

ILLINOIS STATE LIBRARY

**EVALUATION OF LIBRARY SERVICES
AND TECHNOLOGY ACT FUNDS
FY 2003 – FY 2007**

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EVALUATION OF ILLINOIS LSTA FY 2003 – FY 2007

PART I EXECUTIVE SUMMARY

The focus of the evaluation of the Illinois LSTA program is the State Library's Long Range Plan for the use of LSTA funds 2003-2007. The guiding question is: Did the Illinois State Library grant offerings reflect progress in the delivery of library services to Illinois residents? The eight goals of the Long Range Plan follow.

1. Position libraries as an educational anchor of the community
2. Employ technology as a mean for libraries to deliver information and services to patrons
3. To ensure that all residents of Illinois have access to a full range of sources and formats of information
4. To enrich the quality of life for the residents of Illinois by advocating the pleasures of reading, the ability to read and the importance of reading
5. To continue expanding the roles of networks, consortia and alliances in library development
6. To develop training methods and activities that will allow library personnel and Illinois residents to receive needed training in a variety of areas including but not limited to technology
7. To insure access to information by Illinois residents by enabling all Illinois libraries to share resources in regional and statewide databases
8. To continue to support the preservation and digitization of historic Illinois information and materials

The evaluation of the Illinois LSTA program includes six components: an introductory statement and summary of impact; an overall report of results in achieving goals and objectives based on the five-year plan; an in-depth evaluation of the impact of Goal 6 related to the training of library personnel; progress in measuring the outcomes or impact of a number of themes presented in projects; a review of the application process and administration of LSTA projects; and a brief description of the evaluation process.

The LSTA offering during the five-year evaluation period mirror the diversity of the Illinois population and libraries. Over the five-year period, grants were distributed to digitize materials and collections, specifically Illinois-related historical and cultural materials; projects that train staff, boards, faculty, patrons or students on library topic such as diversity, cataloging and basic management; the research, development and implementation of new methods and strategies to enhance the quality of library activities, programs and services for library patrons; encourage use of libraries by traditionally underserved populations; and collaboration among libraries and with non-library agencies.

The number of grants and the amount of money provided is impressive. For the years of the plan, the Illinois State Library funded 1660 competitive grants worth over 18 millions dollars. Illinois deliberately offers grants that reflect Illinois libraries of all types: academic libraries,

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public libraries, school libraries, and special libraries. In addition, offerings consider the rural, urban, and diverse needs of Illinois libraries as they serve the citizens of Illinois.

The Federal money provided through LSTA has enabled the Illinois State Library to enhance library services for the residents of Illinois.

- Libraries have developed new services, collaborated and explored alternative and creative methods of service delivery.
- Libraries explored new technologies, often taking the library from the 19th century to the 21st century.
- Illinois libraries used technology as a tool to develop activities that meet the needs of their communities.
- Grant recipients researched, developed, and implemented new methods and strategies to enhance the quality of library activities, programs and services for their communities.
- Libraries collaborated and cooperated on a statewide initiative to enhance library services using new technologies such as blogs, RSS, Wikis and instant messaging.
- Libraries replaced outdated materials and added new formats, enabling them to develop new information sources and improve access to those sources for patrons.
- Libraries addressed economic challenges facing their communities,
- Grant recipients established creative and innovative partnerships to provide diverse programming, quality services, and opportunities for training. They had the opportunity to identify their individual strengths and to establish partnerships that reflect, enhance and promote those strengths and the value of multi-library and multi-cultural projects.
- Grants were offered to help emerging grant writers learn how to write grants; to address safety issues of all types from bullying to terrorism to disaster preparedness
- Annually, the Illinois State Library provides access to quality online databases for the citizens of Illinois by using approximately \$1 million of LSTA funds and supplementing this with local state funds.
- Annual grants were offered to allow libraries to develop successful digital imaging projects and provide greater access to collections.

In Illinois, Federal LSTA funds have made a tremendous impact through training grants. Library staff were trained through major projects that launched diversity awareness and improved services in rural communities, raised the level of cataloging skills for shared databases, taught basic management skills and assisted potential leaders in self-exploration, leadership development and networking.

Other outcomes explored in this evaluation include: youth and teens increase their appreciation of the pleasures of reading, the ability to read and the importance of reading; traditionally underserved populations receive services tailored to their needs; users have access to specialized library resources through the use of technology; professionals receive “as needed” information using technology; library users have access to new library resources; libraries develop and strengthen partnerships; and communities gain broader perspectives.

PART II PROGRESS IN ACHIEVING GOALS AND OBJECTIVES BASED ON THE ILLINOIS STATE LIBRARY FIVE-YEAR PLAN

The policy in Illinois is to use LSTA funds during the second year that the federal funds are available; therefore, the federal FY2007 LSTA funds will be awarded during the summer of 2007. The offerings are included as IL FY2008, but statistics are not included because the grants have not been awarded yet. In addition, these numbers reflect the competitive LSTA grants awarded to Illinois libraries, and therefore when added together the total will not equal the total allotment awarded to Illinois.

In Illinois, LSTA grants are available to all types of libraries. Illinois deliberately offers grants that reflect Illinois libraries of all types: academic libraries, public libraries, school libraries and special libraries. In addition, offerings consider the rural, urban and diverse needs of Illinois libraries as they serve the citizens of Illinois.

The grant offerings, more often than not, could address not just one, but several goals. Therefore, most of the projects funded saw overlapping between goals. The Illinois State Library allowed the applicant to select the one goal they felt the project best addressed.

Goal 1 – To Position Libraries as an Educational Anchor of the Community

Progress Towards Meeting This Goal:

This is a fluid goal that was embraced by libraries across the state. The wording “educational anchor” allowed for the development of innovative and creative services that demonstrated the library’s role as an educational agency. This goal allowed for the development of services, encouraged collaboration, and explored alternative methods and creativity.

All types of libraries found a niche under this goal and partnerships abounded.

The LSTA priorities were the same for every goal. In hindsight, this did not make sense because in evaluating the goals, the same priorities are repeated for every goal. While this gave consistency across the goals, it seemed to water them down rather than make each goal unique.

This goal will be recommended for the next Long Range Plan for Illinois.

Strategies, Services And Activities:

Grants were offered:

- To invest in the future rather than sustaining the present (Building Innovative Grants IL FY2004);
- To provide an opportunity to explore and expand community relationships (The Library A Community Without Walls IL FY2005);
- To address user or community needs with new library services (Creative Use of Libraries IL FY2006); and
- To demonstrate the value of public library services (Demonstration of Public Library Services IL FY2006, FY2007 and FY2008).

Outputs and Outcomes:

481 grants were award using nearly \$5 million in LSTA grant funds.

Impact On The Quality Of Library Services:

One might automatically think of school libraries as an education anchor of the school, but in many cases, this is not the case. Budgets for Illinois school libraries are being zeroed out and certified school libraries are being replaced with aides or volunteers. School libraries used LSTA funds to demonstrate the value of the school library as a key factor in the education of students.

As an example, using federal FY2003 funds, a project was funded to study school libraries and librarians and evaluate their effect on student learning. The outcome? The academic achievement of Illinois students is positively impacted by several aspects of school library programs. These include hours of operation, staff and their activities, collection and educational technology, expenditures, and usage. A copy of the Illinois Study "Powerful Libraries Make Powerful Learners" is posted at <http://www.islma.org/pdf/ILStudy2.pdf>

The erosion of school libraries has resulted in Illinois college librarians recognizing that beginning freshmen no longer seem to have the research skills necessary to navigate successfully the college library to successfully complete college level papers and homework. Partnerships applications have been strong under goal 1. Numerous applications have been funded that involve college and high school libraries working together to develop information literacy skills in high students as part of the college preparation.

The citizens of Illinois have come to recognize the library as a source for training and educational opportunities. Library staff, public library trustees, the general public of all ages have benefited from grants awarded under goal 1. Intergenerational programs have involved children reading books in nursing homes as well as getting seniors to tell their stories to the children. Story hours and reading programs have been created for children and adults including those with disabilities with the focus of the stories addressing special needs.

Triton College set up a library for children in an area of the state where there was no public library. The college library filled the void to show that the library, regardless of type, can be the educational anchor for the community.

The Homer Township Public Library, in partnership with Homer Township Chamber of Commerce, developed an education program for small business owners and initiated a business resource center at the library.

Public library usage tends to taper off within the 20s-30s age group. The St. Charles Public Library brought new, exciting, and practical programs targeted specifically at this demographic to reconnect them with the library. By offering such life skills programs as Buying Your First Home, Graduate School: Worth It or Waste of Time? Hip Spots in Chicago-land: and Rediscovering Reading. The library reintroduced library resources and services to the current post college generation.

The Beardstown Public Library has a significant Hispanic population because of employment opportunities at a local meat packing plant. Many of these residents do not speak English. The library offered medical Spanish classes for the Beardstown health care community to bridge communication between the medical community and the Hispanic segment of their community.

As summed up by the St. Elmo Public Library, “we also hope to situate the library as the information center for the community and offer programs to interest all ages. We truly want to make the library a window to the world.”

Goal 2 – To Employ Technology as a Means for Libraries to Deliver Information and Services to Patrons.

Progress Towards Meeting This Goal:

New and quickly developing technologies and the explosion of information makes technology resources a difficult area in which to keep current. Libraries used this goal to explore new technologies, which in many cases took the library from the 19th century to the 21st century. At the beginning of this long-range plan, at least one public library still did not have a telephone. Thru the use of LSTA grants, Illinois libraries used technology as a tool to develop activities that meet the needs of their communities.

Strategies, Services and Activities:

Grants were offered to go beyond the basics and enhance the quality of Illinois libraries and library services (Libraries Leading the Way IL FY2005); for the research, development and implementation of new methods and strategies to enhance the quality of library activities, programs and services for library patrons in the applicant's community. (Emerging Technologies IL FY2007); to collaborate and cooperate on a statewide initiative to enhance library services using new technologies such as blogs, RSS, Wikis and instant messaging. (Statewide Technology Toolkit IL FY2007 and FY2008).

Outputs and Outcomes:

101 competitive grants were awarded using nearly \$2 million in LSTA grant funds.

Impact On The Quality Of Library Services:

Projects were funded with technology as a hook to get teens or other groups into the library. An academic library serving a school of nursing used PDAs to deliver the latest medical resources directly into the hands of these medical professionals. The outcome was better-informed nursing students, resulting in improved medical care.

The technology of OCLC became a tool to facilitate resource sharing. If a grant application proposed the purchase of library books, the library was required to become a governing member of OCLC. This pushed the libraries to add their holdings into an online catalog, use standardized cataloging and facilitate statewide resource sharing. The rationale for this requirement was that if a library was using LSTA funds to buy materials, the materials should be cataloged so that all citizens of Illinois could benefit from those resources. As a result, in the three years of this requirement, Illinois' OCLC governing members increased by 478 thus adding the same number of library's holdings to an online catalog.

Goal 3 – To Ensure That All Illinois Residents Have Access To A Full Range Of Sources And Formats Of Information

Progress Towards Meeting This Goal:

Grant funds allowed libraries to replace outdated materials and add new formats, enabling libraries to develop new information sources and improve sources and improve access to those sources for patrons. More than any other goal, this was the goal that libraries decided their projects addressed. While the content addressed the general information needs of the community, having format choices allowed the library to address the visual, auditory, and sensory learning style needs of their patrons.

Strategies, Services and Activities:

Grants were offered to allow libraries to address economic challenges facing the community (Economic Challenge IL FY2004); enhance their circulating non-fiction collections (Weed & Feed IL FY2005 and FY2006); to “bridge the gap” between the needs of a specific segment of the library’s community and the library’s non-fiction materials collection (Bridging the Gap Between Collection and Community IL FY2007)

Outputs and Outcomes:

713 grants were award using nearly \$6.8 million in LSTA grant funds.

Impact on the Quality of Library Services:

Grant offerings such as “Weed & Feed” resulted in collection development to support community needs. This provided for the purchase of library materials in a variety of formats including books, educational CDs, educational DVDs, video and audio cassettes, large print books, E Books, non-English or bilingual materials, graphic novels.

Theme-based kits support family literacy and family fun with books, learning materials, and activity guides for the family to enjoy together. Typical kits would include several books with character dolls or puppets to enhance the reading, and a list of suggested activities to supplement the stories. These kits have ranged from preschool through intermediate grade levels.

