



Where minds meet.

WebJunction's Rural Library Sustainability Project

**Final Report
Presented to:
Colorado State Library
March 2008**

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EXECUTIVE SUMMARY

Thank you for your participation in WebJunction's Rural Library Sustainability Project (RLSP). We are hopeful that the work you have completed in Colorado as a part of this project will continue to have significant impact on the lives of those working and using your small and rural libraries. We would like to take a moment to share results of the project and to give you a report on the data we've collected in your state. We hope this data will give you a snapshot of the current state of affairs as reported by some of your rural and small library staff. It may assist in informing you where future state efforts and resources should be directed.

As you know, the challenges facing rural and small libraries as they work to sustain themselves are significant. While faced with many of the same challenges as their urban counterparts, the hurdles take on new meaning when viewed through the lens of perceived isolation, whether that isolation is geographic, financial, technical, or professional.

The Rural Library Sustainability Project was designed to empower small and rural libraries with information, resources, and attention that will address their sustainability needs and encourage them to take action to sustain their public access computing programs. Rural communities vitally need connectivity and access to information, yet traditionally feel slighted by local and state governments when it comes to staffing, budgets, information sharing, and staying current with technology.

The Rural Library Sustainability Project in Colorado delivered 5 initial workshops to 75 library staff from around the state, and added a final *Rural Roundup* two day workshop that 34 attended. The workshops were very well-received. Six participants were also selected to attend the national ALA conference in June, 2007, and participate in additional rural sustainability training, and network with 174 RLSP colleagues from around the country.

Impact of the Rural Library Sustainability (RLS) workshops was measured by progress on the *Rural Library Sustainability Continuum* (see Appendix A), as measured on participant pre- and post-assessments. Nationally, modest progress has been shown on each area of the continuum. Some of the notable responses in the Colorado post-assessments, and potential areas of focus for the future include the Upgrade and Maintenance area where 23 out of 32 respondents reported performing regularly scheduled maintenance and upgrades; also, 30 out of 31 of Colorado's participating libraries now have a plan for upgrading hardware and software, and 12 out of those 31 libraries report having a plan linked to budget and/or strategy. Also, in the Funding area, 22 of 32 participating library staff report actively applying for AND receiving grants, and 7 of 32 report applying for and receiving gifts and donations. In the Advocacy area, 26 of 32 participants report they collect statistics (in some form) on their technology-related services. There may be room for improvement in using that data to make decisions about library services and communicate value: 8 of 32 report using data to make decisions about library services, and 4 of 32 use data to communicate value to stakeholders.

A key goal of the Rural Library Sustainability Project was to increase the number of rural librarians developing and implementing action plans to build the capacity and sustainability of their libraries. Participants took their roles seriously, and created action plans that will have real impact in their communities. Of course, some of these plans have yet to be realized and the follow-up component of any training project comes into play with these plans. Follow-up is also critical to sustaining momentum in those who have had early success with their action plans.

We recommend that participants continue to stay connected with rural and small library staff throughout the state and country via our [Rural Community on WebJunction](http://webjunction.org/do/Navigation?category=498) (<http://webjunction.org/do/Navigation?category=498>). We will continue to provide content relevant to rural and small libraries in the form of articles, webinars, and courses. Our latest offering is the *Rural Library Sustainability On-Line Course* (<http://www.webjunction.org/do/DisplayContent?id=16846>), a free, self-paced, on-line course that walks participants through the sustainability categories and action planning process that are highlights of our workshops. We encourage participants to continue to tap into these resources and share their successes so that others can benefit from them.

The graphic below represents what Colorado participants said they need to implement their sustainability plans. The final question on the workshop evaluation form asked participants what additional resources or tools they require to implement their sustainability action plan. Responses were analyzed using a word frequency tool to make the following graphic. We hope this graphic will serve as a reminder of the types of support the participants are seeking.



PROJECT OVERVIEW

Training the Trainers

WebJunction hosted the round three Rural Library Sustainability Institute in Seattle, Washington from October 16-19, 2006. Michaela Hansen and Patricia Froehlich represented Colorado. The Institute was designed to deliver all of the curricular components to trainers/coordinators in our third round of nineteen states, and to review the logistical and practical pieces of delivering workshops in those states.

Customizing the Curriculum

The curriculum for the Rural Library Sustainability Project was designed to address seven sustainability hurdles commonly experienced by rural and small library staff. The *Rural Library Sustainability Continuum* is used to assist participants in tracking their current state and provides suggestions on steps to take next.

The curriculum is flexible enough to enable states to create state specific curricula and focus on issues of import to their state. Colorado chose to follow the base curriculum developed by WebJunction, and to add a final two-day *Rural Round-up* focused on sharing technology innovations in rural libraries.

The workshop also introduces the concept of action planning, and walks all participants through creating their own action plan for addressing sustainability in their community.

