

COLORADO PUBLIC LIBRARIES AND THE 2003 NOVEMBER ELECTIONS

ED3/110.10/No. 203

JANUARY 27, 2004

Colorado's November 2003 elections produced disappointing results for public libraries in the state, a reflection that voters are feeling the effects of the economic downturn and are reluctant to pass tax increases. Overall only 6 of 13 ballot issues for increases in public library funding were successful. Mill levy increases to operate libraries fared better than bond issues to build new ones. If voters were asked for operating funds alone, they tended to approve. If they were asked for capital funds, they

didn't. Asking for both types of funding reduced the odds of getting operating funds. Only one community, Louisville, voted in favor of both a mill levy and a bond issue to fund a new building project. Both requests were contained in one ballot measure. Table 1 summarizes the election results by type of ballot measure. Table 2 gives details about locations and voting percentages for public library measures.

Table 1: Summary of Colorado November 2003 Election Results for Public Libraries

Type of ballot measure	Passed	Failed
Bond issue for new building	1	3
Increased mill levy for operations, services, and/or building projects	4	3
Other (sales tax, head tax, override Tabor limitations*)	1	2

*All of the ballot measures contained language to override Tabor limitations

didn't. Asking for both types of funding reduced the odds of getting operating funds. Only one community, Louisville, voted in favor of both a mill levy and a bond issue to fund a new building project. Both requests were contained in one ballot measure. Table 1 summarizes the election results by type of ballot measure. Table 2 gives details about locations and voting percentages for public library measures.

Table 2: Library Issues on November 2003 Ballots in Colorado with Results

Location	Ballot Issue	Votes	
		Yes	No
Arapahoe Library District	Mill levy increase	58%	42%
Basalt Regional Library District	Mill levy increase	45%	55%
	Bond issue (new library)	43%	57%
City of Boulder	Extend sales tax*	68%	32%
Clear Creek County Library District - Georgetown	Mill levy increase	52%	48%
City of Englewood	Mill levy increase*	30%	70%
	Employee head tax*	30%	70%
City of Louisville	Bond issue and Mill levy increase (new library)	59%	41%
Mesa County Library District - Grand Junction	Bond issue (new library)	49%	51%
	Mill levy increase	50%	50% **
Pikes Peak Library District - Colorado Springs	Bond issue (new libraries, renovation)	43%	57%
	Override Tabor limitations	43%	57%
West Custer County Library District - Westcliffe	Mill levy increase	63%	37%

*Library services would receive a portion of the funds being voted on in these ballot measures.

**Mesa County's mill levy passed by a small majority of votes, (17,880 vs. 17847), but will not go into effect because it was linked with the bond issue that did not pass.

Directors from libraries that were successful in passing ballot issues emphasized the importance of preparing well for elections. The libraries that had favorable election results relied on the goodwill they had already established in their communities and communicated effectively with their voters about the

We were successful for a number of reasons, one being the fine reputation of our staff and services, laying the groundwork for community support. Then, we had a dedicated group of campaign volunteers who worked diligently to win voter approval of the ballot question.

--Anne Mojo, Director, Louisville Public Library

reasons more funds were needed. Arapahoe County Library District did a survey ahead of time to determine how much the voters would support. Louisville Public Library relied on active volunteers who waged a multi-front campaign to bring in votes. The hard work involved is reflected in this list provided by Anne Mojo, Director of the Louisville Public Library, of all the ways in which Louisville volunteers contributed to the election effort:

- planned activities at numerous campaign meetings;
- secured support from the Mayor and all City Council members;
- distributed brochures in grocery stores, at our booth in the downtown Louisville Street Faires, in the Labor Day Parade, and to every residence in Louisville;
- wrote letters to the editor;
- made phone calls to voters;
- set up yard signs at homes and businesses;
- met with the editorial boards of the *Boulder Daily Camera* and the *Louisville Times*, and received positive endorsements from both newspapers;
- talked about the need for a new library with friends and neighbors; and
- contributed money to the campaign (not a lot, just enough).

The reason we won is that our libraries already had a good reputation in the community. We didn't use flashy advertising. We used a "just the facts" approach by printing a flyer explaining very simply why we needed the increase. We used lots of comparison charts and bullets. When you add in banking fees, we spent less than \$80 total to win this election.

--Sue Lathrop, Director, Clear Creek County Library District

Doing our homework ahead of time – day in and day out – helped smooth the way for the campaign. (As a library district we work hard to remember that everyone who walks through the door of the library is actually our city council person!) We also did a survey ahead of time so we knew we could only ask for enough to restore losses and there was no appetite for "new and improved." Our story was straightforward and compelling: 30% increase in use, and falling revenues. It also didn't hurt that people had read about the closures in Denver, so they knew that real consequences were possible. To get the message out, we had lots of grassroots volunteer support, walked precincts, put up a website, handed out thousands and thousands of fact sheets, and raised enough money to do one mailing to targeted areas. The result was a community/library collaboration to keep a much-needed service.

--Eloise May, Director, Arapahoe Library District

Sources:

The Denver Post—Election Central, 4 November 2003 Accessed December 1, 2003 at <http://63.147.65.175/election2003/>
 Eagle County website, accessed 12/01/03 at <http://www.eagle-county.com/2003ElectionResults.cfm#top>
 The Rocky Mountain News—Election 2003 Accessed December 1, 2003 at http://www.rockymountainnews.com/drmn/election/article/0,1299,DRMN_36_2403054,00.html
 Wet Mountain Tribune, 10/30/03 accessed 12/01/03 at <http://www.wetmountaintribune.com/home.asp?i=139&p=2>
 E-mail messages 12/01/2003 and 12/29/2003 from Sue Lathrop, Director, John Tomay Memorial Library, Georgetown.
 E-mail message 01/20/2004 from Anne Mojo, Director, Louisville Public Library.
 E-mail message 01/23/2004 from Eloise May, Director, Arapahoe Library District.
 Libnet listserv postings 11/05/2003 and 11/06/2003 from Donna Jones Morris, Executive Director, Arkansas Valley Regional Library Service System and Liz Abbott, Boulder Public Library.

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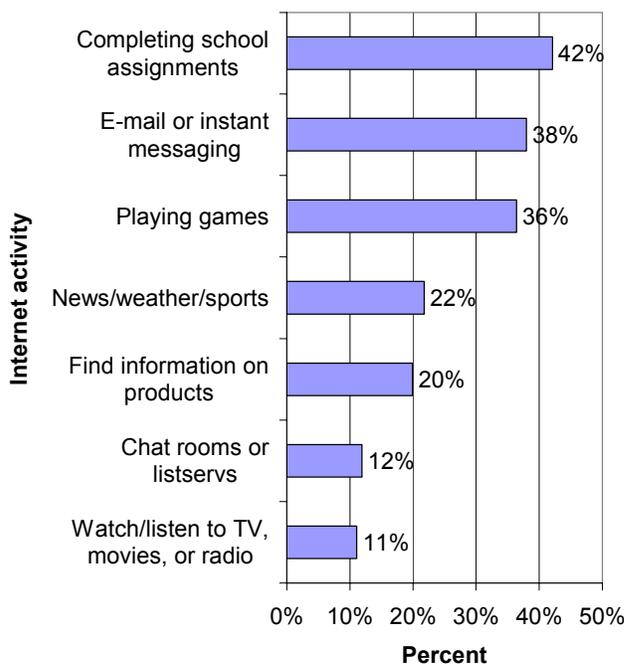
DIFFERENCES IN HOME, SCHOOL, AND LIBRARY USE OF THE INTERNET BY AT-RISK STUDENTS, 2001

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APRIL 5, 2004

According to an October 2003 report from the National Center for Education Statistics, two out of five children and teens rely on the Internet to complete school assignments. (See Chart 1.) One-third of the respondents to the 2001 survey reported using the Internet to communicate with others via e-mail and to play games. One out of five K-12 students indicated obtaining news reports and finding information on products via the Internet. One out of 10 reported using the Internet to participate in online chat and listservs, to watch TV or movies, or to listen to radio.

Chart 1. Most Popular Uses of the Internet by Persons Age 5-17, 2001



Highlights

- The most popular use of the Internet by children and teens is to complete school assignments.
- The older students get, the more they rely on Internet access.
- At-risk students—including certain racial and ethnic minorities, the disabled, the poor, those with less well-educated parents, and those from inner cities—are less likely to have access to the Internet at home.
- Internet access via schools and public libraries helps to compensate for this inequality.

That the overall proportion of K-12 students using the Internet for school assignments was not higher is explained by the student's age. (See Chart 2.) Though only one in 10 children age 5 to 7 used the Internet to do school work, almost two-thirds of teens age 15 to 17 reported relying on Internet sources to complete school assignments.

Chart 2. Percent of Persons Age 5-17 Using the Internet to Complete School Assignments by Age Group, 2001

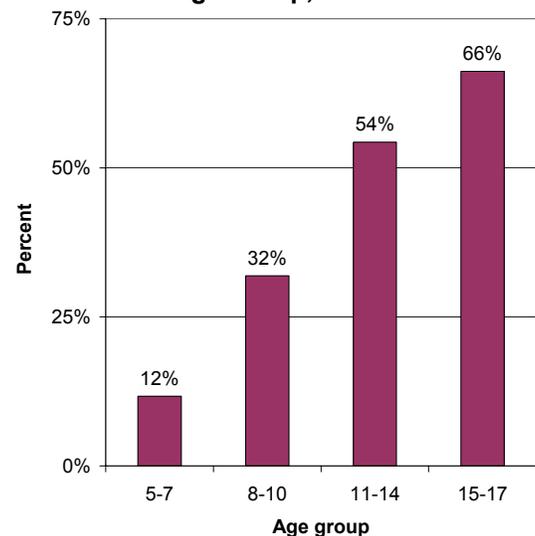
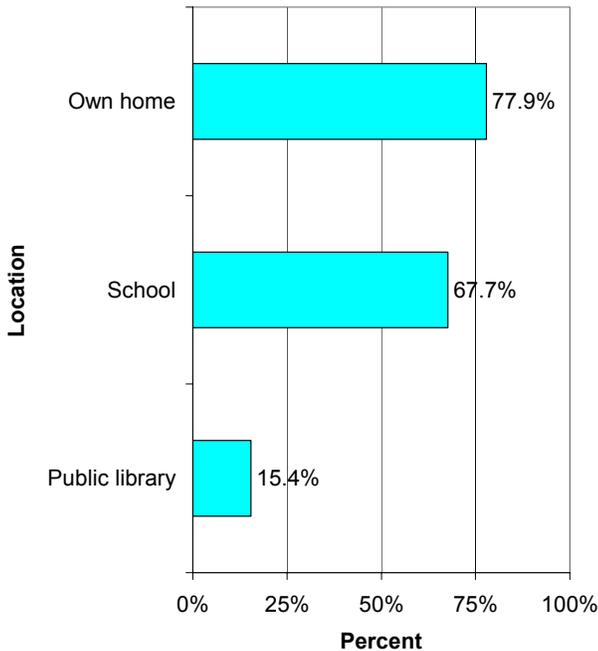


