Evaluation of Colorado's
Library Services & Technology Act Program, 2018-22

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Commissioned by

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COLORADO
Department of Education
Colorado State Library

Colorado Five-Year Evaluation of
Library Services & Technology Act (LSTA) Grants to States Implementation, 2018-22

Evaluation Summary

The Colorado State Library (CSL) is the division of the Colorado Department of Education (CDE) that helps to ensure that all Coloradans can access and use information via public, academic, school, and institutional libraries. It facilitates the development of libraries and their staff and serves directly the library needs of certain under-served populations. CSL's mission is guided by the Colorado Library Law and its five-year plan for Library Services and Technology Act (LSTA) funds received from the U.S. Institute of Museum and Library Services (IMLS).

The State Library consists of the following units: Administration, Library Development, Institutional Library Development, Networking and Resource Sharing, the Library Research Service, the Colorado State Publications Library, and the Colorado Talking Book Library. Each unit receives substantial funding from the LSTA Grants to States program to support projects or activities that fulfill CSL's mission and address its five-year LSTA goals.

A-1. To what extent did your Five-year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed.

During 2018-22, the Colorado State Library (CSL) achieved four goals, each via multiple projects. The following table summarizes them.

Goal 1: Learning for All Ages All Colorado residents will have access to library services that support formal educational achievement and inspire lifelong learning.	Goal 2: Resource Sharing Colorado libraries will share resources, expertise, & systems statewide to ensure the efficient & effective delivery of library services to their diverse communities.	Goal 3: Training of Library Staff Colorado library staff and leadership will continuously enhance their skills, advancing library services to Colorado residents.	Goal 4: Underserved Populations Underserved Colorado residents will receive services from Colorado libraries that meet their individual needs.
ACHIEVED	ACHIEVED	ACHIEVED	ACHIEVED
Career Online High School	CO Historic Newspapers	Annual Surveys / Program Evaluations	Colorado Talking Book Library
Early Literacy	Plains & Peaks Collective	Library Data Utilization	Institutional Library Development
Family Literacy	Resource Kits for Libraries	Library Jobline	
Growing Readers Together	SWIFT	Library Staff Learning & Development	
State Publications Library	Technology & Web Hosting Services	Public Library Leadership Development	
	Technology & Web Services—Communications & Outreach	Highly Effective Schools Through Libraries	
		School Library/Digital Literacy Development	

Data from FY 2018, 2019, and 2020 State Program Reports indicate that each of these projects made a substantial contribution to the CSL's ability to achieve all four of its LSTA goals. As everywhere, the COVID-19 pandemic affected data for FY 2019 and 2020 by compelling operational shifts from physical materials and face-to-face events to digital information-sharing and virtual events. In many cases, the necessity of making these shifts on zero notice limited the ability of some projects to sustain recently-established new efforts to collect more and better output and outcome data.   For the most part, however, CSL's data collection and reporting practices for the 2018-22 cycle were a dramatic improvement over the 2013-17 cycle.

> *A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?*

Three of the Colorado State Library's (CSL's) state goals track very closely to three of IMLS's Measuring Success Focal Areas: Learning for All Ages to Lifelong Learning, Resource Sharing to Information Access, and Professional Development to Institutional Capacity. Specific CSL projects under its Lifelong Learning goal also track to IMLS's Human Services and Civic Engagement priorities. And projects associated with CSL's goal to better serve Under-Served Populations track to IMLS's Lifelong Learning and Institutional Capacity priorities.

Colorado State Publications Library
The Colorado State Publications Library (SPL) project was aligned with IMLS's Civic Engagement focal area and CSL's Learning for All Ages goal. Its intent was to improve users' ability to participate in their community.

Colorado Talking Book Library
The Colorado Talking Book Library (CTBL) project was aligned with IMLS's Lifelong Learning focal area and CSL's Improving Services to Under-Served Populations goal. Its intent was to improve users' general knowledge and skills.

Library Development
Four of Library Development's projects—Library Staff Learning and Development, Public Library Leadership, Highly Effective Schools Through Libraries, and Digital Literacy—were aligned with IMLS's Institutional Capacity focal area and CSL's Professional Development goal. Their shared intent—intended outcome—was to improve the library workforce. Three of Library Development's projects—Early Literacy, Family Literacy, and Growing Readers Together—were aligned with IMLS's Human Services focal area and CSL's Learning for All Ages goal. Their shared intent was to improve users' ability to apply information that furthers their parenting and family skills. Library Development's Career Online High School project was aligned with IMLS's Lifelong Learning focal area and CSL's Learning for All Ages goal. Its intent was to improve users' formal education.

Institutional Library Development
The Institutional Library Development project was aligned with IMLS's Institutional Capacity focal area and CSL's Professional Development and Under-served Populations goals. Because most of this project's focus is on developing, supporting, and strengthening the staff employed by individual state institutions, its intent was to improve the library workforce.

Library Research Service
The two Library Research Service (LRS) projects—Annual Surveys and Program Evaluations and Library Data Utilization Project (aka Research Institute for Public Libraries or RIPL)—were aligned with IMLS's Institutional Capacity focal area and CSL's Professional Development goal, and shared the intent to improve library operations.

Networking & Resource Sharing
Three of Networking & Resource Sharing's (NRS's) projects—Technology/Web Hosting, Technology/Web Hosting—Communications and Outreach, and Statewide Interlibrary loan Fast Track (SWIFT)—were aligned with IMLS's Information Access focal area and CSL's Resource Sharing goal. Their shared intent was to improve users' ability to obtain and/or use information resources. Two NRS projects—Colorado Historic Newspapers and the Plains & Peaks Cooperative—were similarly aligned and shared the intent to improve users' ability to discover information resources. The remaining NRS project, Resource Kits, was aligned with IMLS's Lifelong Learning focal area and CSL's Learning for All Ages goal, and its intent was to improve users' general knowledge and skills.

Data reported in this document from the State Program Reports for FY 2018 to 2020 demonstrate the substantial results achieved by CSL's LSTA-funded projects toward addressing IMLS's Measuring Success focal areas and CSL's state goals as well as achieving their declared intents—intended outcomes—for libraries and library users.

A-3. Did any of the following groups represent a substantial focus (10%+ of resources) for your Five-Year Plan activities (Yes/No)

The Colorado State Library (CSL) uses its LSTA Grants to States funding primarily to support its activities in support of the state's public, academic, school, and institutional libraries. During FY 2018-20, three-quarters of Colorado LSTA funds—more than $2 million annually—were focused on development of the library workforce. Most projects of Library Development, Institutional Library Development, Networking & Resource Sharing, and the Library Research Service shared this focus. About one out of six Colorado LSTA dollars each year supported the Colorado Talking Book Library's projects to serve individuals with disabilities. And about one out of seven Colorado LSTA dollars each year supported Institutional Library Development's projects to serve prisoners in state correctional institutions and residents and other clients of other state institutions, most of whom have limited functional literacy or information skills.

Groups Receiving Substantial Focus in CSL's 2018-22 Projects

Group	Yes/No
Library workforce (Selected projects of Library Development, Institutional Library Development, Networking & Resource Sharing, and Library Research Service)	**Yes**
Individuals living below the poverty line, individuals who are un-/under-employed, ethnic or minority populations, and immigrants/refugees	No
Individuals with disabilities (Colorado Talking Book Library)	**Yes**
Individuals with limited functional literacy or information skills (Institutional Library Development)	**Yes**
Families, children (ages 0-5), and school-aged youth (ages 6-17)	No

B-1. How has CSL used data from the State Program Report (SPR) and elsewhere (e.g., Public Library Survey) to guide activities included in the Five-Year Plan?

SPR data enabled the Colorado State Library (CSL) to have an overview of the scope and output of its LSTA-funded projects. It also enabled CSL to assess the impacts of its activities on participating libraries and the outcomes experienced by library staff and users.

B-2. Specify any modifications you made to the Five-Year Plan. What was the reason for the change?

No changes were made to CSL's 2018-22 LSTA goals. Like every state library agency, however, CSL had to modify selected activities of its 2018-22 projects to accommodate the challenges presented by the COVID-19 pandemic that commenced in March 2020 and, in many cases, continue to this day. Chiefly, these modifications meant shifting more than ever from face-to-face to virtual interaction and from physical materials to information that can be delivered digitally.

B-3. How and with whom has CSL shared data from the SPR and from other evaluation resources? How has CSL used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How has CSL used this information throughout this five-year cycle?

SPR data were used by the State Librarian, the Interim State Librarian, and CSL Leadership Team members in planning and evaluating 2018-22 project activities. In such activities, the data are shared regularly with other CSL staff, and the Administration of the Colorado Department of Education (of which CSL is part) as well as with relevant library organizations and committees, as appropriate, and—when requested—members of the media and the general public.

Colorado Five-Year Evaluation of
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To ensure an independent evaluation that would be rigorous and objective--i.e., free from outside influence—the Colorado State Library (CSL) contracted with the RSL Research Group. RSL did not have a role in carrying out LSTA-funded activities and was independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. Keith Curry Lance, Ph.D., the assigned RSL consultant, was chosen for his professional competency to rigorously conduct the evaluation, including requisite expertise in statistical and qualitative research methods. He conducted CSL's 2008-12 and 2013-17 five-year LSTA evaluations, and contributed to five-year LSTA evaluations in Pennsylvania, Rhode Island, and Virginia for 2018-22.

This evaluation relied primarily on three methodologies: available data from the State Program Report (SPR) database, focus group and key informant interviews, and surveys.

Available Data
Compared to the 2013-17 evaluation, the Colorado State Library (CSL) has improved dramatically its compliance with the LSTA State Program Report system in terms of both output and outcome data collection. For the latest five-year period, 2018-22, CSL projects have reported more output statistics and reported them more consistently that in the past. Likewise, projects that previously reported little or no outcome data are now reporting it regularly. Outcome data were reported by most projects most regularly and consistently for professional development activities followed by information resources created and disseminated by those projects.

Focus Group / Key Informant Interviews
Between August and September 2021, the evaluator conducted key informant interviews of the directors of CSL's major units. Between late September and early October 2021, the evaluator conducted focus group interviews of the staff of CSL's major units: Networking and Resource Sharing (September 28, 2021), Library Research Service (October 5, 2021), Institutional Library Development (October 7, 2021), and Library Development (October 14, 2021). The Director of the Colorado Talking Book Library and the Colorado State Publications Library was interviewed as a key informant for those two highly specialized operations. (The interview about CTBL was supplemented by a regular in-depth outcome-based evaluation survey of clients.) The input from these interviews informed the design of a survey of the state's library leaders for public, school, and academic libraries and a survey of library stakeholders for institutional libraries.

Surveys
Three surveys were conducted in connection with this evaluation: a survey of public and academic library leaders and others, a survey of school library staff, and a survey of institutional library stakeholders. Public and academic library leaders responded to an online survey to provide input about CSL's 2018-22 performance and 2023-27 plan. This survey was first conducted in late November and early December 2021 and re-opened from mid-January to early February 2022. Library leaders to whom the survey was administered included representatives of public and academic libraries as well as library networks and consortia; library directors, head librarians, and sole librarians; department heads, branch managers, and other supervisors; and library staff members without supervisory responsibilities; and representatives of the state's Front Range, Eastern Plains, and Mountains/West Slope regions. The survey of school library staff and the survey of institutional library stakeholders were conducted from mid-January to early February 2022. It is noteworthy that response to these surveys was lower than for the two previous five-year evaluations. There is no mystery regarding why, however; libraries of all types have been hit hard by restrictions and new challenges presented by the COVID-19 pandemic—particularly school libraries.

C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation. How did you engage them?

Key informant interviews were conducted with all members of the Colorado State Library's Leadership Team, and focus group interviews were conducted with all Library Development, Institutional Library Development, Networking and Resource Sharing, and Library Research Service staff, meeting with staff of each unit separately. Surveys were conducted to elicit feedback about past performance and input about future priorities from public, academic, and school library stakeholders—library directors and managers, front-line librarians, staff of library networks and consortia—and a broader group of stakeholders for institutional libraries—library staff as well as institutional administrators and education staff.

C-4. Discuss how CSL will share the key findings and recommendations with others.

Data compiled for this evaluation will be shared with those involved in developing CSL's 2023-27 five-year plan; the administration of the Colorado Department of Education (CDE, of which CSL is part); public, academic, and school library leaders and institutional library stakeholders statewide; and the general public via this evaluation report's posting on the CSL website.

Evaluator's General Assessment & Recommendations

In concluding this report, the independent evaluator offers an overall assessment of the Colorado State Library's (CSL's) progress toward its 2018-22 LSTA Grants to States goals, comments about the factors that affected the extent of that progress, and recommendations for the 2023-27 Plan.

Factors affecting CSL's demonstration of progress toward its 2018-22 goals included: the shift from physical to digital and face-to-face to virtual necessitated by the COVID-19 pandemic, general improvements in the collection and reporting of output and outcome data by LSTA-funded projects, and organizational persistence despite unprecedented levels of staff turnover at CSL.

This document also reports survey data to inform the development of CSL's 2023-27 five-year plan for LSTA Grants to States funding.

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Evaluation Report

This evaluation of the Colorado State Library (CSL) LSTA Program Plan for 2018-22 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 2018-22 plan, specifically—as far as knowable—generating intended outputs and outcomes; 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.

A. Retrospective Questions

A-1. To what extent did your Five-year Plan activities make progress towards each goal? Where progress was not achieved as anticipated, discuss what factors (e.g., staffing, budget, over-ambitious goals, partners) contributed.

During 2018-22, the Colorado State Library achieved four goals, each via multiple projects. The following table summarizes them.

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ACHIEVED	**ACHIEVED**	**ACHIEVED**	**ACHIEVED**
Career Online High School	CO Historic Newspapers	Annual Surveys / Program Evaluations	Colorado Talking Book Library
Early Literacy	Plains & Peaks Collective	Library Data Utilization	Institutional Library Development
Family Literacy	Resource Kits for Libraries	Library Jobline	
Growing Readers Together	SWIFT	Library Staff Learning & Development	
State Publications Library	Technology & Web Hosting Services	Public Library Leadership Development	
	Technology & Web Services— Communications & Outreach	Highly Effective Schools Through Libraries	
		School Library/Digital Literacy Development	

Data From State Program Reports

For each project, a table provides a brief narrative summary of the project's purpose as well as fiscal, output, and outcome data describing the scope, reach, and impact achieved by the project. Following each table are quotes from project managers and/or beneficiaries taken from the State Program Reports for FY 2018 through FY 2020.

Administration

Manages State Library, including LSTA grant compliance, closeout, and state program report; maintenance of effort and matching funds; and CSL budget process.
LSTA Expenditures, 2018: $112,329.56; 2019: $114,878.68; 2020: $139,906.62 (plus annual State match)

State Goal 1: Learning for All Ages

Career Online High School

COHS is an online diploma and career certification program involving 14 CO public library jurisdictions. CSL supports an online registration platform that saves each library $25k annually.			
Intent: Improve user's formal education	LSTA Expenditures, 2018: $50,000.00; 2019: $50,000.00; 2020: $37,809.00		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Students enrolled	161	195	---
Students receiving scholarships	---	138	102
Outcomes	**FY 2018**	**FY 2019**	**FY 2020**
Students graduated	26	92	85

Early Literacy

CSL coordinates statewide early literacy initiatives involving families and library staff, offering webinars and conference sessions and the annual Colorado Libraries for Early Literacy (CLEL) conference (virtual in 2020). Issues addressed include early childhood development, language skills, and literacy. Also included campaigns: StoryBlocks, Supporting Parents in Early Literacy thru Libraries (SPELL), Every Child Ready to Read (ECRR), One Book 4 Colorado (OB4C), and 1000 Books Before Kindergarten.			
Intent: Improve users' ability to apply information that furthers their parenting and family skills	LSTA Expenditures, 2018: $35,934.84, 2019: $36,125.86; 2020: $39,490.89 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
CLEL sessions / attendance	2 / 30	2 / 78	2 / 431
OB4C sessions / attendance	1 / 13	1 / 42	2 / 84
Consultations	40	63	30
Outcomes, 2018: ECRR workshop (N=11): 91% agree learned something, 100% more confident, 82% intend to apply, 100% will help improve services to public. OB4C campaign (N=58): 97% agreed helped promote reading, 73% more families view library as resource, 80% children talked about book with others, 56% increased parent awareness, 50% brought new families to library. Also 84% agreed was an opportunity to reach out to other agencies, 59% partnered with at least one other agency. (No outcome data available for 2019 or 2020.)			

