

AGENDA
Garfield County Public Library District Board of Trustees Meeting
Date: Thursday, September 5, 2019 6:00PM
Place: Silt Branch Library, 680 Home Ave.

Board Mission Statement: The GCPLD Board supports the GCPLD mission, vision, and values through the following actions: Ensuring financial stability, investing in staff development, providing service advocacy, and promoting District library innovation.

I. CALL TO ORDER

- A. Roll Call
- B. Public Participation: 3 minutes per person
- C. Approval of the agenda

II. CONSENT AGENDA FOR APPROVAL

- A. Minutes of Library Board meeting- August 1, 2019(pp.1-4)
- B. Claims for Board Approval: General Fund July 16, 2019 through August 15, 2019 (pp.5-6); Alpine Bank Credit Card Statement July 2019 (pp.7-8).

III. ACTION ITEMS - None

IV. DISCUSSION ITEMS

- A. Review timeline for ballot measure, Brett Lear/TBWBH/Seter & Vander Wall (pp.9-11)
- B. Review "Library Programs and New Americans" white paper, Sandi Langlais Kister & trustees (pp.12-35)
- C. Silt Branch Report, Linda Lewis, Branch Manager
- D. Management Report, Brett Lear (pp.36-53)
- E. Finance Report, Kevin Hettler (pp.54-60)
- F. Treasurer's Report, Perry Sweeney

Next Board Meeting: October 3, 2019 at the Rifle Branch Library, 207 East Ave., Rifle, CO 81650

Adjourn meeting.

This agenda is subject to change, including the addition of items up to 24 hours in advance or the deletion of items at any time. All times are approximate. If special accommodations are necessary per ADA, please call 970-625-4270 prior to the meeting.

Prepared by: Brett Lear
Posted on: August 30, 2019

**GARFIELD COUNTY PUBLIC LIBRARY DISTRICT
RECORD OF PROCEEDINGS: BOARD OF TRUSTEES MEETING
New Castle Branch Library
August 2, 2019**

I. CALL TO ORDER

Sandi Langlais Kister called the meeting to order at 6:05 pm. Jenn Cook conducted the roll call.

BOARD MEMBERS PRESENT:

Alice Bedard-Voorhees
Landon Churchill (via video conference)
Sandi Langlais Kister
Monica Miller
Adrian Rippy-Sheehy
Michelle Foster
Perry Sweeney

STAFF PRESENT:

Emily Hisel
Kevin Hettler
Patrick Tonozzi
Kim Owens
Brenda Kingen
Laurin Arnold
Jennifer Cook
Brett Lear
Amy Shipley

PUBLIC PRESENT:

Steve Vasilakis
John Gracey
Marjorie Lear
Wade Lear

GUESTS PRESENT:

None

BOARD MEMBERS EXCUSED:

None

PUBLIC COMMENT SECTION:

John Gracey expressed an interest in longer open hours, tea and coffee service, and more Christian books in the collection. Amy Shipley explained the process for requesting new materials.

AGENDA CHANGES/ADDTIONS:

Sandi Langlais Kister requested the addition of Action Item B: Treasurer's Report, and also to add Discussion Items D: Branch Manager's Report, E: Human Resource Director's Report, and F: Assistant Director's Report

APPROVAL OF AGENDA

A motion to approve the agenda was made by Monica Miller, seconded by Alice Bedard-Voorhees - **Motion passed unanimously.**

II. CONSENT ITEMS FOR APPROVAL

A. Minutes of Library Board meeting- July 11, 2019

A request was made by Adrian Rippy-Sheehy for changes to the July 11, 2019 board meeting minutes. Discussion Item E: Library Foundation update – George Pearson’s name was spelled incorrectly. Also under Discussion Item E: Library Foundation update – the last sentence should be modified to include the phrase “and the Foundation will pay for the mailing that went out in July.”

A motion to approve the July 11, 2019 board meeting minutes was made by Monica Miller, seconded by Adrian Rippy-Sheehy - **motion passed unanimously.**

B. Claims for Board Approval: General Fund June 16, 2019 through July 15, 2019; Alpine Bank Credit Card Statement June 2019

A motion to approve the claims and credit card statement was made by Michelle Foster, seconded by Perry Sweeney - **motion passed unanimously.**

III. ACTION ITEMS

A. Consider mill levy ballot resolution, Resolution No. 19-010, Board of Trustees

Adrian Rippy-Sheehy requested clarification about the phrase “collected and spent regardless of the limitations of Section 29-1-301 C.R.S.” Kevin Hettler provided an explanation that this addresses the TABOR cap limiting growth to 5.5%

Alice Bedard-Voorhees requested that information regarding the cost per \$100,000 for homeowners be added to the website. Brett Lear responded that it is already available on the website, along with the cost for commercial property owners. Emily Hisel suggested adding a link to the Garfield County Assessor from the website as well.

Sandi Langlais Kister asked whether the Garfield County Clerk’s office has already been notified of the Library District’s intention. Brett Lear indicated that he has communicated with the county

Roll call vote.

Alice Bedard-Voorhees AYE

Landon Churchill AYE

Monica Miller AYE

Adrian Rippy-Sheehy AYE

Michelle Foster AYE

Perry Sweeney AYE

Sandi Langlais Kister ABSTAINED

motion passed unanimously.

B. Treasurer’s Report, Sandi Langlais Kister

Sandi Langlais Kister stated that a monthly board treasurer's report should be presented at each regular board meeting going forward, and all board members agreed without taking a vote.

IV. DISCUSSION ITEMS

A. Review Library Board's use of email for library business, Board of Trustees

The board discussed the implications of public scrutiny and open records requests on the use of personal email for board communications. The use of one shared email as a single point of contact was discussed. Landon Churchill recommended that using a dedicated email address for trustee communications does not have to be managed by the district, but advised the use of standardized user names. Retroactive public records requests could still impact the use of personal email for communications in the past. Brett Lear intends to update the district's record retention policy.

B. Management Report, Brett Lear

Brett has been working on the ballot language, drafting the resolution, working with political consultant Jared Boigon, TBWB Strategies, and analyzing survey responses. 650 survey responses have been received, mostly positive comments. Very few negative comments, which addressed concerns such as tax burden, homelessness, and recent passage of 6A. Emily Hisel displayed the stack of positive and of negative survey responses for visual reference. Brett shared charts of survey responses by area of strategic priority and also a draft plan for increasing open hours. Brett is serving on Rifle Advisory Board for CMC and has the potential to join the Garfield Clean Energy Collaborative, depending on the benefits of the partnership to the district.

C. Finance Report, Kevin Hettler

Year to date, the budget is tracking as normal, with the exception of staffing trending behind due to vacancies. Kim Owens' hours were increased to manage the hiring demands. The budget committee is working to develop two budget plans for 2020, to cover both cases whether the ballot measure passes or not, with their next meeting on August 6, 2019. The composition of the budget committee is different this year, with only one branch manager, Laurin Arnold, representing the needs and requests of all the branches, along with the administrative leadership team. Kevin discussed the Verizon agreement that is still in process and the FMLD grant award for computers and technology. Kevin took a poll whether board members would rather receive the final audit report on paper or electronically.

D. New Castle Branch Report, Jennifer Cook, Branch Manager

Jenn shared a successful partnership with Upward Bound West Garfield to provide a summer internship opportunity for a Coal Ridge High School student. A challenging mix-up with book vendor Ingram resulted in the shipment of many duplicates which took a

significant amount of staff time to unravel, but fortunately the branches have been able to share these duplicates among themselves. An unexpected opportunity, after a long-time volunteer who had been keeping the book sale and donations organized moved away, arrived in the form of two new volunteers who have offered to take over the donation and book sale work flow. A well-attended book folding art workshop was presented during summer reading program by the district's own, very talented Jaimie Schauf.

E. Staffing Report, Kim Owens, Human Resources Manager

Three candidates were interviewed for the Parachute Branch Manager position. A successful meet and greet event was held for the community to interact with the candidates. References are being checked, and a verbal offer is anticipated to be made next week.

F. Assistant Director update, Amy Shipley, Assistant Executive Director

Alice Bedard-Voorhees asked how databases are selected for the district and whether the district duplicates what the schools provide. Amy explained that databases are selected to meet a broader range of needs than the schools, although there may be some overlap.

V. EXECUTIVE SESSION

No executive session was needed.

The meeting adjourned at 7:20 pm.

NEXT MEETING

The next scheduled board meeting will be held September 5, 2019 at the Silt Branch Library at 6:00pm.

Prepared by: Jennifer Cook
August 5, 2019

Garfield County Public Library District
Claims for Board Approval
July 16 - Aug 15, 2019

Date	Num	Name	Memo	Amount
10010 · Alpine Bank- Gen(..7072)				
07/17/2019	Elec	WEX Bank	June vehicle fuel	-352.71
07/18/2019	Elec	Colorado Dept of Revenue- Sales Tax	2 Qtr 2019 Sales Tax	-813.01
07/18/2019	Elec	City of GL- Sales Tax	2 Qtr 2019 City Sales Tax	-165.55
07/18/2019	Elec	City of RI-Sales Tax	2 Qtr 2019 City Sales Tax	-113.45
07/18/2019	Elec	Town of CA- Sales Tax	2 Qtr 2019 City Sales Tax	-163.55
07/24/2019	Elec	CRA (ccoera)	July Retirement	-5,942.32
07/24/2019	Elec	CRA (ccoera)	July Retirement	-1,280.14
07/31/2019	23899	A Clean Break, LLC	July cleaning SI RI NC	-5,425.00
07/31/2019	23900	After, Brion	Material Replacement Refund	-33.95
07/31/2019	23901	American Janitor LLC	July Cleaning PA	-850.00
07/31/2019	23902	Black Hills Energy	CA GW gas	-111.75
07/31/2019	23903	Cardiff Cleaning Service	July Cleaning GW CA	-3,185.00
07/31/2019	23904	DeLage Landen Financial Services, Inc.	Copier lease	-449.00
07/31/2019	23905	Demco	Processing supplies	-91.66
07/31/2019	23906	Grand Mesa Observatory	SRP Program Fee	-100.00
07/31/2019	23907	Ingram Library Services	Library materials	-16,359.09
07/31/2019	23908	Lehmann, Jessica	SRP Performer	-150.00
07/31/2019	23909	Let Them Roar	SRP Performer	-400.00
07/31/2019	23910	Mejia, Gabriela	SRP Performer	-50.00
07/31/2019	23911	Midwest Tape	Library materials	-1,733.78
07/31/2019	23912	Mutual of Omaha	Disability insurance	-601.05
07/31/2019	23913	OverDrive	e-materials	-729.43
07/31/2019	23914	R & H Mechanical, LLC	SI boiler repair	-273.82
07/31/2019	23915	University of Kansas	Lost Book	-18.00
07/31/2019	23916	Western Paper Distributors	Janitorial supplies	-198.71
07/31/2019	23917	Willis Towers/CEBT	Health Insurance Aug	-21,408.47
07/31/2019	23918	Zuniga, Rebecca	Travel reimb - circ coord candidate	-86.28
08/15/2019	23919	Alpine Bank	July credit card	-4,747.25
08/15/2019	23920	625-Water(9283)	RI SI staff water	-48.45
08/15/2019	23921	AFLAC	August	-131.80
08/15/2019	23922	All Around Property Maintenance, Inc	July Landscaping PA CA	-1,229.99
08/15/2019	23923	Cedar Networks	August telephone / broadband	-2,388.00
08/15/2019	23924	CenturyLink	August alarm / elevator telephone	-410.88
08/15/2019	23925	City of Glenwood Springs	water / sewer	-1,344.14
08/15/2019	23926	City of Rifle	water / sewer	-124.70
08/15/2019	23927	Clark, Wallace	Mileage Reimbursement PA mgr candidate	-299.28
08/15/2019	23928	Cooper Commons Condo Association	2019 Jul - Dec Operating Acct Assessment	-17,214.22
08/15/2019	23929	Dekle, Deanne	Mileage Reimbursement PA branch mgr candid	-451.24
08/15/2019	23930	Early Childhood Network	Growing Readers Grant	-1,092.00
08/15/2019	23931	Great America Financial Services	Telephone lease	-1,043.98
08/15/2019	23932	ImageNet Consulting LLC	copier copies	-512.68
08/15/2019	23933	Ingram Library Services	Library materials	-5,106.49
08/15/2019	23934	Lear, Brett	Travel reimb - ALA Conf	-1,034.56
08/15/2019	23935	Meier, Stacy	Rental Car Reimb PA branch mgr candidate	-282.52
08/15/2019	23936	Midwest Tape	Library materials	-3,994.01
08/15/2019	23937	Mountain Pest Control, Inc.	July spraying	-282.00
08/15/2019	23938	Mountain Waste & Recycling	SI recycling	-30.00
08/15/2019	23939	OCLC	cataloging / ill	-271.23
08/15/2019	23940	OverDrive	e-materials	-3,949.65

Garfield County Public Library District
Claims for Board Approval
 July 16 - Aug 15, 2019

Date	Num	Name	Memo	Amount
08/15/2019	23941	R & H Mechanical, LLC	RI repairs	-479.88
08/15/2019	23942	Rocky Mountain Reserve	Aug flex plan admin	-66.20
08/15/2019	23943	Sandy's Office Supply	office supplies	-4.59
08/15/2019	23944	Seter & Vander Wall, P.C.	election support	-1,651.00
08/15/2019	23945	Shiple, Amy	Exp reimb for PA branch mgr meet and greet	-33.04
08/15/2019	23946	Terris Barnes Walters Boigon Heath, Inc.	July and Aug consulting	-13,000.00
08/15/2019	23947	Town of Carbondale	water / sewer	-61.72
08/15/2019	23948	Town of New Castle	water / sewer	-196.92
08/15/2019	23949	Town of Parachute	water / sewer / trash	-505.90
08/15/2019	23950	Town of Silt	water / sewer	-138.36
08/15/2019	23951	Transparent Information Services, LLC	background checks	-167.50
08/15/2019	23952	Waste Management	CA NC RI trash/recycling	-232.86
08/15/2019	23953	Western Paper Distributors	janitorial supplies	-407.19
08/15/2019	23954	Xcel Energy	RI NC CA PA SI electric / gas	-5,423.69
08/15/2019	23955	Lowe's	building maintenance	-62.69
08/15/2019	23956	WEX Bank	July vehicle fuel	-241.83
Total 10010 · Alpine Bank- Gen(..7072)				-129,748.16
TOTAL				-129,748.16

Garfield County Public Library District Reconciliation Detail

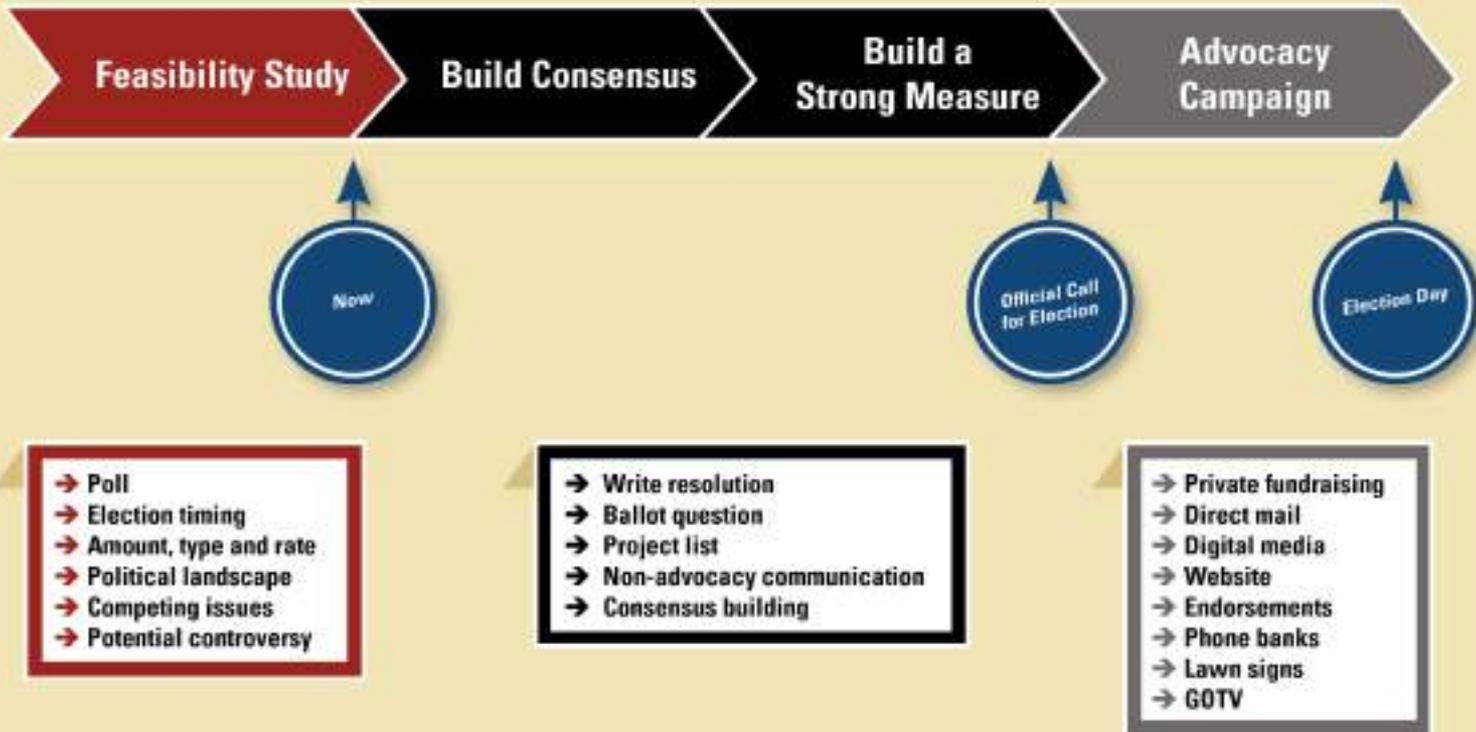
20510 · Alpine Bank Purchase Card, Period Ending 07/31/2019