Delivering the Workshops

Colorado held six workshops, reaching a total of 109 participants. The workshops were held at the following locations:

Date	Location	# of Attendees
11-9-06	Denver	53
3-14-07	Greeley	5
3-21-07	Grand Junction	6
4-18-07	Pueblo	7
5-8-07	Limon	4
10-11/12-07	<i>Buena Vista</i>	34
		TOTAL: 109

The workshops were very well-received. 92% of Colorado's participants agreed or strongly agreed that their workshop had clear goals and met them, the workshop was valuable, and it met or exceeded their expectations.

Colorado's instructors were especially well-rated, with 97% of participants strongly agreeing or agreeing that the instructor:

- was knowledgeable;
- had good presentation skills;
- encouraged participation; and
- addressed their level and needs.

When asked what they liked best about the rural workshops, participants expressed their appreciation for: 1) connecting with colleagues and networking; 2) being exposed to new ideas and energy; 3) exploring the different resources available on WebJunction; 4) being given the time and the space to think about the needs and potential paths an individual library could take; and 5) realizing they are not alone in their struggles and there are many places to go for support.

Building Online Community

Another key goal of the RLSP was to respond to the isolation reported by rural and small library staff by creating an online community where the dialogue and sharing of the workshops can continue. WebJunction has provided a resource for rural and small library staff to turn to for guidance, ideas, assistance, and general support as they tackle their sustainability challenges. Colorado participants in RLSP were able to tap into each of the forums and webinars outlined below.

- WebJunction has created a Rural Library Sustainability Forum (<http://www.webjunction.org/forums/category.jspa?categoryID=98>), which is a moderated discussion space on WebJunction that contains topics and discussions useful to every library staff member.
- Colorado created its own area for discussion amongst participants (<http://www.webjunction.org/forums/forum.jspa?forumID=294>). This area has had good initial success. 109 posts have been made to this area since inception. There is a rich area of discussion that includes many of the participant action plans. This action plan posting is a trend that not only holds participants accountable, but also inspires those who peruse the discussion area. While not reflecting much traffic lately, this area is still available for future discussions, but the participants will need to be re-engaged in the process for it to become dynamic.
- WebJunction launched a *Rural Brainstorms* section (<http://www.webjunction.org/do/Navigation?category=13462>) where highlights from brainstorming sessions taking place at workshops around the country are captured and resources are shared.
- WebJunction also delivers a monthly webinar for small and rural libraries called *In Focus* that spotlights a category of the Continuum and provides additional guidance and support in that area (sessions are archived at <http://www.webjunction.org/do/Navigation?category=13496>).

Colorado Participants Attend Rural Library Forum at ALA

Colorado sent six representatives to join a cohort of 180 participants and leaders in rural libraries at the *Rural Library Sustainability Forum at the American Library Association Conference* in Washington, D.C., on June 22, 2007. The Rural Forum at ALA is a key element of this project and provides the opportunity for small and rural library staff to attend a national conference and participate in advanced rural sustainability sessions developed especially for them. Highlights of the Rural Forum sponsored by WebJunction include: *Getting the Most of your ALA Experience*; sharing best practices from the field; facilitation exercise called the *Rural Café*; and a keynote address by Jana Ponce. All resources from this event are found here:

<http://www.webjunction.org/do/Navigation?category=13706> . An agenda for the day with links to handouts, presentations, and related resources is found on the next page.

Participants from Colorado at 2007 ALA Conference/Rural Library Sustainability Forum:

First	Last	Registration e-mail
Sue	Keefer	bent.library@bentco.lib.co.us
Patricia	Froehlich	froehlich_p@cde.state.co.us
Michaela	Hansen	hansen_m@cde.state.co.us
Judy	Van Acker	jvanacker@piopc.net
Sharon	Morris	morris_s@cde.state.co.us
Patty	Chapman	pattychap717@yahoo.com



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RURAL LIBRARY SUSTAINABILITY FORUM
American Library Association
 June 22, 2007

AGENDA with QUICK LINKS

Time	Item	Featuring/Links
9:30-10:00	Sign In	Get settled at your state's table and place yourself on the map!
10:00	Welcome	Jim Malzewski, Jennifer Peterson, Brenda Hough (MC)
10:15	State Cohort Introductions	Mary Beth Sancomb
11:15	Break	
11:30	Introduction to Conference	Danny Hales
11:45	Session and Event Recommendations/Q & A	Brenda Hough
12:00-1:00	Lunch	From 12:45-1:00, please clear your tables and allow for afternoon set up.
1:00	MaintainIT	Barbara Gersh: PPT Presentation and The Joy of Computing Cookbook
1:15	Rural Café	Stephanie Gerding and Joan Clark: Introduction Slides , Rural Café Menu , and link to World Café hosting guides .
2:30	Break	
2:45	Keynote Speaker	Jana Ponce: PPT Presentation , Audio File , and Tour of Parker Libraries
3:45	Wrap Up and Evaluations	Jim Malzewski
4:00	Thank You!!	
5:00-7:30	WebJunction Member Reception	Renaissance Washington, Grand Ballroom Central

Other folder contents: [Rural Library Sustainability Online Course](#) flier, [Rural In Focus Webinar Series](#) flier, [Rural Forum Postcard](#), [The Small but Powerful Guide to Winning Big Support for Your Rural Library](#) and [Association of Rural and Small Libraries](#) information.