Because many seniors now lead more active and healthy lifestyles, they are not eligible for the federal Talking Book and Braille Program, but seniors often prefer the format of the spoken book as their eyes grow tired. *Reading With Their Ears: Library/Senior Center CD-Book Cooperative* was a joint project between the Johnsburg Public Library and the McHenry Township Senior Center. New books on CD were shared at the senior center and rotated on a regular basis with the library's books on CD collection.

Not every citizen in Illinois has access to a library. Grants were used to demonstrate the value of library services. A partnership between the Lewis & Clark Library System and the Maryville Library Committee demonstrated library services to a previously unserved area in south central Illinois. Prior to this time, residents of greater Maryville had no local library resources.

Goal 4 – To Enrich To Quality Of Life For The Residents Of Illinois By Advocating The Pleasures Of Reading, The Ability To Read, And The Importance Of Reading

Progress Towards Meeting This Goal:

This goal addresses an underlying mission of every library – reading. This is a goal that is never achieved but there are success stories along the way.

Strategies, Services And Activities:

In Illinois, the statewide summer reading program is a project underwritten by the Illinois Library Association, therefore, LSTA funds are not used to develop a statewide summer reading program. Goal 4 encourages libraries to advance the pleasures of reading for all ages.

Grants were offered to allow libraries to develop programs then support the programs with the purchase of circulating non-fiction library materials (Weed & Feed IL FY2005 and 2006); support the purchase of books for reading, research and reference (Back to Books IL FY2004)

Outputs and Outcomes:

177 grants were award using slightly more than \$2 million in LSTA grant funds.

Impact on the Quality of Library Services:

At the Nippersink Middle School, Richmond Grade School, and Spring Grove Elementary School boys in 3rd grade scored significantly lower in reading than the 3rd grade girls. With the mission of improving future reading scores, the school libraries partnered with local senior citizen storytelling group, The Memory Makers; scheduling monthly motivational reading-related assemblies; and incorporating active participation with smaller groups using the performing arts such as Readers' Theater, Poetry Jams, storytelling, music, creative dramatics; while purchasing high interest/low vocabulary fiction and nonfiction, including graphic novels to promote reading with boys and girls, too.

Numerous projects were funded to develop graphic novel collections and target reluctant readers.

Transitions: Helping Teens Move On With Our Library Partners provided opportunities for adults working with teens to build bridges of support for teen readers. Individual partners promoted reading to the teens.

Illustrated Manuscripts Circa 2006, an intergenerational project, brought the ethnically diverse community of Richwood together through the combined use of words and pictures. Picture book illustrators and authors were invited to work with students at Ridgewood High School, crossing disciplines and languages to create student-generated illustrated books that were displayed at Eisenhower Public Library. These books were also carried by their creators through the community and shared with senior citizens, preschoolers, adults and grammar school students. Visual and reading literacy helped bring this multilingual, multiethnic community together.

By creating rotating collections to serve the daycares, alternative educational facilities, and the senior centers, the library and its partner, the Mattoon Middle School Media Center, brought libraries to the broader community of Mattoon that may not be able to

use the library facilities. Their goal was to create a reading culture in Mattoon from the youngest to the oldest citizen.

Reading Around the Park hosted by the Evergreen Park Community High School and the Evergreen Park Public Library provided a good model for reading within this community. Motivated by declining reading scores in the elementary and high school district, the high school and the public library partnered to promote reading by sponsoring author led workshops and organizing community wide, intergenerational book discussions. Copies of the book were available throughout the village, at the two school districts, the public library and various area businesses and city offices. Readers were encouraged to read the book the share it with a friend.

The popular “one book one community” projects were duplicated across the state as libraries engaged their citizens in reading.

Goal 5 – To Continue Expanding the Role of Networks, Consortia, and Alliances in Library Development

Progress Towards Meeting This Goal:

Partnership was an underlying theme or requirement in many grant projects.

Strategies, Services and Activities:

Grants were offered on many levels to establish creative and innovative partnerships for providing diverse programming, quality services, and opportunities for training (Libraries Leading the Way Through Partnerships IL FY2006); provide libraries an opportunity to identify their individual strengths and to establish partnerships that reflect, enhance and promote those strengths and the value of multi-library and multi-cultural projects. (Value of Libraries IL FY2004)

Outputs and Outcomes:

25 grants were awarded using \$1.2 million in LSTA grant funds. In addition, the Illinois State Library used local state funds to encourage libraries to join a group automation program to facilitate resource sharing.

Impact on the Quality of Library Services:

To succeed in today's competitive business environment, a leader must be able to develop and implement a winning strategy. Three leaders in the business community, the Glen Carbon Centennial Library, Chamber of Commerce, and Lewis and Clark Community College, teamed up to develop and cultivate area leaders. A highlight of this project and partnership is the presentation of a series of leadership workshops by nationally known, highly respected thinkers and practitioners in the business world today and the ensuing creation of a Leadership Institute.

The Addison Public Library formed a partnership to promote literacy with two other local agencies, an after school crime prevention program for junior high students called the Addison Student Participation Center and the Addison Police Department's Michael Lane Neighborhood Resource Center (MLNRC), which serves residents in a neighborhood in our community that is marked by high crime and low income.

The Arlington Heights Memorial Library, Indian Trails Public Library District, and the Skokie Public Library formed a partnership to develop *Library Express*. By delivering reserved and Interlibrary Loan materials, this experiment provided an opportunity to enhance convenience and ease of use for busy patrons.

Breaking the Ice: Creating Effective Partnerships to Provide Library Service to Lincolnwood's Newer Immigrant Groups, proposed an innovative partnership among the Lincolnwood Public Library District, Lincolnwood School District 74, the Village of Lincolnwood, and Oakton Community College to provide access to library service, and to establish ongoing relationships with, the newer ethnic populations in our community. It attempted to address the language barrier that has made it difficult for the library and other partner agencies to serve and interact effectively with three important segments of this population: Urdu, Korean, and Assyrian speakers.

Westmont Public Library planned a library wide diversity initiative known as *One World, One Westmont*. Working in partnership with the Chinese Cultural Center of the T.E.C.O. and the Anila Sinha Foundation, the library reached out to minority populations within the village of Westmont, showcasing international culture in a way that is both entertaining and informative to all library patrons, across adult and youth areas of service.

As demonstrated above, the networking that occurred grew from community to state to an international base.

Goal 6 – To Develop Training Methods and Activities That Will Allow Library Personnel and Illinois Residents to Receive Needed Training in a Variety of Area Including But Not Limited to Technology

Progress Towards Meeting This Goal:

There was overlap between goal 6 and goal one to establish the library as an educational anchor of the community. Training abounded under goal 6: training for library staff, library boards, faculty, administration, students, senior citizens, and more. Training is an ongoing issue. The library will always be developing methods and activities to teach our Illinois citizens how to make good use of information.

Strategies, Services and Activities:

Grants were offered to help emerging grant writers learn how to write grants (Opportunity Knocks Once More IL FY2004; The Emerging Grant Writer IL FY2007); to address safety issues of all types from bullying to terrorism to disaster preparedness (The Safety Grant IL FY2008); and for the development and implementation of educational training activities (Bring in A Trainer IL FY2007)

Outputs and Outcomes:

92 grants were award using over \$1.1 million in LSTA grant funds.

Impact on the Quality of Library Services:

Language and diversity training for librarians were much needed and very successful. According to the US Census, in Illinois, 21.4% of the population speaks a language other than English at home, which is above the national average. Chicago has the largest ethnically Polish population outside of Polish capital of Warsaw making it one of the most important Polish centers in the US. With the Hispanic population at 14.5% and the Asian population growing, Illinois is considered one of the main entry points for

immigrants coming to the US. Grants have offered training on cultural mores as well as how to communicate when neither speak the language. Libraries are an equalizer and these grants have resulted in better communication.

Cataloging Boot Camp an LSTA grant is a partnership of the IOUG, the Statewide Cataloging Standards Committee and three of the Regional Library Systems. This partnership's purpose is to develop training materials for copy catalogers and to educate instructors to present copy cataloging training sessions throughout the state. *Cataloging Boot Camp* insures that patrons are able to find resources in the online catalogs, by providing properly educated instructors to train librarians to catalog in a shared database using uniform training materials.

The Calumet City Public Library, in partnership with the Dolton Public Libraries, will provide basic survival English classes to the residents of Calumet City and the surrounding communities. The classes will concentrate on English necessary for daily life. The classes will deal with real life situations, such as shopping, ordering at a restaurant, going to a bank, using the post office, and communicating with your children's teachers.

Synergy: The Illinois Library Leadership Initiative is the statewide library community's proactive movement to recruit and nurture future Illinois library leaders. Objectives include self-assessment; discovering and developing personal values; identifying the local, state and global environment; fostering and expanding skills and tools for personal, professional and positional leadership; creating a cohort group; establishing mentoring relationships; and developing a vision of and beyond the field of librarianship.

Goal 7 – To Ensure Access to Information by the Residents of Illinois by Enabling All Illinois Libraries to Share Resources in Regional and Statewide Database

Progress Towards Meeting This Goal:

Goal 5 and Goal 7 essentially resulted in similar projects. Sharing resources from Goal 7 and developing networks from Goal 5 became synonymous.

The Illinois State Library continues to work with vendors to negotiate the best prices possible for our Illinois libraries to have access to E-Resources.

Strategies, Services and Activities:

Annually, the Illinois State Library provides access to quality online databases for the citizens of Illinois by using approximately \$1 million of LSTA funds and supplementing this with local state funds. These databases provide Illinois citizens with accurate and up to date information that individuals can access from their local library be it their public library, school library, college library or corporate library. Without this online technology, many of these libraries would never be able to afford the depth and breadth of information afforded by these online resources.

Via FirstSearch, the Illinois State Library offers Illinois libraries and their communities: ArticleFirst, Clase/Periodica, Electronic Collection Online (ECO), ERIC, GPO Monthly, MEDLINE, PapersFirst, ProceedingsFirst, World Almanac--Full Text, WorldCat, ABI/INFORM, Periodical Abstracts, Wilson Select Plus. Libraries are not charged for the FirstSearch databases.

PDR-Electronic Library is available at no charge for libraries.

NoveList & NoveList K-8, available to Illinois academic, public, special and high school library buildings and to middle and elementary library buildings. The Illinois State Library subsidizes 50% of the cost for each library building.

Outputs and Outcomes:

There are a limited number of competitive grants awarded in under this goal. 11 grants were award using nearly \$400 thousand in LSTA grant funds.

Impact on the Quality of Library Services:

Illinois citizens have better access to information because of this goal. In addition, the citizen can access the information from their library or their home. These databases provide quality information that the citizen would never be able to afford on their own.

Goal 8 – To Continue To Support The Preservation And Digitization Of Historic Illinois Information And Materials

Progress Towards Meeting This Goal:

Annual grants were offered to allow libraries to develop successful digital imaging projects and provide greater access to collections, including emphasis on materials related to Native Americans.

Strategies, Services and Activities:

Emphasis on local history leveled the playing field to embrace libraries with small but special collections, but proposals for projects in all subject areas were considered based on the demonstrated need as documented in the grant proposal.

Outputs and Outcomes:

Fifty grants were award using nearly \$700,000 in LSTA grant funds.

Impact on the Quality of Library Services:

One of the exciting outcomes of the digital projects is the development of the Illinois Digital Archives (IDA). <http://www.idaillinois.org/> This web site ensures the sustainability of the digital images.

Five years ago, this was just an idea. In January 2007, there were 823,132 hits to the IDA web site. If this trend continues, that will put us in July 2007 at an estimated 5,761,924 hits, with a 12-month estimate of 9,797,863. The actual use for the calendar year from Oct. 2005 to Oct. 2006 was 3,579,390. We are tripling our business because we have drastically expanded the service and the new ContentDM software makes it much, much easier to spider the database by Google.

The most popular digital collections are:

- The WWII posters
- The Field Museum of Natural History resources
- The Illinois Blue Books that cover the government and politics of Illinois from 1900 to date.

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Genealogists from around the world have let us know of the value of the digitization projects that resulted in cemetery records being made available online.

The library at Illinois State University partnered with the local historical society to put Native American images online. The library was energized to find more partners to continue to put images online so travel and handling fragile images is no longer an issue.

