED Phase I. That partnership was comprised of the Chandler Public Library, Chandler Economic Development and the Chandler Chamber of Commerce. The MBA Plan was explained and promoted at the minority workshop. The workshop coincided with the conclusion of the 6th MBA Plan mentoring session. The next group of 20 small business operators was accepted at the minority workshop, and the second series of MBA Plan sessions began in May, 2004, based on the model curriculum developed during the first series. The program is intended to re-cycle every 6 months with the Chandler Small Business Information Summit and Chandler Minority Business Workshop occurring at 6-month intervals.

Marybeth Gardner, administrative librarian for Chandler Public Library, provided this Jan. 2007 update:

"The Chandler Public Library continues to incorporate LEED into our business programming. We continue to foster our relationship with the business community and slow but sure our secret of being the "best resource for the business community" is being let out of the bag! Our reference librarians are asked to make presentations on our electronic resources (and business resources in general) at a variety of conferences and meetings held in the community and we continue to offer the annual small business summit (a partnership with the Chandler Chamber of Commerce and Economic Development, as well as other local organizations and businesses). The cost of the summit for the past two years has been paid thru the Boomerang program, with the topics of discussion aimed at the baby boomer."

Goal # 5: Community focal point - To assist Arizona's libraries to become physical, social, economic, educational, cultural, health, psychological, and general information centers in order to serve their communities.

Objective/target # 7: Library leaders are involved in community planning and economic development.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Growth continues to be a major issue for Arizona, and Arizona's libraries struggle to keep up with the growth. The Arizona State Library has supported the efforts of public libraries to engage in community centered planning through the "Planning for Results" project. And, in 2006, the Arizona State Library awarded grants to the Pinal County Library District and the Flagstaff City/Coconino County Library District to undertake strategic planning. Both projects were in progress as this report was prepared. While these planning projects are library specific, they have all reached out to the community to address community needs, and are helping to position the libraries to be more involved in community planning and economic development. The 2006 Convocation focused on water issues, an important growth topic in Arizona; the County Librarians meet annually at the annual Arizona Association of Counties meeting.

Library leaders across the U.S. are challenged as they think about the future of libraries in terms of access to information and public service. For Arizona's public librarians, rapid growth provides another layer of growth and opportunity. In the 10 year period, from 1995 to 2005, Arizona grew from 4.1 million to 5.8 million people. During that time period, library visit increased from almost 18 million to almost 23 million, and the number of library buildings increased from 162 to 211. Per capita circulation increased, from 6.1 to 6.4. Total staff increased from 1458 to 2070. In 2005, Arizona's public libraries reported a total of 2,925 public internet computers, a number not collected in 1995. However, the per capita number of materials fell from 1.9 to 1.4, and the number of books fell from 2.3 to 1.9. Library involvement in community planning will continue to be an issue for Arizona's public libraries.

In 2002, the Library Development Division of the Arizona State Library trained twenty librarians from around the state to facilitate public library planning processes using *The New Planning for Results*. State Library staff then matched the trained facilitators with public libraries interested in planning and started the process of getting the libraries to come up with a community centered plan that assessed and met their needs. The State libraries, using LSTA funding, paid the facilitators a stipend for each library plan that was completed and awarded a \$2,000 implementation grant to each library that completed a plan. A total of 87 Arizona public libraries have completed plans since 2002. The plans have resulted in different outputs and outcomes in each community. Some examples are:

- Buckeye presented the plan to the Town Council and had its technology budget doubled, and received an additional \$10,000 for Books.
- Bonita used the plan to leverage several grants for the library.
- Bullhead City received a check for \$100,000 for the library, from a committee member; another donated a stained glass window.
- Copper Queen, Bisbee, presented the plan to the Town Council, and avoided a funding cut. Staff built partnerships with the Historical Society and undertook joint programming to maximize resources.
- Nogales said that the plan helped build community support and retain staff.
- Oro Valley struggled to get the plan on the agenda for the Town Council, but when staff presented the plan, the entire community committee came to the Council meeting to support the librarian's presentation. They had a successful bond issue for building extension.
- Parker received the best Community Development project award. The library received funding for senior and teen centers and for a union catalog for La Paz County libraries – public and schools.
- Pima Public Library in Graham County said that the City doubled their book budget. The library succeeded in establishing partnerships with the school to reach more kids for the summer reading program.
- Sedona said their plan has spurred the Town into doing one for the entire town on similar lines.
- Winslow said that as a result of its plan, the library co-hosted a free Route 66 oral history workshop.

As a part of a separate LSTA project, Pinal County Library District hired Laura J. Ienstein of Providence Associates, Inc., to work with local jurisdictions and library staff to determine where facilities are needed which should be expanded. The county, located between Maricopa County (Phoenix area) and Pima County (Tucson area) is experiencing explosive growth, mostly in unincorporated areas. The project will gather demographic, economic, and growth data, along with information on recent plans and building programs, all of which will be considered in the recommendation. The library district is partnering with other county agencies and non-profit organizations to host a "Pinal County Resources" day to help further partnerships and funding opportunities in the county.

Flagstaff City-Coconino County Public Library is also in the process of hiring a consultant to assist with a county-wide strategic plan to strengthen and improve access, resources and services for the users of Coconino Community College and the county library. Flagstaff is the major city in northern Arizona. "The plan will identify county needs, priorities, and costs associated with increased access to library resources. This plan will foster additional partnerships within the county to strengthen collaborative efforts between the public library and the college. The outcome of this project will be a cooperative initiative that addresses resources, literacy, technology and education along with enhanced library service to all areas of Coconino County," wrote the library director in her LSTA application.

Goal # 5: Community focal point - To assist Arizona's libraries to become physical, social, economic, educational, cultural, health, psychological, and general information centers in order to serve their communities.

Objective/target # 8: Citizens report that libraries are serving as a center for their community.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library, in partnership with Libraries for the Future, undertook a three-year Equal Access project. EqualAccess Libraries is a unique professional development program designed to enhance the capacity of libraries to provide community-responsive programs and services. Four EqualAccess Libraries Institute were hosted in Phoenix by the State Library to provide training in the Access Skills Framework and Access Programs (Health Access, Lifelong Access and Youth Access). This four-part workshop series was supported by ongoing technical assistance from the state EqualAccess Program manager and an online collaborative network consisting of peers throughout Arizona and in a growing number of other EqualAccess states. The online network, EA.WebJunction.org, contains the core documents used in the Institute and other related resources. It also includes a "Showcase" of EqualAccess Libraries' activities and Discussion Forums to share ideas or gain support via the larger community of practice. An EqualAccess Reunion, in conjunction with the Planning for Results Reunion, provided participants with an opportunity to network with peers for ideas and problem solving. An expert speaker facilitated a group discussion of challenges they have faced and potential solutions.

The EqualAccess Institute provides participants with a theoretical model, tools and program approaches. Institute participants were asked to provide information about their understanding of key concepts and their ability to implement program approaches. Between 85 and 100 percent of participants felt they had "good" or "excellent" understanding of how to use the tools; between 64 and 100 percent of participants were either already implementing tools or definitely planned to implement the tool at the time of the survey; between 39 and 56 percent of participants felt they had a "good" ability to implement the program and between 17 and 21 percent felt they had an "excellent" ability to implement the program. All of the participants shared information from the Institute with other staff members. A high percentage of EqualAccess participants then wrote successful LSTA grant proposals for community responsive programming.

A December 2006 telephone survey, "Survey of Arizonans' Attitudes About Public Libraries" conducted by Northern Arizona University's Social Research

Laboratory, indicated that 90 percent of Arizonans strongly agreed or somewhat agreed that libraries are important as vital, dynamic community centers. A random sample of 1,202 adult residents of Arizona participated in the study. Survey respondents were asked about their use of and attitudes toward public libraries in the state. Results are subject to a margin of error of +/-2.8 percent and a 95 percent confidence level.

Goal # 6: Families and children - To assist Arizona's libraries to focus on literacy and children's, youth, and family services.

Objective/target # 1: Library staff attends teen services training and report to the State Library that teens are using their libraries more.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Trainer Diane Tuccillo, author of Library Teen Advisory Boards, provided many workshops across the state. Her *Teen Advisory Boards* workshops were offered in five locations, and *Youth Participation @ Your Library; Putting It into Practice* was offered in eight locations. Many libraries created teen advisory boards to get involvement and feedback from local teens. Many libraries added teen and teen programming as a result of the trainings.

The State Library also offered:

Everything You Didn't Know You Need to Know About Graphic Novels;
Getting Teens Wired @ Your Library! Gaming and Technology Workshop;
Teen Programs: Imitation is the Highest Form of Flattery;
Teen: Gaming and Crafts; and
This Ain't Your Mama's Library! Creating a New Generation of Library Services for Teens

In a December 2006 online survey by the Arizona State Library of online event registrants, 84 respondents said they had participated in teen service training program. Of those, 80 percent said "more teens are using the library." The remaining 20 percent said "more teens are NOT using the library." The survey was e-mailed to about 3,000 people who had registered for any type of State Library activity (including museum, genealogical, records, etc.) Of those, 469 surveys were returned.

The overall impact of this objective has been to focus the Library Development Division's attention on teen service training programs, and to raise the awareness of this issue among Arizona librarians. This is also supported by public perceptions. A December 2006 telephone survey, "Survey of Arizonans'

Attitudes About Public Libraries” conducted by Northern Arizona University’s Social Research Laboratory, indicated that 91 percent of Arizonans felt it was very important or somewhat important that libraries serve as a safe place for teens to gather. A random sample of 1,202 adult residents of Arizona participated in the study. Survey respondents were asked about their use of and attitudes toward public libraries in the state. Results are subject to a margin of error of +/- 2.8 percent and a 95 percent confidence level.

Goal # 6: Families and children - To assist Arizona’s libraries to focus on literacy and children’s, youth, and family services.

Objective/target # 2: The State Library awards grants each year that support after-school programs in libraries and museums.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library awards almost \$1 million in competitive grants to public and other libraries each year, from its LSTA funds. Grants are awarded in five areas, of which family and children is one, and community focal point is another. After school projects may fit in either area. Printed and online guidelines provide grant guidance and specifics, including possible outcomes, model projects, sample evaluations and sample activities. Additionally, Library Development Division staff provides grant workshops before the annual grant deadline, and staff members consult with libraries planning to submit grant proposals.

The State Library has received grant proposals in this area each year, and has awarded grant funds for after school projects each year. The grants include:

Year	Project Title	Library Name
2003	Students and Schools Seeking	Florence Community Library
2005	Garfield Family Literacy Project	Garfield Elementary School
2005	Family Literacy Program	Kayenta Community School
2005	The Scientific Approach: A Science/Literacy Summer Academy	Lela Alston Elementary School
2004	Public Library Support for Homeschool and Charter School Students	Navajo County Library District
2003	Homework Help/After School Tutoring	Nogales City/Santa Cruz County Public Library
2004	Homework Tutoring	Nogales City/Santa Cruz County Public Library
2003	Afterschool Program	Prescott Public Library
2003	Web Wizards	Scottsdale Public Library
2003	Discover the Sonoran Desert	Tucson-Pima Public Library

2005	Live Online Homework Help	Tucson-Pima Public Library
2006	Studying "Becoming American" Through Readers Theatre	Tucson-Pima Public Library -- Mission

The State Library has received evaluations for awards made in 2003, 2004, and 2005. Each project has its own outputs and outcomes, ranging from keeping children safe after school to providing homework assistance. One project was "Discover the Sonoran Desert," a partnership project between the Tucson-Pima Public Library, the Desert Sonoran Museum, and Craycroft School which helped about 200 elementary school children learn more about the desert.

Goal # 6: Families and children - To assist Arizona’s libraries to focus on literacy and children’s, youth, and family services.

Objective/target # 3: The State Library awards grants each year that support literacy and life-long learning for families and teens.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

See Goal 5, Objective 1.

Goal # 6: Families and children - To assist Arizona’s libraries to focus on literacy and children’s, youth, and family services.

Objective/target # 4: Include The State Library awards grants each year for programs that support families and involve collaborations between libraries, museums, schools and/or family support agencies.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The Arizona State Library awards almost \$1 million in competitive grants to public and other libraries each year, from its LSTA funds. Grants are awarded in five areas, which include families and children, community focal point and strategic partnerships. Collaborative projects supporting families may fall into any those categories. Printed and online guidelines provide grant guidance and specifics, including possible outcomes, model projects, sample evaluations and sample activities. Additionally, Library Development Division staff provides grant

workshops before the annual grant deadline, and staff members consult with libraries planning to submit grant proposals.

The State Library has received grant proposals in this area each year, and has awarded grant funds for collaborative projects supporting families each year. The grants include:

Year	Project Title	Library Name
2005	Satisfied Community	Alpine Public Library
2003	Arizona Book Festival	Arizona Humanities Council
2004	Arizona Book Festival	Arizona Humanities Council
2005	Arizona Book Festival	Arizona Humanities Council
2006	Arizona Book Festival	Arizona Humanities Council
2003	Basic Literacy for Families	Avondale Public Library
2004	Outreach Van Project	Chandler Public Library
2005	Daycare Delivery Program	Chandler Public Library
2003	Family Literacy	Cochise County Library District
2006	Reading to Success	Desert Harbor Elementary School
2006	Friday Nights @ The Library	Dine College Library
2005	The PALSmobile Project	Flagstaff City-Coconino County Public Library
2003	Literacy Begins at Home	Flagstaff City-Coconino County Public Library
2003	Students and Schools Seeking	Florence Community Library
2005	Garfield Family Literacy Project	Garfield Elementary School
2003	Healthy Families	Gila Public Library District
2005	Literacy Outreach	Humboldt Elementary School
2005	Family Literacy Program	Kayenta Community School
2005	The Scientific Approach: A Science/Literacy Summer Academy	Lela Alston Elementary School
2003	Family Place	Libraries for the Future
2006	Mohave County Literacy Conference	Mohave Community College
2003	Adult Literacy Enhancement	Navajo County Library District
2004	Public Library Support for Homeschool and Charter School Students	Navajo County Library District
2005	Glen Canyon Lecture Series: Bringing the Best in Literature, History and Science on the Colorado Plateau	Page Public Library
2003	Healthy Babies/Healthy Readers	Parker Public Library
2003	Bonding With Baby	Phoenix Public Library
2006	Model Projects to Enhance First Five Years Public Spaces	Phoenix Public Library
2005	Enriching the Preschool Experience	Pima County Community College District
2004	Family Literacy Initiative	Safford City-Graham Public Library
2003	Improving the San Xavier Library	San Xavier Learning Center Library
2005	N:we-m him: Walk with me	San Xavier Learning Center Library
2003	Ready to Learn Centers	Scottsdale Public Library
2004	Born to Read	Scottsdale Public Library
2006	Early Learning Interactive Centers	Scottsdale Public Library System
2005	Arizona History: Images & Access	Scottsdale Public Library System
2005	Connecting Infant Caregivers	Show Low Public Library
2006	Project Tactics	St. Johns Public Library

2003	1-2-3 Read Tempe	Tempe Public Library
2003	Ready to Read	Tucson-Pima Public Library
2003	Ajo Cultural and Historical Inventory	Tucson-Pima Public Library
2006	First Readers@Your Library	Tucson-Pima Public Library
2003	Reach to Teach	Yuma Public Library District
2003	Community Connections	Yuma Public Library District
2004	Success By Six	Yuma Public Library District
2004	Community Connections: Phase II	Yuma Public Library District
2004	Community Connections: Phase II	Yuma Public Library District

The State Library has received evaluations for awards made in 2003, 2004, and 2005. Each project has its own outputs and outcomes, ranging from helping parents develop their own literacy skills to engaging families in local history projects. One project was “Ready to Read,” a Tucson-Pima Public Library project in partnership with Child and Family Resources, which trained 43 in-home childcare providers in early brain development. The library staff organizing the project used a pre- and post-test to assess the participant’s knowledge, as well as to measure the time caregivers spent reading to children and their knowledge of the library. All increased significantly.

Goal # 7: Strategic partnerships - To serve as a leader to foster strategic partnerships between libraries, museums, schools, community services organizations, and other cultural and business groups to ensure Arizona’s libraries serve as influencers in cultural heritage economic development.

Objective/target # 1: The cultural and public information communities of Arizona look to the State Library for leadership, problem solving, training, and information supporting cultural and historic projects for Arizonans.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Because of its multifaceted divisions, the Arizona State Library actively pursues and acts upon a leadership role in the cultural and historic communities in Arizona, and works on a number of levels to create partnerships between libraries and other organizations. Several LSTA funded projects support those efforts: the Arizona Convocation (described in Goal 7, Objective 2); the Cultural Inventory Project and Arizona Memory Projects (described in Goal 7, Objective 3); OneBookAZ and the Arizona Book Festival. In addition, State Library staff in the various divisions – archives and history; Braille and talking book library; law and research; library development; museum; and records – work to support cultural and historic projects through service to boards, presentations at meetings, and consultations with organizations. The State Library has oversight

for the Arizona Historical Advisory Commission, which is working on planning Arizona's Centennial in 2012.

OneBookAz and the Arizona Book Festival are linked events to promote literature in Arizona, and to encourage partnerships among libraries, literary groups and other cultural groups. ONEBOOKAZ is a statewide project of the Arizona State Library and its partners to encourage Arizonans to read and discuss the same book during April each year. The kickoff event traditionally takes place at the Arizona Book Festival, which is sponsored by the Arizona Humanities Council in partnership with the Arizona State Library. For example, ONEBOOKAZ 2006 programs were attended by 30,600 people. Types of programs included one Read-a-Thon; one campfire with the author; one panel discussion on "Books Made into Movies" with the author and three humanities scholars; six author presentations and book signings; four airings of a PBS interview with the author; an appearance by the author on a Phoenix television morning show; one reading in nine parts of the book on a Phoenix radio station; and 28 book discussions. In 2006, The Arizona Book Festival took place on Saturday, April 1, at the historic Carnegie Center site in downtown Phoenix. The festival featured four stages of presentations (Main Stage, Children's Stage, Mystery/Sci-Fi Stage, Southwest Stage) and 90 exhibitors, and about 6,000 visitors.

Goal # 7: Strategic partnerships - To serve as a leader to foster strategic partnerships between libraries, museums, schools, community services organizations, and other cultural and business groups to ensure Arizona's libraries serve as influencers in cultural heritage economic development.

