



# Library Services and Technology Act Five Year Plan for Connecticut 2008-2012

Submitted to the  
Institute of Museum and Library Services

Prepared by the Connecticut State Library  
Division of Library Development

Endorsed by the Advisory Council on Library Planning and Development  
June 20, 2007

## Introduction

This Five Year Plan provides a framework for the use of Library Services and Technology Act (LSTA) funds to address the library and information needs of Connecticut's residents for the years 2008 through 2012. The plan was developed by the Division of Library Development (the Division) of the Connecticut State Library in collaboration with Advisory Council for Library Planning and Development's LSTA Planning Committee with input from the library community. It was developed under guidelines issued by the Institute of Museum and Library Services (IMLS), the federal agency responsible for administering the LSTA program.

The development of the plan began by evaluating Connecticut's previous Five Year Plan, which covered the years 2003 to 2007, a process that culminated in transmission of the report entitled *Library Services and Technology Act Funds in Connecticut 2003 - 2007: An Evaluation of Connecticut's Five-Year LSTA Plan* to IMLS in March of 2007.

In December 2006, a subcommittee of the Advisory Council for Library Planning and Development was established to develop the 2008-2012 Five Year Plan; this subcommittee included representatives from public libraries, schools, Friends of Libraries, and library users. The

committee gathered input from the library community through various means: via two focus groups comprised of notable/key Connecticut library staff, and also through comments to a blog focusing on Connecticut's LSTA Plan. The Division's draft 2008-2012 Five Year Plan was then developed and presented to the library community for comment in various ways: via the WebJunction Connecticut website, as announced on several listservs, and on the LSTA Plan blog. The final plan was then submitted to the full Advisory Council for Library Planning and Development for approval in June 2007.

### **Vision**

All Connecticut residents will have equitable access to the information and cultural resources they need to succeed in school, work, and life; libraries will provide patrons of all ages with opportunities for cultural, educational, and social enrichment as well as involvement in our society's democratic process; libraries will function as vibrant centers of community life and provide a variety of materials, opportunities, programs, and services conducive to learning, developing, and growing for all ages and stages of life.

### **Mission**

The Division of Library Development provides leadership, funding, education and statewide services that enhance a local library's ability to deliver high-quality library service to its community.

---

### **Need: Equalize access to information and educational resources.**

---

#### **Summary**

While Connecticut is generally a wealthy state with many well-funded libraries and schools, great disparities among communities exist in regard to affluence, library support, and school achievement. Although the per capita support for public libraries in 2006 averaged \$47.12, this amount varied from a high of \$197 to a low of \$1.48. Although Connecticut has one of the highest overall achievement rates in reading and math, the state has one of the largest gaps in performance between white and African American and Hispanic students. Connecticut has the nation's largest achievement gap between rich and poor students in three of the four federally mandated tests: 4<sup>th</sup> grade reading, 8<sup>th</sup> grade reading and 8<sup>th</sup> grade math. Connecticut ranked second to the worst on the 4<sup>th</sup> grade math test.

Prior to the development of iCONN, Connecticut's system of free online databases and resources, many schools and public libraries were unable to provide online resources of any kind to their patrons. Today iCONN provides a core level of information resources to every school, college, and public library in Connecticut.

iCONN includes a statewide catalog of library holdings of public, academic, school, and special libraries. Access to these collections is supported by a physical statewide delivery system serving 225 libraries across the state. The volume of items delivered has increased steadily over the course of iCONN's development and is now approximately 3 million items per year.

Critical to providing equal access to informational and educational resources are well-trained library

staff, volunteers, trustees, and Friends who are versed in technical as well as issue-based skill sets; patrons will thus be aided by technically competent staff who are also committed to providing long term equal access to information and educational resources.

**Goal I: All residents of Connecticut will have access to robust public access computing environments that feature reliable, high-quality library and information resources including statewide database programs, interlibrary loan, and delivery services.**

### **LSTA Purposes**

Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.