Type	Date	Num	Memo	Amount	Balance
Beginning Balance					4,690.84
Cleared Transactions					
Charges and Cash Advances - 73 items					
Credit Card Charge	06/30/2019	SSFacebook	Facebook Ads	(194.09)	(194.09)
Credit Card Charge	06/30/2019	CACtyMarket	Ice Cream Social	(92.44)	(286.53)
Credit Card Charge	06/30/2019	PAWalmart	Ice cream social	(37.01)	(323.54)
Credit Card Charge	06/30/2019	GWTarget	Moon Landing program supplies	(12.99)	(336.53)
Credit Card Charge	06/30/2019	GWTarget	Tubs for Planters	(12.00)	(348.53)
Credit Card Charge	06/30/2019	PAWalmart	Janitorial supplies	(6.97)	(355.50)
Credit Card Charge	06/30/2019	GWTarget	Office supplies	(1.99)	(357.49)
Credit Card Charge	07/01/2019	SSVerizon	Cell through 6/18/19	(84.85)	(442.34)
Credit Card Charge	07/01/2019	GWCTyMarket	Ice Cream Social supplies	(55.09)	(497.43)
Credit Card Charge	07/01/2019	GWTarget	Ice Cream Social supplies	(14.51)	(511.94)
Credit Card Charge	07/02/2019	GWCTyMarket	Ice Cream Social supplies	(29.85)	(541.79)
Credit Card Charge	07/02/2019	PAFamilyDol	Ice Cream Social	(4.50)	(546.29)
Credit Card Charge	07/03/2019	SSCollerInd	Name Tags	(367.29)	(913.58)
Credit Card Charge	07/03/2019	CACtyMarket	Ice Cream Social	(70.97)	(984.55)
Credit Card Charge	07/03/2019	CAWhiteHous	Staff supplies	(64.45)	(1,049.00)
Credit Card Charge	07/03/2019	SICtyMarket	Ice Cream Social Supplies-Dewyne Estate Grant	(58.96)	(1,107.96)
Credit Card Charge	07/03/2019	SIWalmart	Ice Cream Social supplies-Dewyne Estate Grant	(43.88)	(1,151.84)
Credit Card Charge	07/03/2019	SSUSPS	Board Packet Postage	(10.15)	(1,161.99)
Credit Card Charge	07/05/2019	SSAmazon	Office supplies	(5.99)	(1,167.98)
Credit Card Charge	07/06/2019	SSWIX	Promo on Shop Garfield County website	(192.85)	(1,360.83)
Credit Card Charge	07/06/2019	SSAmazon	SI Office supplies	(70.93)	(1,431.76)
Credit Card Charge	07/06/2019	SSAmazon	GW Office supplies	(60.54)	(1,492.30)
Credit Card Charge	07/06/2019	SSAmazon	office supplies	(32.86)	(1,525.16)
Credit Card Charge	07/06/2019	SSAmazon	RI Office supplies	(5.99)	(1,531.15)
Credit Card Charge	07/06/2019	SSAmazon	CA office supplies	(4.54)	(1,535.69)
Credit Card Charge	07/09/2019	SSLaQuinta	RI Circ Coord candidate hotel	(178.00)	(1,713.69)
Credit Card Charge	07/09/2019	NCHogback	Lunch NC Youth Services Candidate	(45.44)	(1,759.13)
Credit Card Charge	07/09/2019	NCLazyBear	Coffee for NC Youth Services Candidate	(28.75)	(1,787.88)
Credit Card Charge	07/09/2019	SSAce	Tools	(13.99)	(1,801.87)
Credit Card Charge	07/10/2019	SSThaiChili	Lunch for RI Circ Coord candidate	(44.90)	(1,846.77)
Credit Card Charge	07/11/2019	SSAdobe	Adobe Stock	(29.99)	(1,876.76)
Credit Card Charge	07/13/2019	SSAmazon	RI SRP supplies	(27.91)	(1,904.67)
Credit Card Charge	07/13/2019	SSAmazon	SI Office supplies	(19.59)	(1,924.26)
Credit Card Charge	07/13/2019	SSAmazon	Office supplies	(17.75)	(1,942.01)
Credit Card Charge	07/13/2019	SSAmazon	PA Office supplies	(7.49)	(1,949.50)
Credit Card Charge	07/15/2019	SIBurnMtnPi	Coffee w/ Director supplies	(42.00)	(1,991.50)
Credit Card Charge	07/15/2019	SIMistyCoff	Coffee w/ Director supplies	(40.00)	(2,031.50)
Credit Card Charge	07/16/2019	SSColFord	Bookmobile tire exchange	(105.99)	(2,137.49)
Credit Card Charge	07/16/2019	SSValleyLum	RI Garbage Disposal	(79.99)	(2,217.48)
Credit Card Charge	07/16/2019	SSAmazon	Desk Tray	(57.49)	(2,274.97)
Credit Card Charge	07/16/2019	PACtyMarket	Storytime supplies	(14.32)	(2,289.29)
Credit Card Charge	07/16/2019	PAWalmart	Storytime supplies	(8.94)	(2,298.23)
Credit Card Charge	07/16/2019	SSCarWash	Car Wash	(2.77)	(2,301.00)
Credit Card Charge	07/16/2019	RIUSPS	ILL Postage	(2.61)	(2,303.61)
Credit Card Charge	07/16/2019	SSCarwash	Clean GW Urinal	(2.00)	(2,305.61)
Credit Card Charge	07/17/2019	SSExpedia	Flight for PA Branch Manager Candidate	(588.60)	(2,894.21)
Credit Card Charge	07/17/2019	SSAce	CA Paint	(15.34)	(2,909.55)
Credit Card Charge	07/18/2019	SSGrandRive	Hotel Rooms for PA Branch Manager Candidates	(354.00)	(3,263.55)
Credit Card Charge	07/18/2019	SSAmazon	Bulbs all branches	(26.99)	(3,290.54)
Credit Card Charge	07/19/2019	SSRobly	Robly	(52.50)	(3,343.04)
Credit Card Charge	07/20/2019	SSAdobe	Adobe Creative Suite	(29.99)	(3,373.03)

Garfield County Public Library District
Reconciliation Detail
20510 · Alpine Bank Purchase Card, Period Ending 07/31/2019

Type	Date	Num	Memo	Amount	Balance
Credit Card Charge	07/23/2019	SSPayPal	Light Sensor RI	(85.00)	(3,458.03)
Credit Card Charge	07/23/2019	PAWalmart	Staff water filters	(41.92)	(3,499.95)
Credit Card Charge	07/23/2019	PAWalmart	Office supplies	(35.92)	(3,535.87)
Credit Card Charge	07/23/2019	PAWalmart	Adult Programming supplies	(6.96)	(3,542.83)
Credit Card Charge	07/24/2019	SIUSPS	ILL postage	(2.61)	(3,545.44)
Credit Card Charge	07/25/2019	RIUSPS	ILL Postage	(8.81)	(3,554.25)
Credit Card Charge	07/26/2019	PAOTC	Parade supplies	(33.97)	(3,588.22)
Credit Card Charge	07/26/2019	SSAmazon	Janitorial supplies	(26.38)	(3,614.60)
Credit Card Charge	07/26/2019	PAOTC	Storytime supplies	(19.79)	(3,634.39)
Credit Card Charge	07/26/2019	RIUSPS	Board Packet Postage	(8.70)	(3,643.09)
Credit Card Charge	07/27/2019	SSAmazon	Staff SRP Supplies	(45.96)	(3,689.05)
Credit Card Charge	07/27/2019	SSAmazon	RI Print Materials	(14.99)	(3,704.04)
Credit Card Charge	07/27/2019	SSAmazon	Processing supplies	(13.80)	(3,717.84)
Credit Card Charge	07/27/2019	SSAmazon	GW Office supplies	(8.69)	(3,726.53)
Credit Card Charge	07/27/2019	SSAmazon	CA office supplies	(7.99)	(3,734.52)
Credit Card Charge	07/28/2019	SSAmazon	office supplies	(31.98)	(3,766.50)
Credit Card Charge	07/28/2019	SSAmazon	PA Kids programming	(31.48)	(3,797.98)
Credit Card Charge	07/29/2019	SSDickey's	Staff SRP Picnic Caterer	(605.25)	(4,403.23)
Credit Card Charge	07/29/2019	SSCOCPA	COCPA Webinar	(281.25)	(4,684.48)
Credit Card Charge	07/30/2019	NCUSPS	Stamps	(33.00)	(4,717.48)
Credit Card Charge	07/30/2019	SSAce	Bulbs/Battery	(26.97)	(4,744.45)
Credit Card Charge	07/30/2019	SSAmazon	CA Growing Readers Grant	(8.99)	(4,753.44)
Total Charges and Cash Advances				(4,753.44)	(4,753.44)
Payments and Credits - 2 items					
Credit Card Credit	07/01/2019	GW CtyMarket	Ice Cream Social supplies Value Card Refun	6.19	6.19
Check	07/15/2019	23898	June credit card payment	4,690.84	4,697.03
Total Cleared Transactions				(56.41)	(56.41)
Cleared Balance				56.41	4,747.25
Register Balance as of 07/31/2019				56.41	4,747.25
New Transactions					
Charges and Cash Advances - 4 items					
Credit Card Charge	08/01/2019	SSVerizon	Cell through 7/18/19	(60.65)	(60.65)
Credit Card Charge	08/02/2019	SSWalmart	Staff SRP Picnic	(127.64)	(188.29)
Credit Card Charge	08/02/2019	SSIronMtn	Staff SRP Prizes	(100.00)	(288.29)
Credit Card Charge	08/02/2019	SSCtyMarket	Staff SRP Picnic	(3.99)	(292.28)
Total Charges and Cash Advances				(292.28)	(292.28)
Payments and Credits - 1 item					
Check	08/15/2019	23919	July credit card	4,747.25	4,747.25
Total New Transactions				4,454.97	4,454.97
Ending Balance				(4,398.56)	292.28

2019 Ballot Measure Planning Timeline



GARFIELD COUNTY LIBRARIES

November 5, 2019
(COORDINATED ELECTION)

DATE	EVENT	AUTHORITY
July 26, 2019	If a formal action has been taken to participate in the Coordinated Election, the district must notify the county clerk in writing. (100 days before the election)	§ 1-7-116(5) § 1-1-106(5)
August Meeting of the Board of Trustees	Recommended meeting for the Board to adopt the resolution calling the election,	
August 27, 2019	Intergovernmental agreement to be signed by County Clerk and Library. (No later than 70 days before the election)	§ 1-7-116(2)
September 6, 2019	DEO must certify ballot order and content to County (No later than 60 days before election)	§ 1-5-203 (3)(a)
September 20, 2019	Last day to file pro/con comments pertaining to local ballot issues with the DEO in order to be included in the issue mailing (Friday before the 45 th day prior to election)	§ 1-7-901(4); Art. X, Sec. 20(3)(b)(v)
September 24, 2019	Last day for the DEO to deliver ballot issue notices and summaries to the County Clerk and Recorder (no later than 42 days prior to election)	§ 1-7-904; IGA
October 6, 2019	County Clerk to mail the TABOR notice (at least 30 days prior to the election)	§ 1-7-906(2); Art. X, Sec. 20(3)(b)
October 14 - 18	Ballots to be mailed by County	§ 1-7.5-107(3)(a)(I)
October 22, 2019	Last day for individual to submit voter registration application and still receive ballot in the mail (can register to vote up until November 5 th but will need to pick up ballot after October 22)	§1-2-201(3)(b)(III); 1-2-201(4); 1-2-508(3)(a)(I)
November 5, 2019	***** ELECTION DAY ***** DEO to be available by telephone 7:00 a.m. to 7:00 p.m. to provide support	

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Garfield County Libraries
 Coordinated Election Timeline
 April 9, 2019
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DATE	EVENT	AUTHORITY
No later than November 22, 2019	Canvass Board meets to certify the election	1-10-102(1)
December 5, 2019	Election Results and Contact Info – results of a library district election shall be certified to DLG within 30 days after election. This includes the library district business address, telephone number and name of contact person.	32-1-104(1)/1-11-103(3)
December 20, 2019	Library District Debt Authorization – results of election to incur general obligation indebtedness shall be sent by certified mail to the BOCC and Dept. of Securities	



Library Programs and New Americans

A WHITE PAPER



An oral history event in Fort Worth, Tex.

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PREFACE

When immigrants, refugees, and displaced persons first arrive in the United States they frequently turn to public libraries for free and trusted services. More than [55 percent of new Americans](#) use their public library at least once a week, according to the Institute of Museum and Library Services (IMLS), to access English language learning classes, citizenship and civic educational programs, and a vital support network.

Public library responses to the needs of these patrons vary widely across the country due to factors such as budgetary constraints, shifting populations, and local priorities. While some successful case studies have been observed, currently there are no field-wide best practices to assist public libraries in serving the unique needs of new Americans. This is a critical gap in library practice that needs to be addressed as immigration numbers continue to grow. According to the Migration Policy Institute, [1.38 million foreign-born people](#) moved to the United States in 2015, an increase of 2 percent over the prior year. Public libraries, and the new Americans they serve, need a plan that properly positions libraries to meet the challenges of our nation's shifting demographics and ensure equity for all.

Addressing the singular needs of new Americans meshes with the public library field's commitment to treating patrons with dignity and respect. US public libraries have a long history of service to immigrants, dating back to the nineteenth century when immigrant populations began [contributing content to library collections](#) in their native languages. The American Library Association stated its support for immigrant rights in a [January 2007 Council resolution](#):

“The American Library Association (ALA) promotes equal access to information for all persons and recognizes the ongoing need to increase awareness of and responsiveness to the diversity of the communities we serve . . . ALA strongly supports the protection of each person's civil liberties, regardless of that individual's nationality, residency, or status . . . ALA opposes any legislation that infringes on the rights of anyone in the USA or its



A literacy program at Edwin A. Bemis Public Library in Littleton, Colo.

territories, citizens or otherwise, to use library resources, programs, and services on national, state, and local levels.”

ALA's leaders and its members are firmly committed to standing up for the rights of new Americans and have been vocal in their support for these populations. On September 5, 2017, ALA President Jim Neal [released a statement](#) condemning the proposed end to the Deferred Action for Childhood Arrivals (DACA) program, stating, “Our nation's libraries serve all community members, including immigrants, offering services and educational resources that transform communities, open minds, and promote inclusion and diversity.” The association's commitment to serving and supporting immigrants has only strengthened in light of the current political climate.

ALA and its divisions have responded to this need by developing a variety of support materials to assist libraries in reaching their immigrant patrons, including [webinars](#) and [resources for immigrants, refugees, and asylum seekers](#). However, ALA has not yet undertaken a comprehensive approach toward developing a set of best practices, nor have we endeavored to start a national conversation about library services to new Americans, until now. We hope this white paper feeds the discussion and advances the public library field's work to support the needs of immigrants, refugees, and displaced persons in their local communities.

Melanie Welch

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INTRODUCTION

Libraries have long had a reputation for supporting healthy communities by providing a range of programs, services, and reference and educational materials. Service to new American populations is an important part of this work, and recently the American Library Association (ALA) has taken decisive steps toward supporting immigrants, refugees, and asylum seekers arriving in the US. The ALA Bill of Rights states that a person’s “right to use a library should not be denied or abridged because of origin, age, background, or views.”¹

Over 43 million immigrants live in the US, making up about 13% of the nation’s population.² New Americans commonly rely on local libraries for a wide range of services—and have done so for decades. At libraries, new Americans learn about local culture, find assistance in job seeking, learn about financial systems in their new country, seek support in obtaining citizenship, learn English, and more. Indeed, “outreach to immigrants through public libraries dates back at least to the World War I era.”³ According to ALA’s *American Libraries* magazine, “service to immigrant populations is an increasingly important part of the library’s mission, as refugees or displaced persons are relocated in the United States and Europe, sometimes in places reluctant to have them.”⁴

The Institute of Museum and Library Services (IMLS) notes that new Americans find in public libraries “a trusted environment, resources, and community connections that can ease the way to full participation in American society.”⁵ Libraries offer a place where dominant communities and those who traditionally have less social or political power can meet on more or less equal

footing—and in these encounters different cultures can refashion the library to fit their needs. With libraries, new Americans have the opportunity to both learn about American culture and systems, and at the same time inform the established community about their own cultures.⁶

Developing services for new Americans gives libraries an opening for collaboration with local organizations that have a common vision for education, civic discourse, safety, and health and wellness. Through these partnerships, libraries across the country are expanding new American programming and building patrons’ confidence in using local resources in their new communities.

PROJECT WELCOME

Project Welcome is one of ALA’s larger efforts, with its Office for Diversity, Literacy and Outreach Services working in partnership with the Mortenson Center for International Library Programs at University of Illinois at Urbana-Champaign and the IMLS. Project Welcome assesses current resources in libraries, ensuring “that all are welcomed by and in libraries.”⁷ Through a summit involving 70 members of the library community, Project Welcome developed a guide, titled *Project Welcome Guide: Public Libraries Serving Immigrants*, to ensure that libraries across the nation possess the resources to best serve refugees and asylum seekers in the US throughout their resettlement and integration.