- *We have a very low-income community so every opportunity we can get to get books into children's hands is amazing. Also, having them available in English and Spanish is wonderful.*
- *One of our bilingual families enjoyed both the English and Spanish versions of the book—it helped their youngest child with the interpretation from Spanish to English!*
- *A day care came to tour our library and have a story time for their children. They were happy seeing the library for the first time, loved the story, and would love to come back.*

Family Literacy

CSL coordinates statewide literacy initiatives, including youth services training and consulting for public library staff, statewide summer learning and literacy programs, materials, and professional development scholarships. CO participates in the multi-state Collaborative Summer Library Program and partners with CO Parks & Wildlife on Check Out CO State Parks.			
Intent: Improve users' ability to apply information that furthers their parenting and family skills	LSTA Expenditures, 2018: $112,023.02; 2019: $116,838.35; 2020: $121,395.86		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Youth services (YS) sessions / attendance	15 / 606	12 / 516	19 / 1,026
YS consultations	60	70	88
Check Out CO Parks libraries	297	299	307
Backpack checkouts	7,630	7,692	---
Summer Learning (SL) libraries	56	52	64
Sessions / attendance	(included in YS)	5 / 125	1 / 32
Outcomes	**FY 2018**	**FY 2019**	**FY 2020**
YS / SL Professional Development Learned something	95% (hands-on YS, N=75)	98% (SL, N=90)	100% (SL, N=27)
More confident	97%	94%	100%
Intend to apply	99%	97%	96%
Will improve services to public	99%	97%	100%
Check Out CO Parks: learned about nature	82%	86%	80%
Changed view about what libraries offer	95%	94%	89%
SL materials: met needs / improved program / opted out (do not sum to 100%)	78% / 69% / 11% (N=56)	57% / 47% / 15% (N=52)	71% / 59% / 11% (N=64)
SL partnerships: Schools	80%	51%	59%
Preschools/day care centers	65%	16%	50%
Cities/towns	35%	21%	31%
Camps	29%	---	---
Youth non-profits	27%	18%	34%
Recreation centers	27%	---	---
Free summer meal programs	26%	18%	26%
Parks	26%	10%	36%
Homeschool groups	20%	10%	13%

- *We are seniors on a fixed income. This pass allowed us to visit this park and its trails.*
- *We are a homeschool family and took all our assignments to the park and had school there. The kids really enjoyed identifying different plants, flowers, and birds.*
- *We are thankful the library has the Check Out Colorado Parks program—we wouldn't be able to go otherwise.*
- *This program is a great way for folks to discover just how much your local library has to offer.*
- *I think the state and the collaborative summer reading program do a wonderful job of providing resources. I enjoy attending the summer reading brainstorming session each year and always get tons of ideas there.*
- *I greatly appreciate the resources the Colorado State Library put together for program planning. This is always a helpful guide while building storytime plans and offering engaging content for all ages.*

Growing Readers Together

GRT is an early literacy initiative in partnership with Buell Foundation, which funded 22 public library jurisdictions to increase programming access to family/friend/neighbor caregivers.			
Intent: Improve users' ability to apply information that furthers their parenting and family skills	LSTA Expenditures, 2018: $13,169.37; 2019: $14,087.31; 2020: $51,237.81 (plus State and foundation matches)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
GRT consultations	269	285	322
In-person & virtual sessions / attendance	9 / 234	22 / 2,068	27 / 935
Early literacy materials distributed	21,817	2,909	2,520

Outcomes	FY 2018 (N=77)	FY 2019 (NA)	FY 2020 (N=44)
Strongly agreed/agreed: Learned something	96%	---	93%
More confident	90%	---	86%
Intend to apply	91%	---	91%
Will improve services to public	91%	---	89%

- *Informal caregivers do not always recognize their role in teaching and engaging children in learning. Through training sessions, such as the Play, Learn, and Grow workshops, they learn more about child development and get tips for easy ways to support the young learners in their care.*
- *A library grandparent took on the role of Growing Readers Together ambassador, reading out to and engaging other friends, families, and neighbors in the community. They increasingly understand that the library is a safe place, and that librarians have a wealth of knowledge and are there to support them. They also have begun to realize the library offers a wide variety of literacy resources that goes beyond just books.*

State Publications Library

SPL provides free permanent public access to state publications through a database and website, distributing to 13 depository libraries, maintaining an online catalog and digital repository, providing original cataloging, maintaining a classification code, creating guides, and responding to reference and ILL requests.			
Intent: Improve users' ability to participate in their community	LSTA Expenditures, 2018: $97,132.93; 2019: $113,200.30; 2020: $122,490.10 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Items circulated	366,522	142,610	192,191
Interlibrary loans filled	316	138	207
Items made discoverable	154,743	159,882	164,698
E-materials acquired	3,844	4,201	3,513
Print items acquired	637	114	97
A-V items acquired	34	0	26
Licensed databases acquired	25	25	25
Items migrated	2,364	278	209
Items conserved	615	771	308
Items digitized	145	11,883	15,240
Reference transactions	500	566	437
Presentations / attendance	2 / 81	2 / 55	1 / 32
SPL blog views	62,302	209,250	287,978

- *Digital documents are essential in providing state information to the public. Since the main mechanism to achieve this information transfer is the digital repository, it is a vital piece of infrastructure. We continue to support the in-house digital repository and digitization of the document collection. We add to our collection of documents when other depository libraries cease to be one and we review their deaccessioned collections.*
- *Providing cataloging records that any library can download puts state documents where people are searching instead of in a separate catalog. It meets people where they are, not where we want them to be.*
- *The State Publications Library also provides oversight and stewardship for the Colorado State Library Collection that includes leadership management, library development, and education books and journals for the greater library and education community. These are titles that are not normally purchased by many libraries so are available to the community.*

State Goal 2: Resource Sharing

Colorado Historic Newspapers Collection

CHNC provides free online access to 335+ newspaper titles—1.5 million digitized pages and growing—published in CO from 1859 to 2017. Includes newspapers from throughout CO published in English, German, Spanish, Slavic, Serbian, Italian, Japanese, and Swedish.			
Intent: Improve users' ability to discover information resources	LSTA Expenditures, 2018: $68,448.47; 2019: $89,314.87; 2020: $57,693.94 (plus annual State and other matches)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Total titles / pages	335+ / 1.5M	480+ / 1.95M	600+ / 2.0M
New titles / pages	72 / 318,864	74 / 421,035	118 / 556K+
Consultations	345	205	55
Users	153,046 (other US: 69,525, int'l: 12,337)	213,087	259,186
Top 5 titles by page views	Steamboat Pilot: 66,427 CO Transcript: 48,389 Herald Democrat: 44,467 CO Chieftain: 41,284 Louisville Times: 32,895	Daily Camera: 15,893 Castlerock Journal: 13,718 CO Miner: 8,069 Rocky Mt News: 7,130 Daily Times 6,798	Steamboat Pilot: 71,283 Colorado Transcript: 46,181 Herald Democrat: 43,763 Colorado Chieftain: 37,739 Aspen Daily Times: 27,956

- *The Colorado Historic Newspapers Collection grows through community funding and participation. Through inclusion of local and regional content in the database, specific communities, geographic regions, municipalities and organizations can ensure that their unique history is not lost, but is given a voice to share with the rest of the state and the world.*
- *The past year has seen several local government agencies put forward substantial funding to digitize decades of historic newspaper content from their town's history. Together, these individual projects, both large and small, come together in one place to help fill in the pieces of the landscape that is Colorado, documenting where we have come from and how we have gotten here.*
- *There is a desire from our partners and users to add additional content types to the database outside the mainstream or typical community newspapers. Titles that represent underrepresented groups, agricultural activities, and more contemporary content all serve as important historical resources to genealogists, general researchers, teachers, and students.*

Plains & Peaks Collective

PPC is the CO-WY service hub of the Digital Public Library of America (DPLA). It aggregates metadata from online collections of cultural heritage organizations and shares it with DPLA, thereby providing DPLA, educators, citizens, researchers, and genealogists with free access to unique collections in participating institutions.			
Intent: Improve users' ability to discover information resources	LSTA Expenditures, 2018: $62,916.85; 2019: $42,216.31; 2020: $31,991.57 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
New partners / items to DPLA	28 / 177,868	15 / 100,000+	9 / 213,441
Presentations / attendance	2 / 44	4 / 28	1 / 58
Consultations	31	45	24
Total institutions / metadata records	39 / 224,716	47 / 360,842	63 / 574,283

- *Many cultural heritage organizations are not prepared to participate in DPLA, even though they want to. They continue to need foundational support in order to care for their physical collections, establish digital collections, and grow their technology infrastructure and expertise to manage online collections.*
- *When the PPC became early adopters of Wikimedia, participation increased. We will continue to look for new opportunities that will grow the incentives for participation.*

Resource Kits for Libraries

Resource Kits are bundled tools and materials that help libraries provide new and exciting programming that engages their communities in new and interesting ways. Topics: under-served populations, early literacy, STEAM			
Intent: Improve users' general knowledge and skills	LSTA Expenditures, 2018: $109,910.27; 2019: $94,870.21; 2020: $57,990.38 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Presentations / attendance	4 / 80	4 / 80	1 / 200
Consultations	81	48	20
Print acquisitions	443	850	750
Kits created	12	5	3
Kits/book club bags circulated	221	228	550
Outcomes	**FY 2018**	**FY 2019**	**FY 2020**
Presentations: Strongly agree/agree: Learned something	98% (N=51)	93% (N=15)	---
More confident	92%	93%	---
Intend to apply	82%	80%	---
Will improve services to public	92%	100%	---
Kits: Resource met library needs	96% (N=25)	---	---
Will improve services to public	92%	---	---

Book Club Resource Kits make use of multiples of books that libraries find no longer useful. The kits therefore represent a win-win for both the individual libraries—who are glad that their unused books are going to be included in a larger program—and for the greater library community and their patrons. There is no indication that the popularity of book clubs will decrease: the opposite seems to be true due to renewed interest in matters of equity, diversity, and inclusivity, as well as people seeking connection in light of the pandemic.

SWIFT

Statewide Interlibrary loan Fast Track or SWIFT enables libraries of all types and sizes to make more as well as more varied and diverse resources available to their patrons.			
Intent: Improve users' ability to obtain and/or use information resources	LSTA Expenditures, 2018: $165,624.51; 2019: $262,403.99; 2020: $233,619.90 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Members / interlibrary loan requests	360 / 119,528	350 / ---	--- / 209,357
Sessions / attendance	49 / 392	42 / 336	21 / 238
Consultations (emails, phone calls)	840	713	2,625
User group / update attendance	73 (user group)	45 (AspenCat update)	100 (SWIFT update)
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Training: Strongly agree/agree: Learned something	95% (N=42)	91% (N=33)	98% (N=142)
More confident	93%	97%	95%
Intend to apply	98%	100%	99%
Will improve services to public	95%	100%	97%

- *SWIFT is especially vital for small and rural libraries within the state. Materials borrowed from other libraries expand the collections of small and rural libraries that do not have the budget or space to permanently acquire the items.*
- *During the COVID pandemic, it became necessary to deliver content, presentations, and training sessions through virtual methods. Physical welcome packets introducing the new software with resource guides and information were sent to SWIFT member libraries. The packets were a huge success and greatly appreciated by library staff.*

Technology & Web Hosting Services

Includes CVL Collections (digital preservation, online sharing), CVL Sites (website development, hosting, user experience & analytics consulting to cultural heritage organizations), & CO Libraries (site creation & hosting).			
Intent: Improve users' ability to obtain and/or use information resources	LSTA Expenditures, 2018: $150,629.16; 2019: $128,128.84; 2020: $171,594.71 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
CVL sites: sessions / page views	95,762 / 638,459	---	84,357 / ---
CO Libraries sites: visitors / page views	205,404	---	207,097 / 624,384
Consultations	266	394	402
Digitized collections	6 small / rural	---	2
WordPress sites hosted	17	---	22 (4 in development)
Items digitized	117	14	54
Sessions / attendance	12 / 420	10 / 283	--- / ---
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Content creation: Met library needs	100% (N=28)	---	---
Will improve services to public	89%	---	---
Sessions: Strongly agree/agree: Learned something	95%	90% / 83% (Digital collections N=21 / ARSL N=107)	---
More confident	86%	90% / ---	---
Intend to apply	90%	90% / 68%	---
Will improve services to public	95%	95% / ---	---

- *There is both a need and demand for the services provided by the CVL Collections program outside of the library and museum community. Working with community organizations helps to build trust and make services visible to underserved and marginalized communities.*
- *State Library staff has been fantastic at helping my library build and launch our Omeka site as well as answering any questions I had along the way. Everything we needed was provided to us free of charge! We couldn't have taken on this project without their help and guidance.*
- *I have been able to teach our patrons where to find things with the use of their library cards that they may not have known about before. I would not have known if it weren't for the guidance and knowledge I received.*

Technology & Web Services: Communication & Outreach

This project coordinates CSL's social media presence and contributes new content to the CO Virtual Library (CVL) via the Friday Grab Bag.			
Intent: Improve users' ability to obtain and/or use information resources	LSTA Expenditures, 2018: $53,073.98; 2019: $54,663.67; 2020: $68,172.75 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
CVL: Posts	385	380	311
Visits	150K	286K	287K+
Users	108,745	231,575	251,783
Sessions	149,942	286,005	287,622
Page views	276,503	407,678	372,671
Twitter followers	1,844	1,979	2,021
Facebook Likes	827	957	1,010
CVL lists (new) / subscribers	58 (10) / 1,345	64 (6) / NA	65 (1) / ---
Consultations	36	30	14
Friday Grab Bag (weekly column)	43	44	43

Colorado Five-Year Evaluation of
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Outcomes	FY 2018	FY 2019	FY 2020
Friday Grab Bags: Met library needs	100% (N=22)	100% (N=31)	100% (N=21)
Will improve services to public	100%	100%	100%
Most valuable: Events/programs in CO libraries	72%	90%	---
CSL news	59%	84%	62%
Library news in local media	59%	81%	---
Feeling more connected	59%	81%	67%
CVL list administrators: Excellent / above average	85% /15% (N=20)	73% / 27% (N=16)	88% (N=8)

- *The mailing list has been the lifeblood of our project, and is really one of our primary communications tools. State Library staff have always been able to support my needs around use of the mailing list, and have even suggested solutions I wasn't aware of that have been helpful.*
- *We have two mailing lists; one for the general membership and one for the board. They are indispensable. We are grateful to the Colorado State Library for this service.*
- *The CVL Lists service is crucial infrastructure utilized by Colorado libraries of every size and type. We value this for facilitating our connections with rural and frontier libraries.*

State Goal 3: Training of Library Staff

Annual Surveys & Program Evaluations

Library Research Service (LRS) collects and reports annual public library statistics and conducts evaluations of CSL programs. It also equips and teaches library staff and stakeholders to use data in informed decision-making, communications, and planning.			
Intent: Improve library operations	LSTA Expenditures, 2018: $294,819.84; 2019: $223,848.73; 2020: $245,356.68		

Outputs	FY 2018	FY 2019	FY 2020
Public Library Annual Report response rate	100%	97%	98%
LRS.org page views	11,262	14,135	29,336
Sessions / attendance	21 /627	18 / 2,422	6 / 426
Consultations	226	282	218
Partner projects	Denver P.L., Pikes Peak L.D., & U. of Denver	High Plains L.D., Pikes Peak L.D., & U. of Denver	CO College, High Plains L.D., Pikes Peak L.D. & U. of Denver
Publications	2 FAST FACTS infographics, 20 Weekly Number posts, 2 other posts, 2 national articles	3 FAST FACTS infographics, 11 Between Graph & Hard Place posts, 3 other posts, 1 national article	2 FAST FACTS infographics, 20 Between Graph & Hard Place posts, 3 other posts
DART reference tracking	373,175 transactions, 4,066 data views, 1,385 crosstab reports	---	411,655 transactions, 4,564 data views, 996 crosstab reports
Outcomes (sessions)	FY 2018 (N=145)	FY 2019 (N=46)	FY 2020 (N=19)
Strongly agree/agree: Learned something	99%	98%	100%
More confident	90%	91%	95%
Intend to apply	92%	98%	95%
Improve services to public	86%	85%	95%

- *According to IMLS, public library data are "used for planning, evaluation, and policymaking decisions by federal, state, and local officials, professional associations, researchers, educators, local practitioners, and other interested users."*

- *Through the implementation and maintenance of CSL and CSL In Session surveys, LRS collects critical data from end-users of CSL services. The resulting information is used to improve programs and make data-informed decisions on budgeting and strategic planning.*
- *At the onset of the pandemic, LRS pivoted to a series titled "Between a Graph and a Hard Place," which provided a different strategy each week for looking at data with a critical eye. The blog received a lot of positive feedback including from a senior staff member at one of the state's major public libraries: "I love the blog posts. I read them religiously. Great job! I learn a little something every week."*

Library Data Utilization (Research Institute for Public Libraries or RIPL)

Launched in 2015, RIPL is a unique event on public library data and evaluation. In immersive "boot camps," participants learn practical, strategic methods of gathering, analyzing, and using data for planning, managing, and communicating impact.			
Intent: Improve library operations	LSTA Expenditures, 2018: 75,192.99; 2019: 101,345.11; 2020: $116,926.30 (additional annual support from Laura Bush 21st Century Librarian grant)		
Outputs, 2018: National institute in GA; regional institutes in CA, WY, UT, and VA; and session at Grants to States annual meeting; 3 Community of Practice webinars; 13 programs, 55 sessions each, 65 attendance per session			
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Events: national / regional / other	1 / 4 / 5	0 / 3 / 1	1 / 0 / 6
Programs / sessions / average attendance	13 / 55 / 65	8 / 39 / 43	2 / 33 / 20

Outcomes	**FY 2018**	**FY 2020**
National events	Pre/post-institute surveys Knowledge of RIPL Topics (1 = not at all, 5 = very knowledgeable) Logic model: 2.41 / 4.35 Outcomes: 3.22 / 4.38 Survey design: 2.88 / 4.10 Data-based decisions: 3.37 / 4.29 Data visualization: 3.24 / 4.27 Storytelling: 3.16 / 4.29 Confidence with Data Activities (1 = not at all confident, 5 = very confident) Promoting evaluation: 3.65 / 4.59 Using data to plan: 3.71 / 4.46 Using data to manage: 3.55 / 4.47 Using data to communicate: 3.64 / 4.58	Overall quality: 52% excellent / 32% good Stay in contact: 19% extremely / 57% likely Participant Confidence (extremely / very confident about): Promoting evaluation: 20% / 33% Using data to manage: 15% / 35% Using data to improve: 18% / 42% IMLS indicators (strongly agree / agree): Confident can apply: 34% / 58% Increased interest: 52% / 41% Increased understanding: 49% / 46%

Library Jobline

Library Jobline connects job seekers with employers and job opportunities in libraries via an interactive database in which employers can post jobs and job seekers can conduct custom searches. Unique database design facilitates annual report on library employment patterns and trends. Completely updated in 2019.			
Intent: Improve the library workforce	LSTA Expenditures, 2018: $57,466.63; 2019: $45,503.17; 2020: $34,885.73 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Consultations	36	12	16
FAST FACTS Infographics	2	1	1
Jobs Posted	771	648	748
New employers	143	160	166
New job-seekers	454	320	222
Notifications to job-seekers	1M	940K	1.1M
Job post views	126,852	92,590	113,722
Page views	375,358	280,241	336,628

Outcomes, 2019: The pandemic presents a unique opportunity for Library Jobline to collect data on how the pandemic has affected the library job market. Note: The RI Office of Library & Information Services is now a partner organization. Library Jobline now has regional pages, the New England page being monitored by RI.

Jobline is a valuable source of workforce data. Most job boards store posts as a single wall of text, but Jobline stores them as a combination of metadata (e.g., salary, hours) and full-text (job requirements, community description). This unique format allows for easy parsing, analyzing, and reporting data. Additionally, Jobline does not remove expired content; users can view, search, and filter historic content and data.

Library Staff Learning & Development

CSL cultivates a culture of learning that empowers CO library staff to foster community development by promoting lifelong learning. CSL In Session, a monthly webinar series focuses on topics such as collection development, serving special populations, and a variety of personal development topics. CSL also curates resources on the Library Learning and Creation Center (LLCC) website.			
Intent: Improve the library workforce	LSTA Expenditures, 2018: $152,748.39; 2019: in-person $57,111.20, online $68,343.61; 2020: $151,200.65 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
LLCC website views	49,682	73,313	32,427
CSL In Session (CIS) views	3,794	7,585	8,246
Sessions / attendance	35 / 1,490	23 / 1,028	34 / 2,303
Evaluation / CIS respondents from out of state	77% / 66%	70% / 65%	68%
Outcomes	**FY 2018** In-person N=462 Online N=203	**FY 2019** In-person N=392 Online N=350	**FY 2020** N=486
Strongly agree/agree: Learned something	98% / 93%	96% / 94%	96%
More confident	92% / ---	84% / 83%	88%
Intend to apply	96% / 90%	95% / 93%	92%
Will improve services to public	93% / 90%	89% / 79%	88%

Overall, attendees find our professional development offerings relevant, useful, and practical. Most report that they will be able to apply what they have learned on the job, and will share what they learn.