Providing electronic and other linkages among and between all types of libraries.

### **Outputs**

1. The number of page views on iCONN will increase by 12% per year from the 2007 base figure of 7,823,426.
2. The number of interlibrary loan requests filled through the reQuest interlibrary loan module will increase by 10% per year from the 2006 base figure of 91,920.
3. At least 80% of items placed for patron delivery will arrive within three days as measured by biennial sampling survey.
4. The average delivery time for items placed for patron delivery will decrease by 35% per year until such time that next business day delivery is achieved as measured by biennial sampling surveys.

### **Outcomes**

1. Users will find information and/or resources useful to them in the realms of school, business, and/or personal learning.
2. Users will obtain information and/or resources important to them quickly, easily, and for free.

### **Indicators**

60% of users responding to after-session surveys will respond affirmatively that iCONN enabled them to find information useful to their school, business, or personal learning.

75% of those who have used reQuest interlibrary loan responding to surveys will report that the speed and effectiveness of the interlibrary loan service was high or very high on a scale of 1 to 5.

### **Programs**

1. Support a statewide program to provide access to online information databases and a statewide catalog and interlibrary loan system.
2. Support statewide delivery services to 225 academic and public libraries.
3. Build the capacity of library staff, volunteers, trustees, and Friends in all types of libraries to meet the needs of individuals of all ages requiring expanded services for learning and access to information and educational resources by supporting training, infrastructure support including meeting and event coordination, consulting, library technical support, and informational resources including listservs and resources on WebJunction Connecticut.

---

## **Need: Equalize and enhance access to library services for persons with disabilities.**

---

### **Summary**

According to the 2005 American Community Survey update to the 2000 census, 12.7% of Connecticut residents aged 5 years and over are disabled; for those 65 and over, the rate increases to 35.1%. Based on the experience from the last five years, simply providing grants to fund adaptive technology is not enough. Libraries must integrate services for persons with disabilities into their overall service plan. Connecticut libraries are in need of training, model programs, grants, and other support in order to be able to provide the excellent and equal service that this target audience deserves.

## **Goal II: Enhance access to quality library services for persons with disabilities.**

### **LSTA Purposes**

Targeting library services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities and to individuals with limited functional literacy or information skills.

### **Outputs**

1. The number of items circulated from the Library for the Blind and Physically Handicapped (LBPH) collections will rise at least 5% from a base 2006 figure of 214,282.
2. The number of audio and large print items circulated annually from the Connecticut library service centers will rise at least 1% per year from the 2006 base figure of 33,487.
3. The Division will annually showcase successful model program(s) serving the target population.
4. The Division will establish a roundtable interest group of libraries serving the target population.

### **Outcomes**

1. Patrons with disabilities will obtain the materials, information, and resources they need.
2. Workshop participants will increase and improve outreach activity targeting persons with disabilities.

### **Indicators**

1. 75% of LBPH patrons responding to a biennial survey will rate LBPH's services as an "important" or a "very important" factor in raising their quality of life.
2. 50% of attendees attending workshops focused on services to persons with disabilities will report at least a 50% increase in their knowledge base on at least three indicators after completing training.

### **Program**

1. Provide subgrants to libraries that partner with other agencies in addressing the needs of the target population with special attention to creating model projects.
2. Support the services of the LBPH, including the transition to new digital technology.
3. Support outreach and publicity to public libraries regarding LBPH services.
4. Build the capacity of library staff to meet the needs of individuals with disabilities with continuing education, collections, consulting, informational resources including email and

discussion forums, through development of resources on WebJunction Connecticut, at the service centers, and elsewhere.

5. Disseminate lessons learned and best practices through a variety of media including print articles, at training events, through WebJunction Connecticut, and at presentations and roundtables.
6. Support existing or create new statewide library services that aid the target population.