The digital imaging projects focused on the quality of the resources. The process allows for the library to outsource the actual digitization thus leveling the playing field by eliminating the need for the library to have in-house expertise in creating digital images. In addition, the Illinois State Library encouraged projects on local history with statewide significance to reach out to small libraries.

PART III RESULTS OF IN-DEPTH EVALUATIONS

The Illinois State Library (ISL) has made significant process in advancing library service in Illinois through Goal #6 of its *LSTA Plan for the Use of LSTA Funds*. This goal is:

To develop training methods and activities that will allow library personnel and Illinois residents to receive needed training in a variety of areas including but not limited to technology.

The purpose of this goal is to offer educational opportunities for current and future library staff, patrons, and governing authorities that enhance knowledge and skill levels. The outcome of this goal is that residents of Illinois who either work in or benefit from libraries will be better trained and will achieve enhanced and advance knowledge and skill levels.

This evaluation focuses on continuous learning for library personnel. This progress will be demonstrated through four competitive grants, a minigrant offering, and three state level annual training events.

Competitive Grants

- | | |
|--|--------------------------------|
| ▪ <i>Cataloging Boot Camp</i> | Rolling Prairie Library System |
| ▪ <i>Our Libraries, Ourselves</i> | Peru Public Library |
| ▪ Diversity and Cultural Competency
in Rural Libraries | Lincoln Trail Libraries System |
| ▪ Building Bridges: Mentoring Program
of the Upper Mississippi
Valley Digital Image Archives | Aurora University |

Minigrant

- Bring in A Trainer

State Level Annual Training Events

- Institute for School and Public Libraries
- Small Public Library Management Institute
- Synergy

COMPETITIVE GRANTS

Cataloging Boot Camp was a partnership of the Illinois OCLC User's Group, the Statewide Cataloging Standards Committee, and three regional library systems to 1) develop training materials for copy catalogers, and 2) educate instructors to present copy cataloging training sessions throughout the state. "Cataloging Boot Camp" ensures that patrons are able to find resources in online catalogs. This is accomplished by providing properly educated instructors to train librarians to catalog in a shared database using uniform training materials.

Eleven training sessions were developed and organized into a weeklong Boot Camp. Twenty-four volunteers were recruited to receive the training and materials. They agreed to train copy-

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catalogers throughout the state using the newly developed materials. The project members created 11 PowerPoint presentations, 500 pages of Instructor materials, and 300 pages of student handouts. The Illinois OCLC User's Group maintains the materials created on its Web site and to help schedule and coordinate training sessions.

The Lewis and Clark and Metropolitan Library Systems and the Rockford Public Library have used the project materials to train staff. The University of Illinois at Urbana Champaign has used the materials to train students for cataloging positions. The Rolling Prairie Library System has been using the materials for developing bar-coding certificate training and will present workshops throughout Illinois library systems. The steering committee is identifying a subset of materials that could be used for certification programs related to a quality, shared database.

Many of the regional library systems are ramping up on the bar-coding certificate training, and will likely use project materials for copy cataloging certification. The statewide cataloging standards group developed a certification program to ensure quality in shared cataloging systems.

The Peru Public Library developed the project, *Our Libraries, Ourselves*, an intensive training and mentoring program for area librarians. Many of the smaller communities in rural Illinois cannot pay their librarians to attend continuing education or professional meetings. Their patrons are not receiving the same level of service offered by fully staffed and better-funded libraries. The 23 public libraries participating in this project are very small. Staff are usually part time, and many have a second part time job elsewhere. They find themselves donating their time at the library to complete all assignments. Though there are many regional continuing education opportunities, many of these library staff members cannot leave their libraries to attend. In addition, these librarians are often outside of the professional information "loop."

The project involved mentoring sessions and programs on basic library science topics, such as weeding, PC troubleshooting, legal issues for libraries, and basic reference and marketing library services. The grant paid professional materials as well as hourly salaries for mentors and learners. Fourteen libraries participated in the mentoring sessions, traveling a total of 3,236 miles and spending 192 hours together. The group still meets and provides mentoring for each other. The system continues to support these efforts with workshops.

Comments of the participants illustrate the impact of this project:

- What a wonderful way to show...what cooperation and collaboration will do.
- My mentor has the knowledge and the patience and took the time to help us start on our long-range plan of catching up with a database for books and patrons.
- I was struck all over again about how much the small libraries do accomplish for their communities, how much they are willing to try, and that they are so willing to learn... Their enthusiasm was contagious.
- The spirit of the project is the spirit of the group: to help one another make better libraries. Once introduced to a wider world of 21st century tools, ideas and methods, the librarians, once sequestered in their small communities, now know who to call up and who to e-mail for advice.

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Through the project *Diversity and Cultural Competency in Rural Libraries; A Multi-System Initiative*, four central Illinois regional library systems addressed diversity training needs of staff of small rural libraries. The focus of this project was looking at diversity in rural settings. It used a broad definition of diversity, including aspects such as poverty, age, race, and language. The benefits were to 1) connect libraries with changing communities; 2) raise awareness of the need for services to diverse populations; 3) improve outreach through providing programs and events; and 4) provide a model for networking with non-library agencies. Web site and discussion boards were developed. One of the key elements of this project was to build a network of agencies and individuals representing diverse populations across the four library systems.

Activities included poverty simulators, a cultural programming workshop, a diversity forum, and Spanish classes for librarians. Participating organizations created myriad programs and outreach activities for local groups.

The overwhelming positive feedback marks a significant improvement in the awareness of participating libraries and the communities they serve regarding diverse populations and the impact of those populations on library resources and services. Many libraries asked for a second round of Spanish classes for their staff. The project built a network of non-library community agencies that serve the needs of a diverse population. Librarians also recognized that they would be adjusting their services for shifting diversity demographics.

The project has not only helped rural libraries, but other area organizations as well. "It really opened people's eyes to the demographics in their communities." The "I am an American" panels that were developed showcased new citizens who had immigrated to the United States. These were powerful learning experiences for librarians and the public. This model has since been used by a school in Wisconsin; the panel featured immigrant parents.

This project reached approximately 1,500 people, including workshop attendees and participants at grant-funded public activities. An additional year of LSTA funding was awarded in 2006 – 2007 to support another Diversity Forum, continuation of the Spanish language classes, and the development of a train-the-trainer event for library staff and non-profit organizations. This new training focuses on how to make the library more inclusive to other cultures. These trainers then will offer learning opportunities in their systems and communities. After the funding, it is hoped that this will help continue learning about diversity. The Polytalk project, described in another section of this evaluation report, was a natural outgrowth of the diversity training grant.

The comments from the participants revealed the clarity of the project's message about the importance of diversity.

- Thank you for presenting Diversity Forum 2005. It was a great learning experience and I came away with many new ideas our library can use.
- I appreciated the group discussion format; talking about different dimensions of diversity, demographic information, and its implications.
- I got chills and goose bumps all up and down my arms when you aware talking about the day you became an American citizen.
- Multi-cultural responsiveness is a real plus for librarians. It is most important to keep this going.

A librarian in a small library in central Illinois took the Spanish language classes. She started using her language skills to communicate with a new Hispanic user in the library. The entire

family has become active users. The daughter in the family became interested in library work; she is now an employee that assists with interpreting at the library.

The Web site developed for the project continues to be an active source of information about diversity and offers site visitors useful tools. The multicultural calendar includes holidays and month-long celebrations for multiple groups. Downloadable bookmarks are now available in seven languages and are a popular resource on the site. At the Diversity Forum in 2006, the grandson of Mahatma Gandhi spoke. Among other topics, he talked about how he uses libraries in his work. He allowed the library system to put this presentation on YouTube and linked it to the diversity Web site. The system plans to continue enhancing this Web site.

Augustana College received a grant for its project *Building Bridges: Mentoring Program of the Upper Mississippi Valley Digital Image Archives*. Staff from Augustana College, three public libraries (one in Iowa), a museum, and a historical society were trained by the Upper Mississippi Valley Digital Image Archive to digitize and fully catalog historic photographs using high-level standards. The Visual Images Cataloger developed a detailed training manual explaining digitization and metadata standards. The manual also provided guidelines for scanning, cataloging, and storage. Participants spent an average of 10 hours a week with the project over two months. With on-site, individualized training and feedback, staff members at each location gained the competence and confidence needed to proceed with this project or another digitization project of their choice.

As a result of this training, each participating organization reexamined their priorities and staffing allocations in order to continue with the project and explore other project possibilities. Augustana College Special Collections has hired an archive assistant with skills related to digitization activities, the Davenport Public Library recently hired a cataloger and placed more emphasis on visual image and digital objects cataloging than they would have otherwise. Both the Putnam Museum of History and Natural Science and the Rock County Historical Society received grants to purchase their own workstations and scanners with transparent media adapters. The Galesburg Public Library had adequate equipment and how has the staff expertise to use it.

The staff at participating organizations have become resources in their regions. The Army Corp of Engineers in Rock Island contacted the Davenport Public Library to assist in improving the quality of their digitization activities. The staff at the public library in Muscatine, Iowa, is advising the art museum in their community and other public libraries are approaching the public library and college participants to learn the process and borrow equipment. "As an area physically divided by the Mississippi River and the state border, we've come together in conversation and action to enhance our own skills and provide better services for our patrons."

MINIGRANT

The Illinois State Library recognizes that learning occurs at multiple levels and can be delivered in a variety of ways. The *Bring in a Trainer* minigrant demonstrates the range of offerings offered, providing for customization to the needs of individual organizations. *Bring in a Trainer* was offered for FY2007, providing up to \$4,500 for a library to hire a trainer to increase the skills and abilities of library staff. Eligible training activities include:

- Training for staff, boards, faculty, patrons, or students

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- Information literacy
- Train the trainer on library curriculum or other library issues
- Disaster planning and training
- Educational training on diverse customs and cultures appropriate to the community
- Foreign language training for staff
- Grant writing
- Space needs
- Safety and security
- Planning library programs
- Conducting effective library board meetings
- The roles of library staff and boards

In FY2007, the *Bring in a Trainer* program funded 98 projects for libraries of all types. Because many of the projects included multiple libraries, the projects included the following numbers for a total of 123 libraries.

Academic Libraries	8
Public Libraries	89
School Libraries	13 (Including the Chicago Public Schools)
Special Libraries	1
Museum	1
State Association	1

The topics range from very basic to sophisticated with topics such as security training, book repair, management coaching, training trustees on legal issues, planning, and disaster plans. Service to a number of user groups were emphasized, such as the Spanish-speaking, teens, diverse populations, and adult learners. Staff skills were considered including supervision, coaching, digitization, preservation, and space planning.

Five examples projects include the Chicago Public Schools, Northwestern University Medical Schools, the Illinois Library Association the Newberry Library, the Glenwood-Lynwood Public Library District, and the Meridian CUSD #101.

City of Chicago School District #299

Modeled upon CPS' successful "Principal for a Day" event, MLS and CPS used a grant-funded consultant to help plan, market and implement a new "School Librarian for a Day" program. MLS-member librarians from academic, special and public libraries spent a designated day in a CPS school library, shadowing and assisting the school's librarian. A culminating event focused on the role of school libraries and challenges facing CPS school librarians. Program goals included raising awareness of the importance of school libraries and forming partnerships to increase support and resources for CPS libraries and students.

Northwestern University Medical School

This was an interactive workshop to learn about web site usability theory and methodology within a library context. Participants practiced several types of tests, construct test instruments, and reviewed the major administrative aspects of usability testing including how to manage test results, equipment, recruitment, and human subjects testing exemption. This day provided practice with usability technique and methods, information on additional types of test methods, and reviews administrative issues. This program was for any library staff member involved in the library's web site, including website designers, usability practitioners, and web editors.

Illinois Library Association

This project involved library directors throughout the state who are planning to retire in the next 7 years. Maureen Sullivan developed a workshop designed to help library directors assess their library's current health in relation to the characteristics of a healthy library organization and to determine what needs to be done to ensure that the library is prepared for sustained improvement in the library and staff and plan for succession management. Participants identified the key steps needed in order to prepare the library for its future while also preparing the director for his/her own next phase of life. The workshop was successfully held in Ohio.

