Colorado State Library

An Evaluation of Colorado's Library Services & Technology Act (LSTA) Program 2008-12

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Executive Summary

The Colorado State Library's (CSL's) 2008-12 LSTA goals were:

1. Colorado residents will be able to access resources and services electronically through libraries to meet their information and learning needs.
2. Colorado students and adult learners receive services from libraries and librarians that support educational achievement and lifelong learning.
3. Colorado residents, people with disabilities, ethnic populations, institutional residents and those underserved by libraries receive services from Colorado libraries to meet their targeted needs.
4. Colorado libraries cooperate to develop strategies and techniques that assure the sharing of resources to best meet the needs of Colorado residents.

Questions Posed by Evaluation

The questions posed by this evaluation were:

- Did the activities undertaken through Colorado's LSTA plan achieve results related to priorities identified in the Act? To what extent did programs and services benefit targeted individuals and groups?
- What recommendations can be made for continuing, expanding and/or adopting promising programs in the next five-year plan?
- What lessons has CSL learned about using outcome-based evaluation (OBE) that other states could benefit from knowing? What worked and what should be changed?

Methods

Methods used to produce evidence with which to address these questions included: available data analysis, focus group interviewing, and survey research.

- Evidence that 2008-12 activities achieved results and benefited targeted individuals and groups were extracted from individual grantee reports available from the online State Program Report (SPR) system of the federal Institute of Museum and Library Services. The SPR system requests both output and outcome data about each funded project. Exemplars of such data reporting were selected for each of the state's four LSTA goals. Output and outcome data about each project is presented in a table following a brief description of the project's purpose and major activities.
- The CSL Management Team, whose members represent the diversity of services and programs provided by CSL, were interviewed as a focus group. The purposes of this focus group interview were two-fold: to identify key 2008-12 CSL activities for each LSTA goal and potential 2013-17 CSL activities for each of the state's prospective LSTA goals for its next five-year plan. These two sets of activities largely determined the scope of a survey of Colorado library leaders.
- Via a survey, Colorado library community's leaders—past, present, and future; formal and informal—were asked to assess CSL's state LSTA grant-making practices, its performance on the key 2008-12 activities identified by the CSL Management Team, and its priorities for the proposed 2013-17 activities identified by the Management Team.

Key Findings

This report details findings about the assessment of CSL's LSTA grant-making process, its key 2008-12 activities, its proposed 2013-17 activities, and its issues with outcome-based evaluation.

State LSTA Grant-Making Process

Survey respondents were asked about hindrances to pursuing state LSTA grants, their assessment of specific grant-making practices, and their recommendations for improving the grant-making process.

- The two most common hindrances to pursuing state LSTA grants were a lack of staff time to write proposals and a lack of appropriate ideas for state LSTA grant funding.
- Respondents provided very positive feedback about four specific grant-making practices: the application guidelines, application training, communication about proposal scoring, and feedback regarding proposal scoring.
- The most frequent of the small number of specific recommendations for improving the grant-making process identified by respondents was to provide more communication and information about state LSTA grants targeted at those less likely to apply.

Key 2008-12 CSL Activities

For the goal of accessing resources and services electronically, nine out of 10 responding Colorado library leaders assessed as excellent or good the Library Jobline and Plinkit website services for small libraries. Four out of five gave similar assessments of CSL's online workshops (e.g., CSL in Session, Webside Chats) and its support of e-resource delivery. Excellent ratings for e-resource delivery support were the lowest for this goal's key activities, but this is not surprising considering recent budget cutbacks affecting database funding.

For the goal of educational achievement and lifelong learning, nine out of 10 survey respondents assessed as excellent or good CSL's support of summer reading programs statewide. Four out of five gave similar assessments of the Highly Effective School Libraries program, the StoryBlocks early literacy program, CSL support of youth services in public libraries, and Channel 2's Everyday Book Club.

For the goal of services to specific underserved populations, nine out of 10 respondents assessed as excellent or good both the Colorado Talking Book Library (CTBL) and CSL's consulting support of state institutional libraries.

For the goal of resource sharing, nine out of 10 respondents assessed as excellent or good three of CSL's most prominent efforts: the AskColorado/AskAcademic virtual reference service, the Colorado Virtual Library (including its Colorado Historic Newspaper Collection) and the StateWide Interlibrary Loan Fast Track (SWIFT).

Key Proposed 2013-17 CSL Activities

For the proposed new goal of learning for all ages, nine out of 10 responding Colorado library leaders assessed as essential or very important expanded early literacy programming. Notably, this is the only proposed activity for the next five-year plan, which garnered the support of a majority of all survey respondents—56%--with another 29% regarding it as very important. Other proposed activities for this goal were developing standards-based resources for K-12 school libraries and continuing to provide computer training in public library computer centers. Strong majorities also deemed essential or very important these proposed activities—three out of four and seven out of 10, respectively.

For the proposed continuing goal of resource sharing, four out of five responding library leaders assessed as essential or very important hosting and supporting e-resources, including an e-book platform, collections, and access. Almost three out of five gave similar priority to providing support services (e.g., human resources, budget, finance, purchasing) to new public library districts, while half similarly endorsed the addition of audio and video collections to the Colorado Virtual Library.

For the proposed new goal of training and recruiting library staff, almost four out of five respondents assessed as essential or very important CSL exercising leadership in discussions of innovation in libraries. A similar proportion gave similar endorsement to development of tools for Highly Effective School Librarians (HESL), and almost seven out of 10 prioritized similarly training library staff on data use for needs assessment, planning, evaluation, and public relations/marketing.

The CSL Management Team considered it a given that CSL's efforts for the proposed continuing goal of serving specific populations often underserved by libraries will remain focused on the clients of the Colorado Talking Book Library and residents of state institutions, as these are mandated in law.

By a margin of two-to-one to four-to-one, the most frequent recommendation for 2013-17 identified by respondents was coping with the e-book revolution.

Lessons about Outcome-Based Evaluation

Several important lessons about output and outcome measurement are demonstrably clear from the data available from submissions by grantees to the federal LSTA reporting system:

- Data to be reported by grantees to CSL are not specified adequately. Levels of detail in reporting varied across the spectrum from minimal to excessive.
- Many grantees do not understand what constitutes output and outcome data. Some grantees reported input data (e.g., staff hired, items purchased) as output data, and output data (e.g., changes in visits, circulation, program attendance) as outcome data.
- Inevitably, this meant a lack of comparable output and outcome data across projects funded with LSTA by CSL.

Recommendations

This report provides detailed data to justify the following recommendations about selected projects that were exemplary in both their results and their use of outcome-based evaluation as well as:

- State LSTA grant-making process
- Key 2008-12 activities
- Key proposed 2013-17 activities
- Outcome-based evaluation

Sample Projects (Available Data)

1. All projects for which available data were presented are exemplary and reported sufficient evidence of success that CSL should welcome future proposals to replicate and to expand upon them.
2. Many of these exemplary projects demonstrated sufficient understanding of output and outcome measurement that their representatives should be asked to play leadership roles in promoting the more structured approach to future statewide outcome-based evaluation (OBE) being formulated by IMLS, with additions recommended later.

State LSTA Grant-Making Process

1. CSL should maintain its current high levels of performance in its LSTA grant-making process. CSL received very high performance ratings (i.e., combined excellent and good ratings) for its application guidelines and its communication with grantees about reporting requirements. While CSL also received high ratings (in excess of 80%) for its feedback about proposal scoring and its training offerings for proposal writers, there is room for improvement in these areas.
2. It is recommended that the LSTA Coordinator request more constructively critical comments from proposal reviewers, and share these with applicants.
3. It is further recommended that a strategy be developed for extending more intensive help in proposal writing to new proposal writers, especially those associated with libraries in isolated areas and with small staffs. One possibility is to consider establishing a mentoring program in which new, inexperienced, or unsuccessful proposal writers are matched with successful proposal writers in similar circumstances.

Key 2008-12 CSL Activities

1. All of the 14 CSL activities assessed by Colorado library leaders received very high performance ratings (i.e., combined excellent and good ratings). For this reason, it is recommended that they be continued and that their further development—as ongoing activities or as models for future activities—be pursued by CSL and, when appropriate, its partners.
2. Notably, leaders' assessments of the performance of CSL on some of these projects were high despite the fact that little substantial outcome data is available for them. Redoubled efforts at outcome-based evaluation (OBE)—specifically collection of outcome data from end-users—is especially recommended for the following projects: Colorado Virtual Library, Library Jobline, Plinkit website services, and SWIFT interlibrary loan support. With support from Library Research Service (LRS) staff, staff associated with these projects could play leading roles in implementation of this report's OBE recommendations.

Key Proposed 2013-17 CSL Activities

1. For the goal of learning for all ages, all three proposed activities received very high priority ratings (i.e., essential and very important combined)—ranging from 72% to 85%. It is recommended that CSL pursue all three of these activities as part of its next state LSTA program plan.
2. For the goal of resource sharing, hosting and supporting e-resources, primarily e-books, was prioritized more highly than supporting new library districts and adding CVL collections for images and audio files (77% vs. 59% and 50% respectively). Concern about coping with the e-book revolution also topped the priorities identified by respondents, being mentioned at least twice as often as any other potential priority. It is recommended, therefore, that the issue of e-books receive top priority under this goal. If resources permit, however, the other potential projects should be pursued. (Notably, only 5% of respondents felt those two projects were unimportant.)
3. For the goal of training and recruitment of library staff, library leaders gave equally high priority to two initiatives: leadership for the discussion of innovation in libraries and development of tools for Highly Effective School Librarians (the successor to Power Libraries). When respondents were asked to identify their own priorities, many mentioned specific examples of developing leadership for innovation and teaching 21st Century skills—though the latter was by no means limited to the K-12 public education arena. It is

recommended that both of these initiatives receive high priority in the new state plan. The other potential project for this goal--offering training on data use for needs assessment, planning and evaluation and public relations and marketing—also received a high priority rating. This project is also recommended for implementation under the new plan.

4. While CSL has longstanding and ongoing mandates to serve certain specific underserved populations—blind and physically handicapped persons and institutional residents, most notably—respondents identified other underserved populations which libraries could do a better job of serving. Among these were older people, individuals who have difficulty speaking or reading English, and the unemployed. Arguably another group identified by library leaders—businesses and their employees—should also be mentioned in this category. It is recommended that CSL continue to support groups and projects that seek to better equip library staff to serve diverse populations.

Outcome-Based Evaluation (OBE) Recommendations

1. For each future LSTA goal, CSL—either someone from the Library Research Service (LRS) staff or a contractor working under LRS or the LSTA coordinator's supervision—should adopt appropriate output and outcome measures from those developed by IMLS for databases, digitization, employment and small business development, human services, lifelong learning. (See appendix B "Logic Models")
2. As a condition of receiving a state LSTA grant, grantees should be required to select appropriate output and outcome measures from the list produced for its LSTA goal. It is likely that an individual grantee would not be expected to collect data on all specified measures for its goal; but all the measures on which it does collect and report data should be from the list. If an individual grantee's project is deemed so unique as to warrant it, or is not addressed by the IMLS logic models, data on alternative measures could be collected and reported, but only if approved by CSL.
3. Whenever possible, CSL should produce or contract for the production of standardized output and outcome data collection instruments. Most often, these will take the form of tally sheets or survey forms. Whenever possible, these should be made available to grantees in appropriate electronic formats (e.g., spreadsheets, online surveys, apps) that minimize the data reporting burden on staff of LSTA-funded projects.
4. For observational (most often, output) data, grantees should be required to identify the time period over which transactions were counted, and to provide summaries of such data over the grant period or a reasonably substantial portion thereof.
5. For survey data, CSL should promulgate requirements that all of the following data be reported in survey results: a) the "universe" of the survey (i.e., number of potential respondents to whom a survey was administered), b) the number of survey respondents, c) the response rate (respondents as a percent of universe), and—for individual survey items—and d) the number and percentage of respondents giving each response option. In the case of quasi-experimental and time-series analyses (i.e., ones measuring change over time), all of the above requirements should apply for both or all years as well as a requirement to provide both numerical and percent change statistics from one year to another. The viability of developing an online form in which such details could be reported should be explored, and implemented, if deemed useful and CSL resources permit. Again, such resources would reduce the reporting burden on LSTA-funded project staff.
6. Ideally, all of these requirements should be integrated into the Request for Proposals for state LSTA grants. Otherwise, prospective grantees should be required to document in detail their plans for meeting OBE requirements before a grant is conferred.
7. To further communicate the high value placed on having comparable output and outcome data for all LSTA grantees, the performance of a grantee (either the organization or the individuals involved, as appropriate) on previous grant evaluations should be allocated points in the evaluation of later LSTA grant proposals. At the very least, these issues should be specified for consideration as part of an overall "reputational" assessment of LSTA sub-grant applicants.
8. To ensure that CSL holds up its end of these new OBE-related expectations, support of grantees in meeting them should be performed by the LSTA coordinator and any staff of LRS and other CSL units assigned to support specific LSTA grants. Given the limited resources of CSL, planning and budgeting for this added workload is a key component of success.

Evaluation of Colorado's Library Services & Technology Act Program 2008-12

Background

This evaluation of the Colorado State Library (CSL) LSTA Program Plan for 2008-12 was designed to meet requirements of the Institute of Museum and Library Services (IMLS): to evaluate CSL performance on its last five-year Library Services and Technology Act (LSTA) state program plan; to gather input from stakeholders for the next five-year plan; and to inform CSL stakeholders, partners, and other potential grantees in the Colorado library community regarding the likely context in which they may be submitting state LSTA grant proposals over the next five years.

This evaluation addresses three major sets of issues: the extent to which CSL and its sub-grantees performed well under the 2008-12 plan, specifically—as far as knowable—generating intended outputs and outcomes; how well CSL managed the process of making LSTA sub-grants to other libraries and organizations, and how that process might be improved; and how CSL stakeholders prioritize a variety of proposed activities that might be funded via LSTA over the next five years.

Values and principles guiding this evaluation included all of those promulgated by the American Evaluation Association: systematic, data-based inquiry; evaluator competence; honesty and integrity of the evaluation process; respect for the opinions and privacy of participants; and respect for the diversity of interests—in this case—within the scope of LSTA funding.

Methodology

This evaluation relied primarily on two methodologies: available data and a survey.

Available Data

Due to the lack of comparable output and outcome data collection on all LSTA-funded activities during 2008-12, the only reasonable source of such data was the federal LSTA reporting system. Original collection of output and outcome data on most Colorado LSTA-funded activities was deemed inadvisable due to its non-existence, the difficulties involved in accessing such data from many projects so long after-the-fact, and the departures of library directors, project directors, and other principal players from libraries and organizations where projects were based. The federal LSTA reporting system's annual requirements include reporting of output and outcome data. While such data were compiled for all Colorado LSTA-funded activities that complied with those requirements (see appendix C "Reported Output and Outcome Data"), selected examples of more exemplary reporting of output and outcome data are included in the body of this report. The strengths of this available data approach to gathering output and outcome data were: 1) its practicality given the timeframe, 2) its efficiency and lack of redundancy in exploiting data already reported, and 3) its ready availability thanks to the federal LSTA reporting system. The weaknesses of this approach concerned data gaps and the two most apparent reasons for their existence: 1) the failure of some funded projects to make and implement rigorous evaluation plans that could generate such data, and 2) the failure of some funded projects to correctly identify valid output and outcome data—reporting inputs (e.g., staff hired, materials purchased or distributed) as outputs, and outputs as outcomes (e.g., changes in circulation, visits, program participation).

Survey

To fill some of these data gaps, to the extent possible, and to involve a broader spectrum of stakeholders in evaluating the state LSTA grant-making process and providing input for the next five-year plan, a survey of Colorado library leaders was also conducted. Library leaders included: past, current, and incoming office-holders for all of the state's library associations; board members and other director members of single- and multi-type library consortia; members of regional librarian groups; other special interest groups; and self-identified informal, emerging, and aspiring leaders. (See appendix D "Survey Respondents & Response Rate") To evaluate CSL's LSTA grant-making process, non-applicants were asked to identify hindrances to their submitting proposals, applicants were asked to evaluate specific aspects of the process, and all respondents were asked for ideas about how to improve the process. Due to the variety of goals and activities addressed and the variety of stakeholders involved, items used to fill gaps in available data about 2008-12 activities asked respondents to assess CSL's performance on specific activities on an excellent/good/fair/poor scale. In reporting these results, excellent and good percentages were summed for a

performance rating. To provide input for the next five-year plan, respondents were asked to identify specific proposed activities as essential, very important, important, or not important. In reporting these results, essential and very important percentages were summed for a priority rating. The strengths of this survey approach to gather further evaluation data about Colorado's performance on its 2008-12 plan as well as input for the next five-year plan are the usual strengths of a survey: 1) it permitted a relatively large number of individuals to participate in a relatively short time, 2) it gathered systematic, comparable data about the same issues from all participants, and 3) it allowed for a relatively concise and comprehensible report of a large amount of feedback. These strengths of a survey were especially important given the limited length of this report. The disadvantages of this particular survey were that 1) it was not reasonable to ask for output or outcome data of the preferred sort, and 2) like all surveys, especially those targeting a diverse audience, it tended to generate more data for more general and more familiar activities. (See appendix E "Survey of Library Leaders")

To plan the survey of Colorado library leaders, the CSL Management Team was interviewed as a focus group to generate lists of 2008-12 CSL activities to be evaluated and lists of proposed activities to be prioritized. (See appendix F "Focus Group Interview of CSL Management Team")

Validity and Reliability

Available data on which this evaluation had to rely were often scantly reported, so there are considerable issues of validity and reliability, though most of them can be addressed for the next five-year plan.

As for surveys generally, the survey formats employed went a long way toward insuring reliability. For instance, all participants were given the same time window in which to offer their responses, all responded to each individual item on the same scale. Also, as for surveys generally, validity was the larger problem. Necessarily, survey items assumed a reasonable level of awareness of individual activities to which participants were asked to respond for both evaluation and planning purposes. To reduce the risk of certain invalid responses on evaluation items, respondents had the option "not familiar" to escape evaluating any activity about which they knew too little to do so reasonably. The two primary scales used in the survey—excellent/good/fair/poor for evaluation items, essential/very important/important/not important for planning items—while general, were chosen because of their familiarity to most respondents.

Proposals for output and outcome data collection activities associated with the next five-year plan will address major concerns about both validity and reliability of Colorado's future LSTA evaluation data.

Findings

Findings are reported separately for the available data and survey phases of this project, though both by LSTA goal.

Available Data on Outputs & Outcomes

Output and outcome data from the federal LSTA reporting system indicate that activities undertaken achieved results related to LSTA priorities, benefiting targeted individuals and groups. Following, for each Colorado LSTA goal, are reports about activities for which the most exemplary output and/or outcome data were reported. (See appendix C "Reported Output and Outcome Data")

These 21 grantees include 6 CSL-based projects, 5 projects led by consortial groups or partnerships, and 10 local projects. Of all grantees during the 2008-12 planning period, they provided the best output and/or outcome data to CSL via their annual reports. While some grantees reported such data more completely than others, they reported the most compelling evidence that their projects had produced intended outcomes for end-users. Other grantees reported more piecemeal data of one or both types—evidence which usually was less compelling, either due to the limited nature of the reporting or the limited results reported.

Goal 1: Colorado residents will be able to access resources and services electronically through libraries to meet their information and learning needs.

Fort Lewis College, John F. Reed Library, Research Commons

Reed Library established a one-stop repository for the published and unpublished scholarly contributions of its faculty, staff, and students to increase their visibility and access.
Activities of the project included: purchasing and implementing the Berkeley Electronic Press Digital Commons Platform; identifying student works to be included, and introducing the digital commons to the Fort Lewis community.