Chart 3. Percentage of Internet Users Age 5-17 by Location, 2001



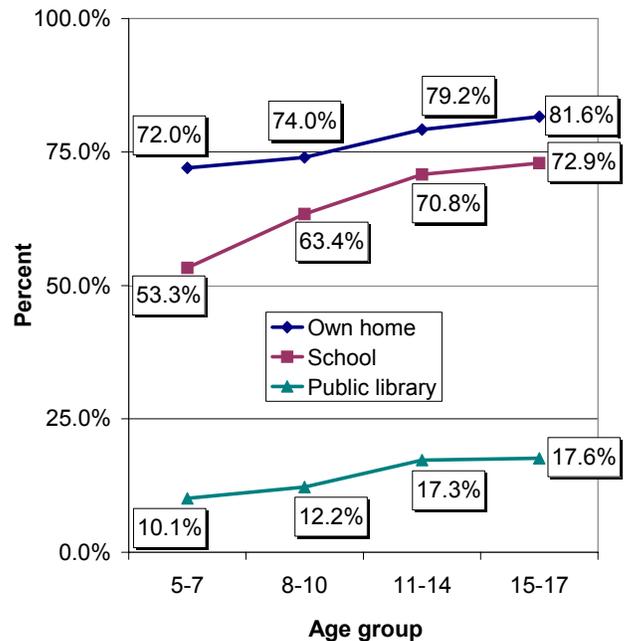
The survey identified the three most popular locations from which K-12 students used the Internet: their own homes, their schools, and their public libraries. (See Chart 3.)

- Four out of five students reported using the Internet at home.
- Two-thirds of students reported accessing the Internet via a home computer.
- One out of seven students reported using the Internet at a public library.

The prevalence of access to a home computer likely explains the fact that more students reported using the Internet at home than at school. However, the fact that almost a quarter of all students do not have access to a home computer certainly explains why one out of seven students reported using a public library computer.



Chart 4. Percent of Persons Age 5-17 Using the Internet by Location & Age Group, 2001



Use of the Internet at schools and public libraries increases dramatically with age. (See Chart 4.)

- Use of the Internet at school rose steadily from more than half for age 5 to 7 to almost three-fourths for age 15 to 17.
- Use of the Internet at a public library also increased consistently from one out of 10 for age 5-7 to almost one out of five for age 15-17.
- Both of these increases from K to 12 represent a 50 percent improvement.

Predictably, home Internet use began high and went even higher. Almost three-fourths of kindergartners had access to a home computer. More than four out of five high school students had such ready access to the information riches of the Internet.



Race and ethnicity help to explain where a student uses the Internet. (See Chart 5.) Approximately two thirds of students across all racial and ethnic groups report using the Internet at school. No such equality of access exists to home computers. Four out of five White students and nine out of 10 Asian students have access to home computers, but two out of five Black and Hispanic students lack such access. The varying degree of reliance on library computers mirrors home access. Black students are almost three times as likely as White students to rely on library computers for Internet access. Hispanic students are almost twice as likely as White students to rely on library Internet access. Hispanic students are almost twice as likely as White students to rely on library Internet access.

Disabled students are less likely than their non-disabled counterparts to have access to home computers, and, as a result, more likely to rely on school and library computers. (See Chart 6.)

The educational attainment of students' parents can also affect their Internet access. (See Chart 7.) Better educated parents are more likely than their less well-educated counterparts to provide home Internet access to their children. School access "levels" this inequality, while library access compensates somewhat for it, especially for children whose parents did not finish high school themselves.

Chart 5. Percentage of Persons Age 5-17 Using the Internet by Location & Race/Ethnicity, 2001

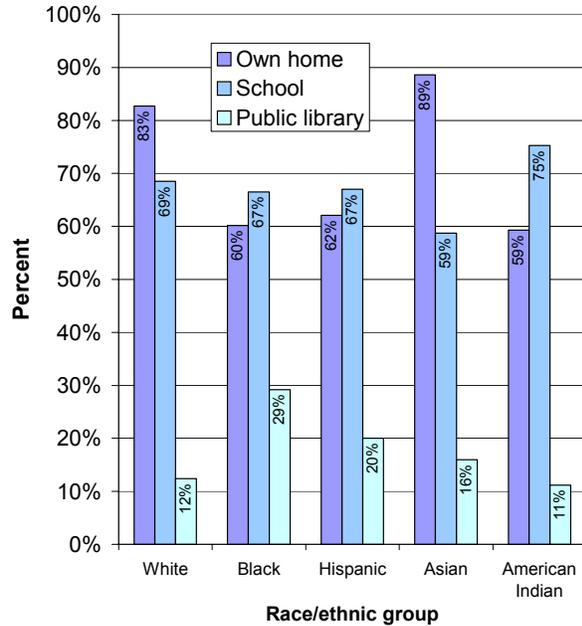


Chart 6. Percentage of Persons Age 5-17 Using the Internet by Location & Disability Status, 2001

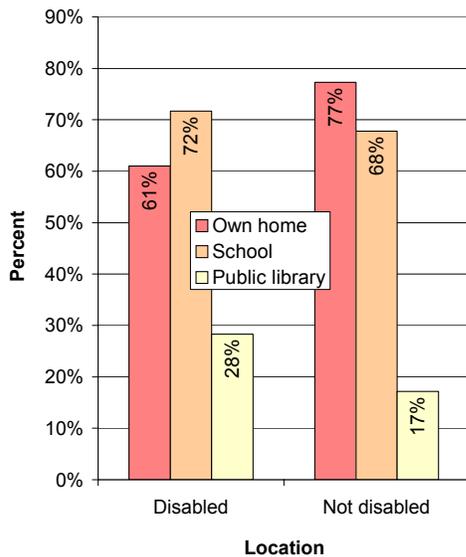
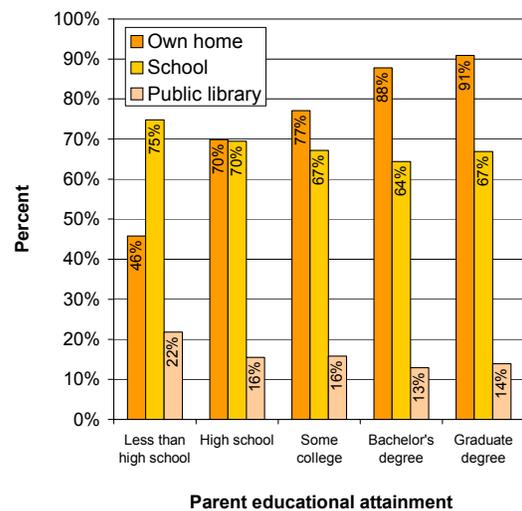


Chart 7. Percentage of Persons Age 5-17 Using the Internet by Location & Parent Educational Attainment, 2001



Household language, poverty, and metropolitan status also affect a student's access to the Internet.

Students from households that speak Spanish only and those from poor households are less likely to have access to the Internet than their counterparts from wealthier, predominantly English-speaking households. (See Charts 8 and 9.)

Students who live in suburbia are more likely than their urban and rural counterparts to have home computers. (See Chart 10.) Rural students are the likeliest metro status group to rely on school access, while urban students are likelier than suburban or rural students to use library access.

Chart 8. Percentage of Persons Age 5-17 Using the Internet at Home, School, and Public Library by Household Language, 2001

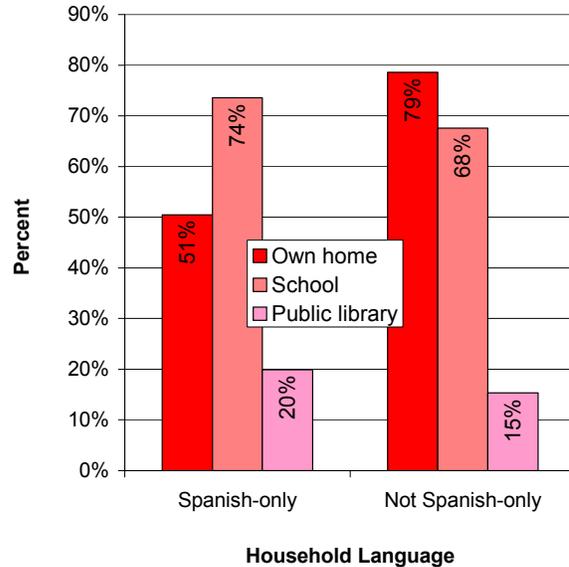


Chart 9. Percentage of Persons Age 5-17 Using the Internet at Home, School, and Public Library by Poverty Status, 2001

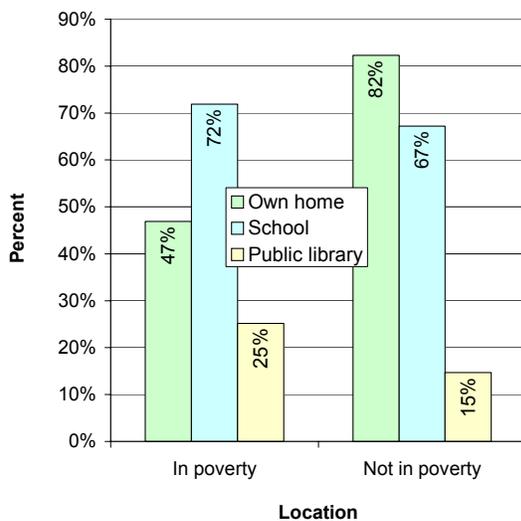
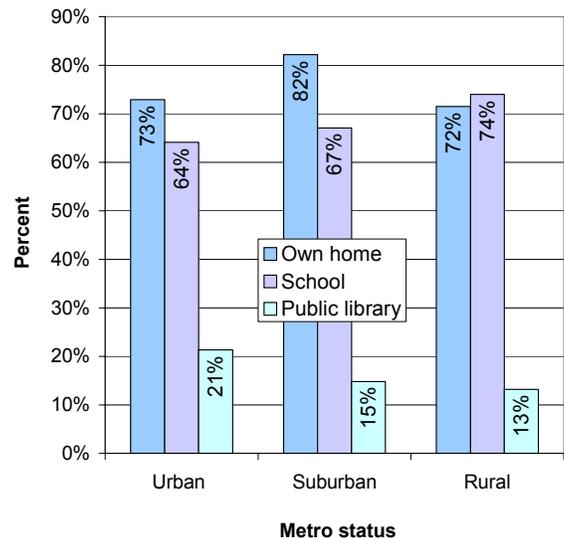


Chart 10. Percentage of Persons Age 5-17 Using the Internet at Home, School, and Public Library by Metropolitan Status, 2001



SOURCES

Computer and Internet Use by Children and Adolescents in 2001: Statistical Analysis Report, October 2003, National Center for Education Statistics. Available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004014>