Newberry Library

The Newberry Library has a large and significant collection of historic maps and atlases. Like many libraries, a large portion of this valuable collection is uncataloged or minimally described in local databases but not regional or national library databases. In order to improve security and meet the research demands of scholars, genealogists and local historians, we planned a major cartographic cataloging project. As part of this effort to develop cost effective useful MARC cataloging standards, we brought in a nationally recognized expert for a workshop. The workshop was available free of charge, to other interested institutions.

Glenwood-Lynwood Public Library District

Puppeteers, performance poets, and improvisational performers conducted workshops to enhance participants' skills in order to be more successful with story hours, summer reading projects, programs for and by students of many ages, and senior citizens. Another goal was to develop new ways to engage the students in the libraries, after school, in creative, structured projects. Utilizing library websites, subsequent programs are being developed by the participants to train other professionals and students.

Mounds

Meridian CUSD #101

The Meridian School Libraries brought in an expert in African American history to expose our students and staff to this neglected part of American history. Teachers participated in training in how to integrate African American history into the curriculum. Library staff was trained in locating and using materials by and about African Americans. A presentation about local African American history was made to our social studies classes.

STATEWIDE TRAINING

Institute for School and Public Librarians (ISPL).

In June 2007, the Illinois State Library will hold its 13th annual Institute for School and Public Librarians, a week of library-related educational activities. ISPL is most appropriate for school and public librarians who would like to develop their basic library-related knowledge and skills. To gain the most from ISPL, applicants are asked to consider the following:

- Applicants may be fairly new to the library field, have been in their current job position for less than five years, or feel they need the training this Institute offers.
- Applicants should be responsible for a variety of library duties.
- Applicants without a Master of Library Science Degree are given priority, but applications are accepted from MLS graduates.
- Applicants must be available all week, and are expected to participate in all programs.

This Institute is an information-rich, intense, exciting, and educational week of immersion in library information. Programs focus on basic skills and knowledge needed by school and public librarians, including reference, collection development, dealing with different personalities, technology issues, and grants. ISPL offers opportunities to gather knowledge and develop job-related skills. Lectures, informal discussions, small group sessions, hands on sessions, and networking are used.

Program themes run through the week and learning builds on previous presentations and activities. Past participants have praised ISPL for providing networking opportunities, knowledgeable speakers, library-related resources, abundant handouts, valuable ideas, and practical information that can be put to immediate use.

The only cost incurred by attendees is a \$50 registration fee. Some of the regional library systems offer scholarships to cover the \$50. Lodging, all meals for the week, handouts, materials, and educational resources are provided through a Library Services and Technology Act (LSTA) grant, which supports the majority of the ISPL activities.

Written evaluations were administered at the end of each Institute for School and Public Librarians. Three dimensions were consistently evaluated across the four years—meeting needs, learning experience, and applying learning. When asked if the purpose of the institute matched needs and interests, the majority indicated that there was a very good match, with nine out of ten people rating this highly. There was strong agreement that the institute was an “engrossing, stimulating, and engaging” learning experience. Almost all gave this aspect the highest ratings. Finally, participants were asked if they would be able to apply the information in their work situations. The majority indicated this would most likely occur (80 to 92%).

Small Public Library Management Institute

In June 2007, the Illinois State Library will hold its 14th annual Small Public Library Management Institute. Highly endorsed by previous participants and public library boards across the state, this weeklong Institute is intended for directors of smaller public libraries and directors new to the Illinois library community. The Institute will assist public library administrators by enhancing their administrative skills and further developing their leadership skills. In addition, during the week, opportunities for networking, teambuilding, and informal discussions are considered vital components of the schedule. Topics include library law, policies, budgeting, safety, board/director relations, grant writing, library automation, technology, The Patriot Act, leadership, and community involvement.

The registration fee for the week is \$50, and each participant is responsible for his or her own travel expenses. In past years, most of the regional library systems have supported the Institute by paying these costs. The State Library provides all program materials, lodging, and meals. Fifty participants are selected to attend, with the intent of maintaining both geographic distribution and variation in library size.

SPLMI used a follow-up written questionnaire for evaluation at the end of the institute. Four dimensions were consistently evaluated across the four years—amount and quality of learning, application of learning, networking, and contact with the Illinois State Library. There were extremely high ratings for the amount and quality of learning, with nearly all giving this the highest ratings. At least nine out of ten participants definitely felt that their new knowledge would change the way they would approach their library responsibilities. Most reported developing a better network of librarians (85 to 94%), and a similar number reported that they were more likely to contact ISL for assistance.

Synergy

In 2007, the Illinois State Library is organizing the 6th year of Synergy: The Illinois Library Leadership Initiative 2007 is the statewide library community's proactive movement to recruit and nurture future Illinois library leaders. Objectives include self-assessment; discovering and developing personal values; identifying the local, state, and global environment; fostering and expanding skills and tools for personal, professional, and positional leadership; creating a cohort group; establishing mentoring relationships; and developing a vision of and beyond the field of librarianship.

Librarians selected to participate in Synergy: The Illinois Library Leadership Initiative commit to a yearlong process, beginning with the first session at Starved Rock Lodge and Conference Center, moving on to inter-session activities, and ending with the session at the Hickory Ridge Marriott Conference Hotel. Each site was chosen for its unique Illinois flavor and for the natural progression, geographically, personally, and professionally, as Synergy and its participants travel across the state.

The Illinois State Library, the Illinois Library Association, and their partners are sponsoring Synergy: The Illinois Library Leadership Initiative 2007. The Illinois State Library will provide lodging and meals. Individuals are responsible for their travel costs. There is no registration fee.

Long Term Impact of State-Wide Training

In February 2007, the consultant administered an online questionnaire to participants in the Institute for School and Public Library Librarians and the Small Public Library Management Institute (SPLMI). One out of three or a total of 161 responded to the survey: the librarians overwhelmingly reported positive outcomes from participation in the institutes. All respondents reported that the participation in one or more of the institutes was a valuable investment of time and effort, and indicated that they would recommend attending an institute to a colleague.

Using a list of potential outcomes, respondents were asked to identify how the institutes influenced their involvement in a range of activities. Across the institutes, the strongest impact was the influence of the institutes on the participant's attendance at workshops and training. Eight out of ten reported that they were more likely to attend workshops or training (80.5 %, n=154). Another significant effect was that half indicated that they had applied for an LSTA grant following attendance at one of the institutes (51.3%). One out of three reported that they had developed a partnership with another library (35.1%), with a similar number attending state or national library conferences (34.4%). One out of five said they developed a partnership with a non-library organization following the institute (22.7%). Thirty-one people indicated that they went back to college because of their involvement in the institutes (20.1%). Job changes were reported by 13.6 % of the group.

When the responses to the question about outcomes are analyzed by type of institute, a similar pattern emerges in the rank order of these effects. There are distinctions, however, in the extent of these effects. One noticeable difference regards returning to college. One in four of the participants in the Institute for School and Public Librarians indicated an interest in returning to college (28.9 %, n=83); however, at the SPLMI institute only one in ten expressed this interest (11.8 %, n=93). Another significant difference is seen with applying for LSTA grants. Three out of five SPLMI participants applied for an LSTA grant (62.4 %), as compared to 45.8 % of participants in the Institute for School and Public Librarians.

The questionnaire asked respondents to describe how participation in the institute(s) helped them and to provide specific examples of how they used the information from the training. These descriptions provided a fuller view of the impact of the training. The results on these open-ended questions are reported separately by institute.

Institute for School and Public Librarians

Two clear outcomes emerged from the open-ended question responses—building a network and becoming a better librarian. Nearly half of the participants noted the importance of using their improved network to help them continue learning and problem solving (45.7 %, n=81). They recognized that both school and public librarians had similar problems, and that they all had ideas and information of use to each other. This network included not only participants in the institute, but staff at the Illinois State Library. Several remarked on how much more likely they were to contact staff at ISL with questions or requests for assistance.

- It helped me in many ways be a better librarian and director. I feel I am a better director to the patrons and staff.

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- I had only been in my job for about six months when I attended. The connections I made helped me to be able to put a face to a name, and to feel that the State Library people were here for us.
- The Institute made me aware of all the resources available through the Illinois State Library. It was a "library school" in a nutshell. The Institute also introduced me to many library professionals who were enthusiastic about their jobs. This attitude was very encouraging and I eagerly went back to finish my courses for MLIS that year.

Over 40 % reported (42.0 %) of the librarians articulated how participation improved their skills and knowledge with the ultimate result being that they were better at their jobs. Another 18.5 % found the variety of new ideas the most helpful.

- The most valuable thing that I took home from the Institute was seeing all the many possibilities open to me as far as the direction I wished to take my own library. Certainly all of our presenters as well as the organizers were models of excellence.
- I learned about new technology, new ways to think through problems, about new resources (both material and non-material)—in general, the experiences rounded out my knowledge of all areas of the library environment. The chance to network with others was also paramount to the experience. Lasting friendships and mentors were made.
- The presentation on CIPA and the Patriot Act made a huge impact on me. Because of this, I revamped, for Board approval, the library's policy on Internet usage and have made the staff more aware of the importance and necessity of confidentiality.
- I wrote my first grant and surprisingly we got it. I dreamed big and invited our congressman, and he came. We wrote new policies, and are enforced them. We have monthly programs and enjoy them with every patron and not-yet-patron. My point is that I would not have had enough encouragement, nor the life-supporting network to do all the things that made our library growing, without this for new directors. I am proud to say, that our library is part of our little town again, and I want to keep it this way.

In addition to this overall improvement in skills and knowledge, some respondents identified specific topic areas as most useful: collection development and weeding topped the list (9.9 %), followed by programming (6.2 %), and technology (6.2 %).

- I realized knowledge and skills needed to successfully manage a library and work with school staff and community. I am more at ease using technology with computers and audiovisual materials. I promote my library to school district and community.
- I developed keener reference skills, was opened to new technology, learned how to apply for grants, made good friends and contacts, and experienced some neat ideas for programming. The Institute was a great learning experience, but they also made it fun.

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- I learned about new technology and its use in school libraries. The presentation of new books for school-aged children was very helpful and saved me a lot of time in reading reviews. Establishing relationships with other librarians and sharing our experiences with each other was extremely helpful, and an opportunity we do not get enough of.
- I know better how to handle copyright issues. I also am more knowledgeable about certain types of literature, especially multicultural literature.
- The Institute gave me a broader networking base. Educated me in aspects of customer service, library safety, collection development, a better understanding and more tolerant view of my fellow staff members and technology.
- Learning to use my patrons' taste when ordering books and materials has probably changed my library the most. Such a simple concept, but so important!
- I brought back to my library streamlining procedures to help us more efficiently weed our collection and augment it.

Attendees at the institute obviously brought different backgrounds and needs to the training event, so it is logical that a wide range of outcomes would result. Nearly one out of five reported feeling more confident about doing the job. For some, this included feeling being "rejuvenated" or "energized" (19.8 %).

- Specifically, I felt I could be more confident in my position. I felt inspired to be a "super librarian."
- Refreshed and renewed my love for this profession.
- I was so re-invigorated about my job. I could not wait to get back to my job after the summer. I have implemented something new into the library each semester since I have been back from the institute. Some things work, some need to be tweaked until they work.
- The institute gave me more confidence and direction to lead my library. There is a multitude of things I was made aware that I never considered library related or how they affected the library as a community.
- The institute greatly increased my confidence and knowledge in many areas and my understanding and appreciation for the hard work that everyone contributes within libraries. The institute also reinforced my desire to learn more and obtain an MLS.

The open-ended responses reinforced the findings on the question that listed outcomes: 12.3 % describing applying for grants, and 8.6 % mentioning continuing education.

- I became excited again about learning, and extending my knowledge in areas I felt threatened in.
- Trustees now attend workshops, director and staff attend classes offered in our system.

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- I was so inspired by the people I met, I went back and finished my bachelor's degree, and I am now in the process of attaining my Master's In Library Science. It was a truly life-changing experience for me. Thank You!!
- My participation in the Institute for School and Public Librarians greatly motivated me to return to school. I am currently enrolled in the Graduate School of Library and Information Science at Dominican University.

Another question requested, "Please share specific examples of how you have made use of what you learned at the institute." Significant learning occurred in the area of collection development. The most frequently cited example related to this topic, which included weeding (30.8 %, n=78).