Public Library Leadership Development

CSL offers guidance, support, and training to public library directors and trustees to ensure quality and consistent library services for all Coloradans.			
Intent: Improve the library workforce	LSTA Expenditures, 2018: $106,620.44; 2019: 116,679.71; 2020: $105,288.59 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Consultations	227	287	160
Sessions / attendance	18 / 342	23 / 704	52 / 1,035
Web page views	5,056	17,599	11,151
United for Libraries self-paced learning	---	---	408
Outcomes	**FY 2018** Staff N=56 Boards N=72	**FY 2019** Staff N=75 Boards N=63	**FY 2020** Staff N=6 Boards N=45
Staff / Boards: Strongly agree/agree: Learned something	96% / 99%	97% / 100%	83% / 93%
More confident	88% / 99%	88% / 100%	83% / 98%
Intend to apply	82% / 97%	89% / 98%	83% / 98%
Will improve services to public	95% / 94%	93% / 97%	83% / 93%
United for Libraries, 2020: 93% learned something, 98% more confident & intend to apply, 93% will improve service			

- *These meetings have truly been a lifesaver. We all are struggling with what to do next, and this group not only gives me focus, but reminds me that we are all in this together and we are all better off when we can share our experiences.*
- *Patron privacy is so important. Great to see a session on this basic library policy and Colorado library law and bring more attention to what all library workers should know and implement.*
- *This is a very welcome service for new directors like me. Thanks for organizing and fostering this community.*
- *This will be an exciting year as we think about a range of new possibilities and directions. As we do, it will be great to know what a wonderful resource we have in the Colorado State Library.*

Highly Effective Schools Through Libraries (2018 & 2019)/ School Library and Digital Literacy Development (2020)

HESTL is a credentialing program for school libraries recognizing excellence in leadership, instruction, assessment/evaluation, planning, and library management.			
Intent: Improve the library workforce	LSTA Expenditures, 2018: $127,794.42; 2019: $126,854.79; 2020: $194,355.12 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Consultations	421	289	364
Sessions/attendees	28 / 556	33 / 619	38 / 563
Website visits	4,142	3,053	5,360
Social media posts	163	258	---
Outcomes	**FY 2018**	**FY 2019**	**FY 2020**
Credentials issued	122	20	(8 applied)
School Library Development sessions:	N=180	N=125	N=45
Learned something	100%	94%	84%
More confident	98%	86%	82%
Intend to apply	96%	85%	87%
Will improve services to public	98%	86%	75%
HESTL / Rural/turnaround cohort: increased effectiveness, benefited programs, valued networking, benefited from reflection/evidence-focused facilitation	N=15 100%	N=12 100%	---

- *Thanks for uploading the policies. It is helpful for our rural districts in particular.*
- *I really liked the time to look at the rubrics and reflect on our own practices as well as the ideas shared by other librarians from around the state.*
- *I am looking at my teaching, lessons, goals, and program in such a beneficial way. I am really grateful for your guidance!*
- *Empowered" is my take-away. I keep thinking of ways to empower staff and kiddos thru what we do in libraries.*

School Library Development: Digital Literacy (DL)

DL provides leadership and guidance to increase effectiveness and relevance of school libraries to K-12 educators and student learning.			
Intent: Improve the library workforce	LSTA Expenditures, 2018: 120,412.69; 2019: $120,582.88 2020: included above (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Professional development (events / attendance)	23 / 1,300+	15 /450	Included above
Consultations	96	81	Included above
Online views (websites, blog posts, social media)	4,015	5,500+	Included above
Outcomes	**FY 2018 (N=11)**	**FY 2019 (N=138)**	**FY 2020**
Strongly agree/agree: Learned something	100%	99%	Included above
More confident	100%	99%	Included above
Intend to apply	91%	96%	Included above
Will help improve services to public	91%	96%	Included above

- *The question "who do I learn from" was insightful. I went to my bookshelves and took a good look. So far, I've learned from people who look like me. I plan on diversifying my experts.*
- *I appreciate and enjoy The Learning Edge newsletter. You always seem to find amazing and timely resources.*

State Goal #4: Services to Under-Served Populations

Colorado Talking Book Library

CTBL provides free library services to print disabled CO residents. Collections include audio, Braille, and large-print books and descriptive videos. Additional services include duplication on demand, online databases, reference services, and an online library catalog. Large print books are also available to CO public libraries. Currently, 58% of public library jurisdictions participate in the program.			
Intent: Improve users' general knowledge and skills	LSTA Expenditures, 2018: $451,303.86; 2019: $457,125.07; $536,818.16 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
Items circulated	692,160	1,380,877	1,205,280
Reader advisory transactions	27,084	21,449	16,580
Items duplicated on demand	11,389	64,045	73,610
Items made discoverable	6,715	5,604	10,700
Items migrated	547	34	16
Items digitized	114	81	16
A-V units acquired	113	118	59
Print items acquired	87	1,510	679
Interlibrary loans filled	22	10	61
Databases acquired	16	16	16
Hardware acquired	14	26	21
Software acquired	4	12	12
Patron open house attendance	150	150	--- / ---
Presentations / attendance	1 / 70	1 / 28	1 / 45
Outcomes	**FY 2018**	**FY 2019**	**FY 2020**
Satisfaction excellent / good	81% / 17%	---	83% / 15%
Read for enjoyment - fiction	85%	---	86%
Read non-fiction for pleasure/info	45%	---	59%
Agree keeps mind active	80%	---	81%
Agree continues reading hobby	66%	---	72%
Agree keeps them company	60%	---	64%

The delivery of CTBL services to patrons makes an important difference in people's lives and keeps them connected to the world, relieving isolation and depression.

Institutional Library Development

ILD provides leadership and expertise needed by 40 CO institutional libraries to impact residents' lives in meaningful ways. Includes CO Dept. of Corrections, CO Division of Youth Services, CO Mental Health Institutes, CO School for the Deaf and the Blind, and CO State Veterans Community Living Centers.			
Intent: Improve the library workforce	LSTA Expenditures, 2018: $390,686.78; 2019: $437,844.34; 2020: $489,854.66 (plus annual State match)		
Outputs	**FY 2018**	**FY 2019**	**FY 2020**
User-performed interlibrary loan searches	84,224	---	---
Consultations	3,229	2,857	3,396
Print materials acquired	9,927	8,499	10,862
A-V units acquired	320	550	695
E-resources acquired	7	31	0

Colorado Five-Year Evaluation of
Library Services & Technology Act (LSTA) Grants to States Implementation, 2018-22

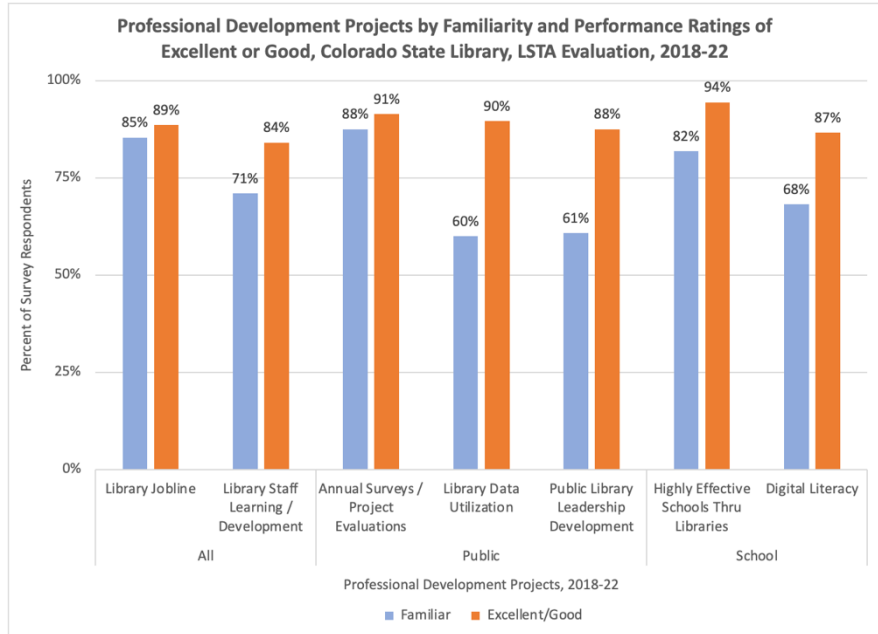| Outputs	FY 2018	FY 2019	FY 2020
Hardware acquired (including 100 Chromebooks in FY 2019)	0	120	21
Software acquired	0	4	0
Documents created	11	931	741
Library staff presentations / attendance	72 / 504	90 / 180	149 / 596
Other presentations / attendance	6 / 186	2 / 44	10 / 110
Outcomes	FY 2018 (N=221)	FY 2019 (N=119)	FY 2020 (N=44)
Strongly agree/agree: Learned something	96%	100%	95%
More confident	86%	94%	91%
Intend to apply	81%	97%	93%
Will help improve services to public	92%	94%	93%

- *ILD team members received exceptionally high ratings on training events … and credit those results to increasing the interactive experience and gamifying training events.*
- *CDOC is a more progressive correctional agency and providing limited Internet access to prisoners is going to be less of a battle moving forward than it has been in past years. The aftermath of the pandemic and developing a secure process that allows residents to view library records and resources is providing more proof that access reduces the digital divide and reinforces the need to put technology in the hands of prisoners.*

Surveys of Public and Academic Library Leaders and School Library Staff: Evaluating CSL's Performance on Its 2018-22 LSTA Plan

During November 2021 and January 2022, public and academic library leaders responded to a survey including items asking them to evaluate CSL performance on projects associated with its 2018-22 LSTA Plan goals. In January and early February 2022, school library staff responded to a similar but briefer survey. Available responses to those items were Excellent, Good, Fair, Poor, and Not Familiar. For each project, two figures are reported here: the percentage of respondents who were familiar with the project and the percentage of respondents who gave CSL performance ratings of Excellent or Good for that project.

Learning For All Ages

Of CSL's four projects for its Goal #1: Learning for All Ages, Family Literacy was most familiar to respondents (85%) followed by Early Literacy (75%) and the State Publications Library (SPL, 70%). The remaining project, Career Online High School, was a short-lived, small-scale project that was familiar to just less than half (46%) of respondents.

Learning For All Ages Projects by Familiarity and Performance Ratings of Excellent or Good, Colorado State Library, LSTA Evaluation, 2018-22

- Of respondents familiar with these projects, 94 percent rated CSL's performance on Family Literacy and Early Literacy as Excellent or Good.
- Of those same respondents, 85 percent rated SPL's performance as Excellent or Good.
- Of those familiar with Career Online High School, 76% rated its performance as Excellent or Good.
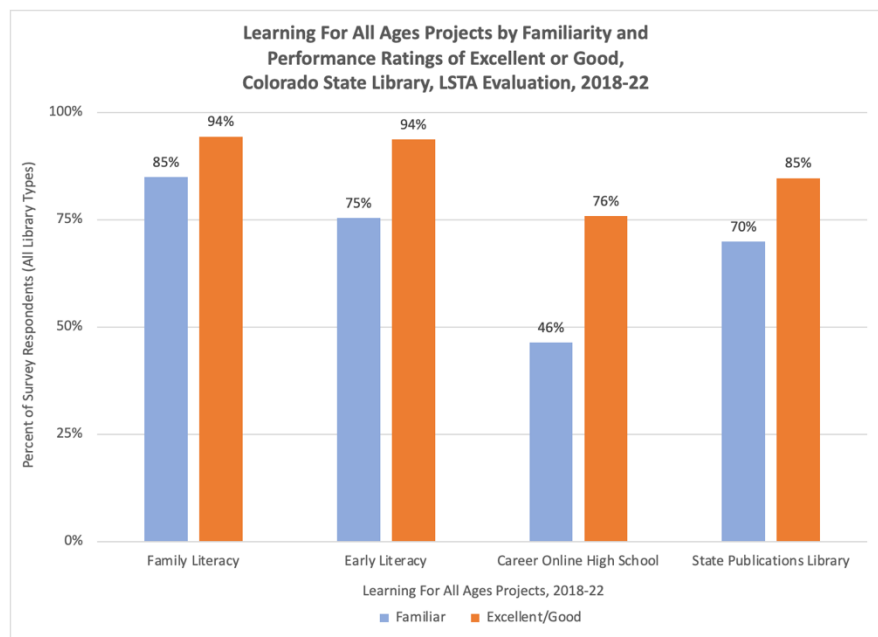
Resource Sharing

Staff from all types of libraries were polled about their familiarity with and performance ratings for five projects associated with CSL's LSTA Goal 2: Colorado Historic Newspapers, Colorado Virtual Library (CVL), CVL Sites, COLibraries / CVL Collections, and SWIFT (Statewide Interlibrary-loan Fast Track).

- Four out of five respondents were familiar with CVL (85%), Colorado Historic Newspapers (81%), and SWIFT (79%).
- By contrast, CVL Sites was familiar to 71 percent, and COLibraries / CVL Collections to 56 percent.
- Of respondents familiar with these projects, nine out of 10 rated as Excellent or Good the first four projects, while four out of five gave similar ratings to SWIFT.

Public and academic library leaders were also surveyed about their familiarity with and performance ratings of CVL Lists and the Plains & Peaks Collective.

- Nine out of 10 of these respondents (87%) were familiar with CVL Lists, and a similar proportion rated that project as Excellent or Good.
- The Plains & Peaks Collective was familiar to half of these respondents (50%), and four out of five of them rated it as Excellent or Good.
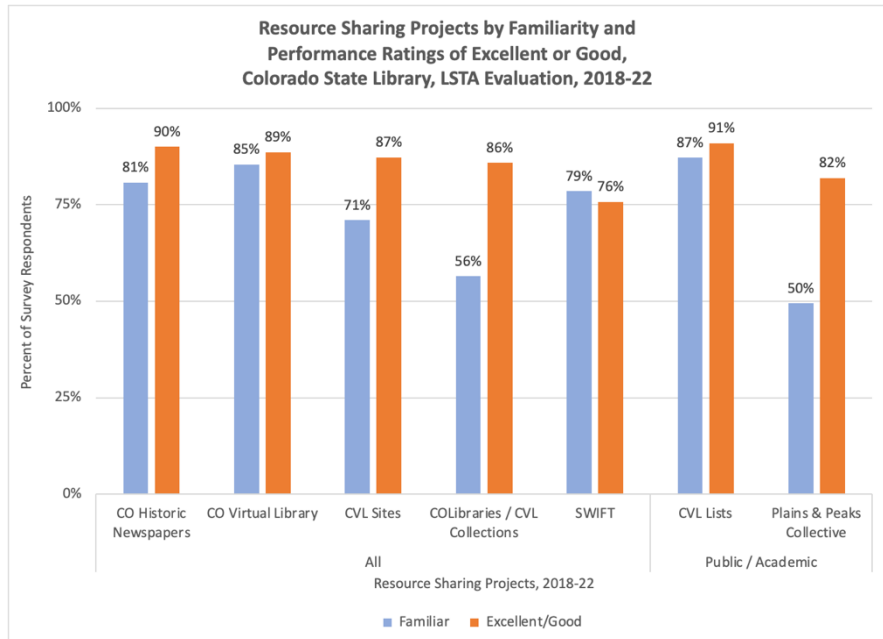
The Resource Kits project offered kits on four topics. All survey respondents were asked about their familiarity with and performance ratings of Early Literacy and STEAM (Science, Technology, Engineering, Arts, Math). Results for Community Connections are for public library respondents only, while those for Digitization are for public and academic library respondents.

- Of all survey respondents, three out of five (57%) were familiar with Early Literacy and four out of five (80%) rated it as Excellent or Good.
- Similar proportions were familiar with the STEAM kit (60%) and rated it as Excellent or Good (79%).
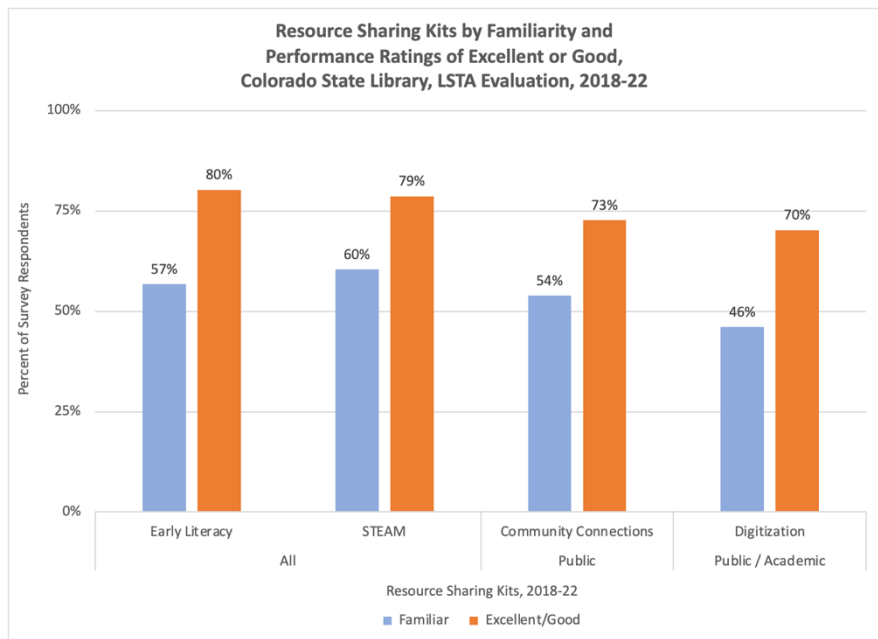
14

Professional Development

All survey respondents were asked about two of CSL's projects associated with its LSTA Goal 3, Training of Library Staff: Library Jobline and Library Staff Learning/Development.

- Library Jobline was familiar to almost nine out of 10 respondents (85%) and ranked as Excellent or good by even more of them (89%).
- Library Staff Learning/ Development was familiar to seven out of 10 (71%) and more than four out of five of them (84%) rated it as Excellent or Good.

Professional Development Projects by Familiarity and Performance Ratings of Excellent or Good, Colorado State Library, LSTA Evaluation, 2018-22

Three Training of Library Staff projects focused on public libraries.