Outputs	Outcomes
As of April 2009, outputs associated with the digital commons itself included: • 102 sample student submissions • 400+ downloads of those submissions The April 2009 event was attended by: • 36 individuals, mostly faculty	Of 36 event attendees, 17 (47%) responded to an evaluation survey, and reported the following: • 17 (47%) assessed the presentation was helpful • 14 (39%) anticipated contributing to the digital commons

Westminster Public Library, Irving Branch, Online Access Expansion

Westminster Public Library, Irving Branch, provided increased access to computer resources, Internet connectivity, and educational opportunities to an economically disadvantaged community in Westminster. Activities included: acquiring new equipment and making it available to the public; as well as creating, promoting, and offering computer and job search classes.

Outputs	Outcomes
Class-related outputs included: • 37 computer and job search classes • 155 attendees of such classes For the 7 new computers, outputs included: • 8,108 user sessions • 4,897 hours of use • 35.5 minutes per average session • 4:51 per day, average computer in use	Of computer class attendees completing evaluations: • 61% rated the class excellent Attendees referred to the quality of the classes, their interest in further classes, and the value of the service, especially for anyone looking for work.

Colorado Libraries for Early Literacy, StoryBlocks

In July 2010, Colorado Libraries for Early Literacy (CLEL), in partnership with Rocky Mountain PBS, launched the StoryBlocks website (http://www.StoryBlocks.org), an online video collection for parents, caregivers, child care staff and library staff. Activities and literacy tips from Colorado librarians help to develop literacy skills in early childhood.

Outputs	Outcomes

Web statistics, Aug 1-Sept 19, 2010
• almost 7,500 visits
• average of 150 times per day
• average visit length: 22 minutes
• each video page accessed more than 100 times
• most popular videos:
  o Baby Hop (1,297 views)
  o Chocolate Chocolate (1,032 views)
  o Choo Choo Train (982 views)
  o You Can Stretch (960 views)
	Of 130 staff evaluating the videos:
	• 59% would recommend them to parents/caregivers
	• 57% would recommend them to co-workers
	• 48% reported reinforced or increased likelihood of using early literacy activities with children
	• 48% anticipated sharing tips with parents/caregivers
	Of 20 parents/caregivers evaluating the videos:
	• 18 understood why songs and rhymes are important to child development
	• 15 would watch more videos about reading to their child
	• 14 would recommend the videos to parents/caregivers
	• 13 sing and use rhymes with their child
	• 10 involve their child more in books read together
	• 10 read more often to their child

Adams State College (ASC), Nielsen Library, Mobile Learning Center & Laptop Loan Program

Beginning in 2007, Nielsen Library expanded its outreach program to make students and community members more knowledgeable about technology. The Mobile Learning Center, a portable computer lab of 10 laptops, allows staff to offer free technology instruction in collaboration with public libraries in southern Colorado's San Luis Valley. When the laptops are not in use as a lab, they are available for checkout by ASC faculty, staff, and students. From January to September 2008, classes were offered on basic computing skills, the Internet, Microsoft Office, resume building, and consumer health.

Outputs	Outcomes
Class outputs included: • Classes offered in locations throughout the San Luis Valley • 450+ community members attended Laptop Loan Program has logged: • 100+ hours of lab use from January 2008 to September 2008	Outcome comments from class participants: • Benefits for both seasoned office workers as those new to technology • Expectations of career advancement • Appreciation by seniors of the ability to communicate with family members Outcome comments from organizational partners: • Breaking down barriers in the community, and • Bringing people into libraries who might not have come otherwise.

Alamosa (formerly Southern Peaks) Public Library, San Luis Valley Libraries Technology Learning Project

This continuation grant offered computer classes to create a new line of web-based classes to be shared via the *Colorado Virtual Library* (CVL), and to provide the opportunity for interested participants to take a series of classes for certificates of completion. Major activities included identifying needed technology skills with businesses and community-based organizations; maintaining courses on 25+ topics and offering weekly classes at the nine participating libraries; and developing five new Web-based online courses.

Outputs	Outcomes
As of September 30, 2010, class outputs included: • 269 class sessions • 1,013 total class attendance As of September 30, 2011, class outputs include: • 347 class sessions • 1,018 total class attendance	Of 95 respondents to an evaluation survey: • 82% assessed classes as very helpful, and • 39% indicated plans to attend the full series of classes to receive a certificate of completion.

Goal 2: Colorado students and adult learners receive services from libraries and librarians that support educational achievement and lifelong learning.

Colorado State Library, Power (now Highly Effective School) Libraries

Since 1998, this program has enabled school librarians, teachers, and administrators to develop mentoring partnerships that encourage instructional collaboration and the integration of what are now called 21st Century learning skills into the curriculum. In 2010/11, Power Libraries, a program for self-selected school libraries, began its transformation into Highly Effective School Libraries (HESL), a statewide program involving all schools. The program facilitates creation of mentoring partnerships, provides training events, and supports an online community of participants.

Outputs	Outcomes
During the last year of Power Libraries, 2010/11, there were: • 83 high-performance school libraries • 31 developing libraries • 150 teacher librarians attended 18 sessions • 231 participants in the Teacher-Librarian Ning As of June 2011, Highly Effective School Libraries began with: • 42 highly effective participants • 60 highly effective applicants	Evaluations of 5 2009/10 training sessions indicated: • 90% said info useful to improve programs • 98% of developing schools submitted action plans • 100% of developing schools report visits to mentor schools increased knowledge about collaborative planning/teaching • 100% of developing schools report progress in increasing collaboration • 25% of developing schools became high-performance • 98% of developing school librarians set goals for improvement based on conference with principal

Arapahoe Library District, Parent and Child Literacy Project

Many parents drop out of English as a Second Language programs because they cannot find a safe place for their children while they attend classes. This project addressed this need by providing literacy-based library services to 3-11 year old children of adult English language learners, while the adults learned English skills, and by facilitating parent and child together time, choosing books, reading together, and writing.

Outputs	Outcomes
From Oct 2008 to May 2009: • 92 youth served • 358 children's books distributed at two sites • 2,201 hours provided by 14 volunteers	At Sheridan site—from first two to last two sessions—checkouts increased 37%. At May site—from first to last week of Spring session—checkouts increased 89%. Youth with library cards increased from 3% to 75%. At Sheridan site, adult students were 25% more likely to attend night sessions. 65% of Level 1 and 2 students completed those levels. Parents credited children with motivating their higher levels of participation and success.

Academy 20, Summit Middle School, Library & Literacy Partnership Program

This project formed a partnership between the Summit Middle School library program and the preschool program to increase literacy skills and love of reading for both middle and preschool students. Middle school students were assigned preschooler reading buddies with whom to read each morning and afternoon. Preschoolers kept books at school during the week, and shared them with their families at home over the weekend. Pikes Peak Library District children's services staff partnered with Summit Middle School library staff. Events were held to kick-off and conclude the project as well as to introduce middleschoolers to their preschool reading buddies.

Outputs	Outcomes
Between Jan and May 2009: At Briargate preschool library, 150 preschoolers checked out 1,464 books. At Summit Middle School library, 50 students checked out 355 books. 120 preschoolers and 50 middleschoolers participated in the reading partners program.	Survey responses from middleschoolers: • 71% like to read • 81% enjoyed reading aloud to preschoolers • 37% are reading more than they used to Sept 2008 to May 2009 median fluency (words per minute): • Program participants: 125 to 149 • Non-participants: 130 to 140 Jan to May 2009 self-perception of middleschoolers as good at reading aloud to preschoolers: 50% to 65% Literacy and language assessment of preschoolers: Majority tested at level 1 or 2 75%+ achieved levels 3, 4, or 5 37 of 40 preschoolers interviewed indicated liking to read.

Colorado Libraries for Early Literacy (CLEL), Enhancing Colorado Library Storytimes

This project trained and supported youth services librarians in small-town and rural libraries in the PLA/ALSC Every Child Ready to Read (ECRR) program, enabling them to provide literacy-enhanced storytimes to young children and their parents or caregivers. Participating libraries had CLEL mentors who helped them practice ECRR techniques before, during, and after storytimes.

Outputs	Outcomes
In-library programs: • 11,580 programs • 211,749 children attending • 109,472 adults attending • 33 adult-only programs • 520 attending Off-site programs: • 5,738 programs • 101,974 children attending • 13,900 adults attending • 67 adult-only programs; 1,010 attending	Training evaluation results (5-point scale): • All skills combined: 4.6 • 66% rated very helpful (5 out of 5) • 33% rated helpful (4 out of 5) Pre/post-training storytime observation scores on dialogic reading (5-point scale): • Pre-training: 1.1 • Post-training: 4.1 All post-training observations indicated trainees shared early literacy messages during storytime and addressed at least one early literacy skill during storytime.

Johnson & Wales University (JWU), Connecting Information Literacy to Learning

This project delivered information literacy instruction to the JWU students; integrated computer, library and information ethics skills into instructional content, and increased the information literacy skills of nearby Denver School of Science and Technology (DSST) students. Library instruction for students was integrated into general education and core curriculum courses, while faculty received library orientation as well as sessions on specific information sources.

Outputs	Outcomes
JWU students: • 19 Get Connected sessions • 285 students attending JWU faculty: • 8 new faculty oriented • 40 faculty trained on copyright guidelines and finding case studies • 26 faculty introduced to specific information sources 2007/08-2008/09 statistical trends: • Lab reservations: 76 to 171 • Circulation: 11,820 to 13,898 • Student circulation: 11,023 to 12,904 2008/09: • 49,774 visits to library website's Research Help section • 9,429 visits to Class Guides section of website (most visited part of Research Help section) DSST students: 73 students attended 4 info literacy sessions Library resource/service usage rates, 2007/08-2008/09: • Individual lab use, up 18% • Class lab reservations, up 125% • Info Desk questions, down 15% • Circulation, up 18% • Student circulation, up 17%	Get Connected session evaluation (176 students): • 79% more confident using library resources • 66% liked tour method • 70% found game effective to learn about resources • 80% found demonstrations effective way to learn about library resources • 65% found tutorials effective Info Literacy session evaluation (608 students): • 86% strongly/agreed instruction was useful Info Literacy Assessment scores, 2007/08-2008/09: • Average freshman score: 70-71% • Average upperclassman score: 73-75% • JWU average student score: 72-73% Library satisfaction survey results (452 students): • 82% very/satisfied with library Faculty compliance with info literacy instruction requirements: • Info literacy research sections: 100% • Info literacy instruction sections: 100% • Info literacy assessment sections: 95% Faculty awareness survey results: • 73% aware of library resources • 35% use library resources • 53% encourage students to use resources • 78% aware of library services • 36% use library services • 47% encourage students to use services DSST students: 81% reported increased confidence in info literacy skills

Goal 3: Colorado residents, people with disabilities, ethnic populations, institutional residents and those underserved by libraries receive services from Colorado libraries that meet their targeted needs.

Colorado State Library, Institutional Libraries, Read to the Children

The Read to the Children program is designed to increase the literacy levels of both prisoners and their children and to strengthen family bonds. Prisoners learn to read so they can record a book for their children. As a result, relationships between prisoners and their families improve—an indicator of re-entry success after release from prison—and children of prisoners receive books that celebrate their heritage and culture.

Outputs	Outcomes
Children of prisoners received books and digital recordings from their incarcerated parents • FY 2010/11: 1,700+ • FY 2009/10: 1,300+	FY 2010/11: • 70% of caregivers to children of incarcerated parents report improved relationships between child and parent • 66% believe the child's reading ability has improved Anecdotal outcomes: • increased literacy skills of offenders and children • improved parenting skills • strengthened parent-child relationship • enhanced relationship between parent and caregiver • developed interest and enthusiasm for reading • gave child a reader and library user as a role model • reduced offender idleness • improved offender behavior • eased family reunification upon offender's release • created home environment supportive of reading and education

Denver Public Library, Free to Learn

Free to Learn is a Denver Public Library outreach program designed to use library resources to improve outcomes in three areas for women who have served time in prison: computer and Internet skills, job search skills and readiness, and library awareness and understanding. Activities included: one-one-one teaching sessions, group computer labs, and connections with community-based organizations (Empowerment Program, The Gathering Place), the Department of Corrections, halfway houses, and the Denver Women's Correctional Facility.

Outputs	Outcomes
FY 2010/11: Of 40 participating women: • 36 (9/10) clients referred by case managers or halfway houses • 26 (3/5+) completed job application • 22 (1/2+) used a computer • 21 (1/2+) searched for job • 20 (1/2) learned to download music from website • 17 (1/3+) used library • 14 (1/3) 6+ sessions, another 10 attended 4-5	All 40 (100%) left program with resume and email account Of 31 reached for follow-up: • 24 (3/4) found jobs • 3 were still seeking jobs • 2 were taking classes at Community College of Denver Only 4 (1/10) were sent back to prison

Loveland Public Library, Loveland Kids Love to Read Literacy Outreach

Loveland Kids Love to Read is an outreach project of Loveland Public Library designed to increase access to library materials, resources, and programs for children residing in low-income housing. Activities included: on-site programs at housing complexes, transportation between housing complexes and the library, partnering with Poudre Healthy Kids to provide on-site outdoor fitness and nutrition programs as well as literacy programs.

Outputs	Outcomes
March-May 2009: • 374 attendance at 31 sessions (average 12 per session) • 750 books distributed to children at 3 sites	Pre/post evaluation results from Maple Terrace site: Visited a library: 51%/100% Checked out a library book: 56%/78% Post-project, Loveland Housing Authority will continue providing transportation between housing complexes and library. Anecdotal outcome: 2 boys (ages 9 and 10) frequently displayed difficult behaviors, so were asked to leave the program after 2 warnings. After 15 minutes of "time out," they consistently returned to observe other children and activities for the remainder of the program. At program's end, they often requested to assist staff with clean-up and to choose one book (not 2 books as for cooperative participants) to take home.

Auraria Library, Latinos in Colorado: A 4th Grade Colorado Social Studies Curriculum Project

The Auraria Library serves the three higher education institutions that share the Auraria Campus—the Community College of Denver, Metropolitan State College of Denver, and the University of Colorado Denver. The Latinos in Colorado project strengthened Latino collections and information instruction to support academic success for Latino students in Colorado. In addition to creating a digital photography collection and videos about how to use it, the project created, disseminated, and assessed standards-aligned fourth-grade Colorado social studies content based on this collection.

Outputs	Outcomes
FY 2010-11: • 2 workshops • 65 rural and urban teachers attend	FY 2010-11 pre/post workshop results • Comfort with finding digital primary sources: 58% / 100% • Familiarity with Hispanic history in CO: 52% / 88% • How to find primary sources on Colorado Hispanic history: 39% / 88% • 88% indicated would share info learned with colleagues

Colorado Talking Book Library

CTBL serves over 7,000 patrons who, due to physical, visual, or learning disabilities, are unable to read standard print materials. Part of the Colorado State Library—a division of the Colorado Department of Education—it is affiliated with the Library of Congress' National Library Service for the Blind and Physically Handicapped.

Outputs	Outcomes
2010-11 general outputs • 6,392 registered patrons • 429,769 circulation • 23,000 calls from patrons answered by staff • 1,100 emails from patrons answered by staff • 28,000 OPAC transactions Braille & Audio Reading Download (BARD) outputs • 34,426 downloads • 263 BARD-related calls from patrons answered by staff	2010 patron survey results (805 responses) User outcomes • 85% read for pleasure • 37% learned more about a personal interest • 20% found information needed for school or job/career • 20% helped connect with community (especially a community organization) Customer satisfaction outcomes (excellent ratings) • 88% courtesy of staff • 80% speed of delivery • 77% ease of contacting CTBL • 74% quality of playback machine • 69% completeness and condition of books received • 68% number of books sent

Goal 4: Colorado libraries cooperate to develop strategies and techniques that assure the sharing of resources to best meet the needs of Colorado residents.

Colorado State Library, Library Technology Consulting, Plinkit Websites

Using the Plinkit (public library interface kit) content management system, the State Library hosts websites for small and rural libraries throughout the state that otherwise would not have a functional web presence.

Outputs	Outcomes
FY 2010/11: • 37 websites (total to date) • 170,000 residents served FY 2009/10: • 33 websites (total to date) • 162,000 residents served • 22 Plinkit training sessions • 177 attendance FY 2008/09: • 29 websites created • 158,000 residents served • 12 Plinkit training sessions • 47 attendance	Plinkit sites give residents of smaller and rural communities 24x7 access to their libraries that they did not have before. This levels the playing field with users of larger and urban libraries that provide access to online databases and other Internet-based resources and services. FY 2008/09: Average increase in web traffic from no or non-Plinkit website to Plinkit website: 81% (high 223%) Google rank study: 18 Plinkit-site libraries appeared as number 1 Google hit for selected terms (only 2 failed to appear in top 50)

Colorado State Library, AskColorado Statewide Virtual Reference Service

Since 2003, AskColorado has provided 24x7, chat-based online reference services to Colorado residents. Librarians from academic, public, school, and special libraries throughout the state staff this service. Notably, the removal of AskColorado from the state government portal between FY 2009/10 and 2010/11 has led to an anticipated decline in traffic and an ability to concentrate on the needs of library patrons.

Outputs	Outcomes
FY 2010/11: • 75 participating libraries • 27,138 total sessions (48% K-12; 46% general; 10% higher education) FY 2009/10: • 76 participating libraries • 34,150 sessions (65% K-12, 18% general, 10% higher education) FY 2008/09: • 78 participating libraries • 41,198 sessions	Fall 2008 user survey results: • 83% likely to use AskColorado again in future • 74% found librarian helpful • 72% satisfied with answer to question • 51% of student respondents did research for homework or school project • 40% obtained specific fact or document

Colorado State Library, Networking & Technology: SWIFT (StateWide Interlibrary Loan Fast Track)

The State Wide Interlibrary Loan Fast Track (SWIFT) is the web-based electronic interlibrary loan requesting and tracking system that CSL provides free of charge to all public, academic, school, and special libraries in the state.

Outputs	Outcomes
Items borrowed via ILL 2008 • Academic libraries: 330,598 • Public libraries: 430,621 2006 • Academic libraries: 223,285 • Public libraries: 283,409 2004 • Academic libraries: 196,663 • Public libraries: 254,054	As a result of statewide resource sharing efforts, Colorado residents are able to draw more than ever on the collections of libraries other than their own. ILL items borrowed as a percent of circulation, 2004-08 • Academic libraries: 5.5% to 10.8% • Public libraries: 0.5% to 0.7%

Marmot & Prospector: Sharing Library Resources Across the Divide

The Marmot network has 20 member libraries in western Colorado and 3 million items in its database. The Prospector project includes 25 public, academic, and special libraries on the Front Range and in Wyoming with more than 26 million items. This project added Marmot's item records to Prospector, increasing the number of items available to residents in Colorado and Wyoming and increasing by an order of almost 10 the number available to residents of western Colorado.

Outputs	Outcomes
Marmot patron database, 2010 to 2011 • 2011: 43,779 new patrons • 2010: 43,023 new patrons Jan to Sept 2011 patron-initiated holds: Total: 394,429 • Original Prospector: 335,168 • Addition of Marmot increased traffic by 18% In Marmot libraries, circulation up more than 10%; holds filled, up almost 10%.	Anecdotal outcomes: • Students and lifelong learners benefit from access to academic and research libraries. • Rural patrons and those in smaller communities have access to larger and more diverse collections. • Small libraries with small budgets and decreasing tax revenue maintain high levels of circulation. • Larger libraries obtain materials more quickly and without placing staff-initiated ILL requests. • Book clubs benefit from book club kits that can be reserved and borrowed when needed.