---

**Need: Equalize/enhance access to library services for persons from diverse cultural backgrounds who have limited functional literacy.**

---

### **Summary**

According to the 2005 American Community Survey update to the 2000 census, 19% of Connecticut residents speak a language other than English. Although Spanish is the predominant language, many towns are struggling to provide service to people from eastern Europe, Africa, and Asia. The target group - non-native English speakers of all ages - is comprised of the overlap between two constituencies: those from diverse cultures and those with low levels of functional literacy. These constituents need to access jobs, to have ESL instruction, and to become literate. Because these populations tend towards isolation and insularity, outreach is critical. Libraries' challenges include: selecting, purchasing, processing, and accessing materials in languages other than English; identifying the 'best' types of resources needed to adequately serve increasingly multicultural and multilingual communities; staff development; and continuing education.

### **Goal III: Improve the quality of life of the target population by providing services and materials that help libraries address the literacy, citizenship, and English as a Second Language needs of patrons.**

### **LSTA Purposes**

Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities and to individuals with limited functional literacy or information skills.

### **Outputs**

1. Annually showcase successful model program(s) serving the target population.
2. At least 25 libraries will attend roundtable sessions each year in the 2008-2012 period.
3. There will be at least 50 page views each month of the resources on WebJunction Connecticut supporting libraries serving this population.

### **Outcomes**

Librarians will be better prepared to aid those patrons from diverse cultural backgrounds who have limited functional literacy.

### **Indicators**

1. 80% of librarians attending workshops focused on enhancing library services to the target population will report at least a 50% rise in their knowledge base on at least three indicators after completing training.

2. 75% of library professionals attending discussion group meetings will report an increase in outreach efforts by a factor of at least 2 (40%) on a scale of 1 to 5 within one year of participation.

### **Programs**

1. Provide subgrants to libraries that partner with other agencies in addressing the needs of the target population.
2. Establish a grant program to fund environmental scans and planning activities pursuant to submitting larger program grants.
3. Identify and publicize model programs in a variety of formats.
4. Build the capacity of library staff to meet the needs of persons from diverse cultural backgrounds who have limited functional literacy with continuing education, consultancy, and support and with materials and informational resources for libraries serving this target population through the Service Centers.
5. Build the capacity of library staff to meet the needs of persons from diverse cultural backgrounds who have limited functional literacy through development of resources via resources on WebJunction Connecticut.

---

## **Need: Improve library services to children and their families.**

---

### **Summary**

A child's propensity for reading success or failure is determined before kindergarten; children entering school with deficits in critical early literacy skills need extraordinary support in the classroom if they are to learn to read fluently and on grade level by grade four. The disparities in early literacy development between children from lower socioeconomic backgrounds and those from more advantaged backgrounds can be enormous and are especially significant in Connecticut. As stated in a previous section, Connecticut has one of the largest achievement gaps in the nation between wealthy and poor towns. Connecticut libraries must partner with schools and homeschool providers to overcome this achievement disparity.

### **Goal IV: Enhance literacy programs in libraries for children and their families.**

#### **LSTA Purposes**

Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (birth through age 17).

Targeting library services to individuals of diverse geographic, cultural and socioeconomic backgrounds, to individuals with disabilities and to individuals with limited functional literacy or information skills.

#### **Outputs**

1. Annually showcase model program(s).
2. At least 85 libraries will annually borrow a minimum of 40,000 items from the service centers to support children's literacy and outreach to children and their families.
3. At least 75% of economically distressed communities (defined as the bottom 25% of towns on the Connecticut Adjusted Equalized Net General List per Capita, or AENGLC, ranking) will borrow

materials to support children's literacy and outreach to children and their families.

### **Outcomes**

Connecticut library staff will be better prepared to provide library services supportive of the literacy needs of children and their families.

### **Indicators**

1. 75% of librarians attending workshops that focus on enhancing pre-literacy skills in children will report an average increase of at least 35% in how frequently they use at least three research-based activities during programming.
2. At least 60% of respondents to online surveys of users will indicate that resources provided on WebJunction Connecticut increased their ability to provide quality library services to children and their families.