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COUNTY LIBRARIES WITH DEDICATED MILL LEVIES FUNDED TO OUT-PERFORM COUNTY LIBRARIES WITHOUT MILL LEVIES, 2003

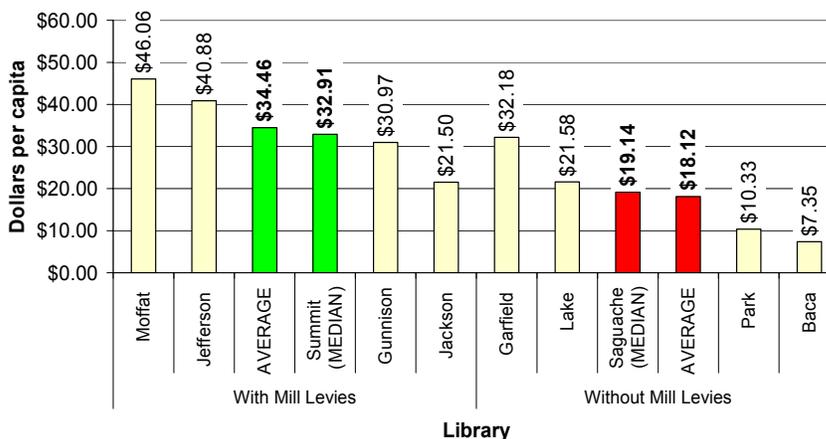
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MAY 10, 2004

One of the distinguishing characteristics of Colorado's library districts is their fiscal autonomy. They receive their operating revenues from dedicated mill levies on which the electorate votes directly. Such economic independence is not unique to library districts; half of the state's county libraries for which data are available also have dedicated mill levies. The other half receive tax revenues at the discretion of county commissioners.

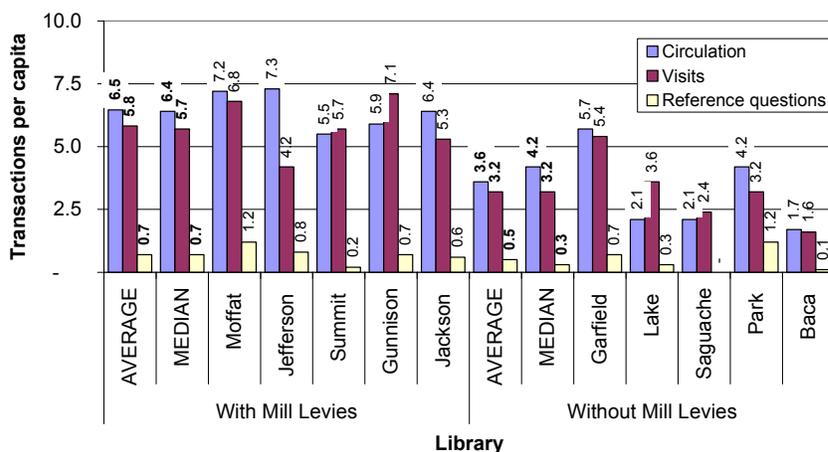
The consequences of this funding mechanism for a county library's local income per capita are dramatic. (See Chart 1.) On a per capita basis, county libraries that are funded by mill levies receive half again as much revenue from their counties. The average and median, respectively, for local income per capita for county libraries with mill levies are \$34.46 and \$32.91, respectively. The median and average, respectively, for county libraries without mill levies are \$19.14 and \$18.12, respectively.

Chart 1. Local Income Per Capita for County Libraries With and Without Dedicated Mill Levies: Colorado, 2003



It is little surprise that this dramatic difference in funding has consequences for library service output. County libraries with mill levies out-perform their non-mill levy counterparts by 50 to 100 percent on three key per capita service outputs: circulation, visits, and reference questions. (See Chart 2.)

Chart 2. Selected Per Capita Service Outputs of County Libraries With and Without Dedicated Mill Levies: Colorado, 2003



- For every six items loaned by a mill levy library, only four are loaned by a non-mill levy library.
- For every six times someone visits a mill levy library, there are only three visits to a non-mill levy library.
- For every seven reference questions answered at a mill levy library, only three questions are answered at a non-mill levy library.

Doubtless, if county libraries without mill levies had similar dedicated funding, they, too, could generate per capita outputs comparable to those of their better-funded counterparts.

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CHILDREN'S SERVICES IN COLORADO PUBLIC LIBRARIES

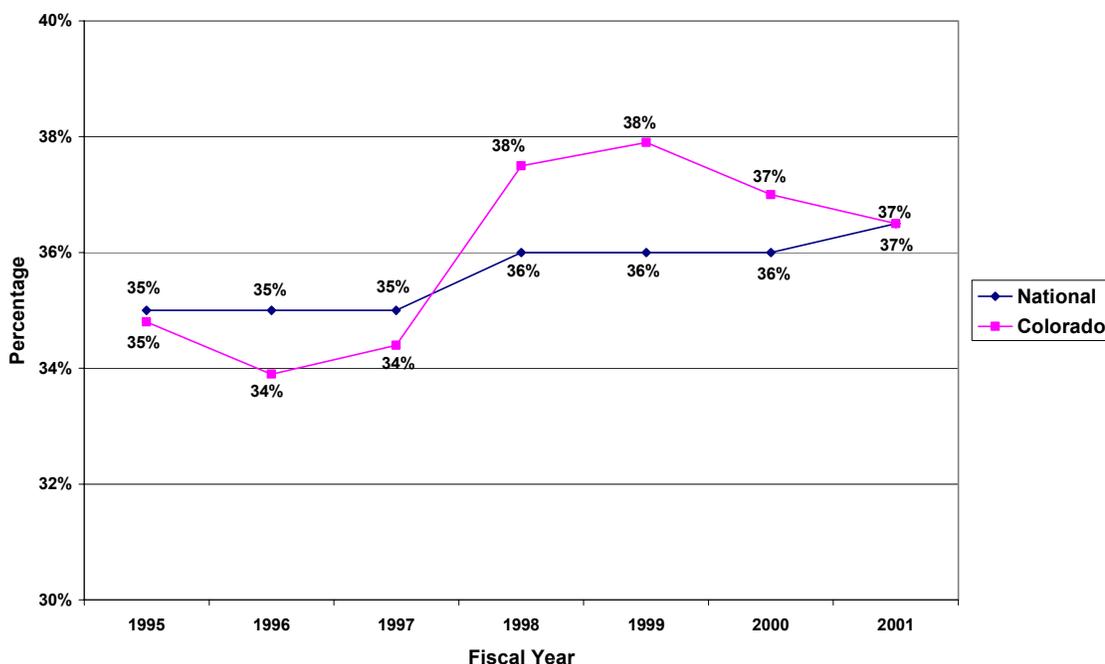
ED3/110.10/No. 206

MAY 13, 2004

Children's services have traditionally been an important part of most public libraries. Libraries try to cultivate love of reading and school readiness skills through story times, programming, and building good children's collections. Recent research establishing the critical importance of early learning and stimulation to child development and later success in school confirms the importance of children's services in public libraries. But how are children's services faring in Colorado's public libraries in the current difficult economic environment?

In 1995 Colorado's circulation of children's materials as a percentage of total circulation (35%) was about the national average (35%). (See Chart 1.) In the years leading up to fiscal year 2001, the most recent year for which national data is available, the national percentage increased steadily from 35% to 37% while Colorado's circulation of children's materials has fluctuated. In 2001, the national average for children's circulation was 37% of total circulation and Colorado's statewide percentage was also 37%. Preliminary statewide data in for fiscal year 2003 shows a drop in circulation of children's materials to 35% of total circulation.

Chart 1: Children's Circulation as a Percentage of Total Circulation

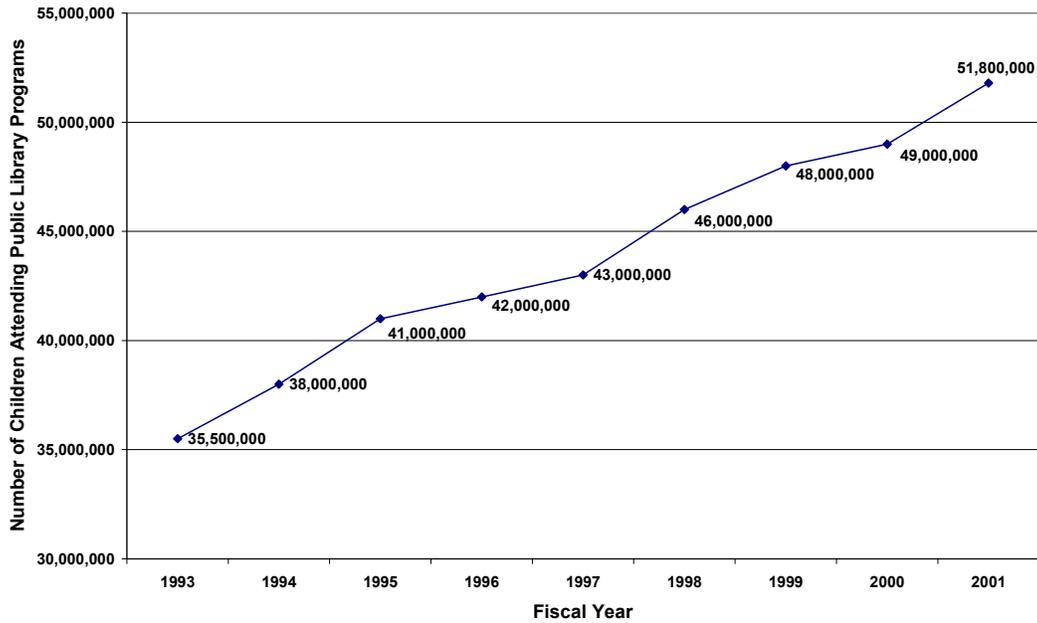


Source: E.D. TABS: Public Libraries in the United States

Children's attendance at programs in public libraries is another measure of services for children in public libraries. Like the circulation percentages, the national figures for this measure have been going steadily up, as seen in Chart 2.