Acquisition of Information Resources Statewide (AIRS) Committee, Statewide Databases

Each fiscal year, the AIRS Committee—a group representing the Colorado State Library, the Colorado Library Consortium (CLiC), the Colorado Alliance of Research Libraries, and individual public, academic, school, and special libraries—negotiates a database package from EBSCO and OCLC at a special statewide rate. The package includes databases covering general, business, and K-12 information.

Outputs	Outcomes
Number of libraries subscribing to AIRS database package • 2010: 719; 2009: 715; 2008: 695 AIRS database use, 2009 (% increase over 2008) • K-12 school libraries: 2,436,246 (114%) • Public libraries: 2,348,402 (842%) • College/university libraries: 2,355,003 (47%) • Community college libraries: 542,437 (143%) • Special libraries: 68,244 (167%) Sept 2008-May 2009: 938 Colorado librarians received training in 25 webinars and 37 live training sessions (excludes viewers of archived webinars)	Millions of Colorado students and teachers from K-12 through college/university level were able to access information about health, history, literature, science, and a wide range of other topics. Changes in the composition of the database package over the years addressed dramatically increasing demand from students of all ages as well as educators.

Colorado Library Consortium (CLiC), ASCC: The Power of Synergy in Action

ASCC (Automation System Colorado Consortium) merged 30 separate catalogs into a single, open-source catalog, AspenCat, which contains almost 500,000 items from 30 libraries (average collection size, 15,000 items). This open-source project demonstrates the viability of resource sharing at lower costs. At each AspenCat library, activities included: cleaning up records, profiling the library, conducting sample and full extractions of records, testing the database, holding training classes with local staff, conducting the final record extraction, and going live.

Outputs	Outcomes
General statistics • 30 participating libraries • 280,622 bibliographic records • 434,913 item records • 64,799 registered borrowers Training statistics • 3 sessions • 38 attendees • 17 visits to libraries • 1,018 hours of training by phone	Patron survey summary findings • Twice the number of patrons indicated satisfaction with AspenCat compared with SirsiDynix Horizon (previous catalog). • No patrons indicated dissatisfaction with AspenCat. Focus group summary findings • Migration experience was generally very positive. • 3 most effective elements: 1. Time allotted to work with practice system 2. Timeline 3. Consultant support both in training and on-call consulting

Recommendations Based on Available Data

1. All of these exemplary projects reported sufficient evidence of success that CSL should welcome future proposals to replicate and to expand upon them.
2. Many of these exemplary projects demonstrated sufficient understanding of output and outcome measurement that their representatives should be asked to play leadership roles in promoting the more structured approach to future statewide outcome-based evaluation (OBE) being formulated by IMLS, with additions recommended later.

Survey Findings

The survey of Colorado library leaders addressed three major sets of issues: the state LSTA grant-making process, assessment of CSL's performance toward its 2008-12 goals, and assessment of the importance to these leaders of CSL's proposed activities for its 2013-17 plan.

Evaluation of the 2008-12 State LSTA Grant-Making Process

Survey respondents were asked three questions about the state LSTA grant-making process:

1. If their library or organization had not submitted a LSTA grant application to CSL in the last 5 years, respondents were asked which of several reasons had hindered them from doing so.
2. If respondents had applied for a LSTA grant in the last 5 years, they were asked to assess key CSL practices associated with the LSTA grant funding process.
3. All respondents were asked to provide specific recommendations to CSL regarding the LSTA competitive grant process.

Hindrances to Grant-Seeking Identified by Non-Applicants

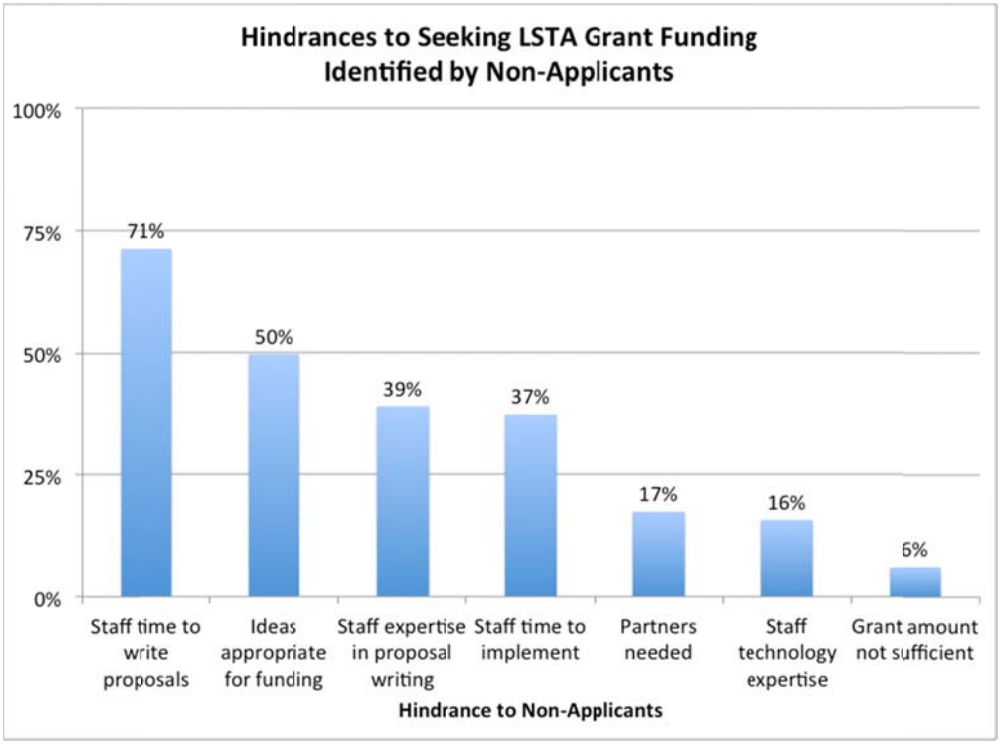
Of the 203 survey respondents, 115 (57%) indicated that their libraries or organizations had not applied for a grant in the past five years by identifying one or more hindrances to doing so. Of those respondents:

- Seven out of 10 (71%) identified the lack of staff time to write proposals as by far the most popular reason for not being a grant applicant.
- Half (50%) felt that they did not have ideas that were appropriate for state LSTA grant funding.
- Just over a third credited their not applying for grants to a lack of staff expertise in proposal writing (39%) and insufficient staff time to implement funded projects (37%).
- About one out of six non-applicants blamed a lack of needed partners (17%) and insufficient staff technology expertise (16%).
- One out of 17 (6%) felt that the amount of grant money available was not sufficient to warrant the effort required to submit a proposal or the odds of being funded.

Of an additional 46 "Other (please specify)" responses to this question:

- 13 identified their libraries as ineligible for state LSTA grants,
- 11 reported being unaware of the availability of state LSTA grants,
- 10 indicated being too new to their jobs to know if their libraries had applied for a grant in the past five years, and
- 3 observed that their libraries did not need grant funding.

Of remaining comments, most either expanded on earlier responses to the question or explained that they had not answered the question because their libraries were grant recipients.



Applicant Assessment of Grant-Making Practices

Of the 203 survey respondents, 47 (23%) indicated that their libraries or organizations had applied for a grant in the past five years by assessing the following CSL grant-making practices. Of those respondents:

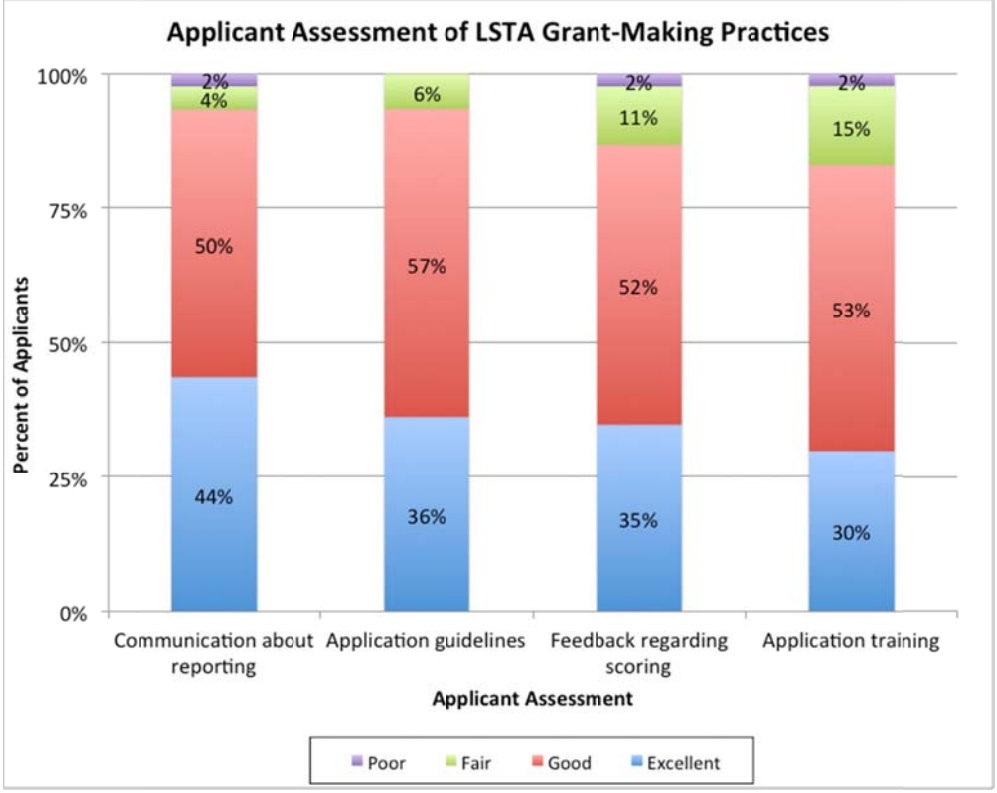
- Two out of five respondents (44%) rated communication about LSTA reporting requirements as excellent, and half (50%) rated it as good—a total of 94% rating such communication as either excellent or good.
- Over a third (36%) rated the LSTA grant application guidelines as excellent, and almost three out of five (57%) rated it as good—another total of 94% rating the guidelines as either excellent or good.
- Over a third (35%) rated the feedback they received about how their proposals were scored as excellent, and over half (52%) rated it as good—a total of 87% rating proposal scoring feedback as either excellent or good.
- Three out of 10 (30%) rated LSTA grant application training as excellent, and more than half (53% rated it as good)—a total of 83% rating application training as either excellent or good.

The substantive additional comments to this question were summed up best by one comment that also reflects the generally high assessments of Colorado's LSTA grant funding process:

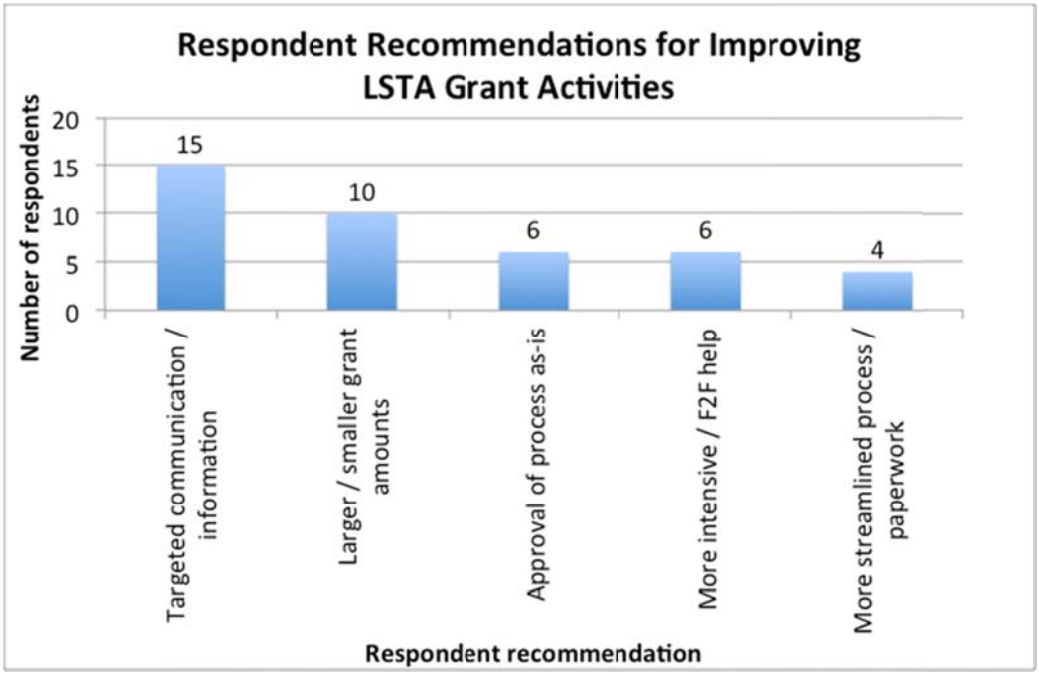
> *I found CSL to be fully engaged with grantees, open to all questions, and* [an example of] *high customer service performance.*

Of 58 substantive recommendations, 41 fall into five categories. Of the 41:

- 15 recommended more targeted communication and information about the grant-making process. Representatives of rural public, school, institutional, special, and other small libraries—i.e., those frequently staffed by a single individual—asked that CSL make more targeted efforts to ensure that they are aware of what is going on at each step in the grant cycle.
- 10 recommended that CSL should make either larger or smaller LSTA grants. Three identified a need to capitalize large-scale, statewide initiatives (e.g., an e-book "solution"). Seven wished smaller-budget proposals were more competitive to ensure that funding is available to libraries that may need it the most.
- 6 praised the process as-is, calling particular attention to the fact that CSL reserves any LSTA funding at all for grants, approving of the process's scale, and giving kudos to CSL for each of the identified components of the process.



- 6 requested more intensive, and preferably face-to-face, help in conceiving proposal ideas, finding project partners (when warranted), and writing proposals.
- 4 recommended continuing efforts to streamline the process and its associated paperwork (acknowledging that much of it is already done online).



Representative Comments from Respondents

- *CSL staff and partners insure LSTA grants are distributed to accomplish the most good for the most people.*
- *I appreciate that Colorado still designates a portion of the LSTA funds for competitive grants.*
- *Capitalizing large, cooperative projects is a great need.*
- *Could there be smaller grants for mini-projects?*
- *The rubrics are very helpful; however scoring by evaluators is not quite as helpful. More narrative from the evaluators about what they are looking for and didn't see might be instructive.*

Recommendations Based on Assessment of State LSTA Grant-Making Process

1. CSL should maintain its current high levels of performance in its LSTA grant-making process. CSL received very high performance ratings (i.e., combined excellent and good ratings) for its application guidelines and its communication with grantees about reporting requirements. While CSL also received high ratings (in excess of 80%) for its feedback about proposal scoring and its training offerings for proposal writers, there is room for improvement in these areas.
2. It is recommended that the LSTA Coordinator request more constructively critical comments from proposal reviewers, and share these with applicants.
3. It is further recommended that a strategy be developed for extending more intensive help in proposal writing to new proposal writers, especially those associated with libraries in isolated areas and with small staffs. One possibility is to consider establishing a mentoring program in which new, inexperienced, or unsuccessful proposal writers are matched with successful proposal writers in similar circumstances.

Evaluation of the 2008-12 State Program Plan

The Colorado State Library's 2008-12 LSTA goals were:

1. Colorado residents will be able to access resources and services electronically through libraries to meet their information and learning needs.
2. Colorado students and adult learners receive services from libraries and librarians that support educational achievement and lifelong learning.

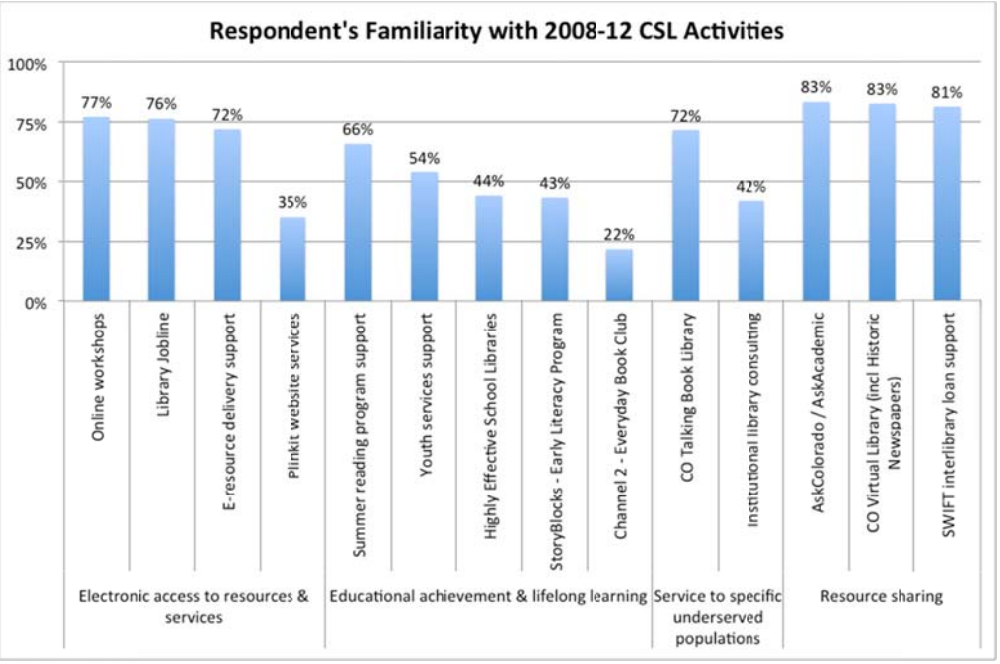
3. Colorado residents, people with disabilities, ethnic populations, institutional residents and those underserved by libraries receive services from Colorado libraries to meet their targeted needs.
4. Colorado libraries cooperate to develop strategies and techniques that assure the sharing of resources to best meet the needs of Colorado residents.

Respondent Familiarity with Activities

For each of these four goals, respondents were asked to assess CSL's performance on two to five activities, each of which was chosen for the exemplary nature of the activity, its scope in serving either all Colorado residents or a specific subset of them, and/or its anticipated familiarity to some or all potential survey respondents.

- About three out of four respondents were familiar with most electronic access activities: online workshops for library staff, decision-makers, and users (77%), Library Jobline (76%), and support services for e-resource delivery (72%). Plinkit website services for small libraries were familiar to only about a third of respondents (35%)
- Respondents reported various levels of awareness of activities associated with educational achievement and lifelong learning. Two out of three (66%) were familiar with CSL's support of summer reading programs in public libraries, and just over half (54%) with its support of youth services generally. Two out of five were familiar with the Highly Effective School Library (formerly Power Library) program (44%) and the StoryBlocks early literacy program (43%). Only one out of five (22%) was familiar with the Channel 2 - sponsored Everyday Book Club.
- Respondents also reported different levels of awareness of activities associated with services to specific underserved populations. More than seven out of 10 (72%) reported being familiar with the Colorado Talking Book Library, the state's regional affiliate of the Library of Congress National Library Service for the Blind and Physically Handicapped. More than two out of five (42%) were familiar with CSL's support services for institutional libraries (e.g., in correctional and other state institutions).
- Four out of five respondents were familiar with three resource sharing activities: the AskColorado /AskAcademic virtual reference service (83%), the Colorado Virtual Library (83%), and SWIFT interlibrary loan support (81%).
- The familiarity rankings of these four areas of activity are consistent with what is known about their relative scope and reach. Resource sharing and electronic access projects tend to impact all libraries regardless of type and their users. Educational achievement and lifelong learning are issues of vital concern to most libraries, but especially school, academic, and public libraries. Services to specific underserved populations are, by definition, limited in scope and scale by the size of those populations.