### **Programs**

1. Offer subgrants to libraries for programs serving the literacy needs of children and their families.
2. Identify and publicize model programs, disseminate lessons learned and best practices through a variety of media.
3. Build the capacity of library staff to meet the needs of underserved urban and rural communities; including children aged birth to 17 through development and enhancement of resources on WebJunction Connecticut.
4. Build the capacity of library staff to meet the needs of underserved urban and rural communities; including children aged birth to 17 with continuing education, consultancy, and support as well as with materials, and informational resources for libraries serving this target population through the Service Centers.
5. Support existing or create new statewide library services that aid the target population.



---

## **Need: Improve library services to young adults.**

---

### **Summary**

Libraries struggle to keep teens engaged in reading and to have the library seen as relevant in the age of Google and gaming; at the same time libraries struggle with age-related behavioral issues and are often overrun with young adults during after school hours. School-aged teens (those 253,000 individuals aged 13-17) comprise 7.5% of Connecticut's total population. The 15-17 age group has risen 2% over the past 5 years, and the 12-14 age group rose 1% over the same period; the total 10-19 age bracket comprises 14% of the population. Additionally, 2.8% of teens aged 16-19 (almost 5,000 individuals) are not enrolled in school and are also not in the labor force. Connecticut libraries are in need of training, model programs, grants, and other support in order to develop the programs and services required to meet the specific needs of teens.

### **Goal V: Enhance and improve library service to young adults.**

#### **LSTA Purposes**

Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children (birth through age 17).

#### **Outputs**

1. Establish a subgrant program targeted to the specific needs of young adults.
2. Annually showcase model program(s).
3. The number of page views of WebJunction Connecticut that support library services to young adults will increase by 15% per year over a base figure of 400.
4. At least 65 libraries will, each year, borrow a minimum of 2,500 items to support young adult programs in their library.
5. At least 50 librarians per year will attend training opportunities on best practices in support of young adult library service.

#### **Outcomes**

Connecticut library staff will be better prepared to offer improved library services to young adults.

#### **Indicators**

1. 75% of librarians attending workshops focused on enhancing literacy services to young adults will report a 50% increase in their knowledge base on at least three indicators after completing training.
2. At least 65% of online survey respondents will indicate that resources provided by WebJunction Connecticut enhanced their ability to provide quality literacy service to young adults.

#### **Programs**

1. Establish a subgrant program for enhanced access to library services to young adults.
2. Annually showcase successful/model programs.
3. Build the capacity of library staff to meet the needs of young adults with roundtable interest groups, discussion forums, and continuing education.
4. Build the capacity of library staff to meet the needs of young adults through development and enhancement of resources on WebJunction Connecticut.
5. Provide consultancy, support, materials, and informational resources for libraries serving the target population through the service centers.



---

## **Need: Improve library service to older adults.**

---

### **Summary**

According to the 2000 census, 17.8% of Connecticut residents are over the age of 60; by 2010 that percentage is expected to increase to 19.9%; this represents over 711,209 residents. Connecticut also ranks fourth in the nation for longevity, a trend that is changing the kinds of services sought from state and community agencies. By 2012, it is estimated that 19% of the workforce will be age 55 or over. Connecticut's libraries, though highly regarded with respect to traditional services that target the frail elderly (e.g., home delivery) also need to consider services in light of the expanded age segment. Because America's older adults are experiencing a new stage of life (characterized by activity, community engagement, good health, and relative financial stability) that spans several decades, libraries need to be prepared to respond to the changing and evolving needs of this constituency.

### **Goal VI: Enhance and improve library service to older adults.**

#### **LSTA Purpose**

Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities.

#### **Outputs:**

1. Annually showcase at least one model program.
2. The number of audio and large print items circulated annually from the service centers will rise at least 1% per year from the 2006 base figure of 33,487.
3. At least 50 libraries will participate in roundtable sessions each year.

#### **Outcomes**

Librarians will be better able to provide appropriate library services to Connecticut's older adults.