Objective/target # 2: The annual Convocation is attended by 200 people and participants report on their evaluations that the meeting fostered networking between the diverse types of organizations and professionals who attended.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Every partnership must begin with a conversation. While this may seem obvious, there are not many opportunities for these conversations to occur between members of cultural organizations. State Librarian GladysAnn Wells has a compelling vision of Arizona's cultural organizations as united allies across the state and across the cultural communities. Her vision is realized in the annual Arizona Convocation.

Arizona Convocation is a model program that promotes partnerships and collaboration with libraries, museums, historical and archival organizations by

providing opportunities for conversations among cultural institutions. Cultural organizations often do not realize their similarities in shared audiences, missions and goals, and their potential for mutually beneficial partnerships. The Arizona Convocation allows cultural organizations the opportunity to discover these commonalities and refocus on the importance of their work, which reenergizes them in their shared purposes. Convocation provides unique opportunities for collaboration and resource sharing that allow for greater appreciation of each other and leads to improved services to Arizona citizenship.

The Arizona Convocations were begun in 1999 to build collaboration and partnerships among libraries, archives, and museums and to preserve Arizona's cultural heritage. Convocations include speakers, panels, and valuable networking opportunities which:

- strengthen programs that support Arizona's cultural resources
- share information and encourage collaborative projects, including exhibitions, collections, preservation and Arizona Centennial events planning
- promote public access to Arizona collections

In 2005, almost 200 people attended. All (100 percent) of participants who completed the evaluations reported that they learned something new that would help them do their job better. Of those in attendance, 96 percent reported that they met people with whom they will collaborate. In 2006, 187 librarians, archivists, historians, and museum professionals from around the state attended. Of those participants completing evaluations, 96 percent reported that they learned something new that would help them do their job better, and 97 percent reported that they met people with whom they will collaborate.

LSTA funding was invaluable for this project. It enabled Arizona State Library, Archives and Public Records to bring together representatives from cultural organizations around the state and to provide thought and conversation provoking speakers. There is no other event that allows this type of important networking and collaboration to occur.

Goal # 7: Strategic partnerships - To serve as a leader to foster strategic partnerships between libraries, museums, schools, community services organizations, and other cultural and business groups to ensure Arizona's libraries serve as influencers in cultural heritage economic development.

Objective/target # 3: The cultural community collaborates with the State Library to build an inventory of Arizona's cultural collections (Cultural Inventory Project)---print and web-based---for all to use.

Progress towards goal:

- Surpassed the goal
 Met this goal

- Made progress towards this goal
- Did not work toward this goal

The State of Arizona's Cultural Inventory Project (CIP) is a useful tool for genealogists, tourists, cultural heritage professionals, and researchers of all types who benefit from a central directory of cultural and historic repositories and collections in the state. Although there are other projects that have a similar theme, the CIP is the only online database that seeks a comprehensive listing of repositories and their collections. The project's search features enable a user to locate related materials throughout the state and receive detailed descriptions of the materials.

Recent efforts focused on upgrading the user interface to streamline it and make it more user-friendly, and to continue the promotion of the project through meetings with museum representatives and presentations. The improved user interface has resulted in an increase in user (e-mail) inquiries and usage. Museums and other cultural repositories seem to be more willing to provide updated and detailed information on their entries. The site has received over 600 hits per day this year and continues to receive up to five (e-mail) research inquiries per week.

In March 2006, the Arizona State Library introduced a companion piece to the Cultural Inventory Project – the Arizona Memory Project (AMP). While CIP is a database of listings about groups of materials held throughout the state, AMP is an online effort to provide access to the wealth of primary sources in Arizona libraries, archives, museums and other cultural institutions. This initiative provides the opportunity to view some of the best examples of government documents, photographs, maps, and objects that chronicle Arizona's past and present.

As a portal to many institutions' collections, the project helps individuals locate materials relevant to their interests and to better appreciate the connections between those materials. The materials in the Arizona Memory Project represent only a small percentage of the materials held by contributing institutions, and individuals are encouraged to contact the archive directly for additional materials.

Through contacts primarily in the museum community, these projects were promoted through PowerPoint presentations to groups and one-on-one meetings, through telephone conversations and emails. More than 150 museum personal were presented with information about the projects.

Goal # 7: Strategic partnerships - To serve as a leader to foster strategic partnerships between libraries, museums, schools, community services organizations, and other cultural and business groups to ensure Arizona's libraries serve as influencers in cultural heritage economic development.

Objective/target # 4: Library and museum managers attend the Institute where they learn about management, share ideas and experiences, and build collaborations.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Each year, the Arizona State Library hosts a week-long Library Institute to provide intensive professional development training for library staff who do not have a Master's degree in Library Science and who work in predominantly rural areas of Arizona. Participants attend classes with highly regarded library professionals, including faculty from the School of Information Resources and Library Science (SIRLS), experienced trainers, State Library staff, and fellow participants, while in residence at the University of Arizona.

In 2005, the State Library began a three-year plan to address the six Library Practitioner Core Competencies developed by the Western Council of State Libraries through the "Continuum of Library Education" funded by the Institute of Museum and Library Services. These competencies comprise those knowledge and skill sets required for competent performance as a library director/manager of a small rural, public library. Successful completion of approved education and training courses will lead to certification. Each year, the Library Institute focuses on two different competencies.

A written pre- and post-assessment are required of each participant. Every category of skill level was reported at a higher level by every participant through the post-assessment, given three months after the Library Institute. One participant wrote: "Everything I learned will be very beneficial to me and I feel I'm leaving with so much more knowledge. Thanks to the Library Institute!" As a result of the Institute, many of the librarians have weeded thousands of books from their collections, updated their library policies, and displayed increased enthusiasm for their jobs (as reported by their supervisors), demonstrating a genuine change in knowledge and skill, and attitude.

Arizona State Library realizes the impact professional development can have on the individual library staff member, as well as increasing quality library service to Arizona citizens. As a result, the sufficient allocation of federal funding, made possible by IMLS, has enabled the Arizona to provide an exemplary state library continuing education program. Based on the 2003 NCES statistics, the Arizona State Library trains the most people per capita than any other state library in the nation. As a large state with many rural areas, this is no small feat. Participating library staff members are very grateful and often provide thankful notes and comments to State Library staff. At a recent Arizona Library Association awards

ceremony, almost all of the award recipients thanked the State Library for the training and support that is offered.

Goal # 7: Strategic partnerships - To serve as a leader to foster strategic partnerships between libraries, museums, schools, community services organizations, and other cultural and business groups to ensure Arizona's libraries serve as influencers in cultural heritage economic development.

Objective/target # 5: The State Library, the Arizona Humanities Council, local libraries, and other cultural institutions are invited to participate with cultural tourism efforts in their communities.

Progress towards goal:

- Surpassed the goal
- Met this goal
- X Made progress towards this goal
- Did not work toward this goal

The Arizona State Library supported two cultural tourism efforts, through its competitive grant program: one for the Pinal County Library District, and the other for the Gila County Library District. A change of leadership at the Arizona Humanities Council kept that organization focused on two projects: the Arizona History Traveler, and Heritage Tourism Grants. Both projects were funded by the Arizona Office of Tourism. Until 2007, the Arizona Humanities Council and the Arizona State Library did not jointly pursue additional opportunities in this area.

Pinal County Library District created a professionally produced booklet listing locations, collections, and contact information in libraries and museums in the county so that visitors and residents can include cultural destinations in their travel plans. The library district collected photographs of the various institutions along with a short description of collections and points of interest, locations, contact information, and hours of operation. This project was instrumental in fostering new partnerships between libraries and museums in the county. The foundations laid with this project will serve to facilitate future collaborative projects.

Gila County Library District created a professionally produced booklet listing locations, collections, and contact information so that visitors and residents can include cultural destinations in their travel plans. The output was a booklet containing color photographs, a short description of collections or points of interest, along with locations, contact information and hours of operation. The booklets were distributed to various businesses, visitor centers, Chambers of Commerce as well as the libraries and partnering institutions included in the booklet. A user survey was inserted in the first 3000 booklets with instructions to fill out and return to any library in Gila County or to answer the survey online at a supplied URL. Very few surveys were returned to the libraries and only two were

processed online. The overall results were from Gila County residents. All were picked up at libraries. Participants of the survey on the average discovered and visited at least two new sites listed in the booklet. Overall, a positive response was expressed by the staff of the entities represented in the booklet. Positive verbal feedback was given by the patrons of the different museums and libraries as they picked up their copies.

Goal # 7: Strategic partnerships - To serve as a leader to foster strategic partnerships between libraries, museums, schools, community services organizations, and other cultural and business groups to ensure Arizona's libraries serve as influencers in cultural heritage economic development.

Objective/target # 6: Library staffs that attend collaboration training programs report that they have applied what they learned to build collaborative community partnerships.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

The two largest LSTA-funded programs offered by the State Library on collaborative training have been the annual Convocation (see Goal 7, Objective 2) and the Equal Access program (See Goal 5, Objective 8).

In a December 2006 online survey by the Arizona State Library of online event registrants, 142 respondents said they had participated in a workshop or training on partnerships or collaborations. Of those, 80 percent said "I used the information to build or expand community partnerships." The remaining 20 percent said "I did not use the information to build or expand community partnerships." The survey was e-mailed to about 3,000 people who had registered for any type of State Library activity (including museum, genealogical, records, etc.) Of those, 469 surveys were returned.

The overall impact of this objective has been to focus the Library Development Division's attention on partnerships and collaborations, and to raise the awareness of this issue among Arizona librarians.

Goal # 7: Strategic partnerships - To serve as a leader to foster strategic partnerships between libraries, museums, schools, community services organizations, and other cultural and business groups to ensure Arizona's libraries serve as influencers in cultural heritage economic development.

Objective/target # 7: A statewide network of library directors is created and meets bi-annually to discuss library issues.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Arizona State Library continued to support several existing networks of library leaders, and continued to provide library information to library directors through a print and electronic newsletter. Arizona State Library staff supports a quarterly county librarians meeting, and is a regular participant in the Maricopa County Library Council; the two organizations include many of the state's public library directors. In addition, the State Library is a strong supporter and participant in the annual Arizona Library Association meeting, and includes leadership activities in its menu of continuing education activities. The one library director who had primarily lobbied for a regular meeting has now retired.

Goal # 8: Recruiting and retaining qualified staff - To build strategic partnerships to ensure the recruitment, training, and retention of qualified library staff.

Objective/target # 1: Museum, library and archive professionals use the State Library's resources such as the Cultural Inventory Directory and the Professional Development Collection (a multi-media collection for use by archives, library, museum, genealogical and records professionals) on a regular basis.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

For information on the Cultural Inventory Project, please see Goal 7, Objective 3.

The purpose of the Professional Collection is to obtain books that are core to professionals around the state. The head of the Law and Research Division of the Arizona State Library reports that when visiting colleagues around the state, her staff has the wherewithal to recommend and send out resources that are in common usage (possibly critical) to the professional work. Maintaining these books in a special circulating collection, beyond the collection that sits on individual desks or on regular library shelves, enables the library to offer these books on loan to librarians, archivists, records, and museum professionals. During the past year, 93 professional collection materials were used.

Goal # 8: Recruiting and retaining qualified staff - To build strategic partnerships to ensure the recruitment, training, and retention of qualified library staff.

Objective/target # 2 More professional development scholarships are awarded each year.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

All public library personnel employed full-time in Arizona public libraries are eligible to apply for one scholarship to attend continuing education events each year. Awards to library personnel of up to \$1,000 for conference fees, room, board and travel are made for continuing education activities such as a workshop, institute or conference. Under this program awards are not available for formal library courses through a university or community college. Scholarship recipients agree to submit a written report to Library Development Division (LDD), plus a newsletter article about the program attended.

During the last two years, the continuing education coordinator has formalized policies about the scholarship, and worked to promote the availability of scholarships. After awarding less than the targeted eight in previous year, the last year saw an increase in the number of scholarships to ten.

Goal # 8: Recruiting and retaining qualified staff - To build strategic partnerships to ensure the recruitment, training, and retention of qualified library staff.

Objective/target # 3: The State Library serves as a leader in the development of continuing education standards that are recognized and accepted by all the Western Council states.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

Over the period of the 2003-2007 LSTA program this objective has been met and been surpassed. The Arizona State Library has had a long and steady leadership from the very beginning of the idea of continuing education standards for State Libraries. Staff from the Arizona State Library was on the original planning team, and wrote the IMLS grant that funded the development of the

CE standards and the certification program that began in January 2007. During these three years, the Western Council, with the continued involvement of Arizona State Library staff, began defining a certification program based on the competencies. Today that work is complete and available on their website: <http://certificate.westernco.org>.

Arizona State Library's continuing education coordinator participated with other Western Council library leaders in developing the list of competencies that was ultimately adopted by the twenty Western Council states. This included promotion in the region and to the ALA accredited schools. Once the competencies were adopted, Arizona took advantage of the agreed upon competencies and re-designed its annual summer institute using the competencies to direct the curriculum and narrow the focus of the audience. Although many, if not most, previous library institutes were aimed at persons without MLS degrees who were directing small, rural libraries, the Institute now clearly focuses on practitioners. Two of the six competencies are addressed for each of three sequential summers so that in three years time, library leaders who continue with the program will be certified, at least, by the Arizona State Library. The detailed and thorough competency descriptions made the development of the Summer Institute curriculum clear with measurable outcomes. A first group of library leaders will complete all the competencies at their third Library Institute in the summer of 2007.

The competencies have given order and direction to the continuing education effort at the Arizona State Library. Workshops and courses are not just offered because they are the hot topic of the day but fit into the whole scheme of improving the knowledge levels of local librarians who, in turn, offer better community centered library services and programs. Having certified librarians managing the state's small and rural libraries brings an assurance to the community and to the librarians themselves that they are competent to manage the library. This improved level of knowledge will be validated and acknowledged.

Goal # 8: Recruiting and retaining qualified staff - To build strategic partnerships to ensure the recruitment, training, and retention of qualified library staff.

Objective/target # 4: SIRLS uses grant money to maintain their accreditation standing and enhance their programs for the students and to provide degree credit courses and continuing education in other locations.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

When the Arizona State Library adopted its 2003-07 Five-Year plan, the state's only graduate library science program, the School of Information Resources and Library Science at the University of Arizona was under threat both because its accreditation report said it didn't have enough faculty, and because the University's administration proposed killing the program in a cost-cutting measure. GladysAnn Wells, Arizona State Librarian, pledged not only her assistance, but financial support through LSTA. Other funders stepped forward to help as well. Since then, SIRLS has been fully accredited, and the University's administration decided to continue its support of the program. A new dean, Jana Bradley, is working to provide the school's more than 300 students with a relevant, quality education.

The State Library has provided multi-year LSTA funding to SIRLS to support: 1. Scholarships for Knowledge River Students and; 2. Funding of a faculty member with specialties in youth librarianship and cultural diversity. The Knowledge River program is discussed in Goal 4, Objective 2. As a result of faculty funding, SIRLS contracted with Patti Overall to continue her successful record of teaching, mentoring, advising, service and research. Her presence on the SIRLS faculty with specialties in children's literature, library and information services to youth, and cultural diversity is central to SIRLS mission.

Goal # 8: Recruiting and retaining qualified staff - To build strategic partnerships to ensure the recruitment, training, and retention of qualified library staff.

Objective/target # 5: State Library staff that attend continuing education programs report that these programs have enabled them to serve the public better.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

All of the state library staff that attended continuing education programs reported that these programs have enabled them to serve the public better. They reported:

- As I work with patrons and the Arizona citizens, I am able to better serve the public by having a more informed vision of today's information landscape.
- We want to utilize the products to their fullest capacity and this forum for sharing user experiences and talking with the help-desk programmers is essential to this end.
- Participating in workshops has enabled us to move forward faster with our project, specifically as a result of learning software and hardware techniques and reducing our learning curve.

- By attending these conferences, I learn how to use the software more efficiently and can pass this knowledge to my colleagues so that our catalog is kept up to date. This enables the reference staff to have accurate and complete information when assisting our patrons.
- The conference was a thought-stimulating opportunity to interact with other professionals and reflect on our current and future LSTA work.
- I have delivered local trainings for our public library staff using all that I have learned at these conferences. It has definitely made a difference to my knowledge and skills and helped me be a better consultant for the Arizona public libraries.
- This increased knowledge enabled me to better assist and advise the public and other agencies in the preservation of their traditional paper and electronic records.
- Many of my meetings include planning for the future, in coordination with other libraries. I bring action items from those meetings back to put into practice, and hopefully provide better public service and outreach to our clientele (state agencies and the public).
- Five years ago, we had only limited knowledge of digital information and electronic records. Frankly, it was hard for our staff (including myself) to have an intelligent conversation with agencies about their digital publications and records; we simply didn't have a rich understanding of the problems of managing these materials, either from the agencies' perspective or of our own internal curatorial needs. Today, as a result of what we have learned, we are considered leaders in the field.

Arizona State Library staff, as well as staff at other Arizona libraries, archives and museums, have benefited from WebJunction. The Arizona State Library is a partner, and has a site on this portal. Arizona professional staff members are able to take a number of classes on the site.

Goal # 8: Recruiting and retaining qualified staff - To build strategic partnerships to ensure the recruitment, training, and retention of qualified library staff.

Objective/target # 6: Librarians are hired who have economic development training or experience.

Progress towards goal:

- Surpassed the goal
- Met this goal
- Made progress towards this goal
- Did not work toward this goal

From 2003 through 2005, LSTA funds were used to provide training for librarians who have Economic Development Information Centers in their libraries. In 2004, funds were used for two staff members from the Maricopa County Library District

and one from the Flagstaff City-Coconino County Public Library to attend the Northern Arizona University Economic Forecast Conference; for one staff member from Phoenix Public Library and one from Chandler-Gilbert Community College to attend the Arizona State University Economic Forecast Conference; and for one staff member from the Maricopa County Library District and one from the Florence Community Library to attend the Governor's Economic Development Conference. As a result of attending these conferences, the librarians were expected to make more connections to the business community, increase their knowledge of the needs of the business community, and increase their skills in meeting those needs.

All librarians in the twenty-eight libraries that have Economic Development Information Centers were offered the opportunity to apply for scholarships to attend training. Because the demand for these trainings was not great, and non-EDIC librarians were also interested in related topics, the State Library incorporated these training opportunities into its regular Continuing Education scholarship program.

In a December 2006 online survey by the Arizona State Library of online event registrants, 15 percent of respondent said they are interested in attending training opportunities on economic development, indicating a low level of interest compared with other topics. The survey was e-mailed to about 3,000 people who had registered for any type of State Library activity (including museum, genealogical, records, etc.) Of those, 469 surveys were returned.