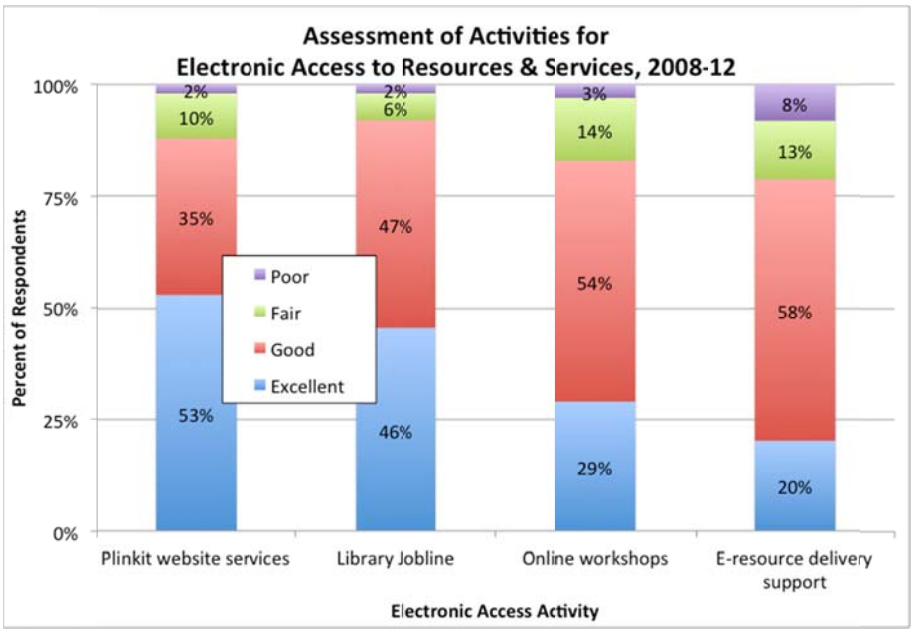
Survey respondents were asked to assess CSL's performance on each of these activities or indicate that they were insufficiently familiar with them to do so.



Goal 1. Accessing Resources and Services Electronically

Respondents were asked to assess CSL's performance on four activities that addressed the goal of electronic access to library resources and services:

- **Library Jobline** is a fully interactive website that enables communities, schools, colleges and universities, state and local institutions, businesses, and non-profit organizations to compete on a more level playing field for the best available talent to fill positions in their libraries. It also enables current and prospective librarians and other library workers to search for vacant positions that fit, or better fit, their level of training and particular talents and interests. Also, because the Jobline website is database-driven, it yields real-time data about the changing structure of the state's library job market—data that are analyzed annually. Almost half of respondents (46%) rate this service excellent and most of the remaining half (47%) rate it good, for a performance rating of 93%.
- **Plinkit** (public library Interface kit) website services enable patrons of smaller and rural libraries to have the same 24/7 web access to their library websites and online databases as those served by larger, urban libraries. For these services, more than half of respondents (53%) rated CSL's performance as excellent, and more than a third (35%) as good, for a performance rating of 88%.
- Since 2010, CSL has been expanding its interactive **online workshop** offerings to reach out to library staff, decision-makers, and actual and prospective users whose previous exposure to libraries and library issues may have been limited. Over the past few years, CSL has established two regular series of online events, the monthly Webside Chat and CSL in Session. Webside Chats have introduced the library community to and updated them about LSTA-funded statewide services such as early literacy, next generation Colorado Virtual Library, Statewide database purchases, and restorative librarianship. CSL in session events, begun in December 2011, have addressed customer service, community needs assessment, childhood literacy, and staff development. There is room for improvement in this area, however, as only three out of 10 (29%) rated CSL's online workshops as excellent, while over half (54%) rated them as good—a still high performance rating of 83%.
- Due to budget cutbacks in recent years, it is not surprising that CSL's recently reduced levels of support for **e-resource delivery** (e.g., its statewide database program) were rated excellent by only one out of five respondents (20%). Almost three out of five (58%), though, still rated these services as good, for a performance rating of 78%.

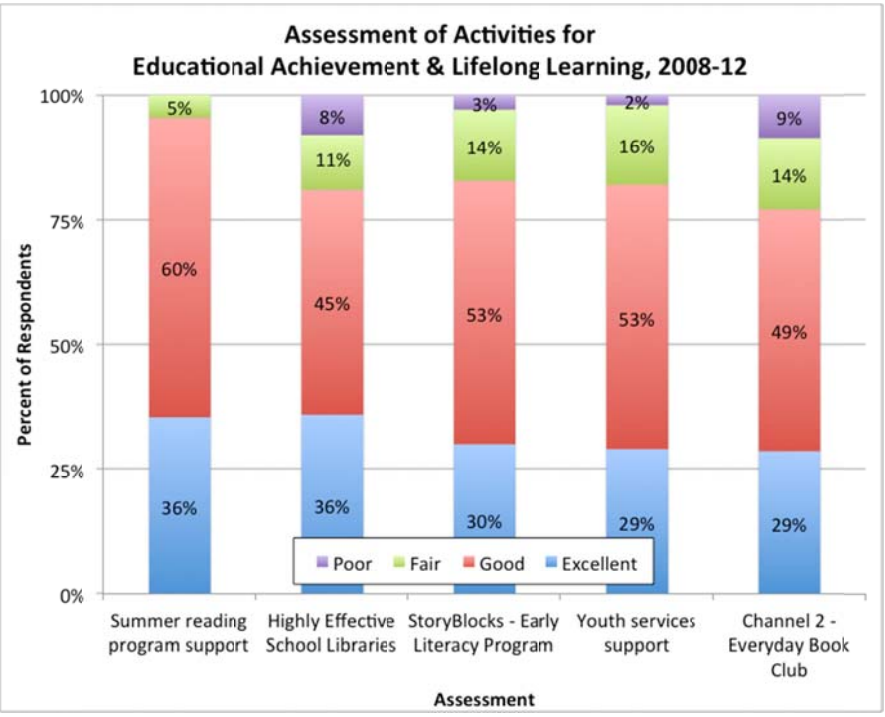


Quote from Plinkit Service Coordinator Christine Kreger,
Accepting Colorado Association of Libraries Project of the Year Award 2009

Libraries today are all about building community and being accessible to their patrons. … Plinkit … offers small libraries across Colorado the opportunity to put their library online and to connect to their communities 24/7.

Goal 2. Educational Achievement and Lifelong Learning
Respondents were asked to assess CSL's performance on five activities that addressed the goal of educational achievement and lifelong learning:

- CSL supports **summer reading programs** in public libraries as a member of the Collaborative Library Summer Program (CLSP), a grassroots consortium of states that has improved the quality of summer reading program materials and reduced their cost by working together. Of the five educational achievement and lifelong learning activities respondents were asked to rate, this one received the highest ratings—more than a third (36%) rating it excellent and three out of five (60%) good, for a performance rating of 96%.
- The **Highly Effective School Libraries (HESL)** program has extended statewide the benefits of Colorado's long-time Power Libraries program. HESL identifies competencies for school librarians, an HESL evaluation rubric, and other tools for improving school library quality and impact. About a third of respondents (36%) rated this program's performance as excellent, and almost half (45%) good, for a performance rating of 81%.
- The **StoryBlocks** early literacy program—a partnership involving CSL, eight public libraries, and Rocky Mountain PBS—provides online videos of literacy-building songs and rhymes for young children. It was recognized for having a Great Website for Kids by the American Library Association. This partnership effort of CSL and a dozen public libraries was rated excellent by three out of ten respondents (30%) and good by more than half (53%), for a performance rating of 83%.
- CSL also provides broader support for **youth services** in public libraries. In addition to providing leadership for the Colorado statewide summer reading program and being a founding partner of Colorado Libraries for Early Literacy, CSL also encourages youth services librarians to build their service capacity and find partnerships through the Colorado Library Consortium and Early Childhood Councils across the state. This range of services was rated excellent by three out of ten respondents (29%) and good by more than half (53%), for a performance rating of 82%.
- Taking library book groups into the social networking age, CSL encouraged public library participation in the **Everyday Book Club**, a regular segment of Channel 2's Everyday Show focusing on a monthly book selection. Almost 2,000 participants discuss the books they read on the club's Facebook page. This innovative partnership between the local media and public libraries was rated excellent by three out of ten respondents (29%) and good by half (49%), for a performance rating of 78%.



Results from the Impact of Summer Reading Programs in Colorado Libraries

Here are some of our findings: (1) The number of respondents who enjoy reading increased by 23 percent to 87 percent; (2) the number of respondents who like reading on their own increased by 12 percent to 83 percent; and (3) 83 percent of program participants felt they were a better reader after the program than they were at the beginning of the summer!
Ouray Library District

Exchange on Everyday Book Club Facebook Page (July 11, 2011, 9:02 p.m.)

[POST] *Just interviewed Kathryn Stockett, author of "The Help" also talked to the entire cast of the upcoming film. You've GOTTA stay tuned for all the exclusive dish, only on Colorado's "Everyday" Show.*

[COMMENT] *I just finished this book a few weeks ago and LOVED it!! I can't wait for the movie, although I'd encourage anyone to read the book first. Author distinctively captures the voice of the characters in the story through her writing*

Goal 3. Services to Underserved Populations

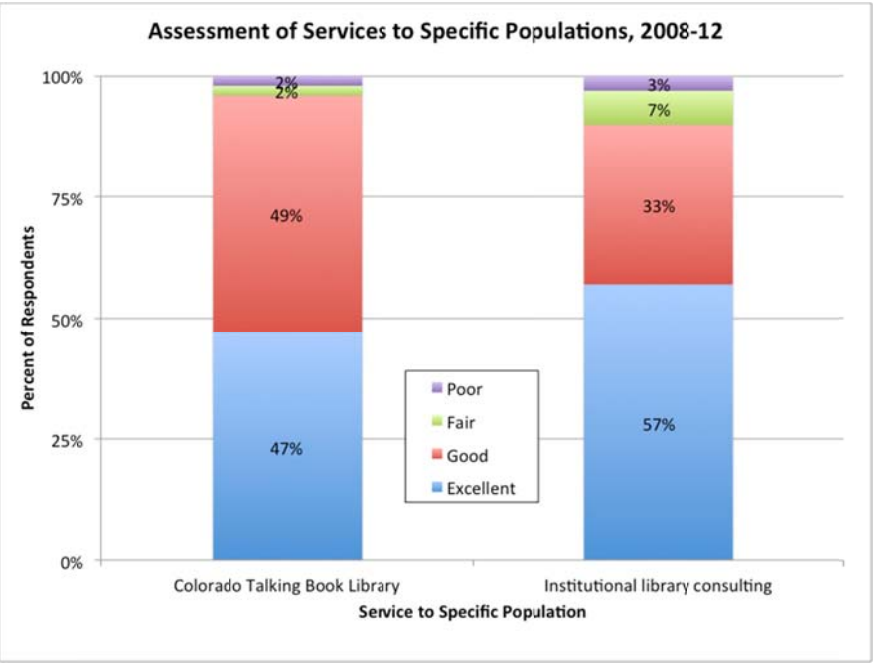
CSL has mandated responsibility to ensure the availability and quality of library services to two specific populations that tend to be underserved by other libraries: individuals who are blind or otherwise unable to use traditional print materials and individuals who are incarcerated. As a National Library Service affiliate, the **Colorado Talking Book Library** (CTBL) provides audio books and other special formats to the print-disabled. **Institutional Library Services**, part of CSL's Library Development Unit, provides consulting support—both face-to-face and via an exemplary website—to librarians and staff at Colorado correctional institutions as well as other state institutions. Respondents were divided almost 50-50 (47% and 49%) in assessing CTBL's performance as excellent or good, for a performance rating of 96%. Institutional library consulting was also rated extremely well: three out of five (57%) rating it excellent and a third (33%) good, for a performance rating of 90%.

Comment from CTBL Patron Satisfaction Survey Report, 2010

You are my social connection, my educational connection, my connection to Colorado. Because of this library I have learned so much. … You allow me to reach around the world. … I love my library.

Statistic from Out for Life: Restorative Librarianship in the CO Department of Corrections (FAST FACTS, May 29, 2009)

83% of respondents indicated that the prison library assisted in acquisition of life skills (e.g., job seeking, finding affordable housing, budgeting, addiction recovery, mental health, and recreation).



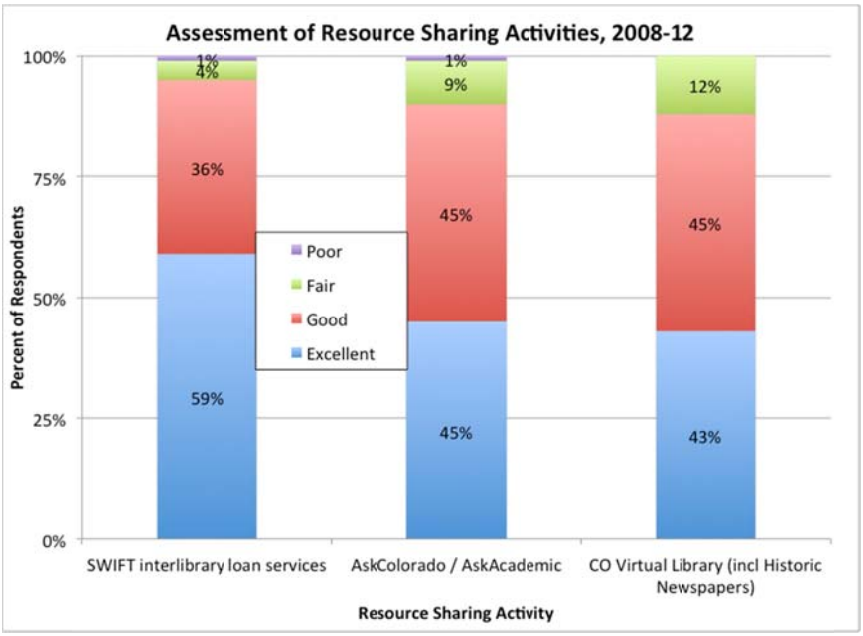
Goal 4. Resource Sharing

Respondents were asked to assess CSL's performance on three sets of activities that addressed the goal of resource sharing:

- **SWIFT** (Statewide Interlibrary Loan Fast Track) is the web-based electronic interlibrary loan requesting and tracking system that CSL provides free of charge to all public, academic, school, and special libraries in Colorado. This lynchpin in the state's resource sharing infrastructure is both well-established and effective, as evidenced by its being rated excellent by three out of five respondents (59%) and good by more than a third (36%), for a performance rating of 95%.
- Another well-established shared resource for Colorado libraries and their users is the **AskColorado / AskAcademic** virtual reference service. Over 200 AskColorado librarians field 2,000 to 3,000 questions monthly, providing 24/7 access to users' questions, ranging from an after-hours query taking 5 minutes to a challenging research question that may take 25 minutes because it involves tracking down difficult-to-find information and improving the caller's information literacy skills. AskAcademic provides specialized virtual reference services for college and university library users, students as well as faculty and staff. Respondents split just under half each (45%) rating this service excellent and good, for a performance rating of 90%.
- Though long-established, the **Colorado Virtual Library** has undergone a dramatic redesign over the past year. Re-launched with three high-demand virtual collections—Colorado Histories, Tech Help, and Tools for Tough Times—this site (which also enables library users to tap the collections of most Colorado libraries via a single search) is also highly rated by respondents—two out of five (43%) rated it excellent and almost half (45%) good—for a performance rating of 88%.

Quotes from Users about AskColorado / AskAcademic

- *I just want to thank all of you at AskColorado because you have helped me get my first A.*
- *It was really cool, being on line with a live librarian, better than searching the Internet alone.*
- *Not only did I get my answer but I learned something new about using the library's resources as well. What a great idea this is.*
- *I have never used one of these websites before but my professor suggested it to me and I can see why she did. It's a very useful tool in a research project. I will be using this in the future and be referring my peers to it.*



Recommendations Based on Assessment of 2008-12 Performance

1. All of the 14 CSL activities assessed by Colorado library leaders received very high performance ratings (i.e., combined excellent and good ratings). For this reason, it is recommended that they be continued and that their further development—as ongoing activities or as models for future activities—be pursued by CSL and, when appropriate, its partners.
2. Notably, leaders' assessments of the performance of CSL on some of these projects were high despite the fact that little substantial outcome data is available for them. Redoubled efforts at outcome-based evaluation (OBE)—specifically collection of outcome data from end-users—is especially recommended for the following projects: Colorado Virtual Library, Library Jobline, Plinkit website services, and SWIFT interlibrary loan support. With support from Library Research Service (LRS) staff, staff associated with these projects could play leading roles in implementation of the OBE recommendations offered later in this report.

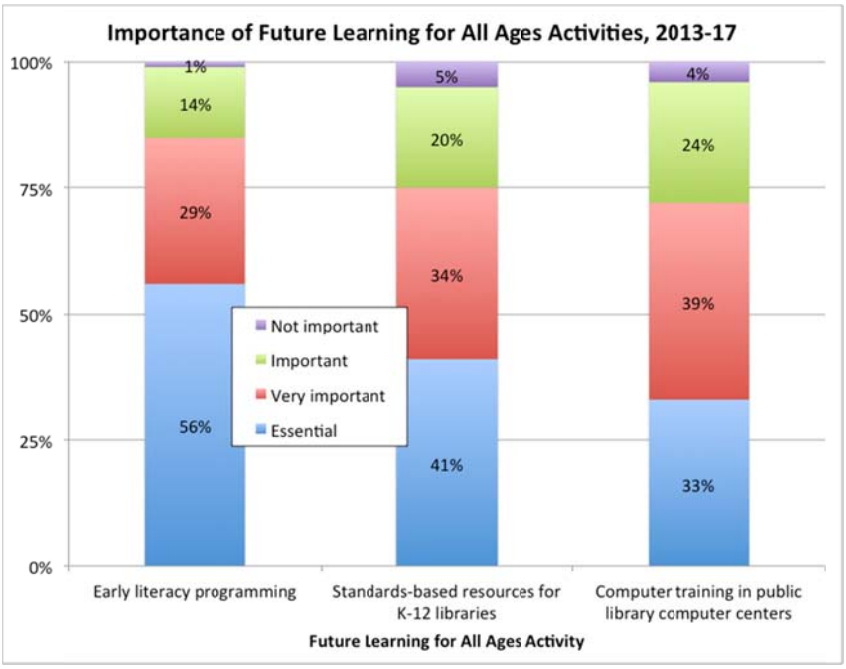
Input for the 2013-17 State Program Plan

Survey respondents were asked to assess the importance of specific proposed CSL initiatives that might be funded by LSTA over the next five years. These proposed activities are associated with the first three of the following four proposed goals for the 2013-17 state program plan: 1) learning for all ages (including early literacy, 21st Century skills, and lifelong learning); 2) resource sharing (including electronic access to shared resources and services); 3) training and recruitment of library staff; and 4) services to underserved populations. In addition, respondents were given an opportunity to propose additional initiatives beyond those being considered by CSL.