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1. Michael Dowling, “Project Welcome.” *American Libraries Magazine*. Accessed: August 15 2018. <https://americanlibrariesmagazine.org/2017/09/22/project-welcome-refugees/>.
 2. Gustavo Lopez & Jynnah Radford, “Facts on US Immigrants, 2015: Statistical portrait of the foreign-born population in the United States.” Accessed: August 15 2018. Pew Research Center. <http://www.pewhispanic.org/2017/05/03/facts-on-u-s-immigrants-current-data/>.
 3. Susan K. Burke, “Use of Public Libraries by Immigrants.” *Reference and User Services Quarterly*, 48(2), 164–74.
 4. George M. Eberhart, “Immigrants and the Library.” *American Libraries Magazine*. Accessed Aug 2018. <https://americanlibrariesmagazine.org/blogs/the-scoop/immigrants-and-the-library/>.
 5. The statistics on new Americans cited here come from sources that define the term differently and, in many cases, leave the definition implicit. As such, we present these statistics for general breadth and depth but are unable to comment on the comparability of statistics from different sources. Institute of Museum and Library Services, “Serving New Americans.” Accessed: August 15 2018. <https://www.imls.gov/issues/national-initiatives/serving-new-americans>.
 6. James K. Elmborg, “Libraries as the Space Between Us: Recognizing and Valuing the Third Space.” *Reference and User Service Quarterly*, American Library Association 5, no. 4 (2011): 339–50.
 7. Dowling, “Project Welcome.”

ALA'S NEW AMERICANS LIBRARY PROJECT

In 2018, with support from The JPB Foundation, the ALA Public Programs Office convened an exploration of public library programs and services that support new American populations. The New Americans Library Project explored the landscape of literature and resources about library services for new Americans, studied how libraries can more effectively serve new Americans, and made recommendations about this topic for the library field.

As the research partner, New Knowledge Organization Ltd. conducted a landscape review of current library practices and offerings across a wide variety of geographic regions, community types, and partnership models. With input from ALA and project advisors, researchers collected information about dozens of library public programs in the US and abroad, as well as information from research and other perspectives that might benefit this initiative.

Following this review, researchers conducted site visits at six public libraries in five cities, where they spoke with new American patrons, as well as library and community partner organization staff. The five cities represented a wide range of characteristics and demographics, including rural, suburban, and urban



A Hispanic Heritage Festival at Somerset County (N.J.) Library System

areas across different regions in the US, with diverse immigrant populations, cultures, and languages.

Finally, project advisors convened at a workshop to identify the key topics contained in this white paper and make recommendations to the library field.

THIS WHITE PAPER

This white paper provides a synthesis of the project to help library professionals understand opportunities for libraries' work with new Americans. The paper includes two parts. First, an overview of research and findings summarizes the most salient themes uncovered in the landscape review and site visits. Second, we offer a list of actionable recommendations for libraries.

PART 1. SUMMARY OF RESEARCH FINDINGS

WHO ARE NEW AMERICANS?

For this white paper, the term “new Americans” encompasses people who might consider themselves new arrivals in the US and anyone who is a non-native English language speaker. New Americans might be immigrants, refugees, or temporary or long-term visitors. New Americans may be here with or without legal documentation. New Americans might be born

here to immigrants or have newly arrived themselves. New Americans may come from any place, including countries that are affluent and those that are under-resourced.

We use this inclusive definition because there is no consensus around the definition for “new Americans.” Some federal agencies determine a specific amount of time, such as the last 15 years, while other agencies use relative terms like “recently arrived”—though some

might consider themselves new Americans even if they arrived in the United States 30 years ago. Some libraries prefer to use specific terms that reflect the experience of an individual, like “immigrant” or “refugee,” though there are concerns about stigma surrounding those words. For some, the word “American” is confusing, since any person from Central or South America also identifies as American.

HOW DO PUBLIC LIBRARIES SERVE NEW AMERICANS?

Here we explore what we know about current practices in new American services, particularly those designed to uniquely serve new Americans. The libraries we visited offer an assortment of programs and services specifically for new Americans, addressing myriad needs.

Libraries design these services to address multiple needs at the same time. We witnessed multifaceted programming approaches during the site visits, where, for example, one library hosted cross-cultural luncheons where people from a certain national or ethnic group provided traditional food. This library also offered collections in other languages, foreign film screenings, a series of easy-to-read news articles titled “news for you,” and free museum passes. Other libraries housed a “New Americans Initiative” that offers guardianship workshops, housing rights help sessions, access to financial coaches, small business workshops, and citizenship resources. According to the libraries we visited, the primary programs used by new Americans fall into the following categories: English language acquisition and education, citizenship preparation, and digital literacy. Spanning all of these services is libraries’ commitment to ensuring access to new Americans.

However, it should be noted that new Americans take advantage of many other library programs and resources not necessarily designed for them as a primary audience. Services like notarization, multilingual collections, providing space for cultural groups to meet or host events, small business support or other

financial skill-building services, and “welcome corners” (providing information necessary for integrating into a new community like transportation, taxes, and legal services aside from citizenship resources) are all examples of resources available to and frequently utilized by new Americans while not being advertised specifically for them.

English Language Acquisition and Education

A central aspiration for many new Americans is to speak English proficiently and with the confidence to interact with native speakers. Between 2009 and 2013, the Census Bureau’s American Community Survey found that over 25 million people in the country speak English *less* than very well and over 60 million people speak a language other than English at home.⁸

In response to this need, libraries provide English language learning (ELL) opportunities. In fact, ELL was the most frequently mentioned service overall among the libraries we visited. There are different approaches to English language teaching; some courses focus on building from the basics of grammar and vocabulary, while others attend to English in special settings, like doctor’s appointments. Recognizing the pragmatic needs of English language learners, some libraries offer English conversation opportunities.

Moreover, English language learners who turn to public libraries for support are a diverse group, and developing programs that accommodate a variety of



A financial literacy program for Burmese speakers at Lakewood (Ohio) Public Library

8. US Census Bureau, “Detailed Languages Spoken at Home and Ability to Speak English for the Population 5 Years and Over: 2009–2013.” Accessed: August 15, 2018. <https://www.census.gov/data/tables/2013/demo/2009-2013-lang-tables.html>.



Children at the Anaheim (Calif.) Public Library

learning groups is imperative for libraries. Libraries meet this need by creating developmentally appropriate language programs for children up to adults. Some programs incorporate bilingual education, in both English and another language, and others are geared toward straightforward ELL lessons. Libraries may also partner with local schools and school libraries, leveraging local expertise in education and access to students who have not been raised in English-speaking households.

The site visits illuminated the creative formats language learning services can take. These programs feature drop-in conversation practice, writing classes, traditional language classes held twice a week, and classes centered on the English component of the citizenship exam. Libraries also provide other classes that indirectly supported ELL. Topics of those programs include financial and business courses (e.g., using Excel, job interviews, and résumé writing) as well as other skill-building classes (e.g. yoga, stress management, and conflict prevention). Unlike general ELL courses, these other offerings require a baseline level of English competency and continue building speaking abilities along with other new skills.

Understanding the needs of the new Americans in a community is an important factor in considering the

type of ELL programming libraries should offer, for many reasons. Successful programs adapt to changing cultural demographics of the community and emphasize the empowerment of local people.⁹ First, new American communities' needs fluctuate over time; for example, one community might begin with a widespread need for basic English skills and eventually shift to a greater need for specialized or industry-specific English language skills. Second, learning a specific populations' language aspirations can reduce overlap with and complement other language learning opportunities that are available.

Citizenship Preparation

Recent studies show that 7% of the United States population are not citizens,¹⁰ and over 11 million undocumented immigrants live in the country.¹¹ Not surprisingly, citizenship is on the minds of many of these individuals, but not all; other options for legal documentation status include immigrant visas, work visas, and green cards that can be sought in advance or in place of seeking full citizenship.

Obtaining citizenship is often a drawn-out process, with the length of time depending on personal circumstances and factors beyond one's control, like national politics. On top of it all, the process of obtaining US citizenship can feel intimidating and confusing for individuals, families, and entire communities. According to one report, "*many immigrants hope to naturalize someday, but do not have access to the instruction and application support they require in order to succeed.*"¹²

While many libraries provide resources about citizenship, the exact role libraries can and should play in assisting with exam preparation or legal support is still up for debate. The best guidance that libraries can give will take into account the social and emotional

9. April Witteveen, "Word of Mouth- Language Learning." *Library Journal*. Accessed: August 15 2018. <https://www.libraryjournal.com/?detailStory=word-of-mouth-language-learning>.

10. Kaiser Family Foundation, "Population Distribution by Citizenship Status." Accessed: August 15 2018. <https://www.kff.org/other/state-indicator/distribution-by-citizenship-status/>.

11. Jie Zong & Jeanne Batalova, "Frequently Requested Statistics on Immigration in the United States." Migration Policy Institute. Accessed: August 15 2018. <https://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states>.

12. Jeff Chenoweth & Laura Burdick, "Different Learners, Different Services, Preparing Immigrant Learners for Citizenship," in *A More Perfect Union: A National Citizenship Plan*. (Catholic Legal Immigration Service Inc: Washington DC, 2007).

concerns, alongside the logistical requirements that are part of the citizenship preparation process.

Currently, it seems there are many ways to find that balance. Library support for the learning activities surrounding the citizenship process are multifaceted, with many programs incorporating some form of preparation classes that help new Americans pass the federal examination. As described above, the citizenship exam training overlaps with ELL training. Good citizenship class instructors must be knowledgeable in best practices for ELL classes, with awareness of the teaching practices that will best support students working toward citizenship. Skilled instructors work toward not simply teaching students the basic history and government topics on the exam but also contextualizing this new information so students will find it relevant to their lives.

In the cities we visited, we found that libraries varied widely in how much they prioritize and how they design citizenship preparation services. At some libraries, citizenship classes are the centerpiece of new American programming. Other libraries serve populations less interested in citizenship, often because they do not plan to stay permanently in the United States. Citizenship programs took on diverse forms even within a single library system. Resources for becoming a citizen were available at all of one urban library's locations, but individual branches approached the citizenship preparation differently. Library staff at one location collaborate with community partner organizations to offer certified legal assistance and practice interviews to help students. Other branches have "New American Centers" offering free onsite immigration and naturalization services, including assistance with paperwork.

Digital Literacy

For new Americans to gain their footing in America economically, finding jobs and maintaining financial stability is vital. Many cannot attain this level of security until they have achieved basic digital literacy and have consistent access to the Internet. A lack of digital literacy can further marginalize community members,



A poetry event at Contra Costa County (Calif.) Library

limiting their ability to participate in our democracy, access educational opportunities, obtain health care, find and keep jobs, and connect with family and friends.¹³ Public libraries have historically been important places for people to pursue all of these activities and to find guidance to accomplish their goals for finding information.

Libraries certainly fill this role for new American communities. Digital literacy was among the most frequent types of desired skills we heard about from patrons and staff during the site visits. The scope of digital literacy classes varies widely from library to library. While some libraries offered more narrowly defined computer literacy services, at least one library taught classes about using technology in general, such as smart phones, printers, and the Internet. This library also used tablets in their citizenship classes, as much of the citizenship process takes place online, the exam is given on tablets, and learning a tablet interface would also ensure new Americans could access important information on another type of technology.

Ensuring Access to Programs

During site visits, library staff expressed particular concern with ensuring access to new American library programming—that is, creating circumstances where a wide range of patrons would have a reasonable opportunity to benefit from services. Like any programming designed with a specific audience in mind, library professionals must consider a range of factors when

13. Jill Castek, Kimberly D. Pendell, Gloria Jacobs, Drew Pizzolato, Elizabeth Withers, & Stephen Reder, "Volunteers in an adult literacy library program: Digital literacy acquisition case study." Accessed: August 15 2018. <http://archives.pdx.edu/ds/psu/16517>.

developing new American services. The structure of library programs is largely dependent on different components of access, such as patrons' ability to understand the language in which programs are conducted, convenient times and locations that match public transportation routes and schedules, the availability of childcare during programs, and conflicts with patrons' work schedules.

A flexible approach to scheduling new American programming is advantageous, as we heard at multiple locations that timing of library programs strongly influences who is able to attend. For many libraries, operating hours present a challenge, as those hours coincide with business hours for most jobs; many library staff wished they had the resources to hold night classes to mitigate this problem. Hosting programs outside library walls was another way of improving access. One location wanted to prioritize meeting patrons where they are and described plans to create satellite locations with books that were reflective of the cultures represented in different neighborhoods. In a similar vein, transportation presents additional challenges, as many cities and other areas lack affordable public transportation (or any at all). One library shared that for some events, they had the capacity to cover patrons' bus fares, but this strategy was not feasible for all programming.

Language barriers also frequently limited access to services. In response to these barriers, library staff at some sites shared examples of successful programs designed to have little dependency on spoken English, like juggling class, which allowed people with a variety of English capabilities to engage.

Sometimes, library services remain underutilized simply due to lack of awareness about what is being offered, perceptions of who a service is intended for, or other concerns. Libraries often struggle to reach their target audiences—this is true for programs in general but even more so when target audiences include those who face linguistic or cultural barriers. A constant refrain heard by programming librarians is *"Oh, I never knew the library did that!"* Citizenship courses can present an additional hurdle: patrons may not want to identify themselves as non-citizens out of safety concerns.¹⁴ Similar considerations may dissuade some new

Americans from signing up for a library card, as they perceive formal documentation of any sort as a threat.

HOW DO NEW AMERICANS EXPERIENCE LIBRARIES?

New Americans use libraries in the same ways as other patrons—for a wide range of reasons that change over time. At the sites we visited across the country, new Americans check out books, attend public programs, or bring children to a dedicated homework space after school. Some new American populations rely heavily on their library system to meet needs for language learning, citizenship resources, and more.

The relationship patrons have with their library also varied greatly, according to library staff. At one extreme, some new Americans call the library their "second home," while at the other extreme, some new American patrons had little sense of the resources these institutions provide. Generally, patrons we spoke with were grateful for the resources they can access at libraries, for a place to meet other people, share different cultural traditions, and for a space they could bring their children. However, some patrons were overwhelmed by navigating the resources available at the library and wanted a more organized way for information to be displayed.

Motivations and Expectations

New Americans use libraries in myriad ways to accomplish similarly varied goals. We heard at library sites that not all new Americans had the same ideas of "success" when it came to what they hoped to gain from engaging in library services. For instance, some groups might use libraries to get the skills they need to go to school and access higher education, while other groups might be more committed to learning how to sell something and run a small business. Moreover, these individuals may attend the same programs to achieve their different goals.

Like many other people, new Americans use libraries for social purposes. At some locations, patrons

14. Diana Miranda-Murillo, "New immigrants center at the Austin Public Library," *Texas Library Journal*. 182 (Winter 2006), 144-147.

told us that the library is important to *finding* a sense of community or belongingness, while at another location, we learned that most of the library users are already members of tight-knit groups. Those who have established social networks may use the library as a social place to meet up with their friends, as well as to acquire skills.

Family enrichment is a driving factor for many new Americans, according to patrons we spoke to during the site visits. Library programming for these populations must address the needs of multiple generations. Often the impetus for parents to come to the library is discovering programs that will benefit their kids, such as help with homework or access to textbooks. Once there, they become aware of additional programs that serve the needs of the family as a whole. Intergenerational programming can take various forms, such as an older generation passing on skills to their younger counterparts that might otherwise be lost, like their native language or cultural heritage. This skill-sharing works in the other direction as well. For instance, programs can connect younger people with older family or community members who want to learn English or digital skills. One advantage of intergenerational programming is that it eliminates the need for childcare. Often, parents or caregivers cannot attend programs if they have children, unless those children are also occupied and learning alongside the adults.

New American patrons have varied expectations of libraries. According to conversations we had during site visits, these expectations reflect a range of familiarity with libraries and library workers. Some patrons did not have access to libraries in their home country, and libraries serve different roles in different places. As a result, serving these populations requires libraries to communicate the role that libraries play in the United States. For instance, we heard from staff that new Americans occasionally conflate the concept of a library with notions of a bookstore. Similarly, some new Americans we spoke with were initially surprised to find out that library books and movies are free to use.

Many patrons first encounter a library through programs, which they learn about through word-of-mouth or because community partner organizations hold a class or event there. We observed that these situations often help new Americans find out that the

library offers resources or programs beyond what they originally came for. Even among those familiar with libraries, perceptions varied across different library sites. Some patrons see libraries as important places for people to gather in public, while others view them as potentially threatening due to their ambiguous affiliation with the government.

Interaction with Library Staff and Volunteers

Productive interactions among library staff are a key aspect of new Americans' experience at libraries and their ability to meet their objectives. Library personnel's identity, training, and approach to working with new Americans all influence these relationships.

Library personnel who reflect the population that the library serves can help new Americans leverage what the library has to offer. Staff who speak new Americans' language offer an obvious advantage, as they can deftly explain the intricacies of using library systems and programming. There is added benefit if staff are familiar with cultural norms, having the ability to anticipate and explain situations that may confuse or offend new Americans. According to the site visits, many libraries see hiring diverse staff as an area for further improvement.

Volunteers can play vital roles in new American programming, shoring up staff's limited capacity to offer services and sometimes contributing by leading programs themselves. As with all volunteer work, we saw in site visits that libraries need additional resources to make the best use of volunteers' time.

New Americans themselves can be just as involved as volunteers and staff, serving the needs of their own community and those of the library at the same time. At a site visit, one new American patron remarked that their peers are "*untapped resources*." We saw that new Americans' involvement in the work of the library takes many shapes, from teaching traditional cooking classes to translating mail for other patrons. Library staff observed that personnel from marginalized groups may face unique hurdles due to stereotyping from other members of the community. While this role of "cultural broker" may be challenging and not appealing for everyone, it can help counteract other patrons'



An oral history event in Fort Worth, Tex.

misconceptions about new Americans and lead to greater appreciation of groups that are new to a given location. In fact, libraries can formalize the role of “cultural liaison” in staffing, with a staff member from a new American community leading outreach at cultural and religious centers, as well as individual outreach to other new Americans who are not yet aware of or using library services. Libraries are already taking this approach in some cities, with success, particularly when it supports part of a library’s commitment to a strategic plan. But the cultural liaison position appears to be difficult to sustain due to budgetary constraints—not to mention funding to create this position may be completely out of reach for many libraries.

