

Colorado Public Library Performance Rankings (2004 Data)

ED3/110.10/No. 232

March 13, 2006

The mission of a public library is to provide the best service possible to its community. Output measures—which are often per capita statistics—give an individual's perspective on the services libraries provide. The six output measures used here as performance measures are (in no particular order):

- Registration as Percentage of Population
- Library Visits per Capita
- Reference Questions per Capita
- Program Attendance per 1,000 Served
- Circulation per Capita
- Circulation Turnover Rate



Looking at 2004 data on these six measures for five population categories statewide, many public libraries stand out. Twelve of 114 public libraries came to the forefront, one by ranking in the top three in its population group on every measure and the other by ranking in the top three on three or more measures. Among all Colorado public libraries, Arapahoe Library District is the only one that ranked first on all six measures within its population group. Eloise May, director of the Arapahoe Library District, attributes ALD's high rankings to the "strong emphasis on customer service, both in personal assistance [and] in collection development..." Similarly, Cañon City Public Library ranked either first or second on five of the six measures within its population group (10,000-24,999). Director Susan Ooton attributes their high rankings to "an outstanding staff with a strong customer service commitment." Focusing on customer service was a big priority for those directors whose libraries did well on these performance measures.

Registration as Percentage of Population

Registration as a percentage of population is a measure that was particularly remarkable because many public libraries had percentages above 100%. The high percentages can be explained by an extraordinary number of patrons receiving cards who live outside of the legal service areas of these libraries. However, an issue arises when certain patrons—usually those who have no home library—use the library and its services, but don't support the library, or any library, with their taxes. Libraries tend to give cards to any Colorado resident because the presumption is that the home library of that person will reciprocate and give a patron outside their legal service area (LSA) a card. This is the premise of Colorado Libraries Collaborate! (formerly the Colorado Library Card, or CLC) program.

Cortez Public Library stands out because it is not only ranked first in its population group (5,000-9,999), but also has the second highest registration percentage (222%) of all public libraries in Colorado (Nucla Public Library has the highest with 247%). Director Joanie Howland explained that the library's legal service area is designated as the City of Cortez, which has a population of 8,000, however, the county's population is about 25,000. She also reported that about 8,000 of Cortez Public's non-resident patrons live outside of the Dolores and Mancos Library Districts and outside of Cortez, though within Montezuma County. Cortez Public Library is serving many people who live in areas for which no library funding is given by local or county governments.



Library Visits per Capita

Library Visits per Capita is a meaningful statistic because public library buildings—including the collections, technology, and programming they house—are an essential resource to their communities.



Loveland Public Library's director, Ted Schmidt, attributes its high ranking on Visits per Capita to two factors: 1) the amount of time it is open during the week, 64 hours (Sunday through Saturday) and 2) "giving a reason to visit which is equal parts collection and programs- over 600 offered by library staff and Friends group per year."

Liz Abbott, director of Boulder Public Library, says "Both Library Visits per Capita (#1 in group) and Registration as a Percentage of Population reflect long-standing community values around the importance of information and the need for a community gathering place to discuss topics that range from current affairs, to the arts, to books, to English as a second language, etc." Similarly, director Sandra Hackbarth says, "The La Veta Public Library staff are invariably cheerful; we try to greet each person who walks in the door with a smile. I'd say this is a big part of our burgeoning "visits" numbers. We listen hard to our public, with the goal of learning what each person needs from us."

Anne Mojo, director of Louisville Public Library, attributes her library's high rankings on Library Visits Per Capita to its well-educated patrons. "Educational attainment is high in Louisville. According to the 2000 U.S. Census, of the population group age 25 and over, 96.3% of Louisville's residents have a high school education or higher, 59.9% have a bachelor's degree or higher, and 22.3% hold a graduate or professional degree."

Reference Questions per Capita

Cañon City Public Library, which consistently ranked in the top two on most of the measures, likely achieved its first-place ranking on the reference questions per capita as a result of changing the location of the reference desk. Susan Ooton, Cañon City director, says that moving the ready reference area to the front of the library was the key to a successful reference area because "most of the questions come to the first person people see, and...I wanted the most qualified people to field those questions."

Program Attendance per 1,000 Served

Program attendance can be an important measure of a library's performance because programs can attract a large number of people and generate higher numbers on other measures of library usage. Staff at La Veta Public Library have "developed a wide range of programming that seems to attract many of the people who don't come to the library for any other reason."



Circulation per Capita and Circulation Turnover Rate

Those libraries that did well on the circulation measures usually credited consistent weeding of the library's collection and emphasized the importance of keeping materials updated. Often weeding is a necessity because of spacing issues. At Loveland Public Library, the entire collection is weeded once every two years and the staff is "ruthless" in their weeding. Director Ted Schmidt believes his library's high ranking on Circulation per Capita reflects a mixture of recent materials with the "depth/breadth of the collection and availability—multiple copies available when people want to come in to get them." Sandra Hackbarth of La Veta Public Library also says about Circulation per Capita, "People have learned that we either have the materials they want, or we will happily acquire them. Interlibrary loans are crucial to this aspect of our service."

Eugene Hainer, Director of the Colorado State Library, has stated that "libraries must position themselves as community assets to achieve support from the communities they serve. Two means of doing that are to be valued by leaders, and to keep customer service as a #1 priority."

Colorado's public libraries are not immune to problems and issues, especially in the current fiscal and political climate; however, it is encouraging to see the focus of libraries is still to provide outstanding service to the residents of Colorado communities.



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	Library	Legal Service Area Population	Registration as Percent of Population		Library Visits per Capita		Reference Questions per Capita		Program Attendance per 1,000 Served		Circulation per Capita		Circulation Turnover Rate	
			RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	RANK	NUMBER
100,000 and Over	ARAPAHOE LIBRARY DISTRICT	199,291	1	111%	1	11.2	1	4.6	1	594	1	21.6	1	7.2
	AURORA PUBLIC LIBRARY DISTRICT	290,782					2	11.8						
	DENVER PUBLIC LIBRARY	566,173	3	74%	2	8.7	3	1.7			2	16.2		
	DOUGLAS COUNTY LIBRARIES	225,694							2	428			3	5.7
	FORT COLLINS PUBLIC LIBRARY	125,461	2	88%	3	7.4					3	16.1		
	PIKES PEAK LIBRARY DISTRICT	500,668											2	6.2
	WESTMINSTER PUBLIC LIBRARY	104,522							3	370				
25,000-99,999	BOULDER PUBLIC LIBRARY	97,763	3	75%	1	10.4			1	546	3	10.8		
	BROOMFIELD/EISENHOWER PUBLIC LIBRARY	43,484					2	2.2					3	3.0
	ENGLEWOOD PUBLIC LIBRARY	32,410	1	95%										
	LITTLETON/BEMIS PUBLIC LIBRARY	40,422					1	3.0	2	472				
	LONGMONT PUBLIC LIBRARY	79,145			2	9.6					1	13.8	2	3.5
	LOVELAND PUBLIC LIBRARY	55,905			3	7.5	3	1.5	3	454	2	11.8	1	4.3
	SECURITY PUBLIC LIBRARY	41,634	2	78%										



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			RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	RANK	NUMBER
10,000-24,999	CAÑON CITY PUBLIC LIBRARY	15,661	2	127%	1	14.4	1	3.2			2	14.4	2	3.2
	FORT MORTGAN PUBLIC LIBRARY	15,168							3	429				
	LAFAYETTE PUBLIC LIBRARY	23,506									3	13.7		
	LAMAR PUBLIC LIBRARY	13,132	3	113%					2	470				
	LOUISVILLE PUBLIC LIBRARY	18,443			2	10.7	2	1.5			1	18.0	1	5.2
	PARK COUNTY PUBLIC LIBRARY	16,120					3	1.2					3	3.2
	RAMPART LIBRARY DISTRICT/WOODLAND PARK/FLORISSANT	17,707			3	10.2								
	RIO GRANDE LIBRARY DISTRICT	12,886	1	184%					1	544				
5,000-9,999	CONEJOS COUNTY LIBRARY	8,457	3	101%										
	CORTEZ PUBLIC LIBRARY	8,385	1	222%	1	17.6					1	16.4		
	EAST MORGAN COUNTY LIBRARY DISTRICT/BRUSH	8,161					1	2.5					3	2.8
	IGNACIO LIBRARY DISTRICT	5,259							1	1,257				
	LA JUNTA/WOODRUFF MEMORIAL LIBRARY	7,384	2	106%	2	14.0	3	1.3				2.0	14.5	
	LAKE COUNTY PUBLIC LIBRARY	7,904							2	821				
	LAS ANIMAS-BENT COUNTY LIBRARY DISTRICT	5,260							3	671				
	NORTHERN CHAFFEE COUNTY LIBRARY DISTRICT/BUENA VISTA	7,829											2	3.1
	ORDWAY PUBLIC LIBRARY	5,607			3	13.3								
	PINE RIVER PUBLIC LIBRARY DISTRICT/BAYFIELD	6,421									3	13.0	1	4.3
SOUTH CHAFFEE COUNTY REGIONAL LIBRARY DISTRICT/BRUSH	9,061					2	2.0							



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		RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	RANK	NUMBER	
Under 4,999	EAST CHEYENNE COUNTY LIBRARY DISTRICT	1,604				3	2.7							
	FLEMING COMMUNITY LIBRARY (SCHOOL/PUBLIC)	1,026			2	33.7			3	1,883				
	HOLYOKE/HEGINBOTHAM LIBRARY	2,273									3	18.4	2	2.3
	LA VETA PUBLIC LIBRARY DISTRICT	1,420	3	162%	3	32.0			2	1,949	2	20.7		
	LIMON MEMORIAL LIBRARY	2,158											3	2.3
	NUCLA PUBLIC LIBRARY	737	1	247%										
	PENROSE LIBRARY DISTRICT	4,440											1	2.5
	ROCKY FORD PUBLIC LIBRARY	4,157	2	213%										
	SILVERTON PUBLIC LIBRARY	543			1	53.2	2	7.4	1	3,100	1	62.9		
	WEST CUSTER COUNTY LIBRARY DISTRICT	3,475					1	10.7						

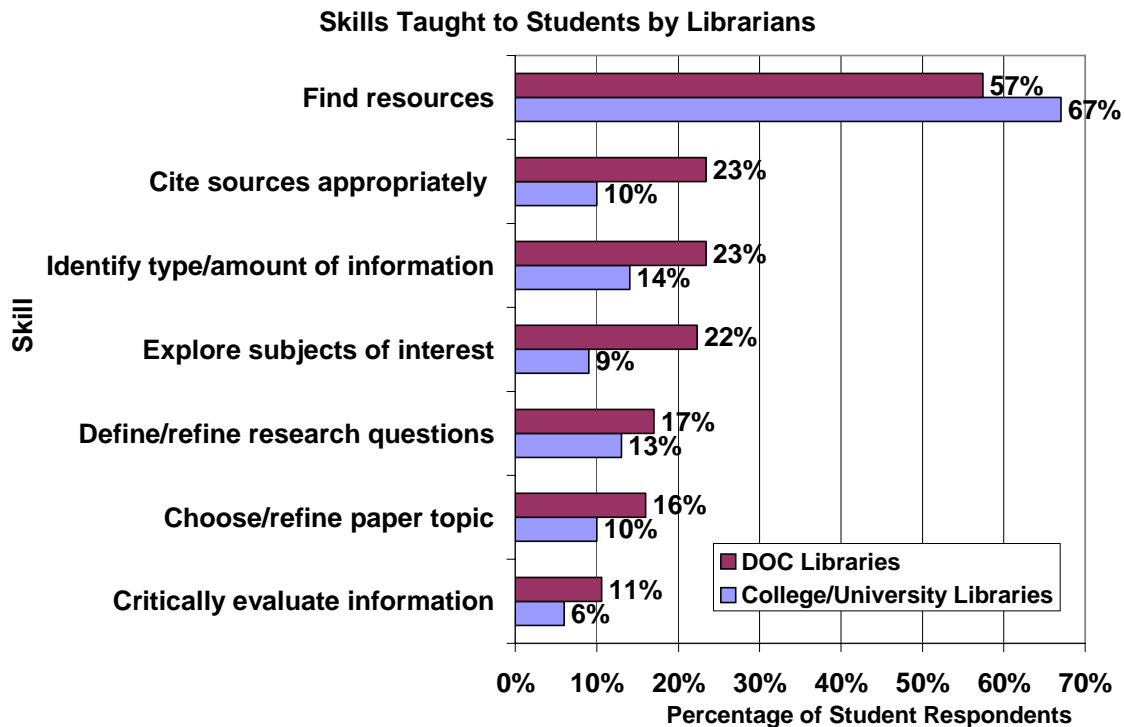


How Librarians Help College Students at Colorado Correctional Facilities

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April 3, 2006

In fall 2005, students taking college-level classes in 10 Colorado Department of Corrections (DOC) facilities participated in a study to examine the impact of correctional libraries on students' academic pursuits, with emphasis on the impact of skills taught by librarians. Earlier the same year, about 3,000 undergraduate students from nine Colorado colleges and universities answered similar questions.



When comparing the answers of DOC students with these students, some notable differences are apparent.

In both correctional and academic library settings, majorities of respondents were helped by librarians to find resources. This highlights the crucial role the librarian plays in formal education and information access. Fifty-seven percent of respondents in correctional settings reported receiving this service, indicating the importance of the librarian particularly in extremely restricted environments.



Additionally, DOC students were about twice as likely as the other students to report that librarians taught them how to:



- Cite sources appropriately,
- Explore subjects of interest outside their classes, and
- Critically evaluate information.

Critical information literacy skills were more likely to be taught by DOC librarians than those in other settings. Compared with their academic counterparts, correctional student respondents were half again as likely to:

- Identify type/amount of information, and
- Choose/refine paper topics.

This indicates that, in academic communities, where information is readily available, most students turn to other sources besides the librarian to learn how to explore outside subjects (only 9% of respondents) and evaluate information (only 6% of respondents). However, in correctional environments the librarian is more likely to teach DOC patrons how to keep up with subjects of interest, as well as to critically evaluate information.

Correctional librarians are also more likely to teach students how to define/refine research questions (17%).

Librarians in correctional settings may provide a patron's most important access to the outside world of news, events, ideas, and knowledge. From this comparison, it is clear that correctional librarians are more likely than their academic librarian counterparts to teach information literacy skills such as refining topics, citing sources, identifying information, and evaluating information critically. This kind of access to information as well as access to literacy skills instruction is essential to student success in formal education. In short, compared to their counterparts at Colorado colleges and universities, DOC librarians tend to play a greater role in teaching these essential library skills and research methodologies to DOC students.



ABOUT THIS ISSUE

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Fast Facts – Recent Statistics from the Library Research Service

Colorado State Library • Colorado Department of Education

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Home-Based Education and Colorado Public Libraries

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April 17, 2006

By Holly Cole

Home-based education is defined as an education program whose instruction takes place at home, is implemented by “the child’s parent or by an adult relative of the child designated by the parent” and is not managed by a school district. The homeschool population is small within Colorado and across the nation, however, as Colorado’s home-based education numbers decrease, the nation’s numbers are rising.



According to the Colorado Department of Education, in Fall 2003, 8,591 children were educated at home in Colorado and those numbers dropped by 18% to 7,081 in 2004. Between 2000 and 2004 there has been a steady decrease in reported homeschooled students—the only exception being 2001, in which there was a 3.2% increase. Conversely, the National Center for Education Statistics (NCES) reports in *Homeschooling in the United States: 2003* that “the percentage of the entire student population who were being homeschooled increased from 1.7 percent in 1999 to 2.2 percent in 2003.” Although these numbers are small, consider that in 2003, only 1.1 million children were nationally homeschooled compared to 49 million students enrolled in schools (from nursery to high school). Thus increases and decreases in the homeschooled population, even seemingly small changes, are considerable. One possible reason for the decrease in Colorado’s homeschooled population may be the increase in online schooling.