IMPACT OF THE RURAL PROJECT

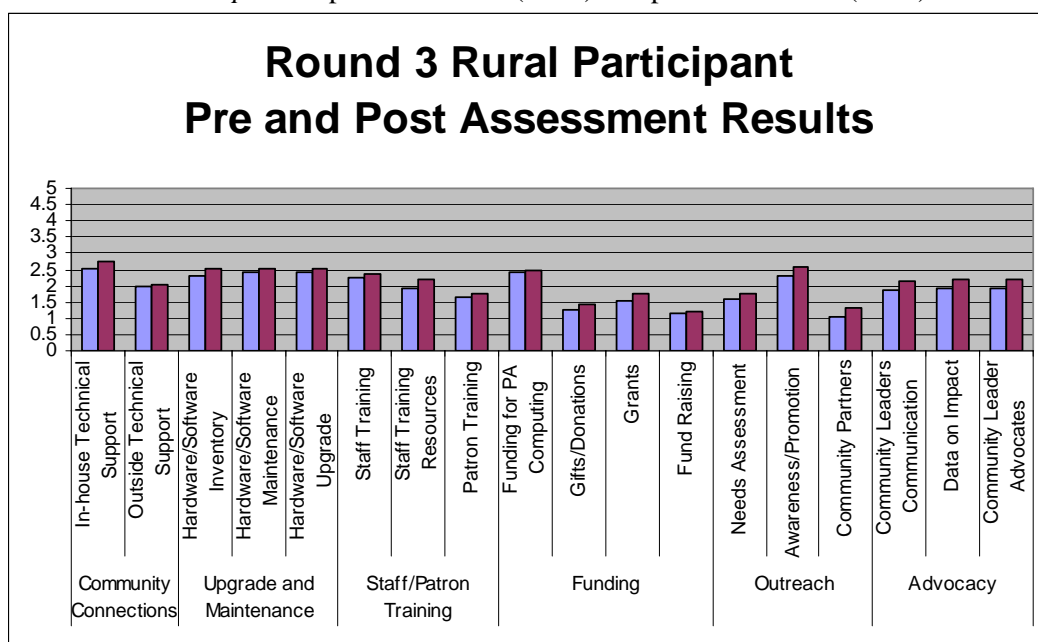
Progress on the Rural Sustainability Continuum

The evaluation of WebJunction’s Rural Sustainability Program focuses on the impact of the program on participating libraries’ sustainability, as measured by the rural sustainability continuum, e.g. how much progress has been made on the continuum’s six program areas: technical support, upgrade and maintenance, staff/ patron training, funding, outreach and advocacy (see Appendix A for Rural Sustainability Continuum).

Impact is measured by a series of assessments, which are required of all participants: a pre-assessment, taken one to two weeks prior to the workshop, workshop evaluation administered immediately following the workshop and a post-assessment at five months post-workshop.

Here, national assessment data from preliminary Round 3 assessments is presented in aggregate form, including pre- and post-assessment data (**n=2415 responses for the pre-assessment, n=631 responses for the post-assessment**). The states involved in Round 3 were: Florida, Hawaii, Idaho, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, North Carolina, North Dakota, Oregon, Pennsylvania, South Dakota, Texas, Washington, Wisconsin and Wyoming. The approach taken to measuring change on the continuum was to ask library staff to rate themselves on a scale from 1 to 5 on all 18 measures of the continuum (levels are generally defined as 1= early stage; 2 = preparing stage; 3 = developing stage; 4 = advanced stage and 5 = performing stage). Rather than being asked to rate their libraries on a numeric scale, the continuum gives descriptions for each level of what a library would look like, and the library staff person can decide which description best fits her or his library.

In the following chart the early Round 3 national pre- and post-assessment data is presented. Participants’ responses are aggregated into a numerical average, to measure changes across all participating libraries. On all measures, there was progress, with an overall average gain of **0.2 levels**. The strongest gain for round 3 (**0.2 levels**) was in the areas of **Staff/Patron Training** – Staff Training Resources, **Outreach** – Awareness/Promotion; Community Partners and **Advocacy** – Community Leaders Communication; Data on Impact; Community Leader Advocates. *Colorado’s responses:* pre-assessment (n=55) and post-assessment (n=39).



Colorado's Report Card on the Sustainability Continuum

The chart below summarizes each area of the Rural Library Sustainability Continuum and provides a Round 3 national status report with Colorado specific data on where participants identify successes, needs, trends, and areas for potential focus.