- Weed out books, what new books would benefit the library, hereto go for help if needed, just listening to others with the same needs and frustrations that I have.
- After attending the institute, I finally had knowledge of what should be weeded and how. I was finally able to convince our director that we needed to weed!!!! We are still in the process, but it is great to have a great start on it.
- I try new ideas and projects... even if they fail, I still try them. I have more confidence in my library decision-making skills. I feel like I have 4000+ libraries that support me.

Participants were delighted to report success with grant applications following participation in the institute. Nearly one out of four shared a story about a successful grant application (23.1 %).

- Our library was encouraged to rework and resubmit a grant we had tried before and this time the grant was awarded. I received several valuable suggestions from both staff and other participants. When I participated in the institute it gave me the confidence to write a grant (which I received) and gained ideas to use in my library.
- I received very good training on applying and writing grants. I received two grants since attending the week at Bradley University. Besides the grant writing help I feel the whole week was very worthwhile and appreciate the opportunity to have attended it.
- I applied for a LSTA grant and received \$5000 for books. Considering that my yearly budget is \$1000, the grant was quite a boost for the year. I have recognized fellow attendees at the conferences and attended their workshops. I have used some of the information from the state library for my lessons. I have used the donated digital camera in my classroom projects.
- I wrote and received a grant that I would probably not have done if not for the help that I received at the institute.
- From the very first institute that I attended, I was tutored on writing grants, something that I had never done before. I have gone on to write a successful technology grant to have the library automated. I also have written and co-written grants for various other reasons, involving materials and training. My experience learning about grant

writing has been invaluable and is something that I have been able to approach with confidence.

New services and a broader range of services were described by 12.8 % of the group. Outreach, parent volunteers, and services for teachers were among the services mentioned. Another 15.4 % specifically highlighted new programming for users.

- I was inspired to begin a program for the nursing home in our library district, which I still provide to this day. I am maintaining our Web site and am assisting in collection maintenance.
- I now do outreach (book discussion) at a retirement home in our area.
- Book talks, reading incentives, student book reviews, reading corner, "Books for Boys", Rebecca Caudill book club, "hot notes" as a way to collaborate with teachers. I am doing so many more things than what I was doing before the institute. I am constantly trying to make the library an important part of the school—because it is!!!
- Improved partnerships was another important outcome (11.5 %). These partnerships especially improved collaboration between school and public libraries and with teachers. "We started working very closely with our school library, sharing ideas, new materials, and personal connections." Another participant commented, "I've become much more proactive in collaborating with classroom teachers and with my principal."

I found many applicable ideas at the institute. It was a most practical. The experienced school librarians shared many ideas for library displays, Information literacy, and solutions for collaboratively working with teachers.

- This year, I was able to develop a partnership to start a reading program with the local elementary schools. I was reluctant to work with some participants, as I had had negative experiences with them in the past; however, the training I received at the institute allowed me to see these individuals differently, and helped me carefully consider their personalities and work habits when planning and facilitating the program. The result was a successful reading program that involved 30 fourth-grade students. Parents, students, and the school administration have all commended the program, and requested that we sustain this program because of its value.
- I have partnered programming with different businesses and colleges throughout the community. Example: We have Family Reading Night that we have partnered with Parkland College. We have Sisternet Health Fair in May that we have partnered with
- Urban League, Parkland College, UI and other organizations in the community. We have partnered with the UI, Bard College with the Odyssey Project. This project is geared to people in the community who didn't finish college or who did not have an opportunity to attend college and they offer classes at our Branch and the participants receive college credits that can be transferred to any college. Our Branch library is more visible than ever and we are always willing to try new things.

Other examples shared by respondents included improved networking (9.0 %), security and safety issues (6.4 %), copyright (3.8 %), and more involvement in training (3.8 %).

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- One thing that really made an impact was the information on safety for staff and patrons at the library. We used the incident report forms several times.
- I know better how to handle copyright issues. I also am more knowledgeable about certain types of literature, especially multicultural literature.

The majority of the respondents also shared general comments about their institute experiences: of these, half pointed out the usefulness and practicality of the institute (50.0 %, n=72). Meeting others was memorable (19.4 %); these comments reinforce the other results regarding the importance of networking as an outcome. Kudos were given to the Illinois State Library for a well-planned and effective learning experience (19.4 %), and a few mentioned a desire for a follow-up or refresher institute (6.9 %).

For those participating, the institute was the perfect introductory or refresher experience. Participants were inspired and educated. They networked and became advocates for their libraries. Most continue to network and mentor other library staff.

- The institute was a great experience being a first year librarian. It was a comprehensive and in-depth training. I highly recommend it for anyone seeking further staff development in library/resource training.
- It showed me more of what it means to be a librarian, and that I have a lot to learn!!
- I took home many many ideas for implementation in my library. The institute was very inspiring—there were so many experts who came to provide sessions who had great ideas. The institute was so intensely packed with useful sessions. I felt my time was very well invested.
- I learned never to be afraid to ask for something that you need. The library has received many rewards by sharing our needs list. My network of fellow librarians has furnished my library with free advice and free material and shelves. I could not live without them. North, south, east, or west. We are all happy librarians! I now assist the newcomers in library land!
- The institute was very well staffed, with personable and well-trained personnel. It was set up well and offered a wide range of topics. The pace was acceptable for librarians of any age. It was a special week to be part of and I hold many good memories and gained so much from being part of the University. I would love to go
- one more time. I am sure there have been changes and advances made in what is offered and that new and returning Librarians would have a wonderfully positive experience in attending the university. It is wonderful that this is offered to our librarians in Illinois...a wonderful training tool. Thanks to all who made this experience possible for Illinois Librarians.
- It was a privilege to attend the institute. A major highlight was all the library staff I met. Also, staying in a dorm and having a roommate was truly a positive experience. The planners' sessions and speaker choices were excellent, as was their attention to detail and making each of us feel special and cared for. Overall,

my institute experience was exciting and energizing. I continue to share information with colleagues in my library.

- The institute for school and public librarians I attended (2005) was the best, most effective, jam-packed education program I have ever attended, and I have attended many. It was very clear the people putting the institute on had refined the program over the years and improved it every year. The institute is probably one of the best and most efficient uses of tax money around.

Small Public Library Management Institute

Two strong outcomes emerged from the open-ended question responses about SPLMI. As was the case with the Institute for School and Public Librarians, these outcomes were 1) building a network, and 2) becoming a better library director. Half of the participants noted the importance of using their improved network to help them with local problems and potential solutions (49.4 %, n=89). This network included participants, presenters, planning committee members, and ISL staff. The participants felt that the institute allowed them to get to know the staff at the state library and recognize the role of ISL in assisting local public libraries.

- I feel that the Institutes played a key role in my success as a Director. I wish everyone could attend, and I wish I could go back for a refresher, even though I have already attended all three.
- New awareness of strong support connections available to all libraries, especially Illinois libraries. Learned of multiple resources. Huge benefit just sharing with other librarians. Grant information and "how to." Great classes and giveaways. Encouraged a wealth of pride in my job.
- The institute that I attended provided me with a greater network of professionals and friends within the library community. I was exposed to an extremely diverse group of librarians, and was able to learn a lot more about potential issues concerning public and school libraries. This Institute helped me on both a professional and personal level. It is truly one of my most fond memories.
- It has made me a better director because I know when to ask for help. It is hard to say one thing that helped when all the workshops were great. Things come up at work and I know how to handle them better since I attended the Institute. Just

talking to other librarians from across the state really was helpful. I hope they keep having these types of events because it does make a difference.

- The networking with other library professionals has been the most valuable resource.
- Renewed my enthusiasm for my work and helped to keep me updated on library issues.

Library directors who attend SPLMI represent a range of experience, from several years in the profession to some who have been director for just a few weeks. The librarians clearly saw themselves as better library directors as a result of their participation. Half reported this significant outcome (49.4 %). Another 6.7 % also found the variety of new ideas the most

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helpful. “I learned about new technology, new ways to think through problems, about new resources (both material and non-material)—in general, the experiences rounded out my knowledge of all areas of the library environment. The chance to network with others was also paramount to the experience. Lasting friendships and mentors were made.”

In addition to this overall improvement in skills and knowledge, specific topic areas were identified as most useful. Of the topics mentioned by at least five participants, library laws and legal issues was mentioned the most (20.2 %), followed by working with the library board (11.2 %), finance and budgeting (10.1 %), and personnel (6.7 %).

- The legal information was especially helpful. I feel more confident in those areas.
- Gave me a broader networking base. Educated me in aspects of customer service, library safety, collection development, a better understanding and more tolerant view of my fellow staff members and technology.
- The presentation on CIPA and the Patriot Act made a huge impact on me. Because of this, I revamped, for Board approval, the library's policy on Internet usage and have made the staff more aware of the importance and necessity of confidentiality.

Related to being a better director was feeling more confident about personal skills and knowledge. Nearly one out of four reported improved confidence and inspiration to do library work (23.6 %).

- The institute greatly increased my confidence and knowledge in many areas and my understanding and appreciation for the hard work that everyone contributes within libraries. The institute also reinforced my desire to learn more and hopefully obtain an MLS.
- The institute gave me more confidence and direction to lead my library. There is a multitude of things I was made aware that I never considered library related or how they affected the library as a community.

The open-ended responses reinforced the findings on the question that listed outcomes, with 11.2 % describing applying for grants.” When I participated in the institute it gave me the confidence to write a grant (which I received) and gained ideas to use in my library.

Another question requested, “Please share specific examples of how you have made use of what you learned at the Institute.” The information on how to be an effective director had a significant impact on participants. It was noted that information about directing a public library was not easily found and not necessarily part of library school curricula. The most frequently cited example related library laws and legal issues, which was mentioned by 41.3 % of the participants (n=75).

Improved budget and finance practices also were reported, with one out of four citing this as an important result of participating in the institute (24.0 %). Working with library boards was highlighted by 14.7 % of the respondents, as were new and revised library policies (14.7 %). “When I went to SPLMI, I just started the job at the library, not knowing what I was getting into. It helped me in many different ways. I got to know more about legal issues, grant writing, working together with other librarians, getting involved in other community things, made me think more about programming and its importance to the library. It was most helpful to get to

know some of the people at state level. I am much more up to pick up the phone and call, instead of finding a way around my question.

Examples also were reported by at least five people in the areas of partnerships (9.3 %), security and safety (6.7 %), and customer service (6.7 %).

Participants reported increased and successful grant applications following participation in the institute. One out of four shared a story about a successful grant effort (29.3 %).

- From the very first Institute that I attended, I was tutored on writing grants, something that I had never done before. I have gone on to write a successful technology grant to have the library automated. I also have written and co-written grants for various other reasons, involving materials and training. My experience learning about grant writing has been invaluable and is something that I have been able to approach with confidence.

One out of four respondents again reinforced the value of the networking component of their institute experience (25.3 %). Another example shared by respondents included more involvement in continuing education (8.0 %).

The majority of the respondents also shared general comments about their institute experiences. Of these comments, half pointed out the usefulness and practicality of the institute (50.0 %, n=70). Developing connections in the library community was a significant outcome (27.1 %); these comments reinforce the other results regarding the importance of resulting networking. The Illinois State Library was recognized for designing an informative, energizing, and fun learning experience (22.9 %), and a few mentioned a desire for a follow-up or refresher institute (5.7 %).

- I gained a new awareness of strong support connections available to all libraries, especially Illinois libraries and learned of multiple resources. Huge benefit just sharing with other librarians.
- I learned so many practical things about running the library. It gave me added confidence to do my job. Hearing other librarians share their situations and problems and how they approached them was also very beneficial.
- The institute sparked my creativity and I believe it helps me to be a better librarian with an open mind and focus on continuing professional development. This was the first time that I saw a professional storyteller performance and I remember being inspired to research about professional storytelling. Tips on creating great programs for children and using props were also very helpful. This was also the first time I heard about "invisible Internet." Overall, the institute gave me a great intro into many interesting areas of librarianship.
- It really opened my eyes to the opportunities available to us as library workers. Spending time with other people as dedicated to librarianship and to their libraries as I am was very uplifting, and I was able to return to my home library with a renewed optimism towards my job and my studies.

SPLMI participants found the experience to be educational, inspiring, and practical. Attendees left with a network of coworkers and State Library staff, skills in management, grant proposal writing, and development partnerships, and a new sense of confidence and purpose.