So how do libraries fit into these numbers? Despite the decrease in Colorado’s numbers, at least 7,000 homeschooled children need curriculum-based books and materials. According to the National Center for Education Statistics, 77.9 percent of parents who homeschool their children acquire sources of curriculum materials from the public library (see table below). Although libraries aren’t the only source home-based educators turn to, they are utilized most.

Curriculum-based materials from public schools (22.6) and private schools (16.8) are employed the least.

¹ “Colorado Online Learning Evaluation Report: 2002-2005.” (October 2005).
<<http://www.col.k12.co.us/aboutus/evaluationreports.htm>>.



Sources of curriculum or books	Number	Percent
Public library	854,000	77.9
Homeschooling catalog, publisher, or individual specialist	843,000	76.9
Retail bookstore or other store	753,000	68.7
Education publisher not affiliated with homeschooling	653,000	59.6
Homeschooling organization	539,000	49.2
Church, synagogue, or other religions organization	400,000	36.5
Other sources	284,000	26.0
Local public school or district	248,000	22.6
Private school	184,000	16.8

NOTE: Excludes students who were enrolled in school for more than 25 hours a week and students who were homeschooled due to a temporary illness. Percentages do not sum to 100 percent because respondents could choose more than one source of curriculum or books.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program (NHES).

Colorado's public librarians seem to have mostly positive experiences with homeschoolers and their parents. What are the main reasons why public libraries and home schoolers work so well together? Preparation and good communication. When parents request materials for their curriculum ahead of time the librarians have time to find pertinent material, not only from the library's collection, but through

interlibrary loan (ILL), which is particularly popular with homeschoolers since not everything is readily available at the library. The downside, however, is when parents expect curriculum material to be at the library and ready to use right away. Without proper preparation, the librarian isn't able to assist the home-based educators with materials as readily as they would if they were given notice.

Colorado public libraries have no legal obligation to supply homeschoolers with materials that specifically pertain to their curriculum. Although textbooks are not typically considered when doing collection development in public libraries, many libraries must take into consideration homeschooled children since, many times, they are a considerable number of the regular patrons at the library. Beth Harper, from Spanish Peaks Library District, says that instead of stocking textbooks her library makes sure to have "core reference books...as well as a diverse, up-to-date, and high quality children's nonfiction area." This idea resonated with other Colorado public librarians who, instead of stocking textbooks, make sure that the non-fiction section of the library has good, updated materials.



Public libraries are clearly playing an important role in serving these children. With the increasing numbers of homeschoolers nationally, there is a need to continually communicate with home-based educators to understand the needs of the communities. And although Colorado's homeschool population is decreasing, librarians must still be aware of the effect they have on homeschooled children.

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The Average Copyright of Colorado School Library Books is (Still) 15 Years Old

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April 18, 2006

By Holly Cole

Statistics on Colorado School Library Book Collections (Averages), 2005

School Level/ Enrollment Range	Number of Schools	Volumes per Student	Average Copyright Year	Print Spending per Student
High	826	42.3	1987	\$11.72
Jr High/Middle	242	19.7	1990	\$10.35
Elementary	207	27.9	1992	\$9.33
Combined	199	40.7	1991	\$17.17
2,000 +	16	8.8	1989	\$7.83
1,000-1,999	104	11.0	1988	\$7.45
700-999	126	16.8	1991	\$7.89
500-699	299	20.5	1991	\$8.78
300-499	424	25.4	1991	\$10.03
<300	424	60.4	1991	\$17.18
Total	1474	30.0	1991	\$10.84

In 2001, the average copyright of a book collection in Colorado school libraries was 1986—over 15 years old. Although the average copyright has increased to 1991, the age of Colorado school library collections has not. In schools, access to information is essential, but the information students are retrieving is often older than they are.

Consider some of the major events that have occurred since 1991:

- Bill Clinton is elected as the 42nd president (1992).
- The World Trade Center is bombed *the first time* (1993).
- Nelson Mandela is inaugurated as South Africa's first black president (1994).
- The Oklahoma City bombing occurs at the Alfred P. Murrah federal building (1995).
- The first version of Java programming language is released (1996).
- Dolly the sheep is the first mammal to be successfully cloned (1997).
- Google is founded (1998).
- The Columbine High School shooting occurs Littleton, Colorado (1999).
- George W. Bush is elected president as the 43rd president (2000).
- The World Trade Center is attacked *the second time* (2001).
- Jimmy Carter visits Fidel Castro becoming the first President of the United States to visit Cuba since the 1959 revolution (2002).
- The United States invades Iraq (2003).
- A massive earthquake and tsunami destroys parts of Southeastern Asia (2004).



Even though all these events are recent, students may not be able to read about them in the books their school library provides.

So why are school library books so dated? On average, Colorado school libraries only spent \$10.84 per student in 2005. According to the *School Library Journal*, the national average price of children's and young adult titles (hardback) is \$20.52 which is a \$1.21 (six percent) increase from 2004. Even Colorado school libraries that fair better monetarily—schools in the top 95% spend \$25.39 per pupil—spend only enough to purchase approximately one hardback book per student. The average price of a paperback book is declining, but still cost more (\$18.88 in 2004) than Colorado school libraries' average book expenditures.



Electronic resources have had a major impact on the way children retrieve information, but it should also be noted that print expenditures for Colorado school libraries have been consistent each year (an average of \$6.5 million annually the past five years), while collective spending on electronic resources statewide has steadily declined (from \$2 million in 2000 to less than a million in 2005). Perhaps such expenditures are being covered more often at the district or other consortial levels; however, this decline at least calls into question the commitment to establishing and maintaining electronic resources as substitutes for print.

If the current trend continues, many of the major events occurring now might not be in student's books available from their school library for many years. Consider this: students might not be able to read about the Columbia shuttle explosion until 2017 or Katrina, Rita, and Wilma's hurricane damage to the South until 2019. The combination of out-of-date print materials and low school library expenditures is a cause for concern. Unless schools can find ways to place a higher priority on getting information into the hands of students through their libraries, there seems to be no indication that either will change in the coming years.

Library Research Service. 2005 School Library Survey. Raw data available at:
http://www.lrs.org/asp_school/stats_2005.asp.

St. Lifer, E. (March 1, 2005). 2005 Book Prices. *School Library Journal*. Available at:
<http://www.schoollibraryjournal.com/article/CA507329.html>.

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Remote and On-Site Use of Colorado Academic Libraries

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April 19, 2006

By Don Dickenson

As computers and digital technologies continue to play a greater role in the lives of college students and faculty, the ways in which these two groups utilize their academic libraries will certainly continue to change. In order to provide insight into the nature of academic library usage, the 2005 Colorado Academic Library Impact Study asked undergraduate students and faculty from nine Colorado colleges and universities about their experiences and attitudes relating to their institutions' libraries. Students and faculty members were asked to estimate what proportion of their time using library resources was spent at their college or university libraries, and what proportion was spent accessing library resources remotely from other locations.

Undergraduate Students

Among responding undergraduates, usage was nearly evenly divided between onsite visits and remote access. Students estimated that 53 percent of their time was spent using resources and services at their college or university libraries, while 47 percent of the time they opted for remote library access (Chart 1).

Chart 1: Of the time spent using college or university library resources: (total must equal 100%)

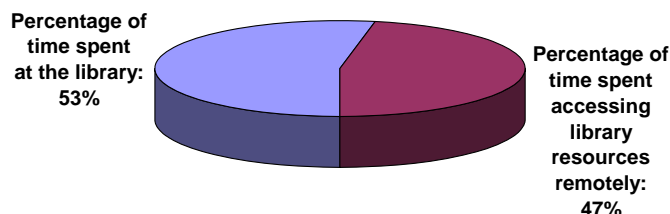
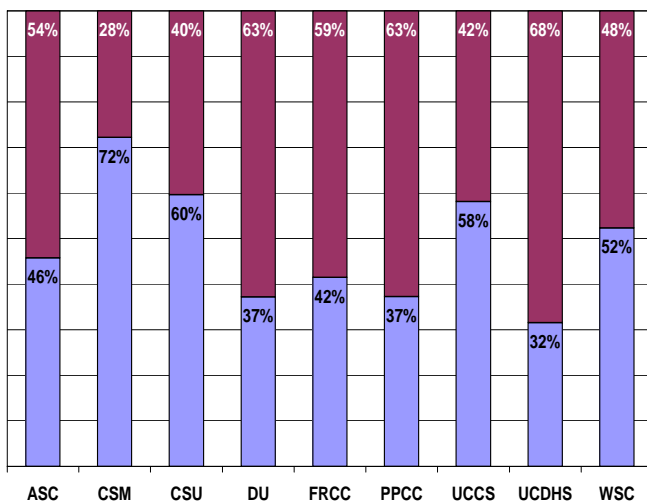


Chart 2: Of the time spent using college or university library resources: (total must equal 100%)

■ Percentage of time spent accessing library resources remotely:
■ Percentage of time spent at the library:



Undergraduates from the Colorado School of Mines estimated that when using library resources, they spent nearly three-quarters (72%) of their time at the library, the highest percentage of estimated onsite usage among the participating institutions. Other schools with higher than average percentages for onsite student usage included Colorado State University (60%), and the University of Colorado at Colorado Springs (58%) (See Chart 2).

When asked to identify the most important reasons for using their school's library, the two top factors – quiet space for study and the availability of computers – related directly to onsite library use. Additionally, three of every four students surveyed (75%) indicated that they had used print resources from their library during the past year.



Students from the University of Colorado at Denver and Health Sciences Center reported the highest proportion of remote library access (68%), followed by the University of Denver (63%) and Pikes Peak Community College (63%). When asked about how they had used their library's website, two services far outpaced all others: searching the library's home catalog (cited by 79% of all respondents) and searching electronically for journal articles using online databases (67%).

Faculty

It appears that faculty members take greater advantage of remote library access than their undergraduate students. When asked to estimate the proportion of time spent accessing library resources remotely and onsite (at the library), instructors reported accessing library resources remotely 71 percent of the time (Chart 3) – compared with 47 percent for undergraduates.

Chart 3: Of the time spent utilizing college or university library's resources: (total must equal 100%)

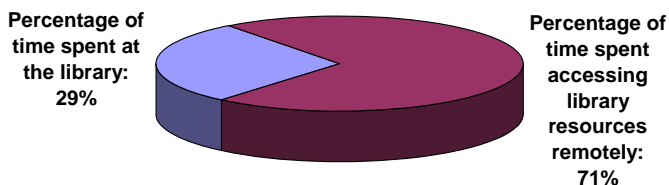
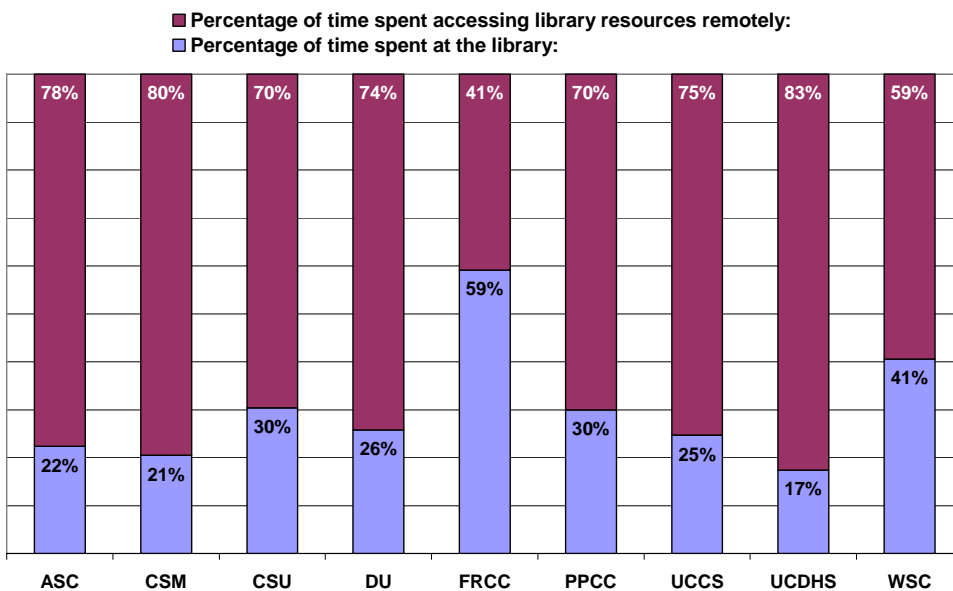


Chart 4: Of the time spent utilizing college or university library's resources: (total must equal 100%)



Faculty from eight of the nine participating schools estimated that when they used library resources, they spent the majority of their time accessing these resources from somewhere other than the library. Instructors from the University of Colorado at Denver and Health Sciences

Center reported that 83 percent of their library time was in the form of remote access, while faculty members from the Colorado School of Mines had the second highest proportion of remote usage at 80 percent. Front Range Community College was the only participating school from which faculty reported that spending more time at the library than accessing resources from other locations. (See Chart 4.)





While the relatively even split between remote and onsite library use for undergraduates is consistent with other student usage patterns observed in the study, faculty usage patterns may be more complex. While a greater percentage of surveyed instructors indicated that they use print materials than electronic resources, they also report spending a much greater proportion of their time accessing library resources remotely than at the library. This suggests that faculty utilize remote access in support of their research activities – regardless of format – to a much greater degree than undergraduates.

This study's survey results suggest that while electronic resources – including remote access – have become integral to academic intellectual pursuits, services and facilities available only at the library – including access to print materials and study areas – are still regarded as being vital for successful scholarship.

Source: Don Dickenson, *How Academic Libraries Help Faculty Teach and Students Learn: the Colorado Academic Library Impact Study*, a CLOSER LOOK report, February 2006. Available online at: http://www.lrs.org/documents/academic/ALIS_final.pdf.

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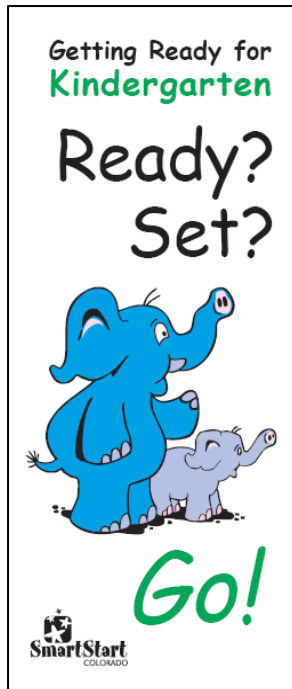


Early Literacy Initiative Impacts Public Library Services for Young Children

ED3/110.10/No. 237

April 20, 2006

By Robbie Bravman Marks



Since early 2004, the Colorado State Library (CSL) has been encouraging and supporting public library efforts to teach pre-reading activities and skills to young children, their parents, and childcare providers. Through its multifaceted early literacy initiative, CSL:

- Provides resource materials about reading readiness for parents and caregivers
- Encourages outreach and visibility through partnerships with community, education, and business organizations
- Assists libraries that wish to train staff, volunteers, and parents and further develop their early literacy services
- Trains librarians to teach and model skill-building techniques.

Integral to this mission, in November 2004 and February 2005, CSL conducted a series of seven training workshops around the state.