Round 3 responses: pre-assessment (n= 2414) and post-assessment (n=631).

Colorado's responses: pre-assessment (n=55) and post-assessment (n=39).

<p>Library Connections: Discovering ways to stay connected to other colleagues</p>	<p>In Round 3 states, 53% of participating library staff reported reaching out regularly to other places for support, assistance, and/or ideas. About one-quarter of participating library staff report that they share ideas and experiences with their colleagues. 6% of these libraries are leaders in sharing ideas and experiences with the broader library field to help other libraries. 2% reported they feel "isolated and alone" when asked how connected they feel to other libraries.</p> <p>In Colorado, 14 out of 32 respondents reported reaching out regularly and 9 of 32 reported being comfortable with and able to help other libraries with ideas or sharing experiences, matching national trends.</p>
<p>Technology Connections: Getting support for your technology</p>	<p>After the RLSP, 26 of 34 of Colorado's participating library staff have regular or strong in-house tech support. 13 of 33 participants answer their tech questions with regular communication with library consultants, listservs, WebJunction or by connecting with other library staff. Across the board, participating libraries increased their connections to outside sources of technical support.</p>
<p>Upgrade and Maintenance: Software and hardware</p>	<p>After the RLSP program, participating library staff in Colorado report having a formal technology inventory, a regular schedule for maintenance and a plan for upgrading hardware and software:</p> <ul style="list-style-type: none"> ▪ 23 out of 32 have a formal inventory of their computer hardware and software ▪ 23 out of 32 respondents reported performing regularly scheduled maintenance and upgrades ▪ 30 out of 31 participating libraries now have a plan for upgrading hardware and software, and 12 out of 31 libraries report having a plan linked to budget and/or strategy
<p>Staff and Patron Training</p>	<p>Round 3 participants made gains on the continuum on all three measures in the area of Staff & Patron Training. Participants report using a variety of staff training resources – printed resources, online and in-person courses, tutorials. 73% have used online learning. 3.4% report sharing their expertise with others. Most respondents continue to cite barriers of time, money and staff resources for keeping up with technology training and being able to offer their patrons help with technology. In Colorado, 20 of 32 respondents reported they offer computer training for patrons. Almost all staff report their libraries are able to help patrons with technology questions, either by directing them to a resource, offering one-on-one assistance, or offering classes.</p>
<p>Funding: Fundraising, grants, gifts and donations</p>	<p>In Round 3 states, about one-quarter of participants reported in the pre-assessment that they hadn't focused on fundraising, grants, or gifts and donations from the community. Participants from Colorado reported in the post-assessments that:</p> <ul style="list-style-type: none"> ▪ 1 out of 32 report relying entirely on external funding to support public access computing ▪ 7 out of 32 participating library staff reports actively applying for AND receiving gifts and donations ▪ 22 out of 32 participating library staff report actively applying for AND receiving grants ▪ 14 out of 32 of participating libraries report having a Friends group supporting technology funding.
<p>Outreach: Understanding community needs</p>	<p>In Round 3, 52% of participating staff now report implementing formal needs assessment of services. And 60% of participating libraries regularly publicize programs and services using multiple sources of media and strategies.</p>

<p>& communicating the benefits of library services</p>	<p>Libraries are reaching out. 56% of libraries work with community groups in partnership to meet public access computing needs, with nearly 40% of those libraries partnering on a regular, routine basis.</p> <p>In Colorado, 22 of 32 participating library staff report occasionally or regularly implementing formal needs assessment of services. 20 of 32 participating library staff report regularly publicizing programs and services using multiple sources of media and strategies.</p>
<p>Advocacy: Convincing decision makers of your value</p>	<p><u>Using data:</u> 91% of Round 3 libraries track and report traditional statistics (e.g. circulation and program attendance). 33% still do not collect statistics on their technology-related services. Nearly 20% report using data to make decisions about library services.</p> <p><u>Sharing data:</u> 49% of Round 3 states report only rarely or occasionally communicating to their community leaders and decision makers. 36% report regularly using data to communicate about public access computing with community leaders and decision makers, including data that demonstrates the library's impact.</p> <p>Colorado's participants report:</p> <p><u>Using data:</u> 29 of 32 track and report traditional statistics (e.g. circulation and program attendance). 6 of 32 still <i>do not</i> collect statistics on their technology-related services. 8 of 32 report using data to make decisions about library services.</p> <p><u>Sharing data:</u> 13 of 32 participants report only rarely or occasionally communicating to their community leaders and decision makers. While 4 of 32 report regularly using data to communicate about public access computing with community leaders and decision makers, including data that demonstrates the library's impact.</p>

Action Plans

The post-assessment also asked participants what area of sustainability they chose to focus on in their action plan. Here are the percentages for Colorado (37 respondents to this question); the number of individuals who said they are working in an area appears in parentheses:

Library Connections - Networking and finding ways to stay connected to others 40.5% (13)

Technical Support 8.1% (3)

Upgrade and Maintenance 18.9% (7)

Staff and Patron Training 27% (10)

Funding 16.2% (6)

Outreach: Communicating and working with those who benefit from your services 45.9% (17)

Advocacy: Convincing decision makers of your value 18.9% (7)

In their own words

Many participants provided additional insight into the actions that they took. The responses and successes reported here are inspiring:

1. Our library is fund raising for the new library building. We have written numerous grants, held local fund raisers, will host receptions, have a memorial brick project, and ask for donations from local and area businesses.
2. I have completed 4 of the steps I outlined, am progressing on 5 others, and have 1 left to do. Tech Atlas was very helpful in my inventory and with the upgrading of the technology plan. Replacement computers for staff are on order, but I have yet to determine a replacement schedule for public access machines. All in all, I feel I have made excellent progress toward meeting my action plan in the time since developing it.
3. We are planning a book sale for spring of '08 to finance technological upgrades. We have put out a call to the community for book donations and they are coming in. Our library now has a website on which we will advertise our book sale and other events. The website will increase our visibility in the community and will help us to secure the funds for our upgrades.
4. We have developed a new technology plan and created a website that has been a great advocacy tool.
5. We have started a teen advisory board, and it is an ongoing project, with teens helping continually. We are in the process of buying and supplementing our Spanish collection, and we do ongoing work with the school library.
6. Our library District had just made available to the patrons downloadable audio books. We needed to promote this new service to our patrons, communities, schools, and advocate for our libraries that we are on the cutting edge with technology. Our staff needed training not only with the new service but with marketing and P.R. It has been fun! The rural sustainability workshop was very informative.

7. We held a book club gathering of the three book clubs in our town. They discussed books and got to meet one another. We have our new web page from the State Library running. It should help keep our patrons and all in the community informed about happenings at the library.

8. The outreach centered on the Spanish speaking community. We acquired through a LSTA grant Spanish language books. We went to the kids in ESL classes and promoted the books with success. We invited the interpreter to join in tandem reading during story time in the pre-school where 4 children spoke only Spanish. This was a success and will continue in the library for the 4 students this semester.

9. We focused on a plan to upgrade our technology and to incorporate training. We have updated technologies now and are still working on this. We also had several training sessions and created documents for future reference. We increased our technology funding for the current budget as well as next year's budget. We will continue to advertise and promote the library's computers and wireless service.

10. I'm exhausted, but we do have satisfied customers. We've encouraged new customers, kept the old customers, started some fun things, like Adult Summer Reading program, and talked our Administration into getting us 3 laptop computers for patrons to use.

11. I focused on outreach programming with area schools. The library did an after-school enrichment program (Spring 2007) on "Becoming American" at our local school. Also, the library and the school worked together on a collaborative summer reading program.

12. At this time we have recruited new volunteers to help in our library and through outreach programs. We have applied and received a grant for the next round of upgrades from the Bill and Melinda Gates Foundation and we have found a computer tech "in our neighborhood" who is willing to work with us through the upgrades and the expanding of services. We continue to work with the bookmobile and hope to expand our outreach services to homebound patrons.

13. We have made more connections with businesses and groups in the community. I have applied for the next Gates Grants for upgrades.

14. Working on a Teen Program and recruiting teens of the community to come in and find out more.

15. We held monthly training sessions at our staff meetings. This was to familiarize staff with our online databases so that they could better assist patrons. These sessions were usually led by staff, although several were done by representatives.

16. We created bookmarks and business cards to advertize online databases and increase usage by patrons. We will use these strategies to help promote usage of an online book club program.

17. Getting the word out to schools and teachers as to the services we offer and the ways we can help them. Joining community groups.

18. We gave two presentations to our funding body. One was about library funding; the other was patrons explaining what the library meant to them and how they used it in their lives.

APPENDIX A. RURAL LIBRARY SUSTAINABILITY CONTINUUM

Rural Library Sustainability Continuum

		0	1	2	3	4	5
		Awareness Stage	Early Stage	Preparing Stage	Developing Stage	Advanced Stage	Performing Stage
Library Connections	Discovering ways to stay connected to others	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> Library feels isolated and alone much of the time.	<input type="checkbox"/> Library knows that there are places to turn to for support/assistance/ideas (i.e.-State Library, other libraries, Listservs, WebJunction, web sites, etc.), <input type="checkbox"/> and it occasionally reaches out to at least one of these.	<input type="checkbox"/> Library regularly reaches out to several places for support/assistance/ideas (i.e.-State Library, other libraries, Listservs, WebJunction, websites, etc.), <input type="checkbox"/> and it feels well-supported by this approach.	<input type="checkbox"/> Library actively reaches out to several places for support/assistance/ideas, <input type="checkbox"/> and it occasionally shares ideas and experiences to help another library.	<input type="checkbox"/> Library actively reaches out to several places for support/assistance/ideas, <input type="checkbox"/> and it regularly shares ideas and experiences with a broad audience to help other libraries.