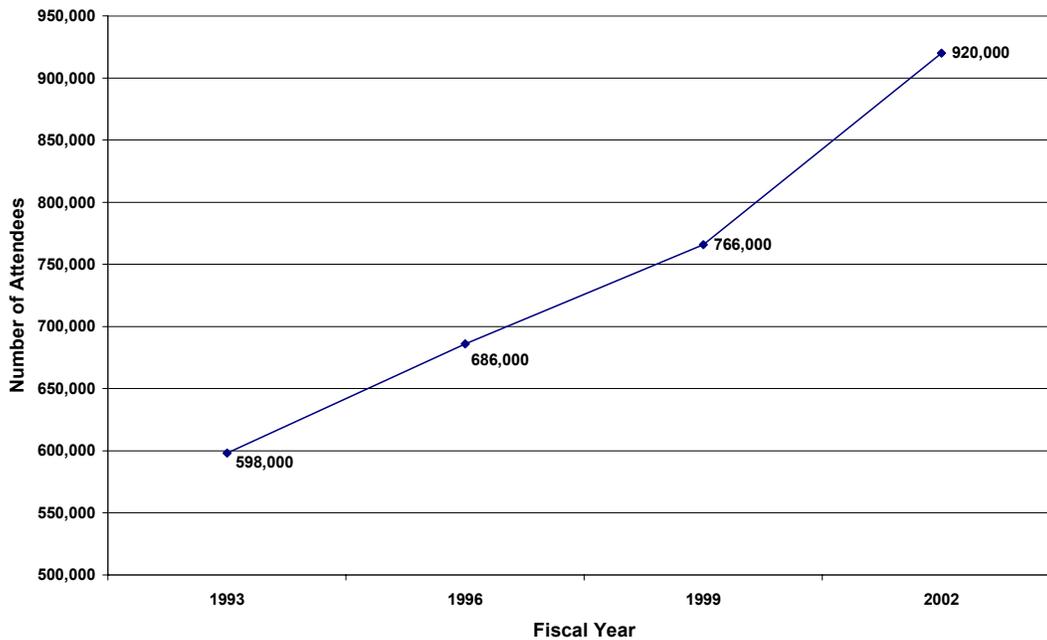
Colorado's figures show ups and downs from year to year, but attendance at children's programs in 2001 show an increase of 58% over attendance in 1993. (See Chart 3.) Some of this growth can be attributed to population gain.

Chart 2: National Attendance at Public Library Children's Programs



Source: E.D. TABS: Public Libraries in the United States

Chart 3: Colorado Attendance at Children's Public Library Programs



Sources: E.D. TABS: Public Libraries in the United States and Colorado Public Library Statistics 2002 from www.lrs.org

Colorado's population grew 5.8% from April 2000 to July 1, 2003. But participation in summer reading programs grew 23% over the same period of time. See Table 1 for details about Summer Reading program participation.



Table 1: Number of Summer Reading Program Participants in Colorado Public Libraries

Year	# Registered for Summer Reading Program
1999	125,432
2000	128,467
2001	125,774
2002	137,424
2003	157,884

Source: Colorado Public Library Statistics from www.lrs.org

Colorado's public libraries are bringing more children into the library for programming and involving more children in summer reading programs. But budget woes may be having an effect on collections. Circulation of children's materials as a percentage of total circulation in Colorado has not keep pace with national growth.

Most of Colorado's bigger libraries participate in the Public Library Data Service's *Statistical Report* series. The *Statistical Report* has included a questionnaire on children's services every three years since 1991. (See Table 2.)

Table 2: 2003 Children's Materials Data from Selected Colorado Public Libraries

Library	Children's Materials Holdings - % of Total	Children's Materials Expenditures - % of Total
Adams County Library System	23%	13%
Arapahoe Library District	36%	13%
Boulder Public Library	27%	14%
Colorado Springs (Pikes Peak LD)	33%	15%
Denver Public Library	25%	21%
Fort Collins Public Library	35%	22%
Garfield County Public Library System	28%	21%
Jefferson County Public Library	32%	21%
Longmont Public Library	29%	19%
Loveland Public Library	27%	29%
Mesa County Public Library District	64%	23%
Pueblo City-County Library District	34%	20%
Weld Library District	21%	6%
AVERAGE for these 13 libraries	32%	18%

Source: *Public Library Data Service Statistical Report 2003*

Figures from the *Statistical Report 2003* show that there is a wide range among the participating Colorado libraries in children's materials as a percentage of total collections and expenditures on children's materials as a percentage of total materials expenditures. (See Table 2.) Local decisions for local communities clearly make a big difference in how children's services fit into the public library.

Sources:

Colorado Public Library Statistics available at http://www.lrs.org/pub_stats.asp
 Cumulative Estimates of Population Change for Counties of Colorado and County Rankings: April 1, 2000 to July 1, 2003 from the United Census Bureau. Accessed May 4, 2004 at <http://eire.census.gov/popest/data/counties/tables/CO-EST2003-02-08.xls>.
E.D. TABS: Public Libraries in the United States, National Center for Education Statistics, Washington D.C., annual reports 1993-2001. Available at <http://nces.ed.gov>.
Public Library Data Service Statistical Report 2003. Public Library Association, Chicago, 2003.

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THE IMPACT OF BUDGET CUTS ON COLORADO ACADEMIC LIBRARIES

ED3/110.10/No. 207

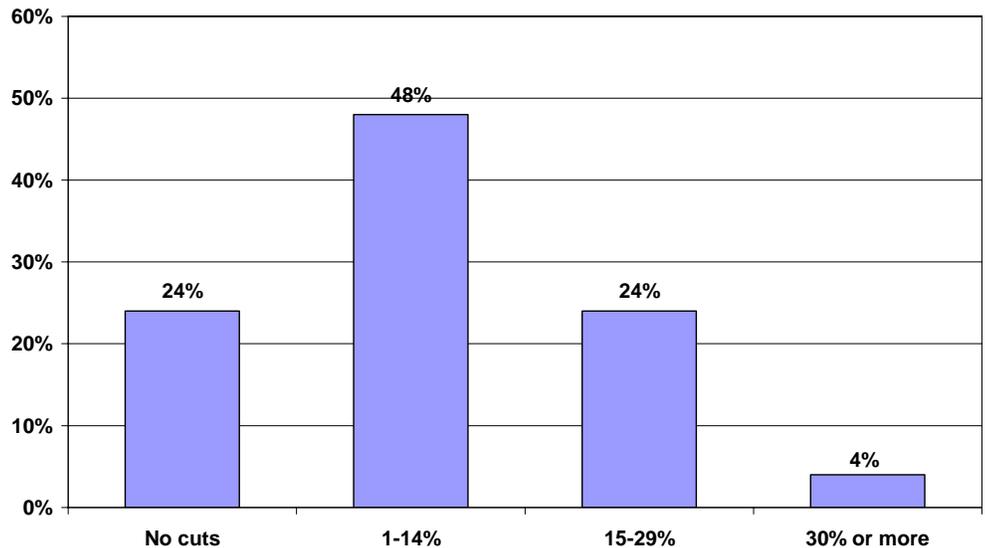
JUNE 1, 2004

Colorado's libraries have been heavily hit by budget cuts that have coincided with a generally grim economy the last few years. Academic libraries have felt a greater impact than those in other sectors.

In all, twenty-five of thirty-three libraries in public or non-profit colleges or universities in Colorado responded to the survey. Eighteen of these reported direct financial budget cuts of some sort since July 1, 2002. The total amount lost by these eighteen libraries was \$4,676,991, or an average of over \$250,000 for each affected library. Obviously, some libraries lost much more than that – with three reporting cuts upwards of one million dollars – and many reported smaller cuts. Given the range of library budgets, it is

probably more appropriate to look at the percent of budgets that are being cut. Chart 1 shows that over three-quarters of academic libraries reported budget cuts at some level. Over one-quarter of them reported cuts representing over 15 percent of their total budgets.

Chart 1: Percentage of Academic Libraries Reporting Budget Cuts, by Size of Cut



Public service hours and staffing levels at academic libraries have been severely reduced. Twelve of the twenty-five responding libraries reported that their libraries are open fewer hours due to budget cuts. These libraries are now open 105 fewer weekly hours than they were on July 1, 2002, an average of nearly nine hours less service per library, per week. Seven academic libraries have reported losing 12 full-time library

We lost approximately 1/4 of our budget for materials and lost one library position (out of 2) with no plans to replace that position this year.
- Trinidad State Junior College

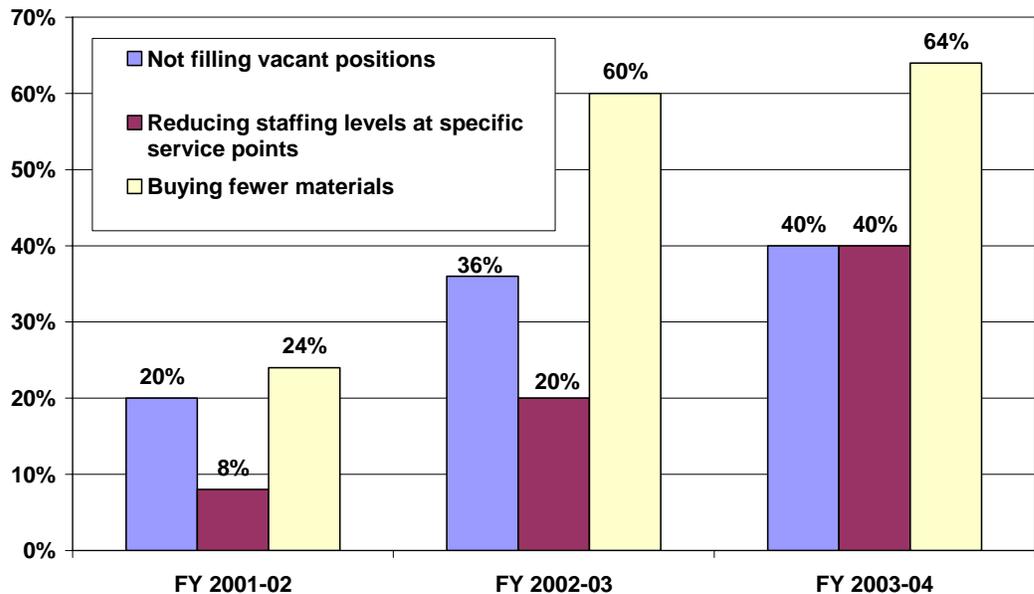
positions – nearly two positions per affected library. In addition, 30 full-time non-librarian positions have been cut from eight of the responding libraries – representing nearly 4 full-time staff members from each library.

In addition to reduced service hours, academic libraries are using several methods to attempt to defray the impact of budget cuts. Chart 2 illustrates the rising use of three

specific strategies: leaving vacant positions open, reducing staffing at service points, and buying fewer materials. All three of these strategies were used more often in fiscal year 2002-03 than in the previous year, and more often still in 2003-04, to the point that at least 40 percent of academic libraries are using each strategy. Most dramatic is the fact that for FY 2003-04 nearly

two-thirds of responding academic libraries purchased fewer materials in an attempt to save money, compared with only 24 percent using this strategy in 2001-02. Two-fifths of academic libraries have reduced staffing levels at specific service points, and the same amount left vacant positions unfilled in 2003-04.