Based on the program developed by the Public Library Association and the Association for Library Service to Children, *Every Child Ready to Read @ your library* <<http://www.ala.org/ala/pla/plaissues/earlylit/earlyliteracy.htm>>, each workshop provided attendees with early literacy research materials and hands-on skill building techniques. Approximately 125 individuals – librarians, child care providers, and others – participated in these workshops.

In order to understand and evaluate the impact of these workshops on public library literacy programs and services a year (or more) later, CSL created a survey and contacted over 100 workshop attendees in February and March of 2006. Thirty-seven librarian-participants from 35 different public library outlets around the state completed the survey questionnaire.

"The presenter and the workshop were wonderful. I have incorporated many of the ideas presented there in my storytime sessions..." Rita Curtis, Durango Public Library.

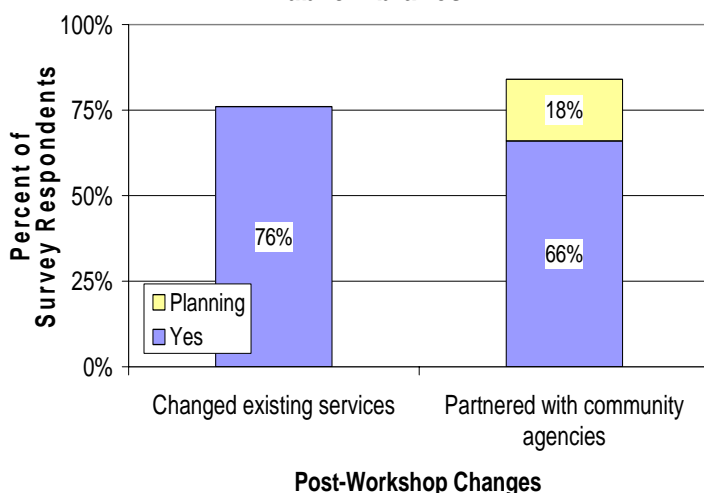
The results of this outcome survey show that since CSL's workshop series, public libraries and librarians throughout the state have earmarked both time and material resources toward enhancing their early literacy programming and services.



Changes to existing services:

More than 3 of every 4 respondents (76%) said that, since attending the CSL workshops, their library has made changes to existing early literacy services such as story times and outreach to parents and caregivers (see Chart #1).

Chart 1. Post-Workshop Changes to Early Literacy Services & Partnerships of Public Libraries



Community partnerships:

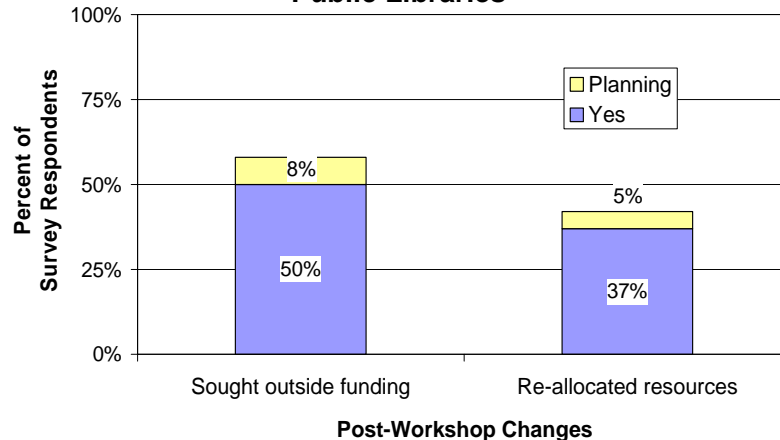
- Nearly 2 of every 3 respondents (66%) said that, since attending the CSL workshops, their library has contacted and partnered with community agencies (such as day care centers, preschools, and shelters) to further address early literacy.
- Another 18% of respondents indicated planning is in process at their libraries for developing such partnerships (see Chart #1).

"Since the workshop, I have added a preschool story time in the summer for groups (daycare, preschools, etc) and become involved in a coalition to implement a strategic plan for early childhood education in our county." Mary Vozar, Cortez Public Library.

Outside funding:

- Since attending the CSL workshops, half of the respondents (50%) have sought or procured additional funding (i.e. grants and donations) to support their early literacy activities.
- An additional 8% replied that planning is in process to do so (see Chart #2).

Chart 2. Post-Workshop Changes to Early Literacy Resources of Public Libraries



Resource allocation:

- Nearly 37% of respondents indicated that their libraries have re-allocated resources toward addressing early literacy issues since the time their librarians attended the CSL workshops.
- Another 5% said that such a re-allocation process is in the planning stages at their libraries (see Chart #2).

Staff/volunteers training:

- Nearly 40% of respondents stated that since the CSL workshops, they personally (or others in their libraries) have trained staff and/or volunteers to address early literacy issues.
- Another 16% said planning is in process to do so (see Chart #3).

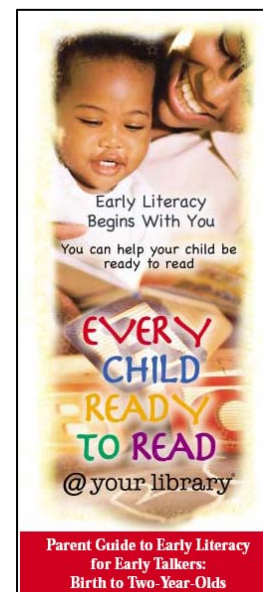
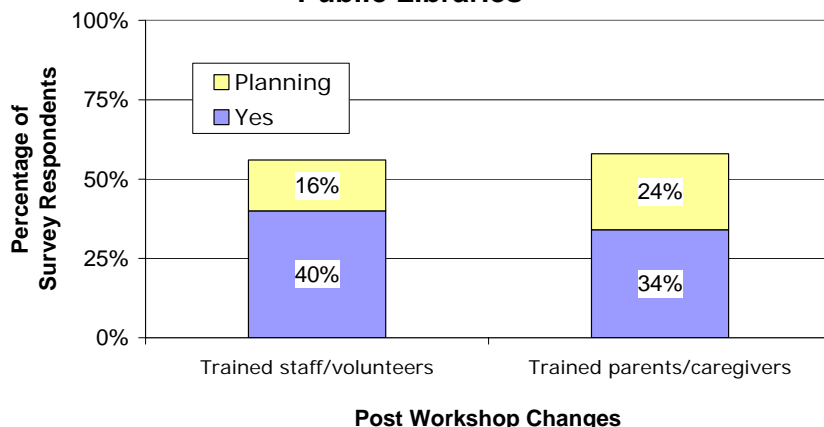


Chart 3. Post-Workshop Changes to Early Literacy Training of Public Libraries



Parents/caregivers training:

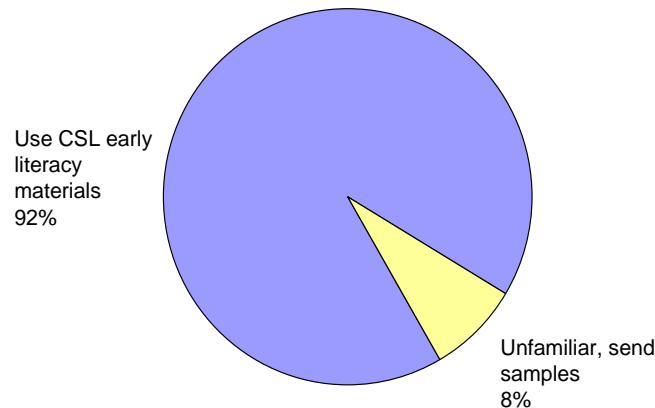
- More than one-third of all respondents (34%) said that since the CSL workshops, they personally (or others in their libraries) have offered workshops to parents and/or caregivers on early literacy skills and issues.
- Another 24% said planning is in process to do so (see Chart #3).

Early literacy materials produced by the CSL:

- An overwhelming number of respondents (92%) indicated that their libraries distribute and use early literacy handout materials produced by CSL (e.g. pamphlets such as *Getting Ready for Kindergarten: Ready? Set? Go!* and *Reading Tips for Parents*).
- The remainder of respondents (8%) said they were unfamiliar with the CSL pamphlets and would like to have samples sent to them (see Chart #4).



**Chart 4. Use of CSL
Early Literacy Materials at
Public Libraries**



The data from this survey and other input demonstrate that training public library staff to support and strengthen early literacy services is paying off. Such data is also enabling the Colorado State Library to improve and refine future training.

"The 'Reading Tips for Parents' and 'Getting Ready for Kindergarten' (in English and Spanish) are heavily used. I take them to every elementary school when doing school visits/literacy night."

Melody Philbrick, Pikes Peak Library District.

For more information, contact project coordinator Bonnie McCune at: 303.866-6891 or mccune_b@cde.state.co.us. Visit CSL's early literacy web resources at http://www.cde.state.co.us/cdelib/Childrens_literacy_Resources.htm.

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Salaries of Librarians and Other Professionals Working in Libraries

ED3/110.10/No. 238

May 17, 2006

By Jennifer French

Questions about library staff salaries are some of the more frequently posed to the LRS staff. To help answer these questions, we consulted the Colorado Department of Labor and Employment (CDLE) & the Occupational Employment Statistics (OES) produced by the U.S. Department of Labor's Bureau of Labor Statistics (BLS). The data is gathered and reported using the Standard Occupational Classification (SOC) System. [See Figure 1.] The SOC combines library workers from all types of library settings under the broad occupational categories of Librarian, Library Technician, and Library Assistant.



Librarians

According to statistics from the CDLE, librarians in the state make an average annual salary of \$51,560. This is 6 percent more than the national average of \$48,700 as reported by the National Occupational Employment and Wage Estimates from the BLS. [See Table 1.]

The SOC defines library technicians as assisting librarians with helping “readers in the use of library catalogs, databases, and indexes to locate books and other materials.” Technicians also shelve books, and assist with circulation. At \$28,470, the average annual salary in Colorado is \$2,020 more than the national average of \$26,720.

Job Title	Colorado	National
Librarians	\$51,560	\$48,700
Library Technicians	\$28,470	\$26,720
Library Assistants	\$23,360	\$22,310

Library assistants perform duties similar to library technicians, but have less interaction with patrons. The SOC description for library assistants also includes tasks such as compiling records, sorting and shelving books, and issuing and receiving library materials. The average annual salary is \$22,310, making the national average 5 percent less than state's reported average of \$23,360.



Other Library Professionals

But, librarianship isn't the only profession found in libraries. Larger libraries, especially, employ financial, human resources, public relations, and computer professionals. [See Table 2.]

Job Title	Colorado	National
Accountants & Auditors	\$58,280	\$57,160
Budgets Analysts	\$59,900	\$60,290
Compensation & Benefits Managers	\$72,660	\$74,930
Compensation, Benefits & Job Analysis Specialists	\$52,690	\$51,480
Computer & Information Managers	\$106,580	\$100,110
Computer Programmers	\$69,140	\$66,480
Database Administrators	\$66,980	\$64,380
Employment, Recruitment, & Placement Specialists	\$51,020	\$47,440
Public Relations Managers	\$84,980	\$83,490
Training & Development Managers	\$76,540	\$76,920
Training & Development Specialists	\$48,910	\$48,360

Notably, in Colorado, all but two professions average bigger paychecks than librarians. The average salaries for the Employment, Recruitment, and Placement Specialists and the Training and Development Specialists were both lower than the \$51,560 average reported for librarians in the state. Nationally, the same two positions averaged lower annual salaries than the national average of \$48,700 for librarians.

Colorado librarians, library technicians, and library assistants earn slightly above the national average for wages paid to workers employed in those positions. However, librarian salaries lag behind many other professionals, some of whom are employed in libraries. For more information about salaries and workforce issues, please visit the Fast Facts page (<http://www.lrs.org/fastfacts.asp>) and the Changing Library Workforce page (<http://www.lrs.org/workforce.asp>) on LRS.org.



Figure 1 Standard Occupational Classification (SOC) Descriptions

Accounts & Auditors: Examine, analyze, and interpret accounting records for the purpose of giving advice or preparing statements. Install or advise on systems of recording costs or other financial and budgetary data.

Budget Analysts: Examine budget estimates for completeness, accuracy, and conformance with procedures and regulations. Analyze budgeting and accounting reports for the purpose of maintaining expenditure controls.

Compensation & Benefits Managers: Plan, direct, or coordinate compensation and benefits activities and staff of an organization. Include job analysis and position description managers.

Compensation, Benefits & Job Analysis Specialists: Conduct programs of compensation and benefits and job analysis for employer. May specialize in specific areas, such as position classification and pension programs.

Computer & Information Systems Managers: Plan, direct, or coordinate activities in such fields as electronic data processing, information systems, systems analysis, and computer programming.

Computer Programmers: Convert project specifications and statements of problems and procedures to detailed logical flow charts for coding into computer language. Develop and write computer programs to store, locate, and retrieve specific documents, data, and information. May program web sites.

Database Administrators: Coordinate changes to computer databases, test and implement the database applying knowledge of database management systems. May plan, coordinate, and implement security measures to safeguard computer databases.

Employment, Recruitment, & Placement Specialists: Recruit and place workers.

Public Relations Managers: Plan and direct public relations programs designed to create and maintain a favorable public image for employer or client; or if engaged in fundraising, plan and direct activities to solicit and maintain funds for special projects and nonprofit organizations.

Training & Development Managers: Plan, direct, or coordinate the training and development activities and staff of an organization.

Training & Development Specialists: Conduct training and development programs for employees.

Colorado Department of Labor & Employment. (2006) Colorado Labor Market Information: Occupational Wages for 2004. Available at:
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U.S. Department of Labor: Bureau of Labor Statistics. (2005) November 2004 National Occupational Employment and Wage Estimates. Available at:
http://www.bls.gov/oes/current/oes_nat.htm

U.S. Department of Labor: Bureau of Labor Statistics. (2001) Standard Occupational Classification (SOC) System. Available at:
<http://www.bls.gov/soc/home.htm>.

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Training Jumpstarts Early Literacy Services

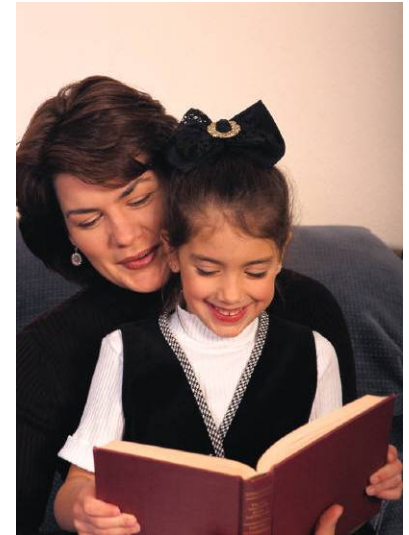
ED3/110.10/No. 239

June 8, 2006

By M. Claire Williamson

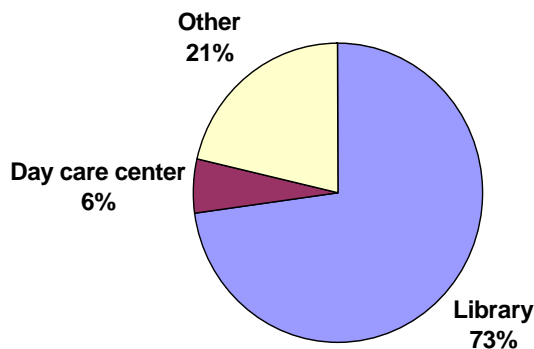
During Fall 2004 and early Winter 2005, the Colorado State Library, with the involvement of key library leaders, initiated a statewide effort to help libraries improve their services in early literacy. The project was based on the Every Child Ready to Read @your library campaign, an early childhood initiative of the Public Library Association and the Association for Library Service to Children.