- The Institutes help boost confidence and give participants tools to deal with a myriad of issues. Awareness of major issues in library law and contemporary library best practices are a HUGE benefit. Meeting other library directors helps provide a support network based on shared Institute participation, common problems, trust and friendship. Repeated attendance at more than one SPLMI is the greatest refresher course. After one of these week long workshops a person is rejuvenated, idealistic, and eager to return to work.
- My belief in the future of the public library institution was deeply confirmed!

SYNERGY

In February 2007, an online questionnaire was distributed to Synergy participants from the last five years. A total of 69 out 187 participants responded, with good representation for each of the five years.

The librarians overwhelmingly reported positive outcomes from participation in Synergy. All respondents reported that the Synergy experience was a valuable investment of time and effort. Almost all said they would recommend attending Synergy to a colleague (98.6 %, n=69).

Each person was asked, "In what ways did your participation in Synergy affect you?" The participants felt strongly that they had developed important professional relationships as a result of Synergy (59.4 %, n=69). The network serves as a support system as participants continue to develop and practice leadership skills.

- It really opened my eyes to the bigger issues of leadership and how important leadership is to libraries. The network of support with the other Synergy participants is great. I use many of the tools that I learned through Synergy on a regular basis.
- The Synergy program affected me in many ways. First, it introduced me to many colleagues throughout the state, opening avenues of information and idea exchange. Second, it provided me with mentors (something that I most emphatically did not have in my normal work environment) and role models. Finally, it increased my confidence, self-respect, and interests, making me a much stronger and more capable librarian and professional.

Participants reported learning how to be a better leader (27.5 %). Related to these improved skills was increased self-awareness of personal leadership styles (27.5 %). The librarians were more aware of their roles as leaders and had a better understanding of personal strengths and weaknesses.

- This experience really made me think about how I work with others and how I can lead best. I also had the chance to consider the areas in which I can improve my leadership and profession-related skills and abilities.

- I became more aware of my personal strengths and weaknesses. I realized that (and put into practice) leadership can come from any level of an organization.

Several reported being more effective librarians, better able to offer the best services for customers (20.3 %). Equally important were improved relationship skills (20.3 %). These included better working relationships with coworkers, enhanced supervisory skills, and more effective communication.

- I am more reflective about my work and personality style and try to pay more attention to others'. I am more honest in my communication.
- Participation in Synergy has improved my communication and leadership skills. It has given me the tools to form better relationships with colleagues, which facilitates meaningful and innovative exchanges of ideas, partnerships, and overall commitment to librarianship.

Other important outcomes included being more confident in their abilities (17.4 %) and an increased ability to deal with difficult situations and a willingness to stand up for convictions (14.5 %). Respondents described how it was more likely that they would share ideas in the workplace and reported improved coping skills.

- My participation in Synergy created a sense of confidence, ability, and comfort in my job that I had not had previously.
- Synergy helped me to develop poise and grace as a professional librarian. The techniques and tools imparted in the program have had a positive impact on my relationships with my staff and colleagues. They have helped me to cultivate the courage needed to stand up to difficult situations and deal with intimidating (and intimidated) people in a progressive and productive manner. In addition to introducing me to a wealth of resources in the form of direct and indirect relationships with other professionals, Synergy also helped me understand the value of and the right way to make use of these networks for guidance and assistance. In the past, I found it easy to be of help to people, but difficult and awkward to seek help when I need it. Synergy helped me with that. I am making steps towards trusting and working better with other people, instead of "leading" by going gung ho into a project all by myself.

The reflective nature of the Synergy experience has helped several evaluate their career objectives and set new goals (11.6 %). People felt more "in control" of their work life and careers. Some librarians reenergized about library work (7.2 %).

- Synergy had a lasting effect on both my work and personal life. Synergy gave me the opportunity to reflect on what I love about librarianship and how I can change my current situation even though I am not the big boss in my organization. Synergy changed my whole outlook about my job.
- I was encouraged to follow through with my convictions and implement new programs.
- It gave me the time and the tools to really think about and evaluate my goals in relation to my career. It helped me connect with other professionals and to gain new

perspectives. It taught me about leadership, teamwork, motivation and affecting change.

- It empowered me to take control of my career and to make a difference in the profession. I met a variety of different librarians with varying degrees of experience. Networking with other energetic, enthusiastic librarians was very inspiring.

Other outcomes identified included understanding that leadership can occur at any level of the organization (7.2 %), an increased appreciation for all types of libraries (5.8 %), better able to manage change (5.8 %), and more active in professional organizations and advocacy (5.8 %).

When asked about specific examples of how participants made use of what was learned at Synergy, clear categories emerged. Improved working relationships were a significant outcome from this training. Participants reported being better able to supervise and work with staff (40.3 %, n=62). Analyzing and improving working relationships with colleagues were reported by 16.1 %.

- Learning to lead as a librarian was nearly as useful as learning to read as a first grader. Synergy taught me to approach supervising staff, forming community partnerships and organizing nationwide projects in a unique, braver, and more efficient way. I learned how to use my own particular talents and personal values to accomplish these tasks.
- It was a life changing experience that led to my being more self-aware, more proactive in advocacy, and more willing to put myself out there in library leadership areas. It made me look differently at my management team and support them in new ways. I believe I became a better person and librarian through this program.
- I have altered quite a bit of my own behaviors. I am a more consistently responsive manager now. I also have made use of the networking I built at Synergy.

The librarians reported being better at their jobs as a result of the Synergy information, reflection, and professional network (38.7 %). They felt more focused at work, consistently used their new skills, and returned to information from the training. Some reported improved strategic planning at their libraries, with attention to vision and being futures-oriented (16.1 %).

- Synergy provided an extended statewide network. It helped me to solidify my values and vision for being a librarian. Synergy was less tangible in its effects upon me, however it has impacted both my personal and work lives inasmuch as I carry that experience with me in everything I do.
- Not only did Synergy help me professionally, it also helped me evaluate myself and my goals on a personal level. It is strange to say that it helped me mature in a way that I had not had the chance to before.
- It re-energized me. It taught me to look at my current staff through the lens of new knowledge, to analyze their strengths and potential, to tailor tasks and rewards to their personality. I am proud of the depth of experience and commitment shown by the Synergy librarians so early in their careers.

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- I have sought feedback from employees whom I manage so I can help foster a better working environment for everyone. I use my professional contacts through Synergy to help me on projects and to get feedback on specific issues. I have found opportunities to become more involved in professional organizations.

Participants in Synergy are more engaged at the workplace, in their institutions and communities, and in professional organizations. These examples of leadership at multiple levels reflect a key message from the Synergy experience. One out of three reported more involvement in professional organizations (33.9 %). One out of five gave examples of taking on more responsibility in the workplace and being more active in their service communities (21.0 %).

- Since my participation in Synergy, I became more involved—presented at ILA. Re-focused on personal goal. Developed new goals. Found a solution to connecting with a strategic person.
- I see the positive results of Synergy with each new class. I see Synergists presenting workshops at ILA, winning awards and promoting library services in a variety of ways. I remain in contact with Synergists from "my class." I value their expertise. I encourage quality librarians to participate in Synergy.
- Because Synergy gave me a more confident and informed understanding of group dynamics and my own abilities, I was able to co-found and manage InfoEyes, a virtual reference service for the visually impaired, staffed by libraries in nine states.
- I accepted the vice-presidency in 2004 and Presidency in 2005 of the Homer Township Chamber of Commerce.
- I have been promoted at work. I have reorganized two departments that report to me. I have become more active in the profession. I have become a better advocate for libraries, for the people I work with, and who work for me.
- During my Synergy time, and since, I have given a presentation, written an article for publication, and submitted abstracts to (hopefully) present papers at the next ILA conference. I have changed the way I work with my staff. I have been more aware of their point of view and try to recognize their success more than I had in the past. I have been very mindful of opportunities to make a difference in the library world. I find myself constantly thinking "ahead"—what can I do next???

The value the professional relationships was reinforced with the examples given for this question. Several reported using the network that developed during Synergy (17.7 %).

- Attending Synergy gave me a valuable group of colleagues that I collaborate with for ideas on providing traditional library services and creating new services to offer my patrons.
- Due to my newfound confidence, I have become even more involved in the library community at the local, regional and state levels. I have used techniques learned in the program to improve both procedures and relationships in my workplace and extracurricular life.

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- I was in the first Synergy cohort and I made some strong, lasting friendships within that group. Not long after I finished the program, I attended my first ILA conference (as an ILA Board member). It was wonderful to see so many familiar faces and made my conference experience much richer than it would have been otherwise. Synergy is a fabulous program and I think every librarian in the state can benefit from it.

The positive response to and the valuable outcomes from the Synergy experience were reinforced in the final comments offered by participants on the questionnaire. The most frequent theme that emerged was how deeply the experience affected the librarians. It was described as “rewarding,” “life changing,” and a “significant experience” (42.6 %, n=61).

- It is a huge growing experience both personally and professionally. It is very difficult to put into words but it gives you strength and confidence from within.
- Synergy was a transformative experience for both my professional and personal lives. The lessons I learned then, and that I continue to learn through this network of friends and colleagues have helped me grow from someone with a lot of ideas and local successes to someone promoting and acting on these ideas and sharing successes on a broader scale. It helped me make connections with the wider library community that I am not sure I would have had the opportunities to make, and I have been able to incorporate those connections into my work locally by sharing perspectives and successes that others have had and using those elements to improve library service in multiple contexts.
- I believe that the Synergy program is an excellent investment by the State of Illinois, the Illinois State Library and our participating community libraries. Mid-career training, mentoring and professional exploration are challenging to implement on your own; this program provides a great educational resource for Illinois librarians. I have felt re-energized for my career in librarianship since attending Synergy. I love the work that I do; I respect my colleagues in all library types. I believe that my participation in Synergy greatly enhanced my professional enthusiasm and opened my eyes to the diversity within our profession. * Thank you for providing this program!

The value of the networking was supported in these final comments, with 23.0 % noting this outcome.

- You get out of it what you put into it. The friendship and networking is invaluable.
- I cannot emphasize enough the networking and relationship-building opportunities that Synergy provides! I developed professional connections with librarians from a VARIETY of libraries, and I see this now as an incredible benefit to my Synergy participation. I also know that the relationships that I developed with the mentors have helped me tremendously. Unknowingly, I began to develop life-long FRIENDSHIPS as well as professional relationships. I have a natural group of friends/colleagues now that I tap for support, for encouragement and for feedback. This aspect of Synergy is PRICELESS.

The remaining comments related to the quality of the Synergy training. Nearly one out of four stated the need to continue to offer Synergy in Illinois (24.6 %). Librarians described the

program as an outstanding model and professional education experience (18.0 %). The Illinois State Library was complimented for its commitment to this program. Participants clearly reported an excellent return on the investment in Synergy (11.5 %).

- It made a very large difference in my life. I was honored to be accepted, privileged to be recommended by my mentors. I also am not through using what I have learned. Even life changing events take time to adapt totally to.
- This was a great, great experience. It helped me take key steps forward in managing myself, thinking about my leadership skills, and effectively working within my library.
- Synergy was a great experience for me and changed me in so many ways.
- Synergy is one of the wisest investments I have seen. I honestly do not believe that I personally would have had the confidence or skills to take on many of the projects I have worked on if I had not experienced Synergy. Multiply my experience by 30 participants each year, and by the countless colleagues those participants have led and empowered and mentored over time, and you will see what the word "Synergy" refers to.
- The Synergy experience solidified my perception of myself as a professional librarian.
- The experience came at a time when I was making personal changes in my life as well. It allowed me to become comfortable working outside my comfort levels and not to be afraid of my own voice. The Synergy experience helped me to locate my inner strength and begin not to be afraid to use it.
- I believe that the Synergy program is an excellent investment by the State of Illinois, the Illinois State Library and our participating community libraries. Mid-career training, mentoring and professional exploration are challenging to implement on your own; this program provides a great educational resource for Illinois librarians. I have felt re-energized for my career in librarianship since attending Synergy. I love the work that I do; I respect my colleagues in all library types. I believe that my participation in Synergy greatly enhanced my professional enthusiasm and opened my eyes to the diversity within our profession. * Thank you for providing this program!
- It rates among THE BEST professional and CE opportunities of my career.
- After my marriage and the births of my children, Synergy is the single-most significant experience in my life. Synergy helped me learn to open doors that I might have passed by before unlocking the strengths and passion that I always had but had not yet tested. I may not always succeed at what I attempt in the future, but I have enough knowledge and confidence now to know that new opportunities quickly follow. Moreover, I know that Synergy has provided a tremendous network to draw upon when insight, encouragement, criticism, and resources are needed to do the right things, and not just do things right.