Chart 2: Percentage of Academic Libraries Using Specific Strategies, by Fiscal Year



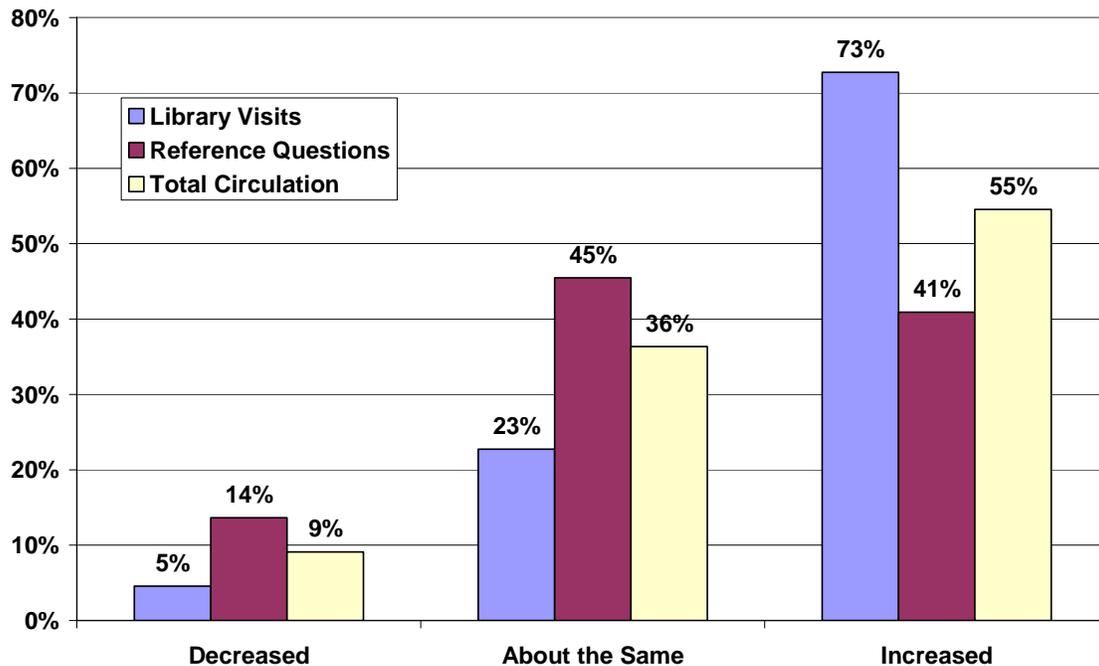
It is significant to note that staffing is being reduced at specific service points, particularly in light of the fact that academic libraries are reporting that library usage is continuing to rise. When asked to indicate changes in specific statistics, large percentages of academic libraries reported that three significant service statistics are on the rise (see Chart 3). The number of library visits has increased for nearly three-fourths of academic libraries, while only five percent reported a decrease in this number. Reference questions are being posed at the

Librarians and support staff are feeling the stress of wanting and needing to provide more but are spread very thin. We are making more use of volunteers and cross training is common.
- Auraria Library

same rate or higher in 86 percent of academic libraries, and more than half of the academic libraries surveyed reported higher circulation than in previous years, with fewer than ten percent claiming drops in circulation.

Nonetheless, it is important to note that a significant number of respondents did cite decreases in these areas. Perhaps most notable is the fact that only five percent of academic libraries responded that their number of library visits was down, but nearly three times as many said that their reference questions have decreased over the last few years. Also, nine percent reported dips in total circulation. Similarly, a much larger percentage of



Chart 3: Percentage of Academic Libraries Reporting Trends in Library Outputs

libraries reported an increase in visits than in the other two areas. These statistics suggest a change in usage patterns of academic libraries – apparently students are still coming through the doors, but they are doing more at the library than checking out books and asking questions. Likely possibilities include increasing reliance upon non-circulating items and electronic resources, two types of library usage for which there are little or no statistics.

In addition to the budget cuts of 5.3% we have realized an increase in student enrollment of 30% without resources to support the extra students.

- UCCS Kramer Library

Increase in library usage is generally a positive for the libraries providing the services, but it can be a disturbing trend when this jump in library outputs (circulation, visits, reference questions) is combined with declines in library inputs (staffing, service hours, materials). It will be difficult for academic libraries to continue to provide the high level of output service that they have traditionally offered without financial backing. Sadly, that backing is tending to look more tenuous by the day.

For more information on library cuts in Colorado, see <http://www.lrs.org/closer.asp> and http://www.lrs.org/documents/fastfacts/202_budget_cuts.pdf.

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THE COLORADO ADVOCACY PROJECT

Colorado's @your library™ Advocacy Campaign

ED3/110.10/No. 208

JUNE 30, 2004

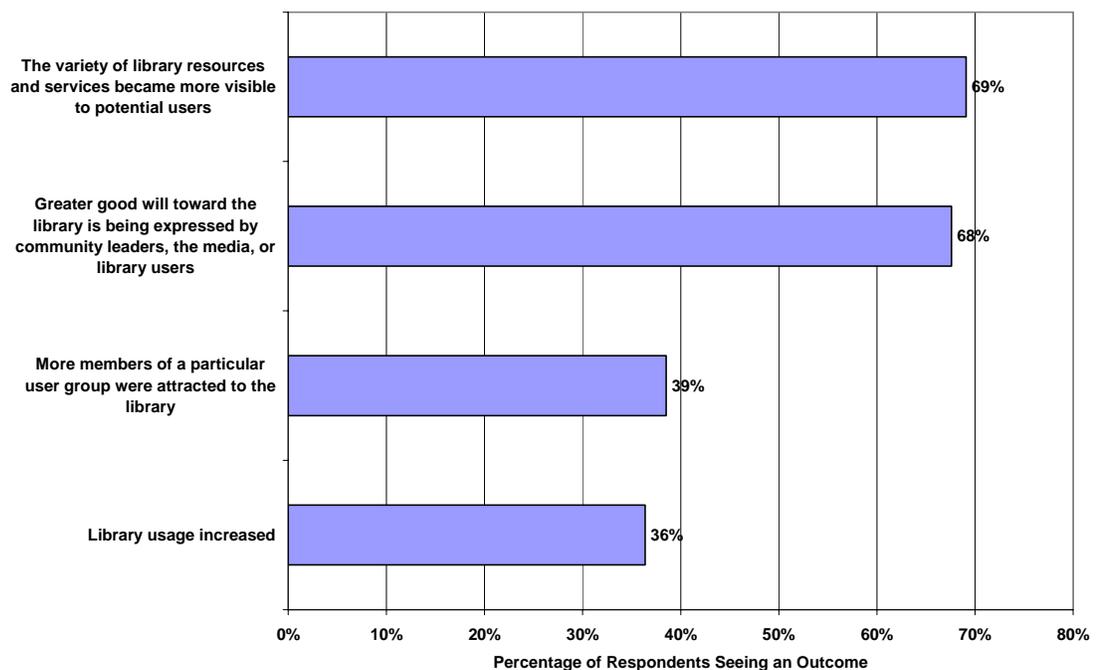
The Colorado Advocacy Project, Colorado's @your library Campaign, is a very successful statewide advocacy campaign containing elements of public relations, marketing, and community relations to build visibility and support for the state's libraries. Funded by LSTA and sponsored by the Colorado Association of Libraries, it has been active since 2002 and is scheduled for completion in October 2004 with three components:

- The Initiative (Coach/Player) Project;
- Public Relations/Marketing Training;
- Statewide Promotion Project.

The Coach/Player Project matched mentor libraries with trainee libraries for year-long advice and support. The first year's project had 13 participating coaches and 11 participating players. 100% of both coaches and players completed library advocacy projects.

Increasing the awareness of the general public about library services was another primary activity. One major component was distribution of free bookmarks and posters to Colorado libraries of all types. The free materials provided a tool to libraries to enhance their outreach as well as tying libraries together to the national library logo, reinforcing visibility. The promotional materials had original artwork and messages about the wide variety of resources available "@your library". The distribution took place between August 2003 and February 2004. Over 800 librarians received materials, some for individual libraries, and some as representatives of larger systems who then sent out the materials to their branches.

Chart 1: Outcomes Seen by Respondents Participating in @your library Materials Distribution



Librarians said the distribution:

- Heightened visibility for their libraries and collections;
- Created greater community good will toward their libraries.

(See Chart 1.)

During the campaign additional promotion increased the awareness of the general public through advertising on television, radio, and in print. Both public service and paid advertisements were utilized.

Librarians from all types of libraries throughout the state received training in advocacy workshops that has made them more effective in planning and implementing public relations campaigns to build support for their libraries. In survey responses they indicated:

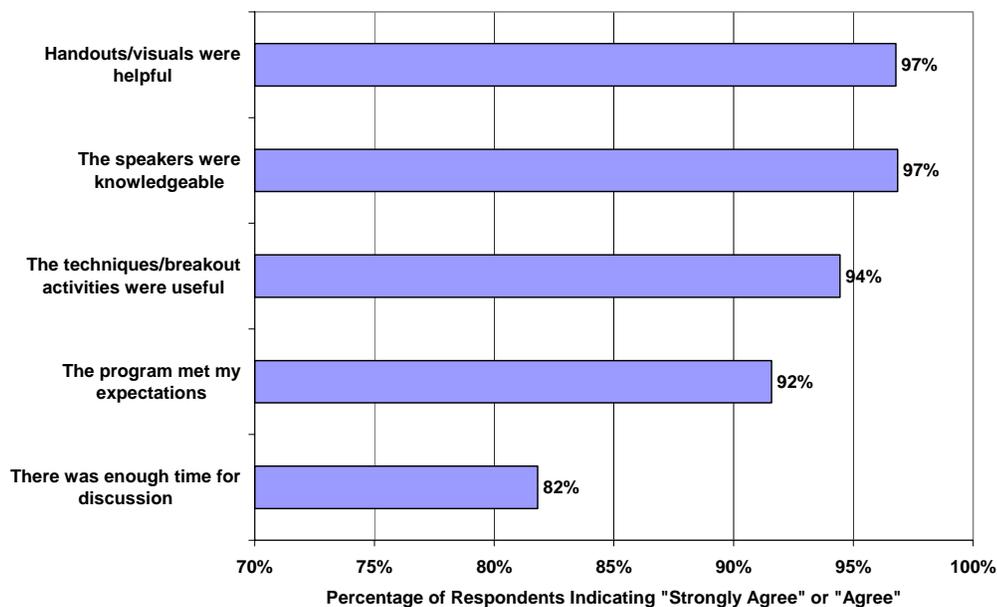
- Attendees were very satisfied with the training sessions. (See Chart 2.)
- Many plan to create their own @your library promotional materials—posters, bookmarks, displays, signs, and even web sites—after attending the workshops.
- Attendees are changing their advocacy activities to be more effective.
- School librarians learned to collaborate differently with peers, teachers, and administrators to improve the effectiveness of their libraries.
- Academic librarians hope to increase library usage and reach out to students and faculty with @your library advocacy activities.

Colorado's campaign will continue to use the logo and components from the American Library Association's program over the next few years. It will be adapted to specific needs. For more information please contact project coordinator Bonnie McCune, (303)866-6891, mccune_b@cde.state.co.us.

Source:

Library Research Service, @your library Campaign Evaluation, June 2004.

