

# Teaching Colorado's Heritage with Digital Sources

## Case Overview

### Introduction to the CDP

New technologies have revolutionized the ways libraries and museums serve their audiences in time and place. Being able to digitize text, pictures, sound and video makes access possible to users near and far, during and beyond regular hours of operation. Since 1999, the Colorado Digitization Project (CDP) has pioneered the methods, standards and best practices for a collaboration among libraries, museums, archives and historical societies to increase access to cultural resources through digitization, “thereby increasing understanding of the past and informing future generations” (Mission, <http://www.cdpheritage.org/cdp/strategicPlan.cfm#Mission>, accessed 2006). CDP has created an infrastructure (5 regional scanning centers; an extensive training program; digitization subgrants) that enables cost effective digitization of primary source material.

They have built an online gateway for searching content across collections at <http://www.cdpheritage.org/> They have trained school librarians and K-12 teachers to integrate the digitized materials in lessons. From the beginning, as part of sharing their project as a model for others, they have posted a toolkit of resources for project management on their website as well as reports connected with the projects (grant applications, interim and final reports to funders, press releases and articles, as well as evaluation instruments and results). Recently, CDP has changed its name to the Collaborative Digitization Project to reflect that ten western states now participate (Arizona, Colorado, Kansas, Montana, Nebraska, Nevada, New Mexico, Texas, Utah, Wyoming).

Project leaders have used outcomes based evaluation from the beginning to get cooperating institutions to collaborate, to set goals for their program, to evaluate their outcomes and then to use the results applying for additional grants. As of 2006, the digitized materials include 39,880 items (contributed by institutions or digitized with CDP grants) and more than 240,000 pages of digitized newspapers from 51 different titles. Since 1999, the project has been awarded over \$2.6 million in grants and logged over \$5.2 million of in-kind contributions to the project. And growing!

For the purposes of *Shaping Outcomes*, this case presents only one of their grants—“Teaching with Colorado’s Heritage” (IMLS grant #. NE-10006) with an overview, stakeholder profiles, and a simplified logic model. The full range of their materials can be found at <http://www.cdpheritage.org> *Shaping Outcomes* makes available selected materials from their website as illustrations for the course on outcomes based planning and evaluation:

Grant proposal < == CDP 2001 IMLS grant Teaching comments.rtf –change to .pdf>[Available: www.cdpheritage.org/cdp/grants/index.cfm?grantID=2](http://www.cdpheritage.org/cdp/grants/index.cfm?grantID=2) proposal to IMLS for a National Leadership Grant (Education and Training) with comments linking the proposal to this Logic Model



Final report narrative <== CDP final report narrative.pdf>: ‘Teaching with Colorado’s Heritage,’ IMLS grant #NE-10006-01, May 1, 2004. Available: [http://www.cdpheritage.org/educator/grants/IMLS\\_NE10006-01\\_final\\_report.pdf](http://www.cdpheritage.org/educator/grants/IMLS_NE10006-01_final_report.pdf)

Article <== Allen article.htm>: Allen, N. (June 2000). Collaboration through the Colorado Digitization Project. *First Monday* [online serial]. 5 (6). Available: [http://firstmonday.org/issues/issue5\\_6/allen/index.html](http://firstmonday.org/issues/issue5_6/allen/index.html) Principal Investigator Nancy Allen on the crucial initial years of the CDP.

Press release <== press release.doc >: Allen, N. (April 2004). Collaborative Digitization Program (CDP). *D-Lib Magazine* [online serial]. 10 (4). Available at <http://www.dlib.org/dlib/april04/04featuredcollection.html>

Call for participants <==Teaching CO call for participation.doc >: posting inviting free participation.

Evaluation<== IMLS\_Co Teach survey eval.pdf >Available: [http://www.cdpheritage.org/educator/grants/IMLS\\_NE10006-01\\_final.pdf](http://www.cdpheritage.org/educator/grants/IMLS_NE10006-01_final.pdf) Library Research Service Report by Tammi Moe and Keith Curry Lance, “Teaching with Colorado’s Heritage,” 13 September 2003.

## Teaching with the Colorado Digitization Project

### Case Overview:

Museums, libraries and other cultural institutions increasingly provide access to primary sources in digitized form through the World Wide Web. The Library of Congress’ American Memory project set a national model; the Colorado Digitization Project (CDP) starting in 1999 has set a state and regional model. However, K-12 librarians and teachers are not generally aware of the availability of digital primary resources for use in the classroom, and therefore classroom and student use of these exciting resources is not widespread. Teachers indicated that they do not have time to redesign their classroom activities, lesson strategies, and curricula to incorporate digital resources, especially when they do not see an exact match between the current lessons and available primary resource materials. To meet these needs, the Library of Congress (LC) developed the American Memory Fellows Institute (AMFI), training approximately 200 teachers and school media specialists in



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the first five years.

