

LSTA Minigrants 2012 Final Project Reports

AUTOMATION

Napoleon Area Schools

Project Coordinator: Cori Niese

Federal Award: \$5,689

Project Purpose: The overall purpose of this project was to convert and transfer the high school library records in order to complete district-wide automation which will promote sound practices in library management, collection development, and curricular support while promoting academic achievement, information, and social responsibility. This grant allowed the high school library to migrate the current Spectrum CircCat library system to the SirsiDynix system and to join the INFOhio statewide network for school library automation. Automation through INFOhio will complete district-wide automation; SirsiDynix is currently in place at the other Napoleon school libraries--two elementary buildings and one middle school building. Specific objectives of the proposal were: 1. To convert the existing 8,312 Spectrum CircCat records to the INFOhio/SirsiDynix system. 2. To train library media center staff on the new system and to train students and teachers on how to identify, locate and borrow materials through interlibrary loans within the district. 3. To increase district circulation during the first year of automation by a minimum of 5%, providing students equitable access to library resources and by promoting the district-wide automation project to all district stakeholders.

Project Activities/Methods: The Napoleon High School library exported MARC records for conversion and transfer to SirsiDynix. Computers, monitors and barcode scanners were purchased. Barcode labels were processed and affixed to the items in the library. Library staff and students were provided training on utilizing the newly available services and software. The project was publicized on the district website and in the local newspaper as well as the teacher newsletter. The Board of Education was formally notified in the high school principal's report. Federal funds were used for conversion fees associated with MARC records and patron records.

Project Outputs: 9,157 records were converted to Sirsi/Dynix and added to the district-wide catalog. These records are now able to be shared throughout the district. Three computers and monitors and two barcode scanners were purchased for use by the high school library staff. Three staff members were trained in using the software and the high school student population was trained in conducting materials searches using the OPAC.

Project Outcomes: All four school districts are now automated with the same software. This has enabled students and staff to conduct district-wide material searches. Interlibrary loans within the district have already increased significantly. Patrons are also now able to participate in the statewide resource sharing system. Students are demonstrating increased skill in developing, using and revising search strategies as evidenced by pre- and post-grant assessments using TRAILS. Student scores in this category climbed from 64% to 71% correct.

Wauseon Exempted Village Schools

Project Coordinator: Kim Murry

Federal Award: \$16,845

Project Purpose: The purpose of this project was to convert Wauseon Exempted Village Schools from their outdated library automation system and online catalog (Follett Circulation Plus) to the SirsiDynix web-based system through Northwest Ohio Computer Association (NWOCA.) The conversion to INFOhio's SirsiDynix provides networked and web-based computer access in all four buildings. All students and staff in the district now utilize the new OPAC. Specific objectives of the project were: 1. To convert the current library collection consisting of 43,813 MARC records to the INFOhio/SirsiDynix statewide network. 2. To create partnerships through learning sessions for school staff, school patrons (students, parents, community) on the use of the INFOhio online project. 3. To increase the overall district circulation of books by 10% annually as well as to increase Accelerated Reading within the district by 10%. 4. To improve information literacy skills of 3rd, 6th, 9th, and 12th graders, targeting development, use of, and applied revision search strategies (using TRAILS: Tool for Real-time Assessment of Information Literacy Skills.)

Project Activities/Methods: In order to complete the conversion process, three libraries were thoroughly weeded and records of weeded materials were deleted from the old Follett Circulation Plus system. Specifications and circulation procedures for each library were discussed with the NWOCA representative prior to the custom conversion process. Next, the MARC records from each library were exported and downloaded to files and emailed to the NWOCA representative. Most of the conversion process was completed over the summer months by the NWOCA representative. The district's collection had 4,396 titles with incompatible 5-digit barcodes. The NWOCA representative provided the district media centers with new 14-digit barcodes to replace the old 5-digit barcodes. Three librarians, with the help of eight high school students, spent one day prior to the start of the school year replacing the 5-digit barcodes. In August, the NWOCA representative provided a day of training on the workflows automation system to the four librarians and one substitute. Training included circulation, item maintenance, reports and OPAC. The head librarian received an additional day of training in cataloging and reports. The new OPAC was promoted to staff through a smart board presentation at a staff meeting, and to students through class instruction on PCs. Federal funds were used for contractual services with NWOCA and supplies. Local funds were used to cover the remainder of the contractual expenses as well as for the computer, scanners, and supplies.

Project Outputs: The following items were purchased as part of the project: conversion services from NWOCA, Dell computer with monitor, six Metrologic Laser Scanners, three packages of labels and twenty-seven boxes of label protectors for processing materials, and four three-ringed notebooks and four packages of page protectors for record keeping. After weeding 675 titles from the district's collection, the remaining 43,138 MARC records were converted. The NWOCA representative provided the four librarians and library substitute on-site training over the workflows system and OPAC. Classroom instruction was given to 838 students, and 111 staff members heard a smart board presentation. The SirsiDynix catalog was first available to the students at the beginning of the 2012-2013 school year. It is too early to determine if the migration to SirsiDynix has increased the overall district circulation and Accelerated Reading within the district by 10%. This will be reported in the year-after evaluation (September 2013).

Project Outcomes: It is too early to determine outcomes for the project. Outcome results will be reported on in the year-after evaluation after statistics are collected as related to objectives outlined in the project proposal. Based on the successful outcomes of other school library media center automation projects linking the media center to the

INFOhio union catalog, it is assumed that this project will benefit students in the district.

TECHNOLOGICAL INNOVATION

Arcadia Local Schools

Project Coordinator: Paula Rosencrans

Federal Award: \$14,098

Project Purpose: The purpose of the "Making a Difference" project was to expose Hancock County students to a culture very different from the rural community in which they live. The school library media specialist will be training sixth grade students to use the Internet and online resources for research about Africa. In addition, students will participate in online collaboration and communication on global projects with schools in Van Buren, Ohio and Dodoma, Tanzania, to expand their global awareness while learning 21st century skills. Specific objectives of the project are: 1. To train 100% of 6th grade Arcadia and Van Buren students on Internet use and online resources for conducting research in the school library. 2. To train 100% of 6th grade Arcadia and Van Buren social studies/language arts students to use 21st century communication skills for global awareness by using Web2.0, Moodle and Skype for collaborative global projects with a school in Tanzania, Africa. 3. To expand the use of the school library for research by 50%.