Chart 2: Satisfaction of Attendees With @your library Marketing Workshops



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NATIONAL AVERAGES OUTSTRIP COLORADO PUBLIC LIBRARIAN SALARIES

ED3/110.10/No. 209

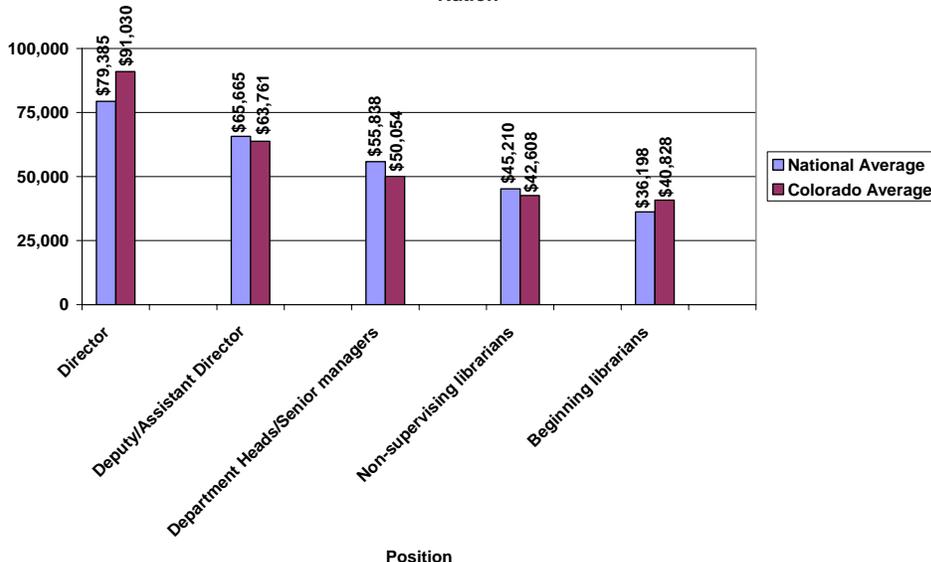
JULY 9, 2004

Gains in librarian salaries at Colorado's larger public libraries (i.e., those serving populations of 25,000 or more) have lagged behind salary gains for their counterparts nationally over the last two years. Colorado's public librarians also earn less than the national average for some types of positions, according to the American Library Association's (ALA) annual salary survey.

The ALA survey found librarian salaries nationwide gained 4.2% from 2001 to 2002 and 3.6% from 2002 to 2003. In Colorado, the average year-to-year gains for public librarians' salaries were 1.1% in 2002 and 3.0% in 2003.

Comparison of average 2003 salaries for several types of positions shows that Colorado's averages for directors and beginning librarians are higher than the national averages reported by ALA. However, Colorado has lower average salaries for assistant directors, senior managers, and non-supervising librarians who comprise the bulk of the professional workforce in public libraries. (See Chart 1.)

Chart 1: Comparison of 2003 Average Librarian Salaries for Colorado and the Nation



Footnote: The ALA survey includes public libraries serving populations over 25,000. The Colorado averages used in this article are also for public libraries serving populations over 25,000. In 2001 and 2002 there were 25 libraries in Colorado serving populations over 25,000. In 2003 Summit County Library joined that group for a total of 26.

Sources:

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Lynch, Mary Jo. Librarian Salaries: Annual Increase Above National Average. *American Libraries*, September 2002, p. 93. Accessed June 2, 2004 at <http://www.ala.org/ala/hrdr/libraryempresources/alasalarysurvey.htm>

Lynch, Mary Jo. Librarian Salaries Increase 0.7% More Than Other Civilian Workers. *American Libraries*, October 2003. Accessed May 26, 2004 at <http://www.ala.org/ala/ors/reports/alasalarysurveysummary.htm>

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CHILDREN'S SUMMER LIBRARY USE

ED3/110.10/No. 210

SEPTEMBER 21, 2004

Children's use of public libraries during the summer after kindergarten is affected by household socio-economic status (SES) and the availability of a neighborhood library, according to a new *Issue Brief* from the National Center for Education Statistics.¹

Children from low SES households² were less likely than other children to:

- participate in reading events at libraries or bookstores;
- visit parks, museums, zoos, and historic sites;
- attend concerts or plays;
- go on vacation; and
- attend camp.

Children from low SES households were least likely to have visited the library during the summer.

- Overall, less than half (46%) of low SES children visited the library during the summer. Low SES children living in neighborhoods without a library fared even worse—less than a third (31%) of them visited a library.
- By contrast, almost two-thirds (66%) of middle SES children and four out of five (80%) high SES children visited the library during the summer.

Chart 1
 Percentage of Children Visiting the Library During the Summer After Kindergarten by Socioeconomic Status (SES) and Library Availability

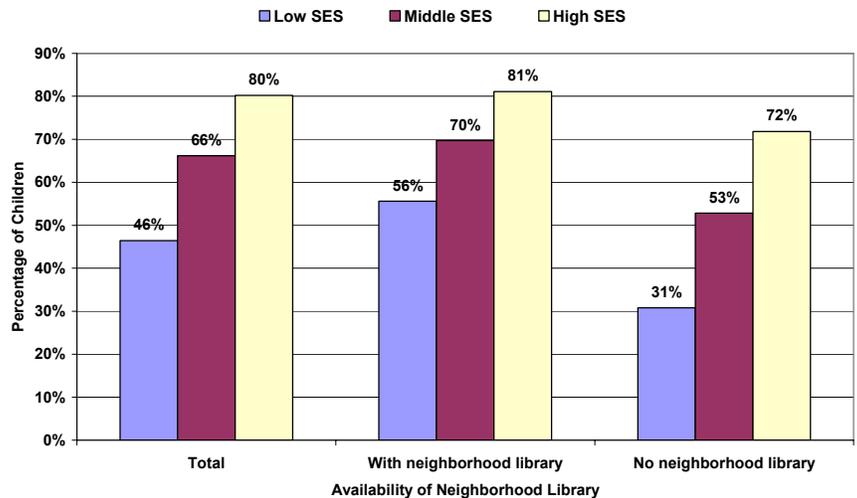
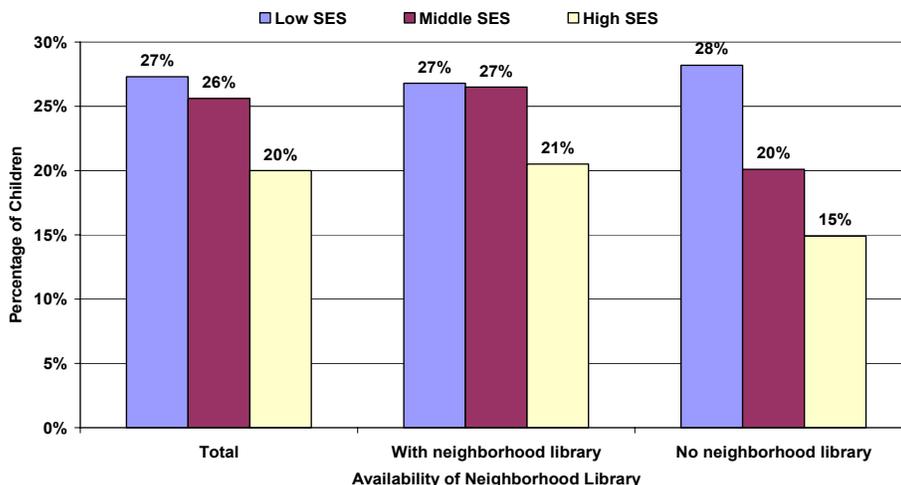


Chart 2
 Percentage of Children Who Visit the Library in the Summer After Kindergarten Who Attend Story Time by Socioeconomic Status (SES) and Library Availability



In neighborhoods without libraries, more than half (53%) of middle SES children and almost three-quarters (72%) of high SES children still managed to visit the library. (See Chart 1.)



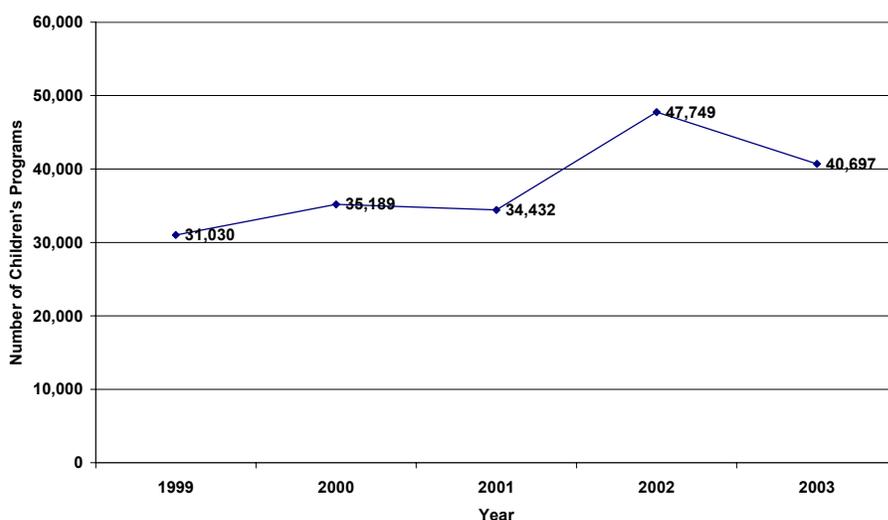
- While low SES children were least likely to get to the library during the summer, they attended library story time at the highest rate.
- Over one-quarter of low (27%) and middle SES (26%) children who visited a library attended story time compared to only 20% high income children.
- For children with no library in the neighborhood the difference was even greater: 28% of the low SES children who went to the library attended story time, but only 20% of middle and 15% of high SES children did so.

This suggests that low SES children and/or their caretakers enjoy and seek out library story times. Public libraries should consider offering more of these types of programs for young school-age children during the summer. (See Chart 2.)

The importance of summer activities to students' success in school has been shown in past studies.

- A 2001 survey in southern California found that according to teachers, summer reading program participants were more likely to read above grade level than non-participants.³
- Testing has shown that all children make comparable gains during the school year, but disadvantaged children's test scores fall behind during the summer months.⁴ Summer library activities can help head this off.

Chart 3
Number of Children's Programs Offered at Colorado Public Libraries by Year



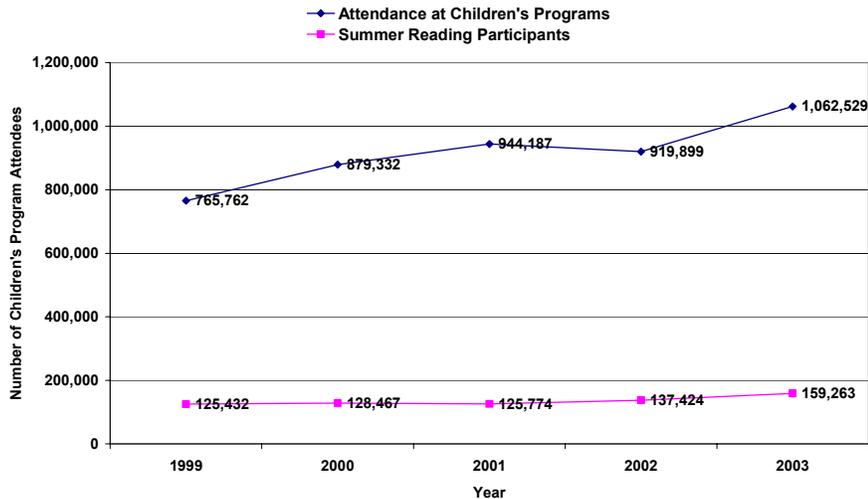
How do Colorado's children use public libraries in the summertime? We don't have specific data about use by socioeconomic group or programming specifically during the summer, but the available data does indicate that Colorado libraries are bringing more children in each year to participate in library activities.