At multiple locations, we heard that establishing trust with an individual staff member kept new American patrons returning to the library, regardless of the background and identity of that individual. These relationships can be a crucial link to the library for new Americans. However, library staff have observed there is risk of some patrons becoming dependent on a single staff member. This situation can be magnified particularly when the staff member shares the same culture and speaks the same language as a new American patron.

Professional Development for Library Staff and Volunteers

Across site visits, library professionals advocated for professional development opportunities to build the skills of both staff and volunteers to effectively work with new American communities. Many of these skills are important for public programming in general. Skills that staff members saw as critical included:

- ▶ Volunteer management skills;
- ▶ A broad approach to collections management that includes community resources outside the library’s physical collections;
- ▶ Administrative and organizational skills, such as time management;
- ▶ The ability to gain buy-in from administration;
- ▶ Teaching skills; and
- ▶ Cultural competency, particularly with specific groups who use one’s library.

While these skills may be applicable across many libraries that provide new American programming, a one-size-fits-all approach to professional development is unlikely to work. Two types of differences among libraries determine the need for tailored training approaches.

First, libraries of different types and sizes have different needs. Large, well-funded libraries tend to have substantial professional development budgets and more time available for training, compared to smaller rural libraries that may only have one or two staff members. Libraries of different sizes may also have varying priorities, depending on the resources available. For instance, a small library with one computer might find computer-based technology training for all staff to be a low priority.

Second, libraries that serve different communities have unique needs. New American groups have a diverse range of cultures, aspirations, and goals. General cultural competency or inclusivity trainings often lack the details library workers feel they need to work with new Americans in their communities. In the site visits, we saw that library personnel highly value specific cultural knowledge. For instance, library staff have found it useful to understand how new American patrons at their library prefer to build rapport. Equipped with this information, library staff can build stronger connections and better serve their patrons.

For most libraries, communication may present one of—if not the—largest operational challenge in serving new Americans. This concern relates to sharing information across the library field about new American services: what has been done, what works well, what has failed, and special considerations for working with particular communities. Across the board, libraries in the site visits

voiced the need for a strategy for improving communication within individual library systems, between libraries and community partner organizations, and across the library field as a whole. Better communication, they hope, will help them improve services to new Americans without reinventing the wheel.

Training volunteers to work on new American programming presents unique considerations for libraries, particularly those where staff are looking to expand their ability to manage volunteers. Some libraries in our site visits require volunteers to take online courses on topics like ELL before bringing it all together in an in-person training. Other libraries who work with new American volunteers may find that they need to invest more time in learning the library systems that are not specifically related to working with a particular community.

The Need for—and Lack of— Consistent Evaluation

While libraries throughout the United States have developed programming to support new Americans, few of these initiatives have identified impact beyond outputs like circulation statistics, program attendance, and anecdotal evidence from individual patrons.

Library professionals, particularly those we spoke to during site visits, clearly understand the benefits of evaluation and want to increase their use of evaluation in new American programming. Evaluation can help libraries maintain or increase funding, understand the reasons programs fail or have low participation, determine to what extent a program meets its goals, and identify unintended outcomes of a program that may be critical to its success.

In site visits, we heard that while library staff value evaluation, they acknowledged that it occurred only occasionally. Similar to field-wide barriers, typical challenges include cost, time, and lack of training in evaluation. Additionally, protecting patron anonymity during evaluation, while not unique to new American programs, is a particularly sensitive issue. More uniquely, library staff's discomfort with common evaluation methods where an individual's demographic information is collected (perceived as potentially compromising the anonymity of patrons or patron library card records) presents a major obstacle to assessing

new American programs. Staff may also perceive that evaluating the patron's experience at the library may erode the trust built between personnel and the patron. However, evaluation of new American programs could not be more critical to their success as new Americans have specific needs and wants that library staff may not be able to predict nor support effectively without feedback. Appropriate evaluative tools can foster relationships, as well: new Americans utilizing the library and providing feedback through surveys, focus groups, or interviews will see improvements being made to better meet their needs and will understand the library is committed to helping them succeed.

WHY A COMMUNITY- CENTERED APPROACH IS THE BEST STRATEGY

Over the past decade, libraries have increasingly invested in learning about and addressing their communities' aspirations through programming and other services. This approach is core to the mission of libraries, as institutions that support their communities' learning, access to resources, and ability to thrive. Library staff across the sites we visited were uniformly committed to the concept of a community-centered approach, where the definition of community is all-inclusive, taking into account the full range of diverse populations, both newer and longer-established. They had a clear understanding of strategies for ways to learn about their communities' needs, like providing comment boxes, attending community events, having bi- or multilingual staff, and conducting formal community needs assessments.



A program focused on South Asian culture at Palatine (Ill.) Public Library District

However, these strategies were often aspirational rather than currently in practice.

At the same time, libraries must find a balance between addressing communities' needs and the constraints that necessarily shape their work. Perhaps unique to services for new Americans, libraries must navigate legal limitations as well. Services that some new Americans are interested in—particularly obtaining citizenship—are legal procedures. Many libraries are not equipped to provide legal counsel, and might better invest their skills in developing programs that have a dramatic impact on the daily lives of new Americans. Time, budget, and access to resources are concerns for all programming as well.

When a library undertakes a structured needs assessment, it can take a range of forms. One library we visited worked with community organizers to do needs assessments with a variety of local groups, including new Americans. Another library conducts interviews with members of different cultural groups in their area. Meanwhile, other libraries have committees dedicated to promoting literacy for new Americans.

Outreach Strategies

Across the libraries we visited, we found that outreach and community needs assessment are closely linked. Staff reported that no matter what a library was doing, it was not effective programming unless the community was aware of it. Libraries used a range of strategies to reach out to new Americans. Library staff attendance at general community events and meetings is essential to understanding the inner workings of communities. Partnerships with community organizations can aid in building pathways to communities where those organizations may be more involved, and vice versa. Offering or serving as a stop on city tours presents another way to get new Americans, and anyone else new to the community, into the library.

The Importance of Community Partnerships

Libraries have long partnered with other community-based organizations to enrich and expand their service to their communities. The mutual benefits are well documented—staff from other community

organizations and libraries alike enjoy increased capacity, and members of the community get access to better services and resources. Partnerships designed for services for new Americans are no different. Collaboration among organizations is not necessarily an easy, organic process; it requires an investment of time and resources to build the relationship and maintain the work. Nevertheless, our site visits demonstrated that the effort is worth it: partnerships produce more than the sum of their parts.

Just as conducting an assessment of community needs is critical to understanding how to provide new American library services, it is also important to assess the landscape of community organizations to understand where the library might fit in. During the site visits, staff from multiple locations expressed the importance of assessing what other organizations are already doing in the community. That way, libraries could ensure that their programs were complementary rather than competitive with resources that already existed. Community resource fairs could be helpful in this regard, in addition to helping new Americans see all the resources provided where they live.

In the site visits, we observed several differences between libraries and their partners, as well as patterns that emerge when they work together. Library staff voiced their desire to have a dedicated staff member to focus on partnerships. Meanwhile, community organizations were more likely to have personnel in a liaison role. One library staff member said ideally there would be staff from the library at the partner organization's space, and vice versa, every day. In practice, because libraries often provide space for partner-led programs, partner organization staff were much more aware of a library's full suite of programs than the other way around.

While dedicated or embedded partnership staff isn't feasible for all libraries—typically depending on size and funding—staff at site visits consistently reported that communication between partners greatly improved by having one clear point person at each organization because it led to clearer communication pathways. Having a point person is particularly important for a library system with multiple branches; the community partner organization can communicate with this one person rather than individually with each branch manager.



A participant in a literacy program at Edwin A. Bemis Public Library in Littleton, Colo.

The structure of a partnership can vary from organization to organization. Here, we define a partnership as an ongoing relationship between a library and another organization. Across the site visits, we heard that library-community organization relationships fell into one of five categories:

- 1. Parallel services:** Libraries and partner organizations work on the same issues or topics in parallel but do not collaborate directly. In these cases, libraries and community organizations are often aware of each other's resources and may refer patrons to one another.
- 2. Library as space:** Libraries provide space for programs or events, and partner organizations take the lead in other aspects of the program.
- 3. Space plus:** In addition to hosting programs in library space, libraries provide additional resources such as volunteer time or outreach materials. However, partner organizations continue to take the lead.
- 4. Library as collaborator:** Libraries and community organizations work together closely to provide programs and services. While staff members from nearly all locations identified this partnership model as the ideal, not all of them are able to implement it in practice due to constraints on time and resources. Programs in this category

may take place inside or outside the library. For example, offsite programs may include pop-up health clinics that also provided an opportunity to sign up for a library card, or a food pantry whose baskets included free books.

- 5. Library as implementer:** In this model, libraries use a curriculum developed by a partner organization but are responsible for all other elements of the program. The partner organization may provide training or support, or may be entirely hands-off.

MOVING FORWARD: THE TWO-WAY STREET OF CULTURAL EXCHANGE

Many new Americans are interested in sharing their culture with others. This sharing is better understood as an opportunity for cultural “exchange”—a two-way street of learning. Along with using library programming to give new Americans the opportunity to learn about “American life” in a given community, it is also an opportunity for new Americans to share their own culture with other residents through their public library. As new Americans arrive in a new place, they can simultaneously seek to be a part of the fabric of their new home and impart some of their former countries’ traditions, foods, and other parts of their culture into the new community.

Public libraries are an integral part of their local communities, bringing together diverse patrons for a variety of reasons. Libraries are an ideal space for cultural exchange programming because they serve as a place for the intersection of people and ideas, and also because Americans frequently rank public libraries as one of their most trusted institutions.¹⁵ For a city or town to successfully integrate new members, cultural awareness is key. And what better place to help foster dialogue about culture than the library? Acknowledging that many new Americans are, in fact, new to life in the US, many libraries have developed programming to draw them into the local fabric and support them in forming social connections.

15. John B. Horrigan, “How People Approach Facts and Information.” Pew Research Center. Accessed: August 15 2018. http://assets.pewresearch.org/wp-content/uploads/sites/14/2017/09/12135404/PI_2017.09.11_FactsAndInfo_FINAL.pdf.

PART 2.

RECOMMENDATIONS TO LIBRARIES

As migration patterns continue to fluctuate, we can expect to see people coming to the United States from all over the world. Many are coming in need of a safe place for themselves and their families. The ALA Public Programs Office's New Americans Library Project reaffirms the important role libraries play in providing services to people who consider themselves new to the United States. In many ways, libraries are singular in their service to their communities: their mission is to equitably help all people to reach their aspirations so the collective can thrive. This commitment positions libraries as uniquely suited to help new Americans—and *all* community members—learn and grow together.

But libraries cannot do this important work alone. There are many, many organizations that specialize in the myriad areas that are relevant to new Americans: legal counsel, language learning services, job training services, financial advisors and institutions, and the diverse organizations focusing on aspects of culture, like religion, ethnic heritage, and more. The same is true for these community organizations—they need the help of libraries. With partnerships, libraries can achieve far more for their new American constituents than they can do independently.

This research shows there is no silver bullet for libraries' work with new Americans; just as there are diverse groups of newcomers to the country, so too are there many library service approaches that successfully meet their needs. Finding the right approach is less a matter of following a rubric and more of a listening activity. Once a library understands their new American

communities' needs, they can design services that are both relevant to their constituents and appropriate for their organizational capacity.

Library programming used by new Americans is as diverse as the patron population that relies on it. The term "new American" can encompass individuals of a variety of ages, cultural backgrounds, levels of English language proficiency, legal documentation status, and degree of experience with American institutions or cultural practices. Accordingly, library programming that meets their needs will vary widely depending on the local community. In addition, new Americans take advantage not only of library programs geared specifically toward their needs, but also of programs that are designed for all library patrons, such as financial literacy and job training.

Libraries across the United States have introduced innovative programming that has resonated with new Americans. The most creative and successful programs have been borne out of meeting new Americans where they are and assuring them that public libraries are spaces where they are welcome and safe, even for those who may feel insecure or stigmatized due to their immigration status. A thoughtful approach also requires understanding what programs will fit the needs of local new Americans, ranging from English conversation opportunities to cultural exchange that draws new arrivals into the established community. Many libraries have seen enthusiasm for these types of programs, and further evaluation offers the opportunity to demonstrate how these programs work and how they can continue to improve.

Library professionals who have championed new Americans programming have attributed their success to a partnership approach with community organizations. Collaboration provides both organizations with access to more materials and resources, and enables both organizations to increase the populations they

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A financial literacy program for Burmese speakers at Lakewood (Ohio) Public Library

serve and the services they provide. These partnerships can form when neither organization has the full breadth of resources to meet the needs of the community. For example, libraries can offer space, staff time, and advertising capacity, while community partner organizations bring knowledge of and connections to multiple groups in the community.

In short, there is no one-size-fits-all model for serving new American populations. To make a program sing, a library must authentically understand and design the service to meet the specific needs of its unique community. Nevertheless, this research has shown there are approaches that can lead to success across geographic locations and kinds of communities. We present the following strategies as a list of options, rather than a prescriptive model. For each option, we offer potential actions that libraries can take toward programming for new Americans.

PLANNING PROGRAMS FOR NEW AMERICANS: CONSIDERATIONS FOR PUBLIC LIBRARIES

Assess community needs.

Libraries should learn about the needs of the members of a community, including new Americans, established residents, library patrons, and non-patrons. Learning about the community can range from setting up a comment box, to undertaking a full-scale community needs assessment conducted by the library or outside organization. There are advantages and disadvantages to every method, so libraries may consider experimenting with several needs assessment techniques at first. Keep in mind that open-ended approaches, such

as a comment box, may yield such a wide variety of responses that a library may find it hard to prioritize a path forward. The needs assessment strategy may also depend on whether the library already serves a particular new American population or is looking to draw in a new population that is underserved or unaware of library resources.

Learning about community needs can also be done in partnership with organizations who have already been working in communities for many years. These partners can help identify community stakeholders, facilitate focus groups, or contribute in other ways to the needs assessment. This approach may also help a library avoid creating redundant services, as many communities have existing programs for new Americans, often run by new American groups themselves. In these cases, a library has an opportunity to reflect on what they might uniquely offer.

SUGGESTED ACTION STEPS

1. Think about all the ways you learn about the population your library serves, including those who don't currently use library services. What tactics have you used in the past? What worked and what didn't? What would you change about the process of determining community needs?
2. Decide whether a more formal or structured needs assessment would be appropriate for your library. Talk to other library workers, such as members of ALA's Programming Librarian Interest Group ([facebook.com/groups/ProgrammingLibrarianInterestGroup](https://www.facebook.com/groups/ProgrammingLibrarianInterestGroup)), about their needs assessment experiences. Consult census data if there are studies or assessments already being done by municipal agencies or other community groups; keep in mind that some new American groups may not be accurately represented in these studies due to concerns about interactions with government entities.
3. Consider what you already know. Think about data you already have access to rather than spending time and resources on pursuing new information from external sources. For example, asking security or front desk staff what types of questions they get from patrons could provide useful insight.

Foster partnerships with community organizations.

Many libraries already have relationships with community organizations and networks of groups working on issues relating to new Americans. Community organizations have different types of expertise, hold specific knowledge about the community, and may have a different relationship to their members. At the same time, community organizations already find that collaboration with municipal organizations—including libraries—is a great way to work with professionals who share the same dedication to helping community members realize their goals. Understanding how community organizations work with new Americans can help libraries avoid reinventing the wheel and instead focus on how they might complement existing work with space, curriculum, technology, books, and more.

Partnerships can take many forms, consisting of a single event, recurring event or series, a class, or a long-term initiative. Having recurring events or building a sustained initiative can lead to a stronger relationship. This work can then help foster an increased commitment to serve new American communities and reduce gaps in services.

SUGGESTED ACTION STEPS

1. Make a list of the organizations, networks, or groups in your community who already serve new Americans. How does your library fit in?
2. List the additional resources the library needs to better serve new Americans. Which community partners would be best positioned to assist in this effort?
3. Make a detailed plan for connecting. Is there a clear ask? Mutual benefits that could be highlighted? A plan for nurturing the relationship? Intended outcomes for new Americans? Who is serving as the contact person? What is the decision-making hierarchy, or who needs to give approval?

Offer professional development opportunities for staff and volunteers.

There are a variety of professional development offerings—many of them free or low-cost—that can help library workers and volunteers serve new Americans to their best potential.

SUGGESTED ACTION STEPS

1. Prioritize the areas in which you most want to grow your staff skills. Does your library need to focus on ELL courses for adults, teens, or children? Marketing and outreach to new American populations? Providing cultural competence/humility training for desk staff?
2. Explore professional development and continuing education opportunities available to you and your staff. This may include in-person or online courses from national membership organizations like ALA or the Public Library Association, or offerings from your state or regional library association.
3. Determine your available budget for staff training in this area. If you are unable to allocate any of your current funds, investigate free options for now, and prioritize professional development funding in your next budget cycle. Even a few hundred dollars can make a big difference. You may also apply for grant funding to support these efforts.

Include new Americans in decision-making and implementation.

While we recognize that decision-making processes vary widely, as does inclusion, libraries should prioritize finding ways to include new Americans in decision-making and implementation of programming designed for their communities. Involving new Americans can consist of creating additional volunteer positions at smaller libraries or hiring additional staff members as cultural liaisons at larger library systems. Libraries could also consider having new Americans teach or co-teach classes, or even lead tours of the library—in several languages—to introduce newcomers to its people, programs, and resources. New Americans could also be informally included through discussion groups and/or the community needs assessment.