SECTION III. Results of In-Depth Evaluation



LSTA and Lifelong Learning in Arizona Prepared by Library Planning Associates, Inc.

A common theme that emerges from the analysis of Arizona's LSTA grants is lifelong learning. There is not a universally accepted definition of this concept, but it encompasses the idea of continuous learning for people of all ages. This learning can occur in formal or informal settings, and the learning process can be individualized or designed for a group. Lifelong learning means that education does not stop when a person leaves school.

Young adult learners will pursue independent learning, chiefly based on personal interests and what is popular among his or her peers. This learning often occurs outside of the school setting. Active learning experiences are more likely to draw in teens and keep them engaged in learning.

The research on adult learning shows that adults prefer learning that is practical with clear applications and that draws on their life experiences. Independent adult learners pursue learning in multiple settings using many resources. The adult learner expects to have more of a voice in his or her learning and tends to appreciate participatory learning opportunities.

Given these characteristics of learners, the public library is a natural source of learning activities and resources. It can support independent learning and facilitate group learning opportunities. Participation of users in library decision making and service delivery is a hallmark of public libraries, which promotes adult involvement in designing and offering learning. Teens can begin their journey as independent learners at the public library, and adults of all ages can engage in continuous learning. The line between learning and recreation for teens and adults is not distinct. The public library can meet both needs through services and resources.

Lifelong learning certainly is not a new concept for libraries. In the 20th century, public libraries developed a clear educational role that resulted in serving learners of all ages. The reference to the public library as the "people's university" has its roots in the first half of the century, yet the label is as appropriate in the 21st century as it was in the 20th.

Librarians clearly see lifelong learning as a logical and important role for public libraries. Comments from telephone interviews with public librarians support this statement. "It fits; anyone who is learning is building on their education and keeping up on current

events and keeping brains active.” “Get them using the library resources and educate them that they are in the real world. They need information to carry on their lives even if not in an urban area.” “Involving adults in two-way discussions and interactive learning is a perfect fit with lifelong learning.” “We want to hear what they want to learn about. We have expertise in the community to help with any lifelong learning request they have.”

Library learning activities are “for those who may think they have learned enough and think they are done with that part of their life. But people live longer and are excited by new things ... that is what lifelong learning is about.” “Reading for enjoyment is part of lifelong learning, as well as learning new facts. It keeps people growing.” Creating learning opportunities for adults of all ages is the role of the library. “It is so important to keep the mind active as we age.” Learning puts people “more in command of their own lives” and “connects them back to the library.” “Boomers see the library as the place for people to go, whatever stage of life they’re in.”

Lifelong learning and Arizona LSTA Goals

The lifelong learning outcomes described in this evaluation are directly linked to several of the Arizona State Library LSTA goals. Clearly, the lifelong learning activities help to make the library a community focal point. As stated in the Arizona LSTA plan, the objective is “to assist Arizona’s libraries to become physical, social, economic, educational, healthy, psychological, and general information centers in order to serve their communities.”

The lifelong learning activities that resulted from these LSTA grants helped to make the library the hub of the community – a community focal point. This role was clear to librarians, community partners, and users. Because these projects were designed to reach out to diverse clientele, the outcomes show that Arizona made progress in meeting its goal “to assist Arizona’s libraries to serve their diverse multicultural communities.” All the projects had a similar goal of reaching out to meet diverse needs in the communities they served.

Results from this evaluation and comments from the public in focus groups support the state’s LSTA goal to “improve public satisfaction.” Libraries report increased use by the public, and users learned from the library activities, accessed needed information, engaged in networking, and participated in opportunities for community involvement. Access to a broader range of learning opportunities and information resources also support progress on the goal “to promote increased access to information, resources, and services to the public.” Technology was a tool in many of the projects to help increase both public satisfaction and access to information. Librarians noted the value of technology in delivering innovative and effective services and at the same time helping to bridge the digital divides in the communities.

Across all the projects in this evaluation, the strongest common theme is strategic partnerships. As stated in the Arizona LSTA plan, the goal is “to serve as a leader to foster strategic partnerships between libraries, museums, schools, community service

organizations, and other cultural and business groups to ensure Arizona's libraries serve as influencers in cultural heritage economic development." The development, nurturing, and maintenance of a wide range of community partnerships is a central tenet in these projects. The Arizona State Library models strategic alliances, provides training on building partnerships, and encourages community linkages in LSTA grants. These things have worked together to create a library environment where working collaboratively with all types of groups and individuals is the norm.

Consistently, the projects examined for this evaluation have demonstrated that they have supported and advanced the broad LSTA goals formulated by the Arizona State Library. Among other significant results, these projects have served to

- *improve public satisfaction*
- *increase library user*
- *improve access to information resources*
- *improve access to and use of technology*
- *foster partnerships between the library and other cultural agencies*

Librarians and Lifelong Learning

The significant outcomes identified in this evaluation are not simply a result of chance or individual initiatives. Arizona created programs and opportunities so librarians could develop innovative library services. The state has made progress on its LSTA goals because it provides the necessary support to the library community as it works to improve library services. The continuing education efforts of the state library are a strong example of this support. These efforts help libraries build capacity to meet community needs.

The Arizona State Library's continuing education programs for librarians help teach the skills and knowledge needed to design and carry out innovative and effective LSTA projects. In the same way that LSTA projects use multiple approaches to provide a wide range of learning opportunities and resources, so does the state library.

During the last three years, the Arizona State Library EqualAccess training focused on the elements necessary for developing responsive, customer-centered library services. Assessing assets and needs, conducting outreach, and identifying partners are central to these lifelong learning projects. The assessment, planning, and evaluation components of the EqualAccess model are used by libraries to make decisions not only about LSTA projects, but also decisions about what activities should continue after a grant has ended. One of the core principles of EqualAccess is a conviction that community outreach and strategic partnerships are fundamental elements of any successful library. Further, community input and participation is central to effective library services. This set of LSTA grants reflects these principles, with partnerships and community involvement being two key outcomes identified in this evaluation.

The state library also has invested in training facilitators in the PLA Planning for Results process and supported local library planning efforts. This helped libraries not only improve planning skills, but assisted libraries to incorporate lifelong learning goals into

the libraries' long-range plans. This extends the impact of LSTA lifelong learning grants by integrating the concepts and activities into the overall mission and roles of the library. Related training on topics such as effective staffing and policies gave libraries the tools to maintain progress on the goals in the library's strategic plan.

Sustaining effective library services, especially those started with grant funds, is another area where the state library is working to improve practices. Building on the EqualAccess model, the training focus is now on "rural library sustainability." This empowers rural and small public librarians to sustain public access computing and builds on earlier training that strengthened capacity in community outreach and coalition building. The 2006 rural sustainability training included a focus on lifelong learning.

Librarians who participated in the continuing education opportunities certainly model the principles of lifelong learning. The extensive scope of training within Maricopa County (Phoenix area) is an example of the commitment in the library community to their own lifelong learning. Within these LSTA projects, library staff also were learners along with their users. Staff needed to learn new skills to facilitate and offer programs and classes. In order to integrate technology into the learning process, staff had to improve their own skills. Working with new partners increased their knowledge of area services and the community. Both the Arizona State Library and local library staff have demonstrated the lifelong learning principle that is the common thread in the LSTA projects reviewed in this evaluation.

The Evaluation

This evaluation report concentrates on lifelong learning projects serving teens and adults. The sample projects were not necessarily designed as these type of projects by the libraries, but instead emerge as effective examples of the role of the public library as an educational resource for learners of all ages.

LSTA grants from five Arizona libraries were used as the basis for the analysis. A total of 23 projects were examined for this evaluation. Eight of these are new projects, awarded in 2006. Seven projects specifically targeted teens. The five Arizona public libraries represented in this study are Buckeye, Flagstaff, Glendale, Parker, and Scottsdale. A list of the projects is in Appendix A.

The evaluators received and reviewed documentation regarding Arizona's LSTA program and grants that have been awarded under the program in the current five-year cycle. The evaluators met with staff from the Arizona State Library agency, the State Library's Advisory Board, and facilitated a series of focus group interviews in several locations across the state.

Existing documentation relating to the 23 LSTA projects was also reviewed. This included project application forms, project evaluation forms, promotional material prepared for the project, and press coverage from project events. Follow-up telephone interviews were conducted with project managers and the directors of the five libraries. These interviews focused on

- continuing impacts derived from the specific grant
- the library's ability to sustain grant activities following the grant year
- the way in which the specific grant supported Arizona's LSTA goals
- the way in which the grant supported the local library's goals
- an assessment of the grant application and administration process
- suggestions for future LSTA priorities in the state

The evaluators then reviewed *all* of the information gathered from these sources. Based on that review, a preliminary sample of possible outcomes emerged. These represented recurring themes that were evident as the results of these projects were examined. The evaluators chose to focus on outcomes because of the emphasis placed on outcomes in the federal LSTA priorities and in the Arizona State Library's grant application guide.

The preliminary outcomes were then tested to explore whether there was evidence to support whether the projects indeed supported the outcomes. Those outcomes that were supported became the core of this evaluation. The results of this study show several impact areas that grouped naturally according to impacts for the users, for the library, and for collaborating agencies. This document reports on outcomes in all three categories.

1 OUTCOMES FOR USER

Learning occurred from programs and classes

The teen advocates at the Scottsdale Public Library participated in multiple training sessions to improve skills related to their advocacy duties. These courses included library orientation, customer service, computer skills, and presentation skills. "The training allowed the teens to be successful in their roles." Pre- and post-assessments were used to document learning gains. Teens improved knowledge of the library by 75 percent and knowledge of library's public computers by 22 percent. Teens showed a 21 percent improvement in PowerPoint expertise. A staff survey showed the effect of this learning: 100 percent of the staff said the advocates assisted patrons with general queries and demonstrated good customer service skills; 75 percent of the staff respondents observed teens effectively using online resources. All of the users surveyed reported that the teens provided respectful, courteous service and indicated they would welcome future computer assistance from the teen advocates. The training on presentation skills also had an effect. Half the staff observing presentations felt advocates spoke confidently, and 67 percent saw that the teens could easily use required equipment. All staff participating in the training felt that the training positively influenced their approach in working with teens and created a more positive attitude toward teens after staff worked with the advocates.

When Parker Public Library added the computers to its new Lifelong Learning Center, staff helped seniors learn how to use them and the Internet. This instruction "brought a sense of security to senior patrons." They now "feel like they are belonging to today's world of technology and that they have a life preserver at the library and won't drown in today's society of computers." Learning to use email "is significant, especially for seniors in the winter time to keep in touch with friends and family." "It is neat to see

them grow. They were not sure how to get an email address, and now they do banking, check stocks, write letters, and do medical research. They check Ebay to see what is going on.” Learning about computers at the Parker library “affects seniors’ decisions to buy computers.” “This was one of the most surprising things. It was really like a consumer awareness feature.” Similar responses occurred with the Glendale senior computer classes. In the Directions and Connections grant, 95 percent of the seniors expressed satisfaction or extreme satisfaction with what they learned.

At the Glendale library, users reported high levels of satisfaction with the business seminars and reported learning practical information. “I was one of the first to take the library’s business courses, and it helped my business immensely.” “Courses on business plans, financing, etc., really taught us a lot.” “If I hadn’t come into the library when I started my business, I wouldn’t have what I needed.” The Women Business Builders ongoing project “offers women and small business owners the opportunity for continuous education, improvement, and development of their business skills.”

Glendale surveyed program attendees and used an online survey to gather information about the impact of the Women Business Builders training. Almost all who responded stated a fact or idea they learned at library programs that could be used in their businesses. Overwhelmingly, the feedback on the courses and their learning was positive. Participants in the programs were clear about what they learned and the effects of that learning. A sampling of these comments listed below illustrate the impact.

- Understanding the differences in entities and specifics on taxation was very helpful.
- I learned the importance of giving heed to policy and policy makers.
- There is a lot of help out there. If it wasn’t for this briefing today, I wouldn’t know where to begin.
- I learned how to get resources for loan packages, creating a business plan, and sources of loans and programs.
- I found out about the WWB program “by accident.” The first time I was linked from another Web site. Thank God!
- I learned about the process of government contracting. Without this program I would have waited and then not qualified.
- I learned where to get marketing information, funding, forms and templates.

The Glendale All the World’s a Stage dramatic arts program series provided learning opportunities for participants. Depending on the program, 70 to 100 percent acknowledged that attending the program enhanced their knowledge of a diverse group and/or theatrical art form. Participants were glad to see their cultures and traditions represented, and they stated they enjoyed learning about different cultures and ethnic groups.

Computer training for teens at the Velma Teague Branch of the Glendale Public Library offered three series of classes for 12- to 18-year-olds on Word, Excel, Publisher, PowerPoint, Frontpage, and Dreamweaver. “Everything we did with the kids shows them step by step how they can learn something. It amounted to a class in which she

showed them how everything can come together and how all their different outside interests can go together.” The library used a post-course questionnaire to document learning. In one series, 10 of 14 students reported that their “level of computer proficiency increased as a result of this training” (71%). In another of the series, 11 of 14 felt they “increased knowledge of the subject” (79%). For one of the series, teens were asked how useful the programs would be for them in the future. All 14 said they would “probably use it a lot” for Word, and 12 rated PowerPoint the same way. They would “use it a little bit later” when referring to Excel and Publisher (11 of 14). The responses varied on the other tools. Creating their own Web sites was the most frequently mentioned as something learned (5 of 14), followed by using Excel (4) and making a T-shirt on Publisher (3). One group also was asked to identify benefits of the library from a set list. The teens ranked highly “opportunities that keep youth positively engaged” and “opportunities to gain improved life skills.” Improvement in skills was clearly demonstrated by the final projects and photos the students presented.

Participants in the adult computer classes offered at Parker were able to achieve their learning goals. Two key goals of the learners were to connect to family and friends and use online banking and financial management. Follow-up surveys indicated that this was accomplished. The majority said they had attended to “better educate themselves on the new technology.” “I’m learning how to use the thing. I’m very intimidated by them.” People reported that the training made them more confident with their home computers. Several were especially interested in using laptops before they purchased one. One course instructor reported that some participants did purchase laptops after the classes. The attendees at the Parker computer classes reported that they were interested in taking additional classes, mostly on digital photos, Internet, and Ebay.

The extensive Operation Health Outreach project in Glendale offered an impressive array of programs, and the library used an array of techniques to evaluate the impact. Use of post-tests showed impressive learning gains. Participants scored on the average 90 to 100 percent on accuracy tests. They experienced 50 to 90 percent increase in knowledge on topics presented. After the seminar on family relationships, one participant reconnected with his son after a four-year severed relationship.

The Web Wizards program at the Scottsdale Public Library offered classes on Web page creation. A total of 45 teens participated, and 29 teens created Web sites. Self-reported changes among the teens showed an improvement in skills of about ten percent, and the satisfaction with the courses was rated 3.4 out of 4.0 points. Parents appreciated that the library has computers for teens. Students felt comfortable helping each other during classes. Library staff learned that instructional assistants needed their own workshop before helping with the teen classes.

The Buckeye library offers a variety of programs for its teens on topics chosen by teens. Regular individual attention by the staff allows for “one-on-one learning they may not get anywhere else.” The staff believe that involving the teens in learning activities will set a pattern of lifelong learning. “If they love the library now, they will continue to love it. If they read now, they will read later. We encourage education all the time. Start with

homework help and how to pursue further education. We have influenced several teens in this area.” The staff “serve as role models for teens, since we are adults who believe in education.”

Literary programming also results in learning by participants. The African American Authors series participants clearly indicated increased knowledge. Evaluation questionnaires showed that 83 percent of respondents indicated that their knowledge of African American literature had been enhanced as a result of the program; 98% indicated that the program format was effective and would attend a similar program in the future. A survey later in the spring at a related program showed that all the respondents had continued or intended to read books by African American authors, and 50 percent indicated that their reading of these authors increased. The majority indicated that the program series had heightened their interest in books by and about people of African descent. “With the authors program, we’ve found that it has expanded our users’ exposure to new horizons and new types of writing—lifelong learning.”

The new teen gaming club at the Parker library blends entertainment with learning. Prior to engaging in the gaming, the library offers an hour of instruction on computer applications. The instructor indicated that many teens use stand-alone gaming systems, so that use does not promote effective use of computers. This project also is trying to improve the involvement of parents in their child’s learning, since participation is being linked to satisfactory grades in school. East Flagstaff is already reporting an effect from their travel programming. People are sharing their travel experiences, and several people have reported to the librarian that they have planned new trips after attending a program. The librarian feels that it is evident that learning is happening. “The program starts at 7 p.m. and at 9 p.m. they are still there asking questions.”

Garnered needed information

The information fairs present in some of the grants offers attendees multiple resources on the topic of interest. The Women’s Entrepreneurship Day at Glendale showed the range of information available to the business community. Glendale also used this approach with a health fair as part of its Operation Health Outreach LSTA project and will use it at an upcoming mental health fair. Over 1,000 people gained information at Glendale’s baby boomer fair. East Flagstaff’s proposed boomer fair also illustrates this approach.

The evaluation of the Women’s Entrepreneurship Day at Glendale reveals the impact of this type of event. “Many women mentioned that the event gave them a sense of empowerment.” This was a “wonderful opportunity to participate and learn about all these wonderfully interesting people and agencies.” One example of the effect of the event is summarized by this woman’s story.

- *I saw the advertisement of this event in the local paper and due to many transitional situations in my life today, I decided, why not? I thought I’d invest in myself, and what a wonderful investment it’s been. Like many of the women here, I am in a transitional period. I have left a corporate position*

after 22 years. I have recently survived and recovered from a divorce, and I am starting a brand new life with many new and difficult challenges. However, this wonderful event has made a positive impact. I hope this becomes an annual event and that it always has the power to impact women in a positive way.

The Women Business Builders library Web site is key for providing information for users. "We've been able to reach out to a broader audience by means of our Web site." It shows "the library's dedication to providing information to the business community."

A key goal of the Glendale project for mature adults was to form a collaborative network in order to effectively provide information. At the baby boomer fair, 75 percent of the respondents to a survey said they learned about new resources; 95 percent indicated overwhelming satisfaction or extreme satisfaction with the information given and considered the information useful. Attendees at the fair noted an increased awareness of resources of local agencies and organizations that can help with retirement planning and senior issues. A random number of people were interviewed at the baby boomer fair, with the majority in the 50 to 59 age group. The top five reasons for attending were leisure opportunities, retirement planning, information about community resources for self, volunteer opportunities, and financial information. "The information offered was a great comprehensive overview." "I learned about the pitfalls of the first year of retirement such as too high of expectations."