Project Activities/Methods: The 32-unit wireless laptop lab has been ordered and received. There have been a few problems setting up the laptops with the wireless network, but the technology coordinator has been working out the problems. One laptop's mousepad was not working so it was sent back and the school is still waiting for a replacement laptop. The sixth grade students have taken a global awareness survey which will be completed again at the end of the project to see if there are any changes in their viewpoints. Plans are for the students to take the TRAILS Assessment pretest in November 2012 to compare with a post-test at the end of the school year. The librarians from Van Buren and Arcadia have met to begin planning for the project. The librarians have met with the sixth grade teachers to begin planning. Moodle is being set up to accommodate the sixth grade classes from Arcadia and Van Buren. Google Docs for Education is being explored as a tool to communicate and collaborate with the students in Ohio and Dodoma, Tanzania. Students will begin their global awareness research using the online resources in November. Federal and local funds were used to purchase a 32 unit laptop lab and cart.

Project Outputs: A 32-unit wireless laptop lab was purchased for the project. There are 49 sixth grade students from Arcadia and 79 students from Van Buren who will be trained on the use of online resources and who will participate in the global awareness project with a school in Tanzania.

Project Outcomes: The global awareness survey will be used to assess student changes in behavior and knowledge about global issues and other cultures. The TRAILS assessment will be used to gauge changes in student knowledge and abilities related to research skills.

Educational Resource Center/Columbus State Community College

Project Coordinator: Bruce Massis

Federal Award: \$13,885

Project Purpose: The purpose of this project was to add mobile technology to meet the challenges of enrollment growth as well as facilitate library services beyond the reference desk at the Delaware Campus of Columbus State Community College (CSCC) Learning Center. The CSCC had 36 fixed computer workstations and limited space to expand the physical service area. Mobile technology would connect students to innovative technology and educational tools that

enhance learning. Specific objectives of the project were: 1. To circulate iPads and tablet computers to CSCC and Ohio State University (OSU) students to address issues related to increased enrollment and limited computer workstations at the Learning Center. 2. To train students on how to effectively utilize mobile learning devices and interactive multimedia applications for enhanced education in a digital learning environment. 3. To connect students to mobile library applications, such as EBSCOhost. 4. To train librarians on the use of iPads in the classroom to augment library instruction. 5. To establish roving reference and expand reference service points to students at the Learning Center.

Project Activities/Methods: The Library/Learning Center purchased 20 iPads to circulate at the Learning Center. Enrollment has increased about 10% from last fall with about 1,430 CSCC and 600 OSU students taking classes at the Delaware Campus. The Library/Learning Center purchased vouchers to purchase apps. Because the College did not have a codified process in place to purchase apps and prepare iPads for circulation, the Library initiated a two month long dialog with the College's Asset Management Department to establish purchasing procedures, which caused a significant delay in project implementation. In its selection of apps, the Library identified apps that support student learning at the Learning Center. For example, the Learning Center has a limited number of anatomy models, so the librarians selected a variety of anatomy apps for students. The librarians chose apps to suit a variety of student needs and courses, from productivity apps to reference and social networking. When selecting apps, the librarians read app recommendations made by other institutions circulating iPads and in educational publications. Currently, each iPad has 81 apps installed. The Library/Learning Center created an iPad Lending Agreement for students to sign when they first check out an iPad that clearly expresses appropriate use of the devices. The iPads circulate for two hours at a time and may be renewed for an additional two hours, and students may use the iPads throughout the building. The Learning Center circulates the iPads to both CSCC and OSU students and students must present their student ID or a state-issued photo ID. Due to interest, the Learning Center will begin to circulate devices to faculty and staff. When circulating the devices, the librarians quickly demonstrate how students may sign onto either the Columbus State or OSU wireless network and ask if the students have any questions. The Library Learning Center utilized a variety of promotional tools to advertise the devices to the Delaware Campus Community. During the Campus' Welcome Back event, the Learning Center presented an iPad display to get the word out to students. The Learning Center created fliers and table tents posted in various seating areas throughout the campus. An email was sent to all students, faculty, and staff to promote the iPads. The Learning Center hosted an iPad Petting Zoo to allow students to explore the iPads and for the librarians to demonstrate how students may use the devices. The librarians set up 9 iPads on a table, using some of the iPads to display apps, such as The Elements. A promotion posted in UPdate, the College's online publication, also advertised the iPads and the iPad Petting Zoo. In response to faculty and staff interest, the Learning Center is in the process of scheduling an iPad workshop for faculty and librarians with the assistance of the Instructional Technologies and Distance Learning Department to demonstrate how iPads can be integrated into class instruction. To promote the iPads and to give useful information to students on available apps, how to use iPads, and library circulation policies, the librarians created a LibGuide on the Learning Center iPads. The Learning Center will continue to promote iPads during their bibliographic instruction sessions and collaborate with faculty to recommend apps to students that will support curriculum and student learning. Additional workshops will take place in subsequent months to further train faculty, staff, and students on how to effectively utilize the iPads. The Learning Center is in the process of printing an iPads bookmark, which also contains a QR Code that will connect students to the iPads LibGuide. Federal funds were used for 20 iPads and a PowerSync Cart as well as 20 Computrace licenses.

Project Outputs: Equipment has been purchased and configured; apps have been purchased and installed. The iPads were available for checkout less than a month before the termination of the project and the Learning Center has currently circulated fifteen devices to thirteen CSCC students, one OSU student, and one Columbus State staff member. Over twelve students and four faculty/staff explored the iPads during the iPads Petting Zoo. Since its publication, the Learning Center iPads LibGuide has received 148 views.

Project Outcomes: Due to the relatively short time the iPads have been available, the Learning Center has only just begun to gather evidence in regard to how students use the devices and why. Thus far, students have indicated curiosity as the main reason why they checked out an iPad; many have said that they wanted to "play around with the iPad" or "explore." Another student liked to use the device for social networking. The staff member who checked out an iPad wanted to learn about the camera and how to upload to Google Drive. Through the duration of the project, the librarians will continue to gather evidence informally (asking students during checkout what they like about the device, etc.) and formally with a survey administered near the end of the year-end project period.