SUGGESTED ACTION STEPS

1. Consider what type of involvement for new Americans is possible at your library and ask staff

if they know new Americans at the library or in the community who might be well-suited to fill the roles you identify.

2. If you're doing a community needs assessment, make sure new Americans' voices are included!
3. Develop an advisory group that has equal representation of the new and "old" American communities.

Use terms that resonate with your specific community.

When promoting a new American program, word choice is important. Knowing the best terminology to use with the general public, while at the same time targeting a subset of people, can prove critical to the success of a program for new Americans.

We recommend avoiding broad terms like "new Americans" in promotional materials due to the multiple ways it can be interpreted. For instance, "new Americans" might be misinterpreted as those who become legal citizens. Instead, try to understand how the specific new American populations might describe the program. For instance, new Americans may want to use their places of origin or ethnic identifications and aren't concerned about generic terms. At the same time, being too specific can make it difficult for a library to communicate to a large audience, and even to staff. In other cases, it might be helpful to know the name of a service or idea in a group's native language, so that the people who might benefit from the program can recognize its relevance. This approach can reduce the need to find the proper generic terms in English.

Libraries should ensure marketing terminology accurately represents the intended outcomes of the program and be aware of problematic translations. Libraries can work with their community partners to develop recommendations on proper terms. Creating promotional materials is also a great role for a new American staff member or volunteer, as they will likely have unique knowledge of the target audience. Understanding appropriate terminology can also be embedded in the community needs assessment process. It is advisable to use terms that best fit the specific community being targeted.

There are additional dynamics that libraries should be aware of when marketing a program, particularly the

intended audiences. Some services—like immigration legal counsel—might seem like they're for new Americans seeking legal documentation. However, these programs might be primarily sought out by the families of new Americans rather than by the individual who needs the service.

SUGGESTED ACTION STEPS

1. Make a list of terms you hear used around your library.
2. Talk to coworkers and library patrons about which terms they prefer and why.
3. Use a public feedback activity for further input—like inviting Post-it notes on a question wall.

Develop multilingual resources.

New Americans will feel more welcomed in a space where their language is represented. While it's not realistic for libraries in major resettlement areas to provide substantial resources in all languages, many libraries could benefit from considering how to develop multilingual resources in the languages widely spoken in a community. Libraries can strategize to accomplish this objective by considering both collection development and creating bi- and multilingual versions of other resources, such as templates and signage. Keep in mind that these efforts still will not reach non-literate patrons, and easily recognized graphics or icons in signage will be especially helpful. Libraries should consider the scale of their institution when developing a realistic strategy for what multilingual resources they can produce. The community assessment can inform the languages to focus upon, and to what degree.

SUGGESTED ACTION STEPS

1. Do an inventory of your current bilingual or multilingual collections and signage.
2. Identify your greatest languages of need. Do they match your current collections? What about signage? In particular, consider critical wayfinding

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signage that helps patrons meet their basic needs, such as directions to the restrooms.

3. Write up a wish list and begin to brainstorm how to fill the need. The Programming Librarian Interest Group can be a great resource here too.

Foster connections between new Americans and established residents.

New Americans often desire to learn about their new community and its members, just as much as people who already live in the area wish to get to know new Americans. Given the importance of fostering connections between new Americans and patrons who already live in the area, libraries can strategize by first understanding to what degree new Americans feel welcomed. This work can also be accomplished in the needs assessment process.

In some places, libraries can explicitly welcome new Americans in promotional materials, signage, and other areas. In other places where there may be ambivalence or tension supporting the presence of new Americans, a broad message of welcome to all might be more appropriate. Libraries should consider a range of approaches to meet diverse needs. How can you maximize word of mouth to promote your services to diverse populations? How might existing programming be made as inclusive as possible? Moreover, these libraries may want to figure out how they can serve new Americans with existing programming, rather than creating new programming that would draw attention to groups who may wish to remain anonymous, such as ELL classes or citizenship preparation.

Strategies for supportive programming that builds relationships among community members include conversation partner programs, multicultural meals, World Book Day events, and other types of cultural exchanges. These opportunities should go beyond the tendency to essentialize—meaningful interaction is more than a single meal, festival, or movie.

SUGGESTED ACTION STEPS

1. Review existing programs. Are any of these already attracting both new Americans and those who are established in the community? If not, are there ways to modify the programs to be more inclusive?

2. Could any existing programs do a better job of having patrons interact? How?
3. Determine your library's goals for helping people connect. Is your goal to increase cross-cultural understanding and appreciation? To make new patrons feel more welcome? Having clear goals will help with program strategy.

Create more intergenerational programming.

Intergenerational programming offers participants rich learning and social experiences, where people can gain an understanding of language and culture of people in different age groups. At the same time, it meets the needs of new Americans and anyone with a family who wishes to participate in activities as a group. Like all patrons, new Americans of all ages have needs that can be met by a library. Moreover, many new Americans live in multigenerational households. Libraries should consider which programs could either benefit from or accommodate intergenerational participation. In marketing materials, consider how to clearly communicate which programming serves family members of all ages at the same time, in the same space, or both.

SUGGESTED ACTION STEPS

1. Determine which of your current programs reach an intergenerational audience already. What's working well with these programs? What needs to be improved?
2. Identify obstacles to increasing family participation at your library. Is it transportation? Child care? Cultural norms?
3. Ask new American patrons what programs they'd like to do with their family members, and how to design those programs for success.

Build sustainable services.

Figuring out how to make programs sustainable is key to serving new American populations—particularly given shifts in national or local narratives about refugees and immigrants—which can have consequential impact on funding sources. Thinking about outcomes, building multi-faceted initiatives, and knowing how programs can be best positioned are invaluable to planning in an unstable environment. Another important part of

building sustainability is knowing what programs work and how they accomplish their intended objectives; it is helpful to have a plan from the start about how evaluation will be part of a new service. Resources are available to guide libraries on how to conduct evaluation (for example, the Public Library Association’s Project Outcome). There are also many methods for evaluation beyond the survey tools currently used by many in the library field, to provide more systematic and comprehensive understanding of sustainable strategies.

SUGGESTED ACTION STEPS

1. Think about efforts your library has used in the past to evaluate programs. What did you learn? Was it what you *wanted* to learn?
2. Determine where the gaps are in your library’s current approach to evaluating programs and services. What do you wish you knew? How could that information be obtained?

CONCLUSION

Public libraries are hard at work supporting new Americans. This research has uncovered just a fraction of the vibrant library programs and services that help new Americans achieve their aspirations in this country. These services are the products of library professionals and volunteers’ thoughtful, creative, and resourceful approaches to working with immigrants, refugees, displaced persons, and other members of their communities.

The ALA Public Programs Office is committed to supporting this critical work and maintaining the rich tapestry of library programs and the opportunities they open for new Americans. To that end, we have created a website (NewAmericans.ala.org) that, in addition to providing the content described in this report, gathers and consolidates trusted resources for easy access by library professionals. These include resources created by ALA—such as ALA’s Reference and User Services Association’s guide for developing multilingual collections and the Office for Diversity, Literacy and Outreach

3. Talk to staff at another library that has done a type of evaluation different from what you’ve done to learn about new methods. The Research Institute for Public Libraries¹⁶ hosts a variety of webinars and online forums designed to help libraries address their evaluation needs.
4. If cost is a barrier, utilize free evaluation tools such as Project Outcome. Google Forms can also facilitate basic data-gathering.
5. If patron privacy is of particular concern, use anonymous evaluation methods and clearly communicate how new Americans’ identities will be protected when gathering data. In addition to not gathering personally identifiable information, libraries could use Dropbox or another file hosting service to gather completed evaluation forms or ask a volunteer to gather data when staff are not present.

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Services’ training on cultural humility, cultural intelligence, and implicit bias—as well as numerous resources from the field at large.

This exploratory phase of the New Americans Library Project has given us tremendous insight into the current offerings in the library field, but much work remains to be done. ALA will seek additional funding to pursue efforts to strengthen library offerings for new Americans and prepare library professionals for work with these populations. With added support, we envision everything from training opportunities for library professionals, to best practices for programs to serve new Americans of all ages, to print-ready signs and templates in multiple languages to help libraries be more user-friendly to all patrons. We look forward to exploring these exciting possibilities.

16. Research Institute for Public Libraries. <https://ripl.lrs.org> (accessed May 23, 2019).

ADDITIONAL REFERENCES

In addition to the sources cited throughout the white paper, this work draws extensively from two sources:

- ▮ Barchas-Lichtenstein, J., Nock, K., Norlander, R., & Brucker, J.L. (2018). *New Americans Library Project: Evaluation Report*. NewKnowledge Publication #NPO.074.518.02. New York: New Knowledge Organization Ltd.
- ▮ Laursen Brucker, J., Nock, K., Norlander, R., Dixon, J. & Flinner, K. (2018). *Libraries & New Americans: Landscape Review*. NewKnowledge Publication #NPO.074.518.01. New York: New Knowledge Organization Ltd.

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An oral history event in Fort Worth, Tex.

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Management Report

Executive Director's Report

The Executive Director continued to work extensively on our public information campaign and ballot measure. In addition to interviews with local media (noted below), Brett and Support Services staff engaged in the following activities:

- Continued to schedule speaking engagements with community groups and one-on-one conversations with community leaders to share information about the ballot measure.
- Worked with TBWBH and Seter & Van Der Wall to get an intergovernmental agreement signed by the County Clerk and Library.
- Pursuant to § 1-5-203(3), C.R.S., worked with Seter & Van Der Wall to draft a resolution for the BOCC that authorizes and directs the Garfield County Clerk and Recorder to certify our ballot issue for submission to the registered electors in the GCPLD service area for the November 5, 2019 coordinated general election ballot.

Worked extensively with the Finance Manager, the Executive Leadership Team, and the budget committee to create a 2020 draft budget that supports our strategic priorities. We will draft two budgets for the library board. One will reflect a 2020 budget with current funding and the second will reflect a 2020 budget that includes an additional 1.5 mills via voter approval of the November 2019 ballot measure.

Brett requested \$73,390 in 2019 funding from the Library Foundation. The Foundation approved the request. The grant request included reimbursements to GCPLD for 2018 and 2019 expenditures that would have normally been funded by the Foundation, but were not funded while the Foundation was on hiatus. Examples include grant funds from Bessie Minor Swift and Ross, E-Rate funds, and funding for library classes and events.

Verizon is still working with Wells Fargo to get the information it needs regarding Wells Fargo's lease agreement documents with GCPLD.

Other activities over the past month included:

- Conducted an interview with Thomas Phippen of the *Post Independent* regarding the ballot measure.
- Conducted an interview with Amy Hadden Marsh of KDNK regarding the ballot measure.
- Hosted a "Coffee with the Director" at the Glenwood Springs Branch Library.
- Met with Angie Anderson of the Glenwood Springs Chamber, Angela Mills of LIFTUP, and Debbie Wilde of LIFTUP and Valley Life for All to explore ways in which our agencies and other organizations and businesses in downtown Glenwood Springs can work

together to proactively address some of the challenges that our agencies, staff, and customers are facing in relation to the homeless population.

- Met with Samuel Bernal-Urbina of the local Spanish-language radio station Radio Tricolor Aspen to discuss how GCPL and Radio Tricolor can work together.
- Met with CMC Rifle's Marketing & Continuing Education Coordinator Matt Koch to explore placing some of CMC's adult education classes in our libraries.
- Attended the Colorado Oil and Gas Conservation Commission public comment session in Glenwood Springs on August 21 to learn more about SB 181 and to learn how residents, businesses, and elected officials feel the bill will affect the western slope.
- Met with members of the Imagine Glenwood community group that launched the Take a Minute/Slow Down in Town campaign to ask drivers to reduce their speeds within town limits. Library staff will look for ways in which GCPLD can support the campaign.
- Attended Rifle Branch Library's staff meeting.
- Attended an EveryLibrary webinar titled "Reaching Across the Aisle for Library Support."

Assistant Executive Director's Report

In late July we interviewed three candidates for the Parachute Branch Manager position. We also held a community meet-and-greet with the candidates during which we asked them each a few questions and had time for conversation with the community members present. We had two finalists after the in-person interviews, and offered the position to Stacy Meier who accepted and will be arriving at GCPLD toward the end of September.

We were awarded \$1200 plus travel expenses to Chicago for training for the ALA Great Stories Club grant to hold a "Growing Up Brave On the Margins" teen book club for teens of color. Thank you to Jenn Cook and Linda Lewis for their help in applying for it. We will be partnering with Yampah Mountain High School to implement this grant, and the programs will take place at the high school in October, 2019 through March, 2020. Amy will attend training in Chicago at the beginning of October to learn more about how to implement this grant.

As you heard about at the August Board meeting, due to an error at our vendor during implementation of settings changes to our account, we ended up with several duplicates. In working with Ingram on this issue, they agreed to credit us in full for the cost of the books and to allow us to keep the books that we received in error.

The branches have recently been experiencing a strange telephone issue where calls come in but do not connect and the phones keep ringing. Our staff and our patrons were getting frustrated, and after escalating the issue with our telephone and broadband providers, the issue appears to be resolved.

Branch Narratives

Carbondale Branch Narrative

Success:

We were 0.4% from winning the Summer Reading contest for the biggest increase in registrations. For us to do this, and see an increase in programming numbers, and not feel like we've been steamrolled by patrons every day was a very welcome surprise. This is entirely because of Britney's organization of volunteers, weekly emails of updates to staff, and a... how to say this? ...strong competitive drive to make sure that everyone gets registered and knows about SRP.

Challenge:

Our page announced her resignation at a time when we feel like we are already spinning with just trying to keep up with book drop, shelving, and foot traffic at the end of summer. Whew.

Opportunity:

We didn't realize it at first, but summer reading programming really allowed us to bring in more community members and organizations we've been trying to find a way to work with and/or host events together: Aspen Science Center, Rosy Belle, Jessie Lehmann and her drums, a local professional Polynesian dancer, and solidify a group of teen volunteers we hope to turn into our Teen Advisory Group. Maybe it was the great theme we had this year or just everything falling into place, but I'm excited to carry these things into the future.

Stories:

Britney & Amaranda found a wallet and contacted the owner. She didn't even know it was missing (I), was not able to come immediately to pick it up, and was so grateful that this happened at the library of all places. "Thank you dear librarians for finding and returning my wallet to me earlier this summer. I knew that as long as you had it, its contents were safe. We sure do love our library and librarians! Thanks again!"

Our annual series of concerts with Aspen Music Festival began and per usual, it's been a hit. Somehow, we have pianists who have played at Carnegie Hall, Radio City, and... the Carbondale Library? Many patrons have been thrilled we not only still have this, but the consistent caliber of performers.

One of our favorite octogenarians recently had her license revoked. She has been on a warpath (read: *warpath*) to prove she can still take the driver's test and get it back, so she was using our driving test database and computers. For a few weeks, she was taking practice tests, reading the driver's manual, and asking us questions about other resources. I know we all like having her around more, so I secretly/selfishly hope she has to keep studying!

John was assisting someone with forms and documents that needed to be printed, scanned, faxed, the whole thing. The patron was really glad she could sit in one place to take care of

every step of this process without it costing an arm and a leg or driving around town all day long.

And because I missed adding this photo last month... PSA: Black icing is troublesome/hilarious in customer service.



Rifle Branch Narrative

Success:

Rifle had an especially successful month in recruiting new staff. Two key positions on our team were filled: Rebecca Zuniga, Circulation Coordinator, started on August 12; and Erika Anuszewski, Library Specialist, started on August 26. Both bring a great deal of experience and talent to the Rifle team and will immediately help boost the quality of the services we provide to the public. We are grateful for the assistance the temporary and substitute staff have given Rifle, which has been essential in keeping the library operating smoothly in the meantime.

Challenge:

The air conditioning at Rifle broke down right in the middle of the dog days of summer. Patrick was on top of it, working with Trane on the repair, communicating the status and progress to our staff, and opening windows and providing fans for temporary relief. We would just like to say a big thank you to Patrick for this and every other building issue he rectifies. He is always diligent, attentive, and quick to respond to necessary repairs and improvements. Thanks, Patrick!

Opportunity:

Amy Wright's efforts with a Growing Readers Together grant has resulted in a brand new resource for parents and children in Rifle: Early Literacy Totes. The five totes are packed with books, CDs, and various manipulative items (e.g. puppets, puzzles), and are available to check out. Each tote has a theme: talk, sing, read, write, and play. These new totes provide our community with an additional resource that helps plant seeds for an early love of reading that will last an individual's lifetime.



Stories:

A large donation of books was made to the Rifle Branch Library by a college student pursuing a scholarship project. As a volunteer sorted through the books an envelope was found containing \$1000. Since the student did not request a receipt we were initially at a loss as to her identity. We continued to sort through the donation and clues began to emerge, including a document that turned out to be a will. We were able to trace the original owner of the books who happened to be the grandfather of the student. We got in touch with the grandfather to let him know the library had his will, and he confirmed that he had given the books to his granddaughter to donate. He also let us know that he didn't own a library card because he buys lots of books, but that he would get one when he came in to retrieve the will. As he was filling out a library card application we returned his will, and then presented the book with the envelope and cash. He got a little teary-eyed and said that he had done this before. He then gave a reward to the volunteer who found the money and will, and for all of us a heartwarming story to tell.

New Castle Branch Narrative

Success:

We have partnered with TRIO Upward Bound West Garfield, which is a pre-collegiate program for first generation students, to provide an internship opportunity over the summer for a student from Coal Ridge High School. This has been a win-win in that it is rewarding to mentor this student in terms of work ethic, future career interests, and technology skills. Meanwhile, we get to train a consistent, dependable worker on a variety of tasks that are often considered to take too much time to train for a volunteer who may not stay long-term or show up on a regular basis.