- Of survey respondents from public libraries, nine out of 10 (88%) were familiar with the Library Research Service's (LRS's) annual surveys and project evaluations, and the same proportion (91%) rated them as Excellent or Good.
- Both LRS's Library Data Utilization project (aka RIPL, the Research Institute for Public Libraries) and Library Development's Public Library Leadership Development project were familiar to three out of five public library respondents (60% and 61%, respectively) and rated by them as Excellent or Good (90% and 88%, respectively).

Two Training of Library Staff projects focused on school libraries.

- Of survey respondents from school libraries, four out of five (82%) were familiar with the Highly Effective Schools Through Libraries (HESTL) project and nine out of 10 (94%) rated it as Excellent or Good.
- Of the same respondents, seven out of 10 (68%) were familiar with the Digital Literacy project, and nine out of 10 (87%) rated it as Excellent or Good.

Services to Under-Served Populations

Two units of the Colorado State Library deal primarily in serving the library and information needs of traditionally under-served populations: the Colorado Talking Book Library (CTBL) and Institutional Library Development (ILD).

Colorado Talking Book Library

All survey respondents were asked about their familiarity with and performance ratings of CTBL. Four out of five (78%) were familiar with it and nine out of 10 (89%) rated it as Excellent or Good. Links to CTBL patron survey reports may be found in the bibliography of this document.

Institutional Library Development

Due to the unique circumstances of institutional libraries and their users, a separate survey of institutional library stakeholders was conducted. Detailed results of that survey are reported separately in an appendix to this evaluation.

Surveys of Public and Academic Library Leaders and School Library Staff:
Rating the Importance of Potential Projects for CSL's 2023-27 LSTA Plan

Survey respondents were also asked to rate the importance to them and their libraries of potential projects for the Colorado State Library's (CSL's) 2023-27 LSTA plan.

Essential or Very Important
The two highest rankings they could give to a potential project were "Essential" and "Very Important." The following potential projects were rated at those levels by majorities of survey respondents.

Of respondents from public, academic, and school libraries:

- Four out of five (79%) rated continuing CSL's Early Literacy efforts as essential or very important.
- Seven out of 10 (72%) gave similar ratings to CSL developing programming for children ages 6-11 and youth ages 12-19.

Potential 2023-27 Colorado LSTA-Funded Projects Rated Essential or Very Important by Respondents to LSTA Evaluation / Planning Surveys

- Just over half (54%) rated helping libraries use the data generated by their integrated library systems (ILSs) as essential or very important.
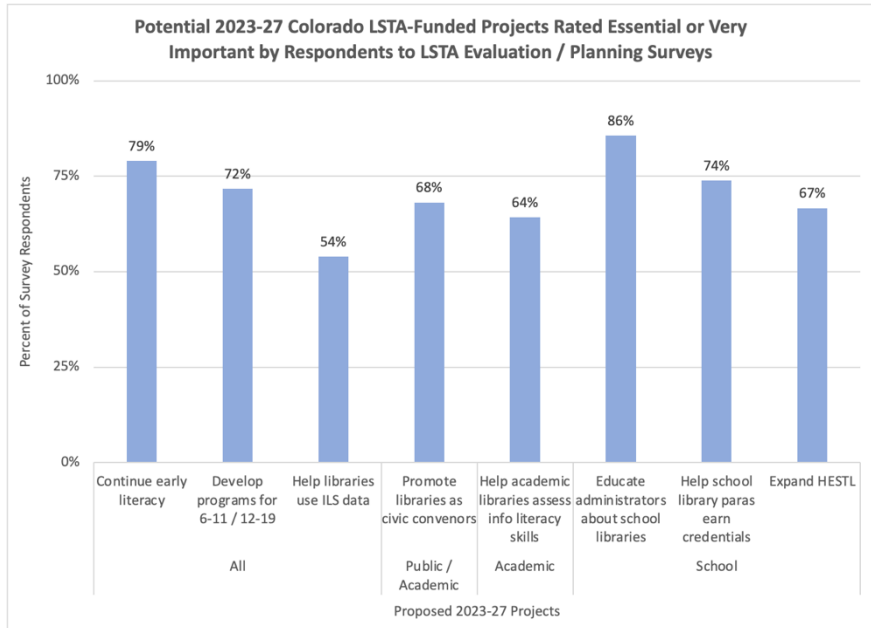
Of respondents from public and academic libraries, two-thirds (68%) rated promoting libraries as civic convenors as essential or very important.

Of academic library respondents, more than three out of five (64%) gave similar endorsements to CSL helping academic libraries assess the information literacy skills of students.

Of school library respondents:
- Nine out of 10 (86%) encouraged CSL efforts to educate school administrators about school libraries as essential or very important.
- Three out of four (74%) supported as essential or very important CSL helping school library paraprofessionals earn the credentials needed to become state-certified teacher-librarians.
- Two out of three (67%) also rated so highly CSL effort to expand its Highly Effective Schools Through Libraries (HESTL) project.

Essential, Very Important or Important (All Survey Respondents)
Overwhelming majorities—nine out of 10 or better—of all survey respondents from public, academic, and school libraries endorsed several potential 2023-27 LSTA-funded projects at some level of importance (i.e., essential, very important, or important). In other words, very small minorities of respondents considered these potential projects unimportant.
- These respondents are almost unanimous in their support (97%) at this level for CSL continuing its Early Literacy efforts.

- More than nine out of 10 express similar support for CSL developing programs for school-age children and youth (94%) and helping libraries use data from integrated library systems (ILSs, 93%).
- Nine out of 10 regard it as important at some level for CSL to promote better understanding among the Colorado Talking Book Library's current and potential users about CTBL eligibility criteria— in particular, to increase awareness among K-12 students that their eligibility does not expire when they graduate or otherwise leave school.

Potential 2023-27 Colorado LSTA-Funded Projects Rated Essential, Very Important, or Important by Respondents to LSTA Evaluation / Planning Surveys

Project	%
Continue early literacy	97%
Develop programs for 6-11 / 12-19	94%
Help libraries use ILS data	93%
CTBL eligibility	90%
Library evaluation toolkit	88%
CTBL certification authority	87%

- Almost nine out of 10 regarded as important at some level CSL developing a library evaluation toolkit (88%) and increasing awareness among potential CTBL users of the broadening of CTBL certification authority to include a variety of professionals.
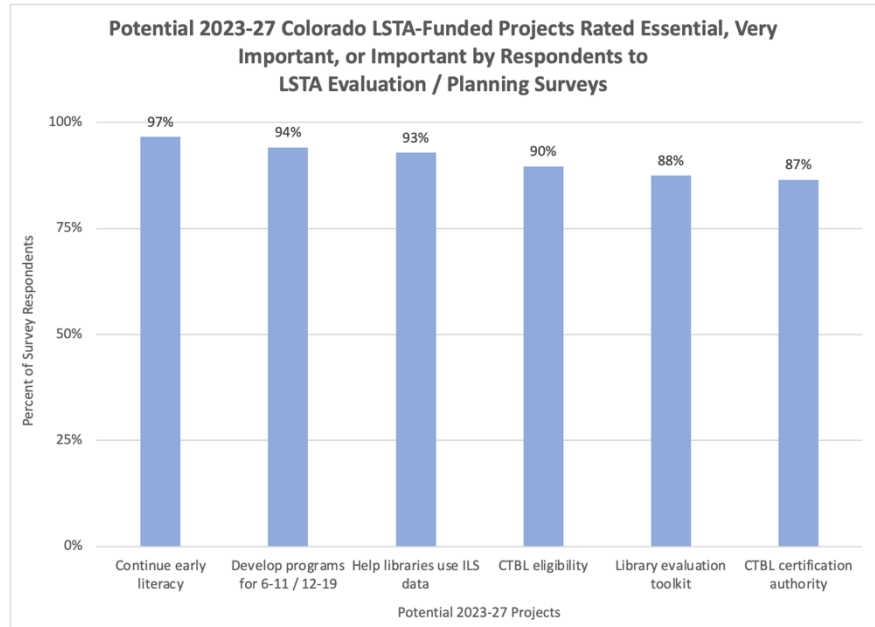
Essential, Very Important or Important (by Library Type)
Substantial majorities of respondents from specific library types also endorsed several potential 2023-27 projects at some level of importance.

Of public and academic library respondents:
- More than nine out of 10 supported as important future CSL efforts to promote libraries as civic convenors, to develop the data-based project management skills of library staff, and to increase awareness of the Colorado Talking Book Library (all 93%).

Potential 2023-27 Colorado LSTA-Funded Projects Rated Essential, Very Important, or Important by Library Type

Project	%
Libraries as civic convenors (Public/Academic)	93%
Project mgmt skills w/ data (Public/Academic)	93%
CTBL awareness (Public/Academic)	93%
SPL awareness (Public/Academic)	91%
Libraries as business incubators (Public/Academic)	89%
Environmental education (Public/Academic)	73%
Expand data repository (Public)	81%
Assess info literacy of students (Academic)	93%
Help parapros earn credentials (School)	96%
Educate administrators about libraries (School)	95%
Expand HESTL (School)	90%

- Only slightly fewer of these respondents support similarly future CSL efforts to increase awareness of the State Publications Library (91%) and to promote libraries as business incubators (89%).
- Almost three out of four of these respondents consider it important at some level for CSL to promote environmental education through libraries.
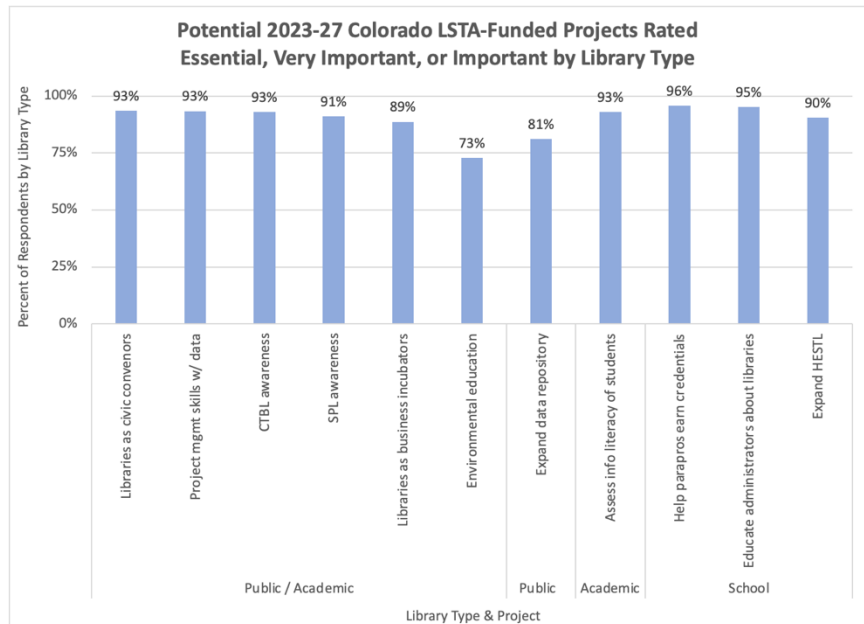
Of public library respondents, four out of five (81%) support as important future CSL efforts to expand the data depository available to public libraries.

Of academic library respondents, more than nine out of 10 (93%) endorse similarly future CSL efforts to help academic libraries assess the information literacy skills of students.

School library respondents are almost unanimous (96%) in the importance they give to future CSL efforts to help paraprofessionals who are running school libraries to earn the credentials required to become state-certified teacher-librarians and to educate school administrators about school libraries (95%). Nine out of 10 of these respondents (90%) gave similar endorsements to CSL expanding the Highly Effective Schools Through Libraries (HESTL) project.

> *A-2. To what extent did your Five-Year Plan activities achieve results that address national priorities associated with the Measuring Success focal areas and their corresponding intents?*

Three of the Colorado State Library's (CSL's) state goals track very closely to three of IMLS's Measuring Success Focal Areas: Learning for All Ages to Lifelong Learning, Resource Sharing to Information Access, and Professional Development to Institutional Capacity. Specific CSL projects under its Lifelong Learning goal also track to IMLS's Human Services and Civic Engagement priorities. And projects associated with CSL's goal to better serve Under-Served Populations track to IMLS's Lifelong Learning and Institutional Capacity priorities.

Colorado State Publications Library
The Colorado State Publications Library (SPL) project was aligned with IMLS's Civic Engagement focal area and CSL's Learning for All Ages goal. Its intent was to improve users' ability to participate in their community.

Colorado Talking Book Library
The Colorado Talking Book Library (CTBL) project was aligned with IMLS's Lifelong Learning focal area and CSL's Improving Services to Under-Served Populations goal. Its intent was to improve users' general knowledge and skills.

Library Development
Four of Library Development's projects—Library Staff Learning and Development, Public Library Leadership, Highly Effective Schools Through Libraries, and Digital Literacy—were aligned with IMLS's Institutional Capacity focal area and CSL's Professional Development goal. Their shared intent—intended outcome—was to improve the library workforce. Three of Library Development's projects—Early Literacy, Family Literacy, and Growing Readers Together—were aligned with IMLS's Human Services focal area and CSL's Learning for All Ages goal. Their shared intent was to improve users' ability to apply information that furthers their parenting and family skills. Library Development's Career Online High School project was aligned with IMLS's Lifelong Learning focal area and CSL's Learning for All Ages goal. Its intent was to improve users' formal education.

Institutional Library Development
The Institutional Library Development project was aligned with IMLS's Institutional Capacity focal area and CSL's Professional Development and Under-served Populations goals. Because most of this project's focus is on developing, supporting, and strengthening the staff employed by individual state institutions, its intent was to improve the library workforce.

Library Research Service
The two Library Research Service (LRS) projects—Annual Surveys and Program Evaluations and Library Data Utilization Project (aka Research Institute for Public Libraries or RIPL)—were aligned with IMLS's Institutional Capacity focal area and CSL's Professional Development goal, and shared the intent to improve library operations.

Networking & Resource Sharing
Three of Networking & Resource Sharing's (NRS's) projects—Technology/Web Hosting, Technology/Web Hosting—Communications and Outreach, and Statewide Interlibrary loan Fast Track (SWIFT)—were aligned with IMLS's Information Access focal area and CSL's Resource Sharing goal. Their shared intent was to improve users' ability to obtain and/or use information resources. Two NRS projects—Colorado Historic Newspapers and the Plains & Peaks Cooperative—were similarly aligned and shared the intent to improve users' ability to discover information resources. The remaining NRS project, Resource Kits, was aligned with IMLS's Lifelong Learning focal area and CSL's Learning for All Ages goal, and its intent was to improve users' general knowledge and skills.

Data reported earlier in this document from the State Program Reports for FY 2018 to 2020 demonstrate the substantial results achieved by CSL's LSTA-funded projects toward addressing IMLS's Measuring Success focal areas and CSL's state goals as well as achieving their declared intents—intended outcomes—for libraries and their users.

A-3. Did any of the following groups represent a substantial focus (10%+ of resources) for your Five-Year Plan activities (Yes/No)?

The Colorado State Library (CSL) uses its LSTA Grants to States funding primarily to support its activities in support of the state's public, academic, school, and institutional libraries as well as the Colorado Talking Book Library (CTBL) and the State Publications Library (SPL).

During FY 2018-20, three-quarters of Colorado LSTA funds—more than $2 million annually—were focused on development of the library workforce. Most projects of Library Development, Institutional Library Development, Networking & Resource Sharing, and the Library Research Service shared this focus. About one out of six Colorado LSTA dollars each year supported the Colorado Talking Book Library's projects to serve individuals with disabilities. And about one out of seven Colorado LSTA dollars each year supported Institutional Library Development's projects to serve prisoners in state correctional institutions and residents and other clients of other state institutions, most of whom have limited functional literacy or information skills.

While Library Development's Early Literacy, Family Literacy, and Growing Readers Together projects and Institutional Library Development's Read to the Children project made substantial contributions to supporting libraries in serving the needs of families, children, and school-aged youth, expenditures on those projects did not reach the 10 percent threshold.

The fact that CSL prioritizes the library workforce in its LSTA spending is a consequence of the fact that its primary mission under the Colorado Library Law is to develop and improve the state's publicly-supported libraries by providing consulting services, offering and encouraging participation in professional development opportunities, encouraging and facilitating resource sharing; conducting research and collecting and reporting statistics; cooperating with national and state professional associations, the Colorado Library Consortium (CLiC), local library boards, and related governmental bodies; and distributing grants in aid. CSL provides library services directly to groups of users focused upon by IMLS only via CTBL and SPL and, in part, the Colorado Virtual Library.

Groups Receiving Substantial Focus in CSL's 2018-22 Projects

Group	Expenditures on projects for which group was substantial focus	Expenditures on substantial-focus group as percent of total	Yes/No
Library workforce (Listed projects for Library Development, Institutional Library Development, Networking & Resource Sharing, and Library Research Service)	FY 2018: $2,097,409.34 FY 2019: $2,136,762.85 FY 2020: $2,171,055.54	FY 2018: 75% FY 2019: 74% FY 2020: 73%	**Yes**
Individuals living below the poverty line, individuals who are un-/under-employed, ethnic or minority populations, and immigrants/refugees	---	---	No
Individuals with disabilities (Colorado Talking Book Library)	FY 2018: $451,303.86 FY 2019: $457,125.07 FY 2020: $536,818.16	FY 2018: 16% FY 2019: 16% FY 2020: 18%	**Yes**
Individuals with limited functional literacy or information skills (Institutional Library Development)	FY 2018: $390,686.47 FY 2019: $437,844.34 FY 2020: $489,854.66	FY 2018: 14% FY 2019: 15% FY 2020: 16%	**Yes**
Families, children (ages 0-5), and school-aged youth (ages 6-17)	---	---	No

Colorado Five-Year Evaluation of
Library Services & Technology Act (LSTA) Grants to States Implementation, 2018-22

Colorado LSTA Expenditures by Project Serving Selected Groups, FY 2018-20

Project	2018	2019	2020
LIBRARY DEVELOPMENT			
Growing Readers Together	$ 13,169.37	$ 14,087.31	$ 51,237.81
Early Literacy	$ 35,934.84	$ 36,125.86	$ 39,490.89
Family Literacy	$ 112,023.02	$ 116,838.35	$ 121,395.86
Professional Development	$ 152,748.39	$ 125,454.71	$ 151,200.65
Public Library Leadership	$ 106,620.44	$ 116,679.71	$ 105,288.59
School Library/Digital Literacy/HESTL	$ 248,207.11	$ 247,437.67	$ 194,355.12
INSTITUTIONAL LIBRARY DEVELOPMENT	**$ 390,686.47**	**$ 437,844.34**	**$ 489,854.66**
ILD as Percent of Colorado LSTA Total	**14%**	**15%**	**16%**
NETWORKING & RESOURCE SHARING			
CO Historic Newpapers	$ 68,448.47	$ 89,314.87	$ 57,693.94
Plains and Peaks Collaborative	$ 62,916.85	$ 42,216.31	$ 31,991.57
SWIFT	$ 165,624.51	$ 262,403.99	$ 233,619.90
Resource Kits	$ 109,910.27	$ 94,870.21	$ 57,990.38
Technology/Web Hosting	$ 150,629.16	$ 128,128.84	$ 171,594.71
T/WH: Communications & Outreach	$ 53,073.98	$ 54,663.67	$ 68,172.75
Library Jobline	$ 57,466.63	$ 45,503.17	$ 34,885.73
LIBRARY RESEARCH SERVICE			
Library Data Utilization	$ 75,129.99	$ 101,345.11	$ 116,926.30
Annual Surveys/Program Evaluations	$ 294,819.84	$ 223,848.73	$ 245,356.68
TOTAL WORKFORCE RELATED (All of the Above)	**$ 2,097,409.34**	**$ 2,136,762.85**	**$ 2,171,055.54**
Workforce Related as Percent of Colorado LSTA Total	**75%**	**74%**	**73%**
COLORADO TALKING BOOK LIBRARY	**$ 451,303.86**	**$ 457,125.07**	**$ 536,818.16**
CTBL as Percent of Colorado LSTA Total	**16%**	**16%**	**18%**
COLORADO LSTA TOTAL	**$ 2,808,239.00**	**$ 2,871,967.00**	**$ 2,987,680.00**

B. Process Questions

B-1. How has CSL used data from the State Program Report (SPR) and elsewhere (e.g., Public Library Survey) to guide activities included in the Five-Year Plan?