At Glendale, senior information literature display racks are very useful. "A gentleman came into town from Portland, worried about his elderly mother. He was only here a short time and needed assistance for his 84-year-old mother. He was taken to the racks containing our partner resource information. The first thing he picked up was the bookmark for the Senior Help Line, a number that provides 24 hour assistance. Then he was able to look over the other brochures that could offer additional services for her. He was absolutely delighted with the information at his fingertips."

As adults learn more about computers from the library, they are better able to find needed information. Being able to find information is a "continuation of where they are in their lives," according to the director at Parker library. "The computers access information they don't have at home and in the community." This information helps them "meet daily needs."

Increased community involvement

Several of these LSTA projects resulted in increased citizen participation in the library. This is a benefit for users since it expands their opportunities to be more involved in the community.

For teens, a major impact was their involvement in the development of teen areas and programming. Because of this, librarians report a strong sense of "ownership" of the library teen areas and programs. At Parker, a group that grew to 23 teens helped to design the teen center. They chose the name, selected materials from catalogs, and

helped plan programs.

In Buckeye, the teens participated in decision making in the library regarding the new space. A teen advisory board was created and grew to 26 people. The advisory group basically plans activities for teens and helps with programs as needed. They also have planned programs for younger users (8 to 12). In a similar way, the seniors contributed ideas when the library at the senior center was developed. This involvement included volunteering to help with remodeling of the room, and users donate paperbacks to the collection.

The Palomino Branch Library in Scottsdale created a teen advisory board that was instrumental in developing behavior guidelines for the after school center. Through this LSTA project, teens also assisted with collection development. Teens logged 250 hours reviewing 70 series of graphic novels. The teen advocates at Scottsdale were paid under the grant; following the completion of the project, half of the advocates continued to volunteer.

Participants in the Glendale health outreach project expressed a strong desire for continuation of the health seminars. The participants chose the 2006 topics. "The Hispanic group grew from initially shy and passive at the outset of the project into an enthusiastic group that is actively involved. They have taken ownership with a vested interest in its continued success."

The Scottsdale Public Library engaged community residents in the development of its new Web site by surveying them about needs and preferences. The library reports "a major shift from focusing on how the library presents information to how the customer needs to have the information presented." Customer feedback and involvement in the process is key to accomplishing this shift. Members of the teen advisory council will have an opportunity to influence the teen page of the new Web site.

The networking and popularity of programming resulted in community residents offering to present programs or conduct classes for the library. East Flagstaff knows they "have expertise in the community" they can draw on for programs. "We are drawing on community expertise already with programs." One traveler is already scheduled for a program at the library. In Glendale, "we've been able to connect with a lot of authors and that's put us in a good position. We've had a lot of authors who contact us and want to come (and for no money), which is a really good thing."

At the Buckeye Public Library, the new teen homework center recruited a volunteer – a retired school teacher who speaks three languages. Children and teens come on own for research help from her, especially Spanish-speaking residents. "The kids told their parents, so they started coming to ask for help. So now instead of just after school homework help twice a day, she stays until 8:30 p.m. to help the adults." As a result, the library has started an English language class mostly for adults (especially mothers) and preschoolers. Other staff offer preschoolers story times while parents are in class. This one volunteer offers the "survival literacy" classes; during the last six-month session 37

adults regularly attended. This is an example of where a project initially designed to serve one age group was expanded into a truly intergenerational service.

Scottsdale's new ReVenture project is designed to create an independent board made up of baby boomers that will give feedback on ongoing renovations for two libraries and give advice to the library on many issues. It will work in conjunction with the library, but staff are not part of the team. This "leadership team" also will select programming topics for adults. The group will recruit and use volunteers to help support the programming. The goal of this effort is to reach those "seeking purposeful involvement in giving back to the community."

Networking opportunities

The strongest example of this outcome is the business grant at Glendale. There was "sharing among business people at the library." The Women Business Builders Web site connects people with each other, partners, and other organizations and agencies. About one-third indicated on evaluation questionnaires that they met potential collaborators. The entrepreneurial fair aided the networking opportunities. As one participant wrote, "this was a wonderful day! I met a network of women who are passionate and inspiring." A woman who attended a library program concluded, "I learned about the emphasis on networking. I got good ideas on how to get started."

The Glendale business Web site also aided networking. The Web site "informed me of many organizations that are of relevance to me. This encouraged me to explore more opportunities to network."

The teen center at the Palomino Branch in Scottsdale helped teens meet new people. The new center "became an instrumental catalyst for forming new relationships with other students." "It was noted that different groups of teens have interacted and crossed paths in ways that wouldn't otherwise have happened."

The various information fairs described in the previous section also contributed to the networking of participants. People were able to meet in person helpful contacts and identify organizations and agencies that can provide information and make referrals.

Convenience

The new East Flagstaff baby boomer grant plans a "boomer fair" that will bring together local services and agencies and library resources to one location. This makes seeking information more convenient and comprehensive for the target group. Other projects used a similar approach.

A similar strategy is being used in Glendale's new Quality of Life grants. A mental health fair (preventive) will bring together multiple services and resources. It will be even more convenient for participants as Spanish and Chinese speaking interpreters will be on hand to assist attendees. This approach builds on the impressive health fair offered in the library's 2005 LSTA health outreach program.

The Buckeye library outlet at the senior center is “really more a convenience factor. More seniors are reading and using library services than before” because the services are more convenient. The senior service center provides a courier service between the library and the senior center to deliver library materials conveniently to seniors. The computers now housed at the senior center allow users to select items by using the library’s online catalog; these requests are then delivered to the senior center. There is local transportation to the senior center, but not the library.

The opportunities for computer classes in Parker were limited to the local college and required a longer time commitment. One key advantage identified in that project was the convenience of being able to take these classes at the library with convenient parking.

Glendale’s Women Business Builders Web site is a convenient way to bring together diverse sources. It also gave participants a convenient way to keep abreast of small business opportunities. One person wrote on an online survey that “if I forget what the meeting topic is, I just visit the Web site, and it is on the home page. When I need to find information on a member, the directory is useful.” Another wrote, “it’s always nice to have a reference center – a one-stop location when I need information.”

Some of the grants added audio books to the library collection. In focus group interviews with users, the availability of audio books was strongly linked to convenience. Those who commute to work and travel are obvious customers for this convenient form of reading. Several people in the focus groups explained that audio books were the “only way to have time to read.” One person observed, “I am constantly listening to books on tape since I am on the go.”

Library Web sites and access to the library’s online catalog from home make the library more convenient for users. Focus group participants identified the library Web site as a “portal” to information and subscription databases. Users appreciated the convenience of checking the online catalog from home, and in cases where this is not an option, requested this change. In Flagstaff, the new bookmobile will, for the first time, provide Internet access and entry into the library’s online catalog for seniors in nursing homes. The redesign of the Web site at Scottsdale is being driven by customer perspectives and preferences, making it more accessible and convenient for users.

Enhanced creativity

Part of learning is creativity. Some of the LSTA projects had opportunities for learners to apply creative talents. Teens at Buckeye are responsible for their own library newsletter and write stories, draw illustrations, and review library materials.

The Flagstaff story telling programs will allow seniors to tell stories that will be recorded. The library staff will then give participants a copy on CD to share with families.

The new Scottsdale Public Library Web site will allow for teens to create content for their part of the Web site. At the Web Wizard classes, 29 teens created Web sites as a

result of the classes. The families were delighted to see the final Web sites at special gathering after the projects were completed.

The teen advocate program in Scottsdale engaged the participants in developing a PowerPoint presentation about the library and doing presentations at 17 sites. The presentation was shown to the middle and high schools on televised announcements and on city cable. Seven teens spent over 140 hours creating the PowerPoint presentation and doing the presentations.

Glendale, as part of their East of the Sun, West of the Moon program series will have an artist in residence. Users will have an opportunity to engage in paper arts and bookmaking.

Access to technology

The library's provision of technology is central to positive learning outcomes for users, especially for those who do not own computers. At the Buckeye senior center library, "computer classes very much fit into lifelong learning. Many seniors thought they would never have the opportunity to use a computer." At Glendale, "the fact that we had computers available and taught students who had no other access to computers was an unexpected outcome. We didn't realize the large portion of the population who have no other access." Some did not have access at home, so they could not continue to practice. "Access in the schools varies from school to school in the community, so the kids didn't necessarily have access through the schools."

At the Parker Public Library, the adult and teen computers fill a void in the community. "Because we are in the middle of nowhere and a low income community, a very diverse group is served with the library computers." There was "no other place in town people could come and get on the Internet and get staff assistance and all for free!" The school computer labs have limited access for students, and they are not open to the public. The local college has a lab, but class use takes precedence, as access is limited. Adding the computers to the library "just opened the whole wide world to everyone."

In Flagstaff, the bookmobile will be able, for the first time, to open up access to information and learning resources via the library's online catalog and the Internet. The nursing homes do not provide adequate access for the elderly, so the library will become the primary access point.

2 OUTCOMES FOR THE LIBRARY

Outcomes for the library have a direct link to successful outcomes for users. If these changes had not occurred, the benefits for users would be jeopardized. The impact of these LSTA projects on the library expanded learning options for residents and strengthened the libraries abilities to sustain the efforts started with LSTA funds. As the projects progressed, the communities served have a better understanding of the role of the library in lifelong learning.

Increased users and use

There is clear evidence of increased use by teens because of the library projects. At Buckeye, a total of 3,252 teens were served during the grant year. Average attendance at programs is 20. "The teens come in at lunch, before school on late start days, and after school. It's even bigger in the summer; it is huge." They use the computers, work in groups for school projects, do homework, and play computer and board games. The number of registered young adults went from 447 to 659 during the grant period and continues to grow. In December 2006, the library registered its 10,000th patron with great fanfare. To the delight of the library, this was a 15 year old who had never had a library card. Circulation of young adult materials increased 300 percent during the grant project, and the director reports that the circulation continues to increase.

At Parker, the young adult computers are used on the average 35 times per afternoon / evening. During the grant an average of 30 students were using the new space and computers on a daily basis. The demand is so great that the library had to establish time limits for use of the computers. That level of use continues four years after the grant concluded shows the relevance of this project. "After school we have amazing numbers, ranging from 20 to into the 40s each day." "We have a 30-minute time limit to meet demand and can allow more time if it is needed for school work." "Word spread quickly in a small community like this. The teens come after school for homework and to just hang out." They are not allowed to use the adult computers, because they are not filtered. The improved YA collection also resulted in increased circulation. "A lot more teens are coming in and using the collection while waiting to use computer. Also, more parents coming in to see what is happening."

Adult use of the Parker library also has increased. "Publicity from the LSTA grants has helped circulation in general at the Parker library." The increased computer access "just brought more people in and increased circulation." Also, people that had not come before used the computers and "then stayed to use other things. We saw people start to come in just to hang out and read magazines" and use other resources.

The Scottsdale teen advocate project resulted in 125 teens visiting the library as a result of attending the presentations done by the advocates. The teen center at the Palomino Branch Library logged 11,487 visits during a nine-month period, and 169 study groups met in a separate area in the library. Use of the Scottsdale teen center has grown to 8,000 teens using it a month. "The sheer number coming into the library shows the success of the projects. It's exceeded my wildest expectations and illustrates there is a real need for safe places after school for teens."

The Velma Teague Branch in Glendale filled three series of computer classes, totaling 42 participants. Since this was a series of eight classes, two hours each, the contact with the teens totaled 630 hours.

At Parker, 587 adults (mostly seniors) attended the computer classes. At one point, there were 92 people on a waiting list to take the courses. The library director observed that this "was probably the most successful project we have completed."

Use at the new library outlet in the Buckeye senior center is steady. "Many seniors use it every day. The center is visited by 50 to 70 people a day. Circulation from the center collection is about 200 a month, but the seniors also use library materials delivered from the public library.

The response to the Scottsdale sponsored Arizona traveling historical exhibit was phenomenal. The exhibit was in seven libraries. Over 110,000 people viewed the exhibit. Some of these also attended the complementary programs. The exhibit will continue to circulate, which will mean even larger numbers will visit the public library. Libraries reported an increase in circulation on items related to the exhibit.

Glendale's Operation Health Outreach involved a large number of people. The health seminars had a total attendance of 1296, with an average program attendance of 26. Of these participants, 496 were Spanish speaking and 39 spoke Chinese. The health fair attracted over 500 people. Computer classes attracted 378 participants, with 269 being Spanish speaking. There was no official count on Hispanic support group attendance, but it ranged from 5 to 20 people per session.

The Glendale Women Business Builders project illustrates the effect an interactive learning and networking project can have. The 24 programs offered had a combined attendance of 1,040. The Web site averaged 22,545 hits per month October 2005 to April 2006. Participants in this project ranged from those just thinking about starting a business to being in business 30 years.

Programming series at Glendale have been popular. For the All the World's a Stage programming series, a total of 397 people attended 11 programs. The 42 items purchased circulated 171 times by the end of the grant. The African American Authors program series (six events) had a total attendance of 331. More than half of the program attendees identified themselves as something other than African American on the program evaluations.

The large amount of programming in the Glendale project for mature adults resulted in a significant response from the community. Attendance at the 242 seminars and the baby boomer fair totaled 6,422. The diversity of programming and choice of topics relevant to the target group contributed to this level of participation.

The new baby boomer grant at East Flagstaff is already reporting good attendance at programs. "People perceive Flagstaff as being a young and hippie town, so we have had poor attendance in past adult programs." In contrast, for this grant, "we have full rooms for all travel programs – 25 to 30 people each. Many people attending are from the target group." "The emphasis is that the difference between a good and bad experience is planning" and links participants to the reference tools at the library. The grant publicity is "bringing in more people. There has been a steady increase in door count since the visibility of the project." The improved collection is being well used. "People are coming over from the main library, commenting on how much newer our books on CD and large print are. New users are coming in just for the improved large

print collection.”

These LSTA projects helped the library reach out and attract a diverse group of users. The Glendale Quality of Life project and health information grant reach out to non or limited English speakers. The Asian programming series (East of the Sun . . .), the performance series (All the World’s a Stage), and African American author celebration are all designed to appeal to a diverse audience and promote learning about cultural heritage. The Arizona history project at Scottsdale was designed to attract people who are not native to Arizona (estimated to be two out of three residents). Taken as a group, the projects served a wide range of ages as well, from young teens to the elderly. Scottsdale reports that they “have a whole new group of kids coming to the library. Before we had a small group doing homework. Now it’s a more diverse ethnic group, kids that never used the library before.”

Increased use of the library by teens is seen by librarians as having a long-term impact on library use. The library director at Parker observed that “with the teens, now they feel comfortable in the library, so they will continue to come as adults.” Now she feels the teens will not “drop off use until they have their own kids.” Instead, “single, younger, adult users will just continue from teen room to the adult room. They know where they can go for information, they are familiar with the library, and they will continue using the library.” The library is already seeing this from the original group of teens who have used the teen room and computers. A project director at Scottsdale echoed this idea. “Because the grant reached out to a group of young people, it started their lifelong learning process, helping them realize that learning can take place in the library, not just in the school.”

Changed the library environment

Participants in the Arizona focus groups strongly stated the value of inviting library facilities. There were many suggestions to “liven up” the library facilities. Some appreciated a casual and open library atmosphere, while for others it is necessary to have an environment that is conducive to respite and reading. Some of these LSTA projects directly addressed the library environment with the goal of making the space conducive for use by the targeted client group.

The computer lab in the Lifelong Learning Center at the Parker Public Library helps to establish an “adults only” area in the library. This allows for a quieter environment for research and study. It is described as “a safe place for adults” where they “can sit down and actually get help while learning.” This allows for a more relaxed and casual atmosphere that appeals to this user group. During the focus group held in Parker, participants were enthusiastic over this part of the library and felt it truly was “their area.” The Friends of the library contributed funding to create two study rooms that were not part of the original plan for the space. The complementary teen computer lab, originally funded with LSTA, is available only to teens. The environment is such that “they run from the school to get there first to be on the computers. It is a cool place for them.”

The Buckeye teen space “gave the teens a place and sense of belonging to the community.” The space was designed with their direct input. At an unscheduled visit to this library by consultants, all the computers were being used by the teens and the teen area was fully utilized. This occurred during a weekday morning when there was a scheduled late start for the schools. The library is four blocks from the high school. The teens walk past the youth recreation center to come instead to the library. The youth center has a good array of recreational options, but the teens tend to prefer the library environment for Internet, homework groups, and games.

Part of what makes the environment at Buckeye welcoming for teens is the rapport with library staff. All staff are expected to be helpful and welcoming for young adults, and the library has made staff changes when this has been a problem. “All staff have to be comfortable with the teens. If they cannot appreciate them or try to control them, the staff are let go. It is worth it even with hard staff decisions.” This principle applies to all front-line staff, not just the teen librarian.

The emphasis of the two Scottsdale teen programs was to improve the environment in their teen centers. “Our library teen spaces are about teens respecting individuals and their differences, and we are helping to achieve this one teen at a time.” The project at the Palomino branch worked to “create a more effective study environment and a quieter library for our other customers.” “The library became more conducive to use by adult customers with student groups and teen activities taking place in separate rooms.” It means that “a non-teen is more likely to have a more positive, worthwhile experience because we have a place for teens.” The new teen center also “offers opportunities for groups to work on projects together Previously, there were no opportunities within the library for interactive learning.”

Buckeye took an innovative approach to creating a welcoming environment for seniors with its library at the senior center. It occupies the biggest room in the center and includes a globe, dictionary, magazines, and book collection. The director described it as “the most charming room in the whole town.” It is a space designed to appeal to seniors, and the target group had a strong voice in creating that conducive environment. Library staff are available for assistance, further enhancing this as a welcoming environment. “The seniors enjoy their own space. It’s their own library place, and it has worked.”

Strategic partnerships

A definitive outcome of these LSTA projects is that libraries are more connected and involved in the communities they serve. There was a consistent pattern of creating new partnerships in the design of the LSTA projects, and as the projects developed more collaboration occurred. Interviews with project directors revealed that the new partners are essential to sustaining the projects after the LSTA funding ended. In-kind contributions and availability to provide people for programs and classes come from these collaborative networks. These partnerships also are seen as critical to matching customer information needs with the right local resources.