		0	1	2	3	4	5
		Awareness Stage	Early Stage	Preparing Stage	Developing Stage	Advanced Stage	Performing Stage
Technology Connections	In-house Technical Support	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library gets technical support for technology from staff members and patrons on an ad hoc basis.	<input type="checkbox"/> The library has some local community contacts that provide technical support for the library's computers when the staff cannot solve the problem.	<input type="checkbox"/> The library has regular technical support from staff, volunteers, and/or local consultants. <input type="checkbox"/> Staff participate in library/technology listserv(s); <input type="checkbox"/> have visited WebJunction.	<input type="checkbox"/> The library has strong technical support from staff, volunteers, and local consultants <input type="checkbox"/> and belongs to regional and state organizations that offer support and educational opportunities.	<input type="checkbox"/> The library has strong technical support, <input type="checkbox"/> belongs to regional and state organizations that offer support and educational opportunities, <input type="checkbox"/> and provides technology support for other organizations in the community and the region.
	Outside Technical Support	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library staff does not know whom to call beyond local connections when there is a question relating to technology.	<input type="checkbox"/> The library staff communicates occasionally with regional library system or state library consultants via phone, <input type="checkbox"/> reads email, <input type="checkbox"/> and searches the web to find answers to technology questions.	<input type="checkbox"/> The library staff communicates regularly with regional library system, state library consultants, and/or other librarians via <input type="checkbox"/> phone, <input type="checkbox"/> e-mail, <input type="checkbox"/> listserv, <input type="checkbox"/> and Internet, including <input type="checkbox"/> WebJunction, to find answers to technology questions and research possibilities.	<input type="checkbox"/> The library staff communicate frequently with regional library system, state library consultants, and/or other librarians via phone, e-mail, listserv, and Internet, <input type="checkbox"/> and post questions / responses on WebJunction or other listservs or discussion forums.	<input type="checkbox"/> The library staff communicate frequently using a variety of channels <input type="checkbox"/> and are known as technology leaders who regularly contribute answers and suggestions to listservs and on WebJunction discussion forums and encourage others.



		0	1	2	3	4	5
		Awareness Stage	Early Stage	Preparing Stage	Developing Stage	Advanced Stage	Performing Stage
Upgrade and Maintenance	Hardware/Software Inventory	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> Library staff are unsure what software and hardware is on the computer.	<input type="checkbox"/> The library informally inventories computer hardware and software.	<input type="checkbox"/> The library uses TechAtlas and/or some other instrument to maintain annual inventories of computer hardware and software.	<input type="checkbox"/> The library updates its inventories of computer hardware and software every time it performs a software update or purchases new equipment.	<input type="checkbox"/> The library updates its inventories every time it performs a software update or purchases new equipment <input type="checkbox"/> and uses the inventories to identify gaps and opportunities for improvement.
	Hardware/Software Maintenance	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library is unsure what regular software/hardware maintenance needs to be done.	<input type="checkbox"/> The library occasionally performs basic computer software and hardware maintenance tasks , <input type="checkbox"/> and occasionally retains a local consultant to fix technology.	<input type="checkbox"/> The library conducts regularly scheduled hardware/software maintenance, <input type="checkbox"/> and regularly retains a consultant for tasks beyond staff capabilities.	<input type="checkbox"/> The library conducts regularly scheduled hardware/software maintenance, <input type="checkbox"/> and contracts with a consultant for consistent support for regular tasks and/or occasional special needs.	<input type="checkbox"/> The library conducts regularly scheduled hardware/software maintenance, <input type="checkbox"/> consistently manages regular tasks/ special needs, <input type="checkbox"/> and anticipates future maintenance needs.
	Hardware/Software Upgrade	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library is not sure about next step for upgrading hardware or software.	<input type="checkbox"/> The library has informal plans for upgrading hardware and software.	<input type="checkbox"/> The library has a plan to regularly upgrade computers as funds allow.	<input type="checkbox"/> The library has a functional plan for regular technology upgrades and replacements <input type="checkbox"/> that is linked to its budget.	<input type="checkbox"/> The library has a technology plan that is linked to its strategic plan, budget, <input type="checkbox"/> and capital projects fund.