SPR data enabled the Colorado State Library (CSL) to have an overview of the scope and output of its LSTA-funded projects. It also enabled CSL to assess the impacts of its activities on participating libraries and the outcomes experienced by library staff and users.

B-2. Specify any modifications you made to the Five-Year Plan. What was the reason for the change?

Like every state library agency, CSL had to modify selected activities of its 2018-22 projects to accommodate the challenges presented by the COVID-19 pandemic that commenced in March 2020 and, in many cases, continue to this day. Chiefly, these modifications meant shifting more than ever from face-to-face to virtual interaction and from physical materials to information that can be delivered digitally.

B-3. How and with whom has CSL shared data from the SPR and from other evaluation resources? How has CSL used the last Five-Year Evaluation to inform data collected for the new Five-Year Evaluation? How has CSL used this information throughout this five-year cycle?

SPR data were used by the State Librarian, the Interim State Librarian, and CSL Leadership Team members in planning and evaluating 2018-22 project activities. In such activities, the data are shared regularly with other CSL

staff, and the Administration of the Colorado Department of Education (of which CSL is part) as well as with relevant library organizations and committees, as appropriate, and—when requested—members of the media and the general public.

C. Methodology Questions

> *C-1. Identify how you implemented an independent Five-Year Evaluation using the criteria described in the section of the guidance document called Selection of an Independent Evaluator.*

To ensure an independent evaluation that would be rigorous and objective--i.e., free from outside influence—the Colorado State Library (CSL) contracted with the RSL Research Group. RSL did not have a role in carrying out LSTA-funded activities and was independent of those who are being evaluated or who might be favorably or adversely affected by the evaluation results. Keith Curry Lance, Ph.D., the assigned RSL consultant, was chosen for his professional competency to rigorously conduct the evaluation, including requisite expertise in statistical and qualitative research methods. He conducted CSL's 2008-12 and 2013-17 five-year LSTA evaluations, and contributed to five-year LSTA evaluations in Pennsylvania, Rhode Island, and Virginia for 2018-22.

Dr. Lance amassed extensive experience in library research, statistics, and evaluation during his tenure as founding Director of the Library Research Service (1987-2007); as a consultant working with the RSL Research Group, the Consulting Librarians Group, and JNR Associates as well as independently (1986-present); and as a research methods instructor in the library and information science programs of Emporia State University (1993-94, 1997) and the University of Denver (1996-2003). In the public library community, he is best known for his two decades (1989-2007) as a member of the Steering Committee of the Federal-State Cooperative System (FSCS) for Public Library Data (today's IMLS Public Library Survey) and, since 2008, as the creator and annual author of the Library Journal Index of Public Library Service and its Star Library ratings. In the school library community, he is best known for his role as principal investigator in 16 school library impact studies in 12 states between 1992 and 2014. Currently, he serves as principal investigator of the IMLS-funded Laura Bush 21st Century Librarian research project, SLIDE: The School Librarian Investigation—Decline or Evolution?

> *C-2. Describe the types of statistical and qualitative methods (including administrative records) used in conducting the Five-Year Evaluation. Assess their validity and reliability.*

This evaluation relied primarily on three methodologies: available data from the State Program Report (SPR) database, focus group and key informant interviews, and surveys.

Available Data
Compared to the 2013-17 evaluation, the Colorado State Library (CSL) has improved dramatically its compliance with the LSTA State Program Report system in terms of both output and outcome data collection. For the latest five-year period, 2018-22, CSL projects have reported more output statistics and reported them more consistently that in the past. Likewise, projects that previously reported little or no outcome data are now reporting it regularly. Outcome data were reported by most projects most regularly and consistently for professional development activities followed by information resources created and disseminated by those projects. 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 State Program Report system. The weaknesses of this approach concerned data gaps and the two most apparent reasons for their existence: 1) the failure of some projects to make and implement rigorous evaluation plans that could generate such data—particularly in areas of activity other than professional development and information resources—and 2) the failure of some projects to identify correctly 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).

Focus Group / Key Informant Interviews
Between August and September 2021, the evaluator conducted key informant interviews of the directors of CSL's major units: Charissa Brammer, Library Research Service (August 31, 2021); Regan Harper, Networking and

Resource Sharing (August 31, 2021); Renee Barnes, Institutional Library Development (September 8, 2021); Lori Special, Library Development (September 14, 2021); Deborah McLeod, Acting State Librarian, Colorado Talking Book Library, Colorado State Publications Library (October 13, 2021); and Jean M. Heilig, Fiscal Officer and LSTA Coordinator (October 20, 2021). The purpose of these interviews was to review the focus group questions to be posed to them and their staff and to identify any special issues related to their units and the 2018-22 LSTA evaluation.

Between late September and early October 2021, the evaluator conducted focus group interviews of the staff of CSL's major units: Networking and Resource Sharing (September 28, 2021), Library Research Service (October 5, 2021), Institutional Library Development (October 7, 2021), and Library Development (October 14, 2021). All of these interviews were structured by the same set of questions:

1. What broader social trends do you see impacting Colorado communities that libraries could take a leadership role in over the next five years?
2. Based on the four LSTA goals—Learning for All Ages, Resource Sharing, Training of Library Staff, and Services to Special Populations—what do you currently have planned for 2022 and beyond?
3. What else could your unit do to take libraries to the next level of leading change in the communities they serve?
4. What structures and systems do you need to be leaders of library and community development for the future?

As noted above, the Director of the Colorado Talking Book Library and the Colorado State Publications Library was interviewed as a key informant for those two highly specialized operations. (The interview about CTBL was supplemented by a regular in-depth outcome-based evaluation survey of clients.)

The input from these interviews informed the design of a survey of the state's library leaders for public, school, and academic libraries and a survey of library stakeholders for institutional libraries.

Surveys

Three surveys were conducted in connection with this evaluation: a survey of public and academic library leaders and others, a survey of school library staff, and a survey of institutional library stakeholders. Public and academic library leaders responded to an online survey to provide input about CSL's 2018-22 performance and 2023-27 plan. This survey was first conducted in late November and early December 2021 and re-opened from mid-January to early February 2022. Of 107 total respondents, 98 to 105 responded to most questions about 2018-22 performance and 99 responded to most questions about the 2023-27 plan. Library leaders to whom the survey was administered included representatives of public and academic libraries as well as library networks and consortia; library directors, head librarians, and sole librarians; department heads, branch managers, and other supervisors; and library staff members without supervisory responsibilities; and representatives of the state's Front Range, Eastern Plains, and Mountains/West Slope regions. The survey of school library staff and the survey of institutional library stakeholders were conducted from mid-January to early February 2022. The school library survey had 21 total respondents, all of whom responded to all questions, while the institutional library survey received 117 total respondents, although only 68 responded to most questions about 2018-22 performance and 50 responded to most questions about the 2023-27 plan. It is noteworthy that these response numbers were lower than for the two previous five-year evaluations. There is no mystery regarding why, however; libraries of all types have been hit hard by restrictions and new challenges presented by the COVID-19 pandemic—particularly school libraries.

Due to the variety of goals and activities addressed and the variety of stakeholders involved, survey items about 2018-22 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 or, alternatively, Essential, Very Important, and Important percentages were summed for priority ratings. The strengths of this survey approach to gather further evaluation data about Colorado's performance on its 2018-22 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.

Validity and Reliability

Available data on which this evaluation relied were taken largely from the State Program Reports submitted to IMLS by State Library staff. Over the past seven years, the validity and reliability of specific data items standardized and mandated by IMLS has been tested and confirmed both in Colorado and nationwide.

As for surveys generally, the survey formats employed in this one 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. More "creative" scales might have offered some hope of more precise responses, but would have heightened reliability concerns, due to their unfamiliarity to respondents.

Colorado's intention to continue reporting SPR output and outcome data in connection with the next five-year plan will also help to ensure the ongoing validity and reliability of data on Colorado's LSTA-funded projects.

> *C-3. Describe the stakeholders involved in the various stages of the Five-Year Evaluation. How did you engage them?*

Key informant interviews were conducted with all members of the Colorado State Library's Leadership Team, and focus group interviews were conducted with all Library Development, Institutional Library Development, Networking and Resource Sharing, and Library Research Service staff, meeting with staff of each unit separately. Surveys were conducted to elicit feedback about past performance and input about future priorities from public, academic, and school library stakeholders—library directors and managers, front-line librarians, staff of library networks and consortia—and a broader group of stakeholders for institutional libraries—library staff as well as institutional administrators and education staff.

> *C-4. Discuss how CSL will share the key findings and recommendations with others.*

Data compiled for this evaluation will be shared with those involved in developing CSL's 2023-27 five-year plan; the administration of the Colorado Department of Education (CDE, of which CSL is part); public, academic, and school library leaders and institutional library stakeholders statewide; and the general public via this evaluation report's posting on the CSL website.

Evaluator's General Assessment & Recommendations

In concluding this report, the independent evaluator offers an overall assessment of the Colorado State Library's (CSL's) progress toward its 2018-22 LSTA Grants to States goals, comments about the factors that affected the extent of that progress, and recommendations for the 2023-27 Plan.

Progress Toward 2018-22 Goals

CSL made substantial progress toward achieving all four of its 2018-22 goals. For each goal, multiple projects were pursued to ensure that targeted populations of library users or stakeholders or library staff were reached and, in the overwhelming majority of cases, to confirm through outcome-based evaluations that intended impacts and benefits were achieved, according to members of those targeted populations.

Factors Affecting Progress

As everywhere, the last half of the latest planning period—2020 through 2022—was affected heavily by the COVID-19 pandemic. There were wholesale shifts from face-to-face events to virtual ones—both library programs for their users and professional development events for librarians and other library staff—and from physical materials to information deliverable electronically. As these trends were already underway, it is likely that the pandemic shutdown, especially during most of 2020 and all of 2021, accelerated these trends, possibly creating a "new normal" for these kinds of activities. While many look forward to the return of face-to-face events, others will likely continue to rely on virtual means of connecting with libraries and librarians, whether out of public health concerns or because virtual participation is often easier, less time-consuming, cheaper, or preferable to individuals. The abrupt shift from face-to-face to virtual activity also impacted CSL's ability to measure and otherwise assess its performance on some projects, as re-tooling evaluation efforts could not be prioritized ahead of re-tooling the deliverables and delivery mechanisms of the projects themselves. So, in this regard, there may be catching up to do for the next planning cycle.

During the 2018-22 planning period, CSL's overall commitment to collecting data needed to assess progress, especially outcomes for project beneficiaries, was demonstrably greater than during the 2013-17 planning period—though, notably, during that interval, CSL participated in testing IMLS's newer outcome measurement methodologies. For this evaluation, for the first time, it was possible to compile a table of output and outcome data for almost every CSL project pursued under the latest plan. In the last evaluation, only sample data were available from projects that had participated in testing IMLS's new measurement methodologies. Consequently, this evaluation is far more comprehensive than its predecessors.

As in the past—and as is typical nationwide—this evaluation relied in part on surveys of individuals associated with different types of libraries (i.e., public, academic, school, and institutional). Due to pandemic-related circumstances, conducting such surveys this time around was extraordinarily challenging, and—disappointingly, though unsurprisingly—resulted in lower numbers of responses than hoped for as well as received for past surveys. Given the small and very self-selected responses to this cycle's surveys, therefore, CSL should exercise extreme caution in making decisions based on this cycle's survey data alone. Responses from the school library sector in particular were slight—only 23—so, before making decisions about any matters concerning them specifically, CSL would be well-advised to seek additional input from school library leaders, as and when that is possible.

Finally, it is actually quite impressive that CSL projects were able to fulfill the latest plan's goals as well as they did. Since the current plan began in 2018, CSL has experienced truly extraordinary levels of staff turnover, notably from the top down. In 2018, a long-time state librarian's retirement was followed by a six-month interim period. By 2019, a new state librarian was installed, but left in mid-2021. Another interim period occurred from then until recently. In late March 2022, the state librarian who left in mid-2021 returned. In addition, three of the four units that work primarily with libraries and librarians (Library Development, Institutional Library Development, and the Library Research Service) not only have different leaders than they did in 2018, but each of these units has also experienced turnover in multiple other staff positions. Over CSL's last four decades, this level of staff turnover in such a short time is truly unprecedented. It is highly impressive that CSL's 2018-22 projects have not only survived, but thrived, thanks to its remaining veteran leaders and staff as well as its recently arrived new leaders and staff. Perhaps this is a good example of the fact that, in an effective organization, nobody is indispensable.

Recommendations for the 2023-27 Plan

Based on this evaluation's surveys of the library community about potential 2023-27 projects, all of the ideas proposed by CSL staff for the next five-year cycle have strong expressions of support at some level of importance. Among those projects are ones of specific relevance to each of CSL's units and their clienteles. None of the projects proposed was deemed unimportant by even a substantial minority of its targeted beneficiaries as reflected by the survey respondents. Consequently, these data provide at least partial evidence for recommending that CSL pursue its plans.

Among the many project ideas floated in the surveys, the following ones were rated most highly—as either "Essential" or "Very Important" by majorities of public, academic, and school survey respondents:

- Continue Early Literacy efforts in libraries (79%);
- Develop library programs for children (ages 6-11) and youth (ages 12-19) (72%); and
- Help libraries use data generated by integrated library systems (54%)

Of responding public and academic library leaders, two-thirds (68%) gave similar support to CSL promoting libraries as "civic convenors." Of responding academic library leaders, almost two-thirds (64%) believe it essential or very important for CSL to help academic libraries assess the information literacy skills of students. And, of responding school librarians, nine out of 10 (86%) believe it equally important that CSL help to educate K-12 administrators about school libraries. Three out of four (74%) give similar priority to CSL helping school library paraprofessionals earn teacher-librarian credentials, and, at the same level, two-thirds (67%) believe CSL should expand the Highly Effective Schools Through Libraries (HESTL) program.

Like the surveys of public, academic, and school library leaders, the survey of institutional library stakeholders indicates that a majority of respondents endorse at some level of importance all of the potential 2023-27 projects proposed by Institutional Library Development staff. (Those survey results are reported in detail in an appendix.)

In addition to the new projects proposed in the surveys, serious consideration should also be given to developing more strategic initiatives to address specific issues that loomed large in responses to open-ended survey questions. Across all library types, concern was expressed about the status of librarianship as a profession—particularly in small and rural public libraries as well as community college, school, and institutional libraries. These concerns range from the perceptions of the profession by those making hiring decisions to "pipeline" and "supply-and-demand" issues that contribute to shortages of needed staff. There is also great concern about the fragile status of many small and rural public libraries that could use substantial additional support from CSL. A second tier of expressed concerns related to perceived needs for a more robust and diversified resource sharing environment and more resources, tools, and expertise to defend the intellectual freedom of library users. And a third tier of issues respondents wished CSL to address in more substantial and focused ways includes taking on an expanded role with academic libraries; enabling libraries to address equity, diversity, and inclusion issues; and equipping libraries to manage the transition from collections, programs, and services that were primarily physical to ones that are increasingly primarily virtual.

Again, because the survey responses from public, academic, and school libraries were relatively few in number for this cycle, CSL should acknowledge this caveat in citing these survey results as evidence of the library community's support for future projects. As there seems to be a lot of survey resistance and fatigue and surveys are usually given a low priority by library leaders whose hands are full dealing with daily crises, it might be more successful to try to elicit their input and/or assess their levels of support—as quickly and efficiently as possible—at popular face-to-face and virtual conferences, workshops, and other meetings attended by such leaders. In other words, as it seems to be increasingly challenging to get their attention individually, it might be more successful to try to reach them on occasions when they have gathered voluntarily, and might be more responsive as a group.

Given such additional support for proceeding on proposed projects over the next five-year cycle, it is also recommended that CSL sustain its excellent efforts during the last cycle to collect output and outcome data needed for this and other evaluation purposes. Those efforts should also be expanded for activities other than public and professional development programs. While there are special challenges to be faced in trying to gather outcome data in virtual environments, as more and more is happening virtually, it is important that outcome data be collected there, too. Such data would strengthen substantially the case for those increasingly valuable efforts.

In addition to a comprehensive report on the Institutional Library Stakeholder survey, appendices to this report include a bibliography with links to other documents relevant to this evaluation and the anonymous individual responses to open-ended questions from all of this evaluation's surveys of library leaders and stakeholders.