#### **Indicators**

65% of attendees of professional training workshops focused on services to older adults will report a 75% increase in knowledge of best practices.

#### **Programs**

1. Offer subgrants that enhance access to library services to older adults.
2. Annually showcase successful/model programs.
3. Enhance the aptitudes of library staff to meet the needs of older adults by supporting a roundtable interest group, discussion forum, and continuing education for libraries serving older adults.
4. Provide infrastructure support, consulting (including consideration of the future needs of the target population), and informational resources for libraries serving older adults.
5. Provide large print and audio collections through the service centers.
6. Strengthen the abilities of library staff to meet the needs of older adults by development and enhancement of WebJunction Connecticut.
7. Disseminate lessons learned and best practices through a variety of media including print articles, at training events, through WebJunction Connecticut, and at presentations and roundtables.
8. Support existing or create new statewide library services that aid older adults.

---

## **Need: Libraries need to respond to changing demographics in their communities.**

---

### **Summary**

Libraries in Connecticut are experiencing the impact of changing demographics in their communities: the growing impact of social networking, increasingly diverse immigrant populations, growing numbers of older adults, and the need to keep and attract young adults to the library. It is more important than ever that libraries gather input from target populations, stakeholders, and community partners before designing programs in order to pre-ensure successful outcomes. Feedback provided from the library community during the development of the 2008-2012 Five Year Plan indicates that Connecticut libraries need help dealing with the primary steps of planning: communicating with potential partners and gathering input from the community. These community studies are best suited to a stand-alone process, one without the complexities, outreach, and programming components typical of a program grant.

### **Goal VII: Enhance the ability of libraries to plan for and develop successful services that address the changing demographics of Connecticut's population.**

#### **LSTA Purposes**

Developing public and private partnerships with other agencies and community-based organizations.

Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills.

#### **Outputs**

1. Number of plans developed and shared by DLD on WebJunction Connecticut.
2. Number of page views of plans on WebJunction Connecticut.

#### **Outcomes**

Constituents obtain services which fit their needs from responsive libraries.

#### **Indicators**

1. 80% of libraries receiving grants will report developing at least 50% more services and programs targeting populations in need within one year of completing the grant project.
2. 75% of libraries receiving grants will report an increase in outreach efforts by a factor of at least 2 (40%) on a scale of 1 to 5 within one year of completing the grant project.

#### **Programs**

1. Establish a competitive mini-grants program to help libraries gather input from their communities through focus groups, surveys, interviews with stakeholders, and other methods in order to establish concrete plans that target library services in light of the community's needs and demographics.
2. Disseminate lessons learned and best practices through a variety of media including print articles, at training events, through WebJunction Connecticut, and at presentations and roundtables.
3. Support existing or create new statewide library services that aid those target populations identified that are common to many communities.

---

## **Need: Expanded access to historical materials.**

---

### **Summary**

Libraries in Connecticut have extensive collections of valuable historical materials; documents, letters, pictures and other artifacts. Previously only accessible to onsite researchers, digital technology presents an opportunity to expand the access to these collections to a broader audience of learners of all ages. Building on the successful model of Connecticut History Online, digitization of local resources will be organized and presented within a statewide historical and educational context. The Connecticut State Library has begun the process of preparing libraries for digitization by presenting continuing education and training opportunities. Now libraries need mini-grants to help them begin this process.

### **Goal VIII: Expand the availability of information and educational resources of Connecticut's libraries through digitization.**

#### **LSTA Purposes**

Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.

Developing library services that provide all users access to information through local, state, regional, national, and international electronic networks.

#### **Outputs**

1. At least 500 digital objects will be added to Connecticut History Online from the collections of Connecticut's public libraries after the grant program is established.
2. Number of searches; number of page views; number of partnerships created.

#### **Outcomes**

Users will find information useful to them.

#### **Indicators**

60% of users responding to post-page view session surveys will respond affirmatively that the digital collections enabled them to find information useful to their academic or personal learning.