Learning for All Ages

For the proposed 2013-18 goal of learning for all ages, respondents were asked to assess the importance of three sets of proposed CSL activities:

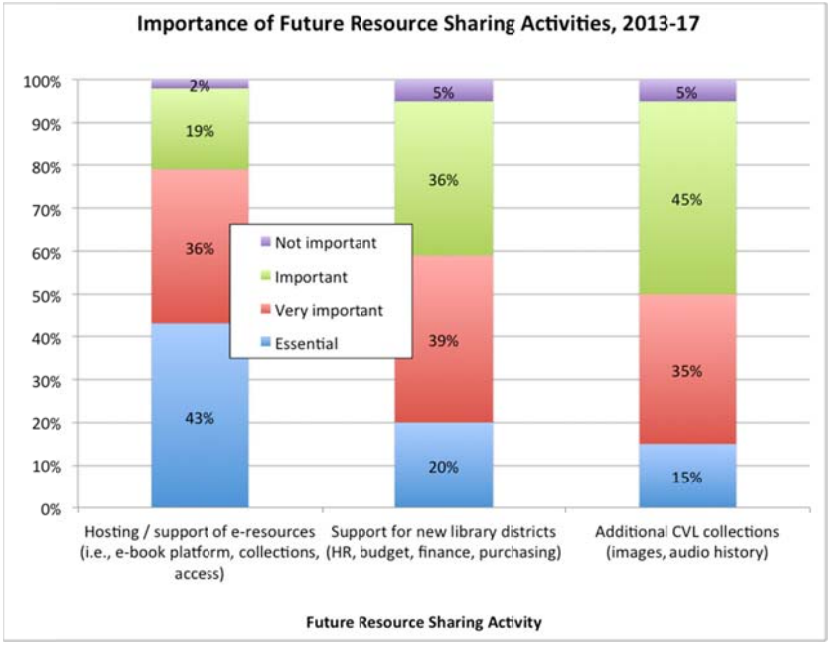
- To survey respondents, the most important of these proposed CSL activities was to continue to develop **early literacy programming**. Almost three out of five (56%) respondents regarded this activity as essential, and another three out of 10 (29%) as very important, for a priority rating of 85%.
- The second most important proposal was developing **standards-based resources for K-12 school libraries**. Two out of five (41%) regarded this as essential, and another third (34%) as very important, for a priority rating of 75%.
- The third most important idea was to sustain **computer training in public library computer centers**. Currently, the Broadband Technology Opportunity Program (BTOP) is funding this activity through September 2013. A third of respondents (33%) regarded this as essential, and two out of five (39%) as very important, for a priority rating of 72%.



Resource Sharing

For the proposed 2013-18 goal of resource sharing, survey respondents were asked to assess the importance of three sets of proposed CSL activities:

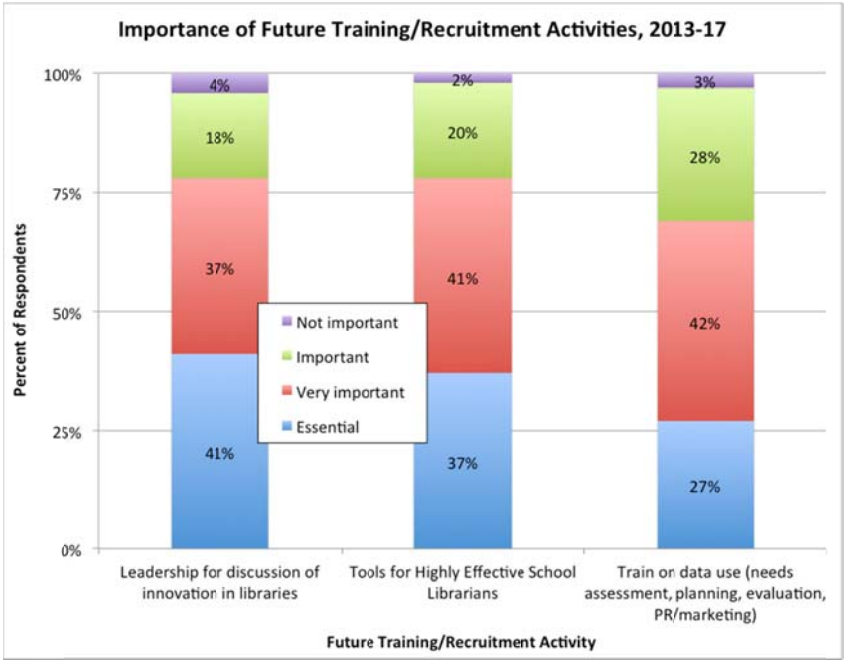
- By far the most important resource-sharing proposal to survey respondents was to find a way to address the issues involved in **hosting and supporting access to e-resources**. This would involve selecting an e-book platform, developing shared collections of e-resources, and providing access to them. More than two out of five respondents (43%) regarded this activity as essential, and more than a third (36%) as very important, for a total priority rating of 79%.
- A distant second went to a proposal that CSL provide for **support services for new public library districts**. When a public library moves from being a city or county department to an independent unit of government, it frequently loses such central services as human resources, budget and finance, and purchasing. Only one out of five respondents (20%) regarded this set of activities as essential, but another two out of five (39%) regarded it as very important, for a priority rating of 59%. Notably, the fact that this proposal would affect only one library type doubtless accounts for these relatively low figures.
- Third place among CSL's resource sharing proposals went to **adding new collections to the Colorado Virtual Library for images and audio history**. Only one out of seven respondents (15%) considered this set of activities essential, and only another third (35%) very important, for a priority rating of 50%.



Training and Recruitment of Library Staff

For the proposed 2013-18 goal of training and recruitment of library staff, survey respondents were asked to assess the importance of three sets of proposed CSL activities. Notably, all three of these proposed efforts received equally high levels of support.

- One of the CSL training-and-recruitment proposals most important to respondents was that CSL exercise **leadership for discussion of innovation in libraries**. Two out of five respondents (41%) regarded this as essential, and more than a third (37%) as very important, for a priority rating of 78%.
- The other most important CSL proposal associated with this goal was developing **tools for Highly Effective School Libraries** (the successor/expansion of Power Libraries). More than a third (37%) regarded this as essential and two out of five (41%) as very important, for another priority rating of 78%.
- CSL's third most important training-and-recruitment proposal to respondents was **training library staff on data use**, specifically for the purposes of needs assessment, planning and evaluation, and public relations and marketing. More than a quarter of respondents (27%) regarded this set of activities as essential, and more than two out of five (42%) as very important, for a priority rating of 69%.



2013-17 Priorities Identified by Respondents

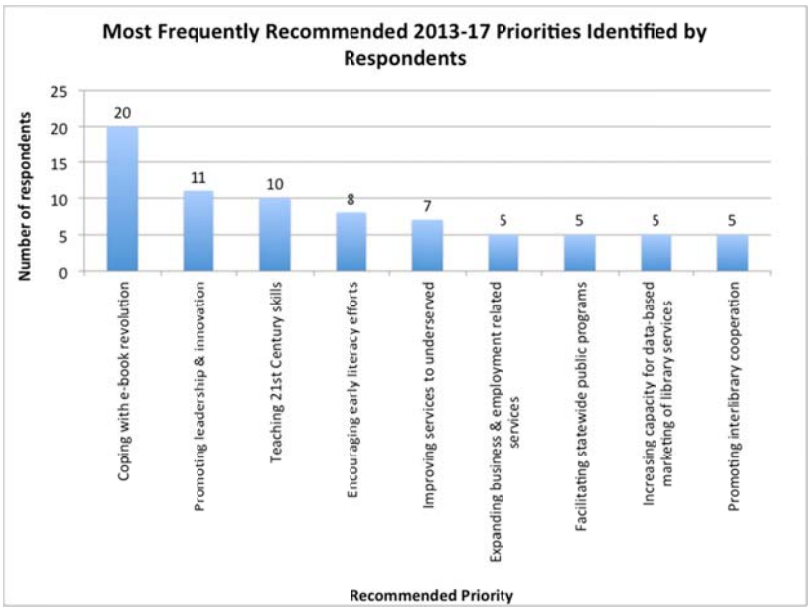
In addition to potential priorities for the next five-year plan identified by CSL, respondents were asked to identify up to three priorities on which they wish CSL to focus. Of 95 substantive recommendations, 76 fell into nine major categories as follows:

- By far the most frequent topic, identified by 20 respondents, was **coping with the e-book revolution**. They expressed concern about: e-book licensing, ownership, and rights; development of a consortium—preferably statewide—e-book platform and its access, collection development, and other policies; ensuring access to e-books for the poor and those served by small and rural libraries; and training for staff to deal with e-books in a library environment.
- A distant second, identified by 11 respondents, was **promoting leadership and innovation**. Recommendations on this topic included: expanding efforts to develop new leaders, such as the Colorado Association of Libraries Leadership Institute; providing support for activities that equip academic and school librarians to meet their standards; and equipping embattled school librarians in particular to take leading roles in explaining to decision-makers and the public the newer roles of librarians in public education.
- Almost tied for second, with 10 respondents, was **teaching 21st Century skills**. Colorado already has an exemplary program supporting this issue in school libraries—the Highly Effective (formerly Power) Libraries Program—but respondents would also like to see more attention to this issue in academic and school libraries.
- Eight respondents recommended **encouraging early literacy efforts**. Colorado Libraries for Early Literacy (CLEL), another exemplary model effort, already encourages public libraries to embrace the Every Child

Ready to Read (ECRR) program endorsed by the Public Library Association and the Association for Library Service to Children. Respondents expressed particular interest in efforts that involve the whole family and individuals of all ages.

- **Improving library services to the underserved** was a priority for seven respondents. In addition to general concerns about this issue, specific concerns were expressed about disabled individuals, older people, those who have difficulty speaking or reading English, the unemployed, and children of incarcerated persons. Specific concerns were expressed about the need to train and hire a more diverse library workforce and the need for training in data use to better assess the needs of underserved users.
- Five respondents each recommended four other priorities, including expanding business and employment-related services in libraries, facilitating statewide public programs, increasing capacity for data-based marketing of library services, and promoting interlibrary cooperation.

Notably, most of these proposed priorities—and certainly the most-frequently suggested ones—identified by respondents were related strongly to, or highly compatible with, CSL-recommended activities for the new five-year plan. This fact indicates that the CSL Management Team and staff are well in-touch with the perceived needs of the state's library community. If the other more innovative ideas are not undertaken by CSL itself as part of the next five-year plan, they are likely to be excellent topics for sub-grantee proposals in future state LSTA grant-making rounds.



Recommendations Based on Input for 2013-17 Plan

1. For the goal of learning for all ages, all three proposed activities received very high priority ratings (i.e., essential and very important combined)—ranging from 72% to 85%. It is recommended that CSL pursue all three of these activities as part of its next state LSTA program plan.
2. For the goal of resource sharing, hosting and supporting e-resources, primarily e-books, was prioritized more highly than supporting new library districts and adding CVL collections for images and audio files (77% vs. 59% and 50% respectively). Concern about coping with the e-book revolution also topped the priorities identified by respondents, being mentioned at least twice as often as any other potential priority. It is recommended, therefore, that the issue of e-books receive top priority under this goal. If resources permit, however, the other potential projects should be pursued. (Notably, only 5% of respondents felt those two projects were unimportant.)
3. For the goal of training and recruitment of library staff, library leaders gave equally high priority to two initiatives: leadership for the discussion of innovation in libraries and development of tools for Highly Effective School Librarians (the successor to Power Libraries). When respondents were asked to identify their own priorities, many mentioned specific examples of developing leadership for innovation and teaching 21st Century skills—though the latter was by no means limited to the K-12 public education arena. It is recommended that both of these initiatives receive high priority in the new state plan. The other potential project for this goal--offering training on data use for needs assessment, planning and evaluation and public

relations and marketing—also received a high priority rating. This project is also recommended for implementation under the new plan.

4. While CSL has longstanding and ongoing mandates to serve certain specific underserved populations—blind and physically handicapped persons and institutional residents, most notably—respondents identified other underserved populations which libraries could do a better job of serving. Among these were older people, individuals who have difficulty speaking or reading English, and the unemployed. Arguably another group identified by library leaders—businesses and their employees—should also be mentioned in this category. It is recommended that CSL continue to support groups and projects that seek to better equip library staff to serve diverse populations.

Lessons about Outcome-Based Evaluation & Recommended Changes

Several important lessons about output and outcome measurement are demonstrably clear from the data available from submissions by grantees to the federal LSTA reporting system:

Specifications for Data Reporting

The approaches to output and outcome measurement built into the state's LSTA grant-making process did not specify adequately what data of both types should be reported or how. Each LSTA-funded project or activity was left to its own devices in deciding what to count and how to report it without any knowledge of what other projects and activities pursuing the same LSTA goal were doing. Inevitably, this resulted in a crazy-quilt of data. Further, reports varied tremendously in terms of their amount of relevant detail. For instance, when a survey was conducted, some reports included only the most cursory results in percentages, while others included when the survey was conducted, numbers of survey recipients and respondents, the response rate, and numbers as well as percentages of respondents giving each answer. For quasi-experimental and time-series analyses, some reports included only the percentage change in some outcome measure like test scores, while very occasional others identified actual scores or achievement levels on tests for both ends of some time interval as well as the percentage change associated with those underlying figures.

Understanding What Constitutes Output & Outcome Data

Many, if not most, grantees submitting reports did not understand sufficiently what outputs and outcomes are, either conceptually or operationally. Notably, this is true despite years of federal and state efforts to inform and train people on these matters. Consequently, over the past five years, data reporters have often wasted considerable time and effort in reporting either irrelevant data (e.g., inputs masquerading as outputs) or simply too much data (e.g., tables or spreadsheets full of monthly details rather than summary data across the life of a project). A lot of anecdotal and rhetorical claims about outcomes were also reported in lieu of any real data.

Comparable Output & Outcome Data

As a result of these conditions, the output and outcome data reported by grantees were usually meager and piecemeal and, in the absence of any coordinated state effort, were so non-comparable from one project to another that the data could not be compiled to provide a coherent statewide picture of how and how well the state performed toward its LSTA state program plan goals.

The overarching lesson from these circumstances is that CSL's expectations about output and outcome measurement are insufficiently clear and precise to generate the kinds of rigorously collected data needed by federal and state policy makers and other stakeholders. To remedy this situation, CSL and IMLS must confront the challenge and opportunity of developing new output and outcome measurements for its next five-year plan. The process of building such measures around each of the state's 2013-17 goals should also have other positive consequences associated with better communication between IMLS, CSL and grantees working toward the same goal. CSL and IMLS should provide the leadership required to establish such communication. The resulting, more coordinated effort to collect and report relevant and comparable data will both minimize the data reporting demands on grantees and provide policy makers and stakeholders with the kinds of data they need.

Recommendations about Outcome-Based Evaluation

The following changes in CSL's approach to output and outcome data collection and its use in outcome-based evaluation (OBE) are arguably the most important recommendations of this report. These recommendations are intended to encourage the development of more, more valid, and more comparable data needed for true OBE.

1. For each future LSTA goal, CSL—either someone from the Library Research Service (LRS) staff or a contractor working under LRS or the LSTA coordinator's supervision—should adopt appropriate output and outcome measures from those developed by IMLS for databases, digitization, employment and small business development, human services, lifelong learning. (See appendix B "Logic Models")
2. As a condition of receiving a state LSTA grant, grantees should be required to select appropriate output and outcome measures from the list produced for its LSTA goal. It is likely that an individual grantee would not be expected to collect data on all specified measures for its goal; but all the measures on which it does collect and report data should be from the list. If an individual grantee's project is deemed so unique as to warrant it, or is not addressed by the IMLS logic models, data on alternative measures could be collected and reported, but only if approved by CSL.
3. Whenever possible, CSL should produce or contract for the production of standardized output and outcome data collection instruments. Most often, these will take the form of tally sheets or survey forms. Whenever possible, these should be made available to grantees in appropriate electronic formats (e.g., spreadsheets, online surveys, apps) that minimize the data reporting burden on staff of LSTA-funded projects.
4. For observational (most often, output) data, grantees should be required to identify the time period over which transactions were counted, and to provide summaries of such data over the grant period or a reasonably substantial portion thereof.
5. For survey data, CSL should promulgate requirements that all of the following data be reported in survey results: a) the "universe" of the survey (i.e., number of potential respondents to whom a survey was administered), b) the number of survey respondents, c) the response rate (respondents as a percent of universe), and—for individual survey items—and d) the number and percentage of respondents giving each response option. In the case of quasi-experimental and time-series analyses (i.e., ones measuring change over time), all of the above requirements should apply for both or all years as well as a requirement to provide both numerical and percent change statistics from one year to another. The viability of developing an online form in which such details could be reported should be explored, and implemented, if deemed useful and CSL resources permit. Again, such resources would reduce the reporting burden on LSTA-funded project staff.
6. Ideally, all of these requirements should be integrated into the Request for Proposals for state LSTA grants. Otherwise, prospective grantees should be required to document in detail their plans for meeting OBE requirements before a grant is conferred.
7. To further communicate the high value placed on having comparable output and outcome data for all LSTA grantees, the performance of a grantee (either the organization or the individuals involved, as appropriate) on previous grant evaluations should be allocated points in the evaluation of later LSTA grant proposals. At the very least, these issues should be specified for consideration as part of an overall "reputational" assessment of LSTA sub-grant applicants.
8. To ensure that CSL holds up its end of these new OBE-related expectations, support of grantees in meeting them should be performed by the LSTA coordinator and any staff of LRS and other CSL units assigned to support specific LSTA grants. Given the limited resources of CSL, planning and budgeting for this added workload is a key component of success.

Conclusion

In conclusion, this evaluation generated several sets of actionable findings:

- Several state LSTA grantees did an exemplary job of marshaling both output and outcome data to demonstrate the value and impact of their projects. These are successes upon which to build.
- Colorado library leaders who responded to a wide-ranging survey assessed CSL's performance during 2008-12 and plans for 2013-17, indicating that:
    - The state LSTA grant process is well-run, encouraging broadly inclusive participation and communicating generally in ways that are regarded as timely, fair, and helpful. The strongest recommendation for improving the process is to target more intensive information and assistance at those least likely to apply for grants in the recent past.
    - Selected 2008-12 CSL activities chosen for their exemplary nature as well as their scope and impact were generally perceived to be successful, receiving high performance ratings from large majorities of respondents.
    - Selected proposed 2013-17 activities, also chosen for their exemplary nature as well as their intended scope and impact, were generally assigned high priority ratings by large majorities of respondents.
- Finally, the evaluator offered specific recommendations for how CSL can move to the forefront of outcome-based evaluation efforts by embracing the new model being developed by IMLS and taking specific steps to ensure that state LSTA grantees do, too.