Other Results: With the availability of iPads at the Learning Center, the librarians have begun to receive questions from faculty and students on how to better utilize or troubleshoot their own Apple devices. During the Petting Zoo, one student asked for information on how to update his iPad and iPhone to the new iOS 6. The librarians have also received faculty questions on how to use the iPad. A faculty member asked a librarian to show him how to connect to the college's wireless network from his iPad. Two other faculty members wanted app suggestions. Two additional faculty members asked if they would be able to learn how to use a Learning Center iPad during their course instruction.

Ralph M. Besse Library/Ursuline College

Project Coordinator: Betsey Belkin

Federal Award: \$20,187

Project Purpose: The purpose of the project was to create an inviting classroom/lab with modern equipment to help Ursuline College students, many of whom are underprepared for college, succeed in conducting research. Many students coming to Ursuline College require significant help to handle college research. Some lack home computers and many are unfamiliar with proper search techniques. A lack of literacy skills to handle college reading is an additional problem. Ralph M. Besse Library staff is also striving to bring these underprepared students to the lab by working with the Office of Multicultural Affairs and the tutoring staff at the College.

Project Activities/Methods: All equipment was purchased for the room and installed. Librarians were trained on how to use the SMART Board. The room was painted and decorated with framed book cover posters (accomplished and paid for outside of the grant). Appropriate furniture from the College's inventory was added. Necessary computer and electrical wiring was completed. Read&Write GOLD software was installed on a College server. Demonstrations of the software had already been made to faculty from a trial version. Extensive research was done on the use of interactive white boards in higher education. An assessment tool was created. An e-mail was sent to all faculty and students describing the uses of the newly designed room. The Library Head of Patron Services and Instruction and the Library Director met with the Director of Multicultural Services to ascertain how the room could be used with small groups of students. The Library Head of Patron Services and Instruction also met with the College's disability specialists and Writing Center staff to plan joint sessions for students. The Library Head of Patron Services and Instruction spoke to mentors in the Academic Inspiration for Success for Minority Students (AIMS) program to let

them know about the services. Librarians were put on the forthcoming agenda of a faculty meeting to explain the goals and services of the new room. Federal and local funds were used to purchase 11 desktop computers (10 student and 1 instructor), a laser jet printer, scanner, and a SMART Board. Grant funds were also used for a campus license for Read & WriteGold software and contractual fees for installation costs and training. The in-kind contribution includes staff time, computer drops, furniture, painting, and electrical work.

Project Outputs: All equipment was purchased and installed. The room was decorated with posters of book jackets. Staff also created a logo for the room and had a poster made for the door of the room. Six librarians, the Media Center Coordinator, and one IT person attended the SMART Board training. Read&Write GOLD software was purchased. Through a special sale, staff was able to include off-campus licensing. Any student wishing to use the software for home use can have it transferred to a USB Drive. To date, approximately fifteen students have had the software installed on their own computers or a flash drive. The room has been open since August 22. Prior to the termination of the grant, staff taught 25 library instruction sessions for 352 students. The room is also open as a lab whenever the library is open and no sessions are being held. There is no way to know exactly how many patrons use the room during its availability as a computer lab. Because of privacy concerns, students are not asked to sign in. There is also no one there to monitor or count people but staff is noticing that students come to ask if the area is free for use.

Project Outcomes: In the sessions done for students so far, the impact of the room has been palpable. There is an excitement in the room as students work together to problem solve their research questions. They enjoy coming up to the SMART Board to demonstrate a search. In the past, staff has often been greeted by blank stares. In the past when staff has asked students if they knew how to do a library catalog search, they all nodded, "yes." Now they are asked to actually do a search on their own and some admit that they "don't have a clue" how to begin. Staff is finally reaching those students who have been lost before but didn't want to admit how underprepared they were. Students are also able to immediately print their search results so that they have a start on their projects. They seem excited about Read&Write GOLD.

Other Results: This project allowed librarians to use their creativity in designing a model learning space. It has allowed staff to collaborate with other departments in the College to create a result that is bigger than the sum of the parts. It has increased awareness of the library as a place to begin all research. All of this will benefit the students.

Springfield Local Schools

Project Coordinator: Amy Crowe

Federal Award: \$16,251

Project Purpose: The purpose of this project was to enhance information literacy skills to students at the Springfield Local High School. The high school is designated as both a low-wealth district and a targeted assisted school district by the State of Ohio. This lack of funds causes an educational gap which can be minimized by the use of the most current technology. The purchase of a portable iPad lab was seen as a means to encourage students to explore the world and open the doors for students to become lifelong learners and creators of information. Specific objectives of the project were: 1. To provide access to resources such as the school media center OPAC, the public library OPAC, eBooks from INFOhio, the Internet, and electronic databases. 2. To provide assistive technologies to make all library services accessible to staff and students with disabilities. 3. To create, publish, and present information, utilizing formats appropriate to the content and audience.

Project Activities/Methods: Thirty-four iPad2s have been purchased and made available for the students and staff of Springfield Local High School in order to enhance the accessibility of the school's OPAC, eBooks from INFOhio, the Internet, and electronic databases. The iPad2 lab has also been made available to the special needs classroom in order for the students to take advantage of current assistive technology for homework assignments. During the first few weeks of school, the media specialist supplied the freshman class with a baseline survey worksheet. This worksheet tested their current knowledge and usage of the school's OPAC, eBooks from INFOhio, the Internet, and databases. Throughout the year, the media specialist will go into the English classes to provide mini-lessons on the stated resources. The English teacher will expect students to provide bibliographies for projects that utilize the resources provided for them. The media specialist provided an app on all the iPads for the school's digital library. Federal funds were used to purchase iPad2s and a MacBook. Local funds were used for iPad2s, iPad covers and apps.

Project Outputs: iPad2s and peripherals were purchased. The library media specialist provided classroom instruction to 88 freshmen students. All 88 students filled out the baseline worksheet. The worksheets will be used to assess outcome-based evaluations at the end of the school year. In addition to the directed lessons for the 88 freshmen, the library media specialist has also offered the same information in a casual learning environment in the library when the iPads have not been reserved for classroom use. This private instruction had been offered approximately 20 times by the project's termination. In addition to students, individualized instruction has been provided to thirteen members of the teaching staff as well as the building principal and vice-principal. The art classes of 115 students have all created original, digital works of art using the iPad2.