#### **Programs**

1. Offer mini-grants to libraries to begin digitization of their historical collections in compliance with best practices and standards set by Connecticut History Online.
2. Disseminate lessons learned and best practices through a variety of media including print articles, at training events, through WebJunction Connecticut, and at presentations and roundtables.
3. Support existing or create new statewide library services that aid this effort.
4. Provide training needed to prepare library staff in developing, expanding, delivering, or promoting library services that provide all users access to information including historical materials through local, state, regional, national, and international electronic networks and which expand access to these information and educational resources.

---

## **Need: Aid libraries in providing excellent service**

---

### **Summary**

In order to better serve the people of Connecticut, libraries must respond to patrons' growing demands and increasingly complex contemporary needs by continually improving library services. Libraries must accomplish this by addressing the challenges of technological and demographic change and also by meeting demand for traditional services. In order to meet the needs of their communities, and in order to facilitate access to resources for the purpose of cultivating an educated and informed citizenry, libraries must partner with public and private agencies and community-based organizations to encourage resource sharing for the purpose of achieving economical and efficient delivery of library services to the public. Because patrons expect more from libraries, as they do from all contemporary service institutions, investment in professional development is an essential component of high quality library service.

### **Goal IX: Build capacity of libraries to meet the needs of their communities, including helping them partner with public and private agencies and community-based organizations.**

#### **LSTA Purposes**

Developing public and private partnerships with other agencies and community-based organizations.

Expanding services for learning and access to information and educational resources in a variety of formats, in all types of libraries, for individuals of all ages.

#### **Outputs**

1. 25 library staff will enroll in online courses per month through WebJunction Connecticut.
2. At least 150 in-person workshops will be offered annually.
3. At least 2,000 library staff will attend in-person workshops annually.

#### **Outcomes**

1. Library staff, trustees and Friends will have ready access to online and in-person workshops designed to increase their ability to provide excellent service to patrons.
2. Libraries will incubate and foster public and private partnerships with other agencies and community-based organizations.

#### **Indicators**

90% of in-person workshop attendees responding to pre- and post-session surveys will indicate immediately after the session that their knowledge of the topic or their self-assessed degree of learning rose at least 50% on a scale of 1 (low) to 5 (high).

## **Summary of Planning and Implementation Procedures**

Connecticut's planning process, implementation plans and timelines, and involvement of stakeholders related to creation of the 2008-2012 LSTA Five Year Plan are as follows.

### **Stakeholder Involvement Procedures**

Key players in the CT library community were identified and involved in the Five Year Plan's development in a variety of ways throughout all developmental stages of the plan's creation. Stakeholders included library professionals and paraprofessional support staff from public, school, and academic libraries as well as library patrons and public library Friends.

The Advisory Council for Library Planning and Development created a subcommittee to develop the Five Year Plan. This planning committee consisted of representatives from libraries eligible for LSTA funding, coordinated all activities of the Plan's development, and was involved in the process of actively seeking input from Connecticut's library leaders related to how LSTA funds are utilized.

Stakeholder involvement was also solicited by the planning committee through a variety of other means: two focus groups comprised of notable Connecticut library staff were convened and comments from a blog, developed for the purpose of focusing on Connecticut's LSTA Plan, were reviewed and incorporated into the plan.

The roles and responsibilities of stakeholders involved in focus groups, surveys, and other solicitations of feedback consisted of sharing concerns about present or imminent library issues, concerns regarding how LSTA funding is presently allocated and ideas about how it might be used, and also about community needs not being met by libraries and how LSTA funding might be of help.

The planning timeframes developed by the committee allowed stakeholders to become as deeply involved in the LSTA planning process as they chose.

### **Communications Procedures**

Drafts of the Five Year Plan were developed and periodically submitted to planning committee members throughout its life cycle; the final draft of the 2008-2012 Five Year Plan was presented to the library community for comment in print and as a document on the WebJunction Connecticut website; the draft was announced in a variety of ways, including on several library-focused listservs, on the WebJunction Connecticut website, and on the LSTA Plan blog.