Colorado's public libraries offered fewer children's programs in 2003 than the previous year, but attendance at the programs went up. Attendance at public library children's programs in 2003 was over one million for the first time. (See Charts 3 and 4.) The number of summer reading program participants has also increased in the past five years.

Colorado's public libraries will want to consider the findings about children's summertime library use in program planning. Outreach efforts to bring story times and summer reading programs to children living in lower income neighborhoods, particularly neighborhoods without libraries, will help this underserved group take advantage of library resources. These children will take the benefits of summer library activities back into their classrooms in the fall.



Chart 4
Number of Children Attending Children's Programs and Participating in Summer Reading Programs at Colorado Public Libraries by Year



Footnotes

1. National Center for Education Statistics (September 2004). The Summer After Kindergarten: Children's Activities and Library Use by Household Socioeconomic Status. Accessed 9/14/2004 at <http://nces.ed.gov/pubs2004/2004037.pdf>.
2. Household socioeconomic status (SES) is a composite variable used in the ECLS-K study. It is based on parental education, parental occupation, and household income in spring 1999. Low SES and High SES are the bottom and top 20% of the variable's distribution. Middle SES is the middle 60%. See **ECLS-K, Base Year Public-Use Data File, Kindergarten Class of 1998-99: Data Files and Electronic Code Book; (Child, Teacher, School Files): User's Manual** at http://nces.ed.gov/pubs2001/2001029_5_8.pdf section 7.4.2, page 7-8 for details.
3. Minkel, Walter (2002, February). Study: Summer Reading Helps Students. *School Library Journal*, 48 (2), 24.
4. Johnson, Peter (2000). Building Effective Programs for Summer Learning. U.S. Department of Education. (Citing findings by Karl Alexander and Doris Entwisle from the Baltimore Beginning School Study.)
5. Colorado Public Library Statistics. Available at http://www.lrs.org/pub_stats.asp

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DOWNWARD TREND IN COLORADO SCHOOL LIBRARY STAFFING, 2000-02

ED3/110.10/No. 211

SEPTEMBER 28, 2004

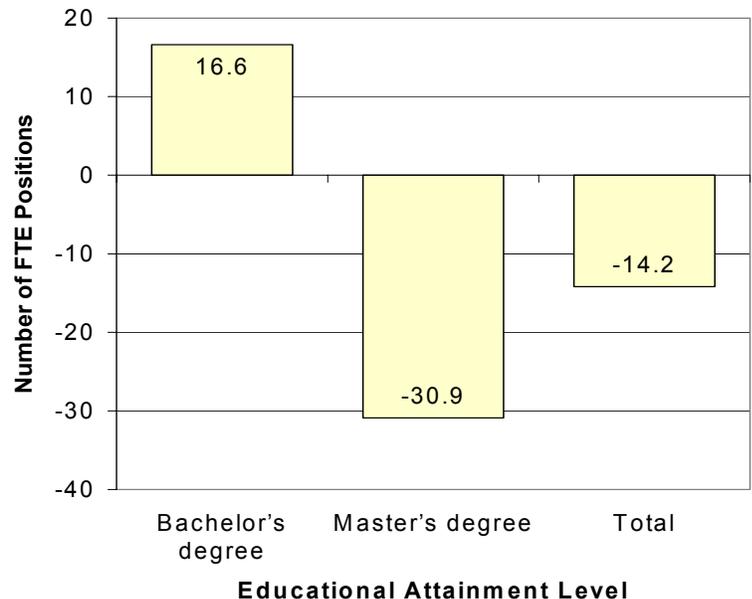
Recent trends in library staffing for Colorado public schools are cause for concern. Changes in the numbers of school librarians and library aides between 2000 and 2002, and particularly their changing educational composition, suggest that school librarianship in Colorado is being de-professionalized. Because research links the presence and involvement of professional school librarians with higher CSAP test scores, this trend is an alarming one.

Net Loss in Number of School Librarians

Between 2000 and 2002 ...

- There was a net loss of 14 school librarian positions.
- While 17 additional librarians with bachelor's degrees were added, 31 librarians with master's degrees were lost.

Chart 1.
Change in Number of School Librarians by Educational Attainment, 2000-02



If professional staffing continues to deteriorate in Colorado schools, the result will be lower reading levels and lower test scores. Students will not receive information literacy instruction, which is directly linked to the ability to analyze and evaluate information.

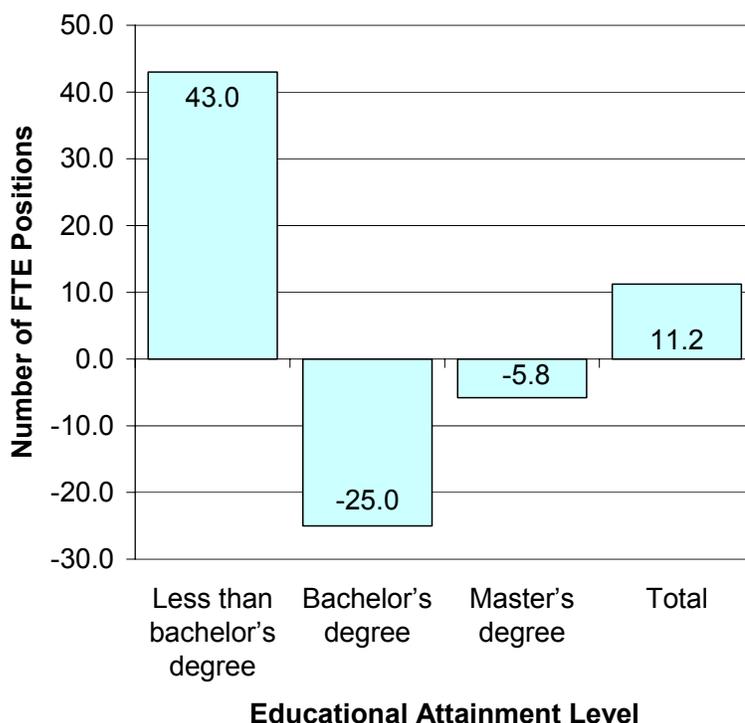
Dawn Vaughn
President, American Association of School Librarians

Table 1. School Librarians by Educational Attainment, 2000 & 2002

School librarians by educational attainment	2000	2002	Change	Percent change
Bachelor's degree	161.7	178.3	16.6	10.3%
Master's degree	612.2	581.3	-30.9	-5.0%
Doctorate	8.0	8.1	0.1	1.3%
Total	781.9	767.7	-14.2	-1.8%



**Chart 2.
Change in Number of School
Library Aides by Educational
Attainment, 2000-02**



**Gain in Number of School
Library Aides Fails to
Match Loss of Librarian
Positions**

Between 2000 and 2002 ...

- There was a net gain of 11 school library aide positions.
- While 43 additional library aides with less than a bachelor's degree were added, 32 aides with a bachelor's degree or higher were lost.

Our teacher/librarian not only knows how to help me combine information literacy skills with my required curriculum but also co-teaches all parts of our collaborative projects... This would be difficult if she were not a trained teacher. This benefits our students greatly.

Anne Marie Nebeker
Teacher, Stott Elementary
Jefferson County, Colorado

Table 2. School Library Aides by Educational Attainment, 2000 & 2002

School library aides by educational attainment	2000	2002	Change	Percent change
Less than bachelor's degree	207.9	250.9	43.0	20.7%
Bachelor's degree	65.7	40.7	-25.0	-38.1%
Master's degree	17.1	11.3	-5.8	-33.9%
Doctorate	1.0	0.0	-1.0	-100.0%
Total	291.7	302.9	11.2	3.8%

Loss of More Experienced Librarians and Library Aides

Between 2000 and 2002 ...

- Average years of experience for new hires as school librarians were cut in half—from 6 to 3 for those with a bachelor’s degree and from 10 to 5 for those with a master’s degree.
- Average years of experience for new hires as library aides increased from 2 to 5. This change suggests that, perhaps, some of those who might have been classified as librarians in 2000 were classified as library aides in 2002. However, it may simply reflect the fact that new hires with bachelor’s degrees lacked teaching or library media licensure.

For school libraries to be effective in enhancing student growth, and supporting classroom teachers, they must be staffed with highly qualified librarians and educational assistants... These professionals must not only be well versed in the efficient operation of a library, but masters at collaboration. They must also be talented teachers in their own right. Such collaborative efforts with school libraries acting as the ‘instructional hub’ of a school makes all the difference for students and teachers who are expected to perform like never before.

Kevin Carroll
Principal, Devinity Elementary
Jefferson County, Colorado

Table 3. Average Years of Experience for New Hires as School Librarians and Library Aides, 2000 & 2002

Average years of experience by educational attainment	2000	2002	Change	Percent change
School librarians with				
Bachelor’s degree	6	3	-3	-50%
Master’s degree	10	5	-5	-50%
School library aides with				
Less than bachelor’s degree	1	0	-1	-100%
Bachelor’s degree	2	5	3	150%

Whether a licensed school librarian or a paraprofessional, advanced education and training are essential... Often times the people who do the hiring and staffing fail to consider that the librarian’s role is as a master teacher who understands resource based learning and the best ways to integrate information literacy and educational technology with the curriculum... With the downward trend in library hours and staffing, I fear the preparation of our students for standardized tests, higher education, and life will suffer. We are in the information age, yet we are withholding the keys that unlock the door.

Su Eckhardt
District Teacher Librarian
Cherry Creek Schools, Colorado

Loss of Better Educated School Librarians and Library Aides

Between 2000 and 2002 ...

- The net effect of these changes in the composition of the school library workforce was to lower the overall educational attainment levels of librarians and library aides.
- The fairly dramatic drop in educational attainment for library aides—who are increasingly likely to lack the supervision of an endorsed school librarian—is especially worrisome.