Project Outcomes: The school media specialist has established that the outcome-based evaluation will have a learning window of nine months. This evaluation will hopefully provide a direct correlation between the ease of use of an iPad with an increased use of information-seeking behavior. The special education teacher and media specialist will collaborate and provide an outcome-based survey for those students. The art teacher has already taught one lesson for digital art to students who have produced individual pieces of art.

Other Results: The receipt of this grant has provided the school with a golden opportunity to reach out to students in a way not thought possible. Students have been drawn to the exciting new technology of the iPads and are subsequently very focused on the lessons being taught. The students have remained very respectful of the beautiful new lab because they would be chagrined if they were not given the opportunity to work with the iPads. Students have already begun using the iPads for reading eBooks in study hall. Another opportunity available to students is the ability to read textbooks on the iPads. The Advanced Placement History class does not have enough textbooks. The media specialist discovered that the textbook could be downloaded onto the iPads. This has been a great opportunity for students since they do not have to share books anymore. Other teachers have already been "shopping" on iTunes to find free textbooks that they could also use.

Thomas Library/Wittenberg University

Project Coordinator: Kristen Gibson

Federal Award: \$15,672

Project Purpose: The purpose of the project is to meet the demand Thomas Library staff has observed for collaborative, technology-enhanced workstations in the Library. Staff often sees groups crowding around a single computer. Users need spaces to prepare presentations together, collaboratively search library databases, share other electronic media provided by the library, and technology-enriched

spaces to collaborate with community organizations. The proposed project can also be utilized for teaching and learning opportunities – both by users and by library staff. Specific objectives of the proposal were: 1. Utilization of technology-enhanced, collaborative work spaces by 100 student groups within the first year. 2. Utilization of technology-enhanced, collaborative work spaces by 10 groups affiliated with organizations in the greater Springfield community within the first year. 3. Present three train-the-trainer sessions each semester (one targeting reference student employees, one targeting library student managers, and one targeting library staff) to prepare approximately 45 library employees to teach and support users in the use of the emerging technologies introduced by the project.

Project Activities/Methods: The following activities have taken place: The project coordinator developed a training workshop for reference student employees, library student managers, and library staff that prepared seventeen students and seven library employees to teach and support users in the use of the emerging technologies introduced by this project. Additional workshops are being planned including a workshop to likely community partner organizations to make them aware of this new technology and its purpose. A workshop will also be presented to student interns at the University's Susan Hirt-Hagen Center for Civic and Urban Engagement to make them aware of the technology so that they can collaborate more closely with the organization they are working with. Signs have been posted near each large, flat panel monitor asking users to complete a questionnaire in order to collect usage data to evaluate this LSTA-funded project. Library employees will count the number of group stations made possible by this grant in-use on an hourly basis during peak hours. The library will be hosting a Grand Opening event with a ribbon-cutting by the new University President, demonstrations by student employees, and refreshments sponsored by the Faculty Development Board. The most difficult part of the project was cooperating with disparate university departments with different priorities. The project coordinator also encountered a bit of resistance to the project by staff who were afraid they would be unable to learn how to use the new technology. This fear manifested in objections to policies and procedures. Resistance persisted until staff completed the hands-on training and realized they had nothing to fear. Federal and local funds were used to purchase flat-panel displays, computers, and peripherals. Local-allocated funds were used for paper and printing costs.

Project Outputs: Four large, flat-panel displays and four computers were purchased for the project as well as cabling and hardware for the four Collaboration Stations. The cabling enables users to connect their own device to the display, or to use the attached computer with the display. Sixteen workshops were completed during the project period and three more are planned. Twenty-two library employees have been trained to set-up equipment.

Project Outcomes: Although it is too early to assess impact on the targeted population, Library staff has already observed that users prefer the new furniture that was purchased to enable collaboration (the old tables prevented collaboration). The project coordinator has also observed a change in morale within the library. Staff and student employees are excited about the project. Library staff and student employees are more comfortable with the technology after training. Student employees are looking for collaborative projects so that they can make use of the stations.

TARGETED POPULATIONS

Dayton Metro Library

Project Coordinator: Rachel Gut

Federal Award: \$10,157

Project Purpose: The purpose of this project was to bring access to additional library resources to older adult patrons. The goal will be accomplished by transporting the mobile laptop lab to existing lobby stop locations, and expanding internal library training classes on basic computer skills to these locations. Each of these lobby stop locations is a residence facility designed for older adults and adults with disabilities. Specific objectives of the proposal were: 1. To establish a mobile laptop lab and offer a minimum of 32 computer training classes for older adults at a minimum of 10 lobby stop locations within the first year of implementation. 2. To market Dayton Metro Library's (DML) online catalog, databases, downloadable collection and Internet accessibility to a new population and to increase use of DML's offered technologies by older adults with at least 250 attending within the first year of implementation.

Project Activities/Methods: The original intent was to have the project up and running by early summer. However, because of equipment issues, the Library has not been able to start the project as planned. Two lobby stops have been contacted and the residents and staff are supportive and excited about this opportunity. DML staff has prepared the syllabus for the basic class and DML staff involved in the project has been trained. It is anticipated that the project will officially begin in November. Federal funds were used to purchase laptops, large print keyboards, eReaders and a carrying case. In-kind contribution was due to overage in costs.

Project Outputs: Twelve laptops were ordered in April but did not arrive until early September. Six large print keyboards were ordered and received as were computer skills books.

Project Outcomes: Although it is too early to assess outcomes from the targeted population, it is noteworthy that Dayton Metro Library is developing additional partnerships with a local community college's lifelong learning department that would allow additional dimensions to the project in that community college staff would work with DML staff in training and teaching the classes.

Licking County Library

Project Coordinator: Reita Linton

Federal Award: \$2,980

Project Purpose: The purpose of this project was to provide gaming programs at the Licking County Library. The library does not own video gaming equipment. By providing video gaming programs, the library will provide children access to technology and programming to which they may not otherwise be exposed. An added benefit of video gaming programs is that it is an innovative way to bring more children and their families to the library and it is a way to enhance literacy. Once in the library, library staff can introduce them to other library resources in a variety of formats in addition to the literacy enrichment they receive through reading instructions and menus involved in the games. Specific objectives of the project were: 1. To increase youth participation in programs for grades three through six by 25%. 2. To increase usage of library materials by tracking the number of children's and teen materials in the hour before and after each program as compared to the same period on non-program days.