As part of this project, seven early literacy workshops were held across the state. They covered current research on early literacy development and presented examples of the development of the six early literacy skills. The workshops were conducted by Renea Arnold, Early Childhood Resources Coordinator, Multnomah County Public Library, Oregon, and Bonnie McCune, Library Community Programs Consultant, Colorado State Library. Approximately 125 individuals received the training.



At the conclusion of each workshop, participants were asked to complete an evaluation of the event. Eighty-eight evaluations were returned and the results are presented here.

Chart 1
Question 1: Where Do You Work?



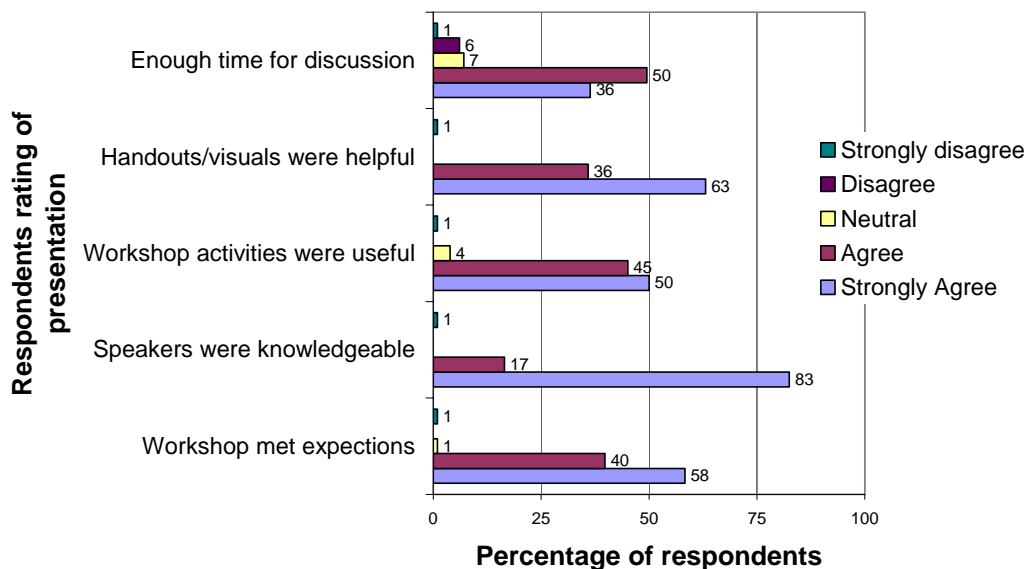
Participants in the workshops were first asked to identify whether they were working in a library, day care center, or other place. (See Chart 1).

- Nearly 3 out of 4 respondents (73%) worked in a library.
- Less than 1 in 10 respondents (6%) worked in a day care center.
- Almost 1 in 4 respondents (21%) worked in another location.

Of respondents who marked “other” for their place of work, many indicated that they were providing day care in their homes, as opposed to a day care center.



Chart 2
Question 2: To What Extent Do You Agree/Disagree with the Following Statements?



Workshop Satisfaction

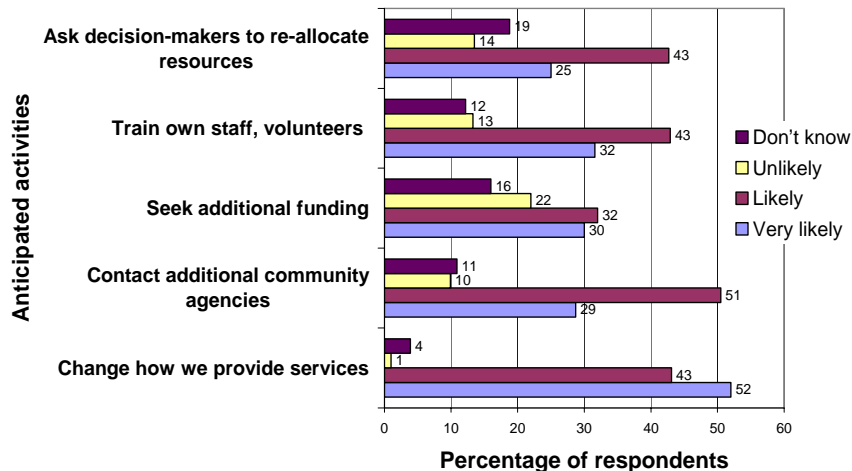
Participants were asked to respond to five statements about their satisfaction with the workshop by rating the extent to which they agreed or disagreed with each statement. (See Chart 2).

- An overwhelming percentage of respondents strongly agreed (58%) or agreed (40%) that the workshop met their expectations.
- Nearly all respondents (99%) strongly agreed or agreed that the speakers were knowledgeable and that the handouts/visuals were helpful.
- Respondents strongly agreed (50%) or agreed (45%) that the workshop activities were useful.

Although most respondents felt that there had been enough time for discussion during the workshops, a small percentage (7%) would have preferred more time.



Chart 3
Question 3: How Likely is it That You Will Pursue the Following Activities?



Anticipated Outcomes

Participants were asked five questions regarding how likely it was that they would pursue certain activities after completing the workshop.

- As a result of the workshop, overwhelmingly, respondents indicated that they would very likely (52%) or likely (43%) change how they provide existing services to better address early literacy.
- Eight in ten respondents (80%) said they were very likely or likely to contact additional community agencies about partnering to better address early literacy.
- Nearly two-thirds of respondents (62%) said they would very likely or likely seek additional funding to support early literacy activities and over two-thirds (68%) said they would ask decision-makers to re-allocate resources in order to better address early literacy.
- Three-fourths of respondents (75%) said they would very likely or likely train their own staff and volunteers to better address early literacy.

“What an extraordinary workshop for all persons connected with young children. This workshop is of primary importance to all of us who do not have an education background. Renea explained so much that we can use as a jumping off place to further our knowledge of how children learn. Thank you.”

-library respondent



Conclusion

The early literacy workshops were well-received by those in attendance. In describing the workshops, comments such as “very well organized,” “practical and informative,” and “very knowledgeable speaker,” were typical responses.

The workshops were intended to encourage improvement in library services in early literacy. The number and quality of the responses to the question, “What was the most important thing you learned?,” suggest that respondents not only learned a great deal from the workshops, but that they were able to immediately envision how to apply what they learned to their current work situations.

The survey results also suggest that respondents were encouraged by the workshops to such an extent that they anticipate making a number of significant changes in how they provide their existing services to better address early literacy.

What Did Respondents Learn From the Workshop?

Respondents were asked to identify the most important thing they learned at the workshop. Seventy-five respondents provided written responses to this question. The selected comments that follow are indicative of what respondents reported they learned:

- Reinforced the importance of oral language (stories, spoken, etc.) for literacy foundation.
- I can implement many of these techniques in my story time to teach these six skills, and it was nice to realize I do a lot of these.
- The nicely-organized, “prepackaged” material that pulls together stuff we knew and do.
- Although the 6 skills begin at birth, it was helpful to hear that addressing letter knowledge at our story time for babies is developmentally appropriate.
- The brain development info. How easy it is to incorporate this into what we are already doing.
- Good reading habits at an early age will make a more successful, well-rounded adult.

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Access to Internet Goes Hand in Hand with Other Public Library Services & May Attract Library Visitors

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June 16, 2006

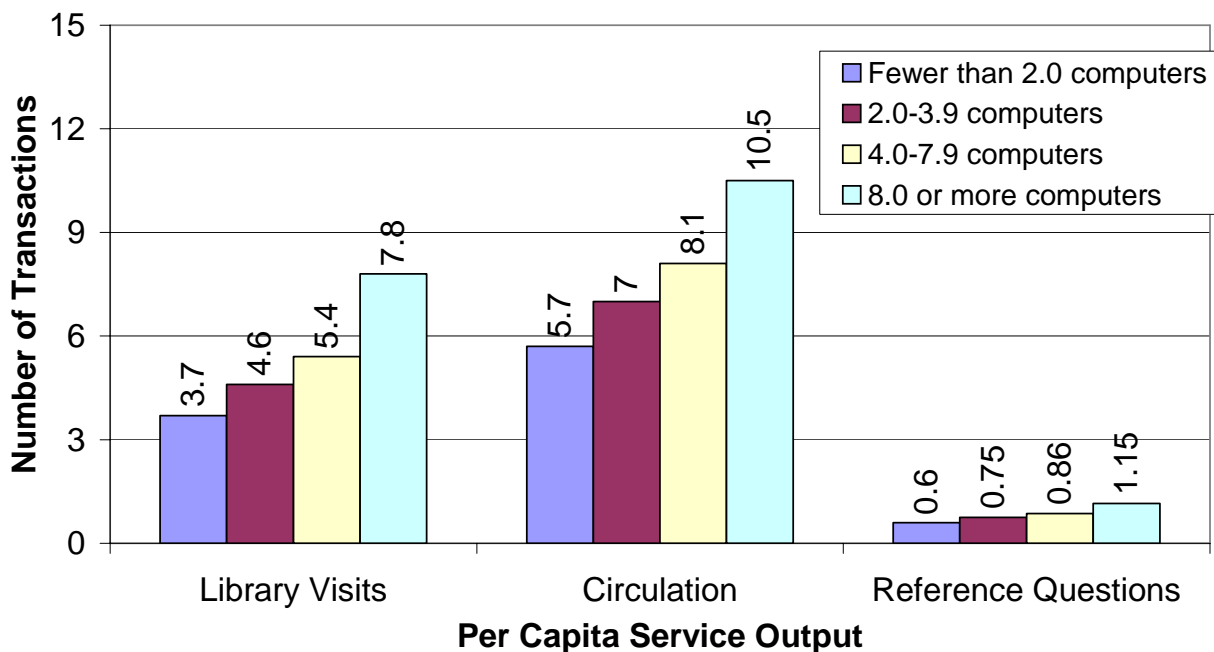
By Keith Curry Lance

With public sector budgets tightening in recent years, one might wonder if public library administrators and boards are having to make difficult decisions between traditional library services—lending books, audio books, music CDs, and DVDs—and Internet-based services. National data for 2003 suggests that providing public access to Internet computers is now part of the mainstream of public library services. Three major per capita service outputs—library visits, circulation, and reference questions—tend to increase with the number of public Internet computers per 5,000 of legal service area population.



This pattern does not necessarily indicate that the availability of public Internet computers drives other types of library use; but, it does suggest that, more often than not, libraries that do more business in traditional ways are also likely to provide more access to Internet-based services. (See Chart. Note: Each bar represents a quartile of U.S. public libraries on public Internet computers per 5,000 served: libraries with fewer than 2 computers, between 2 and 4 computers, between 4 and 8 computers, and 8 or more computers)

Per Capita Service Outputs of U.S. Public Libraries by Number of Public Internet Computers per 5,000 Served, 2003



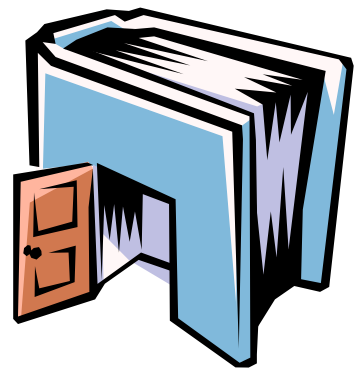


Indeed, an analysis of the correlation of each of these ratios with each of the others indicates that there are moderate to strong positive relationships between them all. Perhaps the most intriguing pattern is found for each of the three per capita service outputs and public Internet computers per 5,000 served. Notably, the positive,

statistically significant relationship between computer access and library visits per capita (Pearson correlation coefficient $(r) = .606$) is more than twice as strong as the relationship between computer access and either circulation ($r = .299$) or reference questions ($r = .292$).

The strength of this relationship may be explained by the general role played by public libraries in closing the digital divide—the gap between technology haves and have-nots—or by the fact that libraries frequently subscribe to licensed databases to which the typical home or office user of the World Wide Web might not otherwise have access. Almost certainly, the reason this relationship between library visits and computer access is not even stronger is because many public libraries enable their patrons to access online resources, especially licensed databases, from home, school, workplace, or another non-library location.

For the time being, however, it appears that as a library offers more public access to the Internet, it is likely to draw more visitors who, in turn, are also likely to use the library in other ways. At the very least, these findings indicate that traditional uses of public libraries (visiting libraries, borrowing books and other items, asking questions) tend to rise with use of Internet-based services. Traditional and Internet-based library services are not an either-or proposition.



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Challenged Materials in Colorado Public Libraries, 2005

ED3/110.10/No. 241

June 30, 2006

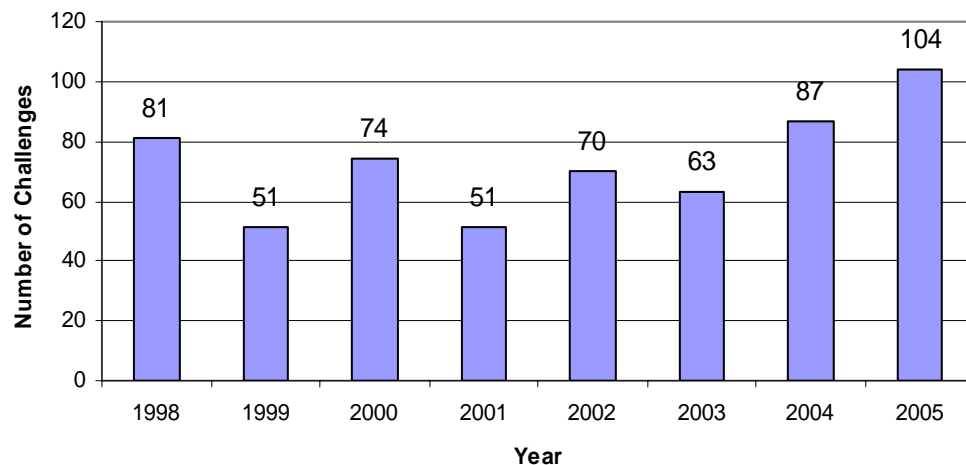
By Holly Cole

Each year the Library Research Service collects data on the state's public libraries via the Colorado Public Library Annual Report survey. A section of that survey is focused on formal challenges to materials receive by libraries throughout the year. The American Library Association (ALA) defines a challenge as "an attempt to remove or restrict materials, based upon the objections of a person or group...Challenges do not simply involve a person expressing a point of view; rather, they are an attempt to remove material from the curriculum or library, thereby restricting the access of others." In the 2005 survey, 26 public libraries from across the state reported 104 formal challenges. Seventeen (17) more challenges were reported for 2005 than for 2004, and 41 more challenges were reported for 2005 than for 2003 (see Chart 1).

Highlights

- Of all reported challenges, 21% concerned the Spanish language comics called *fotonovelas*.
- In 2005, only three items were challenged more than once at Colorado public libraries: *Oregon Trail*, *Paris Trout*, and *Angels in America*.
- By far, the most frequent reason given for challenging materials in the library was that the content is "sexually explicit."

Chart 1: Challenges Reported by Colorado Public Libraries
1998-2005





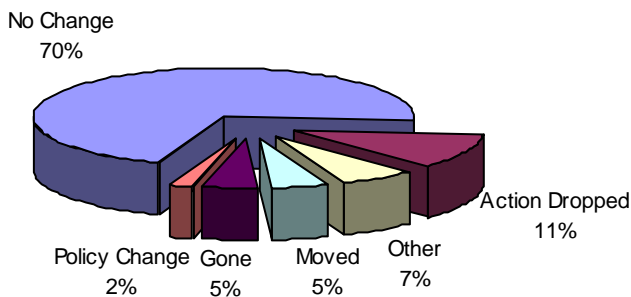
Notably, the modest decline in challenges from 2002 to 2003 (70 to 63) is most likely a consequence of cuts to spending on new items following the 2002 budget crisis. Apart from that anomaly, the number of challenges reported annually increased steadily from 2001 to 2005—more than doubling during that interval.