Appendices

List of Acronyms
Bibliography of All Documents Reviewed
List of People Interviewed
Survey of Library Leaders
Survey of School Library Staff
Survey of Institutional Library Stakeholders
Institutional Library Development (survey report)
Responses to Open-Ended Survey Questions

List of Acronyms

CDE	Colorado Department of Education
CHNC	Colorado Historic Newspapers Collection
CLEL	Colorado Libraries for Early Literacy
CSL	Colorado State Library
CTBL	Colorado Talking Book Library
CVL	Colorado Virtual Library
DART	Data & Reference Tracking
EDI	Equity, Diversity & Inclusivity
GRT	Growing Readers Together
HESTL	Highly Effective Schools Through Libraries
ILD	Institutional Library Development
ILS	Integrated library system
IMLS	Institute of Museum and Library Services
LD	Library Development
LLCC	Library Learning & Creation Center
LRS	Library Research Service
LSTA	Library Services & Technology Act
NRS	Networking & Resource Sharing
OB4C	One Book for Colorado
PLS	Public Library Survey
PPC	Plains & Peaks Collective
RIPL	Research Institute for Public Libraries
SPL	State Publications Library
SPR	State Program Report
SWIFT	StateWide Interlibrary loan Fast Track

Bibliography of All Documents Reviewed

- Breevoort, Leah, Research Assistant (2021). Check Out Colorado State Parks 2020. FAST FACTS: Recent statistics from the Library Research Service, ED3/110.10/No. 358. https://www.cde.state.co.us/cdelib/checkoutcolorado2020infographic.
- Breevoort, Leah, Research Assistant (2020). Check Out Colorado State Parks 2019. FAST FACTS: Recent statistics from the Library Research Service, ED3/110.10/No. 356. https://cpw.state.co.us/Documents/Marketing/Check-Out-Colorado-State-Parks-Survey.pdf.
- Breevoort, Leah, & Katie Fox (May 2021). Colorado Talking Book Library Patron Satisfaction Survey Report 2020. https://www.lrs.org/wp-content/uploads/2021/06/CTBL-2020-v007-final.pdf.
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- Drill Consulting Group, LLC (2020). RIPL (Research Institute for Public Libraries) 2020: Post-Event Survey Results. [unpublished]
- Library Research Service (2020). Library Jobline Expands in 2019. https://www.lrs.org/fast-facts-reports/library-jobline-expands-in-2019/.

List of People Interviewed

Administration

Debbi MacLeod, Interim Assistant Commissioner and State Librarian
Jean Heilig, Fiscal Officer & LSTA Coordinator

Institutional Library Development

Renee Barnes, Supervisor
Teresa Allen, Youth Institutions Senior Consultant
Erin Boyington, Adult Institutions Senior Consultant

Library Development

Lori Special, Director
Kieran Hixon, Rural & Small Libraries Consultant
Christine Kreger, Professional Development Consultant
Tammy Langeberg, Highly Effective School Library Coordinator
Becky Russell, School Library/Digital Literacy Instructional Specialist

Library Research Service

Charissa Brammer, Director
Katie Fox, Research Analyst
Leah Breevoort, Research Assistant
Michael Peever, Consultant Support Specialist

Networking & Resource Sharing

Regan Harper, Director
Babi Hammond, Digital Experience Consultant
Kieran Hixon, Technology and Digital Initiatives Consultant
Dave Hodgins, Systems Administrator
Leigh Jeremias, Digital Collections Consultant
Michael Peever, Consultant Support Specialist
Lori Smith, SWIFT Coordinator
Marisa Wood, Resource Sharing Consultant

State Publications Library & Talking Book Library

Debbi MacLeod, Director

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Survey of Library Leaders on LSTA-Funded Programs of the Colorado State Library, 2018-22 & 2023-27

Instructions

The RSL Research Group is conducting an evaluation of the Colorado State Library (CSL) FY 2018-22 plan for its Library Services and Technology Act (LSTA) funding from the Institute of Museum and Library Services (IMLS).

Here is a link to that plan.

RSL will also include in its report your 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 performance toward selected LSTA-funded goals during this latest five-year period. The second part offers some potential projects for 2023-27 and asks about their importance to you.

The estimated time required to complete the survey is 10-15 minutes.

Please respond to this survey only once, even if you occupy multiple leadership roles in the state's library community. The deadline for responding to the survey is December 3, 2021.

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.

1

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Survey of Library Leaders on LSTA-Funded Programs of the Colorado State Library, 2018-22 & 2023-27

Part I. The Current 5-Year Plan, FY 2018-22

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. To address the need for learning for all ages, how would you assess CSL's overall performance on the following activities? Mark one per row.

	Excellent	Good	Fair	Poor	Not familiar
Colorado State Publications Library (digital & print repositories, depository system, bibliographic records, guides, blog)	○	○	○	○	○
Early Literacy Programming (Growing Readers Together/play, learn & grow; CLEL, youth services conference)	○	○	○	○	○
Colorado Family Literacy Programs (summer reading/learning; Check Out State Parks)	○	○	○	○	○
Career Online High School (access to shared enrollment platform, scholarships to participating libraries)	○	○	○	○	○

Comment

2

2. To address the need for resource sharing, how would you assess CSL's overall performance on the following activities? Mark one per row.

	Excellent	Good	Fair	Poor	Not familiar
Colorado Virtual Library	○	○	○	○	○
CVL-Sites	○	○	○	○	○
CVL-Lists (hosted email lists for library related organizations and groups – like Libnet)	○	○	○	○	○
COLibraries and CVL Collections (Website and content management system (CMS) creation and hosting for small and rural libraries and museums)	○	○	○	○	○
Colorado Historic Newspapers Collection	○	○	○	○	○
Plains to Peaks Collective DPLA Service Hub (aggregation of digital collections of libraries, archives, and museums in Colorado and Wyoming and shared with the Digital Public Library of America)	○	○	○	○	○
Resource Kits for Libraries – Community Conversation Kits: (including awareness on topics such as those experiencing homelessness, LGBTQ community, Climate Crisis, Privacy, and more)	○	○	○	○	○
Resource Kits for Libraries – Digitization Kits (Digitization, Oral history creation, Analog to Digital Media and Storage Transfer, Glass slide scanning)	○	○	○	○	○
Resource Kits for Libraries – Early Literacy Kits: (Baby and Toddler storytime kits)	○	○	○	○	○
Resource Kits for Libraries – STEAM Learning (including kits about Space exploration, Fractals, Book folding, Music, Virtual Reality, and more)	○	○	○	○	○
SWIFT (interlibrary loan fast track) service	○	○	○	○	○

Comment

3

3. To address the need for training of library staff, how would you assess CSL's overall performance on the following activities? Mark one per row.

	Excellent	Good	Fair	Poor	Not familiar
Annual Surveys (LRS surveys of public libraries, data access on LRS.org)	○	○	○	○	○
Digital Literacy Instruction (F2F & online events, online resource bank)	○	○	○	○	○
Highly Effective Schools through Libraries program (rubric, professional learning, credentialing)	○	○	○	○	○
Library Data Utilization Project (training by various delivery methods, RIPL, Between A Graph & A Hard Place, LRS.org data reporting tools)	○	○	○	○	○
Library Jobline (database-driven job listing service)	○	○	○	○	○
Library Staff Learning and Development (Libraries Learn online portal, CSL In Session, F2F & online workshops on basic skills & innovative new programs)	○	○	○	○	○
Public Library Leadership Development (directors, trustees)	○	○	○	○	○

Comments

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4. For the goal of serving under-served populations, how would you assess the Colorado Talking Book Library's performance?

	Excellent	Good	Fair	Poor	Not familiar
Colorado Talking Book Library	○	○	○	○	○

Comments

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4

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Part II. The Next 5-Year Plan, FY 2023-27

5. The State Library staff is considering several new projects for 2023-27. How would you rate the following ideas in terms of their importance to you and your library? Mark one per row.

	Essential	Very important	Important	Not important	Don't know
Continue focus on early childhood literacy	○	○	○	○	○
Create focus on children ages 6-11 & 12-19	○	○	○	○	○
Develop library evaluation toolkit providing free online curriculum on how to evaluate services & programs	○	○	○	○	○
Expand Highly Effective Schools Through Libraries program to confer awards on superintendents, principals, & other school leaders	○	○	○	○	○
Expand Public Library Annual Report data repository to include other open access library research data	○	○	○	○	○
Help libraries develop project management skills using data	○	○	○	○	○
Increase awareness among younger CTBL users that their eligibility for services does not end at graduation	○	○	○	○	○
Increase library & user awareness of broadened certification authority for receiving CTBL services (teachers, reading specialists, school psychologists)	○	○	○	○	○
Increase library & user awareness of range of CTBL services (digital audio books & Braille, physical large print & descriptive video)	○	○	○	○	○
Increase library & user awareness of range of resources available from State Publications Library (types of info resources, guides, blogs)	○	○	○	○	○
Offer education & training to disseminate info about wildfire prevention, water conservation, climate change & environmental education	○	○	○	○	○
Reach out to schools/colleges of education to ensure prospective administrators learn about school libraries & librarians	○	○	○	○	○
Support academic libraries in using ACRL framework to assess info literacy skills of students	○	○	○	○	○

5

	Essential	Very important	Important	Not important	Don't know
Support libraries as civic convenors (community engagement, civil discourse, etc.)	○	○	○	○	○
Support libraries as independent/start-up business incubators	○	○	○	○	○
Support paraprofessionals running school libraries in obtaining credentials to better run their libraries	○	○	○	○	○
Train & assist libraries in gathering, analyzing, and using data generated by their ILSs	○	○	○	○	○

Comments

6. Are there other projects you would like to see CSL implement? Be as specific as possible.

First priority

Second priority

Third priority

7. What issues are you concerned about for your library and user community?

6

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Survey of Library Leaders on LSTA-Funded Programs of the Colorado State Library, 2018-22 & 2023-27

Part III. About You

The following items are designed to tell us about you, so the survey's findings can be grouped and analyzed appropriately.

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

- ◯ College or university library
- ◯ Public library
- ◯ School library
- ◯ Library consortium
- ◯ Library and information science education program
- ◯ Other (please specify)

9. Which of the following best describes your position at your library or related organization? Mark one.

- ◯ Director / head librarian / sole librarian
- ◯ Department head / branch manager / other supervisor of others
- ◯ Staff member who does not supervise others
- ◯ Other (please specify)

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

- ◯ Eastern Plains
- ◯ Front Range
- ◯ Mountains/West Slope

7

Survey of School Library Staff on LSTA-Funded Programs of the Colorado State Library, 2018-22 & 2023-27

Instructions

The RSL Research Group is conducting an evaluation of the Colorado State Library (CSL) FY 2018-22 plan for its Library Services and Technology Act (LSTA) funding from the Institute of Museum and Library Services (IMLS).

Here is a link to that plan.

RSL will also include in its report your suggestions for CSL's next 5 year plan. This evaluation and plan are required of all states that receive LSTA funding.

The first part of this survey asks for your help in assessing CSL's performance toward selected LSTA-funded goals during this latest five-year period. The second part offers some potential projects for 2023-27 and asks about their importance to you.

The estimated time required to complete the survey is 10-15 minutes.

Please respond to this survey only once, even if you occupy multiple leadership roles in the state's library community. The deadline for responding to the survey is January 31, 2022.

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.

1

Voluntary
FORM #STL-109
EDAC APPROVED
Approved 12/03/2021 for 2021-2022

Survey of School Library Staff on LSTA-Funded Programs of the Colorado State Library, 2018-22 & 2023-27

Part I. The Current 5-Year Plan, FY 2018-22

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. To address the need for learning for all ages, how would you assess CSL's overall performance on the following activities? Mark one per row.

	Excellent	Good	Fair	Poor	Not familiar
Early Literacy Programming (Growing Readers Together/play, learn & grow; CO Libraries for Early Literacy, youth services conference)	○	○	○	○	○
Colorado Family Literacy Programs (summer reading/learning; Check Out State Parks)	○	○	○	○	○
Career Online High School (access to shared enrollment platform, scholarships to participating libraries)	○	○	○	○	○

Comment

2

2. To address the need for resource sharing, how would you assess CSL's overall performance on the following activities? Mark one per row.

	Excellent	Good	Fair	Poor	Not familiar
Colorado Virtual Library	○	○	○	○	○
Colorado Historic Newspapers Collection	○	○	○	○	○
SWIFT (interlibrary loan fast track) service	○	○	○	○	○
Resource Kits for Libraries: Early Literacy (baby & toddler storytime kits)	○	○	○	○	○
Resource Kits for libraries: STEAM Learning (space exploration, fractals, book folding, music, Virtual Reality)	○	○	○	○	○

Comment

3. To address the need for training of library staff, how would you assess CSL's overall performance on the following activities? Mark one per row.

	Excellent	Good	Fair	Poor	Not familiar
Highly Effective Schools Through Libraries program (rubric, professional learning, credentialing)	○	○	○	○	○
Library Jobline (database-driven job listing service)	○	○	○	○	○
Library Staff Learning and Development (Libraries Learn online portal, CSL In Session, F2F & online workshops on basic skills & innovative new programs)	○	○	○	○	○
School Library Development (best practices, digital literacy, e-learning, leadership, policies, program management)	○	○	○	○	○

Comments

4. For the goal of serving under-served populations, how would you assess the Colorado Talking Book Library's performance?

	Excellent	Good	Fair	Poor	Not familiar
Colorado Talking Book Library (CTBL)	○	○	○	○	○

Comments

3

Voluntary
FORM #STL-109
EDAC APPROVED
Approved 12/03/2021 for 2021-2022
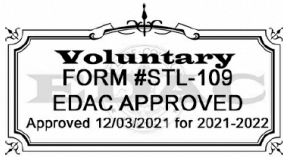
Survey of School Library Staff on LSTA-Funded Programs of the Colorado State Library, 2018-22 & 2023-27

Part II. The Next 5-Year Plan, FY 2023-27

5. The State Library staff is considering several new projects for 2023-27. How would you rate the following ideas in terms of their importance to you and your library? Mark one per row.

	Essential	Very important	Important	Not important	Don't know
Continue focus on early childhood literacy	○	○	○	○	○
Create focus on children ages 6-11 & 12-19	○	○	○	○	○
Develop library evaluation toolkit providing free online curriculum on how to evaluate services & programs	○	○	○	○	○
Expand Highly Effective Schools Through Libraries program	○	○	○	○	○
Increase awareness among younger CTBL users that their eligibility for services does not end at graduation	○	○	○	○	○
Increase library & user awareness of broadened certification authority for receiving CTBL services (teachers, reading specialists, school psychologists)	○	○	○	○	○
Reach out to schools/colleges of education to ensure prospective administrators learn about school libraries & librarians	○	○	○	○	○
Support paraprofessionals running school libraries in obtaining credentials to better run their libraries	○	○	○	○	○
Train & assist libraries in gathering, analyzing, and using data generated by their integrated library systems	○	○	○	○	○

Comments

6. Are there other projects you would like to see CSL implement? Be as specific as possible.

First priority

Second priority

Third priority

4

7. What issues are you concerned about for your library and user community?

5

Voluntary
FORM #STL-109
EDAC APPROVED
Approved 12/03/2021 for 2021-2022

Survey of School Library Staff on LSTA-Funded Programs of the Colorado State Library, 2018-22 & 2023-27

Part III. About You

The following items are designed to tell us about you, so the survey's findings can be grouped and analyzed appropriately.

8. Which of the following best describes your position in your school library? Mark one.

○ Teacher librarian or school librarian

○ Paraprofessional or library support staff

○ Other (please specify)

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

○ Eastern Plains

○ Front Range

○ Mountains/West Slope

6

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Survey of Stakeholders of Institutional Library Development, Colorado State Library, 2018-22 & 2023-27

Instructions

The RSL Research Group is conducting an independent evaluation of the federally-funded FY 2018-22 activities of the Colorado State Library's Institutional Library Development (ILD) unit. This unit is the one whose staff provides support to your libraries and library staff. This evaluation is required of all states that receive federal funding.
The first part of this survey asks for your help in assessing ILD's activities during this latest five-year period. The second part asks for your help in shaping the five-year plan for 2023-27. Your input will assist CSL and ILD in prioritizing future projects.

The estimated time required to complete the survey is 10-15 minutes. Please respond to this survey only once.

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.

Please respond by January 31, 2022.

1

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Survey of Stakeholders of Institutional Library Development, Colorado State Library, 2018-22 & 2023-27

Part I. About You

The following items are designed to tell us about you, so the survey's findings can be grouped and analyzed appropriately.

1. What organization are you most closely affiliated with? Mark one.
   ◯ Colorado Mental Health Institutes (CMHI)
   ◯ Colorado School for the Deaf and the Blind (CSDB)
   ◯ Colorado State Veterans Community Living Centers (CSVCLC)
   ◯ Department of Corrections (DOC)
   ◯ Division of Youth Corrections (DYC)

2. Which of the following best describes your workplace? Mark one.
   ◯ a state agency
   ◯ an institutional facility
   ◯ an institutional library

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Survey of Stakeholders of Institutional Library Development, Colorado State Library, 2018-22 & 2023-27

Part II. The Current 5-Year Plan, FY 2018-22

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

3. How would you assess ILD's overall performance since 2018 on these library staff recruitment and training efforts? Mark one per row.

	Excellent	Good	Fair	Poor	Don't know / does not apply to me
Providing the Moodle learning management system	◯	◯	◯	◯	◯
Updating Intranet / other online resources that support library staff performance and facilitate their informal and social learning	◯	◯	◯	◯	◯
Shifting focus from in-person training delivery to on-demand, asynchronous professional development	◯	◯	◯	◯	◯
Assessing needs of library users via surveys	◯	◯	◯	◯	◯
Developing webinar and video based on user needs	◯	◯	◯	◯	◯
Providing resources and training that help library staff improve residents' prosocial behavior, classroom and lifelong learning, and transitioning back to community	◯	◯	◯	◯	◯
Collecting data / conducting research / identifying best practices for institutional libraries	◯	◯	◯	◯	◯
Providing marketing and public relations materials to encourage more library program usage	◯	◯	◯	◯	◯
Issuing reports and/or infographics for wide distribution	◯	◯	◯	◯	◯

3

4. How would you assess ILD's overall performance since 2018 on these services to the population served by your institution? Mark one per row.

	Excellent	Good	Fair	Poor	Don't know / does not apply to me
Facilitating connections between institutional and public libraries	○	○	○	○	○
Facilitating collection development activities by institutional libraries	○	○	○	○	○
Expanding Read to the Children family literacy program	○	○	○	○	○
Implementing technologies and e-resources	○	○	○	○	○
Working with vendors to modify products and equipment as needed	○	○	○	○	○

4

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Part III. The Next 5-Year Plan, FY 2023-27

The following areas of ILD activity are being considered for development or expansion during the next 5-year planning period. Please indicate their importance to you, considering the needs of your clientele.

5. How would you rate the following activities as potential means for ILD to acknowledge and communicate with your library staff? Mark one per row.