Project Activities/Methods: As soon as the grant was awarded, four A/V carts to hold the Wii console, TV, and accessories were ordered. Shipments came

quickly. Wii consoles, accessories, games, and televisions were purchased from a local store. All items were received at the Library by August 30, 2012. Once equipment was ordered, a press release was sent to area newspapers announcing the grant with gaming opportunities to begin Fall 2012. A flyer was created to introduce to the public and staff the benefits of gaming. Five staff members have been trained on setting up and using the consoles and how to run the games. The first Game Club event was scheduled for September 11 for children in grades three through six. The Game Club met every Tuesday throughout the fall at 4:00 p.m. Special family gaming nights were also planned. Federal and local funds were used to purchase AV carts, gaming consoles, games and gaming accessories, and TVs. The in-kind contributions are additional local funds beyond the required match to purchase games.

Project Outputs: The following items were purchased: four Nintendo Wii consoles with a remote, nunchuk, and game controllers and 12 games. Four AV carts and four televisions were also purchased. Two of the Wiis will be used in programming at the Newark Library, allowing up to eight children to play at one time, while the other two Wiis will be rotated among the five branches for programming.

Project Outcomes: Although it is too early to determine the impact of the project, the Library hopes that the Gaming Club will bring new users to the Library who will then learn about and take advantage of other library programs and services.

Mt. Gilead Exempted Village Schools

Project Coordinator: Deb Logan

Federal Award: \$18,562

Project Purpose: The purpose of this project was to improve students' reading fluency and their informational text reading performance as measured by statewide and/or local assessments. The project made 40 Nooks available to circulate to individual Mount Gilead students in grades 6-12 and an additional 30 Nooks available to circulate to whole classrooms. Nearly 2,000 eBooks are available (collectively) on the 70 Nooks. Specific objectives of the project were: 1. To establish a collection of 30 eReaders loaded with classroom sets of fiction and nonfiction to circulate to classrooms. 2. To create a circulating collection of 20 eReaders with high interest fiction and nonfiction titles and these eReaders will circulate to middle and high school students through the library.

Project Activities/Methods: Prior to the awarding of the grant, the librarian worked with teachers to select fiction and nonfiction titles for the classroom Nooks. Students were invited to recommend titles for the circulating Nooks. The response was extensive with over 60 individual students suggesting titles, authors or genres. In April, two advisory groups were formed. The first was comprised of parents, students, teachers, administrators and the director of the public library. This group looked at procedures for the circulating Nooks. The second group consisted of teachers from both the middle and high schools. They recommended procedures for scheduling the classroom Nooks. In May and June, the fully loaded Nooks arrived. Training on the use of the Nooks is available to teachers on a one-on-one basis. As of the termination date of the project, only one teacher had scheduled the classroom Nooks. Students received permission slips for parental signature in order to take out a circulating Nook. Federal funds were used to purchase Nook Simple Touch Readers and eBooks. Local allocated funds were a donation for carrying cases for the circulating Nooks.

Project Outputs: Seventy Nook Simple Touch Readers with protection plans and covers were purchased. 1,997 eBooks were purchased. At the project's termination, 24 trainings had taken place and 5 Nooks had been circulated.

Project Outcomes: The outcomes of the project have yet to be determined. However, there is a palpable excitement about the Nooks. Students began asking to use them as soon as the surveys asking for title suggestions were announced. As soon as school started, students began asking when the Nooks would be available, although the librarian was still awaiting return of permission slips.

Northern Local Schools

Project Coordinator: Diane Christensen

Federal Award: \$11,468

Project Purpose: The purpose of this project is to support a school-wide reading initiative at Sheridan High School and to provide digital content and the ability to access that content to all students in the school. This project helped ensure that there is fair and equitable access to equipment and content regardless of financial ability on the students' part. The student population has expressed a strong interest in using digital format for reading and a small test project showed positive results in both comprehension and engagement for the special education (IEP) students. Northern Local Schools has a strong relationship with the public library. The addition of eReaders will also allow students to access e-content resources available through the public library. Specific objectives for the project were: 1. Circulation of library materials will increase 10% with the addition of digital content and hardware which all students can use following the addition of eReaders. 2. English teachers using the classroom set of eReaders will find that students are more engaged with reading and that comprehension has improved, leading to a 5% improvement in grades. 3. Reading scores for students taking the Ohio Graduation Test will improve by 2% one year after project implementation. 4. Students in the targeted populations will show a 5% improvement in Annual Yearly Progress (AYP) scores within one year of the project's implementation.

Project Activities/Methods: Nook eReaders, eBooks and supporting materials have been purchased to support reading for all students at Sheridan High School, regardless of socioeconomic factors and to improve reading comprehension, especially for students who have been identified through testing and teacher observation as having difficulty with reading. The circulating eReaders have been "shadow" cataloged (visible only to library staff) and barcoded for check-out. The eBooks loaded on the readers have also been cataloged individually with a corresponding physical card/barcode in a binder for browsing and normal cataloging in the public online catalog for searching. Students check out a specific book and corresponding eReader. This ensures that only the proper number of books purchased are actually circulated. Training has taken place at the point of circulation. The classroom set of eReaders was used by one teacher before the project termination date. The teacher and library media specialist facilitated the training in the classroom with the class. Another teacher will be starting to use the classroom set in October and several more will use them during second semester. The classroom eReaders were also made available to the Advanced Placement students for summer 2012 check-out and use. Because the devices have a browser, parents were required to sign a form acknowledging that they were aware the school was checking out an internet device which the student could use without a filter in their home. Ten students checked the devices out for the summer. Federal funds were used to purchase Nook devices as well as cases and screen protectors for the devices. Local funds were used for digital books. The in-kind contribution was used for materials over the required match amount.

Project Outputs: Thirty devices (Nook simple touch) for check-out have been cataloged and made available to the students; thirty-five different students have checked them out in the first two weeks of implementation. All 35 students received instruction and practice

with the device at the point of check-out for training. Thirty classroom devices (Nook color) were purchased. Ten were loaned to AP students for summer 2012. Fifteen students have used the devices repeatedly in an English classroom during the first month of school with support from the teacher and librarian. Twelve Nook color devices have been purchased for in-library use. The intention is to use these devices for student research and for magazine subscriptions in the future. These devices are not yet cataloged or in use. Four staff members have used the devices to become familiar with them to help students and to read for enjoyment. To date, 37 titles have been loaded, in varying quantities, on the classroom set of devices. One title has been used for a whole class reading project. Sixty-four titles have been loaded to the circulating Nooks and thirty-three have been circulated to date. As students request titles, they will be added.