Libraries reporting challenges are sent a follow-up survey and are asked more specific questions about each challenge. As a result, additional information on the 1004 reported challenges was received. This information is not only used by the Library Research Service, but is also reported to the American Library Association’s Office for Intellectual Freedom to complete the picture of challenges nationwide.

Actions

There are many ways to resolve a challenge including changing a policy or removing the material from the library. However, during 2005, the majority of challenges (73 or 69%) had no action taken—meaning the items were left in the library and not moved to another section. The number of materials that had no change is higher than all the other actions combined (see Chart 2).

Chart 2: Action Taken by Colorado Public Libraries in Response to Challenges



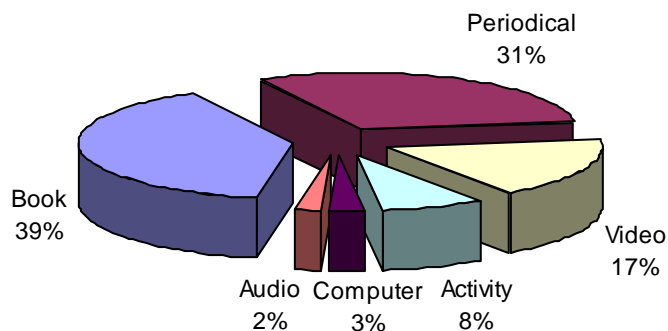
The materials that had “no change” decreased from 81% for 2004 to 70% in 2005; but, this may be explained, at least in part, by an increase in “actions dropped” from 4% in 2004 to 11% in 2005.



Formats

Among all the challenged materials, the majority focused on books (39%) followed by periodicals (31%) and videos (17%) (see Chart 3).

Chart 3: Challenged Materials by Format

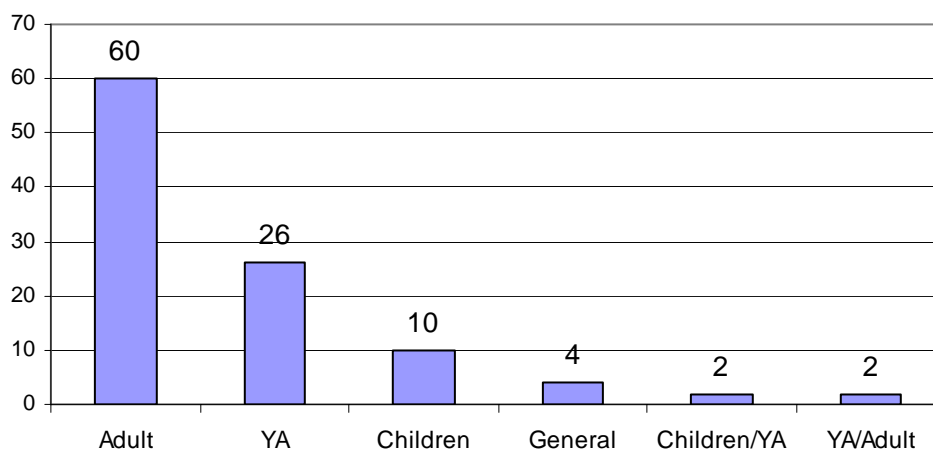


Of all challenged periodicals, 27 or 84% were the Spanish graphic novels known as *fotonovelas*, and only 5 (16%) were other types of periodicals. (As previously mentioned, 21% of *all* challenged materials were *fotonovelas*.) Activities, which comprised 8% of 2005 challenges, ranged from events put on by the library to displays on a particular topic.

Audience

Broken down by audience type, adult items were challenged the most with 60 challenges followed by young adult (YA) materials at 26 challenges (see Chart 4).

Chart 4: Challenged Materials by Audience



Compared to 2004, challenges to materials for adults and young adults increased, while challenges to materials for children decreased.



Reasons for Challenges

This year, many of the challenged items were reported for multiple reasons. Among the top reasons are that the content is

- sexually explicit (25%),
- unsuited for age group (19%), and
- contains nudity (11%).

Overall, respondents reported more than 15 different reasons why materials were challenged (see Table 1).

The majority of items were challenged only once and none of the items that had multiple challenges were books. Beyond the *fotonovelas*, only three other items (which happened to be non-print) were challenged more than once: *Oregon Trail*, *Paris Trout*, and *Angels in America*.

The children's computer game *Oregon Trail* was challenged twice during 2005. The challenges cited violence as the main objection. *Paris Trout*, directed by Stephen Gyllenhaal, was challenged twice because of nudity, violence, and being sexually explicit. Also challenged twice, *Angels in America*, directed by Tony Kushner, was challenged on the basis of its content containing nudity, homosexuality, and being sexually explicit and anti-family.

Despite the high number of challenges, none of the challenged authors were in the American Library Association's "Most Frequently Challenged Authors of 2005" list. Similarly, none of the challenged materials were in ALA's "Most Frequently Challenged Books of 2005" list. This list includes *It's Perfectly Normal*, *Forever* by Judy Blume, *The Catcher in the Rye* by J.D. Salinger, and *The Chocolate Wars* by Robert Cormier.

Table 1.

Frequency of Reasons for Challenges	
Sexually Explicit	61
Unsuited for Age Group	49
Nudity	26
Violence	17
Anti-Family	15
Insensitive	14
Drugs	15
Sexism	13
Abortion	13
Homosexuality	6
Offensive Language	5
Other	6
Sex Education	4
Religious Viewpoint	3
Political Viewpoint	2
Anti-ethnic	1



American Library Association: Challenged and Banned Books

<http://www.ala.org/ala/oif/bannedbooksweek/challengedbanned/challengedbanned.htm#mfcb>

American Library Association: Censorship and Challenges

<http://www.ala.org/ala/oif/ifissues/censorshipchallenges.htm>

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Fast Facts – Recent Statistics from the Library Research Service

Colorado State Library • Colorado Department of Education

Library & Information Science Program • College of Education • University of Denver

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How Students and Faculty Use Academic Libraries Differently

ED3/110.10/No. 242

June 30, 2006

By Don Dickenson

As part of the 2005 Colorado Academic Library Impact Study, undergraduate students and faculty from nine colleges and universities were asked to provide information about the services they use at their institution's library. They were also asked about their success in accessing resources through their own library and other libraries.

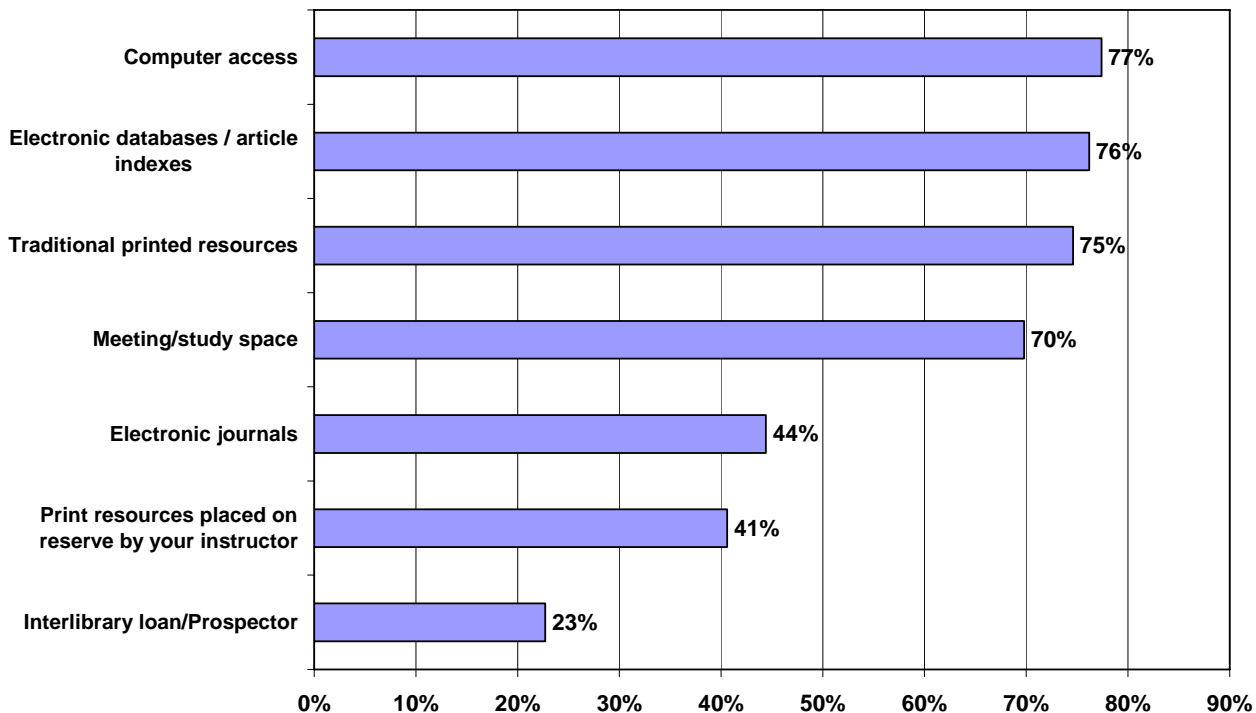
Library Resources

Undergraduate students and faculty were asked to list the library services they had used during the past 12 months. Six services were among the top seven responses from both groups of survey respondents.

Highlights

- Library computer access is utilized by students far more than by faculty.
- The use of interlibrary loan services is much more widespread among faculty members than students.
- Only slightly more than half of surveyed faculty (52%) feel they can usually find the print periodicals they need through their institution's library.

Chart 1: Top Seven Library Resources and Services Used by Undergraduates During the Past Year



Electronic Databases/ Article Indexes – Electronic databases and article indexes were extremely popular among both student and faculty ALIS participants. More than 4 of every 5 faculty members (83%) and 3 of every 4 students (76%) utilized this library resource within the past year, making this the second most frequently cited library resource by both undergraduates and faculty.

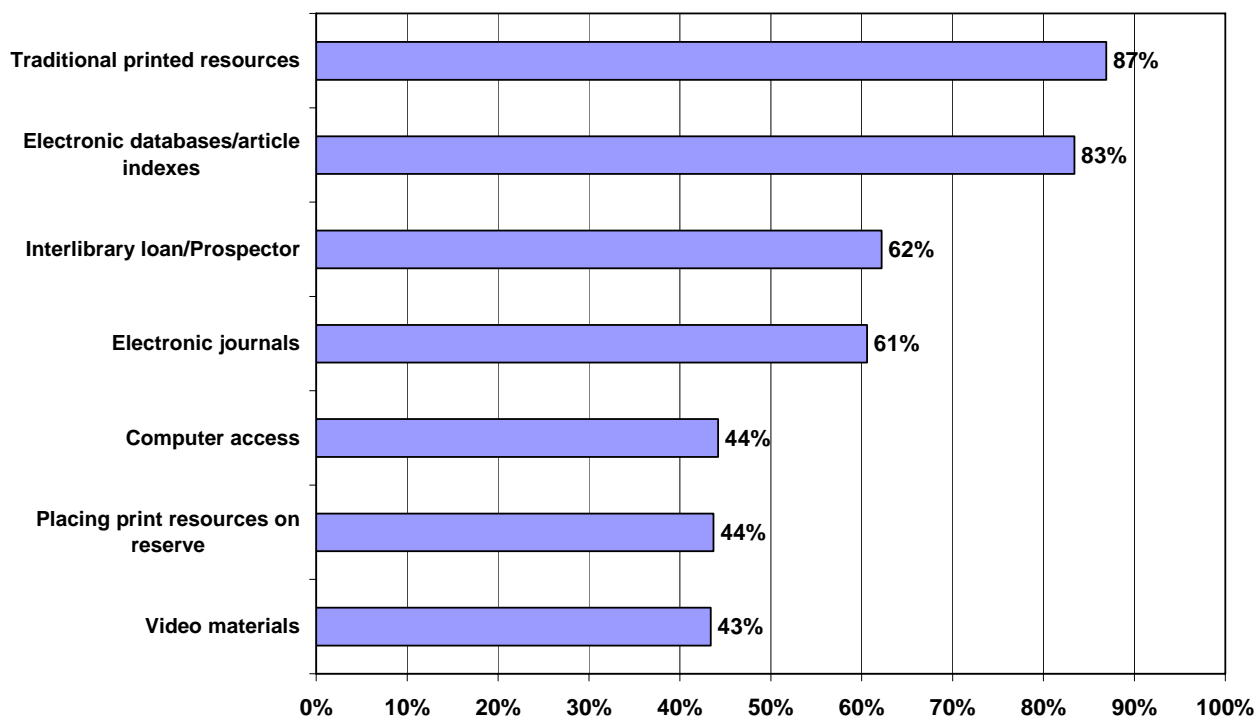
Print Resources -- Print resources were also widely utilized by both groups of respondents. Cited by nearly 9 of every 10 faculty members (87%), this was the most frequently listed library service among instructors. Three of every four undergrads (75%) reported having used library print materials during the preceding 12 months, making it the third most popular response among students.



Computer Access – More than 3 of every 4 undergraduates (77%) reported using computer access at their institution’s library, making this the most frequently listed service among students. By contrast, less than half (44%) of surveyed faculty reported utilizing computer access at the library.

Electronic Journals – Access to e-journals represented another difference in usage patterns between the two groups of survey participants. More than 3 of every 5 faculty members (61%) indicated having used electronic journals available through the library, while less than half of students (44%) did so.

Chart 2: Top Seven Library Resources and Services Used by Faculty During the Past Year



Interlibrary Loan/Prospector – Perhaps the most dramatic difference between faculty and student library usage patterns concerned ILL and the Prospector system, which was used by more than 3 of every 5 faculty participants (62%) but less than a quarter of surveyed undergrads (23%).

Print Reserves – Not surprisingly, survey figures concerning print reserves were similar for the two survey groups. Forty-four percent of faculty members reported placing print resources on reserve at their institution's library, while 41 percent of students said that they had used print reserves at their library.

Website Usage

Certain uses of library websites – such as searching the library's home catalog and searching for journal articles via online databases – were very popular with both students and faculty participants in the ALIS (Charts 3 and 4). Faculty members, however, appear to more regularly expand their information searches to include the collections of other libraries, something their students are less apt to do. Additionally, surveyed faculty reported requesting interlibrary loans through their library's website more than twice as often as undergrads.