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- Go SYNERGY, Go Illinois State Library! SYNERGY will continue to pay dividends in the lives of Illinois librarians for a long time.

Clearly, the Illinois State Library has made tremendous progress towards its goal of training library personnel and governing authorities. Through major grants, immigrants, and learning institutes, library staff in Illinois are more open to diversity, possess better cataloging skills, and have effectively networked with all types and sizes of library staff from around the State of Illinois. The tremendously positive response to the state level annual training events in terms of numbers and the positive quality of the responses go beyond any typical evaluation. Education, skill building, self-awareness and leadership change the lives of library staff and library service in Illinois.

PART IV OUTCOMES FOR LIBRARY USERS

When conducting an evaluation of any program or project, it is most important to determine the outcomes achieved. Outcomes provide accountability for advancing the goals of the Institute of Museum and Library Services and the Illinois State Library. When the staff of the Illinois State Library selected the projects to be considered, they choose illustrative examples of what Library Services and Technology Act monies have accomplished in the state. The consultant identified common themes from those projects and investigated through reports and interviews the details of those themes.

Major outcome themes that emerged from the sample projects include:

- Youth and teens increase their appreciation of the pleasures of reading, the ability to read, and the importance of reading
- Traditionally underserved populations receive services tailored to their needs
- Users have access to specialized library resources through the use of technology
- Professionals receive timely information using technology
- Library users have access to new library resources
- Libraries develop and strengthen partnerships
- Communities gain broader perspectives
- Reaching beyond the Illinois Boarder

Youth and Teens Increase their Appreciation of the Pleasures of Reading, the Ability to Read and the Importance of Reading

At the Dwight Common School District #232, the library hosted a school-wide reading theme with an overall title of *Everyone Needs Heroes—Find them at the Media Center*” Each month, the library held discussions and displayed materials for a different type of hero. Students were able to read books, pass the Accelerated Reader (AR) quiz, and earn medals that they could trade for books. The project included all grades, starting from pre-kindergarten children whose parents read to them. Two authors participated in the project. Students were very exciting about reading because of the project: they began checking out the maximum number of books allowed at one time. They also began asking to take AR quizzes, even without teacher requirements. The Illinois State Assessment test revealed some remarkable statistics related to this project.

- In 2003, 73 % of the fifth grade class met or exceeded reading standards. In 2006, 86 % of the group in eighth grade met or exceeded reading standards.
- In 2005, 55 % the fifth graders met or exceeded reading standards. In 2006, 79 % of the group in sixth grade met or exceeded reading standards.
- In 2006, seventh graders took the reading test for the first time: 87 % met or exceeded standards.
- Two different third grade groups took the test over two years. In 2005, one group scored 67 %; in 2006, the other group scored 79 %, meeting and exceeding reading standards

- Two different fifth grade groups took the test over two years. In 2005, the combined group scored 53 %, and in 2006, 70 %

The project director stated, “This was the most exciting year I personally have experienced as a librarian. I watched students fight over who gets to check out books. Parents became excited about the effort of the library to promote reading by stopping by to check out books to read with their children and purchasing educational materials the library sold.” The local school board recognized the amount of work needed to accomplish the work of the grant in addition to the regular library responsibilities; thus, the board granted the project director a ten-month rather than nine-month contract. “One father who teaches here came to me in February and said, ‘my two boys (a fifth and first grader) do not watch television when they get home from school. Instead all they want to do is read their books! “

At the Beech Park Consolidated Community School District #3, the librarians created a program to excite students about history, by providing opportunities to use high quality, historically accurate library materials. Books, videos, music DVDs, costumes, regalia, and replicas were combined into kits. The librarians created displays and interactive programs that included WWII parachutes, quill writing, Roman armor, the life of a Roman soldier, and 1860s baseball. Each day, at least five students would come into the library during lunchtime and ask about new items for the project. They wanted to touch, try on, or play with the objects. “Sneak Peaks” were added for the public because parents heard their children talking about the materials. The library held a “Civil War Day” with activities for students and the public. The project resulted in an increase in teacher-initiated class visits to the library. “I now have 5 boys who want to help whenever they can in the library because that means they might have a chance to work with ‘all that cool stuff.’”

The Ridgewood Community High School District organized a yearlong progression of authors and illustrators who worked with high school students and adults at the local public library, challenging participants to produce words and images in unique combinations. The District offered a variety of stimuli from poets, award-winning authors and illustrators, and comic book creators. The project reached a range of students, including those with limited English skills, adult learners, and graphic artists. The high school students and adults were placed in classes as diverse as English, Graphic Arts, Limited English Skills, Poetry, Italian, and Spanish. They also worked with a writer’s group at the public library. Students who said they could not draw illustrated their own poem’s stories. Students who said they could never write stood up in the front of the room and read their poems. Students were so excited about working on comic books, they received permission to miss a full day of classes and work intensively on their own comic stories. They were eager to show their work and brought family and friends to the public library for the night of community celebration. Home schooled students also attended a daylong workshop on writing and illustrating comic books.

Traditionally Underserved Populations Receive Services Tailored to Their Needs

The population of Addison is 28.4 % self-identified as either Hispanic or Latino. The library decided to focus on this population, overcoming cultural and language barriers, by 1) providing bilingual staff at public desks and programming in Spanish, 2) increasing Spanish information sources, and 3) displaying staff name tags and business cards in Spanish. The Spanish speaking staff conducted family story times, hired performers for Spanish programs for families and adults, assisted students with school assignments, suggested Spanish language materials that patrons might enjoy, answered reference questions, and helped Spanish-speaking patrons

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with the Internet. Bilingual staff also worked at the circulation desk. The library produced a community resource booklet and created a library Web page with the information. Outreach activities took place in schools, ESL classes, daycare, and local community groups.

At the end of the grant period, the library surveyed Spanish-speaking patrons about the programs and services. All reported satisfaction with the effort, with the majority giving very high ratings. No one indicated the need for improvement. Comments included: "great ideas for programs," "we want longer programs," "we liked the family sharing in programs," and "continue with Spanish/bilingual programs." Before the project, very few Spanish-speaking patrons came to the library; they rarely approached library staff with questions and never attended the library's programs. Now, they are attending Spanish-bilingual programs as well as other family programs in significant numbers. "We also discovered that having a bilingual-Spanish staff member in Children's services was the most successful in reaching out to our Spanish-speaking patrons. The majority of Spanish-speaking patrons came to the library with their children; after the library associate helped the children, she would frequently show adults the Spanish materials in Adult Services or help them use the computers."

The Marion Carnegie Library developed a project to reach out to the Japanese employees of Aisin, a Japanese-owned company in the area, and Japanese students at Southern Illinois University. The library 1) developed a collection of books written in Japanese and an outreach program to prospective patrons; 2) hired a part-time Japanese-speaking librarian; 3) held an open house for Japanese residents; 4) coordinated with Aisin Manufacturing to distribute monthly announcements to families; 5) sponsored classes to help Japanese families adapt to life in Southern Illinois; and 6) held Japanese culture workshops at the local college and community center to teach the community about the Japanese culture.

In the month following the official open house, Japanese participation increased from practically no visits to 75 visits. Twenty-three new library cards were issued, and 100 items were checked out. Through these new relationships and a formal survey, the library learned more of Japanese-speaking patron needs, such as dealing with traffic violations, learning to cook American food, and making friends in Marion. Many of these new materials have been loaned to institutions, such as the University of Notre Dame and the University of Kansas.

About a month after the second cooking class, where Japanese mothers learned how to make meatloaf, the following story was relayed to the Japanese Services Librarian by the wife of the American President of Aisin Manufacturing:

A Japanese family had asked a new American employee to come to their house for dinner. This was done to make the employee feel more at ease with his new employer and his position within the company. The new employee was not a fan of Japanese food, and communicated such to his American boss. Nevertheless, he accepted the dinner initiation because he did not want to offend his Japanese hosts. The American boss was more than a little nervous about what might occur. He waited anxiously for the next day to arrive so that he could ask the dinner guest how things went. When he saw the man the next day, rather than ask how things went or what the man and his Japanese counterpart had discussed the previous evening, he blurted out, "What did you have for dinner?" The guest chuckled as much to himself as to his boss and replied, "We had meatloaf." The boss was a bit perplexed until the employee explained that, apparently, the wife of the Japanese host had been eagerly awaiting an American dinner guest to try her meatloaf.

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Another outcome of the Marion Carnegie Library project was a second grant to support the Japanese books collection through the Japan foundation, a prestigious grant-making body based in Tokyo, Japan. The grant will enable the library to purchase new material about the Japanese culture written in English.

The Evergreen Park Public Library “is committed to supporting families of children with special needs in their efforts to participate in community life, and to promote opportunities for any child with a disability to spend time with non-disabled peers in an inclusive situation.” This project provided access to unbiased, useful materials to address those information needs. Staff were educated on strategies for addressing special needs children’s use of library programs, collections, and services. The school district’s technology was made available on computers that were modified with assistive devices, allowing students to complete assignments after school. Materials that targeted specific skill development were added to the collection. Special education teachers from the school district and local university planned and conducted monthly story times to provide an inclusive learning situation for children with special needs. The library has purchased a parent/sibling collection of resource materials using recommendations from parents, siblings, and professions.

Over the grant period, an average of 28.5 % of the materials purchased for the parents/siblings collection circulated per month. Over the term of the grant, per month, 23 % of students who receive support as defined in an Individual Education Program used the high school’s assistive technology applications, which were modified for the library computers. Over 100 parents, educators, and professionals working with special needs children attended the library’s open house. Teachers who attended a presentation of inclusive strategies by an expert in the field received .40 CPDU certificates. As a direct result of the project, members of SERVE, a local organization that advocates understanding and acceptance of students with special needs, experienced an 8 % increase in attendance at monthly meetings. One parent responded to a survey with the statement, “I think the programs were excellent and would like to see more like them. Not all speakers are targeted at the school age population, and the library can address the needs as a community program. You reach a wider audience and that really helps.” Upon learning of the LSTA grant supporting families of children with special needs, a mother of autistic twin boys remarked, “It’s just like Christmas.” Another mother quoted in the local newspaper stated, “What the library did is give the kids a feeling of acceptance in the community, whatever your ability is, and that by far I think outweighs whatever the materials will do.”

The Lincoln Trail Libraries System developed the PolyTalk Library Interpreters Network, a telephone-based interpretation service designed to facilitate communication between library staff and limited English proficient library patrons. The target group was the 20 % of Illinois residents who speak a language other than English at home. Registered library staff members search the database and contact a multilingual volunteer interpreter to provide real-time interpretation for patrons over the telephone. PolyTalk also offers libraries a multilingual Language Kit to assist librarians and patrons to navigate simple interactions. Over 230 librarians and volunteer interpreters are registered for PolyTalk. The project has also produced 500 Language Kits. In 2006, the project won third place at the ALA Diversity Fair and first place at the Illinois Library Association Diversity Fair. The cities of Champaign and Urbana honored the project with the 2006 Champaign-Urbana International Humanitarian Award. The Library System is working to make the project sustainable on a subscription basis.

Currently, the project is focused on expanding the volunteer base, improving library staff registration, and promoting project awareness. There are now 75 participating interpreters

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speaking 35 languages. Illinois libraries can now provide, with confidence, a service to non-English speaking patrons. There is a network of interpreters that had not existed.

The project is not only providing traditional reference using library materials, it is building a sense that the library is a welcoming place. At one participating library, a Polish-speaking patron needed community information to find someone who could repair his old Polish army boots. The librarian was able to call PolyTalk and find an interpreter, get the name of a repair store, and provide a map to get there.

The Library System received a second year of funding to expand the project so that it can provide libraries with a set of multi-language audio files. Thus, libraries will be able to offer extended messages for non-English speakers. These audio messages, which patrons can hear via the Internet or an MP3 player, explain the role of a library, provide an introduction to library services, and generally replace an orientation to the library that the staff might give in English.