Project Outcomes: While an official announcement about the availability of the eReaders had not occurred by the project's termination, word of mouth has spread about the eReaders. One of the specifically targeted groups – students who struggle with reading and are reluctant readers – are the main set of patrons who have checked out the devices. The devices have already become a draw to the library and to literature for these students. The AP students all felt that being able to take notes on the devices was very helpful for their comprehension and study. The reading class teacher has observed that her students (who are mostly reluctant readers) are engaged and are enjoying reading using the devices. Several new titles have already been added to the devices based on student requests. Immediate patron driven acquisition is very exciting to the students and they are taking more ownership of the collection. This was an unexpected outcome and great bonus to this project. It is expected that the students will become even more involved in selecting content for the devices.

Other Results: The district treasurer is already hoping that some of the devices can be shared with the middle school for specific projects. It is great to have the administration recognize the value of reading and technological support.

Richwood-North Union Public Library

Project Coordinator: Sarah Moore

Federal Award: \$10,527

Project Purpose: The purpose of this program was to provide computers and training opportunities to assist the un- and under-employed users of the library. Unemployment in Union County, Ohio hovered around 7-8% over the course of 2011. A 2011 survey of users in the Richwood-North Union Public Library indicated that 20% of regular computer users were job hunting and a majority of those users indicated having no computer access outside of the library. This project developed an employment resource computer lab designed to address unemployment and underemployment in north Union County. The lab will offer employment-related technology assistance, including job search support, computer classes, and job skills workshops developed to assist residents in increasing valuable technology skills, be more competitive on the job market, and complete a successful search for employment. Specific objectives of the project were: 1. Install a public computer lab with eight new computers that use a Windows operating system and standard Office suite software. 2. Hold monthly technology classes, led by library staff, focused on developing basic technological competency, improving job skills, and assisting in job searches. 3. Offer one-on-one technology training sessions by appointment. 4. Host monthly employment-related workshops, such as resume creation, resume review, mock interviewing, and career trends.

Project Activities/Methods: Library staff selected and purchased the necessary items to complete the computer lab. The lab, when completed, will have

eight new computers and monitors on five computer tables. Each computer will be equipped with Microsoft Office and the lab will include a presentation system to facilitate instruction. Computer classes have been designed, including Computer Basics, Internet Basics, Email Basics, Microsoft Word, Microsoft Excel, Resume Writing, Social Networking for Job Hunters, and Beginning the Job Search Online. Three library staff members have been trained to use and troubleshoot the new computers and presentation system. They have been working to develop the classes and instructional materials. They will be the initial staff for the lab and any one-on-one appointments. Staff will lead the classes from the library's Windows 7 laptop using a teaching podium. The presentation system, which includes a wireless VGA Presentation Gateway and a large LCD display, will be used to aid instruction. This will allow the instructor's laptop and any of the eight student computers to project onto the LCD screen during the class. Each class lasts approximately 1.5 hours and includes information as well as practice exercises. All students will receive instructional materials to keep after the class. After the installation of the computer lab is complete, the library also plans to begin offering one-on-one technology training sessions that can be scheduled with library staff members by appointment. The number of these sessions will depend upon demand for the service and the appointments will be for one hour sessions with an initial limit of two sessions per patron. More specific limitations or guidelines will be established depending on the demand for this service. In order to offer additional programs for unemployed and underemployed residents, the Library is in contact with local organizations, including the Union County Employment Resource Center, the Richwood Civic Center, and Ohio Hi-Point ABLE to develop partnerships. Richwood is a small town and it is fairly isolated from many of the major social service and community organizations in the area, which has caused difficulties in developing partnerships requiring a regular commitment of time and preparation necessary to offer frequent additional classes. Though many organizations have been supportive of the project goals, it has been a challenge to organize a monthly workshop through community partnerships. The lab was covered in the local newspaper, The Richwood Gazette, on the approval of the grant project and an advertisement was set to run on October 17 after the installation was completed. Additional print and online advertising is also planned leading up to and after the installation, including brochures, posters, and inclusion on the library's Facebook page. These materials will have specifics regarding dates and times of upcoming classes and workshops. By the project's termination the lab had been set up, training materials prepared and a schedule for training programs developed. However, training classes were not scheduled to begin until fall, after the termination of the grant. No un- or under-employed individuals were served during the project implementation period. Federal and local funds were used to purchase computers, software, computer-configuration, and computer desks. Local allocated funds were staff time.

Project Outputs: The library purchased the following items for the computer lab: 8 Lenovo ThinkCentre M81-7518 Computers; eight Lenovo ThinkVision LT2252p LCD Monitors; nine Microsoft Office 2007 Standard licenses (one for the staff laptop used for leading the classes); two five-packs of Faronics Deep Freeze Licenses and two five-packs of Deep Freeze Annual Maintenance (They are bundled in packs of five); anti-virus and security for the eight computers for one year; five computer tables; and one LCD large format display. Eight 1.5 hour technology training classes have been developed to be run by library staff and three library staff members have been trained to teach the classes. The classes will be offered at a rate of two per month after the installation of the lab is complete. Eight seats will be available in each class, for an expected maximum total of sixteen patrons attending computer programs run by library staff each month. Three library staff members will be available by appointment for personal one hour technology training sessions covering any of the topics from the regular classes or specialized topics requested by the patron and approved by library staff. Patrons will initially be held to a two session maximum, pending a

review of the demand for this service. The library intends to host one additional program per month in partnership with various community organizations in the area. Eight seats will be available in these additional programs for an expected maximum of eight patrons served each month.

Project Outcomes: The Library hopes to improve the technology skills and job hunting knowledge of each person attending the classes in an effort to ultimately assist unemployed and underemployed residents of Union County to be more competitive in the job market and complete a successful search for employment. Depending on the classes attended, the Library seeks to improve the basic understanding of and comfort level with: computers, Internet and email, frequently used workplace computer software, like Microsoft Office and Microsoft Excel, job searching and networking skills, and resume creation. Users will be surveyed after each class, presentation, or one-on-one session. These surveys will measure comfort level with and understanding of the material and their confidence that the new information or skills will help them in their job search or eventually assist them on the job.