Chart 3: Top Seven Uses of Library Website by Undergraduates

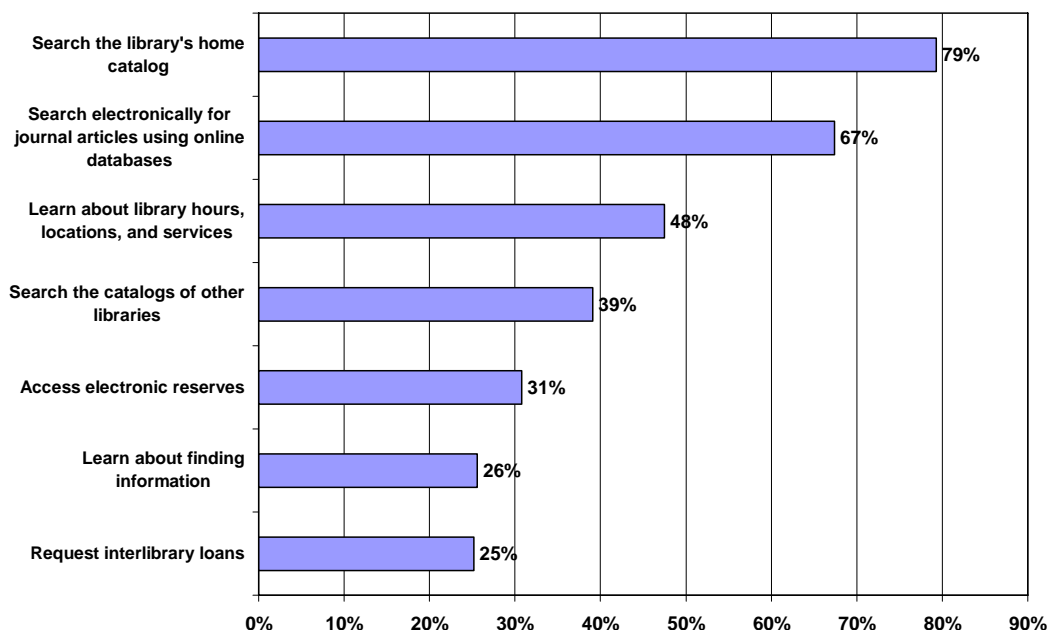
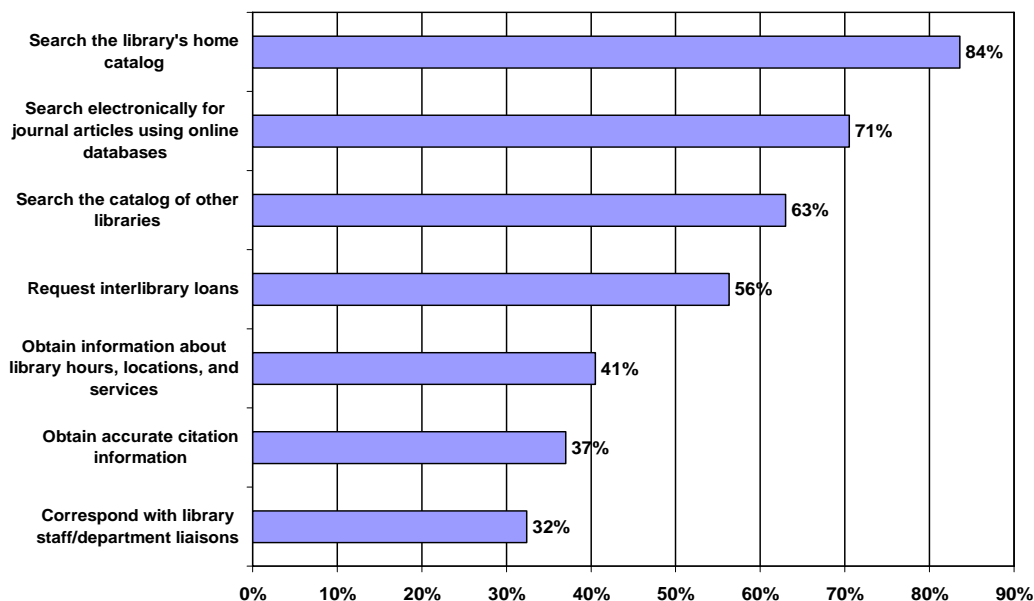


Chart 4: Top Seven Uses of Library Website by Faculty



Availability of Resources

Generally speaking, both undergraduates and faculty members appeared to be confident about finding needed print materials and accessing electronic resources at their institutions' libraries. Students, however, were more likely to feel this way than their instructors. Nearly 9 of every 10 students indicated that they could usually find needed books (89%) and print periodicals (88%) at their library, and an even greater proportion (93%) reported that they can usually access needed electronic resources through their library (Table 1).

Table 1: Attitudes of Undergraduates about Availability of Materials/Resources

	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Can usually find needed books at my library.	89%	11%
print periodicals at my library.	88%	12%
electronic resources through my library.	93%	7%
materials at other libraries.	58%	42%

While surveyed faculty didn't share this sentiment as frequently as their students, nearly two-thirds (66%) felt that they usually found needed print volumes at their library, and more than 4 of every 5 (84%) could usually access need electronic resources (Table 2).



The responses to this portion of the survey reinforce the idea that faculty members are far more likely than their students to extend their searches for materials to other institutions. The results also reveal significant concerns about the continuing availability of scholarly journals, with only a slim majority (52%) of faculty respondents expressing confidence in their ability to find needed print periodicals at their library. Resource sharing efforts appear to be helping to meet the needs of many faculty, as almost 3 out of 4 (73%) report success in finding needed resources at other libraries.

Table 2: Attitudes of Faculty about Availability of Materials/Resources

	Agree/ Strongly Agree	Disagree/ Strongly Disagree
Can usually find needed books at my library.	66%	34%
print periodicals at my library.	52%	48%
electronic resources through my library.	84%	16%
needed materials at other libraries.	73%	27%

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Special Library Salaries in Mountain Region Lag Behind Nation

ED3/110.10/No. 243

August 1, 2006

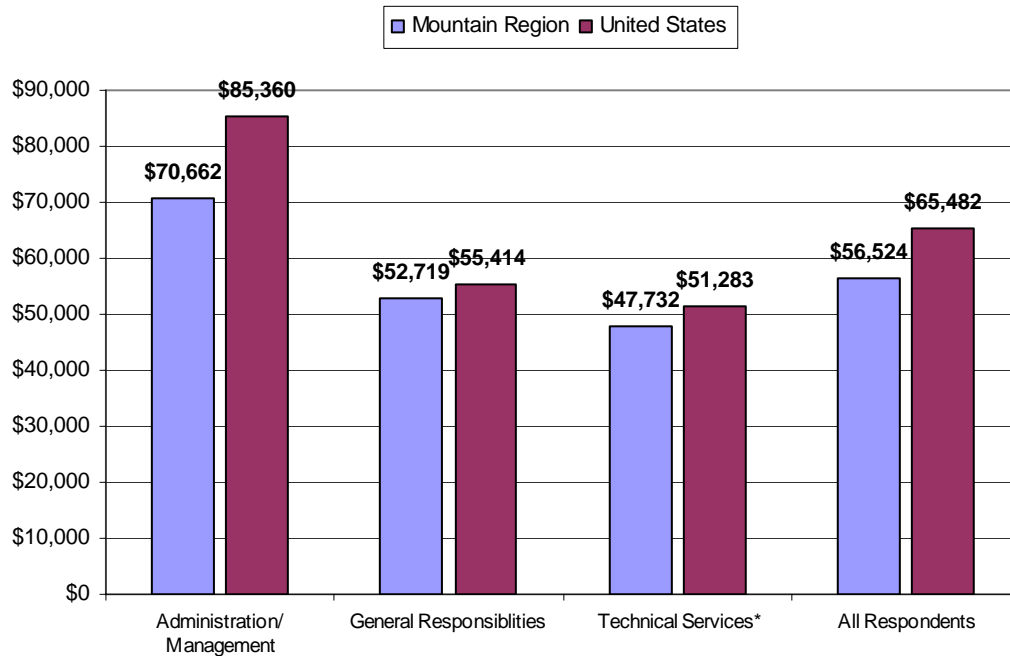
By Holly Cole

Money is always a hot topic in any profession and librarianship is no exception. Salary information is always interesting to note because of the wide ranges in pay—from different types of libraries to different types of positions. Since 1967, the Special Libraries Association (SLA) has conducted a salary and workplace survey that focuses on that sector of librarianship in both the United States and Canada. In 2005, there were a little over 3,000 completed surveys (a 35% response rate). Over half of the respondents were located in the southern states and, of the respondents from the United States, about 3% were from the Mountain area.



In 2005, the overall average salary for the “Mountain” region—which includes Colorado, Arizona, Idaho, Montana, Nevada, New Mexico, Utah, and Wyoming—was \$56,524. The gap between the Mountain region and the United States as a whole was largest, by far, for administration/management positions. Average Mountain region salaries consistently lag behind the national average for all position types (See chart below).

Average Salary by Job Description/Responsibilities



* “Technical Services” not only refers to acquisitions and cataloging staff, but to circulation and inter library loan staff as well.

On a more positive note, according to the SLA survey, since 1985, librarians' salaries have continuously stayed above the cost-of-living increases in the United States and Canada.

Salaries in the special library sector are higher than those in public libraries. The average salary for special librarians in Colorado's major metropolitan areas—including Denver, Boulder, and Colorado Springs—was \$59,796, which is \$2,500 to \$3,000 more than the average salary of public librarians in Colorado. Despite their higher salaries, special librarians, like other types of librarians, are still not on par with other occupations that require equal or less education (See table below).

AVERAGE SALARIES FOR SELECTED COLORADO OCCUPATIONS	
Occupation Title	Average Annual Salary
Business and Financial Operations	\$60,005
Computer and Information Scientists Research	\$91,844
Computer and Information Systems Managers	\$104,234
Computer Programmers	\$73,184
Database Administrators	\$68,031
Public Relations Managers	\$85,366
Training and Development Managers	\$77,414
Special Librarians	\$59,796

Along with position type, gender is a predictor of salary. In the SLA survey, men average about \$4,000 more than their female counterparts. Perhaps because most special librarians have a master's degree, the impact of educational attainment on salaries is minimal. However, for those with doctorates, the average salary jumps almost \$20,000 from those with a master's degree.

Special library salaries are relatively high within the library world, and if trends continue, they will increase. Many factors influence a librarian's salary including region, gender and position type. Also, special librarians are not paid as much as others in similar positions.

Colorado Department of Labor & Employment (2006). Colorado Occupational Wages: May 2005 Survey. Available at: <http://www.coworkforce.com/lmi/wages/AHWbyOccGrp4b.asp>.

SLA Annual Salary Survey & Workplace Study 2005 (2005). Special Library Association.

ALA Survey of Librarian Salaries 2005 (2005). American Library Association.

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Earnings of Library Staff in Mountain West Low Compared to Workers in Similar Jobs

ED3/110.10/No. 244

August 14, 2006

By Jennifer French

According to the Standard Occupational Classification (SOC) System librarians maintain library collections, provide patron assistance for locating materials and reference information, and organize collections. Library clerks on the other hand, compile records, shelve materials, and issue/receive materials. Librarians and library clerks perform work similar to that of professional and clerical staff in other fields such as education, public administration, computer assistance, and accounting. However, library personnel receive lower hourly wages compared to many of these occupations.

This report examines the hourly wages of librarians and library clerks in the Mountain West division which includes Colorado, Arizona, Nevada, Utah, Idaho, Wyoming, and Montana.

Occupations in the first comparison were chosen because of the similarity of their work to that of librarians (see Table 1). The SOC groups together librarians at all levels of responsibility and experience as well as those in all types of libraries. This report uses information which is based on the average salary of all librarian types.

Table 1. Average Hourly Earnings for Librarians and Selected Other Professional and Technical Occupations, Mountain West, 2004.

Occupation	Hourly Earnings	Margin of Error	90% Confidence Interval	
			Low	High
Personnel/Labor Relations Manager	\$44.02	6.6%	\$39.24	\$48.80
College or University Teacher	\$41.50	3.3%	\$39.25	\$43.75
Education Administrator	\$41.30	2.4%	\$39.67	\$42.93
Public Relations Specialist	\$38.36	25.4%	\$22.33	\$54.39
Public Administrator	\$30.54	5.4%	\$27.83	\$33.25
Secondary School Teacher	\$30.51	4.8%	\$28.10	\$32.92
Computer Systems Analyst	\$29.47	10.0%	\$24.62	\$34.32
Elementary School Teacher	\$29.37	5.9%	\$26.52	\$32.22
Computer Programmer	\$29.36	26.0%	\$16.80	\$41.92
Librarian	\$27.65	29.2%	\$14.37	\$40.93
Vocational/Educational Counselor	\$27.19	6.3%	\$24.37	\$30.01
Sales, Business Services	\$23.73	40.5%	\$7.92	\$39.54
Pre/Kindergarten Teacher	\$20.24	22.3%	\$12.82	\$27.66

Note: The low and high boundaries of this 90% confidence interval were calculated using the relative standard error for each occupation. See sidebar for more information.

The 2004 National Compensation Survey for the Occupational Wages of the Mountain Census Division indicates that librarians made an average hourly wage of \$27.65. Compared to the selected other professional and technical occupations, librarians earned the fourth lowest average hourly wage of the group. But if the confidence interval (see grey box for more information) is taken into account, librarians would rank third from the bottom in the low salary range.





Library clerks are more similar to positions in administrative support occupations than librarians. The positions chosen for comparison perform work similar to library clerks in other fields.

Table 2. Average Hourly Earnings for Library Clerks and Selected Other Administrative Support Occupations, Mountain West, 2004.

Occupation	Hourly Earnings	Margin of Error	90% Confidence Interval	
			Low	High
Computer Operator	\$18.57	6%	\$16.65	\$20.49
Meter Reader	\$15.51	9%	\$13.24	\$17.78
Dispatcher	\$15.31	16%	\$11.18	\$19.44
Eligibility Clerk, Social Welfare	\$14.24	11%	\$11.76	\$16.72
Mail Clerk	\$14.08	11%	\$11.58	\$16.58
Bookkeeper	\$14.00	4%	\$13.08	\$14.92
Order Clerk	\$13.82	20%	\$9.21	\$18.43
Traffic, Shipping & Receiving Clerk	\$13.73	4%	\$12.83	\$14.63
Payroll and Timekeeping Clerk	\$13.23	8%	\$11.51	\$14.95
Library Clerk	\$13.12	9%	\$11.20	\$15.04
Stock or Inventory Clerk	\$12.37	8%	\$10.82	\$13.92
Records Clerk	\$12.31	5%	\$11.40	\$13.22
Bill or Account Collector	\$11.92	5%	\$10.94	\$12.90
Interviewer	\$11.56	10%	\$9.68	\$13.44
Material Recording, Scheduling & Distribution Clerk	\$10.94	21%	\$7.11	\$14.77

Note: The low and high boundaries of this 90% confidence interval were calculated using the relative standard error for each occupation. See sidebar for more information.

The 2004 average hourly earnings for library clerks was \$13.12, the sixth lowest of the group (see Table 2). When the confidence interval is considered, library clerks would rank seventh from the bottom of the fifteen positions in the low salary range. In the high salary range library clerks would rank seventh from the top.

Overall, these data indicate that salaries of library workers in the Mountain West are not keeping pace with those of comparable workers in the region.

Sources:

U.S. Department of Labor: Bureau of Labor Statistics. (2004). National Compensation Survey: Occupational Wages in Mountain West Census Division, June 2004. Available at: <http://www.bls.gov/ncs/ocs/sp/ncbl0736.pdf>.

U.S. Department of Labor: Bureau of Labor Statistics. (2001). Standard Occupational Classification (SOC) System. Available at: <http://www.bls.gov/soc/home.htm>.

Data Reliability

The data in these tables are estimates from a scientifically selected probability sample...The sample used for this survey is one of a number of possible samples of the same size that could have been selected using the sample design. Estimates derived from the different samples would differ from each other.

A measure of the variation among these differing estimates is called the standard error or sampling error. It indicates the precision with which an estimate from a particular sample approximates the average of estimates from all possible samples. The relative standard error (RSE) is the standard error divided by the estimate. Tables in this bulletin provide RSE data for indicated series. The relative standard error can be used to calculate a *confidence interval* around a sample estimate...If all possible samples were selected to estimate the population value, the interval from each sample would include the true population value approximately 90 percent of the time.