Appendix A

About the Evaluators

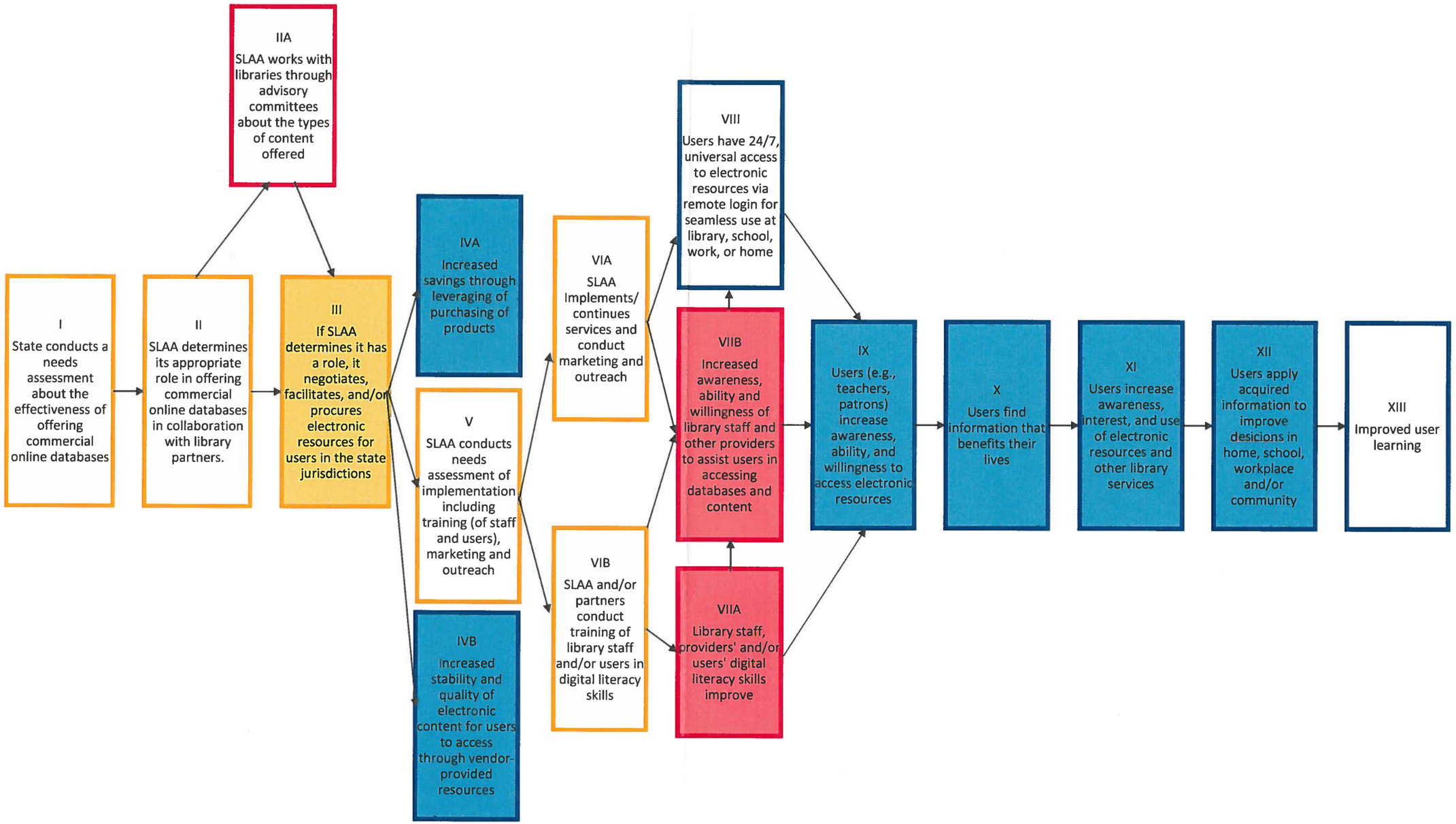
The Colorado State Library ensured a rigorous, objective, and independent evaluation by selecting the RSL Research Group to conduct this evaluation of its five-year LSTA state program plan for 2008-12.

The RSL Research Group is a well-established consulting firm with extensive experience working with state, public, and school libraries. Best known for their landmark state studies of the impact of school library programs, they recently conducted a statewide needs assessment for the Arkansas State Library and are conducting independent evaluations of several LSTA- and other federally-funded projects for state and public libraries. All of these projects demonstrate their acknowledged expertise in secondary analysis of available data, survey research, and focus group and/or key informant interviewing.

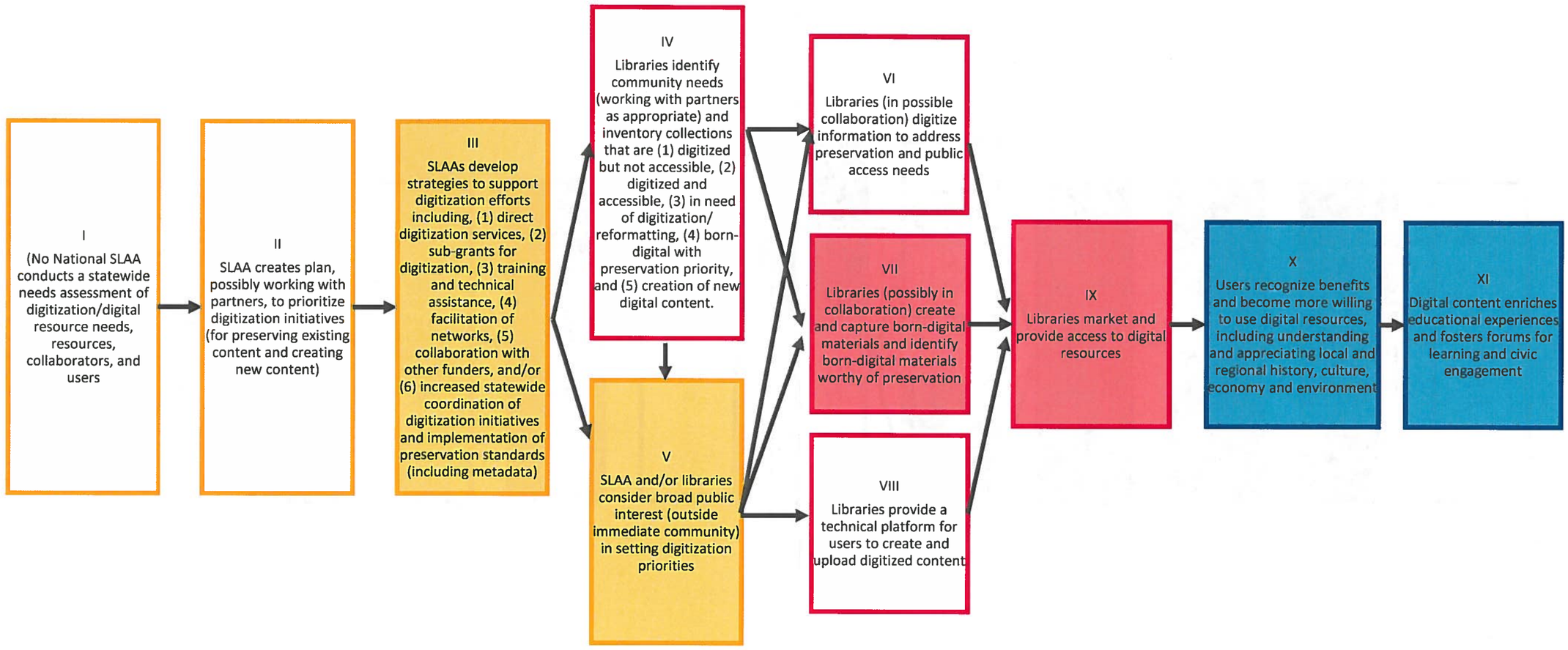
Because the lead RSL consultant for this evaluation is Keith Curry Lance, the RSL Research Group's selection as our independent evaluator combined the advantages of internal and external evaluators. Having retired from the Colorado State Library in February 2007 (i.e., before the beginning of the 2007-08 fiscal year—the first covered by the latest plan), Lance has enough "distance" from CSL to be objective, while still retaining some degree of an "insider's" perspective—being familiar with the staff, community, issues, and resources. As the long-time and founding Director of CSL's Library Research Service (LRS), Lance possesses a level of credibility and a range of evaluation research skills and experience usually available only from external consultants. Due to his familiarity with CSL, he was able to approach this project in an expeditious manner, being well aware of the programs and policies involved and thus not needing a substantial period of time to acquaint himself with the LSTA state grant program as well as CSL and its programs and projects.

Because of Lance's long-time connection with LRS, however, notable long-term LRS projects from the 2008-12 timeframe with which he had extensive previous involvement were not selected for special focus in this evaluation.

Appendix B
Databases



Digitization



Employment and Small Business Development

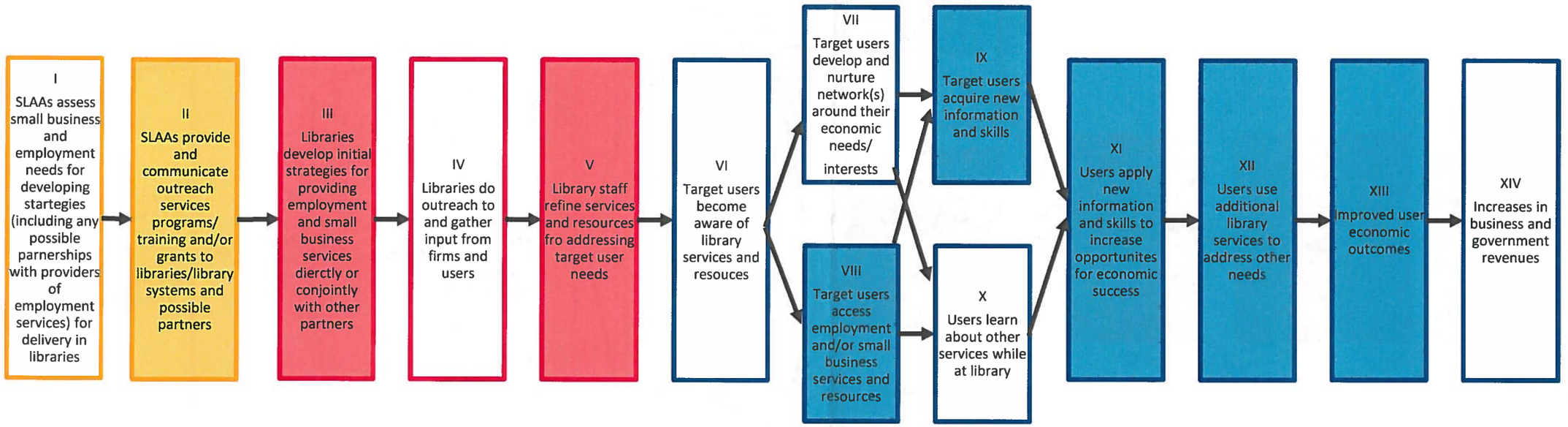
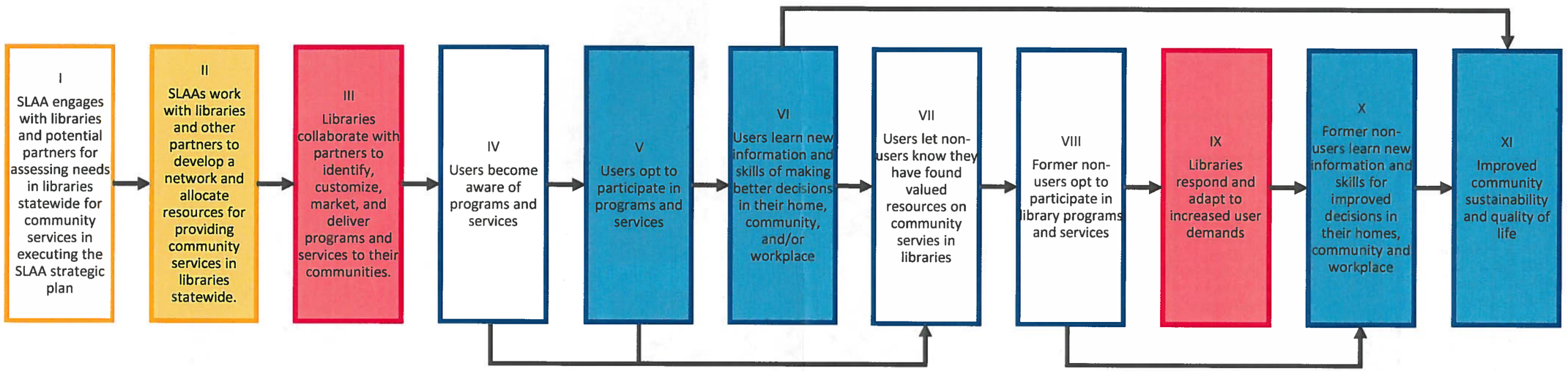
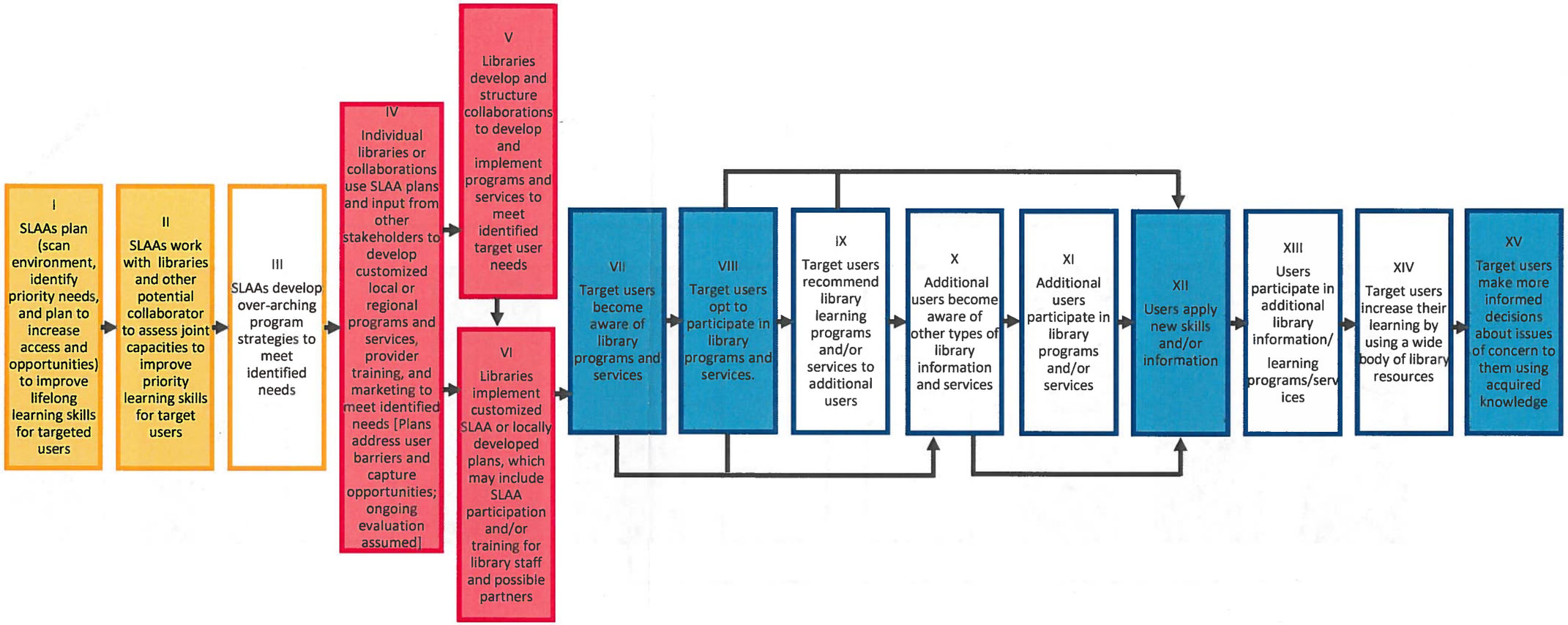


Figure 1. Employment and Small Business Development

Human Services



Lifelong Learning



Appendix C

Reported Output and Outcome Data
FY 2008-12 LSTA Projects

Goal 1: Colorado residents will be able to access resources and services electronically through libraries to meet their information and learning needs.

Project Code/ Project Title	Output Data	Outcome Data
2008-CO-31601 State Publications Library	• 41,775 visits to web pages • 23,788 OPAC searches • 695 circulation • 213 reference • 401 interlibrary/Prospector loans • 8,020 uses of digital documents • 7,801 blog visits	• $291,000 cataloging costs saved for each depository
2008-CO-31604 Library Technology and Consulting	• 29 Plinkit websites serving 158k population • 47 library staff attend 12 Plinkit training sessions • 156 Plinkit support phone calls • 15 attend CAL Plinkit session • 80+ attendees of 3 CLiC Web 2.0 workshops	• Jan-July 2008/9 • Average website visit increase 81% (Nederland 223%) • Google rank for 22 Plinkit libraries: 18 = #1 hit, only 2 libraries failed to appear in top 50 hits • $837,727 in e-rate funds to 44 libraries/consortia • Small libraries now have web presence with which to extend services 24/7, including databases
2008-CO-31603 Library Research Service	• 115 (100%) PL annual reports • 829/1,400 SL surveys • LRS.org: 106k visits, 313k page views, 7k visitors/month, 2k uses of interactive tools • 5,251 responses to 19 surveys	• 364k Jobline posts • 12,599 PL annual statistics • 9,603 SL annual statistics • 2,901 SL profiles • 395 AL statistics • 91,238 wage calculator • 3,432 personal ROI calculator (average: $88.43-to-$1) • 8,901 FAST FACTS • 8,500 blog visits • 100+ Facebook fans • 56 Jobline Twitter subscribers • Web 2.0 study • DART reference tracker
2008-CO-32240 Instructional Design and Technology	• CO Correctional intranet: 50 staff, 500-750 hits/day • CLEL website: avg. 20 posts/month • YouTube: Gaming in Libraries, 119 views; CSL video blog, 578 views of 4 parts	• CLEL.org: increase in visitor interaction of 625%, 42 new members • Keeping Up with Google: 91% strongly/agreed likely to use tech presented • Tech Training Made simple: 100% strongly/agreed learned new skills, 90% rated 4-5/5 scale
2008-CO-32790 Ft Lewis College Research Commons	• 102 student submissions to digital commons • Over 400 downloads • 30 attend Commons launch • 36 attend Commons events	• 17 evaluations • Presentation helpful • 6/17 need more awareness on campus • 14/17 yes to would you contribute to digital commons

Project Code/ Project Title	Output Data	Outcome Data
2008-CO-31608 AskColorado VRS	• Live help sessions: 41,198 • AskCO workshop: 60 • State trainings: 20, 122 attended • Other: 300+ attend 15 events	• 64% related to K12 • 38% K-8 • 26% 9-12 • All 64 counties served
2009-CO-36924 State Publications Library (CSL)	• Web page visits: 43, 479 • OPAC searches: 19,745 • Circulation: 491 • Reference: 211 • ILL/Prospector: 374 • Digital doc use: 20,124 • Blog visits: 5,739	• Cataloged 1251 items (saving local libraries money)
2009-CO-36757 Online Access Expansion (Westminster, College Hill)	37 computer classes • 155 attendance 7 computers • used 4,897 hours • 8,108 sessions • Avg. session 36 minutes • Avg. use/computer 4:51 day	• Evaluation results • Student class ratings: 61% excellent, 38% good
2009-CO-36927 Library Technology and Consulting (CSL)	Plinkit stats • 33 library websites • 162k CO residents • 22 training sessions • 177 attendance	• Websites as 24/7 virtual branches
2009-CO-36926 Library Research Service (CSL)	114 PL annual reports • 710/1,400 SL surveys LRS.org stats • 124k visits • 495k page views • 6k monthly visitors • 2,932 responses to 21 surveys • DART reference tracker • 20 libraries, 52 outlets • 145k ref transactions	• Jobline views: 454k • PL stats: 16,564 • SL stats: 4,109 • SL profiles: 1,597 • AL stats: 1,069 • Wage calculator: 100,981 • ROI calculator: 1,748 • Avg. ROI: $90.71 • FF: 8,400 views • LRS blog: 5,700 • FB page: 150 fans • Jobline Twitter subscribers: 80
2009-CO-36934 Instructional Design and Technology (CSL)	• 7 web chats, 162 attendees • CLEL website: 4,300 visits, 17,400 page views • Storyblocks: avg. 100 visits/month, 6k+ page views • Beyond F2F (ALA preconference) • 30 attendees	• 98% strongly/agree provide useful info • 90% learned something new about CSL • ¾ rated 4-5/5 • F2F evaluations: 100% content met or exceeded expectations, 80% excellent (4/4)

Goal 2: Colorado students and adult learners receive services from libraries and librarians that support educational achievement and lifelong learning.