It is not just the number of new partnerships that developed, but the diversity of the collaborators. Instead of just the more traditional partners (schools and other libraries), the libraries worked with social service agencies, businesses, volunteer services, government agencies, non-profit organizations, nursing homes, colleges, and a historical society. Strong collaborative relationships between the library and individuals also occurred in these projects.

Scottsdale established an effective partnership with the Arizona Historical Society and six other libraries to develop an Arizona history traveling exhibit. Each library in the project worked with local collaborators for complementary programming. Several of the participating libraries commented that this was the first time they had participated in such a large-scale project. They were “delighted with the outcome.” Rural libraries noted that “they felt more confident about partnering together with other community organizations and offering more programs.”

Partnerships are an integral part of the grants at Glendale. “Each time we get a grant it seems as though we make a whole lot more new friends. We get involved with organizations that maybe didn’t know about us, and now they are using us.”

Glendale identified six strategic partners including the Chamber of Commerce for its Women Business Builders project. Partners in this project rated the collaboration highly. “They are eager to partner again with the library and have exciting ideas for future endeavors.” The WBB continues to hold monthly meetings, and “we continue to work with the strategic partners we identified in the grant project on various programs.”

The Glendale Directions and Connections project for mature adults resulted in partnerships with multiple community agencies and groups to create a collaborative community network for baby boomers and seniors. This network links residents with sources that provide information for adults 50 and older. “It got us looking at all the agencies that serve older residents.” Afterwards they also partnered with the YWCA and had them deliver books with the lunch-delivery program. “The project created many, many partnerships that are still vital today.” The committee on aging that began meeting during the project – people associated with agencies that work with the older population – continue to meet once a month in the library.

An important measure of success of collaboration is partner referrals of clients and customers to the library. Business and service providers reported referring customers and clients to the library as a result of participation in library LSTA projects. “I refer new businesses and entrepreneurs to go to the library for information, since the library was so helpful.” Those who attended the business seminars in Glendale said they tell others about the library workshops. Once organizations learn about the library, they start using the library. Social service providers also illustrated the value of referring clients to the library for learning, information, and “books for bibliotherapy.”

Greater range of program offerings

Of the 23 LSTA projects included in this review, 20 of them incorporated public programs and classes. The diversity of offerings, variety of delivery mechanisms, and participation of community partners clearly defined the library as a source of lifelong learning for teens and adults.

The sheer number of programs offered across the 23 projects means that there are more opportunities for teens and adults to engage in learning activities. More opportunities means more learning for users.

Creative problem solving

At Parker, the demand for computer classes exceeds the capacity of the library. "Our goal was to convince the local college that it could offer stand-alone, short courses." The LSTA demonstration project clearly showed the demand for classes that were convenient, basic, and one-time events. Using the results from the project, the local college has changed its approach to computer training for the community. This inexpensive option now offers a new alternative for residents.

Traveling exhibits often require extensive space for display. National touring exhibits usually can be used only by larger libraries. The Scottsdale Public Library worked with the Arizona Historical Society to specifically design an exhibit meant for use in smaller spaces. This allowed smaller libraries for the first time to engage in this type of library programming.

Residents in nursing homes and assisted living facilities could not access library services, and the old bookmobile was not accessible to those with disabilities. The library is going to use the new bookmobile to meet the needs of this client group by instituting, for the first time, bookmobile stops in the city. "We are really planning to be the libraries for these places; we want it to be an 'event' when the bookmobile shows up." They will go inside the building for interactive storytelling, and then the coordinators and assistants will help seniors come out and use the bookmobile. The bookmobile has not had large print items before, so this also improves access for the seniors.

Glendale Public Library demonstrated its ability to respond to user needs during its Operation Health Outreach grant. "The Hispanic Support Group was not planned, but added in response to an urgent need identified among the Hispanic community in the course of the project. The only one of its kind, it was a small, intimate group conducted by a volunteer professional therapist."

The Scottsdale Public Library teen advocates program is a creative response to the need for peer recruitment. This "transfer of trust" approach allowed teens to show how they trusted and valued the library. The principle is that if these teens felt this way, other teens would then "transfer their trust" to the library as well. "We loved it. It worked well with the kids out in the community talking to kids." Use of the school television announcements and local cable to show the teen presentations extended the impact of the project.

The network of information for mature adults is complex. At the Glendale Public Library, they developed a “senior advocate” position to connect customers and families or caregivers with community agencies. A description of one of the advocate’s encounters illustrates the value of this type of position.

- *Most family member visits share concerns about their care-giving role and finding community resources. One adult son and a granddaughter sought suggestions for care for their mother/grandmother. The advocate first discussed the woman’s current needs, what part the rest of the family would play in care-giving, and what might be the expectations for future needs and resources for the older family member. She strongly suggested a family gathering, including the mother/grandmother, so all individuals could be a part of the decision making. Later, the granddaughter returned to the library to thank the advocate for her help.*

Buckeye Public Library took an innovative approach in response to two conditions. First, seniors could not use local transportation to get to the library, but they could use it to get to the senior center. Second, the open environment at the library and its emphasis on serving teens resulted in some seniors preferring a more quiet environment. “Lots of teens and seniors don’t always mix.” The library responded to this by partnering with the senior center to create a library at that location, which has become a de facto branch library. Materials are housed in the senior center, computers provide access to the Internet and the library catalog, reserves on library materials are delivered to the senior center, library staff assist users at that location, and joint programming is occurring. An adult reading program is starting soon. Seniors are still welcome at the public library and continue to use it. This solution simply extended the library’s service to those who could not conveniently use the library or desired a quieter environment. “Complaints have gone down with services at the senior center.” “When the seniors complain, we tell them we can deliver books at the senior center. The senior center library is seeing increased use, and people are spreading the word.”

Using technology to support lifelong learning

To use LSTA funds for technology certainly is not a new strategy, but the hallmark of this set of LSTA grants is that the technology is definitely used as a means to an end. The technology used in the projects support learning and information seeking by users. Some of the classes and workshops emphasized improved technology skills and knowledge as a primary learning goal.

Glendale developed a Web site for the Women Business Builders, a free library-sponsored educational networking agency. The site links to information and organizations business women need. Users noted that “it is very easy to navigate around the site to find the information most appropriate to my business.” This site also promotes the business seminars in the library.

Moving beyond the “old model of teaching computer classes and enhancing infrastructure” is the goal in Scottsdale. “How do we stay up with the latest thing? We

need to focus on emerging technologies and how we incorporate new technologies into our service model.” LSTA funding has allowed staff to use technology in an effective manner in Scottsdale. The digitization project continues and is providing valuable online access to visual and historical resources in the community. The redesigned Web site is based on user input, and staff will be able to maintain and improve this key access point to the library and its services. Learning about Web site development is “empowering for the staff. It has an enabling aspect of getting information out to the public in a new way.”

Improved collections

As a result of the grants, more resources are available for independent learning and enjoyment. Enhanced or new collections were clearly a benefit from most of the LSTA projects. The teen projects utilized funds to make the adult collection more relevant and appealing to this age group. East Flagstaff described the additions to the collection as “do-something-with-your-life” books – “life enhancing books that give meaning to boomers and retirees.” They used to have to refer a lot of customers to the main library before the grant. Now they rarely need to make this kind of referral. Glendale is building a collection on the Asian culture as part of its related programming series. They also are building their self-help and health collections with materials in Spanish, Chinese, Japanese, Korean, and Vietnamese.

While the types of materials purchased with LSTA funds may not seem innovative, they met real needs in the libraries’ service communities. For the Flagstaff/Coconino County Public Library, the grant will allow for large print books and will greatly enhance the music CD collection and audio books on the bookmobile — all materials that respond to the needs at the nursing homes and assisted living facilities. In Glendale, health collections in multiple Asian languages meets a clearly identified need in their service area.

New products also are being introduced. At Parker, the bookmobile and one rural branch library have added “playaways” — self-contained audio books and players. They also plan to study the use of MP3 players for downloading audio books.

The Scottsdale history project included a component for digitizing key items from the library’s Southwest Room. Items are continually being added in this format and will increase access to local historical materials.

Support to sustain projects

A key question for the evaluation is the ability of libraries to continue LSTA-funded activities. Nationwide, this is a critical concern with grant-funded projects. In this set of grants, there is evidence of continued support for ongoing activities from the LSTA projects. The biggest challenge from this set of grants is maintaining the high level of learning opportunities, especially the more structured classes and computer training.

Buckeye

The Buckeye Public Library continues to maintain its teen zone space and is going to expand on this. The teens continue periodically to produce a newsletter periodically.

The teen librarian has started using incentives (e.g., drawing for movie tickets) to increase participation in the newsletter. Programming for teens also continues. Maintaining a good young adult collection is important, since circulation continues to increase. The staff reports that adults are making use of the collection as well.

The continuation of the homework help with a volunteer helps assure that component of the teen grant continues. As a result of the grant, the library now offers an adult language class. The homework assistance and classes are done by one volunteer, but now staff are assigned to help prepare materials and assist during class as needed. The staff also does preschool story times during the classes.

The library's regular operating budget will fund the continuation and expansion of the teen services. The director feels that "the LSTA process gave the project a jump start. We may have done it eventually, but the grant got us started." It was a small amount of money, but it clearly was a catalyst for improved services and facilities for teens in Buckeye.

The library made a major commitment to continuing the project by adding a teen librarian position in August 2006, using the local budget to fund the position. The partnership with the high school co-op program during the grant helped the library determine that it needed a permanent teen employee instead of a rotating, co-op position. A ten-hour-a-week position for a teen employee is now part of the library's budget.

The LSTA grant for services for seniors is making good use of its partnership with the Buckeye Senior Center. The four computers for the senior library outlet were provided by the senior center. The center also used some leftover funding to add a fifth computer and has allocated the biggest room in the building for the library. The library will continue to have a library staff person there. Since the library and senior center are part of the city's community services budget, this staffing is easier to maintain.

For the senior center services, the plan is to continue the project with local dollars. It is a popular service, and "we have too much invested now. The town put in a lot more than expected, and the library got \$1,500 more from the city for the collection."

Flagstaff

The two Flagstaff grants included in this evaluation started in 2006, so there is no documentation available yet on continuation. The library director and project directors are confident, however, that the projects can continue. "It is something we have built into it." The Flagstaff city grants officer "is very leery of taking on grants that cannot continue unless it is a one-time project. The city is very supportive of continuing projects."

The LSTA senior bookmobile services project is part of a bigger planned change for bookmobile services. Two new bookmobiles have been purchased with grants and fundraising. This is appreciated by the city and county. The library projects that they

probably will be able to expand the project since it is expected that the two part-time bookmobile employees will be increased to full time. The library will maintain the new formats in the bookmobile collection with the library's operating budget. The library already has several volunteers who want to do story telling, so the library will be conducting a training for this group.

The library is equally positive about the new baby boomer grant. The librarian at the East Flagstaff library is doing the programming, and he is identifying people who are interested in doing additional programs. Collaboration with community agencies and promotion of library activities are an ongoing part of the library operations. With increased use statistics (partly a result of the LSTA grant), the library was able to make the case for another staff person. This position will include programming. The project director noted that "they have no end of ideas." These successful programs help convince the library that they should continue programming for baby boomers.

The library has used other grants and fundraising to support its efforts, so the LSTA grant is just one component of the library's alternative funding strategies. The new East Flagstaff library is almost four years old. "When it opened, we never expected it to be as successful as it was. It has taken off beyond any dreams." Because of the demand, they did not have adequate funding for such a popular library. This means grants have been essential to growing the library – building collections and reaching out to new users. The belief is that grants like LSTA feed off each other. "No one wants to give a grant if no one else wants to give the library money." Among the other grants used by the library are those from the Arizona Community Foundation, the Forest Highland Foundation, the library foundation, and the Friends. The library also got the city to quadruple the collection budget for 2007, so continuing the collection improvements after the LSTA grant ends is not an issue.

Glendale

Several of the grants at Glendale included programming, workshops, and classes. Only some of these continue, based on the most popular and staff resources. "Programming is one of those things that it's hard to get money for, but we really don't need that much funding since we have made the contacts with other agencies through the LSTA grants."

In-kind services from partners come from agencies that have absorbed the collaborative library projects into their budgets. The Area Agency on Aging is continuing to provide literature to distribute in conjunction with the health collection. "Literature that these groups provide for the public is still available through the library." The women's business group continues to work with the library. "The WBB continues to hold monthly meetings, and we continue to work with strategic partners, and the Web site continues to be a source of information and events for both members and nonmembers. We have made adjustments to the Web site as we've deemed necessary." "We designed this grant so there would be minimal financial impact to the library at the end of the grant; however, any additional expenses are picked up by the library."

The new Glendale Adult Center opened across the street from the library, and it does a lot of programming there (including some library-sponsored programs). The library feels the adult center is now meeting many of the programming needs for seniors.

The Celebration of African American authors has continued every year in February. The library also has one of the “few library-sponsored African-American book discussion groups.” Some of the costs for the authors has been absorbed by the regular programming budget. “This year we received a small grant from the Arizona Arts Commission and some additional funding from the city’s diversity office” for the celebration programs.

The collections developed in the grants continue to circulate, and “we’ve been able to use them in our own continuing programming efforts.” The grants help create a “core collection and then we continue to build as part of the regular collection development.”

Parker

A community development block grant was awarded to Parker Public Library at the same time it received its two original computer lab grants (2003). The Friends of the Library provided additional funding for two study rooms in the new Lifelong Learning Center. The new space that resulted from the block grant has been essential to carrying out the library’s LSTA projects.

The computer grants greatly expanded the library’s computer availability. Since 2003, the Gates grants were used to replace obsolete equipment. More significant, the library now has created a computer upgrade line item in its operating budget. This is the first time local funding has been allocated for technology replacement and upgrades. This local funding will allow the library to replace/upgrade three to four computers annually. The ten laptops from the Life Changes grant are being used for ongoing training and the new LSTA grant for teen gaming. The Arizona Western College is now offering accessible computer classes for Parker residents, so that has relieved the demand on the library for computer training. Instead of training series, the library approach will be to use local funding to support the staff who would teach computer workshops. The library events will complement the offerings from the college, focusing on very basic topics. Individual instruction is always offered by library staff.

The library has made a commitment to maintain services that have been started with LSTA if they have been effective. This commitment is reflected in the new technology replacement fund. On the other hand, the library has had the same staff size for the last decade. While new staff is not planned, the library director has worked to create a staff that can meet the needs of users that have come to the library partly because of the LSTA projects. The library is now serving a larger number of Hispanic residents, so when a library position opened up, the director hired a person who is bilingual.

Scottsdale

The philosophy of the Scottsdale Public Library is that “we look for the kind of project where we need help getting it started, but will be able to keep it going after the grant

ends.” The library “takes advantage of channels and connection created during the project” to keep it going.

For the teen services, “we’re able to assume ongoing maintenance.” “Last year we were able to get the school district to release money to hire someone to help the teens do podcasts from the library teen center.” The library has “sought to assimilate the activities, shifting money around to find the resources.” This coming year the library is requesting a permanent position for the teen center.

The library would like to continue the teen advocate project. “We are pursuing funding from the library board to continue the program on a slightly smaller scale, seeking to fund a group of 8 to 10.” They also are trying to get funding from the Friends group. In the meantime, about half of the original group of teen advocates continue to volunteer at the library.

The Web Wizard project has not been able to continue. The computer training for teens is not being offered, although the demand is still there. The library has the lesson plans, but with staff shortages there is no one to teach the course. The staff learned from the LSTA project that now teens “need to know how to build a blog. Skills needed in the marketplace changed.”

The new Web site will be maintained within the library’s operating budget. Adjustments to the new site should be able to be accomplished by the library staff.

The digitization component of the Arizona history project continues. “We have continued full steam with the digitization. Our consultant advised us on ... which documents should be in the second wave and also identified documents that weren’t in the library but in the files of other local agencies. Based on that, we’re moving ahead with the digitizing.” The digitization is being continued within the existing budget; staff and volunteers do the work. The Arizona Historical Society is handling the traveling exhibit and offering it to local libraries and historical societies.

Helped the library achieve its goals

The LSTA projects featured in this evaluation were developed in relation to library long-term goals. Directors reported in telephone interviews that these grants helped the library make progress on its goals. As the libraries engage in strategic planning, the outcomes of these LSTA projects inform that decision making.

The Buckeye senior project fits with the library’s 2003 long-range plan that included the service response lifelong learning. “When we did our planning, we looked at lifelong learning as a main role.” The project also links to the current topics and titles role. “In the five-year plan, the area for teens and meeting the needs of seniors needed to be done. The grants helped to accomplish these goals.”

The Flagstaff library knows more retirees are coming to the area and more assisted living facilities are being built. “The median age is creeping up.” “We have been very

good at serving children, not so much the adults, so the library is trying to meet the needs of the older age group.” Informally, this is a priority for the library. The library has a grant to do long-range planning, so the director expects that this will be a formal priority in the new strategic plan.

Glendale has as its primary goals “outreach and getting more and more diverse people from the community into the library.” The director sees the LSTA projects as helping the library meet these goals. One project director concluded, “as far as the library is concerned, it gives users a sense that we are making an effort to reach out and fulfill our mission in terms of equal access and diversity.”

Parker has gone through the planning for results, so they had a good sense of what the community needs and wants. “Our mission is to be a community-based library, meeting the needs of the community and what they want. Planning for results grounded us and helped see where we fit.” The types of LSTA projects at Parker reflect community needs. “It is not what we want to do, but what can we do to benefit the community.” “We learned what other people are doing, so we do not duplicate with our LSTA grants. We are doing what others can’t and supporting those doing the other things.”

Scottsdale Public Library has “strategic initiatives with teens and boomers” and “looks for projects that move us along those tracks.” The Scottsdale Web Wizard classes for teens helped the library progress in several areas. “Introducing the teens in these workshops to the library’s services, including computers, promotes the concept of the library as a community commons, a comfortable meeting place for sharing ideas, and learning life skills for success.”

3 OUTCOMES FOR COLLABORATORS

The Glendale business project provides the most evidence of this outcome. An online survey showed that strategic partners gained increased awareness by the public as a result of being on the library’s Web site. At East Flagstaff, the Non-profit Resource Center is benefiting from the promotion of the LSTA programs and collaboration with the library. “Their business is expanding partly because of this program.”