From *Technical Note*, National Compensation Survey: Occupational Wages in the Mountain West Census Division, June 2004, <http://www.bls.gov/ncs/ocs/sp/ncbl0736.pdf>

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Fast Facts – Recent Statistics from the Library Research Service
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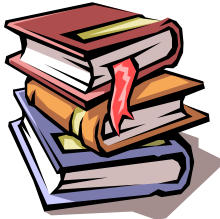


Salaries of Academic Librarians in the West & Southwest Region

ED3/110.10/No. 245

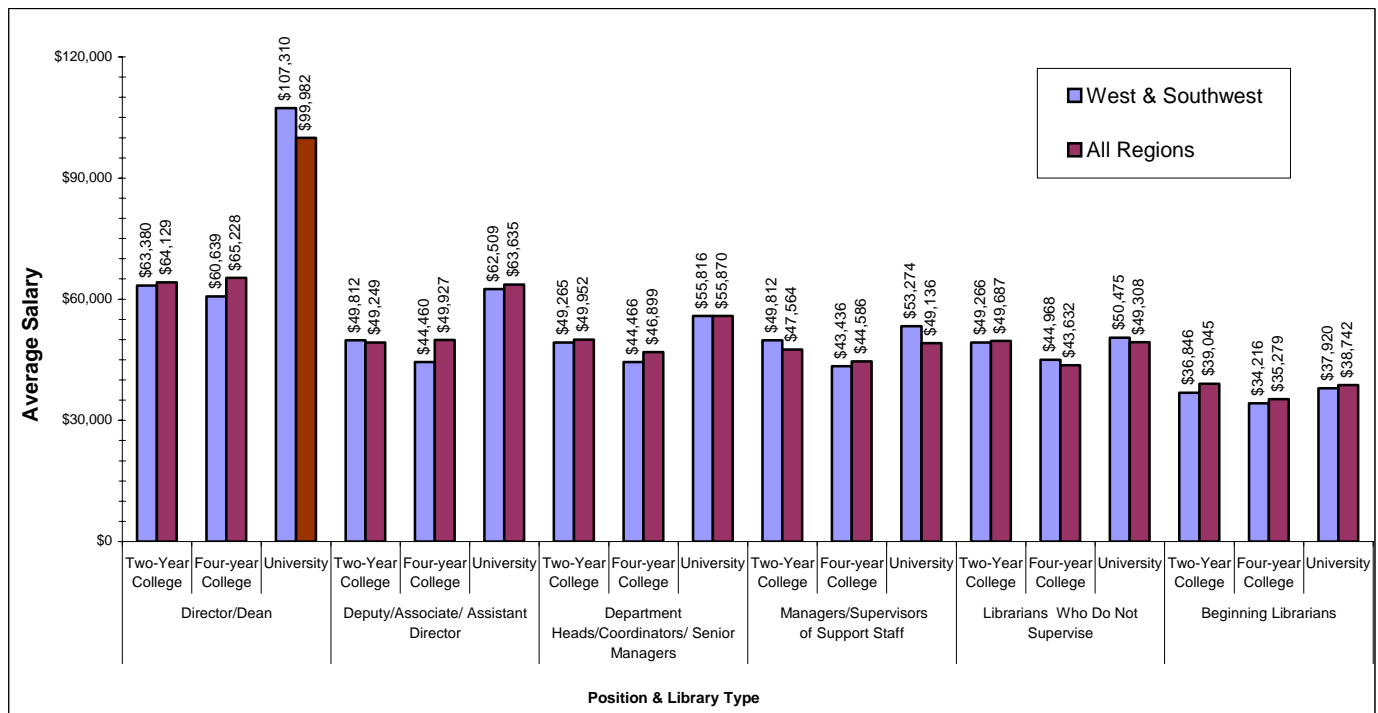
August 22, 2006

By Jennifer French



The salaries of academic librarians, like many in the library field, are affected by their position, the type of library they are working in, and where their library is located. The ALA Survey of Librarian Salaries 2005 reports average salaries for each of these influencing factors.

Chart 1. West & Southwest Region Compared to All Regions



Most average salaries for the West and Southwest region, which includes Colorado, were lower than the national averages (see Chart 1). Librarians at four-year colleges consistently earned salaries lower than the national average at every position with the exception of Librarians Who Do Not Supervise. The position to have the greatest salary difference between the regional and the national averages was Deputy/Associate/Assistant Director at a four-year college. They earned an average of \$44,460 in the region and \$49,927 nationally; a difference of \$5,467.

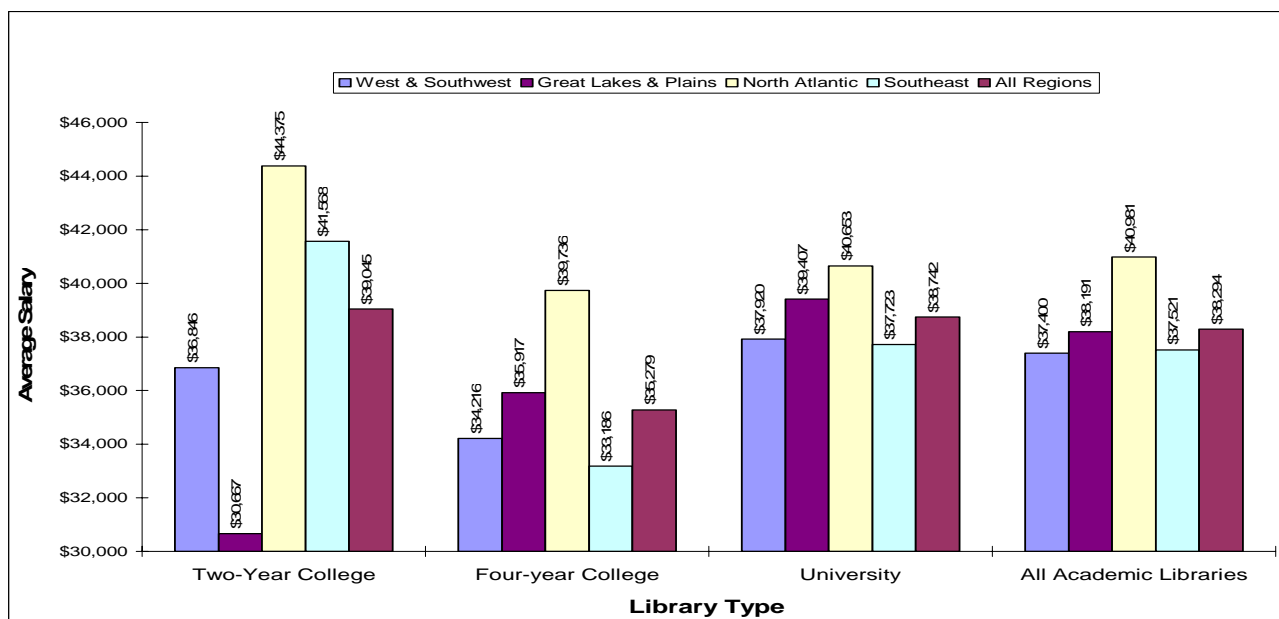
This report examines the salaries of academic librarians in the West & Southwest region according to the results of the ALA Survey of Librarian Salaries 2005. The results were reported by type of position, library type, and region of the U.S. The six position titles are Director/Dean, Deputy/Associate/Assistant Director, Department Heads/Coordinators/Senior Managers, Managers/Supervisors of Support Staff, Librarians Who Do Not Supervise, and Beginning Librarians. The report uses four library types; Two-Year College, Four-Year College, University, and All Academic. The results were also reported for the nation as a whole (All Regions) and narrowed into four geographic regions; Great Lakes & Plains, North Atlantic, Southeast, and West & Southwest. The West & Southwest region includes Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Predictably, Beginning Librarians in the West and Southwest averaged lower salaries than those in other librarian positions in the region. Across all academic libraries, Beginning Librarians in the West and Southwest earned the lowest average salaries compared to other regions. In fact, they earned a lower average salary than the national (i.e., all regions) average for each type of library. For instance, Beginning Librarians earned approximately \$2,200 less than the national all-regions average for a two-year college (See Chart 2).

A Beginning Librarian at a four-year college in the region earned an average salary that was \$2,630 to \$3,704 less than those in the same position at different library types. They earned almost 8 percent less than Beginning Librarians at two-year colleges in the region.

Among the regions, Beginning Librarians in the West and Southwest earned the second lowest average salary at each library type. The average salary of Beginning Librarians for all academic libraries (the average salary of a position for all library types) was the lowest in the West and Southwest region compared to the other regions and the national average.

Chart 2. Beginning Librarians



The data indicates that a majority of academic librarians in the West and Southwest received annual salaries lower than the national average. Most affected were librarians at four-year colleges who received below national average salaries for 6 of the 7 positions. Within the region, at four-year colleges, Beginning Librarians earned salaries 7 to 11 percent less than their peers at other library types.

Sources: Grady, J. & Davis, D. (2005). ALA Survey of Librarian Salaries. American Library Association – Allied Professional Association.

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Non-MLS Reference Salaries in Academic Libraries Lag Behind Peers: Non-MLS Salaries Closing Fast on MLS Salaries

ED3/110.10/No. 246

December 15, 2006

By Jennifer French



Library staff who help patrons have a great impact on public perception of the library. The positions of associate librarian, technical assistant, clerks, and various other non-MLS staff are vital to several library services (see grey box for position definitions). Many libraries, including academic libraries, use non-MLS staff to support reference areas. At every position level, non-MLS reference staff help patrons with questions and conduct searches, according to the ALA-APA Non-MLS Salary Survey. Their direct contact with the public puts them in a liaison position between patrons and library services. They may be a patron's first or only contact with library staff. Despite the training and knowledge needed to properly assist in a reference area, many non-MLS reference positions in academic libraries earn less than their peers in others areas (e.g. Cataloging, Adult Services, etc.)

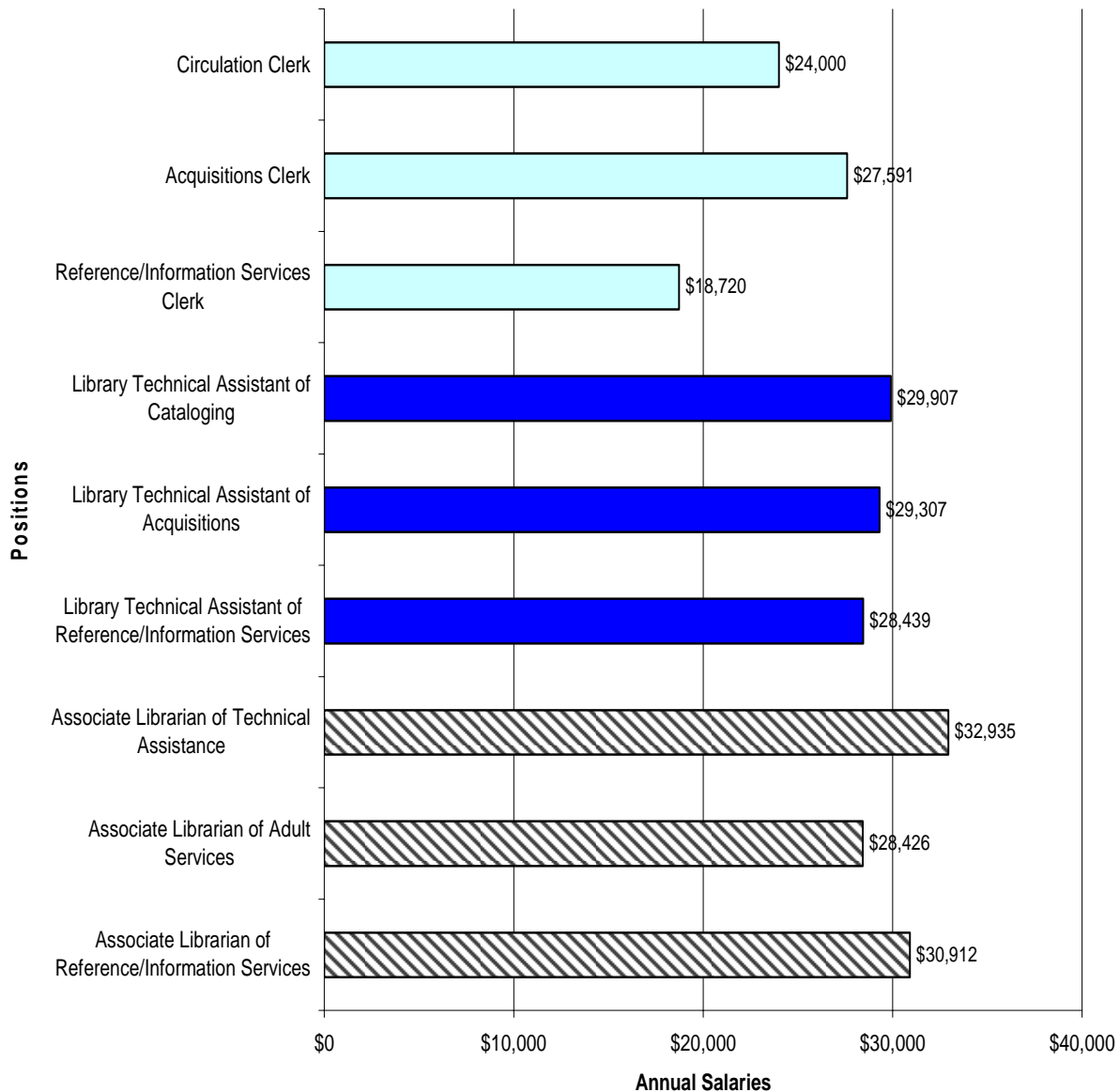
The ALA-APA Non-MLS Salary Survey is ALA's first attempt to collect salary information for all non-MLS staff not included in the ALA Survey of Librarian Salaries. The survey asked participating academic and public libraries for salary information for an overwhelming 62 positions, 16 of which had more than 100 salaries reported (see Table 1). Of these 10 were in the Public Services category and all three reference positions in the survey were in this group.

Table 1. Non-MLS Positions in Academic Libraries by Positions Reporting

Position	Category	Number of Positions (N)
Circulation Clerk	Public Services	557
Library Technical Assistant of Reference/Information Services	Public Services	331
Library Technical Assistant of Acquisitions	Public Services	283
Inter-Library Loan Assistant	Technical Services	256
Copy Cataloger	Technical Services	236
Library Technical Assistant of Cataloging	Public Services	197
Shelver/Page	Public Services	195
Serials Processing Assistant	Technical Services	192
Administrative Assistant	General Administration	173
Associate Librarian of Adult Services	Public Services	133
Acquisitions Clerk	Public Services	125
Systems Administrator	Technical Services	122
Processing Assistant	Technical Services	117
Reference/Information Services Clerk	Public Services	111
Associate Librarian of Technical Assistance	Public Services	103
Associate Librarian of Reference/Information Services	Public Services	101

When compared to similar positions in this group, Reference/Information Services Clerks and Library Technical Assistants of Reference/Information Services typically earned a salary lower than their peers (see Chart 1).