Challenge:

We are trying to evaluate the reason for low attendance at our summer reading program performances this year. Some of our thoughts include:

- Week one was so crowded that it turned families off of wanting to come back
- Many parents tell us that 2:30 in the afternoon is right in the middle of naptime for younger siblings
- Other parents have told us that they are choosing more active activities for their children rather than sitting passively and watching a performance

However, reading log completion numbers remained very high!

Opportunity:

Unfortunately, we had a long-time volunteer recently moved away. This volunteer had been counted on for years to keep our book sale and donations organized and the whole process running smoothly. Just when we were in danger of book donations overwhelming our capability to keep up, two new volunteers (one formerly of Book Train!) have offered to take over our donation and book sale work flow! We are so grateful for their time and expertise!

Stories:

How lucky we are to have so much talent among our district staff and to be able to tap into it for the benefit of our patrons! We are grateful to Jaimie who was willing to sacrifice her personal time to teach a book folding art workshop that was presented to a full crowd and enthusiastically received!



Glenwood Springs Branch Narrative

Success:

Over 200 people attended our Ice Cream Social on July 2nd, including most of the Glenwood Springs Fire Department. They played games, had their picture taken on the green screen, and enjoyed yummy ice cream with toppings. Sheldon and Leslie did a great job wrangling the Volunteers and people to make this an enjoyable event for everyone.

Challenge:

About mid-July we started having issues with our phones. They would ring but when someone picked up a phone not only did the other phones not stop ringing the picked up phone would show that we were speaking with the caller even though we heard nothing. This happened over and over again. Apparently the callers were told that they could not be connected. The company we lease our phones from and the company who owns the phone lines could not agree on who was responsible for fixing it. While the phone leasing company resetting the phones resolved the roll-over of the calls it did not resolve the core issue of our customers being unable to connect with us. It's very frustrating because if someone calls several times but is unable to get through, they will give up and many have, affecting our customer service. This still has not been resolved.

Opportunity:

New Castle Gardens contributed a large amount of annuals to help us fill out the planters on our plaza trellis. They look very bright and cheery! Pictured below.



Stories:

From Jenny: While I was working the circ 2 desk a man stopped and looked at the display of books right there. After looking at them for a bit he says "mind if I tell you something interesting about these books?" I say of course, and he goes on to tell me how when his oldest boy was little, he always bought books like these, books on space and rockets. Well he then tells me he just dropped his son off at a university to study rocket propulsion, and he finished the comment by saying "the power of libraries!"

People tearing up, telling their stories about where they were when Apollo 11 landed on the moon and the first man walked on it. We heard stories from Colorado, the east coast, and Ireland.

From Sheldon: Heard from a young girl after she emptied her book bag onto the counter for returns: Good, now I can go fill it back up! She just came back up with about 30 books!

Silt Branch Narrative

Success:

Our Summer Reading Programs on July 3rd had a high turnout. We started the day with 911 For Kids, and then hosted the Ice Cream Social. The total number of participants numbered over 200. We also succeeded in getting 4 teen volunteers to set up, serve, and cleanup. It was a stellar day.

Challenge:

It's always a challenge to find ways to keep up our enthusiasm in July for Summer Reading with the additional patrons in the library and the sheer number of materials that we process every performer day. It was easier this year because of the high quality of the performers and all the positive comments from patrons.

Opportunity:

With hiring our new Page, Maddie, more time has been opened up for all of us to plan and execute more fall programs. We are working on many programs that promote literacy for children, local partnerships with businesses, and health and wellness.

Stories:

From Paul: A patron who is new to the area spent a few hours in here today doing different things. I helped her at the beginning of the summer to register for summer reading. Today I helped her send a fax, look up and print school calendars so she could know when to register her child for school and know when it starts. She was very appreciative of my help and thanked me for the awesome job I do. It is the little things we do that sometimes makes the biggest difference for our patrons.

From Brenda: One tween patron was lamenting the fact that she had overdue fines. Her friend generously offered to use her own buck books to pay those fines.

Overheard at the prize table: "Where are the erasers?"

Parachute Branch Narrative

Success:

We worked together to keep Summer Reading going, trained two temporary employees and a new page as well as everything else to keep the branch moving until we get a permanent manager.

Challenge:

Juggling all of the aforementioned and keeping our heads together!

Opportunity:

While Parachute did not suffer too much from the Ingram duplicate issue we did reap the benefits and added many of those duplicates to our collection.

Stories:

One of our regular patrons, a senior, who mainly checks out media items had a fun day at the library in July. While he was at the front desk checking out items a toddler zeroed in on him. Due to the social climate we live in he was cautiously pleased, making sure the parent was aware and then he started to speak with the child. She ended up grabbing him by the hand and walking him all over the library babbling happily. He was delighted with the attention and was leaving the library when he discovered the Lucky Day book, *Where the Crawdads Sing*, which we had put out within the previous hour. He rushed back to the desk and checked it out and he just about skipped out of the library. The next week he came in for more media and updated us on how great the book is and that we all must read it!

YTD Stats

2019		2018		2017		2016		2015		2014		2013		2012		2011		2010		2009		2008		2007		2006		2005		2004		2003		2002		2001		2000		
STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		STATISTICS JULY		
YTD	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change	Actual	% change		
Carroll County																																								
Active Felons	28400	-5.55%	27950	-5.55%	2812	-7.56%	6528	-7.56%	6775	-2.17%	2195	-2.17%	2299	-5.83%	2803	-5.50%	2888	-5.50%	6201	-7.11%	6762	-7.11%	6201	-7.11%	6201	-7.11%	6201	-7.11%	6201	-7.11%	6201	-7.11%	6201	-7.11%	6201	-7.11%	6201	-7.11%	6201	-7.11%
New Library Cards	2351	-8.88%	2580	-8.88%	260	4.64%	690	4.64%	901	-13.96%	177	-13.96%	189	4.73%	229	-18.78%	282	-18.78%	539	-2.53%	553	-2.53%	539	-2.53%	539	-2.53%	539	-2.53%	539	-2.53%	539	-2.53%	539	-2.53%	539	-2.53%	539	-2.53%	539	-2.53%
Parish Services																																								
Dear Court	218276	-3.87%	224992.5	-3.87%	18936.5	-5.77%	45280	-5.77%	50430.5	-10.21%	22818.5	-10.21%	25223.5	-8.13%	21878	-8.40%	24173.5	-8.40%	64917.5	-5.08%	68390.5	-5.08%	64917.5	-5.08%	64917.5	-5.08%	64917.5	-5.08%	64917.5	-5.08%	64917.5	-5.08%	64917.5	-5.08%	64917.5	-5.08%	64917.5	-5.08%	64917.5	-5.08%
Meeting Room Usage	4437	30.95%	3388	30.95%	174	-5.45%	1351	-5.45%	1134	10.14%	346	10.14%	258	34.11%	643	47.14%	437	47.14%	394	0.25%	363	0.25%	394	0.25%	394	0.25%	394	0.25%	394	0.25%	394	0.25%	394	0.25%	394	0.25%	394	0.25%	394	0.25%
Meeting Room Attendance	29874	23.44%	23767	23.44%	1153	12.71%	6335	12.71%	6847	38.48%	2748	38.48%	2488	10.37%	3809	88.94%	2018	88.94%	8765	-2.92%	9029	-2.92%	8765	-2.92%	8765	-2.92%	8765	-2.92%	8765	-2.92%	8765	-2.92%	8765	-2.92%	8765	-2.92%	8765	-2.92%	8765	-2.92%
Adult Programs	168	77.88%	96	77.88%	7	0.00%	46	0.00%	18	185.95%	14	185.95%	7	100.00%	42	66.00%	20	66.00%	39	38.25%	28	38.25%	39	38.25%	39	38.25%	39	38.25%	39	38.25%	39	38.25%	39	38.25%	39	38.25%	39	38.25%	39	38.25%
Adult Program Attendance	2108	93.30%	1090	93.30%	94	23.68%	552	23.68%	213	159.15%	72	159.15%	75	-4.00%	327	88.58%	194	88.58%	537	63.22%	329	63.22%	537	63.22%	537	63.22%	537	63.22%	537	63.22%	537	63.22%	537	63.22%	537	63.22%	537	63.22%	537	63.22%
School-Age Programs	150	-35.62%	233	-35.62%	5	-61.54%	39	-61.54%	33	-18.18%	17	-18.18%	39	-55.41%	21	-52.27%	44	-52.27%	34	-52.11%	71	-52.11%	34	-52.11%	34	-52.11%	34	-52.11%	34	-52.11%	34	-52.11%	34	-52.11%	34	-52.11%	34	-52.11%	34	-52.11%
School-Age Program Attendance	5093	23.87%	5690	23.87%	71	73.41%	1210	73.41%	1924	-20.90%	244	-20.90%	1061	-77.00%	666	-28.23%	982	-28.23%	1186	-8.42%	1295	-8.42%	1186	-8.42%	1186	-8.42%	1186	-8.42%	1186	-8.42%	1186	-8.42%	1186	-8.42%	1186	-8.42%	1186	-8.42%	1186	-8.42%
Teen Programs	81	-24.30%	107	-24.30%	1	80.00%	28	80.00%	27	7.41%	12	7.41%	16	-25.00%	7	15.67%	6	15.67%	17	-43.33%	30	-43.33%	17	-43.33%	17	-43.33%	17	-43.33%	17	-43.33%	17	-43.33%	17	-43.33%	17	-43.33%	17	-43.33%	17	-43.33%
Teen Program Attendance	1246	-14.60%	1459	-14.60%	82	-29.55%	535	-29.55%	705	-24.11%	132	-24.11%	97	35.00%	149	144.20%	81	144.20%	173	-24.40%	229	-24.40%	173	-24.40%	173	-24.40%	173	-24.40%	173	-24.40%	173	-24.40%	173	-24.40%	173	-24.40%	173	-24.40%	173	-24.40%
Early Childhood Programs	227	8.51%	206	8.51%	28	33.93%	43	33.93%	59	-27.12%	25	-27.12%	20	25.00%	42	7.69%	39	7.69%	30	-3.23%	31	-3.23%	30	-3.23%	30	-3.23%	30	-3.23%	30	-3.23%	30	-3.23%	30	-3.23%	30	-3.23%	30	-3.23%	30	-3.23%
Early Childhood Attendance	6737	7.23%	6283	7.23%	878	40.84%	1278	40.84%	2166	-41.00%	433	-41.00%	270	60.37%	874	15.76%	755	15.76%	805	-34.34%	1064	-34.34%	805	-34.34%	805	-34.34%	805	-34.34%	805	-34.34%	805	-34.34%	805	-34.34%	805	-34.34%	805	-34.34%	805	-34.34%
Adult Outreach Visits	50	80.00%	50	80.00%	10	-41.18%	12	-41.18%	22	-45.45%	0	-45.45%	0	0	40	900.00%	4	900.00%	3	59.00%	2	59.00%	3	59.00%	3	59.00%	3	59.00%	3	59.00%	3	59.00%	3	59.00%	3	59.00%	3	59.00%	3	59.00%
Adult Outreach Attendance	940	54.86%	807	54.86%	45	-43.76%	579	-43.76%	360	48.68%	0	48.68%	0	0	135	73.06%	78	73.06%	48	33.33%	35	33.33%	48	33.33%	48	33.33%	48	33.33%	48	33.33%	48	33.33%	48	33.33%	48	33.33%	48	33.33%	48	33.33%
Youth Outreach Visits	63	-16.00%	75	-16.00%	12	71.43%	11	71.43%	31	-64.52%	6	-64.52%	6	0	12	-14.29%	14	-14.29%	3	-85.38%	22	-85.38%	3	-85.38%	3	-85.38%	3	-85.38%	3	-85.38%	3	-85.38%	3	-85.38%	3	-85.38%	3	-85.38%		
Youth Outreach Attendance	2708	158.54%	1047	158.54%	334	94.19%	955	94.19%	150	536.97%	508	536.97%	0	-77.70%	470	-8.10%	501	-8.10%	181	8.05%	149	8.05%	181	8.05%	181	8.05%	181	8.05%	181	8.05%	181	8.05%	181	8.05%	181	8.05%	181	8.05%		
STEM Programs	37	-66.00%	109	-66.00%	0	-100.00%	1	-100.00%	20	-85.00%	2	-85.00%	8	-77.70%	18	58.33%	12	58.33%	15	-70.89%	81	-70.89%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%
STEM Program Attendance	549	-50.59%	1111	-50.59%	0	-100.00%	6	-100.00%	214	-87.20%	18	-87.20%	47	-61.70%	368	78.38421%	78	384.21%	157	-48.18%	303	-48.18%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%	0	-100.00%		
ESL Programs	37	45.15%	35	45.15%	0	0	38	65.22%	23	65.22%	0	65.22%	0	0	17	6.25%	15	6.25%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
ESL Program Attendance	964	-15.73%	1144	-15.73%	0	0	363	874	-33.30%	0	-33.30%	0	0	340	25.93%	270	25.93%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Book A Librarian Sessions	232	95.14421%	95	144.21%	34	21.6120%	17	61.20%	6	183.33%	39	183.33%	19	109.26%	136	257.89%	38	257.89%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Physical Circulation																																								
Juvenile	50706	-8.00%	55716	-8.00%	4545	-11.25%	10269	-11.25%	12021	-14.57%	5506	-14.57%	6181	-10.92%	7185	14.72%	6263	14.72%	10267	-14.25%	12008	-14.25%	10267	-14.25%	10267	-14.25%	10267	-14.25%	10267	-14.25%	10267	-14.25%	10267	-14.25%	10267	-14.25%	10267	-14.25%		
Young Adult	4929	-19.29%	6107	-19.29%	781	-19.89%	1464	-19.89%	1705	-14.13%	475	-14.13%	888	-30.86%	888	-12.47%	785	-12.47%	963	-6.63%	1054	-6.63%	963	-6.63%	963	-6.63%	963	-6.63%	963	-6.63%	963	-6.63%	963	-6.63%	963	-6.63%	963	-6.63%		
Adult Fiction	17573	-20.667%	20667	-20.667%	3167	-13.85%	3750	-13.85%	4511	-18.87%	1343	-18.87%	1557	-13.74%	2227	-18.81%	2743	-18.81%	4128	-13.60%	4778	-13.60%	4128	-13.60%	4128	-13.60%	4128	-13.60%	4128	-13.60%	4128	-13.60%	4128	-13.60%	4128	-13.60%	4128	-13.60%		

Adult Non-Fiction	10789	11290	-4.44%	1094	1242	-11.92%	2107	2438	-13.51%	1190	1320	-10.46%	1582	1571	0.70%	2564	2817	-2.03%	2252	2056	7.49%
Large Print	1635	1779	-3.06%	177	225	-21.33%	428	520	-18.08%	125	125	0.00%	65	92	-29.35%	405	439	-7.11%	437	381	14.70%
World Languages	2566	2450	2.44%	225	118	90.68%	458	391	27.37%	102	73	39.73%	272	401	-32.17%	798	681	17.18%	661	631	-20.46%
New Books	11457	14784	-22.50%	1227	1925	-36.26%	2075	3454	-39.92%	977	1559	-37.33%	1150	1941	-29.92%	3250	4195	-22.53%	2778	2010	38.21%
Reference/Colorado	49	83	-40.96%	5	9	-44.44%	10	34	-70.59%	20	5	300.00%	4	18	-77.78%	0	1	-100.00%	10	16	-37.50%
DVD	54710	55066	-0.70%	5473	6010	-8.94%	13047	14815	-10.58%	8816	5755	18.44%	6336	5966	11.78%	12783	13680	-6.80%	10045	9270	8.36%
CD Audiobook	5666	6674	-0.16%	557	604	-7.78%	941	987	-4.66%	388	449	-13.59%	901	732	9.43%	1518	1709	-11.18%	1480	1193	22.39%
Playaway	446	404	10.40%	88	103	-14.58%	67	81	-17.28%	31	3	833.33%	43	51	-16.09%	74	78	-5.13%	143	68	62.50%
Magazines	1168	1663	-31.01%	122	317	-61.51%	82	162	-49.39%	266	313	-6.43%	337	367	-8.17%	166	262	-37.02%	156	272	-39.97%
Video Games	75	1093	-93.14%	12	134	-91.04%	15	505	-97.03%	11	138	-92.05%	15	103	-85.44%	16	135	-88.08%	7	78	-91.00%
CD Music	1525	2277	-15.45%	168	274	-38.68%	503	591	-14.89%	173	204	-15.20%	345	282	22.34%	408	499	-18.64%	350	427	-22.72%
ILL	36	94	-8.01%	10	16	-6.25%	6	26	-76.92%	8	1	700.00%	37	29	27.59%	20	11	81.82%	0	11	-100.00%
Materials borrowed from other libraries	93994	28562	19.02%	5739	9134	19.30%	6185	5582	10.80%	3207	2624	25.85%	3704	2954	25.39%	7668	7143	7.21%	6411	7126	-32.08%
Collection																					
Items Added	8690	7380	21.82%	1024	939	8.05%	1714	1655	3.50%	1171	874	20.23%	1187	1321	-8.38%	2214	1408	57.24%	1690	1092	52.01%
Total Items in Collection	171946	175997	-2.33%	26587	30762	-3.45%	33403	32746	2.01%	21645	21948	-1.38%	28677	30141	-4.86%	28854	30976	-6.85%	29680	29124	1.91%
Technology																					
PAC Usage (hours)	19056	18786	1.46%	1149	1474	-22.05%	3410	4371	-21.80%	2284	2438	-7.14%	1769	1683	4.46%	7019	6526	24.74%	3420	2994	14.23%
PAC Usage (sessions)	26247	31670	-10.81%	2325	2794	-16.79%	5389	7037	-23.42%	3593	3880	-7.89%	3044	3430	-11.23%	8246	8928	-7.64%	6650	5691	1.23%
Wireless Sessions	62581	45663	28.60%	2879	2380	12.56%	12039	11821	11.94%	5804	4100	38.38%	5512	4048	36.17%	26962	18662	47.61%	9165	8443	8.78%
Volunteers																					
Volunteer Hours	2624	2345	11.60%	314	233	34.76%	483	472	2.33%	73	90	-18.89%	344	328	4.85%	567	473	19.87%	843	749	12.85%

YTD Digital Stats

7			
2019			
STATISTICS JULY YTD	District		
	2019 Actual	2018 Actual	% change
Website			
Website Visits	132251	139820	-5.41%
Downloadables			
Overdrive - total eBook, audio, video	30563	24536	24.56%
Zinio	3547	1970	80.06%
Subscription Resources			
Ancestry - Searches	509	1162	-56.20%
EBSCO Databases - Sessions	1231	4790	-74.30%
Biography in Context - Sessions	618	1013	-38.99%
Kids InfoBits - Sessions	26	58	-55.17%
Learning Express - Sessions	102	51	100.00%
Mango - Sessions	907	1017	-10.82%
MyHeritage - Sessions	54	182	-70.33%
Research in Context - Sessions	112	36	211.11%
Tumblebooks - Book Views	268	263	1.90%

Community Engagement

Events

We partnered with the State Parks to bring in Jeff Kerber, Interpreter from Rifle Gap State Park, to present special "Nature Storytime" at each of our libraries.