Other Results: Partnerships with local organizations should help the Library to become more involved in the greater community outside of the doors of the Library. They will allow the Library to offer more resources to patrons and expand the Library reach in the community. More Resources for All Patrons: When not in use as an employment resource lab, the computers can be used by patrons with other needs. The Library currently has only five outdated computers and they do not have Microsoft Office products installed. Many patrons in school have a difficult time using these machines to complete assignments, especially without Microsoft Word. Successful completion of school can be a step on the path to a fulfilling career and allowing use of these computers to patrons not currently looking for jobs will still have a positive effect on the community and quite possibly on the future employment of many.

Scioto County Career Technical Center

Project Coordinator: Elisabeth Claxton

Federal Award: \$5,871

Project Purpose: The purpose of this project was to purchase adaptive technology for IEP/low-functioning readers, hence providing them with more opportunities to read and understand written text, thus improving their literacy skills and giving them greater access to information. The Amazon Kindle was chosen as the adaptive technology device because of its portability and text-to-speech function. Specific objectives of the project were: 1. To have IEP students retake the Performance Series Reading Assessment by May 2011. 2. To teach IEP students/low functioning readers to complete a pathfinder using electronic and print resources. 3. To teach IEP students/low functioning readers to complete a WebQuest online, inquiry-based learning activity. 4. To have 100% of IEP students be trained to use digital readers, library resources and complete a survey. 5. To have 100% of designated staff be proficient using digital readers.

Project Activities/Methods: The media specialist purchased 25 digital readers and 20 selected titles for each reader. Coordinating teachers and students were trained on the basic use of the reader and its applications. To provide the media specialist with feedback, the teachers and students completed surveys at the conclusion of the training. These trainings will be ongoing based upon requests to participate in the media center's digital reading program. The text-to-speech capabilities of the readers provided students with the opportunity to complete individualized reading assignments in the media center. The media specialist worked with the coordinating teachers to have students read a book chosen from a predetermined book list and then complete an assignment based on the student's book selection. Each student kept a journal of their completed reading

assignments. Upon completion of the assignments, each student used a pathfinder template to complete the pathfinder based upon the book they read. Due to the limited amount of time from the grant award date until the end of the school year, the WebQuest has yet to be completed. Federal funds were used to purchase Kindle Wireless Reading devices, covers, and eBooks.

Project Outputs: A total of 32 digital readers and 81 eBooks per reader were purchased for the media center's project. Initially, 20 copies of the same title were purchased and downloaded onto each digital reader. According to an Amazon representative, the publisher sets the number of license rights pertaining to how many devices can be installed with the same eBook title. This meant that there were unspent grant funds which were then used to purchase seven additional digital readers and covers. Having more digital readers is providing the media specialist with the resources to accommodate the literacy needs of more low-functioning readers.

Project Outcomes: Outcomes from the project are still forthcoming due to the time constraints associated with setting up each digital reader and installing such a significant number of eBooks on each device. The targeted student population did benefit from using the readers during the final three weeks before being given the Performance Series Reading Assessment. These students were given the assessment at the beginning of the year as well as at the end of the year; during this timeframe, 89% of the students improved their reading scores. It would only be a conjecture to correlate the improvement in the test scores to the students using the digital readers for just three weeks. However, the digital readers incorporated into the Kurzweil Literacy Lab did give the students an incentive to read more during the three weeks before taking the reading assessment. The devices are having a positive impact and giving the media specialist the needed resources to help this targeted population become more technologically literate while helping to strengthen their reading comprehension and fluency.

Other Results: The general student body and teaching staff have been exposed to digital readers and the expansive selection of eBooks. This exposure is generating more interest in pleasure reading and ways the media specialist can help teachers incorporate the concept of digital reading on various types of electronic devices into classroom projects to reinforce learning objectives.

SERVICES TO YOUTH

Ida Rupp Public Library

Project Coordinator: Deborah Loiacono

Federal Award: \$5,985

Project Purpose: The purpose of this project was to provide an environment for literacy skills and technology skills growth that will put young patrons on the path to early learning. The Ida Rupp Public Library also wished to draw children and parents into the library to explore current technology. The library also wished to provide tools for parents to encourage and develop early literacy skills with their children.

Project Activities/Methods: The AWE Early Learning Stations were purchased and installed in the children's area. The stations provide independent intuitive learning environments that span seven curricular areas and support school readiness. The Early Learning Stations allow children to explore educational technology safely and easily. Two sets of headphones are provided to encourage a parent to work with his or her child. The Ida Rupp Public Library has a focus on early literacy in support of school readiness. Staff feels that the AWE Early Learning Stations help support a child's later success in learning. Federal and local funds were used to purchase three AWE Early Learning Stations.

Project Outputs: During the project period, 300 individuals logged 1,326 sessions at the AWE stations.

Public Library of Cincinnati and Hamilton County

Project Coordinator: Keith Armour

Federal Award: \$24,000

Project Purpose: The purpose of this project was to reduce the effects of summer learning loss on multiple subjects by implementing the AWE AfterSchool Edge computers which help students maintain and/or improve skills they have learned in subjects such as: reading, math, writing and science. The Public Library of Cincinnati and Hamilton County is committed to providing learning opportunities to reduce the effects of summer learning loss. The Library purchased 13 AWE AfterSchool Edge computers for the following branch locations: Avondale, Bond Hill, Cheviot, College Hill, Corryville, Madisonville, Mt. Healthy, Northside, Pleasant Ridge, Price Hill, Walnut Hills, West End and Westwood. The branches were selected because the locations were nearest to schools with low academic scores from the 2011 Ohio Department of Education's State Report Card. Since the timeframe of this grant was from April to September, it was not possible to track and monitor school performance from one year to the next. Therefore, the specific objective for this grant was to document at least 10,000 uses of the systems at the various branch locations.

Project Activities/Methods: The AfterSchool Edge computer enrichment systems were purchased and installed at the locations that demonstrated the greatest need as determined by their schools' scores on the "School Year Report Card" issued by the Ohio Department of Education for 2011. Schools and teachers in the areas that received the systems were informed about the AfterSchool Edge computer systems. Students, parents and caregivers were informed about the AfterSchool Edge systems available at area branches. Library staff encouraged and assisted students, parents and caregivers in the daily use of the systems. Use of the AWE AfterSchool Edge computers was incorporated into the Summer Reading Program for 2012. Federal and local funds were used for the purchase of thirteen AWE AfterSchool Edge computers.