		0	1	2	3	4	5
		Awareness Stage	Early Stage	Preparing Stage	Developing Stage	Advanced Stage	Performing Stage
Staff and Patron Training	Staff Training	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> Some staff learn computer skills on their own or have come to the library with skills already in place.	<input type="checkbox"/> Some staff have computer skills gained through self-initiated learning. <input type="checkbox"/> Staff occasionally participate in workshops or complete online courses.	<input type="checkbox"/> Most staff are comfortable with basic technology in the library. <input type="checkbox"/> Staff regularly participate in in-person or online learning. <input type="checkbox"/> Learning about technology is supported and built into staff schedules.	<input type="checkbox"/> All staff are competent technology users. <input type="checkbox"/> The library has a staff training plan in place that ensures that all staff have opportunities to learn built into their schedules.	<input type="checkbox"/> All staff are competent technology users; <input type="checkbox"/> some act as coaches within the library and/or are asked to teach in other organizational contexts, locally and at the regional and state level.
	Staff Training Resources	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> Staff use Gates Publications and other print resources to get answers as needed.	<input type="checkbox"/> Staff occasionally use print resources, as well as online tutorials for self-paced learning.	<input type="checkbox"/> Staff regularly learn via print publications, workshops, courses, and online courses/tutorials as needed. <input type="checkbox"/> Staff has access to and time to attend training if they desire.	<input type="checkbox"/> All staff are learning using print and online resources, attending and presenting workshops. <input type="checkbox"/> They have coaching and/or time to practice in the library to support their learning.	<input type="checkbox"/> All staff are learning using a variety of resources, with coaching and/or time to practice. <input type="checkbox"/> Staff share their expertise with other libraries by contributing to development of online and in-person courses.
	Patron Training	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> A few staff help individual patrons when they have technology questions, usually by directing them to the appropriate resource(s).	<input type="checkbox"/> Some staff help patrons when they have technology questions and are comfortable in a one-on-one setting. <input type="checkbox"/> The library occasionally offers basic computer classes.	<input type="checkbox"/> Most staff are comfortable offering one-on-one computer instruction with patrons. <input type="checkbox"/> The library offers regular computer classes for patrons.	<input type="checkbox"/> All staff respond to patron questions about using technology. <input type="checkbox"/> The library is a leader in providing computer training for patrons.	<input type="checkbox"/> The library is recognized by the community as a leader in providing computer training for patrons <input type="checkbox"/> and shares its expertise with other organizations in the community and with other libraries.



		0	1	2	3	4	5
		Awareness Stage	Early Stage	Preparing Stage	Developing Stage	Advanced Stage	Performing Stage
Funding	Sources of Funding for PA Computing	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library relies entirely on external funding to support computing.	<input type="checkbox"/> The library budget includes a small amount for technology repair and maintenance. <input type="checkbox"/> Upgrade of hardware and software is largely reliant on external funding.	<input type="checkbox"/> The library budget includes adequate funding for technology repair and maintenance. <input type="checkbox"/> The library is beginning to plan for regular replacement/upgrade of hardware and software.	<input type="checkbox"/> The library budget includes adequate funding for technology repair/maintenance. <input type="checkbox"/> The library plans to include regular replacement/upgrade of hardware and software in its capital projects fund.	<input type="checkbox"/> The library's annual operating fund covers repair, maintenance, and staff. <input type="checkbox"/> Hardware and software replacement/upgrade are included in the capital projects fund.
	Gifts/Donations	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library has received some unexpected gifts in the past.	<input type="checkbox"/> The library occasionally seeks and receives donations from the community to support technology.	<input type="checkbox"/> The library regularly seeks and receives donations of services, volunteers, and other resources from individuals and businesses to support technology.	<input type="checkbox"/> The library actively seeks donations, <input type="checkbox"/> has a wish list of needs connected to its technology plan, <input type="checkbox"/> and communicates these needs to the community.	<input type="checkbox"/> The library's wish list is widely publicized. <input type="checkbox"/> The community offers new funding opportunities to the library because they understand its contribution to providing public access computing.
	Grants	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library's limited staff keeps it from applying for technology grants.	<input type="checkbox"/> The library occasionally applies for and receives grants to support technology when they are alerted to do so.	<input type="checkbox"/> On average, the library applies for and receives at least 2 grants per year to support technology from several sources.	<input type="checkbox"/> The library actively pursues grants and consistently garners support from a variety of sources (grants, partnerships, state resources, donations of funds/services/ supplies from local community/businesses	<input type="checkbox"/> The library is valued as a partner by other organizations seeking grants from local, state, and national sources. <input type="checkbox"/> The library is able to find funding and shares potential funding sources with other libraries.
	Fund Raising	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library's Friends group does not contribute to technology funding (or there is no Friends group).	<input type="checkbox"/> The library's Friends group raises funds to support technology through book sales and an occasional event.	<input type="checkbox"/> The library's Friends group raises funds for technology through regular book sales and fundraising events.	<input type="checkbox"/> The library has an active Friends group that works to raise money through special campaigns that target the library's "technology wish list."	<input type="checkbox"/> The library has an active Friends group, <input type="checkbox"/> special annual campaigns, <input type="checkbox"/> and opportunities to contribute to its technology endowment.