A final plan was then developed and submitted to the full Advisory Council for Library Planning and Development for approval. Once the plan is approved by IMLS it will be permanently mounted on the WebJunction Connecticut website.

## Monitoring Procedures

Primary responsibility for continuously monitoring progress of the goals set out in the Outcomes and Outputs sections of the Five Year Plan will be distributed throughout those Division staff most responsible for managing each area. Reports on progress will be presented in writing and through presentations at Division meetings and appropriate advisory boards. Key staff will review the overall progress made toward the Plan's stated goals on a yearly basis and will develop the tools and measures needed to assure that the stated goals are achieved. Subgranted projects will be monitored by the professional Division staff as part of their consulting support to the libraries; on-site visits to individual libraries, allowing for deeper understanding of best practices and any needed corrective actions, will be encouraged. The following chart identifies the evaluation methods, monitors, frequency, and stakeholders for each activity.

<b>Element</b>	<b>Description</b>	<b>Monitors</b>	<b>Frequency</b>	<b>Stakeholders</b>
<b>Information Resources</b>				
Goal I output 1	No. page views	iCONN team	Annually	IMLS, CDLAB, CT Department of Higher Education, CT Commission on Educational Technology, and public, academic, and school libraries, patrons
Goal I output 2	No. ILL requests	iCONN team	Annually	IMLS, CDLAB, participating public, academic, special, and school libraries, patrons
Goal I output 3	Ccar delivery time	Delivery team	Biennial	IMLS, ACPLD, the vendor, participating public, school, and academic libraries, patrons
Goal I output 4	Ccar delivery time	Delivery team	Biennial	IMLS, ACPLD, the vendor, participating public and academic libraries, patrons
Goal I indicator 1	Usefulness survey	iCONN team	Annually	IMLS, CDLAB, patrons
Goal I indicator 2	Speed / effectiveness survey	iCONN team	Annually	IMLS, CDLAB, patrons
<b>Persons with Disabilities</b>				
Goal II output 1	Circulation	LBPH mgmt	Annually	IMLS, ACLPD, LBPH Advisory Board, National Library Service to the LBPH, patrons
Goal II output 2	Audio+large print circ	LSC Managers	Annually	IMLS, ACPLD, public, school, and academic libraries, patrons
Goal II output 3	Showcase model programs	LSTA team	Annually	IMLS, ACPLD, the model project's library, and public, academic and school libraries, patrons
Goal II output 4	Establish roundtables	Divisional staff	Once	IMLS, ACPLD, public, academic and school libraries, patrons
Goal II indicator 1	Quality of life survey	LBPH mgmt	Biennial	IMLS, ACPLD, LBPH Advisory Board, National Library Service to the LBPH, patrons
Goal II indicator 2	Knowledge base change	CE team	Quarterly	IMLS, ACPLD, statewide CE committee, library staff, Friends, trustees, patrons