Because the LC's excellent program had limited ability to reach a large number of school librarians and teachers, the CDP proposed to adopt and adapt the LC model, supplemented with digitized materials from the CDP collection and adapted to Colorado Education Standards. Working to

make training programs more widespread, systemic and sustainable, the CDP proposed to work with existing organizations and structures in the state to train more librarians/teachers how to search for and use digital primary source material and how to integrate content-rich technology with state-based standards.

### The Program

Built on the model of the LC AMFI, the materials were offered to Colorado school librarians and teachers using three approaches, using established institutions: a national video teleconference, one five-day summer institute, and five two-day regional institutes offered in combination with distance learning technologies. The online course and all lessons created through this project would be made available through the CDP web site, with the lessons also available through the Colorado Department of Education's website. To link the use of primary resources with the Colorado Education Standards, the LC AMFI materials were aligned with digitized resources already available through the CDP.

### Participating Institution

In 2001, the CDP had already created Heritage Colorado, a gateway to search digitized primary resources made available by participating libraries, museums, archives and historical societies statewide. For more information on the project "Teaching Colorado's Heritage," see <http://www.cdpheritage.org/educator/cdp/showmodel.cfm?ModelID=6>

The CDP cooperated with several partners who represented the possibility of sustaining the training programs. The Colorado Regional Library Systems offered a full range of continuing education opportunities for school media specialists. The Rocky Mountain Public Broadcasting System held National Teacher Training Institutes (NTTI). (See <http://www.rmpbs.org/content/index.cfm/fuseaction/showContent/contentID/8/navID/8.htm> for further information.) And the Colorado BOCES (Boards of Cooperative Education Services) offer continuing education and training through regularly scheduled teacher institutes. (See <http://www.coloradoboces.org/> for further information.)

# Stakeholder Profiles

*These are fictional statements typifying attitudes and illustrating needs, not actual direct quotations*

## IMLS

The Colorado Digitization Project has a good track record, getting a great deal accomplished through collaboration. This project builds on existing resources both in Colorado and through the Library of Congress. It starts with a tested model of delivering training and then adds distance delivery technologies that may be effective in extending outreach at lowered costs. And the lessons will be coordinated with Colorado state educational standards. We like the way the CDP makes their materials available to others, too.



## Middle School History Teacher

I know fabulous materials are out there in the Library of Congress materials and in our own Colorado Heritage materials, but I don't know how to focus on what I need and I don't have the time to revamp existing lesson plans to include primary resources, especially if they have to contribute to meeting state education standards. I feel like I'm starving in the middle of a cafeteria of delicious food!

## CDP Director

We've always worked with teachers, an important group for using our materials, but we're not in the education business. We've designed this project to build on successes, test and extend models for training teachers and then get materials adopted and used by people who can sustain the training task.

## Library of Congress

We're proud of the way the Library of Congress has led to making a library without walls through digitization. And we're delighted to have our American Memory Fellows Institute continued as a model but adapted to use within a particular state. We'll be watching and hoping that other states will build on Colorado's model.

# Logic Model Worksheet

Note: The original Logic Model does not exist. This Logic Model has been created from the grant proposal. The original grant proposal has been marked with yellow highlights to show the components of the logic model. <http://www.Case CDP HS.doc>

I. Situation: program partners and stakeholders	
What is the program's <b>name</b> ?	<b>Teaching with Colorado's Heritage</b>
What <b>partners</b> are involved?	CDP State institutions offering continuing education (Boards of Cooperative Education Services, Colorado Regional Library Systems, Rocky Mountain PBS's National Teacher Training Institute)
Who are the program's <b>stakeholders</b> ? (Be sure to include yourself, your target audience, partners, funders and any other stakeholders.)	What does each <b>stakeholder</b> want to know?
<b>K-20 Teachers and Librarians In Colorado</b>	How do I find existing lesson plans? Do they fit the Colorado Education Standards? Can I modify them or make my own lesson plans?
<b>IMLS</b>	Who and how many participants were involved? What did they learn? Is the project sustainable?
<b>CDP Cooperating Institutions</b>	Will the program increase visits to my institution? Will the program increase use of a broader array of my institution's digitized resources?
<b>Library of Congress</b>	Can states successfully adopt and adapt the American Memory Fellow Institute (AMFI) and American Memory digital resources to connect with state needs and standards?