Project Code/ Project Title	Output Data	Outcome Data
2008-CO-31600 School Library Development	• 24 workshops, average attendance 30 • Est. 100 LIS students annually impacted by new School Library Endorsement standards	• 95%+ of workshop participants highly satisfied with outcomes of workshops • 100% of attendees of Power Libraries and Better LI Using Assessment workshops have tools to improve 21 Century skills of students and teachers
2008-CO-32802 Ready, Set, Read! (PPLD)		• 200 pre-project tutor/parent surveys (32% response rate) • Most comfortable matching books to child's reading level • 1/3 value knowledgeable staff • 1/3 suggest improvements to organizational system • 50 post-project surveys returned • 10% MORE knew where to find books matching reading level • Library seen as literacy resource for community • Teachers directly promoting library to students • Staff gained new knowledge base • Tutors make better use of 1-1 instruction time • Children having more successful reading experiences.
2008-CO-31607 PL Development – Youth Services	• 181 YS librarians registered for 6 YS workshops • Represent 50 CO & 2 NM libraries (43% of CO libraries—60% was target)	• 80% of attendees get what needed to conduct quality program • 75% report partnership or connection with public schools • 34% report regular after-school programming, usually teen or homework help program
2008-CO-31599 Power Libraries	• 47 high-performance, 31 developing: total 78 schools • 100% of high performance receive banner, recognized on website • 98% of developing submit final written report including goal-setting based on conference with principal	• 90% report info and materials useful in improving programs • 98% of developing schools develop and submit collaboration plan • 100% of developing report visit to mentor school resulted in additional knowledge about collaborative planning and teaching • 25% of developing became high performance

Project Code/ Project Title	Output Data	Outcome Data
2008-CO-32801 Parent and Child Literacy Project (Arapahoe LD)	• 92 youth • 358 children's books distributed to 2 sites • 14 volunteers, 2,201 hours • 37% increase in checkouts from 1st 2 to last 2 sessions at Sheridan • 89% increase from 1st to last week at May • 75% of youth with library cards • 25% increase in adult ESL attendance at night sessions	• 65% of Level 1 and 2 completed those levels • Improved reading and language skills • Relationships between adults and children formed • Parents reported greater effort for night attendance because of children's motivation • Correlated with increased success for adult ESL students
2008-CO-32795 Loveland Kids Love to Read	• March-May 2009: • 374 contacts • 31 sessions • Avg. children/session: 12 • 750 books distributed • 460 volunteer hours, 6 volunteers	• Maple Terrace: 51% to 100% visited library • Maple Terrace: 56%-78% checked out books
2008-CO-32797Library & Literacy Partnership Program (Academy 20 Summit MS)	• Briargate preschool, Jan-May 2009: 1,464 books checked-out by 150 students • Summit MS, Jan-May 2009: 355 books checked out by 50 students • Reading partners program: 120 preschool, 50 MS students	• 71% of MS students like to read • 81% enjoy reading aloud to preschoolers • 37% reading more • Sept '08 median fluency: 124.5 wpm, May '09: 148.5 • Controls: 130-140 • MS: self perception as good reader 50%-65%, Jan-May • Majority tested levels 1-2, 75% achieved 3-5 • 37/40 preschoolers: like to read
2008-CO-31605 Institutional Libraries	• Read to Children: 8-16 CDOC libraries • 22 libraries, 411,126 visits, 566,348 circ • 89% of prisoners use libraries • 28k youth checked out 25,199 items • 100% of CDOC libraries comply with ACA library standards • Re-entry begins at Day 1 initiative: prisoners read 4 books in 10 weeks	• RTC increases literacy of prisoners and children, and strengthens family bonds • Also improved access to parenting info, importance of early literacy, love of reading • Re-entry initiative books chosen to promote reading, cognitive skills correlated with reduced recidivism
2008-CO-32788 GED at the Library – A Gateway to More(Boulder Valley SD)	• 2-hr GED classes, 2/wk at Lafayette & Boulder PLs • 156 classes • 17 adult students get card, use 3+ times to checkout • 53 adult learners, 14k hrs of instruction	• 75% report more positive feelings, reading & literacy • 9 adult students helped children get cards, visited at least 3 times • 42 adult students report increased library visits outside class time • 61% of adult learners increased literacy at least 1 TABE level • Children reported more positive feelings toward parents learning at library

Project Code/ Project Title	Output Data	Outcome Data
2008-CO-32789 Estes Valley Partnership to Expand & Enrich Informal Education	22 events • 1,200+ attendees	• 8 in math enrichment improved CSAP scores • 3 in homework help improved CSAP scores
2008-CO-32248 Enhancing CO Library Storytimes (CLEL)	• 11 sets, 30 picture books, 5 each for 6 ECRR skills	• 66% consider skills training very helpful (5/5) • 33% helpful (4/5) • Participants demonstrated at least one skill (4.5/5) • Training for verbal sharing with handouts (4.5/5) • Modeling thru storytime (4.6/5) • Sharing info w/parents/ caregivers (4.2/5) • All post-training observations indicate trainees shared messages during storytime and covered at least 1 skill
2008-CO-32796 Connecting Info Literacy to Learning (J&WU)	• 285 students at 19 Get Connected sessions • Faculty: orientations, 8; copyright, 40 • Pre/post ('07-08 to '08-09): lab use, 28,130 to 33,189; reservations, 76 to 171; circ, 11,820 to 13,898; student circ, 11,023 to 12,894 • Research help site: 49,774 • Class guides site: 9,429 visits • Exceeded goal of increasing usage by 10% • Individual lab use up 18% • Class lab reservations up 125% • Circ up 18% • Student circ up 17%	Get Connected evaluation (176): 79% of students more confident using resources • 66% liked Cephalonian tour method • 70% game effective to learn services • 80% demos effective to learn services • 86% strongly/agree info lit sessions useful Info Lit evaluation, '07-08 to '08-09 (608) • Freshmen: 70% to 71% • Upperclassmen: 73% to 75% • All: 72% to 73% Satisfaction survey (452/1289—35%) • 82% very/satisfied w/library Faculty awareness survey • 73%-78% aware of resources • 35-36%% use resources • 54%-47% encourage students to use • Met 75% goal for awareness; fell short on others IL skills of faculty tested using NILRC IL test • Avg. score: 94% • Student IL sessions w/DSST students: 81% increased confidence in IL skills (research questions, keywords)
2008-CO-32247 Book Start (DougCo Libs Foundation)	• 8 events • 94 attendees	Beneficiaries: • almost 2,000 children • almost 200 child care workers
2009-CO-36939 Summer Reading Program (CSL)	• 103/113 (91%) of PLs had SRP—66% for teens, 33% for adults • 88% of those with SRP used statewide/ Collaborative theme • 217,735 participants—154,394 children, 43,689 teens, 19,652 adults	Workshop evaluation • 65% presenter excellent, 31% okay • 55% positive about scheduling, dates, locations • 66% made local connections w/schools

Project Code/ Project Title	Output Data	Outcome Data
2009-CO-36123 Summer Reading Mini-Grants	• 73 grants to 49 jurisdictions • $200 with cash match $50	• 67 (92%) wrote viable OBE statements • 73 (100%) gathered data, used online survey • 73 (100%) made connections with communities • 73 (100%) submitted stories online
2009-CO-36923 School Library Development (CSL)	• 15 workshops • Avg. attendance 18	• 95% highly satisfied w/outcomes of work sessions • 100% have tools to improve 21st Century skills of students/teachers
2009-CO-36930 Public Library Development – Youth Services (CSL)	YS workshops • 155 librarians, 51 libraries • Early literacy workshop, Montrose, 20 librarians	
2009-CO-36922 Power Libraries	5 sessions • 47 TLs • 207 Ning participants • 79 Hi Performance • 35 Developing • 114 total	• 90% info/materials useful • 98% of Dev submit action plan for collaboration • 100% of Dev visit mentor • 100% of Dev evaluate progress favorably in increasing collaboration • 25% of Dev become Hi Performance
2009-CO-36749 Play & Learn – CO (PPLD)	• Web-based game to teach 4th grade history standards • Letters and PR to 114 schools, 342 teachers • Web statistics ('09-10) • Home page up 16% • CO bios up 136% • Web picks up 42%	• Survey of 65 teachers • 45% rate game potential high, 39% very useful, 16% moderately useful

Goal 3: Colorado residents, people with disabilities, ethnic populations, institutional residents and those underserved by libraries receive services from Colorado libraries that meet their targeted needs.

Project Code/ Project Title	Output Data	Outcome Data
2008-CO-32241 Special Populations Committee: Community Conversations	• 51 community partners • 32 volunteers • 1,687 program attendance • 2,340 diversity calendars distributed • 1,000+ partner pieces on disabilities distributed • 800 web resources flyers distributed • 6 statewide bulletins (news, partnerships, resources) issued to public libraries	• 6/10 projects report diverse patrons using collections/participating in programs for 1st time to great extent • 8/10 projects report diverse patrons using tailored collections to great or moderate extent • 8/10 projects report ability to engage in civil discourse to great or moderate extent • 8/10 projects report expanding partnerships to great or moderate extent • 6/10 projects report increase in community understanding of library role in serving all • half of staff report higher comfort serving diverse patrons • 9/10 projects report likely to offer additional diverse programming with partners • Majority of attendees report: first time attending library event, would attend similar program, learned from program • 92% of attendees plan to use library today • 90% perceive library as community resource
2008-CO-31606 CO Talking Book Library	• 329,961 circs • 8,595 registered patrons • 656,040 items processed thru mailroom • 67 outreach events • 1,700 schools receive publication	
2008-CO-32246 BookExpress (Poudre River PLD, Ft Collins)	Rural access emphasis • SRP registration up from 158 in '08 to 171 in '09, despite shorter SRP in '09 • SRP completion rates down from 62% to 59% • Goal: circ 3500 • Actual circ 454 (Apr-Aug)	• Goal: 50% increase in N steady or gaining on Developmental Reading Assessment 2 (DRA2) test • Outcome: Results for 21 students, 90% steady or gained in '09 • Control group: 81% • Goal: 90% satisfaction rate for parents/family, 80% willingness to participate again • Outcome: 87% definitely/ mostly satisfied, 80% plan to participate again • Goal: 50% increase in awareness of library services • Outcome: 48% aware of up to 4 services

Project Code/ Project Title	Output Data	Outcome Data
2009-CO-36755 San Luis Valley Tech Learning	Rural access • Migrant Ed connection limited • 269 classes • 1,000+ attendance • now circulating laptops in-house	• 204 survey results • 1,013 beneficiaries • As result of classes, increased confidence and knowledge of computer use
2009-CO-36928 Institutional Libraries (CSL)	Read to Children stats • 1,300 children received book/recording Intranet stats: • 2-3k page views/week, 10 per visit (i.e., 200-300 visits/wk) • 121 web, phone 1-1, workshop trainings, 479 attendees Prison library stats: • 447,594 visits • 561,773 circulation • 89% use • 30,380 youth checked out 26,719 items	• RTC increases literacy levels of prisoners and their children (data?)

Goal 4: Colorado libraries cooperate to develop strategies and techniques that assure the sharing of resources to best meet the needs of Colorado residents.

Project Code/ Project Title	Output Data	Outcome Data
20089-CO-31595 PL Development & Community Programs	• 350 participants in 24 meetings • 55 participants in SW conference • 10 library digital consortium	• 75% of meeting participants learned a lot of new info • 100% rate SW conference very good or excellent • 10 library digital consortium saved libraries over $70k
2008-CO-31602 Networking and Technology – Resource Sharing Services	• CVL/CVL-for-Kids: 2.2M hits, 257k visitors • 117k SWIFT ILL requests from 390 libraries • 115 library staff attend 26 training sessions • CVL staff respond to 2,414 emails and 375 phone calls • 94 attend SWIFT User Group meeting • 169 attend 17 regional SWIFT meetings • CO Historic Newspaper Collection: 26.5M hits, 205k visitors • 29 Plinkit sites serve 220k CO residents	• Access speeds to all servers improved • Network assessment/new system software evaluation/security audit started
2009-CO-36925 Networking and Technology: Resource Sharing Services	SWIFT stats • 400 libraries • 120k requests • Staff: 37 sessions, 168 staff • 2,856 emails • 312 phone calls CO Historic Newspapers stats • 28.3M hits, 214,365 visits, up 5% Plinkit stats • 33 libraries • serving 220k CO residents	

Appendix D

Survey Respondents & Response Rate

Both formal and informal leaders in the Colorado library community were invited to participate in the survey of Colorado library leaders.

Invitees included past, current, and incoming office-holders for all of the state's library associations:

- Colorado Association of Libraries (CAL)
- Colorado Academic Library Association (CALA)
- Colorado Public Library Association (CPLA)
- Colorado Association of School Librarians (CoASL)
- Special Libraries Association, Rocky Mountain Chapter (RMSLA)
- Colorado Association of Law Libraries (CoALL)
- Colorado Council of Medical Librarians (CCML)
- REFORMA

The invitation included directors, staff, board members, and other interested members of single- and multi-type library consortia, including:

- Colorado Library Consortium (CLiC)
- Colorado Alliance of Research Libraries (aka Colorado Alliance)
- Marmot Library Network

Members of state and regional library directors groups were also asked to participate. This included:

- Colorado Public Library Directors
- Community College Library Directors
- Front Range Public Library Directors
- Southeast Area Library Directors
- Southwest Public Libraries
- San Luis Valley Libraries

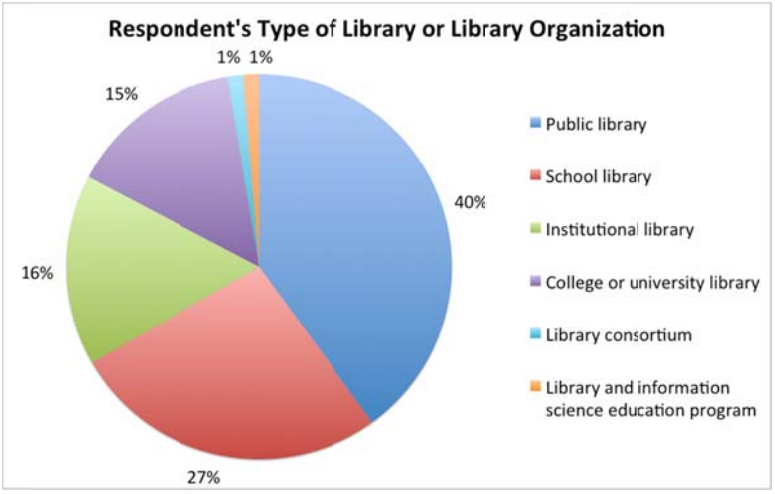
Members of these groups were invited to participate in the survey via their official email distribution lists, either by the head of the group, its list manager, or a member of the CSL staff who does liaison duty with that group.

Toward the end of the survey period, a reminder about the survey directed at all of these individuals as well as self-identified informal, emerging, and aspiring leaders was sent via the statewide email distribution list for libraries, Libnet. Individual members of the CSL staff were invited to participate in the survey as formal or informal leaders.

Type of Library or Library Organization

Of the 150 respondents who chose to respond to the question about the type of library or library organization with which they are affiliated:

- Two out of five (40%) are affiliated with public libraries
- Over a quarter (26%) with school libraries
- One out of six (16%) with institutional libraries
- One out of seven (15%) with academic libraries

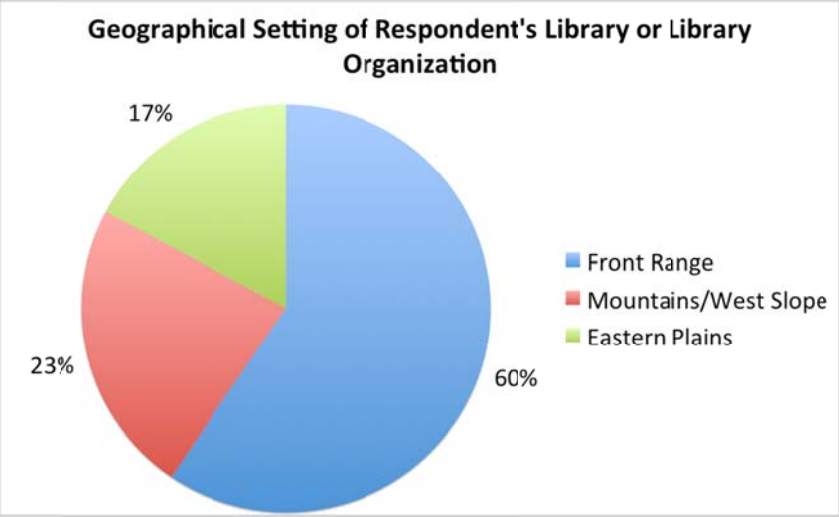


An additional 18 respondents identified affiliations with special libraries, library consortia, library and information science education programs.

These proportions reflect the size of the various library-type sectors, the number and size of the various ancillary library organizations (e.g., consortia, LIS programs), their levels of involvement with CSL, and their eligibility for, and reliance on, LSTA funds.

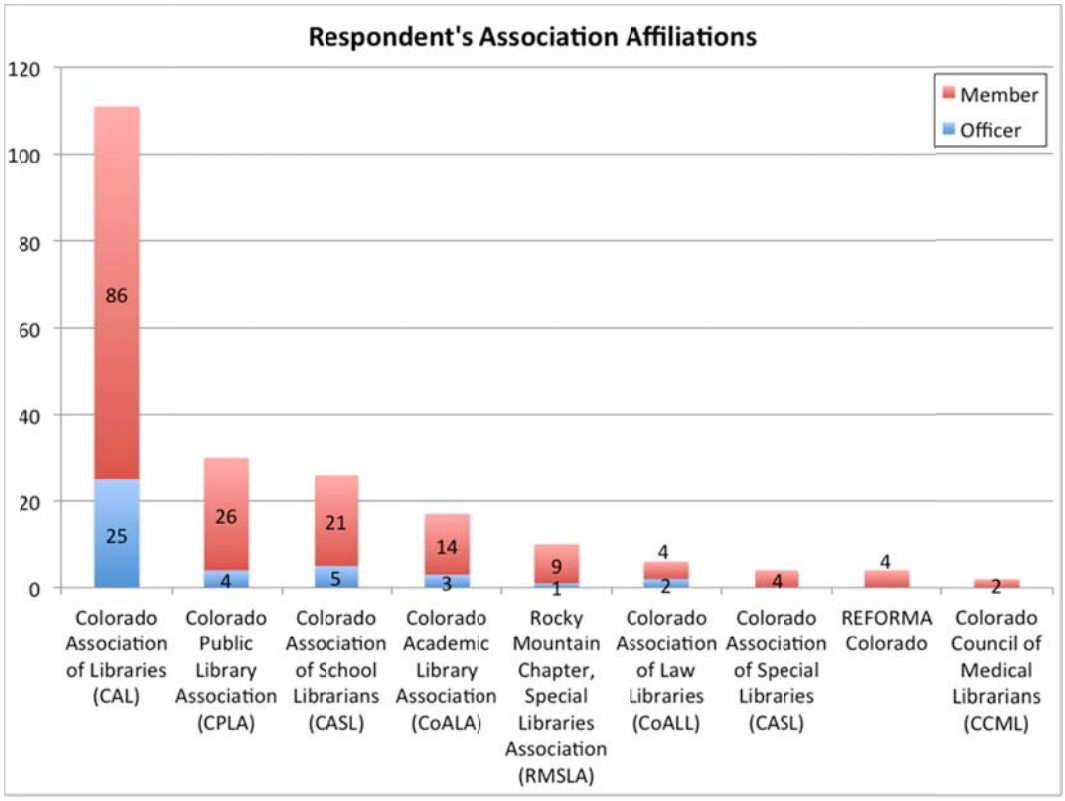
Geographic Setting

Of the 163 respondents who revealed the geographic setting in which their library or organization is located, three out of five (60%) located themselves in the Front Range region, about one out of four (23%) in the Mountains or on the West Slope, and one out of six (17%) on the Eastern Plains. These proportions reflect the numbers of libraries and related organizations in each region, the size of their staff and user populations, their levels of involvement with CSL, and their reliance on LSTA funds.