	Essential	Very important	Important	Not important	Don't know / does not apply to me
Formal statewide recognition by CSL and ILD of exemplary library projects and/or leaders	○	○	○	○	○
Interacting with ILD staff at regional workshops and events	○	○	○	○	○
Interacting with ILD staff via online meetings (e.g., Zoom, Google Meets, Microsoft Teams)	○	○	○	○	○
Interacting with ILD staff via webinars	○	○	○	○	○
Serving on ILD advisory committees or in other advisory roles	○	○	○	○	○
Receiving site visits by ILD staff	○	○	○	○	○

Other (please specify)

5

6. How would you rate the following ways ILD might support learning activities in institutional libraries that are either underway or being considered? Mark one per row.

	Essential	Very important	Important	Not important	Don't know / does not apply to me
Continuing to expand Read To the Children to whole families	○	○	○	○	○
Encouraging digital visitation (video visiting)	○	○	○	○	○
Encouraging location of library programs in visiting rooms	○	○	○	○	○
Addressing the school to prison pipeline issue	○	○	○	○	○
Encouraging development of library programming addressing life skills, "adulting," and recreation	○	○	○	○	○
Conducting equity/diversity/inclusion assessments of library collections	○	○	○	○	○
Expanding the ability of patrons to be in charge of their own library experiences without staff mediation	○	○	○	○	○
Providing patron email accounts and addressing any associated security issues	○	○	○	○	○
Abolishing library fines	○	○	○	○	○

Other (please specify)

7. How would you rate the following ways ILD might support resource sharing by institutional libraries that are either underway or being considered? Mark one per row.

	Essential	Very important	Important	Not important	Don't know / does not apply to me
Partnering between institutional libraries, public libraries and/or other community agencies	○	○	○	○	○
Including more institutions in migration to new integrated library system (ILS)	○	○	○	○	○
Circulating programs / toolkits mong libraries served by ILD	○	○	○	○	○
Increasing patron access to needed books & other materials by improving how libraries share items	○	○	○	○	○

Other (please specify)

6

8. How would you rate the following possible approaches to delivering professional development to institutional library staff? Mark one per row.

	Essential	Very important	Important	Not important	Don't know / does not apply to me
Archived webinars and other asynchronous online learning opportunities	○	○	○	○	○
Encouraging librarians embedded in institutions to lead projects that leverage their professional skills	○	○	○	○	○
Encouraging institutions to employ qualified librarians for ILD to support	○	○	○	○	○
Face-to-face training programs for non-library staff operating institutional libraries	○	○	○	○	○
Improved Colorado Correctional Libraries Intranet	○	○	○	○	○

Other (please specify)

[   ]

9. On which of the following topics would you like to see ILD staff consult more with your agency's leaders?

	Essential	Very important	Important	Not important	Don't know / does not apply to me
Building partnerships with public agencies to facilitate televisiting for library patrons and families	○	○	○	○	○
Recruitment and retention of professional library staff	○	○	○	○	○
Research about the impact of professionally-run libraries on educational / transition success	○	○	○	○	○
Update of state standards for institutional libraries	○	○	○	○	○

Other (please specify)

[   ]

10. Are there other activities you would like to see ILD implement? Be as specific as possible.

First priority   [   ]

Second priority   [   ]

Third priority   [   ]

11. What issues are you concerned about for your institutional library and its users?
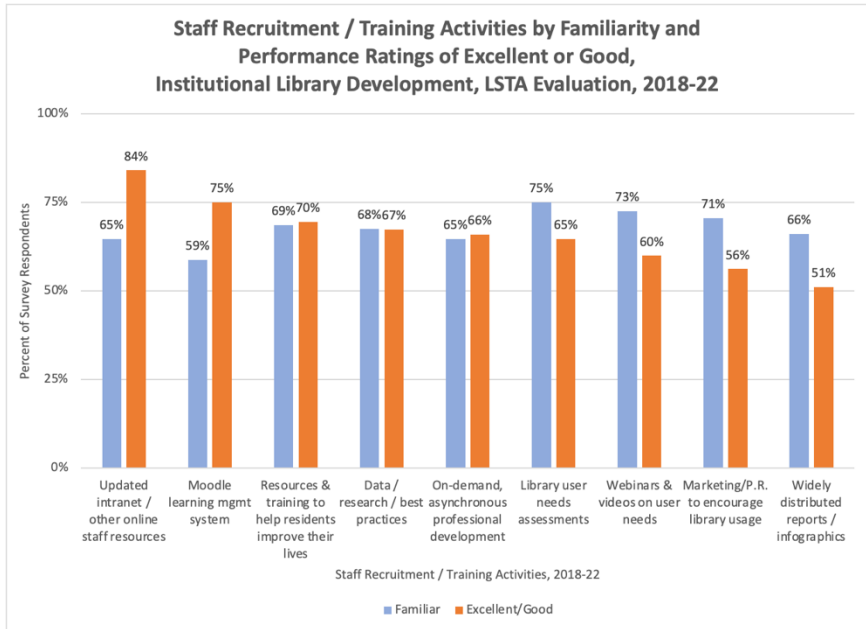
[   ]

7

Institutional Library Development

Respondents to a survey of institutional library stakeholders primarily represented the Department of Corrections, the Department of Youth Corrections, and the Colorado School for the Deaf and the Blind. Others were from the Colorado Mental Health Institutes and the Colorado State Veterans Community Living Centers. Most were staff of a specific institutional facility or a state agency, while some were staff of institutional libraries. Respondents indicated whether or not they were familiar with a set of activities (whether they had knowledge of it or it applied to them) and, of those familiar, whether they rated Institutional Library Development (ILD) activities as Excellent, Good, Fair, or Poor. Excellent and Good ratings are combined here.

Staff Recruitment / Training Activities

Generally, at least two-thirds of respondents were familiar with staff recruitment/training activities, and, in several cases, seven out of 10 or more. It is unsurprising that the Moodle learning management system was familiar to only 59 percent, as that system is specifically designed for use by institutional library staff and not others.

Staff Recruitment / Training Activities by Familiarity and Performance Ratings of Excellent or Good, Institutional Library Development, LSTA Evaluation, 2018-22

- The updated intranet and other online staff resources was rated Excellent or Good by more than four out of five respondents (84%).
- Three out of four (75%) gave similar ratings to the Moodle learning management system.
- Two-thirds or more rated as Excellent or Good providing resources and training that help library staff improve residents' lives—their prosocial behavior, classroom and lifelong learning, and transitioning back to the community (70%); collecting data, conducting research, and identifying best practices for institutional libraries (67%); shifting focus from in-person training delivery to on-demand, asynchronous professional development (66%); and assessing needs of library users via surveys (65%).
- About three out of five respondents rated as Excellent or Good developing webinars and videos based on user needs (60%) and providing marketing and public relations materials to encourage library program usage (56%).
- Just over half (51%) gave similarly high ratings to issuing reports and infographics for wide distribution.

Services to Institutionalized Populations

Generally, about seven out of 10 respondents were familiar with ILD services that help institutional libraries serve their resident populations. As with Moodle, however, fewer respondents—three out of five (61%)—were familiar with ILD's work with vendors to modify their products and equipment to make them suitable for institutional contexts.

- About three out of four respondents (73%) rated ILD's facilitating of collection development activities by institutional libraries as Excellent or Good.
- Seven out of 10 (69%) gave similarly high ratings to ILD's expansion of the Read to the Children family literacy program during the last five years.
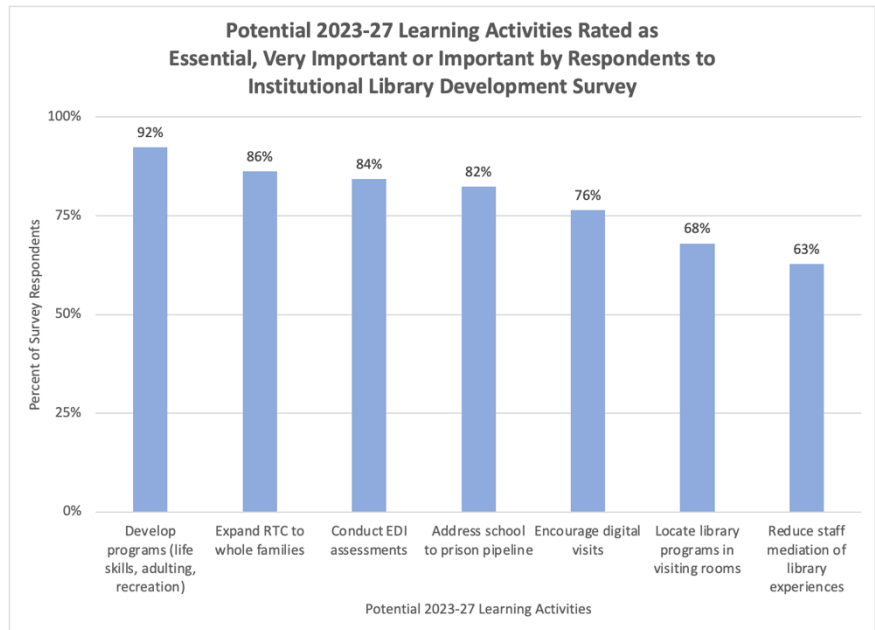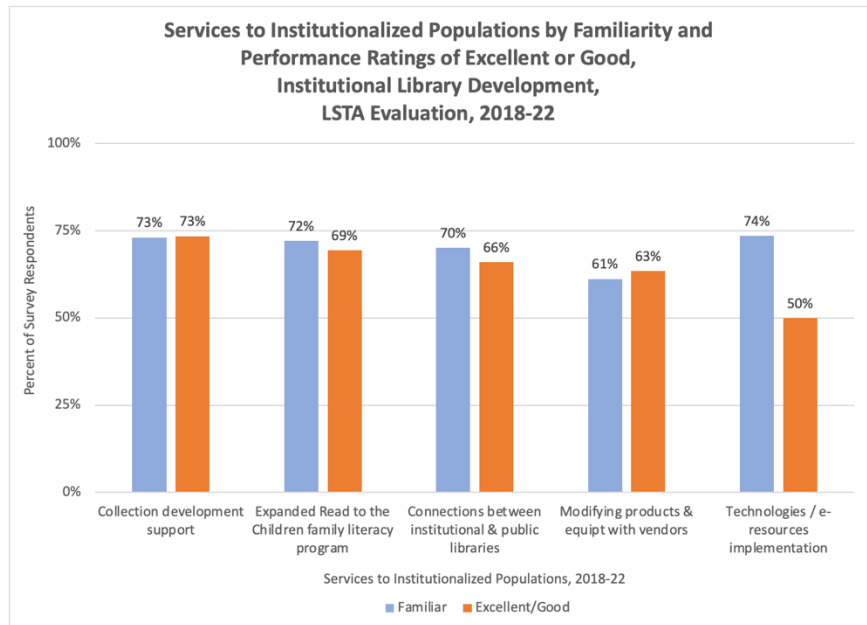
- About two-thirds of respondents rated highly ILD's facilitating of connections between institutional and public libraries (66%) and its working with vendors to modify products and equipment as needed (63%).
- Half (50%) rated highly ILD's implementing of technologies and e-resources.

Potential Learning Activities

Respondents to the ILD survey were also asked to rate the importance of ways ILD might support learning activities in institutional libraries that are either underway or being considered. Combined responses for Essential, Very Important, and Important are reported here for Important.

- About nine out of 10 respondents rated as important ILD encouraging development of library programming addressing life skills, "adulting," and recreation (92%); and continuing to expand Read to the Children to whole families (86%).
- About four out of five rated as important conducting equity/diversity/inclusion assessments of library collections (84%) and addressing the school to prison pipeline (82%).
- Three out of four respondents (76%) rated as important encouraging digital visitation (video visiting).
- Two-thirds (68%) rated as important encouraging the location of library programs in visiting rooms.
- Three out of five (63%) rated as important expanding the ability of patrons to be in charge of their own library experiences without staff mediation.

Services to Institutionalized Populations by Familiarity and Performance Ratings of Excellent or Good, Institutional Library Development, LSTA Evaluation, 2018-22

Potential 2023-27 Learning Activities Rated as Essential, Very Important or Important by Respondents to Institutional Library Development Survey

Potential Resource Sharing Activities

Respondents were also asked to rate the importance of four ways ILD might support resource sharing by institutional libraries that are either underway or being considered. All were considered important by eight to nine out of 10 respondents. In rank order, the four ideas are:

- Partnering between institutional libraries, public libraries, and/or other community agencies (86%).
- Increasing patron access to needed books and other materials by improving how libraries share items (85%).

Potential 2023-27 Resource Sharing Activities Rated as Essential, Very Important or Important by Respondents to Institutional Library Development Survey

- Circulating programs/toolkits among libraries served by ILD (80%).
- Including more institutions in the migration to the new integrated library system (78%).
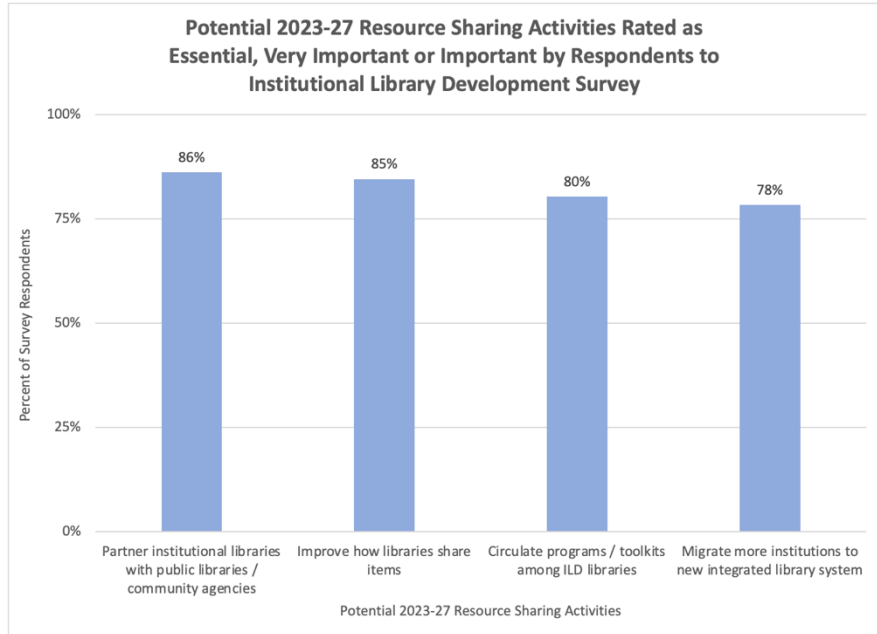
Potential Professional Development Activities

Respondents were asked to rate the importance of five possible new approaches to delivering professional development to institutional library staff.

- Nine out of 10 (88%) believe it is important that ILD encourage institutions to employ qualified librarians for ILD to support.
- Four out of five or more rated as important ILD providing archived webinars and other asynchronous online learning opportunities (84%) and encouraging librarians embedded in institutions to lead projects that leverage their professional skills (80%).

Potential 2023-27 Professional Development Activities Rated as Essential, Very Important or Important by Respondents to Institutional Library Development Survey

- Three out of four rated as important ILD improving the Colorado Correctional Libraries intranet (76%) and providing face-to-face training programs for non-library staff operating institutional libraries (74%).
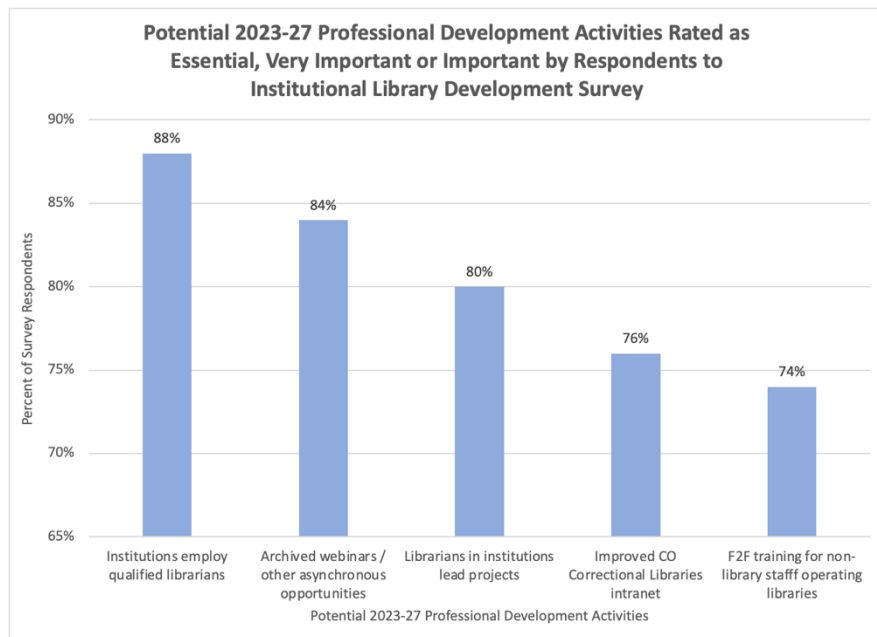
Potential Consulting Topics with Agency Leaders

Finally, respondents to the ILD survey were asked about the importance of four topics on which they might like to see ILD staff consult more with their agency leaders. Nine out of 10 (90%) identified recruiting and retaining professional library staff as the most important topic. Four out of five respondents gave second place to research about the impact of professionally-run libraries on educational and transition success (84%) and updating state

standards for institutional libraries (82%). Three out of four (74%) rated as important ILD consulting with agency leaders about building partnerships with public agencies to facilitate tele-visiting for library patrons and families.
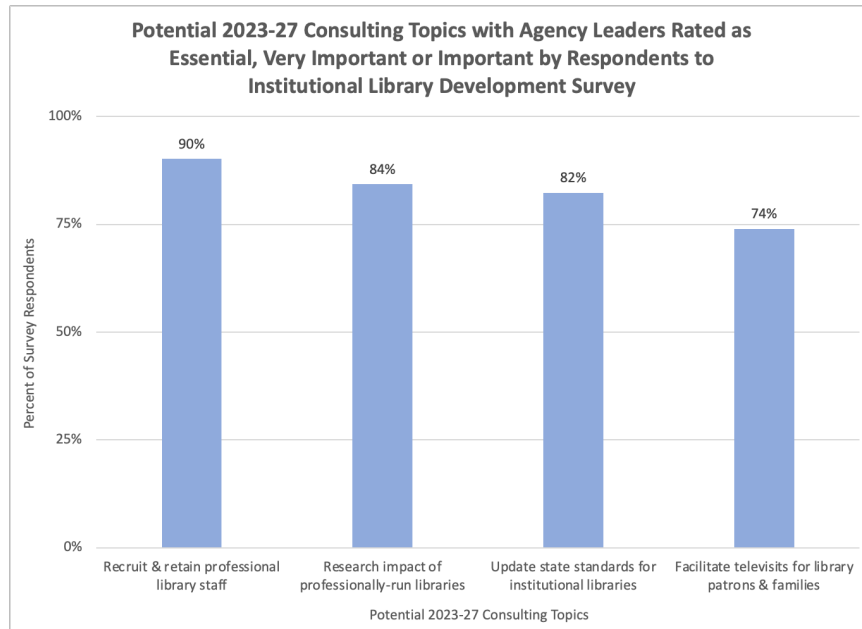
Responses to open-ended questions in the survey of institutional library stakeholders reiterated the need for ILD to continue to encourage and enable institutional leaders to:

- Understand the importance of recruiting, hiring, retaining, and appropriately compensating professional librarians;
- Allow access to technology to offenders and other institutional library users as a necessity both to meet their current information needs and to prepare them to return to the community; and
- Develop collections and programs that enable institutional library users to learn the range of life skills they will need to return to the community.