<b>CDP Steering Committee</b>	Can K-20 teachers and librarians learn to integrate the primary resources digitized in “CDP Heritage”? Do different methods of training work effectively? Can they be made sustainable by adoption in existing teacher-training and professional education programs?
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**II. Program planning: connecting needs, solutions, and results**

Who are the <b>audiences</b> ?	K-12 librarians and teachers in Colorado; institutions offering professional development
What are the <b>needs</b> of the audience?	Audience needs training to be able to find and use digitized primary resources in teaching. Institutions offering professional development need successful, cost-effective programs that meet the needs of participants.
What are some <b>audience considerations</b> ?	Librarians/teachers are not generally aware of the availability of digital primary resources, so classroom and student use of these resources is not widespread. Teachers do not have time to redesign their classroom activities, lesson strategies, and curricula to incorporate digital resources, especially when they do not see an exact match between the current lessons and available primary resource materials.
What <b>solution</b> fulfills the needs?	School librarian and teacher get training (using different formats-- face to face, teleconferencing and online instruction) to use Library of Congress American Memory resources, supplemented by CDP Heritage materials, linked to state education standards.
What will be the <b>desired results</b> ?	Participants know how to find and use content-rich digitized primary resources in their classes consistent with state standards.

**II. Logic model summary: program purpose statement**

We <b>do</b> what?	Offer training in a week-long face-to-face institute, a national videoconference as well as five 2-day training sessions with follow-on sessions using web-based learning with lessons created posted at the CDP website.
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For <b>whom</b> ?	K-12 librarians and teachers in Colorado; leaders in teacher/librarian development and training
For what <b>outcome</b> /benefit(s)?	Participants know how to find digital resources and integrate them into classes, can train others. Leaders in professional development and teacher training adopt project materials for use in existing programs.

### III. Program elements

<b>Inputs</b>	<b>Outputs (or counts)</b>
Videoconferencing facilities	
Staff time to develop training materials	Number of staff time hours
Subcontract to create videoconferencing	
CDP digitized resources	
LC digitized resources State education standards	
Facilities for institutes	
Web-based materials using Blackboard	
<b>Activities</b>	<b>Outputs (or counts)</b>
Recruit participants	200 participants in workshops
Recruit and teach instructors	
Create video for national video conference	National video conference for 200 sites
Develop evaluation instruments	
Link AMFI materials to state education standards and CDP digital resources.	
Arrange 5-day and 2-day institutes.	
Create web-based materials on Blackboard	Participants' lesson plans available on website
Contact cooperating institutions for adoption in teacher training and continuing education.	
Evaluate participant learning	Evaluation reports and planning materials available on website
<b>Services</b>	<b>Outputs (or counts)</b>
5-day face-to-face institute	Number of participants involved

2-day regional institutes with online follow on activities	5 2-day regional institutes Number of participants involved
National videoteleconference	50 sites participating in video teleconference on using digitized primary sources Number of participants involved

## V. Outcomes

### ***Outcome 1: Participants increase awareness of digitized primary resources and the potential for their use in education.***

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participants who can name 5 sources of digitized primary resources related to their subject area	All institute participants	Questionnaire	At end of Institute	80%
AND # and % of participants in video teleconference who are satisfied or very satisfied with their awareness of digital resources	All teleconference participants	Survey	After teleconference	75%

### ***Outcome 2: Participants demonstrate their ability to integrate digital primary resources into lessons.***

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of participant teams who create a lesson plan integrating digital primary resources from American Memory and Colorado heritage	All teams in institutes	Team portfolio	End of institute	90%
AND				



# and % of participant teams whose lesson plans are judged good or exemplary by instructor	All lesson plans	Instructor evaluation according to rubric	End of institute	75%
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**Outcome 3: *Participants integrate digital resources into student activities.***

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of teachers who can describe at least two instances of student projects using American Memory or CDP digital resources	Randomly selected subgroup of participants	Focus groups	Within a year after the end of the institute	80%

**Outcome 4: *Leaders in existing and ongoing teacher and librarian training programs use “Teaching with Colorado’s Heritage” in their programs.***

Indicator(s)	Applied to	Data Source	Data Interval	Target
# and % of decision makers who report using manuals, materials or CDP resources in a significant or very important way in their programs	Institutions offering Professional development to Colorado teachers	4-point survey of use (none, little, significant, very important)	Within a year after the end of the institute	40%