The Chamber of Commerce in Glendale used to do its own seminars. “Now the library sponsors them, and they hold them here.” The Chamber sees this as a more effective approach and noted that this type of relationship with the library is very different than his previous chamber experiences.

The college in Parker was convinced from the library’s LSTA project that they needed to rethink their role and approach to computer training for area residents. As a result, they now are offering one-time short courses on campus and in community locations.

One agency that worked with Glendale library on its health outreach project saw clear benefits from the collaboration. “Our collaboration with the Glendale Public Library has enabled us to reach more people than otherwise possible. This success had led to the first increase in grant funds from the city for our association.”

The Glendale Committee on Aging was formed in 1982. The library created a partnership with this group during its Directions and Connections project. With the public library becoming a partner and host for meetings, the average attendance grew to 20 agencies per meeting. About 50 different groups are represented at meetings. Approximately 100 people are on the email list for minutes. The group continues to meet at the library.

4 OTHER OUTCOMES

The Glendale Public Library's Operation Health Outreach program is posted on Arizona's EqualAccess WebJunction site as "an excellent role model for the EqualAccess guiding principles, especially going beyond business as usual and the library as civic hub." The project coordinator received three major awards: 2005 ASL Association Outstanding Library Service Award, 2005 New York Times Librarian Award, and the U.S. National Commission on Libraries and Information Service 2006 National Health Information Award for Arizona.

Scottsdale Public Library made a presentation at the American Association for State and Local History in September 2006, providing a learning opportunities for the attendees at that meeting. The project also is being submitted for the 2007 AASLH Leadership in History Awards. The presentation made by Scottsdale focused on how to partner with other agencies. Because of this project, the Sedona Historical Society "has undertaken a huge collaboration with the public library in Sedona." "For smaller rural settings, the exhibit was in some cases the first activity of this type. It showed them they could do something like that and encouraged them to apply for more traveling exhibits."

In some cases, one LSTA project led to another. At Parker, the Lifelong Learning Center and teen computer lab projects were a critical first step for the library. Because of the growth of computer access in the library, it became clear that there was a need for computer training. "The first two grants (2003) really set the stage for the rest of the projects we are doing, because we did not have these components before." The library's 2005 computer class grant and 2006 teen gaming club project are logical progressions from the earlier projects. The new space, computers, and partnerships were critical to developing the new projects. "Each project followed on those grants for reaching these client groups."

In Buckeye, there is clear connection between the teen LSTA grant and the second senior center grant. As described earlier in this evaluation, "the first grant was so successful in getting teens in that the seniors complained. So we thought, why not their own place? Now they have a place of their own."

The Glendale Public Library has the most grants in this evaluation, so the link among the various projects is more obvious. Similar approaches, such as a multi-cultural emphasis, and tested strategies, such as information fairs, appear across the grants. "We use the principles we learn from administering previous grants."

SECTION IV. Progress in showing results of library initiatives or services



Early Literacy Projects
Prepared by Brecon Group

INTRODUCTION

The Arizona State Library, Archives and Public Records is an agency with a robust purpose and mission, including a mandate to play a vital role in serving and supporting individual libraries and library systems throughout the state. It does this through information sharing, funding, partnering, and initiating collaborative efforts. In this interactive role, the State Library provides oversight and stewardship for the Library Service and Technology Act (LSTA) funding administered by the Institute of Museum and Library Science (IMLS). These funds incentivize innovation, serve as a leveraging point for local funds, and change outcomes for libraries and the people they serve.

Since LSTA's establishment in 2003, a priority funding area has been to create and enhance early literacy efforts currently underway in libraries throughout the state. The purpose of this report is:

- To examine the role of LSTA funding in early literacy efforts.
- To provide insight into current work in the area of outcome-based evaluation.
- To recommend action steps for moving forward.

BACKGROUND

When Arizona's LSTA Five-Year Plan (2003-2007) was originally submitted in the summer of 2002, it broadly identified Families and Children as an LSTA goal. Goal six (of eight) reads:

- *To assist Arizona's libraries to focus on literacy and children's, youth, and family services.*

As with all other goals in the plan, four indicators of success were included. The plan outlined six strategies to help ensure the Families and Children goal would be met.

Subsequently, IMLS encouraged State Libraries to attach outcome-based measurements to their LSTA funding, establishing the Outcome-Based Evaluation (OBE) Goal for early literacy in 2003. The addition of this OBE Goal incentivized the creation of specific indicators and outcomes for early literacy.

Arizona's OBE Goal, indicators, and specific outcomes for early literacy are as follows:

- The goal is to support programming for caregivers of infants and toddlers as part of the Arizona LSTA Five-Year Plan for Families and Children, as well as the No Child Left Behind Act, which helps all children learn to read.
 - **Outcome:** Caregivers of infants and toddlers will report that they have increased their understanding of early childhood development. **Indicator:** Fifty percent of the caregivers who participate in the LSTA grant programs for Families and Children will report that they have increased their knowledge about community and library services available for preschoolers.
 - **Outcome:** Caregivers of infants and toddlers will develop an increased awareness of the importance of reading to children. **Indicator:** Libraries will report that the use of library materials by caregivers and/or preschoolers who participate in the LSTA grant programs for Families and Children will increase by 5%.

The focus on early literacy within Arizona's libraries is an outgrowth of several important innovations. To begin with, there has been a push at the highest levels in the state to overcome the historic "patchwork quilt" approach to early care and education (ECE) by developing a coordinated and integrated system. Also, as part of this statewide policy push on ECE, the State Library Director was appointed to the Governor's School Readiness Board, which was specifically charged with working to develop a systemic approach to ECE. Finally, decades of longitudinal studies combined with the latest economic and neuroscientific findings confirm what parents and caregivers have long known: the first five years of a child's life create an emotional and intellectual foundation that will last a lifetime.

All of these factors combined to create an environment within the State Library that emphasized looking critically at the role libraries could play in implementing the Governor's Action Plan, i.e., to ensure that children started Kindergarten ready to succeed. As part of their commitment to support this goal, the Arizona State Library took the following actions:

- Hired a new library development consultant in FY04 with a strong educational background and understanding of ECE, and charged her to strengthen the link between early literacy programs and libraries.
- Fully developed its OBE Goal for early literacy.
- Incorporated OBE into planning efforts and training programs, making the methodology broadly available to library staff.

This targeted approach has fostered an awareness in Arizona libraries of the rich resources they can use to ensure that all children in Arizona start school ready for success. Today, Arizona's OBE Goal for early literacy stands as an enhancement rather than a replacement of the goals in the original Five-Year Plan. While a significant portion of LSTA funding targeted for the Families and Children goal (from '03 through

'06) is directed to support the early literacy focus (58%), funds are still made available for other activities encompassed by the broader focus of the Five-Year Plan.

EARLY LITERACY PROGRAMMING

LSTA funding, under the current Five-Year Plan, has supported eighteen library-based initiatives and three statewide efforts with an early literacy focus. This multi-level funding approach is rooted in the State Library's belief that funding local libraries encourages innovation and community-based solutions, while funding more global opportunities ensures that libraries with fewer resources to develop and implement a new grant-based program are not left behind. The statewide efforts also create opportunities for libraries, regardless of their capacity, to participate in national models, best practices, and turnkey solutions for early childhood programming.

INDIVIDUAL LIBRARY PROJECTS—OVERVIEW

The early literacy projects funded by LSTA grants, through the Arizona State Library to individual libraries, can be grouped into four categories: literacy space, literacy materials, literacy workshops, and literacy planning. The projects were carried out by twelve different libraries, with close to \$381,000 in LSTA funds allocated to support these efforts.

Literacy Space

There were a total of five projects that involved exploring library space to improve early literacy. Three projects focused on improving current space and two provided non-placebound space solutions for their community.

All five efforts were centered on the OBE goal of increasing children's (with emphasis on children 5 and under) exposure to early literacy material and increasing the awareness of parents and caregivers about the importance of reading and interacting with their children.

The three initiatives that focused on improving space sought to create interactive learning kiosks/centers that targeted children 5 and under. In each case the centers were designed to enhance the Every Child Ready to Read @ Your Library program. Each grant anticipated the centers would create so-called "destination points," leading to more customer traffic, increasing the use of related early literacy materials. All these programs provided materials in both English and Spanish.

Both of the non-placebound space solutions are predicated on delivering early literacy materials directly to the customer. These materials include both educational materials for parents and caregivers, and print materials designed for children. Both solutions also include a training aspect in which library staff and volunteers model how to share language and books effectively. In both instances, the populations served (e.g. in-home daycare settings and geographically isolated communities) would probably not be able to access these library resources if they were not purposely targeted.

The use of LSTA funding by the State Library to support projects in this area significantly benefits broader efforts to improve Arizona early care and education. The projects focusing on physical space are creating destination centers which promote emergent literacy and other important developmental skills. These spaces create a rich educational alternative for parents and primary caregivers, as they consider places outside the home to spend time with their children. These projects expand the library beyond its physical walls, providing important opportunities for populations that would not otherwise be able to access library resources for promoting early literacy.

Literacy Materials

There were three projects that focused on providing target populations with materials. Two targeted parents, while the third targeted ECE professionals (teachers and student teachers). Despite the different audiences, all three initiatives benefited from the outcomes: increased knowledge about the library, and increased library and materials usage.

The two projects targeting parents provided “giveaways” designed to provide an educational and bonding opportunity for both adult and child, and encourage them (or another primary caregiver) to use the library and its early literacy resources. In both instances the gifts were provided through a medical conduit from 1) the local hospital upon discharge after delivery, and 2) from a series of local health service providers reaching new parents through programs such as free immunizations.

The effort targeting ECE professionals centered primarily on increasing information collection in order to properly service/supply preschool student teachers and teachers with classroom materials. However, the program also recognized the need to provide appropriate instruction on how to package and use the materials successfully with children. Therefore, it also included a training component that targeted ECE students and professionals in the classroom setting.

Support for creation and distribution of materials is an important example of what must be accomplished by the State Library through LSTA funding. As evidenced by these projects, this support can include providing materials to librarians as well as making materials directly available to clients. These two methods are not necessarily equal in their impact on early literacy. The provision of materials to libraries can create a lasting opportunity for the library to better service clients’ early literacy needs. It is more difficult to assess the distribution of early literacy materials directly to the parent or primary caregiver. Those efforts that have not been effectively coupled with workshop and learning opportunities don’t necessarily change the behavior of the intended recipients.

Literacy Workshops

Nine projects sought to create and deliver programs directly to children (birth-5) and their parents or primary caregivers. Of those, all but two used library facilities as the point of delivery, and in several cases information was made available in multiple languages.

Each project was focused on increasing the awareness of the important role that parents and primary caregivers play in their children's early literacy development. Each attempted to improve knowledge and positively impact behavior of parents and primary caregivers by providing them with the appropriate information and tools to assist in child development.

Most efforts also incorporated a training aspect for the library's youth/children's staff. These training sessions enabled the staff to deliver the workshops, and were specially designed to provide similar training benefits and positive behavioral changes to parents and caregivers.

Several projects partnered with other organizations in delivering the programs, and a few also relied on non-librarian experts to augment the resources available through the library. The most thorough examples of using outside experts were two projects that incorporated developmental screenings as part of their workshops on infant development. These screenings were conducted by professionals and designed both to identify areas of concern and make appropriate referrals.

These efforts clearly result in an increase of knowledge for those who are targeted, and so their value is obvious. The impact of using LSTA funds to support this type of programming can be significant. The fundamental question to ask when reviewing future projects is whether the program is designed to change behavior of the target audience (librarians, parents, and/or primary caregivers) on an ongoing basis. The risk associated with these types of efforts is that they will not be sustained, changes in behavior are not reinforced, and outcomes represent a momentary snapshot instead of actual systemic change.

Literacy Planning

One of the grants awarded enabled a library to undertake an intensive planning effort, designed to identify current gaps in early literacy, develop a community coalition around the issue, plan for the library to address unfulfilled needs, and create a community awareness of services provided by the library.

The desired outcomes of this plan are twofold. The library gains a better understanding of the early learning reality of its community so it can provide appropriate and improved services. It is also expected that this improved alignment between needs and services would lead to an increase in the use of the library and its services, thereby having a positive impact on early literacy.

State Library support of systemic planning efforts with LSTA funding can be an extremely important resource to ensure that early literacy programs are appropriately conceived and executed. While the benefits of such support would seem universal, they can be more important in some areas than others. Typically libraries with larger budgets can find planning funding within their budgets, but for libraries with fewer resources, a planning grant might make all the difference in the ability to create successful community collaboration.

STATEWIDE EFFORTS—OVERVIEW

There were three early literacy-focused projects initiated by the Library Development Division of the Arizona State Library and offered to libraries for their participation. A fourth program (Arizona Reading Program) was initiated under the Families and Children goal, but its focus is much broader than early literacy. Sixty libraries (districts/systems viewed as an entity) participated in at least one of the three available statewide projects, and 20 took advantage of more than one opportunity. Of the entities that participated in at least one of the statewide efforts focusing on early literacy, 48 did not have an LSTA grant-funded early literacy project under the Families and Children goal.

The following section discusses in detail the impact of the State Library's commitment to providing "universal" early literacy programming opportunities for Arizona libraries, as part of a case study analysis. These efforts represent a significant commitment of LSTA funding and are important opportunities for enabling libraries to meet the goal of affecting outcomes in early literacy.

Family Place

Co-sponsored by Libraries for the Future (LFF) and Middle Country Public Library (MCPL), Family Place seeks to make libraries centers for early childhood information, parent education, emergent literacy, socialization and family support. The LSTA sponsored Family Place project began in 2003, and 14 libraries across the state were funded for initial participation. Currently, it is unclear how many libraries are operating Family Place programs, because some libraries have initiated efforts independent of LSTA (State Library) support while others have cut back or eliminated offerings.

The program initiated with LSTA support has three distinct components:

- The provision of training to library staff in the theory and practice of family-centered library services.
- The implementation use of these theories and tools in combination with parent-child workshops in the library.
- A three year ongoing support and technical assistance plan.

The primary outcomes desired for the Family Place program include:

- Educating library staff and improving their ability to inform and assist parents and primary caregivers with children's development issues.
- Increasing the awareness of parents and primary caregivers on their active role in children's development and available resources.
- Improving how librarians, parents, and primary caregivers support early childhood development through their interactions.

Building a New Generation of Readers

This is an early literacy project that supports public and school libraries in teaching parents and childcare provider's strategies for helping children become readers. The

project trains librarians and provides materials to libraries. The librarians then collaborate with parents and childcare providers (particularly in workshop settings) to increase skills and improve their methods of preparing children to come to school ready to read. The curriculum for the program is centered on the Public Library Association's (PLA's) Every Child Ready to Read @ Your Library effort. Building a New Generation of Readers was initiated under LSTA funding in 2004, and 36 libraries across the state were involved in its rollout. Since then another 43 libraries have taken advantage of additional training opportunities.

The desired outcomes for this program are:

- To reach a target audience of parents and childcare providers that includes current non-library users, and those who read very little to the children in their care.
- To increase skills and change behaviors of librarians, parents, and childcare providers in preparing children to read.
- To increase usage of the library and its resources by program participants.

Dialogic Reading

The Dialogic Reading Kit Project is a program that provides training and material necessary to emphasize and promote techniques used in the Every Child Ready to Read @ Your Library workshops for parents and caregivers of 2- and 3-year-old children. The State Library used LSTA grant funds to initiate this project, and materials were distributed to 20 library districts and large urban systems (156 individual libraries/sites).

The effort included three distinct components:

- Library staff were trained to use the materials and model the technique for other library staff, parents, and caregivers.
- Kits/materials were distributed to libraries according to the number of children living in poverty and Spanish-speaking households in the library's service area. Kits were made available in both English and Spanish.
- Kits were used, promoted and distributed at the library, with particular emphasis on being checked out (wholly or in part) by parents and caregivers.

The desired outcomes for this program are:

- To reach a target audience of Every Child Ready to Read participants, Family Place participants, in-home daycare providers, and teen parents.
- For librarians and program participants to understand and use dialogic reading techniques.
- To increase awareness among library staff about how library resources and related programming make a difference in the lives of parents and caregivers.
- To develop internal training plans by libraries to facilitate the further use and distribution of technique and materials.

LINKAGES

In reviewing these early literacy projects it is clear that the effort, while developing organically, has not been merely haphazard. There is clear synergy among the various efforts. While libraries work hard to tailor programming for a local community, most also wish to maximize resources and impact by ensuring that new efforts build from existing programs, and are able to take advantage of to any future opportunities for improvement.

The projects initiated by the State Library are a great example of this synergy. These projects not only work together, but in the case of Building a New Generation of Readers and Dialogic Reading are derived from the same national PLA program, Every Child Ready to Read, and actually complement each other. Likewise, the individual library projects relate well to the efforts initiated under the direction of the State Library. Many of the individual library efforts actually intend to maximize the impact of their projects by relating them directly to the efforts initiated by the State Library. For example, of the three library efforts that intended to create spaces promoting early literacy, all based their design efforts on the Every Child Ready to Read program. This allowed them to reinforce their projects with those efforts initiated by the State Library.

The focus on outcomes of these programs has been equally impressive. All the projects have stayed focused on delivering outcomes that impact children and their parents/caregivers. At the individual library level, there are numerous examples of programs that are delivering positive outcomes on the very issues being raised in the public policy debate on ECE. For example, several projects developed partnerships and created programs which recognized the link between developmental health and early literacy skills. Another project recognized that a key factor in improving outcomes on a larger scale is to increase the knowledge of caregivers and childcare providers. These developments relate directly to what some would argue is the most important issue in ECE—high quality programming, services and care. Both of these examples are critical in illustrating how a focus on outcomes has allowed/forced libraries to find new perspectives work in new ways.

CASE STUDIES

While there are a variety of strategies that the State Library used in deploying LSTA funds for early literacy, the following section highlights three specific instances of exemplary performance. The first focuses on funds impacting early care and education policy efforts; the second highlights an excellent example of a project evaluation. The final study demonstrates the importance of dedicating at least a portion of LSTA funds to State Library-initiated projects.

Policy

As noted, there are a number of projects that show how libraries can play a significant role in supporting the broader ECE policy efforts initiated by the Governor. Two efforts, however, are particularly intriguing because they were focused on improving quality within the ECE system. And while there are many ways to measure quality, two commonly accepted touchstones for ECE are: 1) use of curriculum and early learning

standards, and 2) opportunities for language development. Both projects sought to raise the bar for each of these areas.