Table 4. Percentages of School Librarians and Library Aides by Educational Attainment, 2000 & 2002

Percentage by educational attainment	2000	2002	Change	Percent change
School librarians with				
Bachelor's degree	20.7%	23.2%	2.5%	12.1%
Master's degree	78.3%	75.7%	-2.6%	-3.3%
School library aides with				
Less than bachelor's degree	71.3%	82.8%	11.5%	16.1%
Bachelor's degree	22.5%	13.4%	-9.1%	40.4%

References

- Colorado Education Statistics / Fall 2000 & 2002 Staff Data / Full-Time Equivalence (FTE), Average Salary, and Average Experience by College Preparation. Available at: http://www.cde.state.co.us/index_stats.htm.
- School Library Impact Studies (including How School Librarians Help Kids Achieve Standards: The Second Colorado Study). Available at: <http://www.lrs.org/impact.asp>.

Methodological Note

Data employed in this analysis come from the Colorado Department of Education to whom they are reported by all local education agencies. Through 2003, the LRS also collected staffing data via its annual sample survey of school libraries statewide. Beginning in 2004, the LRS will rely upon the data collected by CDE as its collection and reporting are Federal requirements. By taking this action, we will be taking advantage of the completeness of the CDE data, while relieving school libraries of some of the burden associated with the voluntary LRS survey

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Pricing Trends for Public Library Print Materials

ED3/110.10/No. 212

NOVEMBER 17, 2004

Colorado's public libraries have recently been faced with new challenges concerning the management and maintenance of their collections. Following significant wholesale and jobber price increases in the early and mid-1990s, prices paid by public libraries for books, periodicals, and other information resources have continued to rise. The Library Research Service (LRS) has continued to monitor these trends and is using this information to assist libraries in planning for materials expenditures in the future.

LRS.org adds budget calculators

1. Enter your library's current budget and population.
2. Estimate growth in the population.
3. Choose a year through 2008.
4. Click "Calculate" and receive an estimate of funds needed to maintain buying power adjusting for inflation and population growth.

For more details, see page 4.

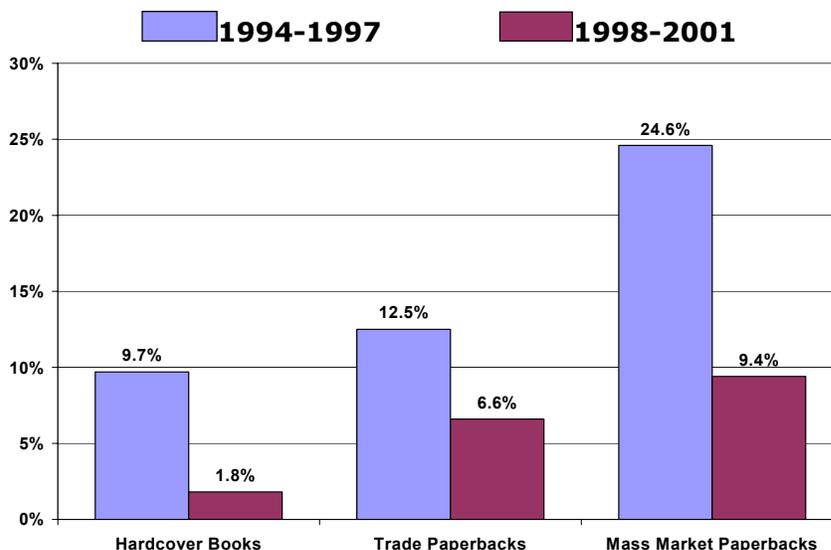
Recently reported pricing figures indicate that future materials costs for public libraries will be highly dependent on the origin and format of the items in question. Figures from the *Bowker Annual Library and Book Trade Almanac* and the annual periodicals pricing report in *Library Journal* show that while these prices have continued to rise, the rates of increase have slowed in recent years and vary significantly between specific media.

Hardcover and Paperback Books

During the last four year period reported (1998-2001), **hardcover book** prices increased less than 2% (\$0.23) per volume, following a price jump of nearly 10% (\$1.27) during the previous 4 years.

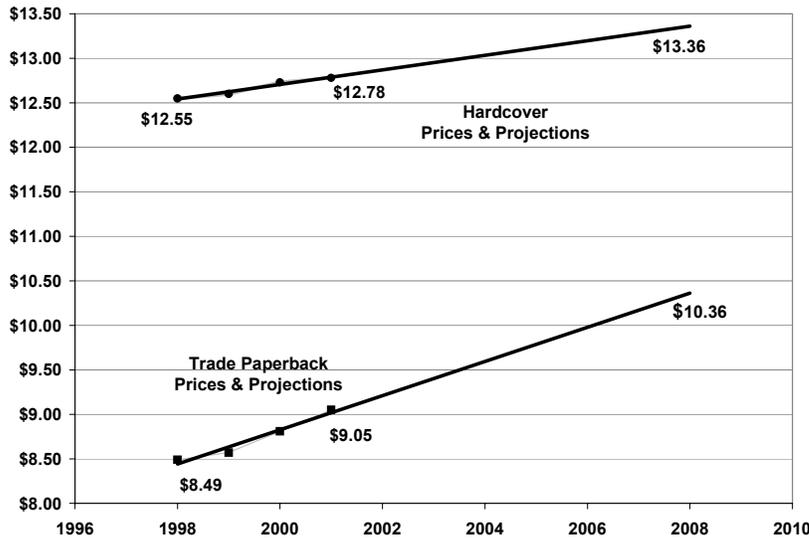
While **trade** and **mass market paperback** prices continued to rise during the same period (by 6.6% and 9.4%, respectively),

Chart 1: Hardcover & Paperback Book Price Increases for Public Libraries



the increases were significantly reduced compared with the preceding 4 years (12.5%, 24.6%) (Chart 1).

Chart 2: Prices of Hardcover and Trade Paperback Books for Public Libraries



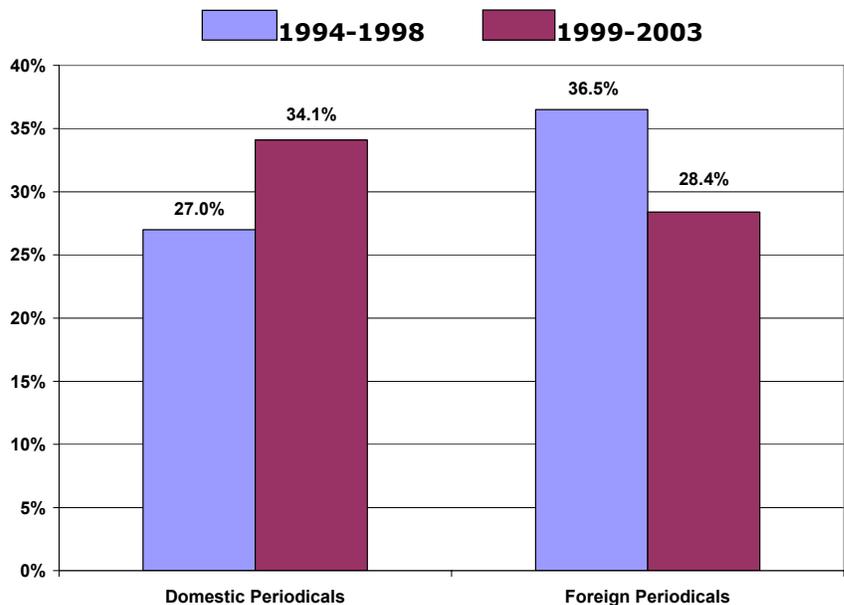
Application of a linear forecasting model to these figures indicates that **hardcover book** prices will increase from a 2001 average of \$12.78 per volume to \$13.36 in 2008, an increase of 4.5%, while **trade paperback** prices will increase from a 2001 average of \$9.05 to \$10.36 in 2008, an increase of 14.5% (Chart 2).

Periodicals and Newspapers

While prices of periodicals have continued to rise, the rates of increase have been highly variable depending on the geographic origin of the publication (Chart 3).

Domestic periodicals prices rose an average of 36.5% during the last five-year period reported. By contrast, prices increased by only 27% during the previous five years.

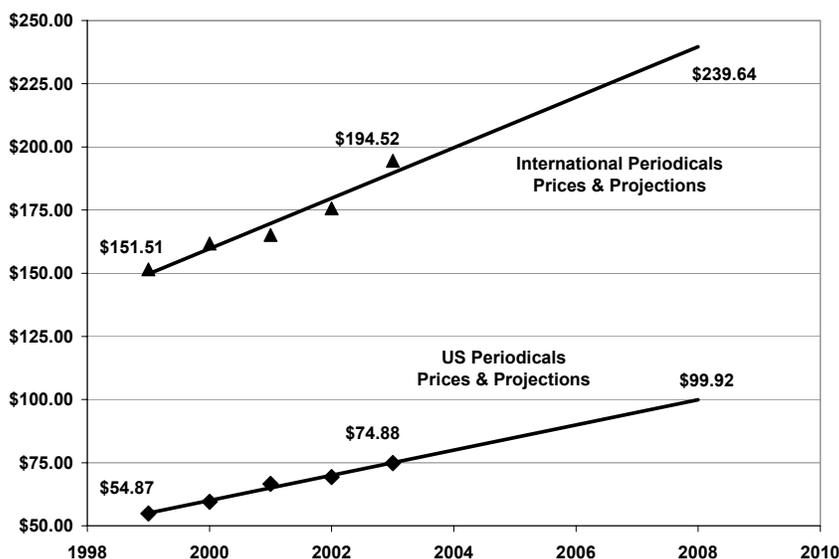
Chart 3: Domestic & Foreign Periodicals Price Increases for Public Libraries



Prices for **foreign periodicals** increased by more than 28% during the '99-'03 period, down from a price jump of over 34% from 1994 through 1998.

If current trends continue, **domestic periodicals** prices will increase from a 2003 average of \$74.88 to \$99.92 in 2008, an increase of just under 25%, while **foreign periodicals** prices will increase from a 2003 average of \$194.52 to \$239.64 in 2008, an increase of 20% (Chart 4).

Chart 4: Prices of Domestic & Foreign Periodicals for Public Libraries



Following dramatic price increases in the early-1990s (over 30% from 1993 through 1996), **newspaper** price increases slowed to 4% over the following four years (1997 through 2000). The most recent pricing data, which include figures from

2004, indicate that newspaper prices are on the rise again, increasing more than 10% over the past four years (2001-2004). If current pricing trends continue, an average yearly newspaper subscription priced at just under \$365 in 2004 will cost \$410 in 2008.

Of course, many libraries are dealing with periodical price increases by subscribing, individually or consortially, to databases that provide on-demand access to periodical literature as an alternative to paper subscriptions.



Planning Tools for Libraries

In keeping with its commitment to assist libraries in dealing with changing conditions, the Library Research Service has introduced **LRS-Interactive**, a newly developed section of the **lrs.org** website. **LRS-Interactive** features a series of budget calculators designed to help administrators to project future costs associated with materials, staffing, and operating expenditures. **LRS-Interactive** also includes tools that enable researchers to perform their own analyses of Colorado public library statistics in both tabular and graphical formats.

Visit **LRS-Interactive** at <http://www.lrs.org/interactive/index.asp>.

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