Chart 1. Median Non-MLS Salaries for Positions in Academic Libraries, 2006



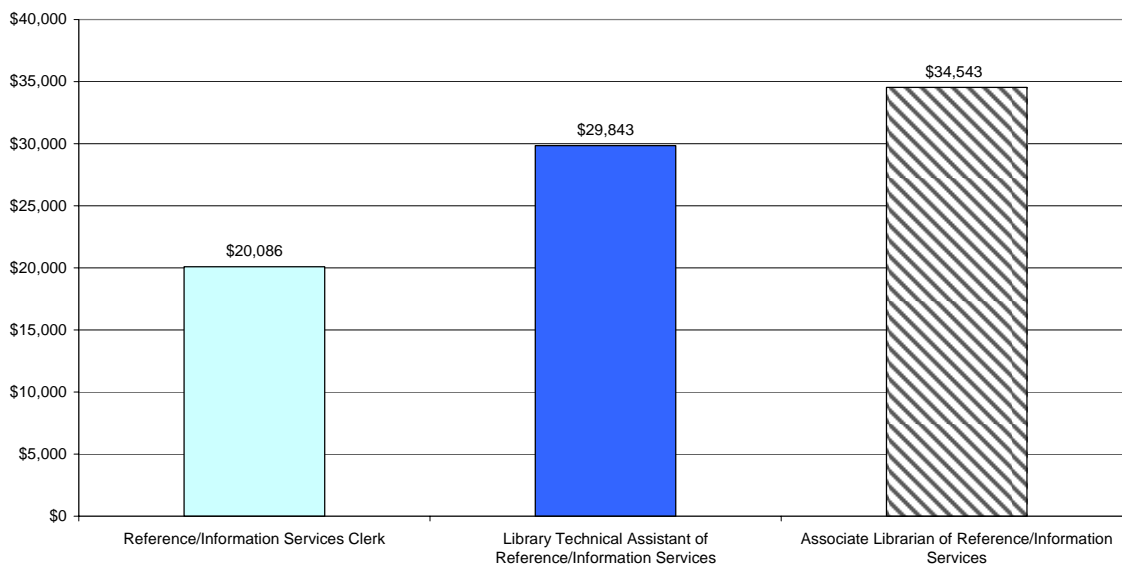
The median salary for Reference/Information Services Clerks was \$5,280 less than for Circulation Clerks and \$8,871 less than for Acquisitions Clerks. Typically Library Technical Assistants of Reference/Information Services earned \$868 to \$1,468 less than those in Acquisitions and Cataloging. Assistant Librarians of Reference/Information Services. On the other hand, typically earned \$2,486 more than Associate Librarians of Adult Services, but they earned \$2,023 less than Associate Librarians of Technical Assistance.





Another interesting observation about the salaries for reference positions is the disproportional pay difference between position levels. Library Technical Assistants average annual salary was \$9,757 more than Clerks. This would be a pay increase of 49 percent for staff who were promoted from a clerk position to library technical assistant. There is only a 14 percent increase from a Library Technical Assistant position to Associate Librarian (or a difference of \$4,700).

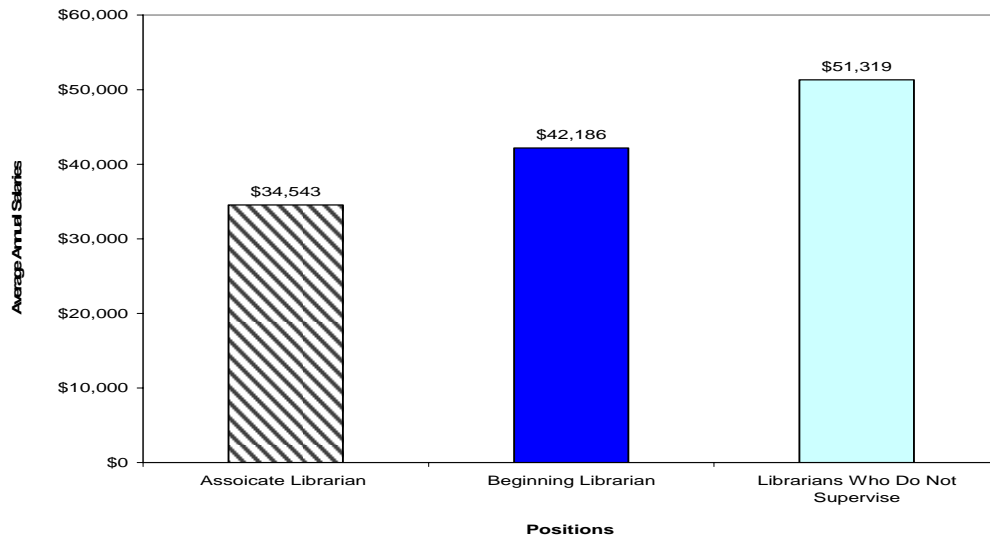
Chart 2. Average Annual Salaries for Non-MLS Reference Positions in Academic Libraries, 2006



Non-MLS reference staff have a large impact on a library user's perception of a library and can often influence future visits. Considering the importance of maintaining well trained and experienced staff to assist patrons, it is surprising that non-MLS reference positions are not compensated as well as their peers in circulation, interlibrary loan and technical services.

Upon further investigation, the ALA Non-MLS survey results show that in academic libraries the salaries of Associate Librarians are catching up to the salaries of Beginning Librarians as reported in the ALA MLS survey (see Chart 3). The average salary for all types of Associate Librarians in academic libraries is \$34,461 and the average for Beginning Librarians is \$42,186. Therefore, Associate Librarians (non-MLS) earn only \$7,545 less than Beginning Librarians (MLS). This is a smaller difference than the one between Beginning Librarians and Librarians Who Do Not Supervise - that difference is \$9,133. This indicates that the salaries of Associate Librarians in academic libraries are catching up to Beginning Librarians who are required to have a MLS. Also if the number of positions reported in the MLS and Non-MLS surveys is any indication, there are more Associate Librarians in academic libraries than Beginning Librarians. The ALA Non-MLS survey received salaries for 465 Associate Librarian positions while the ALA MLS survey received only 265 for Beginning Librarian positions.



Chart 3. Non-MLS & MLS Salaries in Academic Libraries

Based on the data, there appears a need in academic libraries to re-evaluate pay increases based on experience, required skill level or training, and educational requirements. What better way to insure quality services to fit the information needs of academic library patrons, than to recognize the importance of maintaining a well trained and experienced non-MLS and MLS staff through salary incentives?

Associate Librarian (non-MLS degreed) – Provides assistance to patrons including topical research and material location. Assists patrons with the use of library resources and equipment. Screens the collection for outdated or unused materials following established guidelines. May perform managerial and administrative duties.

Library Technical Assistant – Provides basic assistance to patrons referring patrons to Librarian for professional assistance. Locates materials and information for patrons. May complete routine copy cataloging. Assists with special programming.

Clerk – Performs routine duties requiring the use of a variety of forms, reports or procedures. Provides basic patron assistance: sets up computer stations, locates materials, provides information. Maintains department or area records. Performs miscellaneous clerical duties such as filling, typing, sorting or photocopying.

Sources:

Grady, J. & Davis, D. (2006). ALA-APA Non-MLS Salary Survey: A Survey of Library Positions Not Requiring an ALA-Accredited Mater's Degree. American Library Association – Allied Professional Association.

Grady, J. & Davis, D. (2006). ALA Survey of Librarian Salaries. American Library Association – Allied Professional Association.

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Colorado Public Librarians Eligible for Public Assistance

ED3/110.10/No. 247

December 20, 2006

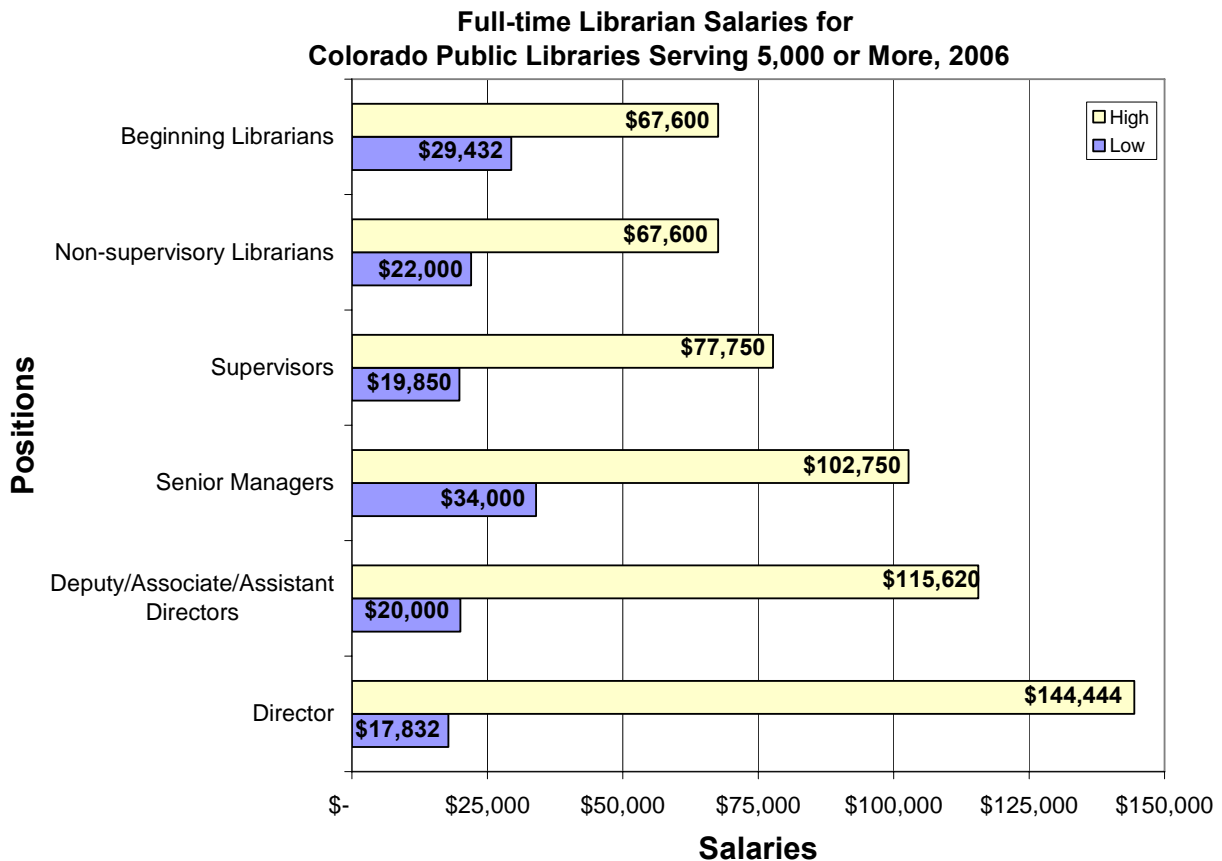
Based on the results of the 2005 Colorado Public Library Annual Report, many librarians in Colorado earn salaries that meet the income eligibility criteria for public assistance programs. These benefits are based on income and generally calculated for a family of four.

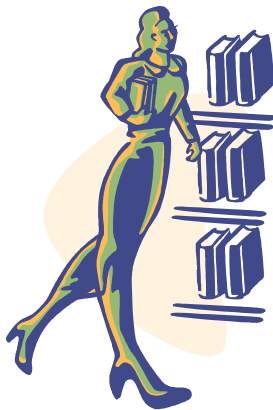
Out of the 114 public libraries in Colorado, 63 or 55% provide services to populations over 5,000. The information in this report focuses on the data collected from these 63 libraries.

Salaries range from \$17,832 to \$144,444. Interestingly, both the lowest and highest salaries reported were for the position of Director.

The Colorado Public Library Annual Report is a survey conducted each year by the Library Research Service. The cited report is based on current salaries reported as of January 1, 2006. Libraries are requested to provide responses in a variety of areas. A section of the survey is focused on salaries. Libraries report the lowest and highest salaries paid for each position. Since there is only one director per library, the actual salary of this position is reported.

The following chart illustrates by position, both the highest and lowest salaries reported by Colorado public libraries.





Out of the 63 libraries, 30 reported paying full-time salaries that meet the income limit of \$35,797 for several public assistance programs in Colorado. In fact, the lowest salaries reported in all of the six major positions qualify for some type of public assistance. Public assistance is based on financial need with an upper income limit for several programs of \$35,797, for a family of four. Various levels of benefits are provided based on different income limits.

The following table lists the income limits for several public assistance programs available in Colorado.

Table 1

**Colorado Public Assistance Programs and Income Eligibility Requirements
Based on 2005 Poverty Guidelines for a Family of Four**

Program	Income Limit
CHP+**	\$35,797
Colorado Indigent Care	\$35,797
Low-income Energy Assistance	\$35,797
School Lunch	\$25,155 (free lunch) - 35,797 (discounted lunch)
Medicaid (Children)	\$19,350-25,735 (limits depend on age of children)
Food Stamps	\$25,155

** Child Health Plan *Plus* (CHP+) is a low-cost health insurance program for uninsured Colorado children ages 18 and under whose families earn or own too much to qualify for Medicaid but cannot afford private insurance.

Surprisingly, the position of supervisor is paid the least by the most libraries, demonstrating that responsibility and rank does not always mean higher pay. The largest percentage (41%) of libraries reported low salaries of less than \$35,797 for supervisors. The second largest percentage (35%) of libraries reported low salaries of less than \$35,797 for beginning librarians

The following table summarizes by position, both the number and percentage of libraries reporting salaries below the income eligibility level of \$35,797 for certain types of public assistance.



Table 2
**Colorado Public Libraries Serving 5,000 or More
 Reporting Full-time Salaries below \$35,797**

Positions	Total Libraries Reporting	Libraries Reporting a <u>Low</u> Salary below \$35,797		Libraries Reporting a <u>High</u> Salary below \$35,797	
		Number	Percentage	Number	Percentage
Beginning Librarians	23	8	35%	5	21%
Non-supervisory Librarians	29	8	28%	3	10%
Supervisors	32	13	41%	6	19%
Senior Managers	32	3	9%	1	3%
Deputy/Associate/Assistant Directors	23	4	17%	4	18%
Directors*	60	N/A	N/A	8	13%

* Because each library has only one director's salary to report, those libraries who reported a salary below \$35,797 are counted in the High Salary portion of the table.

The salaries reported for several positions meet income eligibility criteria for particular types of public assistance. For the specific number of libraries reporting salaries that qualify for public assistance in each position, please see Table 2.

The following table illustrates by position, each public assistance program for which a qualifying salary was reported. For example, at least one library reported a salary for the position of Director which qualifies for all of the following benefits, Colorado Indigent Care, Low Income Energy Assistance, CHP+, School Lunch, Medicaid for Children and Food Stamps.



Table 3

Positions in Colorado Public Libraries for Which Salaries Qualify for Public Assistance by Program, 2006*

Position	Public Assistance Programs					
	Colorado Indigent Care	Low-Income Energy Assistance	Child Health Plan Plus	School Lunch	Medicaid (Children)	Food Stamps
Director	■	■	■	■	■	■
Deputy/Associate/Assistant Director	■	■	■	■	■	■
Senior Manager	■	■	■			
Supervisor	■	■	■	■	■	■
Non-supervisory Librarian	■	■	■	■	■	■
Beginning Librarian	■	■	■			

*Based on criteria for a family of four.

In addition, if two people in a family of four worked at libraries and earned the lowest salaries reported for directors (\$17,832) and supervisors (\$19,850), their combined income of \$37,682 would qualify for the School Lunch program, Colorado Indigent Care, Low-Income Energy Assistance, and Child Health Plan *Plus* (CHP+).

In summary, many public librarians in Colorado are paid salaries that qualify for public assistance if the sole support of a family of four. There are several reasons why some public librarian salaries are low. One rationale is that public libraries serve the community and are funded with tax dollars, therefore salaries are kept at a minimum. However, if librarians must apply for public assistance in order to support their families, is paying low salaries a cost-effective use of public resources?

Sources:

Colorado Public Library Annual Report. 2005. Compiled by Library Research Service.

Colorado Fiscal Policy Institute. "Federal Poverty Measures Fact Sheet." April 2005.

"Colorado Medicaid Facts." July 2005. retrieved 12 Dec 2006 from http://www.aap.org/advocacy/washing/elections/mfs_co.pdf.

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