Project Outputs: Thirteen AWE AfterSchool Edge computers were purchased and installed. During the project period, 31,169 student sessions were tabulated.

Project Outcomes: As a direct result of this project, a stronger partnership between the Public Library of Cincinnati and Hamilton County and the Cincinnati Public Schools has developed. More learning opportunities for students during the summer were provided at Library locations and the AWE AfterEdge computers enhanced learning as students explored fun academic games and solved problems. Library staff now has a greater understanding of the library's role in reducing summer learning loss for area students. Parents and caregivers now have a better understanding about using the library as a community resource during the summer.

Other Results: The project provided staff with a greater understanding of the Library's mission to help students academically throughout the calendar year. AfterSchool Edge computers dovetailed with the Library's very successful Early Learning Stations project, which utilized equipment provided by AWE, for children 5 and younger.

Public Library of Steubenville and Jefferson County

Project Coordinator: Misty Teasdale

Federal Award: \$12,071

Project Purpose: The purpose of this project was to promote early literacy in Jefferson County. The first component of the project involved developing a rotating book collection specifically for local Head Start and child care centers. The second component of the project was to offer Every Child Ready to Read 2 (ECRR2) workshops to early childhood educators, childcare providers, and parents. Specific objectives of the project were: 1. To provide local Head Start and child care centers with a rotating book collection and suggestions about how to use the books to promote early literacy with 90% of the teachers/care providers indicating on a monthly evaluation form that the books and information are being utilized in the classroom to promote early literacy. 2. To present a minimum of five ECRR2 workshops to at least 125 local public and private preschool teachers, Head Start teachers, child care providers, parents, and future teachers with a 90% satisfaction rating and 90% of participants who complete a follow-up survey indicating they are implementing the five practices.

Project Activities/Methods: Books, totes, notebooks, labels, sheet protectors, and a hand truck were purchased to start the rotating book collection. Twenty books were placed in a tote along with a notebook filled with lesson plans and reproducibles about how to use each book to promote early learning. These totes were delivered to local Head Start and child care centers. Once a month the totes will be rotated to another location so that each month, the centers have access to different books. Bigger centers receive two totes and smaller centers receive one. The library was able to purchase more books than anticipated due to generous discounts from Baker and Taylor. These books were used to make extra totes so the centers will receive a bigger variety of books, lost books can easily be replaced, and the Library can offer the service to two new childcare locations opening in the area. The Library is also using some of the books as incentives for attending the Babygarten program. This allows the Library to put books in the hands of the youngest patrons. The only difficulty encountered with this aspect of the project was underestimating the amount of time it takes to put the notebooks together. Each notebook has lesson plans for 20 different book titles. It took a lot longer to compile these notebooks than originally thought. The totes just began to go out to the centers in September. Library staff will not have the first round of evaluation forms from the teachers and child care providers utilizing the totes until October. The second component of the project was to offer Every Child Ready to Read @ Your Library (2nd Edition) workshops. This workshop emphasized

the five skill areas that promote early literacy. Each participant received a book for each of those skill areas. One hundred and twenty-seven adults attended seven workshops. Seven hundred and forty-two children are in the care of these adults on a regular basis. One hundred percent of the participants who filled out a post-workshop evaluation indicated that they learned ways to help children develop early literacy skills and that they would now use books and the skills learned to help develop early literacy skills with the children in their care. Follow-up evaluations will be mailed or e-mailed in November. Linking Little Learners to the Library was publicized through newspaper ads, a newspaper article, social networking sites, library newsletters, flyers at the libraries, local elementary schools, childcare centers, and colleges. Local family service agencies such as Jefferson County Job and Family Services, Help Me Grow, and WIC also promoted the project with flyers and word of mouth. Federal funds were used for books for the rotating collections, 20 totes to house the rotating collections, and promotion.

Project Outputs: A total of 1,404 books were purchased. These books were used to establish a rotating book collection for local child care centers and were given to ECRR2 workshop participants to promote early literacy with the children in their care. Books were also used to make extra totes so the centers will receive a greater variety of books. An extra copy of every title in the rotating book collection was ordered so the Library can easily replace books that may become lost. Extra totes were made so the Library can offer the rotating book collection service to new childcare locations opening in the area. The following supplies were purchased to establish the rotating book collection: 20 totes, 1 hand truck, 20 binders, 10 boxes of sheet protectors, 4 boxes of labels, 24 packs of adhesive tabs, and 1 glue stick. Newspaper ads were purchased to promote the ECRR2 workshops. A total of sixteen ads ran during the three months workshops were offered. Five hundred twenty seven children are attending the local childcare centers and will benefit from the rotating book collection. Two more childcare centers will be opening soon and will also receive the rotating book collection. One hundred and twenty seven adults attended the ECRR2 workshops. They were given information about how to promote early literacy with the 742 children in their care.

Project Outcomes: The rotating book collection began in September. Each month, teachers and caregivers will complete an evaluation form. Teachers/caregivers will be asked if the collection is used on a regular basis to promote early learning, how often they use the books, and if they use the early literacy tips included in the notebook provided with each tote of books. The Library will not begin obtaining these evaluation forms until October; however, verbal comments have all been positive. One care provider even commented that a parent was very impressed with the collection. Apparently most of the books in this particular center were fairly outdated. The parent was pleased to hear that the center would be receiving new books on a monthly basis. Participants at the ECRR2 workshop were asked to fill out an evaluation form immediately following the workshop. One hundred percent of the participants who filled out a post-workshop evaluation indicated that they learned (or had reinforced) ways to help children develop early literacy skills. Follow up evaluations about the workshop will be sent in November. This evaluation will allow the Library to ascertain if the participants have put books and information they acquired at the program into practice and how the children in their care have benefited from the training.

Other Results: This project helped the Library establish a new community partner to help promote early literacy. A case worker at the Eastern Ohio Correctional Center attended an ECRR2 workshop at the library. She mentioned working with many incarcerated men who have young children. Since most of the inmates she works with are incarcerated for short periods of time, she thought teaching them how to promote early literacy in their children would be a benefit to them when they returned home. The Library began doing a shortened presentation of ECRR at their facility and has had three

visits there to date. Staff hopeS to continue offering this presentation on a regular basis.