The two highlighted projects are Chandler Libraries' Daycare Delivery program and Pima County Community College District's Early Childhood Education Program. While the programs are obviously distinct from each other, they share two basic desired outcomes: improving providers' awareness and knowledge about the important relationship between infant brain development and early literacy skills, and furnishing appropriate material for them to use in promoting early literacy skills for the children they serve.

The Chandler project is designed to service in-home daycare providers directly. Themed bags of reading materials and other resource information are delivered on a customized schedule (typically biweekly) to the in-home childcare setting. These bags are delivered by library volunteers, who have gone through the Every Child Ready to Read training. During delivery, the provider and children are familiarized with bag's contents, and in many cases the volunteer does a "story time reading." In addition to this personalized service, the in-home childcare providers are offered the Every Child Ready to Read training, and given a library card which operates independently of the Daycare Delivery library card so they can check out supplemental materials on their own. There are currently over 20 providers, or about 120 children receiving service, based on an average of six children per setting. As more volunteers become available they call on additional providers. Right now there are two providers on a waiting list to receive the service, and the program lead believes the project's scope could easily be doubled if enough volunteers were available to fulfill the demand.

The Pima County Community College project focused on improving the quality and quantity of library materials that preschool professionals would be able to access and use in their activities with children. The project partnered with the instructional function of the community college to enhance the academic offerings for preschool professionals. As a result, they understood the scope of their resources and could more easily take advantage of the library's early literacy offerings.

Both projects demonstrate how the library can be an important partner for the state in its efforts to address quality issues within the ECE system. In the case of the Chandler project, the library was also able to demonstrate its ability to reach a target audience – the supporting data shows many children spend a majority of their day in these childcare venues – which has traditionally been one of the hardest to identify, much less reach and impact. While the Pima project is not yet able to report outcomes, the Chandler effort has demonstrated that it is achieving its desired outcomes and is an effective program. Both programs are structured so that they have a life span beyond the grant period, and will be sustainable with a relatively low ongoing investment.

Evaluation

The Tempe Public Library received an LSTA grant to support an early literacy effort. This project is noteworthy on several levels. In particular, it represents a very good model in evaluation and the use of OBE to assess the value of library services.

The project's overarching goal was to improve the reading and school readiness of children by increasing parents and primary caregivers' knowledge of their role in helping develop early literacy skills and connecting with appropriate resources. From this premise the designers established a series of specific project outcomes that were clearly relevant to the goal and stated purpose of the project, well-defined, and easily understood.

The project's evaluation effort was led by an outside professional. Approximately 7% of the project budget was used to support the evaluation effort. The new evaluation model specified both intended short- and long-term outcomes and linked program activities to these intended outcomes. The evaluation model was a clear, concise one-page document, easily available for reference by project staff and library leadership.

The evaluation effort proactively recognized limits of the project's ability to measure the broader long-term outcomes it was intended to achieve. However, in recognizing these limits it established a rationale for why these desired outcomes should be expected. The project's activities were grounded in a broader research agenda which has demonstrated that these types of activities contribute to the desired outcomes.

As noted earlier, a significant piece of the project was predicated on parent education. The outcomes associated with this effort were measured in a variety of ways designed to ensure that parents both gained new knowledge and also actually used the new information and related materials. This evaluation effort uses several different tools:

- Pre- and post-tests established whether the workshops were providing parents and primary caregivers with new knowledge.
- Attitude/opinion surveys were used to determine if parents and primary caregivers:
 - Acquired a better understanding of their role/importance in their child's learning;
 - Planned to interact differently with their child as a result of the information garnered in the program;
 - Considered the workshops useful.
- Analysis of output data sets determined usage of program related materials and changes in library participation by children in the target population of ages 7 and under.

In summary, this effort represents a very good example of how the intrinsic value of library services can be effectively established through the use of outcome-based evaluation. In the case of the Tempe project, a variety of tools and strategies clearly and convincingly showed that:

- Parent Education Workshops increased parents' understanding of their role in the development of children's literacy skills, and fostered intent by the parents to spend more time in family activities that promote learning.

- Reading Readiness Screenings performed by community experts in conjunction with the workshops resulted in 17 referrals from 45 screenings.
- Materials purchased to support the programming were definitely utilized.
- In about two months, over 1,300 new library cards were issued to children under seven. This represented a 30% increase in library cards (from about 4,500 to 5,800) for this population.

State Library-Initiated Programs

Throughout the past four years, there were three early literacy initiatives spearheaded by the State Library:

- Family Place Training Institute
- Building a New Generation of Readers
- Children in Poverty Grants: Read Together, Talk Together Model (Dialogic Reading)

In addition to these three programs, the library also incorporated a preschool component into the Arizona Reading Program, which is an incentive-and-reward summer reading program. The new early literacy component now encourages parents to read to their preschoolers for similar rewards and incentives.

Between the three programs, close to \$450,000 in LSTA funding was awarded. Sixty (duplicated count) individual libraries or full library districts participated in training and/or the distribution of materials. All three projects aimed to affect how librarians thought about early literacy, designed their programs, aligned their collections and interacted with children and families. They also trained librarians on substantive issues of early health and literacy, as well as techniques for working with families and caregivers to promote healthy infant and toddler brain development and early literacy opportunities.

While maintaining the balance between locally conceived and State Library-initiated projects is very important, there are clear benefits to a coordinated, intentional and consistent grant approach provided by State Library-initiated programs:

- Exposure to national support and models of best practice. Each project incorporated national partners and proven approaches to early literacy, while providing pre-designed curriculum, materials and training opportunities for librarians that wouldn't otherwise have existed. This global influence added a level of expertise and exposure to professional development critical for program success.
- No "magic bullet" in the field of early literacy. Different approaches work in different communities and with different families. While these three projects were conceived separately, there are similarities that fit nicely together. In instances where the same libraries or library systems were trained on multiple strategies, they benefited from diverse "layers" of training all designed to improve early literacy opportunities for young children and their families.
- An interactive learning community was created among project sites. By having many librarians trained simultaneously and many libraries struggling together with

implementation, librarians had the opportunity to learn from one another, experiment with various implementation techniques and report back to their colleagues with critical information. This feedback loop also allows the State Library to evaluate and adjust implementation as the projects move forward.

- Libraries benefited from new materials. With each of the projects libraries received materials and curriculum. Some local resources would not otherwise purchase these materials. Most of the materials – researched by librarians and other library professionals – were used throughout the country, were modestly effective and were less expensive because of mass production. While it is incumbent upon librarians to tweak these materials so they are relevant to their local communities, having a pre-established, turnkey mechanism is important and economical.
- Libraries received ongoing support for implementation. While there were some disappointments articulated in this area (see recommendation section), libraries in general were not left to fend for themselves. There was either national support, as in the case of Family Place Libraries, or support from the state library with the latter two projects. This support came in the form of follow-up site visits, training reunions, email exchanges and phone calls.
- Consistent evaluation mechanisms were established. Each site was required to use the same evaluation tool and in the case of Family Place, a multi-year evaluation was conducted by an independent consultant. This provided a unique opportunity for acquiring in-depth perspective into the project's strengths and weaknesses. By contrast, with locally conceived projects it is difficult for a grant administrator to determine whether or not the proposed evaluation technique is the right fit for the program and whether it will accurately measure desired outcomes. There is also no comparative data from other libraries to benchmark progress. Having a standard evaluation model that also takes into account local nuances and allows for local flexibility can be critical in measuring effectiveness.

While there are strengths and challenges with any grant program, setting aside a portion of LSTA funding for State Library-initiated programs provides a number of opportunities for local libraries that might not otherwise participate in early literacy efforts. This protocol also provides access to statewide and national models that often do not co-exist with locally conceived and designed initiatives.

OUTCOME-BASED EVALUATION

As indicated in its 2003 and 2004 Annual Reports, the Arizona State Library has worked to integrate OBE into all projects. Projects must include a statement about desired outcomes, as well as information on how progress towards those outcomes will be measured. As part of the final report process for all LSTA grant programs, all projects are also required to report actual results on the anticipated outcomes. And, as part of the evaluation process/report, programs are asked to provide input and output types of data along with anecdotal qualitative information to support the outcome-based evaluation.

The purpose of OBE as stated in the IMLS guidelines for the five-year evaluation report, is to assess the value of library services. In order for this process to be successful it is

important to examine where current strengths and weaknesses in the evaluation process exist, and determine if any tools or strategies have proven particularly useful. The evaluation methodology to address shortcomings can then be adjusted accordingly to provide appropriate, useful, and relevant information for assessing the achievement of desired outcomes. To this end, the following section represents an examination of the OBE work thus far.

AREAS OF EXCELLENCE

As part of the OBE process in Arizona, a number of practices have been initiated that show significant promise in helping libraries measure outcomes and assess the value of library services.

Training

Evaluation, and the tools and training required to do it correctly, are often not readily understood or even appreciated. The two primary reasons for this deficiency are that people are educated in specific professions, not in evaluation, and conducting program evaluation is not something one usually finds as part of a job description. It's no wonder that when evaluations are requested they typically fall short of being valuable, and can often cause frustration.

The Arizona State Library has worked proactively to ensure this cycle is not perpetuated in the implementation of OBE. As part of its annual grant cycle, the State Library has initiated a workshop that provides training in evaluation, with a particular emphasis on OBE. The workshop is designed to explain the purpose and use of evaluation, and suggest how the evaluation process can be structured to guarantee that libraries are properly measuring for results. In addition to these workshops, the State Library has also demonstrated a commitment to work individually with grant applicants as they develop their projects and flesh out the specifics of how they will evaluate their efforts. This multi-pronged approach to training in evaluation skills can go a long way to ensure that the evaluation process is a meaningful exercise.

Pre- and Post-Tests

An important tool used by many of the libraries to evaluate the impact of their early literacy projects was a simple pre- and post-test instrument. These tests can be structured to evaluate changes in both knowledge and in expected/actual behavior. Pre- and post-testing was usually performed using a survey instrument. An essential part of this strategy is the fact that the pre- and post-tests are actually copies of each other, so that results from the two tests can be compared to determine what, if any, changes have occurred. In addition, projects also appropriately used traditional output types of data, like circulation and customer counts, to generate outcome data by observing the difference between the two data sets.

One project also provided an important example of how this strategy could be modified to reduce overhead, but still yield similar results. In this instance, the project did not administer a pre-test; but through proper structuring of the post-evaluation the project

was able to get indicative feedback on how it changed behavior. For example, note the question, “In the three months since the workshop, have you employed the strategies you learned from the workshop in reading to your child?” This phrasing provides information on whether the respondent has changed behavior, and no pre-test is necessary.

Evaluation Through Observation

A few projects employed the use of observation as a tool for evaluating success. The use of observation is a sophisticated evaluation technique and represents an innovative undertaking by libraries. This technique can be used to provide an assessment of current behavior. The strategy of observation is much more sophisticated than a simple survey, because it eliminates a key weakness of behavioral/attitudinal surveys, i.e., the survey-taker knowing what the “right answer” is and choosing it despite its inaccurate reflection of actual behavior.

Use of Assessment Professionals

Several projects employed the services of outside professionals to complete the evaluation component of the project. Generally speaking these projects were larger in scope and budget. In every instance the evaluation work was high-quality.

In most instances these outside individuals were involved prior to project implementation and assisted in designing the measurement instruments. They were not involved in the data collection process, which the libraries retained as one of their responsibilities. Libraries diligently worked to collect the data as designed by the evaluation specs.

In each case a final report was prepared that included findings and analysis. These reports were robust in nature. In addition to reporting data, specific results and project outcomes were supported by data summaries and explanations of the analysis used to draw the conclusions.

Qualitative Data

Virtually every project collected and reported qualitative feedback data from the target audience. The importance of qualitative data in being able to evaluate a project is often overlooked. The most important findings/insights of a project are sometimes contained in this type of data, rather than in quantitative data collected. A review of available qualitative information showed that there was a strong link between usage and marketing efforts. As a result of such qualitative information, the program can be adjusted and desired outcomes can be more readily achieved.

In addition, qualitative data is always valuable in providing context. This is particularly true when dealing with broad goals and outcomes such as those in the field of early childhood development and literacy. For example, one can say that a program has increased the frequency of reading in in-home childcare settings. But there is great value in being able to report program feedback from parents in the following actual

statement: “Knowing that my child is in a home where books and reading is a priority is great! My son loves to retell the stories he has heard that day at the dinner table! Because of this program, my son knows about the library and we now make sure we go on weekends to pick out our own books.”

E-Mail and Data Collection

There is one project that uses e-mail as a tool to collect data on a regular basis. This project is one of the few that has incorporated its evaluation process into the overall program and is using it to create a feedback loop. The project participants routinely collected e-mail contacts and use e-mail to solicit feedback on quality and other aspects of the program. This project provides insight into the possibilities that exist by using resources like e-mail and the web to collect data that will help measure progress towards achieving outcomes.

OPPORTUNITIES FOR IMPROVEMENT

Overall, most projects adhere to reporting requirements. However, there is often significant variation in the form and function of evaluation work completed by individual libraries. In current assessments, several basic components can substantially improve the ability to assess the value of library services.

Understanding Differences in Data Sets

With many projects, there seems to be a basic lack of understanding about the data being reported. Outlined below is the most common error made in the evaluation efforts. This example clearly illustrates how the errors appear, and the issues created by misunderstanding data sets.

A project established and provided an estimate for the number of people it would directly serve through its efforts. The way in which the estimate was calculated, resulted in a count that *estimated the number of contacts* rather than *the number of unique individuals served*. The results of this error are problematic on two levels:

- If the project appropriately gathers data about customer contacts and then reports unique users, the numbers will undoubtedly be far below projections creating unnecessary negative results.
- The error may be perpetuated in the data collection and reporting stages, and again the number of customer contacts will be reported instead of actual customers served – creating a misleading impression about the reach or impact of the project.

Data errors like these create a situation in which a true understanding of the project and its impact are lost. These misperceptions then perpetuate a skeptical view of the entire project by those who recognize the errors, undermining programs that are actually often both appropriate and effective.

Insufficient Sampling

A less pervasive but still common issue was the lack of an appropriate sample size. This error was usually made when attempting to assess a change in use of space or materials.

Several projects only highlighted comparisons between one-week periods when looking at the change in number of visits. Such a small sampling can inaccurately reflect how behavior was affected. In one example of this error, the resulting analysis revealed a decline in patronage, and therefore the program certainly did not yield the expected outcome. There is no way for evaluators to determine if the failure is related to program shortcomings or is simply a function of the weeks selected for monitoring.

In other instances projects wanted to assess changes in circulation. Typically longer sampling periods were used; however, there were still cases that seemed to rely on comparative data from time periods that were too short. One site only examined a two-month period that ensued immediately after the effort's debut.

Errors in Definition and Collection

For OBE to be properly implemented, projects must be able to appropriately define an outcome measure. If a project cannot properly identify, define, and report on an outcome, then the entire rationale for OBE is lost. In several instances, evaluation efforts went awry because projects were not clear about outcomes and/or how to appropriately evaluate them.

In a few cases inputs, outputs and/or quality measures were incorrectly identified and reported as an outcome. One example of this error is a project which established whether program participants had previously made use of library programs. They referred to this information as an outcome measure, when in reality this information is baseline input data. In another instance, a project assessed the quality of a particular program component. While such measurements are important, they are not outcomes. This assessment might reflect satisfaction, but it does nothing to illustrate a change in behavior, attitude, skills, etc.

Sometimes the data collection methodology was questionable. In one project the desired outcome was for the library staff to appropriately incorporate new early learning materials and techniques into their work. Success was to be evaluated through observation. The actual measurement, however, was taken on a sample of one, conducted by an observing superior, with the presenting librarian conscious of being evaluated. This scenario clearly does not indicate that librarians routinely use the material appropriately. Another project administered a pre- and post-test to determine how the participants' knowledge and understanding changed after having completed the program. However, the post-test had a different set of questions than the pre-test, and the new post-test did not include questions about behavior/attitudinal change as a result of the program. Despite this shortcoming, the project still reported that test results revealed a positive impact on changing outcomes. Unfortunately, even if this were the case, the data they collected and presented could not support this argument.

There are also a few examples of projects that did not link a program goal to an outcome and/or stopped short in their outcome assessments. For example, several projects provided materials in both Spanish and English, and had specific goals for affecting Spanish speakers. However, little or no evaluation (particularly outcome-based evaluation) existed around the use, need, and/or effectiveness of bilingual materials. Few projects examined how their efforts might have impacted behavior outside the context of the program at hand. A particularly clear example of this omission can be found in many projects that provided a training component for library staff. These projects did not report on how this new knowledge impacted their work in other ways. For example, did learning new information about early literacy change the way in which collection purchases would be made in the future?

CONCLUSION

In performing this comprehensive review of the early literacy efforts supported through LSTA funding, it is clear that significant progress has been made throughout the past four years. This progress has definitely affected Arizona's children and families – and has also vitally changed how librarians think about their service delivery models and professional skills.

The statewide efforts underway to ensure that all Arizona children start school safe, healthy and ready to succeed will continue to be a high priority with policy leaders and key stakeholders. The statewide agenda is comprehensive and includes both health and education components, and therefore access to early and emergent literacy programs and services will be critical.

The very nature of public libraries positions them quite nicely to serve as critical focal points for accomplishing this goal. However, as those associated with libraries know all too well, libraries are frequently silent partners; and in many instances they are completely forgotten when it comes to funding and collaboration opportunities. The current proactive atmosphere presents a unique opportunity for public libraries to be strategic, intentional and focused in their early literacy efforts. The State Library can spotlight the value of library services. It can also lead the way in ensuring that library efforts are focused on results that will fundamentally change outcomes for children and families in Arizona.

Section V: Lessons Learned



LSTA Project Administration Prepared by Library Planning Associates

The evaluation team also was asked to review the process relating to Arizona's LSTA program and identify the lessons learned during the latest five-year grant cycle. This review is divided into the application process and the grant administration process.

Application process

The application process is clearly defined in a publication issued each year to announce the coming cycle of grants. The latest version of this publication was *2006 LSTA Grant Guidelines and Application*. This booklet is issued within a predictable period each year, and it outlined (among other topics)

- general eligibility requirements
- the grant timetable
- the application of the statewide five-year plan
- the importance of inter-agency partnerships
- evaluation procedures

The booklet describes the categories for grant funding. Each category lists the expected outcomes that should result from a grant submitted in the category and any requirements specific to the category. Examples are provided of model products or deliverables to be derived from a project in the given category, and suggestions for relevant evaluation methods are offered. The booklet reproduces the application forms and outlines the topics to be addressed in a project narrative in support of the application. Finally, the requirements relating to grant administration are summarized.