Multiple branches hosted a "Meet the Author" featuring Jane Parnell, the first woman to climb the 100 highest peaks in Colorado.

Carbondale continued their annual tradition of hosting students from the Aspen Music Festival for free public recitals.

Highlighted Media Coverage

The *Post Independent* had an article about the mill levy increase. KDNK also interviewed Brett about the Library District going on the ballot.

Other

We continued to get feedback from the community survey, and as of August 28, we now have 718 responses.

Statistics

Number of Events Promoted in August:

Special Events 23 Recurring Events 59

Followers:

Facebook – 2,419

Instagram – 1,002

Email Newsletter – 18,469

Facebook Reach (the number of unique people who saw our content) in July:

Total ~ 40,486

Paid – 26,970



POST INDEPENDENT

Tuesday, August 11, 2020

postindependent.com

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SUMMER'S OUT FOR SCHOOL



Highland Elementary first-grade teacher Phoebe Ravecood helps her first-time students settle into their desks on the first day of school for Garfield School District's 2 schools in Hill, 5th and New Castle on Monday.

Third time's the charm

BLM to conduct full impact review; agency accepts third draft of RMR's proposed quarry expansion

Thomas Phipps
Post-Independent

The Bureau of Land Management has decided to complete the most recent environmental impact statement (EIS) for the proposed Mill Creek quarry expansion near the second Agency before the lead agency announced Monday.

The BLM released the complete proposal for the quarry expansion being put forth by operation RMR Industries after reviewing the plan for the completion for a third time.

This is the third draft of the proposed RMR has submitted after the 5022 rock back proposals in December and April.

"I guess it's not a mining company, that it took them three drafts," Division Springs Mayor Jonathan Gledhill said. "Now that they have the law checked, the rubber is going to really start to roll with the BLM process."

The BLM decided to do an EIS, instead of the less intensive environmental assessment, due to the significant impact of the proposed expansion, said David Boyd, spokesman for RMR's complete.

QUARRY, A12

Garfield Libraries to ask voters for tax increase

Director says 'vast majority' in favor of ballot measure

Thomas Phipps
Post-Independent

The Garfield County Public Library District plans to put a proposed property tax increase on the ballot this November to raise funds to expand hours and improve

services. The measure would add approximately \$4 million to the library district's 2020 budget, and is heavily supported by the community, according to their last comprehensive survey for the Garfield Libraries system.

"We did a public survey earlier in the year, and the vast majority of people were supportive both of the library's mission and the potential tax increase," Leas said.

STORY AT A GLANCE...

The county library branches between Carbonado and Paradise open most weekdays at 11 a.m., and some services extend week and late on Saturdays. Plans are open on Sundays.

WHAT THE TAX WOULD FUND

- Garfield Public Libraries proposed to increase local funds
- Expanded library hours
- Repairing and maintaining buildings and building repair
- Retaining library staff
- Purchasing books, technology and materials
- Library programs, including educational classes and events, literacy programs to help children and teens learn to read and do homework, training for veterans and job seekers for new careers, student career and college prep, and senior activities

LIBRARIES

Page A11

The biggest priority is to increase the hours during which each of the library branches is open.

"If the measure passes, we would set a target for counties to increase working hours first, by June of next year. We would need to give ourselves some time to hire the staff," Leas said.

The first phase of the hours increase would allow branch locations to open at 10 a.m., instead of 11, and stay open until 8 p.m.

By January 2021, Leas would also like to add Sunday hours.

Right now, the six public library branches between Carbonado and Paradise open most weekdays at 11 a.m. Some branches open at noon one day a week, and later on Saturdays. None of the branches are open for any amount of time on Sundays.

The additional tax revenue would also allow the library to supplement its materials budget, offer more programs, and help with a growing maintenance backlog.

"We built these beautiful buildings over a decade ago, but haven't had the funding to adequately maintain them," Leas said.

Last November, Garfield County voters approved ballot question 6A by a wide margin, allowing the district to keep tax money that would have been refunded under the state's TABOR law.

The district had to refund \$130,224 for the 2017 fiscal year, and the 2018 refund would have been even larger.

That money will go to purchasing new books and other materials, but won't go far toward other priorities.

The library's 2020 budget is \$15.5 million, with around half of that coming from sales tax revenue.

Currently, the library has an annual mill levy of 1.02, which this year brought in \$2.6 million for the district. The proposed ballot language calls for a 1.5 additional mills, which would yield between \$3.7 and \$4 million, according to the district's estimates.

The library would continue independent audit reviews for the tax revenue.

"The public has been incredibly supportive of what we propose, and now I just look forward to November," Leas said.

PHIPPS/postindependent.com

GETTING CLEER



6th and 7th grade Garfield County residents take a presentation during last Wednesday's Experience Electricity read-along at the Belle Library. The read-along put on by Garfield Clean Energy, CLEAR, and Working Mountains Sustainability will make stops in Glenwood Wednesday, Aug. 17 at the library and in Carbonado, Wednesday, Aug. 18 at the Third Street Center.

GLITTER GIRL



Two-year-old Alana Lang enhances colors with glitter paint at the nature-themed storytime at the Glenwood Springs Library on Tuesday morning.

COLUMN

Big learning for small hands

Emily Hiseel
Library Spotlight

Recently, the Garfield County Libraries leveraged money from State Grants for Libraries to purchase a collection of Launchpads to be available at all six libraries.

Launchpads are kid-friendly tablets, pre-loaded with high-quality, ad-free learning apps, games, videos and books.

These tablets offer a great way for young children to engage with a device while remaining in a safe space where learning is the main goal. In fact, the libraries purchased titles primarily geared for 3- to 5-year-olds.

"We focused on building a collection featuring early childhood literacy and school prep," said Amy Shipley, assistant executive director for the libraries.

Each educational tablet has a different theme, and the associated mix of apps, games, videos and books are unique on each Launchpad. Titles now available include *It is for Books!*, *DinoRiffle!*, *Mighty Math Power!*, *Spanish Start*, *Sil*, and *Smarty Pies*, among others.

"We are always working to help children learn to read and prepare for school. This is an addition to our collection that will engage children via educational games and videos," said Executive Director Brett Lear. "My 5-year-old son loves them."

The devices can be checked out and taken home for three weeks, just like library books. They come in a case with the tablet as well as a charger so they can be used as much as desired without fear of running out of battery.

Visit your local library or search "playaway tablets" at www.gcpid.org to see which Launchpads are available for checkout. You can even use your library card to place a hold on any Launchpad and have it sent to your local library for pickup.



COURTESY OF BRETT LEAR

Wade Lear plays on one of the Launchpads recently at a Garfield County Library branch.

Lastly, we would also love your feedback on this new collection. Tell us if you and your child liked the experience, what themes you might want to see in the future, and if having Launchpads for different ages appeals to you.

Emily Hiseel is communications and marketing manager for the Garfield County Libraries district.

COMMUNITY BRIEFS

Apex Mask Festival and School Presents Student Recitals

A joint venture of the Apex Music Festival and School Education Institute members will perform music masterclasses at the Carlsbad Library on Saturday, July 27, Sunday, Aug. 4, and Monday, Aug. 19. All three events begin at 10 a.m. with doors opening at 9 a.m. For more information call the library at 951-953-3382.

Rite Landing Party

Celebrate the end of summer with a party at 7 p.m. on Monday, Aug. 5, at the Rite Aid Community Library. The party is free and open to all ages. For more information call the library at 951-953-3382.

Alien Masquerade Party

Celebrate the end of summer with a party at 4 p.m. on Thursday, Aug. 8, at the Rite Aid Community Library. The party is free and open to all ages. For more information call the library at 951-953-3382.

Advocacy from Story to Science

For a free and fun way to learn about science and advocacy, join the Rite Aid Community Library on Tuesday, Aug. 13, at the Carlsbad Library. The event is free and open to all ages. For more information call the library at 951-953-3382.

Register for an event at the library at www.gcpid.org.

Advocacy for Kids

The Carlsbad Branch Library will have an advocacy presentation at 1 p.m. on Friday, July 27. Kids ages 5-11 will be invited to read to a group of children in the park. The presentation will be held at the Carlsbad Branch Library. For more information call the library at 951-953-3382.

Parade Landing Party

The Carlsbad Branch Library will have a parade landing party at 4 p.m. on Saturday, Aug. 10, at the Carlsbad Branch Library. The party is free and open to all ages. For more information call the library at 951-953-3382.

New Castle Landing Party

The New Castle Branch Library will have a landing party at 4 p.m. on Monday, Aug. 13, at the New Castle Branch Library. The party is free and open to all ages. For more information call the library at 951-953-3382.

Glenwood Springs Landing Party

The Glenwood Springs Branch Library will have a landing party at 4 p.m. on Monday, Aug. 13, at the Glenwood Springs Branch Library. The party is free and open to all ages. For more information call the library at 951-953-3382.

PICK A COLOR



Kids make paintings and drawings of the future-themed storytime at the Glenwood Springs Branch Library on Tuesday morning.

PARTING SHOTS



BIGGER ON THE INSIDE • The Apex Science Center recently completed a rise of local libraries with its inflatable planetarium. During the stop in Carlsbad, Maya Hiseel had a full house as the pointed out constellations and explained how the stars appear to move across the sky. Photo by Will Grandbois

Staffing Report

Staffing Report - Since 07/22/2019:

New Hires: 4

- Carbondale – Library Assistant, 28hrs/week – 08/14/2019
- Rifle – Circulation Coordinator, 40hrs/week – 08/12/2019
- Parachute – Library Page, 10hrs/week – 07/23/2019
- Silt – Library Page, 8hrs/week – 07/17/2019

Promotions/Transfers: 2

- 22hr/week Silt Library Specialist transferred to Rifle as 32hrs/week Library Specialist – 8/26/2019
- 20hr/week Carbondale Temporary Library Assistant transferred from Temporary Part-time to Regular, Part-time Carbondale regular, part-time 20hr/week Library Assistant – 7/29/2019

Departures: 8

- Rifle – Temporary Library Assistant, 20hrs/week – 07/30/2019
- Glenwood – Library Page, 10hrs/week – 07/31/2019
- Carbondale – Library Page, 10hrs/week – 08/05/2019 (transfer to Sub Pool)
- Rifle – Temporary Library Assistant, 20hrs/week – 08/07/2019
- Parachute – Temporary Library Assistant, 20hrs/week – 08/13/2019
- Parachute – Temporary Library Assistant, 20hrs/week – 08/15/2019
- New Castle – Library Page, 10hr/week – 08/17/2019
- Rifle – Temporary Library Assistant, 20hr/week – 08/28/2019

Vacancies: 5

- Branch Manager – Parachute, 40hrs/week – *offer accepted, start date 9/30/2019*
- Youth Services Coordinator – New Castle, 28hrs/week
- Glenwood – Library Page, 10hrs/week
- Carbondale – Library Page, 10hrs/week
- New Castle – Library Page, 10hrs/week
- Silt – Library Assistant, 22hrs/week

Additional Staffing Information:

Headcount as of 8/28/2019:

- 43 total staff members (does not include subs)
- 18 staff at 40 hours; 25 staff under 40
- 23 benefit eligible staff (32 - 40 hours per week); 20 staff with less than 32 hours per week
- 11 Substitute staff

Notes: There is one staff member shared between the New Castle and Silt branches (approximately 8 hours/week at New Castle and 32 hours/week at Silt). This staff member is included in the Silt Total Staff Count column and the hours are included in the Scheduled Staff Hours per Week column of the applicable branch.

Staff Stats by Location – 8/28/2019				
Location	Total Staff Count	Scheduled Staff Hours per Week (total of all staff)	Count of Benefit Eligible Staff (over 32 hours)	Count of Staff not eligible for Benefits (under 32 hours)
Carbondale	6	188	3	3
Glenwood	7	206	3	4
New Castle	4	144	2	2
Silt	5	148	3	2
Rifle	8	226	4	4
Parachute	5	134	1	4
Support Services	8	284	7	1
Grand Total	43	1330	23	20

Facilities Report

Rifle

Unclog community room vacuum. Adjust lighting schedule to be off, in the Library, on Sundays; also continue to try and get the lobby lights to work correctly. Patch wall dings and touch up paint. Set up conference call phone in community room. Replace leaking garbage disposal in staff break room. Fix drinking fountain leak.

Parachute

Trim tree branch hitting the building. Replace light bulbs. Patch and paint in study room. Unclog toilet and deliver toilet paper.

Silt

Repair heat cover in entryway, work on graffiti removal on book drop cover. Lube public restroom door hinges. Start light repair on fixture that is high up.

New Castle

Meet solar guy to check on a problem and we fixed it. Start process to get R&H Mechanical to fix leaking AC unit in basement. Replace light ballasts and bulbs.

Glenwood

Work on urinal, day 2- finished. Then work on unclogging the other urinal! Pick up unused table and bring to New Castle storage. Build small sign board for planters outside, and install. Replace light bulbs in office area.

Carrolldale

Check for emergency response kit and then start building one because there was none. Check main power and water shut offs to let staff know where they are. Finally finished soffit repair! Dust spider webs on the outside of the building. Replace light bulbs using the lift. Refinish window sill in study room. Power wash front sidewalk, especially where the bird droppings were.

Support Services

Review disaster plans, emergency kits and look into having fire drills. Sort through construction plans, papers. Oil change, swap tires on Bookmobile. Deliver supplies to branches, copy keys, issue fobs. Install keyboard tray on my desk. Educate managers on location of main power and water valves.

Financial Report

July 2019 Financial Visualization

The following charts indicate all revenues received and expenditures made from 1/1/19 through 7/31/19.

Total revenue as of 7/31/19 is \$4,083,263.

Total expenditure as of 7/31/19 is \$1,965,996.

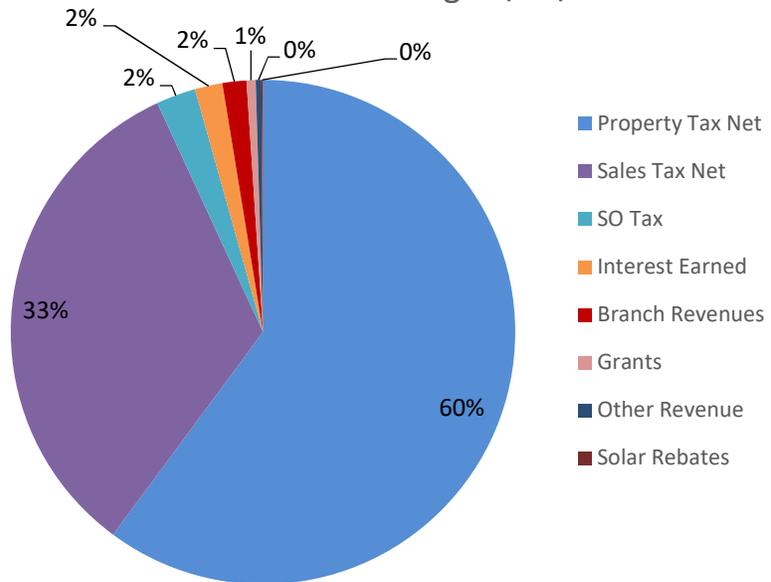
58.3% of the year has elapsed as of 7/31/19.

75.61% of budgeted revenue (\$5,400,188) has been received.

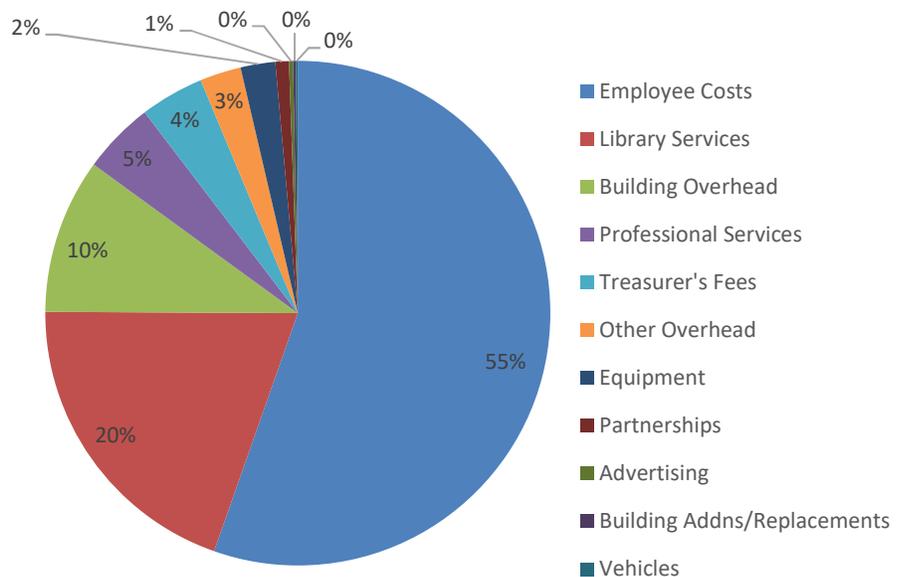
35.49% of budgeted expenditure (\$5,539,420) has been made.