<b>New Americans</b>				
Goal III output 1	Showcase model programs	LSTA team	Annually	IMLS, ACPLD, the model project's library, and public, academic and school libraries, patrons
Goal III output 2	No. libraries at roundtables	Divisional staff	Yearly	IMLS, ACPLD, public, academic and school libraries, patrons
Goal III output 3	No. page views	WJ team	Monthly	IMLS, ACPLD, WebJunction CT, public, academic, and school libraries, patrons
Goal III indicator 1	Knowledge base change	CE team	Quarterly	IMLS, ACPLD, public, academic and school libraries, library staff, Friends, trustees, patrons
Goal III indicator 2	Change in outreach effort	CE team	Annually	IMLS, ACPLD, public, academic and school libraries, library staff, patrons
<b>Children and Families</b>				
Goal IV output 1	Showcase model programs	LSTA team	Annually	IMLS, ACPLD, the model project's library, public and school libraries, CT Dept. of Education, patrons
Goal IV output 2	Children's materials circulation	LSC Managers	Annually	IMLS, ACPLD, public and school libraries, patrons
Goal IV output 3	No. AENGLC borrowers	LSC Managers	Annually	IMLS, ACPLD, public and school libraries, patrons
Goal IV indicator 1	Pre-literacy programming change	CE team, divisional consultant	Quarterly	IMLS, ACPLD, public and school libraries, patrons
Goal IV indicator 2	Usefulness survey	WJ team	Quarterly	IMLS, ACPLD, WebJunction CT, public and school libraries
<b>Young Adults</b>				
Goal V output 1	Est. YA subgrant process	LSTA team	Once	IMLS, ACPLD, public and school libraries, patrons
Goal V output 2	Showcase model programs	LSTA team	Annually	IMLS, ACPLD, the model project's library, public and school libraries, patrons
Goal V output 3	No. page views	WJ team	Annually	IMLS, ACPLD, WebJunction CT, public and school libraries, patrons
Goal V output 4	Circulation	LSC Managers	Annually	IMLS, ACPLD, public and school libraries, patrons
Goal V output 5	No. trainees	CE team	Quarterly	IMLS, ACPLD, public and school libraries, statewide CE committee, library staff, Friends, trustees, patrons
Goal V indicator 1	Knowledge base change	CE team	Quarterly	IMLS, ACPLD, library staff, Friends, trustees, patrons
Goal V indicator 2	Usefulness survey	WJ team	Annually	IMLS, ACPLD, WebJunction CT, public and school libraries, statewide CE committee, library staff, Friends, trustees, patrons
<b>Older Adults</b>				
Goal VI output 1	Showcase model programs	LSTA team	Annually	IMLS, ACPLD, the model project's library, public and school libraries, patrons
Goal VI output 2	Audio + large print circulation	LSC Managers	Annually	IMLS, ACPLD, public libraries, patrons
Goal VI output 3	No. roundtable libraries	LSTA team	Annually	IMLS, ACPLD, public, academic and school libraries, patrons
Goal VI indicator 1	Best practice knowledge change	CE team	Quarterly	IMLS, ACPLD, public libraries, statewide CE committee, library staff, Friends, trustees, patrons



<b>Changing Demographics</b>				
Goal VII output 1	No. plans developed	WJ team	Annually	IMLS, ACPLD, public libraries, patrons
Goal VII output 2	No. page views	WJ team	Annually	IMLS, ACPLD, WebJunction CT, public libraries, patrons
Goal VII indicator 1	Change in services, outreach	LSTA team	Annually	IMLS, ACPLD, public libraries, patrons
Goal VII indicator 2	% change in outreach	LSTA team	Annually	IMLS, ACPLD, public libraries, patrons
<b>Digitization</b>				
Goal VIII output 1	No. digital items added	LSTA team, CHO team	Annually	IMLS, ACPLD, CT History Online, public libraries, patrons
Goal VIII output 2	Page view, partnership, search outputs	LSTA team, CHO team	Annually	IMLS, ACPLD, CT History Online, public libraries, patrons
Goal VIII indicator 1	Usefulness survey	LSTA team, CHO team	Quarterly	IMLS, ACPLD, CT History Online, public libraries, patrons
<b>Building Capacity</b>				
Goal IX output 1	No. online attendees	WJ team	Monthly	IMLS, ACPLD, WebJunction CT, public, academic and school libraries, library staff, Friends, trustees, patrons
Goal IX output 2	No. workshops offered	CE team	Annually	IMLS, ACPLD, public, academic and school libraries, library staff, Friends, trustees, patrons
Goal IX output 3	No. staff attending	CE team	Annually	IMLS, ACPLD, public, academic and school libraries, library staff, Friends, trustees, patrons
Goal IX indicator 1	Knowledge and learning changes	CE team	Quarterly	IMLS, ACPLD, public, academic and school libraries, library staff, Friends, trustees, patrons