In the assessment of the evaluation team, the process of applying for a grant is clearly defined and communicated. The application manual provides direct instruction and a simple, step-by-step process for submitting an application. There are no broad changes in the process that are recommended, although one minor point will be offered for the staff's consideration later in this review.

Comments from grant administrators bear out this overall assessment. The process "works wonderfully well" in the words of one grant manager. Another reports "I am really sold on the process. I can't think of a way to change it. The paperwork was clear."

The positive, overall assessments are numerous and emerged in the focus groups and during telephone interviews with library directors and project managers.

- I was surprised how easily you could step through the grant process.
- Absolutely no other grant process is easier than this. You give them an idea,

and they help you create it! Laura is amazing. [The state agency staff] want to see good, well thought out projects and will do what is necessary to make that happen. Training whenever it's needed is available. Staff is always willing to come out [to help].

- The process is really good, relatively painless. They notify you in plenty of time that it's coming around, and they're specific in what they're looking for.
- My experiences have been very positive, from filling out the initial application to the final report. Working with the staff at the state library has been very easy.
- It was a very logical, smooth process.
- Having come from another state with an LSTA process, I can do some comparisons. The state does an excellent job, preparing people to do the applications with effective training upfront.

The state agency staff provides much-appreciated support for applicants and applications. Within the Library Development Division, a single staff member carries responsibility for managing the Arizona LSTA program, and this focus appears to enhance the state library's ability to support applicants. "The staff at the state are great. They want you to succeed." This is a sentiment that was offered repeatedly in conversations with librarians who have worked with the process. "[The staff] really want you to get the grant." "They seem to really care that you get the grant."

- They're always available to answer questions, and extremely helpful.
- They answered any questions I had and got me enthused about doing the grant.
- All the state library people are so accessible to us. While writing the grant, I got answers right away.
- I think the folks at the state library are as flexible as they can be within the federal guidelines. They are not interested in complicating things.

In support of the application process, the state agency staff organizes workshops to present the rules and requirements and processes to prospective applicants. In the most recent round of funding, there were six such workshops scheduled at different locations across the state. A seventh workshop was also held to focus specifically on one category of grants – Family and Children projects. The workshops are virtually universally well-received by grant applicants

- One of the great things about LSTA was being able to attend a workshop. The information was right to the point, and the staff was so very encouraging about the whole process.
- They talked about partnerships and what not, getting information out about the grant, what they're looking for, and how to tailor things.... I think the state's been good with that.
- We attended one of the training / how-to-write-a-grant workshops, and it was extremely beneficial.

The state library agency has recently initiated a post-application workshop for successful grant applicants. The primary purpose of this workshop is two-fold: first, to provide an overview of grant administration requirements, and second, to allow grant

recipients an opportunity to compare projects and notes. In addition, this workshop has served to energize grantees, and focused them to get started with implementing their projects in a timely manner. This new workshop is an excellent addition to the overall application process. It provides a vehicle for staff to convey administration requirements and a forum for recipients to share experiences and ideas. Grant recipients agree.

- The grant meeting after we were awarded the grant was good also. I took pages of notes on how to work the grant, but talking with other people gave me ideas of things I had never thought about.
- One part I really liked was to hear what everyone was going to do – inspirational. I saw the whole big picture of what everyone was doing. It gave me ideas for the future and who to talk to.

The consistent character of these comments is revealing and conveys the overall level of satisfaction with the application process. *This broad level of satisfaction clearly indicates that the state library's investment of staff time and fiscal resources to support LSTA has paid off. There is a clear return on this investment.*

About the most critical comment regarding the application process received from applicants was: "There's a little bit of ambiguity in the categories, but the ambiguity, while sometimes frustrating, is needed to provide flexibility." Even in this case, the commentator acknowledged the benefit that corresponded to the criticism raised. Some grant administrators suggested a need for even more efforts to disseminate information about completed grants, although others felt there were sufficient channels for reporting on completed projects to the library community at large.

On balance, the current categories and priorities are well-received. They are perceived responsive to and supportive of the efforts of the state's libraries to address changing demographics, technologies, and service goals. Project administrators, when queried for suggestions and recommendations for changes, consistently declined to offer any. This is a clear indication of a program that is addressing the needs of its clientele.

One suggestion the evaluation team might offer regarding the application process has to do with the initial allocation of funding to the respective grant categories. Agency staff indicated that the initial allocation can be somewhat arbitrary. In the most recent round of applications, for example, \$200,000 was allocated to each of the competitive grant application categories. This equal allocation across categories does not necessarily convey to applicants whether there are any particular agency-level priorities for the direction of these funds. In fact, agency staff indicated that there has historically been a great deal of flexibility in the final allocations made to the various categories, based on the kinds of applications received. Perhaps, if the state library agency wished to be more directive in how the funding was distributed, a more considered initial distribution of funds to the categories might be made. If, for example, it was a strong priority to encourage activities related to the "Strategic Partnerships" category, additional funds could be allocated to that category initially, which would convey to the library community the relative emphasis placed on that category by the state.

A second suggestion is to raise the applicants' level of awareness regarding sustaining the projects after the grant is completed. This might be accomplished by devoting a small portion of content of the pre-application workshop to consider post-grant continuation funding, simply as a means of making the applicants aware of this aspect of grant administration. Likewise, the agenda of the post-award workshop could be adapted to include a brief discussion of sustainability to reinforce the theme. Some of the strategies for sustainability might be drawn from the rural sustainability workshops that the Arizona State Library has recently convened.

It should be clear, however, that the evaluation team considers these suggestions only a minor, possible change to a process that is obviously working well.

Administration

Similar themes emerge as grant recipients discuss the grant administration process. There are recurring statements of support for the state library staff's availability, and their willingness to help clear any confusion over requirements.

There were no particular comments or criticisms received regarding reporting requirements. One grant administrator complained of having difficulty using an on-line form, but conceded that the difficulties probably accrued to glitches in a newly-adopted system, and gave credit to the staff for their efforts to resolve the problem. Even so, this particular grant administrator was pleased that the state agency had started to offer an online channel for submitting project reports.

Amid the consistently positive remarks about post-award grant administration procedures, only two recurring critical themes emerged.

- The first has to do with dissemination of grant results. As noted above, some grant applicants wished there were more ways to learn about completed and successful grants from prior years. Noting that these observations are balanced to a large degree by comments from other grant applicants that there are sufficient means to learn about other projects, state library agency staff should nevertheless be aware of this concern. The newly-initiated workshop for successful grant recipients provides an important new vehicle for exchanging information about LSTA grants, and participants were generally enthusiastic about the benefits gleaned from that workshop. No particular strategy was consistently offered as an improvement for sharing project results. State library agency staff should be open, however, to new ideas and options. Possibly teleconferencing technologies could be employed to create a new avenue for broad dissemination.
- The second theme has to do with local library protocols more than with grant administration practices. Several recipients observed that local procurement practices complicated the process of actually implementing the grant once it was awarded.
 - *“Often we are unable to complete a project within [one-year timeframe] because of all the administrative steps we have to take on the city side. We need to get council approval of the grant. If we’re hiring a consultant,*

we have to prepare an RFP, and circulate the RFP for a certain period, and so on. Sometimes by the time we can get started, it's six months in."

As a result, projects aren't always given a full twelve months for implementation. Several recipients expressed similar experiences. While this is clearly an issue on the municipal side of the equation and reflects something that the state library agency has no direct authority over, the state agency staff should be aware of this limitation. The state agency staff might investigate the degree to which grant timetables could be shifted or deadlines postponed in order to allow a recipient a better opportunity to deal with municipal procurement requirements. At the very least, the application training session could include a brief discussion of post-award implementation, at which time prospective applicants can be made aware of the possibility that local procurement regulations may affect the progress of the grant and should be factored into the applicants plans.

Conclusion

There is a broad level of satisfaction with the Arizona State Library's current LSTA program. A high proportion of the individuals contacted for this evaluation expressed support for the current priorities and grant categories. Nearly all declined to offer suggestions for changes – which is taken as an indication that the overall program is responsive to state-level needs.

The State Library has made a substantial effort to provide staff support for grant applicants, an effort that is recognized and appreciated by those applicants. This support extends to a grant application manual that is thorough, concise, and to-the-point. The application manual provides clear, step-by-step directions for completing an LSTA application. It includes concrete helpful examples of representative outcomes for prospective applications in different grant categories. This type of clear direction fosters successful applications. Successful applications are also supported through the State Library's workshops for prospective applicants and grant recipients.

Arizona's specific program priorities and grant categories are tailored to meet the needs of the Arizona library community. While there is ample evidence that the state-level priorities and categories are successful, the priorities and categories are nevertheless intended to support the Arizona library community and may not be transferrable to another setting. The practices and protocols that the Arizona State Library has developed to administer its LSTA program, however, offer models that can be considered elsewhere. These practices have contributed to a successful LSTA program that has advanced overall state-level goals in Arizona, and presumably could contribute in a similar fashion elsewhere.

Surely these findings regarding Arizona's administration of the LSTA program are among the most important lessons to take from this evaluation:

- a consistent application calendar from year to year helps applicants anticipate the grant cycle and organize their efforts to submit applications
- a clear, logically-presented grant application manual helps applicants

- understand the requirements for a successful submission
- simple, direct examples provided in the application manual helps applicants prepare meaningful responses of their own
- an emphasis on clear, achievable outcomes in the application manual and in the application workshops focuses the attention of applicants on the what the results of their project will be and how to sustain the project beyond the grant year
- application workshops, scheduled in various locations across the state, provide additional instruction and support to help applicants prepare successful grants

Finally, Arizona's LSTA program benefits from having a foundation that encourages a sense of partnership between applicants and state library staff. In administering the LSTA program, a state library staff could adopt an adversarial posture, assuming a role as a gate-keeper of sorts, evaluating applications and rejecting unsuitable grants. The Arizona State Library does not do this. Instead, the staff offers collaborative counsel to applicants, seeking to find a strategy whereby a library's grant application can be funded. This kind of actively supportive attitude on the part of the State Library staff in turn fosters a high level of confidence in and satisfaction with the LSTA program that is evident from the Arizona library community.

Section VI. Brief Description of Evaluation Process



The Arizona State Library staff began planning for the evaluation in February, 2006. Staff worked with GladysAnn Wells to create a document and timeline outlining the process. Once in place, the Timeline and Work Plan served as the roadmap for the evaluation process. A copy of that plan, updated to reflect the few modifications that were made along the way, is included in this section.

Multiple Voices Inform Evaluation

The evaluation included a statewide telephone survey of the general public about their opinions on public libraries; an online survey of more than 400 library staff members who participate in continuing education activities, and six focus groups. The Arizona State Library hired two teams of evaluation consultants to review more than 40 LSTA-funded projects; often the evaluation consultants contacted the projected directors for additional information. GladysAnn Wells, Arizona State Librarian; Jane Kolbe, Library Development Division Director; and all other professional staff were engaged in planning and providing information for the evaluation.

Library Planning Associates, a library consulting firm owned by Anders Dahlgren, was contracted with to undertake an in-depth evaluation; write the “Lessons Learned” section, and conduct five focus groups. Mr. Dahlgren, a former library consultant with the Wisconsin Division for Library Services, worked with Dr. Debra Wilcox Johnson on the evaluation. Their evaluation focused on five libraries; they were able to visit all but one of the libraries, and talked with all library directors. The State Library provided grant proposals and evaluations for projects undertaken at those libraries. Mr. Dahlgren and Dr. Johnson led the following focus groups, each averaging 15 participants:

- Arizona State Library: Arizona Library Advisory Board
- Arizona Sate Library: Arizona Legislative Staff
- Tempe Public Library: Social Service Leaders
- Parker Public Library: Local Government, School and Civic Leaders
- Glendale Public Library: Local Business Leaders
- Arizona Library Association: Library Leaders

Brecon Group, comprised of working partners Rhian Evans Allvin and Josh Allen, contracted to evaluate the State Library’s LSTA-funded early literacy work. Ms. Allvin and Mr. Allen have extensive experience in Arizona working in policy shaping roles. Ms. Allvin is the former Arizona director for Libraries for the Future. They met with State Library staff for the better part of the day, and then reviewed planning and evaluation

documents from almost twenty early literacy projects. They contact project directors, as needed. In addition to providing a thoughtful and thorough evaluation, Ms. Allvin and Mr. Allen provided a number of recommendations for next steps, which will be reflected in the next five year plan.

The Arizona State Library contracted with Northern Arizona University's Social Research Laboratory to undertake a telephone opinion poll on attitudes toward Arizona's public libraries. The results of that poll were presented to the State Library in both a document, and in a presentation. They surveyed 1202 adult residents of Arizona in a random sample. Information from the survey informs both Section II: Overall Report of Results, and will be used to shape the next five year plan.

State Library staff developed and implemented a survey of statewide library staff members opinions on continuing education and professional development within the field. The survey was e-mailed to more than 3,000 people who had enrolled at the State Library's online registration site. Of those, 469 responded. Those responses were used to address the goals and objectives in Section II: Overall Report of Results, and will be used when writing the next five-year plan.

Multiple Methods Used to Conduct Evaluation

Juggling two sets of consultants, two opinion surveys, and the discussions necessary to absorb multiple methods and data sources, required careful preparation and scheduling.

April-June 2006

Activity: Draft planning documents; LDD staff reviews; GladysAnn Wells reviewed.
Responsible: Laura Stone

June 2006

Activity: Review and revise planning documents. Approved.
Responsible: GladysAnn Wells

August 2006

Activity: Draft RFP for Literacy Consultant; Identify potential consultants. Review with GAW.

Responsible: Holly Henley, Laura Stone

Activity: Draft RFP for Library Evaluation Consultant; Identify potential consultants. Review with GAW.

Responsible: Jane Kolbe, Stephanie Gerding

Activity: Send RFPs for Literacy Consultant and Library Evaluation Consultant to potential consultants.

Responsible: Carol Tapia

September 2006

Activity: Review proposals for Library Evaluation Consultant, selected Library Planning Associates.

Responsible: Jane Kolbe, Stephanie Gerding, GladysAnn Wells

Activity: Met to discuss Library Evaluation Consultant plan; fine-tune details.

Responsible: Jane Kolbe, Laura Stone, Stephanie Gerding, Joan Clark, Library Planning Associates.

Activity: Plan series of statewide public programs on the evaluation and planning process for November.

Responsible: Library Planning Associates, Joan Clark, Laura Stone

Activity: Review proposals for Literacy Consultant, selected Brecon Group.

Responsible: Jane Kolbe, Laura Stone, Holly Henley, GladysAnn Wells

Activity: Met with Brecon Group to discuss LSTA-funded early literacy projects, plan, fine-tune details.

Responsible: Jane Kolbe, Holly Henley, Laura Stone, Literacy Consultant

Activity: Develop goal/project matrix.

Responsible: Joan Clark, Laura Stone

Activity: Evaluate goal/project matrix to determine projects for in-depth evaluation.

Responsible: Laura Stone, Joan Clark, Jane Kolbe

Activity: Write narrative detail for Section II on goals/objectives (through January)

Responsible: Laura Stone

October 2006

Activity: Develop plan for in-depth evaluations, and for assessment of "level of investment of time, money and other resources to the value of the result achieved."

Responsible: Library Planning Associates

Activity: Collect report information, research, interview, etc., (through December).

Telephone and online discussions between consultants, Arizona State Library staff.

Responsible: Library Planning Associates, Brecon Group

Activity: Design on-line survey for library staff members on continuing education.

Responsible: Laura Stone

Activity: Research and negotiate agreement for telephone survey of Arizonan's attitudes toward public libraries. Write draft of questions.

Responsible: Laura Stone, Joan Clark

November 2006

Activity: Launch online survey to the library staff Nov. 1; close Dec. 30.

Responsible: Laura Stone

Activity: Conduct six meetings across the state, to solicit comments on library service in Arizona, especially in relationship to current and future LSTA plans.

Responsible: Library Planning Associates.

Activity: Select Northern Arizona University's Social Research Laboratory to conduct phone survey; finalize question set.

Responsible: GladysAnn Wells, Laura Stone

January 2007

Activity: Compile results of online CE survey; distribute to GAW, ASLAPR direct reports, consultants, LDD staff.

Responsible: Laura Stone

Activity: Complete draft of in-depth evaluation/lessons learned by Jan. 15.

Responsible: Library Planning Associates

Activity: Complete draft of literacy/caregivers outcomes report by Jan. 15.

Responsible: Brecon Group

Activity: Review drafts, and return to consultants by Jan. 30.

Responsible: GladysAnn Wells, Jane Kolbe, Holly Henley, Joan Clark, Laura Stone

Activity: Complete goals/objectives narrative portion.

Responsible: Laura Stone

Activity: Review results of telephone public opinion survey publication by NAU Social Research Laboratory for Arizona State Library staff.

Responsible: Laura Stone

February 2007

Activity: Complete final of in-depth evaluation/lessons learned by Feb. 15.

Responsible: Library Evaluation Consultant

Activity: Complete final of literacy/caregivers outcomes report by Feb. 15.

Responsible: Literacy Consultant

Activity: Review results of telephone public opinion survey; presentation by NAU Social Research Laboratory for Arizona State Library staff. (A second presentation has been scheduled for a June County Librarians meeting.)

Responsible: Laura Stone

March 2007

Activity: Write Evaluation introductory statement and description of evaluation process.

Responsible: Laura Stone

Activity: Assemble all report documents into a single product.
Responsible: Carol Tapia

Activity: Review and discuss final evaluation document.
Responsible: GladysAnn Wells, Jane Kolbe, Laura Stone

Activity: Revise as necessary.
Responsible: Laura Stone

The Cost of Evaluation

The Arizona State Library contracted with the Brecon Group (\$18,925); Library Planning Associates (\$28,670) and NAU Social Research Laboratory (\$27,993). Much of the research generated through these reports will also be used to inform the next five-year LSTA plan.

GladysAnn Wells and Jane Kolbe each provided oversight for the project, and participated in planning and evaluation meetings and reviewed documents. All of the Library Development Division team participated in meetings and discussions about the plan; four of the team members spent about 50 hours over the course of the evaluation. Joan Clark and Laura Stone provided day-to-day administration of the project, and each spent about 250 hours on the project. Valuing staff times at current salaries, the State of Arizona provided another \$25,000 toward the cost.