The attached bar charts reflect revenues and expenditures relative to their respective annual budgets

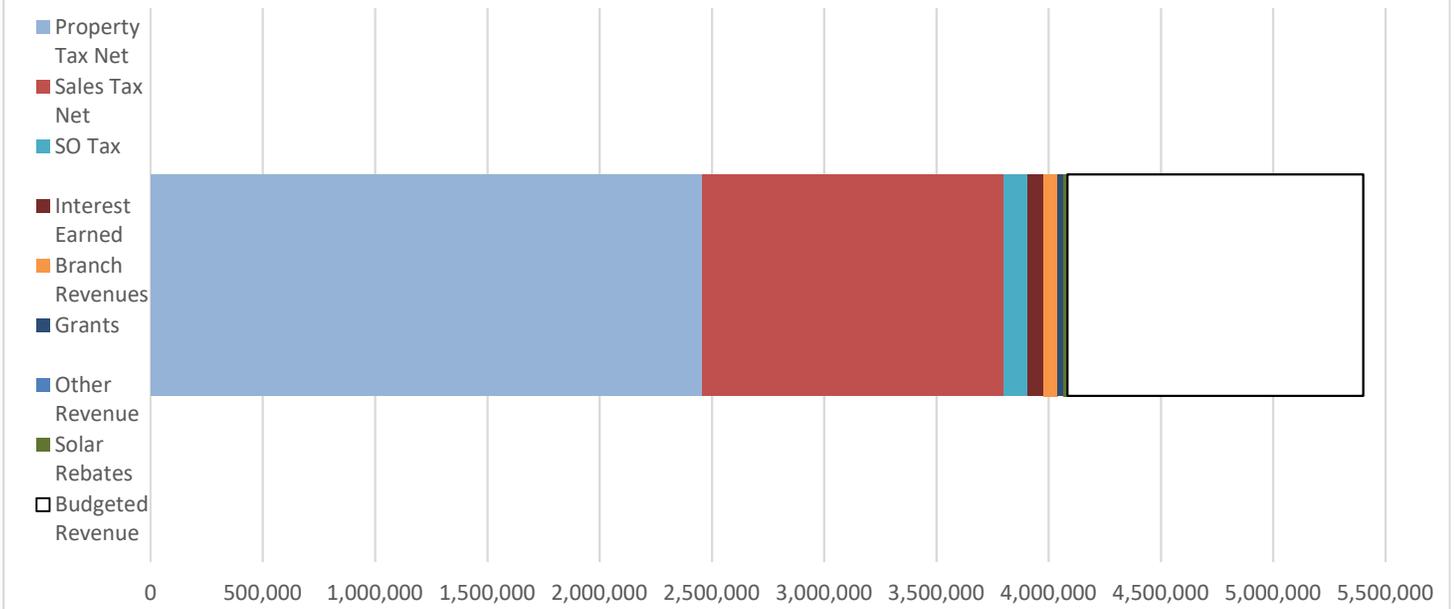
YTD Revenues through 7/31/19



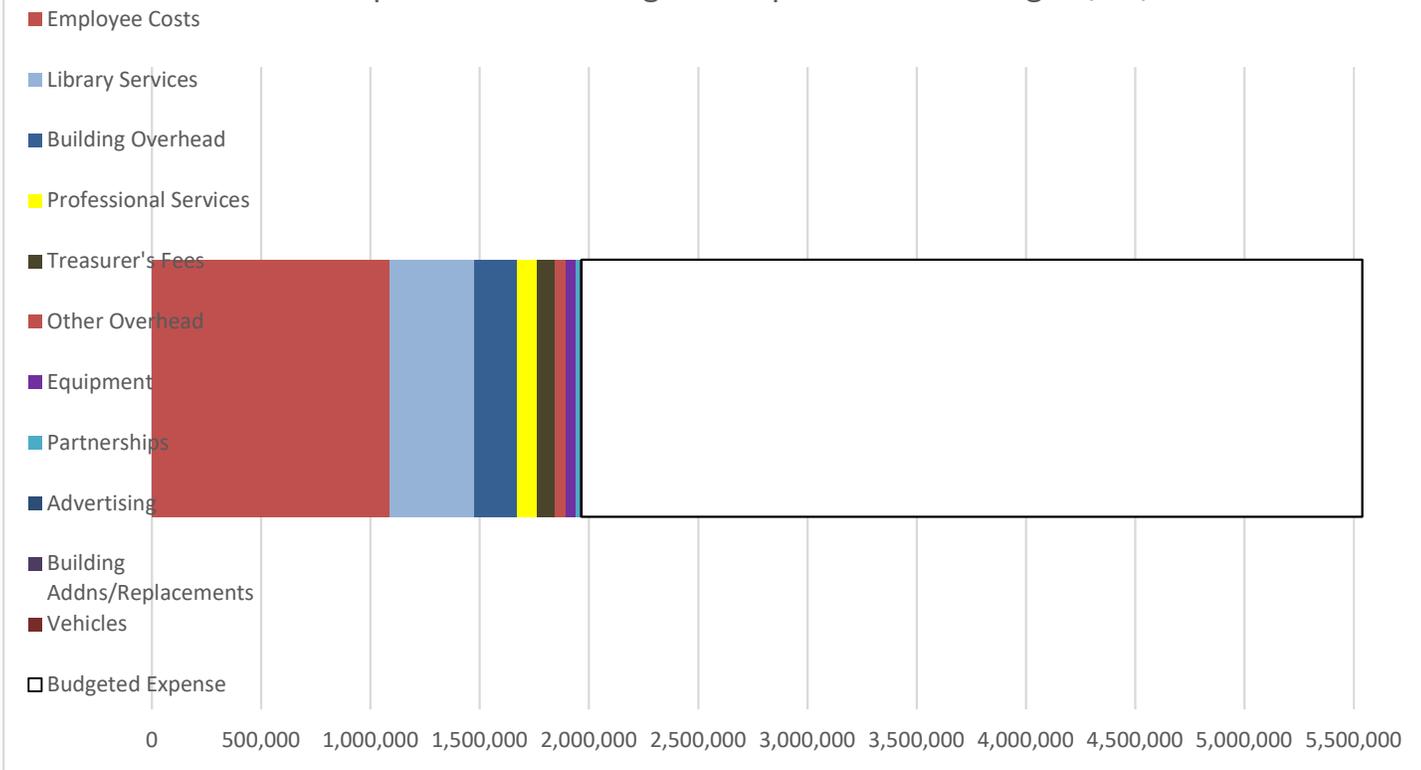
YTD Expenditures through 7/31/19



YTD Revenues to Budgeted Revenues through 7/31/19



YTD Expenditures to Budgeted Expenditures through 7/31/19



Garfield County Public Library District
Profit & Loss Budget vs. Actual
Jan-July 2019

	Jan-July 2019 Actual	Annual Budget	% of Annual Budget	Footnotes	Jan-July 2018 Actual	\$ Increase / (Decrease) in Actual '18 to '19
Income						
40100 · Sales Tax Revenue	1,392,015.46	2,600,000.00	53.54%		1,352,519.16	39,496.30
40102 · Sales Tax Refunds	(45,066.38)	(100,000.00)	45.07%		(23,855.98)	(21,210.40)
40200 · Property Tax Revenue(net)	2,455,638.50	2,374,891.00	103.4%		2,150,542.44	305,096.06
40202 · Property Tax Refunds	0.00	0.00	0.0%	1.	(168,252.06)	168,252.06
40300 · Specific Ownership Tax Revenue	103,090.36	162,000.00	63.64%		94,424.66	8,665.70
40900 · Interest Earned on Investments	72,218.13	40,000.00	180.55%		48,421.51	23,796.62
41000 · Grants	23,781.00	158,500.00	15.0%		49,294.00	(25,513.00)
41010 · Donations or Contributions	0.00	30,000.00	0.0%		2,000.00	(2,000.00)
41200 · Other Revenue	15,048.15	1,500.00	1,003.21%	2.	1,500.00	13,548.15
41300 · Solar Rebates	3,964.97	8,337.00	47.56%		5,783.49	(1,818.52)
42000 · Branch Revenues	62,572.99	124,960.00	50.07%		75,465.47	(12,892.42)
Total Income	4,083,263.18	5,400,188.00	75.61%		3,587,842.69	495,420.49
Expense						
50001 · TREASURER'S FEES	80,355.75	100,738.00	79.77%		70,432.58	9,923.17
50005 · DEBT SERVICE	0.00	1,659,800.00	0.0%		0.00	0.00
51000 · EMPLOYEE COSTS	1,088,842.62	2,106,810.00	51.68%		1,006,271.37	82,571.25
52000 · LIBRARY SERVICES	387,320.95	629,992.00	61.48%		290,878.72	96,442.23
53000 · PROFESSIONAL SERVICES	90,692.28	116,506.00	77.84%		64,211.88	26,480.40
54000 · BUILDING OVERHEAD	195,474.00	357,222.00	54.72%		210,948.19	(15,474.19)
54500 · BUILDING REMODEL & ADDING FFE	3,475.00	140,333.00	2.48%		0.00	2,475.00
55000 · EQUIPMENT	43,313.07	271,061.00	15.86%		85,599.99	(42,286.92)
56000 · OTHER OVERHEAD	51,912.67	61,645.00	84.21%		52,065.17	(152.50)
57000 · ADVERTISING & MARKETING	5,233.36	8,380.00	62.45%		2,421.56	2,811.80
58000 · VEHICLES	2,162.32	6,400.00	33.79%		2,881.75	(719.43)
59000 · PARTNERSHIPS	17,214.22	33,000.00	52.16%		15,000.00	2,214.22
59100 · CONTINGENCY	0.00	45,533.00	0.0%		0.00	0.00
Total Expense	1,965,996.24	5,539,420.00	35.49%		1,800,711.21	165,285.03
Net Income	2,117,266.94	(139,232.00)			1,787,131.48	330,135.46

Footnotes:

1. 2018 includes the Encana/Caerus property tax abatement. The abated revenue will be collected in 2019 through the 1.072 mill levy certification.
2. Includes 1-time CEBT Member Dividend; Rifle roof rent - Garco air monitoring

Garfield County Public Library District

Balance Sheet

As of July 31, 2019

Jul 31, 19

ASSETS

Current Assets

Checking/Savings

10010 · Alpine Bank- Gen(..7072)	346,094.97
10050 · Colo Trust - General	4,984,787.50
10051 · Colo Trust - SO Funds	1,414,028.33
10055 · C-Safe	52,792.55
10060 · Alpine Bank- Payroll(..8785)	58,897.38
10070 · Alpine Bank - Flex(..0583)	1,364.93
10210 · Rocky Mtn Reserve - Flex	638.40
10300 · Petty Cash- Cash drawer fund	1,075.00
11010 · WF-23652000-Annual Interest Pmt	151.97
11050 · WF-23652001-Annual Princ. Pmt	<u>522.16</u>

Total Checking/Savings 6,860,353.19

Other Current Assets

12050 · Sales tax transfer by Treasurer	249,188.16
12100 · Property tax transfer by Treas	<u>2,545,641.00</u>

Total Other Current Assets 2,794,829.16

Total Current Assets 9,655,182.35

Other Assets

18600 · Prepaid Subsc	3,218.94
19075 · Due to from reimbursements	463.88
19100 · Due to/fr Foundation & Friends	8,711.02
19150 · Due to/fr Employees	<u>16.79</u>

Total Other Assets 12,410.63

TOTAL ASSETS 9,667,592.98

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

20000 · Accounts Payable	<u>17,268.54</u>
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Total Accounts Payable 17,268.54

Credit Cards

20510 · Alpine Bank Purchase Card	4,747.25
20570 · Fuel Cards - WEX / NJPA	241.83
20600 · Lowes Store Account	<u>62.69</u>

Total Credit Cards 5,051.77

Other Current Liabilities

20900 · Payroll check to be printed	(80.80)
21100 · Other Payroll Payables-	
21105 · FLEX payable	<u>588.08</u>

Total 21100 · Other Payroll Payables- 588.08

21200 · Payroll Payable-	<u>58,912.78</u>
--------------------------	------------------

Total Other Current Liabilities 59,420.06

Garfield County Public Library District

Balance Sheet

As of July 31, 2019

Total Current Liabilities	81,740.37
Long Term Liabilities	
22000 · Deferred Sales tax Revenue	249,188.16
22100 · Deferred Property Tax Revenue	<u>2,545,641.00</u>
Total Long Term Liabilities	<u>2,794,829.16</u>
Total Liabilities	2,876,569.53
Equity	
30000 · Unassigned Fund Balance	4,354,729.60
30005 · Non-Spendable Fund Balance	8,960.91
30010 · Restricted Fund Balance	158,800.00
30040 · Assigned For Replacement	151,266.00
Net Income	<u>2,117,266.94</u>
Total Equity	<u>6,791,023.45</u>
TOTAL LIABILITIES & EQUITY	<u><u>9,667,592.98</u></u>

**GARFIELD COUNTY PUBLIC LIBRARY DISTRICT
SALES TAX COMPARISON REPORT
BEFORE REFUND**

	2015		2016		2017		2018		2019	% Incr(Decr) from prior yr
January	171,255.99	8.42%	165,205.96	-3.53%	173,042.62	4.74%	199,981.78	15.57%	232,350.29	16.19%
February	156,611.76	-5.06%	152,316.39	-2.74%	174,041.11	14.26%	214,635.71	23.32%	201,365.63	-6.18%
March	183,651.55	-33.14%	176,125.01	-4.10%	191,923.78	8.97%	247,300.68	28.85%	235,241.22	-4.88%
April	176,436.28	-13.72%	178,186.85	0.99%	210,556.56	18.17%	220,564.48	4.75%	221,993.61	0.65%
May	198,774.79	1.54%	181,387.29	-8.75%	205,137.04	13.09%	233,871.79	14.01%	251,876.55	7.70%
June	220,869.13	-3.18%	218,515.17	-1.07%	234,797.64	7.45%	261,824.92	11.51%		-100.00%
July	215,309.82	0.57%	208,583.74	-3.12%	244,275.30	17.11%	266,233.19	8.99%		-100.00%
August	209,135.70	-0.70%	211,395.73	1.08%	231,464.51	9.49%	259,104.75	11.94%		-100.00%
September	260,179.02	21.92%	206,068.49	-20.80%	220,812.96	7.16%	259,426.27	17.49%		-100.00%
October	182,241.69	-6.22%	193,259.35	6.05%	214,391.59	10.93%	242,842.17	13.27%		-100.00%
November	179,760.58	-3.13%	188,021.40	4.60%	211,086.91	12.27%	215,191.86	1.94%		-100.00%
December	206,781.54	-4.38%	231,320.02	11.87%	236,164.73	2.09%	249,188.16	5.51%		-100.00%
TOTAL	2,361,007.85	-4.03%	2,310,385.40	-2.14%	2,547,694.75	10.27%	2,870,165.76	12.66%	1,142,827.30	-60.18%

**GARFIELD COUNTY PUBLIC LIBRARY DISTRICT
SALES TAX COMPARISON REPORT
AFTER REFUND**

	2015		2016		2017		2018		2019	% Incr(Decr) from prior yr
January	119,021.52	-23.89%	107,887.11	-9.35%	167,563.47	55.31%	198,871.12	18.68%	209,576.47	5.38%
February	152,508.02	-3.65%	104,937.79	-31.19%	170,638.18	62.61%	212,320.26	24.43%	198,821.31	-6.36%
March	181,435.06	-15.11%	164,251.80	-9.47%	185,434.83	12.90%	245,105.81	32.18%	233,664.43	-4.67%
April	175,817.96	2.06%	175,020.34	-0.45%	162,141.26	-7.36%	216,979.46	33.82%	221,373.23	2.02%
May	196,717.28	1.98%	178,574.83	-9.22%	198,292.51	11.04%	233,518.26	17.76%	236,645.79	1.34%
June	215,786.91	5.23%	217,303.71	0.70%	233,936.90	7.65%	261,219.50	11.66%		-100.00%
July	214,708.92	7.32%	206,367.67	-3.88%	242,194.12	17.36%	264,478.28	9.20%		-100.00%
August	208,306.05	0.75%	210,453.58	1.03%	230,488.40	9.52%	257,827.63	11.86%		-100.00%
September	248,288.72	17.62%	205,021.69	-17.43%	220,265.47	7.44%	257,903.65	17.09%		-100.00%
October	181,007.55	-6.33%	189,878.10	4.90%	212,474.94	11.90%	238,703.94	12.34%		-100.00%
November	177,841.00	0.50%	186,362.81	4.79%	197,432.38	5.94%	213,758.10	8.27%		-100.00%
December	205,642.96	-4.43%	230,459.68	12.07%	235,522.80	2.20%	248,301.61	5.43%		-100.00%
TOTAL	2,277,081.95	-1.08%	2,176,519.11	-4.42%	2,456,385.26	12.86%	2,848,987.62	15.98%	1,100,081.23	-61.39%