For ILD to succeed in meeting these needs, it is also recognized as critical that institutional leaders and other stakeholders understand the importance of these issues and support ILD and their own institutional libraries' efforts to address them.

Responses to Open-Ended Survey Questions

Survey of Library Leaders on LSTA-Funded Programs of the
Colorado State Library, 2018-22 & 2023-27

Are there other projects you would like to see CSL implement? Be as specific as possible.

FIRST PRIORITY
1. Helping libraries become more accessible for people with disabilities (infrastructure, ASL translations / opportunities)
2. Improve the State ILL process so that the software being used isn't tied to one vendor and uses more modern software.
3. Marketing grants for small rural libraries with training and tools for marketing effectively.
4. While stated or hinted at by many programs: promoting information literacy and civil discourse.
5. Legislative support pertaining to local elections
6. Library Role in Social Justice initiatives
7. Support libraries with building capital projects.
8. Funnel money from the Feds evenly across the State
9. I would like to see an equity tool to help us evaluate our progress on broadening our services to meet the needs of non-traditionally library users.
10. Expand strategies to assist rural libraries in meeting community interests.
11. Pass along LSTA grants directly to local libraries rather than spending them at CSL
12. Expand offerings to user populations outside of K-12. Partner with academic institutions across Colorado to work with non-traditional students, minority populations, learners with disabilities, veterans, etc. Too much of the state library's focus is on the K-12 school. There are many users who are being overlooked.
13. Project let's actually start providing some support to Academic libraries
14. Imagination Library across Colorado!
15. How do we support the mental health of K-12 students?
16. Insure that CSL is connected with the new State Department of Early Childhood to insure collaboration rather than duplication
17. The flood of federal money coming into the state around digital equity could be a huge boon for libraries, but they'll need guidance on how to incorporate a digital equity framework in their service delivery.
18. Offer education, training, expertise, and support services to libraries who have a digitization project that's not newspapers (i.e. digitization project that's not related to Colorado's historic newspapers collections)
19. Support for those serving adult populations - especially in publics - seems to be missing from the efforts. Additionally, developmentally challenged adults could likely be a subset of service needs.
20. Support for issues that come up around issues that affect policy, e.g. 1st amendment
21. Focus more funding directly to local public libraries
22. Increase cooperation between institutional and public libraries.
23. More support in programming resources, kits, training.
24. Creating e-learning modules that introduce staff who are new to librarianship on key library principles that libraries can use for onboarding training. This will enable us to continue to hire more diverse talent and feel confident that new staff have some baseline familiarity with library ethics and laws.
25. Board and Trustee training
26. Facilitate an eBook sharing (ILL) platform among ALL CO libraries.
27. Improved ILL platform

Responses to Open-Ended Survey Questions

Survey of Library Leaders (continued)

SECOND PRIORITY
1. Internet access in rural communities
2. Help libraries with grant funding - not only with what is available, but also on how to go through a grant process from requesting to reporting
3. Legal guidance on board governance and sunshine laws
4. Climate change is real and protection of communities and culture needs to be supported. I know some CSL have been deeply involved in emergency planning and it needs to continue.
5. Increased outreach to rural libraries
6. Outreach Servicing and Outreach Program Evaluation
7. Defund the State Library
8. Provide support by means of literature, digital content & speaking engagements about importance of multi-cultural representation in library collections and programming for small and rural libraries.
9. Ensure state-sponsored ILL program include all libraries, the recent change to Interface's INN-Reach excludes some libraries
10. Advocate for your librarians! Have programs to help users realize the importance of both their academic and public libraries and librarians. In a state where education is already underpaid, librarians are paid well below even that.
11. Lifelong Learning programs for adults and elderly instead of only focusing on children every year.
12. Create a new similar program to the Checkout Colorado Backpack program with other venues -- Denver Museum of Nature/Science, Butterfly Pavilion, History Colorado, Art Museum, Botanical Gardens, Elitches, other? (Doesn't have to be all but there's lots to choose from to create a similar program).
13. Support for trustee development
14. Conduct activities that public libraries cannot - do only what the CSL can do, not what local public libraries can do.
15. Unified approach to statewide resource sharing: digital and physical materials
16. Return CO LSTA funds via grants directly to individual CO libraries.

THIRD PRIORITY
1. Learn and take advantage of lessons learned from pandemic: small webinar rooms; and produced webinars.
2. Tech support from the state level to better train staff
3. CSL's role as a support service for small and rural libraries
4. Dissolve the State Library
5. Re-establish the librarian field as a respected and professional career where pay matches that of qualifications required to work as a librarian.
6. Offer virtual keynote "best-seller" author presentations that all libraries could promo to their communities to participate online. Individuals could sign up and/or libraries could offer "watch parties".
7. sharing of information between libraries to reduce duplication of effort
8. Focus on youth literacy
9. Advocacy for Libraries at the Governor level

Responses to Open-Ended Survey Questions

Survey of Library Leaders (continued)

What issues are you concerned about for your library and user community?

1. How to maximize services with a single librarian
2. Access to essential services, products, and technologies.
3. The lack of staffing to implement all of the programming and technology that we would like to in order to better connect with our community.
4. I am concerned about the change in use during the pandemic, away from traffic in physical buildings and more to online collections. How do you justify building and staff costs in this new environment? How do you change the advocacy from the library as a place to the library as a virtual place?
5. My role is in Teen Services and I feel that Teen Librarians are invisible warriors. We're doing all we can to advocate for CO teens and no one seems to see what we're doing, or take it seriously, even within the Librarian profession. And yet, the majority of challenged books are part of YA literature. We need more support for Teen Librarians and teen services in general.
6. Probably the same as above: info literacy, civil discourse, climate change and emergency planning (for culture as well as lives, property and business), and anxious to find out the lessons to be learned from the pandemic. As a facilities manager of a large university library, I know already that our library is still prized as a physical, clean, interesting space to socialize in as well as study; in addition to the information resources it provides online. Students are even willing to put masks on to be able to come in the spaces.
7. Technology is evolving faster than our small staff can keep up. Maintaining our own network of computers and keeping everything properly networked is becoming increasingly challenging. Training staff and patrons on the new digital offerings is requiring more staff time. These changes are essential and we embrace them. But we lack support on the best way to manage our technology.
8. Bridging the gap between Rural and Urban Libraries. Ensuring Rural Libraries have access to the same services and information as all libraries to provide to patrons. Education, training and conversations.
9. Administrators in charge of funding have drastically slashed staffing, salaries, and space to the point that we are in danger of shutting down. This is not unique to my library; other community college libraries system-wide are facing early retirements and seasoned directors fleeing the state over lack of a living wage. We need advocacy for the labor pool from every single entity we can get, or else we will lose functioning community college libraries.
10. Making sure our library remains open and available to our small community.
11. EDI, Data and evaluation, and increasing community buy-in/feedback
12. We need to be overt champions of freedom to read in every community even more so than usual over the next five years.
13. lack of internet for patrons in the community, working on broadband in town
14. The State Library coming in and issuing mandates that don't work and don't make sense. The State Library continuing to push propaganda designed to drive a narrative as opposed to being an objective space for free thought and ideas.
15. Continued justification of the library and librarians as essential for student success.
16. For my Library I am concerned with being able to hire and maintain qualified staff and for us to connect with our user community to be able to understand their wants and needs so that we can develop services and programs to help them.
17. Our Library is currently needing to shift and flex to different emerging community needs. Our statistics show a shift from physical checkouts to access to online resources. Many families in the area are sufferings from wildly increased cost of living, particularly rents. As families struggle to get food onto the table, there is less time available to bring the children to literacy programs. I believe the answer is to work together with other non-profits in the area and provide remote programing. It is surprisingly challenging to establish productive working relationships with other non-libraries entities.

Responses to Open-Ended Survey Questions

Survey of Library Leaders (continued)

18. Is there a way to add data on community engagement. Feels like we are still judging libraries on circulation and program attendance. Create a way to measure and report on community engagement, and train public libraries on that.
19. I am most concerned about how to keep from losing inroads made in the community prior to COVID and impact of subsequent delays and/or shutdowns on community collaborations and services.
20. So many of the programs I see the CSL participate in are public focused. The state library has its work cut out for them to regain the trust of its academic librarians. I am also EXTREMELY disappointed by the fact that job descriptions for the state library do not require an MLIS or any of the qualifications that "normal" librarian positions - both academic and public - do. It undervalues our profession when the centralized state body doesn't reflect the boots on the ground librarians. There is also not enough advocacy for our profession as a whole. There are a few systems in the country where they have library unions that will help advocate for their state librarians. In Colorado many are underpaid - more so than the national average and well below the Colorado cost of living.
21. I am thoroughly concerned that little to no advocacy is done on the behalf of the librarian career field in Colorado. All of the advocacy is done for the libraries as institutions without any thought as to who runs them. Hence, we have dwindling career opportunities with dwindling pay, hiring para professionals instead of degreed librarians. I fear that in the next 20 years Colorado will slowly not even have opportunities for degreed librarians as those who are serious about their career will have moved on to other states and those who are not will have moved on to other fields.
22. Use has declined significantly - nearly all measures. This is true for most. I wonder what we can do through CSL or have CSL facilitate statewide, to raise awareness, value and use of public libraries?
23. I'm concerned about social justice librarians reducing the effectiveness of intellectual freedom.
24. The need to help build connections between community members and organizations who hold disparate opinions and strong emotions on crucial topics while maintaining a level of trust by all of the community - including those who disagree with the perspectives of library service norms. These topics range from political stances to religious assumptions and fears of those who are different.
25. Staffing is increasingly difficult, as our area has become too expensive for most staff to live in. I'm excited that there's a new-found interest in digital equity and inclusion, but I'm really concerned this flood of funding won't result in any sustainable changes in how libraries support that work.
26. Combating disinformation and misinformation; DEIA training opportunities
27. Re-establishing "the library habit" among our community after the closures and irregularities of COVID. Finding effective ways for public libraries to increase engagement with digital collections generally.
28. Demonstrating the ongoing value and power of libraries.
29. Too many people still see libraries as irrelevant.
30. While a materials challenge is unlikely in my community and my library has great policies to support and guide a challenge, review, and possible removal process, I do fear the polarization a challenge could cause. I am so concerned about First Amendment auditors (very unlikely to be community members) and how best to support and train staff on de-escalation skills. Of course, the future of funding in a post-Gallagher Colorado is likely my largest concern.
31. COVID causing a splintering of libraries in our state due to lack of ability to convene and converse.
32. Succession planning and management skills
33. We desperately need Spanish speakers!
34. Changing funding allocations for Colorado public libraries resulting in reduction of property tax. Staffing challenges facing public libraries, COVID-19 costs and operating challenges for public libraries, Lack of infrastructure funding for public libraries

Responses to Open-Ended Survey Questions

Survey of Library Leaders (continued)

35. CSL treats Librarians at public, school and institutional libraries as "lesser" than those working at CSL. Often, there is more knowledge and expertise in the actual libraries than at CSL. It would be nice to see CSL acknowledge the expertise offered by professionals throughout the state rather than assume that CSL knows best.
36. Staff retention, changing need of remote workers, community growth and messaging of a changing role for libraries.
37. Technology and pricing for access to so many resources (streaming, podcasts, downloadables) require us to expand our sharing model to stay relevant and worthwhile for our community. As we lose competitive access to popular proprietary content, we need to continue to up our game!
38. It is my opinion that the Colorado State Library does an excellent job in keep public libraries informed and trained, especially during the pandemic! And the availability of grants has been excellent!
39. Narrowing understanding of the role of libraries in society and the threat of censorship from community members who want to deny access to information and facilities.
40. Diversifying staff to mirror our patrons (for us this is attracting males to library position)
41. Transitioning from a governmental department to becoming a Library District, particularly information on how to help calm staff fears of job loss, change in benefits, perhaps a list or group that includes libraries that have gone through the process and those about to enter it.

Responses to Open-Ended Survey Questions

Survey of School Library Staff on LSTA-Funded Programs of the Colorado State Library, 2018-22 & 2023-27

Are there other projects you would like to see CSL implement? Be as specific as possible.

FIRST PRIORITY
1. Getting librarians who are certified, especially in rural schools on the critical shortage list with bus drivers, cooks, etc.
2. Dealing with book challenges
3. Advocacy of having school libraries and free reading
4. Develop school library curriculum for school librarians and paras to utilize in the library.
5. A more robust electronic resources package for K-12 education. I'd like to see better and more affordable access to databases.
6. Sponsor/provide a suite of K12 research databases for all schools/students to access. This will help with information literacy, not only in access to facts, but also encouraging comparisons of Google search results to those facts.

SECOND PRIORITY
1. Digital citizenship
2. Advocacy for having certified teacher-librarians
3. Work with CDE to lower the criteria for being a school librarian. Colorado should allow individuals with an MLS to be school librarians. We need a school librarian option and a teacher librarian option. Some school districts cannot afford to pay teacher librarians, but there is not an option for school librarians. Just library paras.

THIRD PRIORITY
1. Misinformation and how important it is to analyze and evaluate information in order to have a functional democracy
2. Statistics on importance of certified teacher-librarians
3. Ongoing professional development for school librarians

Responses to Open-Ended Survey Questions

Survey of School Library Staff (continued)

What issues are you concerned about for your library and user community?

1. I am finding it hard to know what good online databases are available that will meet the needs of our school and, at the same time, fit our budget. I am working on replenishing our outdated books with more current books that meet the demographics of our community. I find that HS students are not reading because they don't have time, so I am trying to find the best way to engage them in the library.
2. As we move to a new school, there seems to be an idea from administration that a library runs itself if you have self-check-out machines. If this is going to be a reason for not hiring a librarian, the library will go downhill quickly and will be unusable in the near future.
3. How to present the library as an essential piece of a school make up. We wear many hats!
4. Funding - many of our libraries do not even have a budget!
5. As a part-time school librarian, I am constantly concerned that my job is on the chopping block. I have participated in the K-12 connection and the Shine-A-Light learning opportunities.
6. Maybe advertise these to school/district administrators to emphasize the importance of certified school librarians. Also, I need more information on the CTBL to support my students.
7. Our nation is too concerned on test scores and specific curriculum to the detriment of students being able to read for pleasure. They are ignorant on how free reading actually boosts all test scores. Our district has allowed principals to choose who has a school librarian and who doesn't. This must not continue and must be reversed!
8. Schools are cutting their library budgets, library staff, and library spaces during a time when reading and literacy scores are plummeting. We need school libraries!
9. I am concerned about library staff and budgets being cut and collections becoming dated and irrelevant.
10. Currently I am concerned about the wave of book and program challenges that might be headed my direction. You have provided great guidance so far. Our school has our Selection and Reconsideration Policy up to date with all of our administration on board. Now I am just nervously awaiting a challenge.
11. Money - the state is very confusing in the way libraries are funded. I live in a county that has 3-4 library systems instead of one county wide system. It seems it would make more sense to have one county system and pool the tax revenue for that one system.
12. Rural location, lack of licensed school librarians in area

Responses to Open-Ended Survey Questions

Survey of Institutional Library Stakeholders of Institutional Library Development,
Colorado State Library, 2018-22 & 2023-27

> *Are there other projects you would like to see CSL implement? Be as specific as possible.*

FIRST PRIORITY
1. Recruit and retain staff!
2. Access for inmates to use Chromebooks fore GED study outside of classes
3. More web-based opportunities
4. Site visits and making sure all staff are present
5. Computers in institutional libraries for patrons
6. Accessibility for all patrons
7. Work with DOC to improve the pay structure and system that libraries are in.
8. Recruitment and training for new staff and current staff
9. Literacy programs
10. Hiring and retaining staff
11. Hold management teams accountable when they violate library policies.
12. Get a person here to run the library, or support it.

SECOND PRIORITY
1. Recruit and retain staff!
2. More life skills guides and videos on how to re-enter society
3. More patron workshops
4. Salary
5. Establish resources for staff: teaching, life skills, wellness, etc.
6. Currently, ILD decides what institutional libraries need. ILD should be asking the facilities rather than making decisions in a vacuum.
7. Do an actual inventory so we have books we say we have (because right now we don't). Allow book trading between facilities.

THIRD PRIORITY
1. Recruit and retain staff!
2. Possible checkout of GED study guides for inmates
3. Build a bigger non-fiction section so students can actually learn life skills and do research.

Responses to Open-Ended Survey Questions

Survey of Institutional Library Stakeholders (continued)

What issues are you concerned about for your library and user community?

1. No staff!
2. I am hearing libraries might hire Tech positions to manage Chromebooks that could be used for GED study outside of class time. This is great, but whatever new computer access and/or Intranet needs to be secure from allowing inmates to communicate inside--like on Wordpads or Word Documents and/or outside to people who may be bad influences. This is so important! Also make more LIFE LEARNING resources available instead of inmates primarily using the law library to try to get out of their sentences. Yes--they have a right to do that; however--time might be better spent learning GED and preparing to re-enter society!
3. Librarian schedule during covid needs to be revised to meet librarian needs and facility needs.
4. Ordering books - replacing damaged copies; ordering supplies - have to make too many justifications when we order some supplies.
5. Short-staffed leading to reduced access
6. The poor pay and need to use library staff in other areas makes it difficult to recruit and retain staff. Staff retention is essential to exceptional libraries.
7. Access, variety, programming and learning to use technology on the outside
8. Literacy programs and Access to newspapers
9. Lack of staff
10. Pay for librarians to improve retention
11. Too much weeding of the collections.
12. Lack of physical space and seating for the size of the facility
13. I am concerned that state money is being used to provide inmates with anti-social reading material.
14. I am concerned about the number of books removed from the shelves of our library. Will they be replaced with new books in the future?
15. Read to the Children is the best program around! It could use more funding and books. And more marketing inside facilities so all the populations know its value and how to use it.
16. We are so understaffed that library is an afterthought. Users steal, destroy, and tag books and nothing is done about it. Youth want to learn but our non-fiction section is a joke.