		0	1	2	3	4	5
		Awareness Stage	Early Stage	Preparing Stage	Developing Stage	Advanced Stage	Performing Stage
Outreach: Communicating and working with those who benefit from your services	Needs Assessment	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library assesses needs by communicating informally with patrons.	<input type="checkbox"/> The library occasionally assesses general patron needs to meet local or state requirements.	<input type="checkbox"/> The library regularly assesses community needs through general surveys, focus groups or another formal planning method.	<input type="checkbox"/> The library regularly assesses the needs of particular target audiences in the community using a variety of market research techniques.	<input type="checkbox"/> The library regularly assesses the needs of various target audiences, <input type="checkbox"/> and actively identifies emerging trends and new audiences and opportunities to expand public access computing.
	Awareness/Promotion	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> Regular library patrons are aware of library location and hours, as well as general offerings via information posted in the library and/or on its website.	<input type="checkbox"/> Some library patrons are aware of the library's public access computing services. <input type="checkbox"/> The library promotes its services and activities <input type="checkbox"/> inside the library, <input type="checkbox"/> on its website, <input type="checkbox"/> and occasionally outside of the library via print and media channels.	<input type="checkbox"/> Most current library patrons are aware of the library's public access computing services. <input type="checkbox"/> The library regularly promotes its programs and services <input type="checkbox"/> inside the library, <input type="checkbox"/> on its website, <input type="checkbox"/> and through community-wide print and media channels.	<input type="checkbox"/> The library uses a mix of formal and word-of-mouth strategies to target its promotion of public access computing programs and services to <input type="checkbox"/> a variety of specific, targeted audiences.	<input type="checkbox"/> The library is recognized as a leader in reaching a variety of audiences for its public access computing programs and services <input type="checkbox"/> and it is continually attempting to reach new audiences.
	Community Partners	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library works with other community groups on a one-time basis to address specific public access computing needs.	<input type="checkbox"/> The library occasionally cooperates with other community groups to meet public access computing needs.	<input type="checkbox"/> The library regularly cooperates with other community groups to meet public access computing needs.	<input type="checkbox"/> The library takes the lead in forming partnerships with community groups to meet public access computing needs.	<input type="checkbox"/> The library is a valued partner in the community <input type="checkbox"/> and is often invited to participate in partnerships to address public access computing needs.



		0	1	2	3	4	5
		Awareness Stage	Early Stage	Preparing Stage	Developing Stage	Advanced Stage	Performing Stage
Advocacy: Convincing decision makers of your value	Communication with Community Leaders	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> The library director rarely communicates about public access computing individually with community leaders.	<input type="checkbox"/> The library director occasionally communicates about public access computing—often informally—with community leaders.	<input type="checkbox"/> The library director regularly communicates about public access computing—formally and informally—with community leaders and decision makers. <input type="checkbox"/> This sometimes includes anecdotal data that demonstrates the library's impact.	<input type="checkbox"/> The library director and staff work closely with the board (if available) to communicate about public access computing—formally and informally—with community leaders and decision makers, <input type="checkbox"/> using carefully developed, key messages, including detailed data about the library's impact.	<input type="checkbox"/> All representatives of the library—board, director, staff, volunteers—communicate key messages about public access computing regularly with community leaders and decision makers <input type="checkbox"/> and incorporate leaders' responses in their planning.
	Data on Impact	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> Library tracks traditional statistics like circulation and program attendance.	<input type="checkbox"/> The library tracks traditional statistics and reports them to the board and State Library, <input type="checkbox"/> as well as any output statistics for technology-related services it provides (web hits, technology training attendance, etc.).	<input type="checkbox"/> The library tracks traditional and technology-related output statistics and collects anecdotal evidence of impact and reports them to <input type="checkbox"/> the board, <input type="checkbox"/> the State Library, <input type="checkbox"/> and community leaders and decision makers.	<input type="checkbox"/> The library tracks output statistics and evidence of impact; reports them to the board, State Library, and community leaders; <input type="checkbox"/> and uses them to make improvements in the library's services, including public access computing.	<input type="checkbox"/> The library is known in the community as a leader in demonstrating the value and impact of its services. <input type="checkbox"/> It uses abundant, detailed data to make regular improvements in its own services <input type="checkbox"/> and to identify opportunities for improvement beyond the library.
	Community Leader Advocates	<input type="checkbox"/> The library has not focused on this area.	<input type="checkbox"/> Community leaders and decision makers are unaware of the library's needs and the challenges of supporting public access computing.	<input type="checkbox"/> A few community leaders are aware of the library's public access computing services and the challenges the library faces in carrying out this emerging role.	<input type="checkbox"/> Many community leaders are aware of the library's important role in supporting public access computing and its challenges <input type="checkbox"/> and generally support this role.	<input type="checkbox"/> Most community leaders are aware that the library's public access computing services are critically important <input type="checkbox"/> and they actively support the library's requests for resources.	<input type="checkbox"/> Community leaders and decision makers are advocates for the library's public access computing role <input type="checkbox"/> and they offer additional resources to expand its programs and services.