Association Affiliation

Of the 113 respondents who identified the library association(s) with which they are affiliated, by far the largest group—unsurprisingly—was leaders and members of the Colorado Association of Libraries (CAL), the multi-division, statewide library association. The relative rankings of the four major divisions of CAL were also predictable, given the topic of LSTA funds: 30 from the Colorado Public Library Association, 26 from the Colorado Association of School Librarians, 17 from the Colorado Academic Library Association, 10 from the Rocky Mountain Chapter of the Special Libraries Association. Two to six responses each were received from the Colorado Association of Law Libraries (6), the Colorado Association of Special Libraries (4), REFORMA Colorado (4), and the Colorado Council of Medical Librarians (2). The 18 responses lumped together under Other mostly included references to national organizations such as the American Library Association and its divisions.



Regional & Special Interest Groups

Respondents were also asked if they were affiliated with any of several regional and special interest groups. The 49 responses to this item included:

- Front Range Public Library Directors (FRPLD) 14
- Southwest Area Librarians Group 12
- Southeast Area Library Directors (SEADS) 11
- Colorado Library Circulation Network (CCLN) 6
- Marmot Library Network (a Mountains/West Slope consortium) 3
- Colorado Nexus Consortium (a southeastern Colorado consortium) 2
- San Luis Valley Librarians Group 1

Personal Identification

Of the survey's 203 respondents, 56—slightly more than a quarter (28%)—volunteered personal identification, including their names, affiliations, and contact information (email address and/or phone number). As this information was requested from any respondent who offered a specific comment or suggestion that might require follow-up from a CSL staff member, the ideas shared by these respondents and their personal identification will be reported to CSL for possible further action.

Survey Response Rate

Due to a common problem in smaller states—"overlapping directorates" (e.g., individuals occupying multiple leadership roles)—the best estimate of the "universe" of Colorado library leaders is approximately 250. With responses from 203 individuals, that is an estimated response rate of 81%. As many respondents declined to report some key identifying information (e.g., association affiliation, regional and special interest group affiliation,), it is impossible to calculate response rates for individual stakeholder groups. This estimated response rate is doubtless boosted somewhat by volunteer "replacements" who were not targeted in the original appeals directed at particular stakeholder groups, but who responded to the reminder notice via the statewide library email distribution list.

Appendix E

Survey of Library Leaders

Survey Form with Response Frequencies (Numbers & Percentages)

Instructions

The Colorado State Library (CSL) has contracted with the RSL Research Group to conduct an independent evaluation of its FY 2008-12 state program plan for Library Services and Technology Act (LSTA) funding from the Institute of Museum and Library Services (IMLS).

http://www.cde.state.co.us/cdelib/LSTA/download/pdf/LSTA_FiveYearPlan2008-2012.pdf

RSL will also include suggestions for CSL's next 5 year plan. This analysis is required of all states that receive LSTA funding.

The first part of this survey asks for your help in assessing CSL's use of LSTA funds during this latest five-year period. The second part asks for your help in shaping the five-year plan for 2013-17. Your input will assist CSL in prioritizing projects to be funded under four broad goal areas: 1) learning for all ages, 2) resource sharing, 3) recruitment and training of library staff, and 4) library services to specific populations.

Please respond to this survey only once, even if you occupy multiple leadership roles in the state's library community. While identifying yourself is optional, we ask that you do, so you may be contacted to follow up on your responses to the survey.

If you have any questions about the survey or any difficulty responding to it, please contact RSL Research Group contractor Keith Curry Lance at keithlance@comcast.net or 720-232-5866.

Part I. LSTA Grant Funding Process

The following items are designed to assess your experience with the Colorado State Library's LSTA grant funding process.

1. If your library or organization has not submitted a LSTA grant application to CSL in the last 5 years, which of the following has hindered you from doing so? Mark all that apply. If your library or organization has submitted a LSTA grant application, skip to the next question.

Hindrance	Number	Percent
Project ideas appropriate for LSTA funding	57	50%
Staff time to write proposals	82	71%
Staff expertise in proposal writing	45	39%
Partner libraries or organizations needed to pursue desired project	20	17%
Staff time to implement grant-funded projects	43	37%
Staff technology expertise to pursue grant-funded projects	18	16%
Grant amount not sufficient to warrant a proposal	7	6%
Other (please specify)	48	

Other responses: not eligible for LSTA grants, not aware of LSTA sub-grant program, don't know if applied (new to job)

2. If you have applied for a LSTA grant in the last 5 years, how would you assess these CSL services associated with the LSTA grant funding process? Mark one per row. If you have not applied for a LSTA grant, skip to the next question.

Number/Percent	Excellent	Good	Fair	Poor
LSTA grant application guidelines	17 36%	27 57%	3 6%	0 0%
LSTA grant application training	14 30%	25 53%	7 15%	1 2%
Feedback regarding application scoring	16 35%	24 52%	5 11%	1 2%
Communication about LSTA reporting requirements	20 44%	23 50%	2 4%	1 2%

3. What recommendations can you provide to CSL regarding the LSTA competitive grant process? Be as specific and concise as possible.

Respondent-identified recommendations	Number
Targeted communication / information to small / rural libraries	15
Larger / smaller grant amounts	10
Approval of process as-is	6
More intensive face-to-face help	6
More streamlined process / paperwork	4

Part II. The Current 5-Year Plan, FY 2008-2012

The following items are designed to assess CSL activities funded by LSTA under the current plan. Please assess CSL activities in each area based on your own knowledge and experience.

1. For the goal of providing electronic access to library resources and services, how would you assess CSL's overall performance on the following activities? Mark one per row.

Number/Percent of Total/Percent of Familiar	Excellent	Good	Fair	Poor	Not familiar
Library Jobline	58 35% 46%	59 36% 47%	7 4% 6%	2 1% 2%	39 24%
Online workshops	37 22% 29%	70 42% 54%	18 11% 14%	4 2% 3%	38 23%
Plinkit website services	30 18% 53%	20 12% 35%	6 4% 11%	1 1% 2%	106 65%
Support of e-resource delivery (e.g., databases, e-books)	24 15% 20%	70 42% 58%	16 13% 10%	10 6% 8%	46 28% -------

2. For the goal of supporting educational attainment and lifelong learning, how would you assess CSL's overall performance on the following activities? (Includes: early literacy, K-12 through higher education, 21st Century learning skills, and lifelong learning.) Mark one per row.

Number/Percent of Total/Percent of Familiar	Excellent	Good	Fair	Poor	Not familiar
Channel 2 - Everyday Book Club	10 6% 29%	17 11% 49%	5 3% 14%	3 2% 9%	127 78% -------
Highly Effective School Libraries	26 16% 36%	33 20% 45%	8 5% 11%	6 4% 8%	94 56% -------
StoryBlocks - Early Literacy Program	21 13% 30%	37 23% 53%	10 6% 14%	2 1% 3%	92 57% -------
Summer reading program support	39 23% 35%	66 40% 60%	5 3% 5%	0 0% 0%	57 34% -------
Youth services support	26 16% 29%	47 29% 53%	14 8% 16%	2 1% 2%	76 46% -------

3. For the goal of service to specific underserved populations, how would you assess CSL's overall performance on the following activities? Mark one per row.

Number/Percent of Total/Percent of Familiar	Excellent	Good	Fair	Poor	Not familiar
Colorado Talking Book Library	56 34% 47%	59 36% 49%	2 1% 2%	2 1% 2%	47 28% -------
Institutional library consulting	40 24% 57%	23 14% 33%	5 3% 7%	2 1% 3%	97 58% -------

4. For the goal of resource sharing, how would you assess CSL's overall performance on the following activities? Mark one per row.

Number/Percent of Total/Percent of Familiar	Excellent	Good	Fair	Poor	Not familiar
Colorado Virtual Library (including Historic Newspapers)	60 36% 43%	63 37% 45%	16 10% 12%	0 0% 0%	29 17% -------
Support for local interlibrary loan services (SWIFT)	80 48% 59%	49 29% 36%	6 4% 4%	1 1% 1%	31 19% -------
Virtual reference service (AskColorado / AskAcademic)	63 37% 45%	63 37% 45%	13 8% 9%	2 1% 1%	28 17% -------

Part III. The Next 5-Year Plan, FY 2013-2017

The following areas of CSL activity are being considered for development or expansion during the next 5-year planning period. Please indicate their importance to you, considering your clientele as well as the general library user community.

1. For the goal of learning for all ages, how would you rate the following possible areas of future CSL activity? Mark one per row.

Number/Percent of Total/Percent of Ranking	Essential	Very important	Important	Not important	Don't know
Early literacy programming	81 49% 56%	42 26% 29%	21 13% 14%	1 1% 1%	19 12% -------
Computer training in public library computer centers	48 29% 33%	57 35% 39%	36 22% 24%	6 4% 4%	16 10% -------
Standards-based resources for K-12 libraries	51 31% 41%	43 26% 34%	25 15% 20%	6 4% 5%	39 24% -------

2. For the goal of resource sharing, how would you rate the following possible areas of future CSL activity? Mark one per row.

Number/Percent of Total/Percent of Ranking	Essential	Very important	Important	Not important	Don't know
Development of additional collections for the Colorado Virtual Library (i.e., images, audio history)	21 13% 15%	50 31% 35%	65 40% 45%	7 4% 5%	19 12% -------
Provide consulting on support services for new library districts (i.e., human resources, budget, finance, purchasing)	28 17% 20%	54 33% 39%	51 31% 36%	7 4% 5%	23 14% -------
Hosting and support of e-resources (i.e., e-book platform, collections, access	63 38% 43%	53 33% 36%	27 16% 19%	3 2% 2%	18 11% -------

3. For the goal of recruitment and training of librarians and library staff, how would you rate the following possible areas of future CSL activity? Mark one per row.

Number/Percent of Total/Percent of Ranking	Essential	Very important	Important	Not important	Don't know
Create tools for developing highly effective school librarians	49 30% 37%	54 33% 41%	26 16% 20%	3 2% 2%	31 19% -------
Provide leadership for discussion of innovation in libraries	64 39% 41%	58 35% 37%	28 17% 18%	7 4% 4%	8 5% -------
Train on use of library and community data (e.g., local needs assessment, planning, evaluation, p.r./marketing)	41 25% 27%	63 38% 42%	42 25% 28%	5 3% 3%	14 9% -------

4. Are there other activities you would like to see CSL implement? Remember that LSTA-funded activities must fall within one or more of the following LSTA priorities: 1) learning for all ages, 2) resource sharing, 3) recruitment and training of librarians and library staff, and 4) services to specific underserved populations. Be as specific as possible. (Identify up to 3 priorities.)

Respondent-identified priorities	Number
Coping with e-book revolution	20
Promoting leadership and innovation	11
Teaching 21st Century skills	10
Encouraging early literacy efforts	8
Improving services to underserved populations	7
Expanding business and employment-related services	5
Facilitating statewide public programs	5
Increasing capacity for data-based marketing of library services	5
Promoting interlibrary cooperation	5

Part IV. About You

The following items are designed to tell us about you, so the survey's findings can be grouped and analyzed appropriately. While the items asking you to identify yourself and provide contact information are optional, your answers to these items would be appreciated, as they will make it possible to follow up with you about your comments and ideas. If, however, you choose not to identify yourself, your comments and ideas will be valued equally with those from identified individuals.

1. What type of library or library organization are you most closely affiliated with? Mark one.

Type of library / orgnaization	Number	Percent
College or university library	22	15%
Public library	60	40%
School library	40	27%
Institutional library	24	16%
Library consortium	2	1%
Library and information science education program	2	1%
Other (please specify)	18	
Skipped	53	

Other library / organization types included correctional library, CSL, government agency, law library, and special library..

2. In what setting is this library or organization located? Mark one.

Region	Number	Percent
Eastern Plains	28	17%
Front Range	97	60%
Mountains/West Slope	38	23%
Skipped	40	

3. With which, if any, of the following associations are you involved, and how? Mark all that apply, or none, if appropriate.

	Leader		Member		Total	
Affiliation	Number	Percent	Number	Percent	Number	Percent
Colorado Association of Libraries (CAL)	25	62%	86	51%	100	52%
Colorado Public Library Association (CoPLA)	4	10%	26	15%	28	15%
Colorado Association of School Libraries (CASL)	5	13%	21	12%	23	12%
Colorado Academic Library Association (CoALA)	3	8%	14	8%	16	8%
Rocky Mountain Chapter, Special Libraries Association (RMSLA)	1	2%	9	5%	9	5%
Colorado Association of Special Libraries (CoASL)	0	0%	4	2%	4	2%
Colorado Association of Law Libraries (CoALL)	2	5%	4	2%	5	3%
Colorado Council of Medical Librarians (CCML)	0	0%	2	1%	2	1%
REFORMA Colorado	0	0%	4	2%	4	2%
Other (please specify)					18	
Skipped					90	

Other affiliations included: Archdiocese of Denver Catholic School Library Association, CO Alliance of Research Libraries (Alliance), CO Council of International Reading Association (CCIRA), CO Libraries for Early Literacy (CLEL), CO Library Consortium (CLiC), CO School Library Leaders (CoSLL), Society of Rocky Mountain Archivists (SRMA)

4. With which, if any, of the following regional and special interest groups are you associated? Mark all that apply, or none, if appropriate.

Affiliation	Number	Percent
Colorado Library Circulation Network	5	13%
Front Range Public Library Directors (FRPLD)	13	33%
San Luis Valley Librarians Group	1	3%
SouthEast Area Library Directors (SEADS)	9	23
Southwest Area Librarians Group	12	5
Other organizational affiliation	19	31%
Skipped	164	

Other affiliations included Front Range Public Library Finance Directors as well as Marmot and Nexus, both networking consortia.

Appendix F

Focus Group Interview of CSL Management Team

Notes from December 13, 2011

Participants:

- Eugene Hainer, Assistant Commissioner of Education, State Librarian
- Jim Duncan, Director, Networking and Resource Sharing
- Jean M. Heilig, Fiscal Officer and LSTA Coordinator
- Deborah MacLeod, Director, CO Talking Book Library and CO State Publications Library
- Sharon Morris, Director, Library Development and Innovation
- Nicolle Steffen, Director, Library Research Service, and State Data Coordinator
- Shelley Walchak, Sr. Consultant, Library Community Programs

Purpose:

- Input from management team to shape survey from library leadership community, not about justification of what staff does
- Part of evaluation is forward-looking, focused on what we want to do in the next five years

Colorado LSTA Goals:

- **Goal areas for 2008-12**: electronic access (1); academic achievement and student learning (2); services to special populations (3); resource sharing (4)
- **Goal areas for 2013-17**: learning for all ages (1); resource sharing (2), recruitment and training (3); services to special populations (4); OBE (5)
- Change from last 5-year plan: can now have as a goal *recruitment and training*

What has your unit been doing toward the 2008-12 LSTA goals?

- **1: Electronic access to resources and services**
  - Library Jobline
  - LEA – department of Ed presentations
  - CALLI (CAL leadership institute)
  - Online workshops (in addition to in-person training)
    - Examples of in-person training: staff training days, NRS road show
    - Online: Webside Chat, CSL in Session
  - CTBL
  - Board training
  - Public library consulting (library admin support)
  - State Pubs – outreach to department agency contacts
  - Studies and data reports
  - ILD intranet and consulting

- **2: Academic achievement and student learning**
  - Highly effective school libraries
  - 21st century skills training
  - Early literacy
  - Youth services workshops
  - REACH projects
  - Early Lit MLIS
  - Water 2012 partnership
  - Re-entry (institutions)
  - Adult ed./GED (partnerships)
  - Summer reading
  - CO humanities – river of words (partnership)
  - Surveys & data reports
  - State Pubs – research content
  - CTBL – for alternate formats
  - StoryBlocks
  - Everyday Book Club

- **3: Services to special populations**
  - State Pubs – rural via online
  - CTBL
  - Read to the Children
  - Evaluations (e.g. CTBL)
  - Library materials for inmates
  - Incarcerated kids (new ILD consultant is doing a lot of talks with kids)

- **4: Resource sharing**
  - Summer reading
  - Support for ILL services
  - Support for virtual reference services
  - Support for web services
  - Evaluation (e.g. AskColorado)
  - State Pubs – depositories
  - CTBL – large print borrowed by other libraries
  - Support for e-Resource delivery (licensed or purchased)
    - ReferenceUSA
    - AIRS
    - Overdrive
  - Support for e-resource delivery – created in Colorado (ex. CHNC, CVL)
  - Watt meters (partnership)
  - Partnerships made through BTOP that may need to continue after original funding ends

What would you like your unit to do toward the proposed 2013-17 goals?

- **1: Learning for all ages**
  - K12 standards based resources funded (go along with new CDE standards – work with them)
  - Digitize state documents – more and more
  - Annual academic data reporting (now done every 2 or 3 years)
  - Baby library card
  - Teen advisory board – public library context
  - Computer training in public computer centers

- Mini-grant for early literacy

- **2: Resource sharing**
  - Library districts for all
  - Support services for new library districts (after they lose things like HR, purchasing and other services)
  - Increased support for e-resource delivery – licensed and purchased (e-books)
  - Increased support for e-resource delivery – created in CO (voice preserve, more CHNC, CO image preserve, more CVL collections)
  - Digitize government docs
  - Shift ILL services to materials discovery services
  - Irresistible school library
  - Public & school library partnerships
  - Better e-data

- **3: Recruitment and training**
  - Budget/finance consulting
  - Training and learning center (one-stop place for CE)
  - Partnership MLIS and principal education programs (Becky Russell idea)
  - Highly effective assessment test
  - Lead discussion on innovation (remain leader in this area)
  - Data collection automation
  - Data/stats training
  - Serve as a legal resource
  - Staff training

- **4: Services to special populations**
  - Youth incarcerated school libraries
  - Sponsor disability consultants
  - Tech learning for incarcerated
  - Online computer modules for new computer learners
  - More staff for duplication on demand (CTBL)

What you think some organization other than CSL should do (e.g., CLiC, CAL) because it is not appropriate for CSL to do?

- Advocacy: CAL/CLiC
- Marketing: CAL/CLiC
- Services to immigrants: CAL
- Legal services: CDE
- CE: CLiC & CSL
- Support services for new districts: CSL & CLiC
- Promotion of e-resource for STEM (education in K12): CDE

What does this leave to be done through competitive grant projects?

- Services to special populations
- Services to aging populations
- Shared licensing of hosted ILS for school libraries
- Seed money (for competitive grants or beta projects)
- Coordinated library services (cataloging, collection management, displays, programs) - partnerships with larger libraries
- E-book purchase, hosting, DRM

- RFID conversion support for libraries
- Fundraising

How could CSL's outcome-based evaluation efforts be improved during the next plan?

- There are not that many different outcomes or outputs from reading project reports, so when new goals are confirmed, output and outcome measures for each goal should be determined and not left to individual projects to develop
  - Systematize, standardize
  - Collect data in more structured way, easier to marshal data in the future
  - Make the data more useful

- Ideas from today will be sent in survey form to:
  - Officers of CAL and its divisions
  - FRPLD
  - Consortia (e.g., CLiC, Marmot, CO Alliance)
  - Reforma
  - Regional and special interest groups

Appendix G

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