Users Have Access to Specialized Library Resources through the Use of Technology

The Ryerson and Burnham Libraries of the Art Institute of Chicago digitized their archival collection of Art Institute of Chicago exhibition catalogues dating from 1883 to 1914, making them available through its Web site. The project advances the preservation, digitalization, and access to historic Illinois information and materials. At the end of the grant period, 12,000 pages had been scanned, totaling 600 complete catalogues. Fifty-two % of these catalogues were uploaded online during the grant period. Output will continue during the post-grant period with the help of interns and volunteers to complete the collection. This collection is available via the ISL site, the Art Institute exhibition listing on the museum Web site, and the online catalogue of the Ryerson and Burnham Libraries. The library has received approximately 50 unsolicited e-mails from patrons expressing their delight and appreciation for this newly available resource. The library received an additional \$20,000 of private money to continue the work on the project, doubling the size of the current database.

The Eastern Illinois University's *Art and Architecture in Illinois Libraries* project focused on bringing attention to the rich, artistic heritage of the public and academic libraries in Illinois. The University assembled information on the art and architecture of those libraries using online and print surveys, as well as actual library visits. Data were then used to develop a panel exhibit, copies of which is traveling to more than 65 libraries across Illinois where related public programming activities will be held. These activities will publicize the extensive online database that was developed to provide scholars with information about local art holdings, request others to help collect information on the artists and architects represented, and announce community endeavors that stimulate interest in art and architecture.

Even though there is a delay in getting the database up the impact have been good. "We are receiving terrific feedback from the libraries that have hosted the exhibit – their reports and activities excellent. All exhibit hosts have to do some type of programming. One of the smallest libraries asked older patrons to come in and on something artistic for the community. Volunteers from the Jr. High have been conducting inventories of art in their communities. At another library, local artists were invited to bring in their art and contribute to the online catalog.

Northern Illinois University developed a project, *Cultural Encounters in the Illinois Country and Old Northwest, 1809-1855*. The project digitized and mounted historical materials on a Web site

for public use. Project collaborators expect that their work will raise awareness of Illinois history in this period. The materials were digitized from the Northern Illinois University Libraries and the Schingoethe Center for Native American Culture at Aurora University. The project has made available 8,694 pages of searchable online text materials. Teachers who have used the project materials reported that their students showed increased awareness of and interest in Illinois history in the antebellum period. These data were collected from teachers at conference presentations and workshops. Participants in Elderhostel events at the university reported an increased knowledge of Illinois history from this period. The project has resulted in the digital preservation of a number of rare books found in the collections of participating institutions. Patrons' use of these resources will alleviate use of original print materials, contributing to their preservation.

Professionals Receive Timely Information Using Technology

The Illinois Fire Service Institute serves the needs of firefighters and fire departments statewide. With its grant, the Institute employed innovative technology to create a new library service, *The Digital Illinois Fire Departments Training Network Database*. Over 25 fire departments were taught to maintain a digital record of their training calendars and activities, and the departments provided access to this digital information. Twenty-eight fire departments and fire protections districts provided information resources to 26 participating public libraries. This new service has helped improve the training of firefighters' by providing "at the right time" access and usage of fire emergency information resources.

Because of the project, fire service personnel had higher satisfaction with the Illinois Fire Service Institute Library. Participating fire departments saw the positive role the new service could play, as a much needed resources for improving firefighters' training and instructors' teaching abilities. The great benefit of this service is to those who lack funding and resources, particularly small and/or volunteer fire departments in under-served urban and rural communities. The information needs of firefighters were met in new and innovative ways.

The project continues to be funded through the library's operating budget. Materials are expanded and other fire districts are encouraged to add their training calendars to the database. Furthermore, local fire departments are contributing to the library's current collection. The project started with 28 fire departments, including Chicago. There are over 1,256 fire departments in Illinois, and the library is working toward including all of them.

In 2004, the Institute of Medicine published *Health-Professions Education*, which recommended that technology be included as one of the five main criteria for health professions education. Southern Illinois University at Edwardsville supplied second year nursing students and faculty with PDAs to use in their clinical setting and to access a number of nursing databases. Pre- and post-project questionnaires were distributed to participants. Results indicated that the project had greatly increased the confidence students had in accessing information using the PDAs. In the clinical setting, the nursing students were able to access medical and health information. Nursing faculty discussed a change in the curriculum in which the PDAs will be an important component. A nursing faculty member involved with the project stated that she almost felt superfluous. Before the project, she assigned a topic such as pancreatitis and then would have to wait for the students to find the opportunity to look up the information. With the PDAs, the students found the information instantly.

Library Users have Access to New Library Resources

A major goal of the Illinois State Library is to increase access to resources in all formats to residents of the state and beyond. Achieving this outcome can be done through establishing and developing collections or digitizing collections that were previously only available to a very small group of users. Most of the LSTA projects funded over the last five years increased the resources available to library users. A few examples are listed below.

- For its *History Beyond the Textbook* project, Beach Park collected all types of materials to put into historical period kits that it is lending to many libraries.
- The Evergreen Park Public Library increased its collection of materials to support the parents and siblings of children with special needs.
- The biography resources at Dwight were expanded to support its Heroes program.
- The Illinois Fire Services Institute increased its collection.
- Foreign language materials have greatly increased in Illinois libraries: Japanese at Marion Carnegie Library and Spanish at the Addison Public Library. These materials are available via OCLC and are being used nationwide.
- Library users worldwide now have access to an online exhibition of catalogs from 1883 to 1914 at the Art Institute of Chicago, history from 1809 to 1855 at Northern Illinois University, and art and architecture in Illinois libraries at Eastern Illinois University.

Libraries Develop and Strengthen Partnerships.

By working together libraries achieve more than either could achieve alone. Ideally, a partnership will make services more effective or easily available and accessible to patrons. Working with non-library agencies, libraries educate their partners regarding their value and services and bring new perspectives to projects and services. Many of the projects provided opportunities for partnerships within organizations and with groups from other agencies.

The Des Plaines Public Library project, *Building Community through Creative Conversations,* came out of a strong partnership with the College of DuPage Public Policy Institute. Twenty staff/volunteers were trained to organize and lead public forums using the National Issues Forum methodology on the topic, "Meeting the needs of Des Plaines: What does it take?" The library formed partnerships with the Bethesda Worship Center, the Des Plaines Health Community Partnership, the Des Plaines Historical Society, the Des Plaines Park District, the Genesis Center for Health and Empowerment, Maine East High School, and Maine West High School. The project's steering committee was made up of a representative from each partner. Twenty people are now trained to lead and organize forums: ten library staff and ten partner representatives.

Forum participants were surveyed after each session. The majority of participants (73 %) said they believed that there should be an awareness campaign regarding services available. Sixty-three % strongly agreed that many people do not know what is available to residents. The report was discussed at a meeting of the City's department heads, who recognized the need to communicate better to the public the services available in the community.

Because of the project, relationships with other agencies continue to strengthen: 1) the pastor from the Bethesda Worship Center drops by to say hello; during one visit, he asked the library to help him demonstrate a forum at his state conference; 2) the library now has a connection to three high school social science teachers; 3) new connections were made with the Hispanic Community; 4) the Genesis Center moderated a Spanish language forum at the library, 5) the Kiwanis group is talking to the library about conducting another forum this spring; 6) a city social service staff member, who also works for the high school, is bringing together a number of agencies to develop and conduct forums on alcohol and drug abuse; and 7) the library is planning a forum on energy and the environment, which will be achieved within the library's operating budget.

The teacher and the school librarian can form a powerful relationship for promoting and developing reading. They bring children and books together through class assignments and reading for pleasure. The Dwight *Everyone Needs Heroes* project exemplified the strengthening of relationships within the school district. Teachers created projects to match monthly themes. For example, each seventh grader researched one African-American hero for class presentations; each eighth grader wrote an extensive biography of one person using multiple research tools; and third graders created hero booklets and sent them to local soldiers serving in Iraq.

As part of the Beech Park *History Beyond the Textbook* project, a symposium was held for teachers and school and public librarians, who were trained to create historical characters. Twenty-seven adults representing 18 institutions attended: 25 adults began implementing and using the training to create a character. In addition, the Waukegan Park District provided a spokesperson to share with the fifth graders a Mystery Trunk program, allowing them to pass around items and guess how they would have been used. He also trained teachers to play 1860's style baseball. Other libraries, including the local high school and public libraries, have borrowed items for their own programs.

The Marion Carnegie Library outreach project to its Japanese-speaking patrons strengthened partnerships with agencies throughout the community. These include the Marion Area Chamber of Commerce, the John Logan College, the local Kiwanis and Rotary, the University of Illinois extension, and local churches. Marion is collaborating with a volunteer in Paris, Illinois to start a collection there. The library is working with city and other Japanese manufacturers as they continue the project to discuss the continuation of the project.

The Evergreen Park Public Library project for inclusiveness for children and families with special needs strengthened partnerships with parent groups, public schools, local universities, professional agencies, and organizations. The library's inclusiveness in the project development and implementation brought more cooperation. Two important partners in the project were St. Xavier University and the school District, both providing staff to conduct monthly story times.

Other examples include the Ridgewood Community High School District's authors and illustrators project was a partnership with the local public library. Programs were held in classes across the curriculum as well as in the public library. Home schooled children also participated. The libraries of Northern Illinois University and Aurora College both have collections of 19th century historical Illinois materials. They worked together to digitize their collections and make them available on a free Web site.

Communities Gain Broader Perspectives

Public libraries serve and improve their communities through information, education and entertainment. Education and information can come in the form of books and other library formats as well as programs and classes. Another way libraries can educate and improve their communities is by broadening perspectives to recognize groups that are different from the majority and also to raise the level of conversation among all members of the community.

The most affected communities were those that began to reach out to populations we usually do not consider. Staff have become more comfortable with different populations. Initially, there was strong hesitation, and the project director had to struggle against staff opposition. Because staff had never been involved in such projects, early comments were negative. However, as a whole, midway through the year, the staff were friendlier to Japanese patrons and did not just defer to the project director. Staff have expressed new interest in Japan, and the number of general reference questions has increased. Some community members were also negative initially, but this has diminished. Teens involved in the anomie club are signing up for Japanese classes. There is now a possibility that the city will contribute money to maintain the project.

In Des Plaines, one gentleman, who is well known for monopolizing conversations, complained about his particular issues. The discussions emphasized the need to allow people at the beginning of the process to air their personal issues: ground rules are set and everyone has to be heard. As a result, this gentleman did not continue to monopolize the discussion. Staff used the skills that they learned in their training, and the participants looked satisfied with the process. The gentleman expressed his opinions, but then listened to other's opinions.

Reaching Beyond the Illinois Border

The LSTA money that the Illinois State Library is, for the most part, distributed through out the state. Individual projects may demonstrate library services at a local library or region, but the rest of the state and the nation are recipients of lessons learned by those willing to develop and implement new ideas. Many of the projects discussed through this report were valuable enough to attract interest throughout the country.

Many of the projects funded by the Illinois State Library draw national attention.

- The Dwight *Everyone Needs Heroes* reading program attracted the attention of a Cincinnati school librarian, who contacted the project director to ask about Stephen Krensky's availability for an author day at her school. The project director shared her experiences and gave advice about her day's schedule when the author visits the school.
- The Chair of a community collation in rural Oklahoma that seeks to provide services to children with special needs read an outline article for the Daily Southtown (a regional newspaper) written about the Evergreen Park Public Library's project. She sent an e-mail to the project director, asking for information about the type of grant that was awarded, the partners involved, materials purchased, etc. She wrote "We appreciate anything you can tell us to help us get started down a similar path.."

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- The Southern Illinois University project was recognized nationally in a feature article in the April 2006 issue of Nursing Spectrum's *Future Nurse*. The front cover of the issue featured SIUE nursing students with PDAs, as well as a faculty member and a librarian. In addition, several oral presentation abstracts related to this project were submitted and accepted for the SIUE Sigma Theta Tau Research Day, the Blessing-Riemann School of Nursing Research Day in Quincy, and CTNE—Creative Teaching in Nursing Educators Annual Workshop in Memphis. Because of this project, faculty members from other universities have contacted the project investigators requesting additional information.
- Staff at the Marion Carnegie Public Library presented at the Public Library Association conference in 2006.
- The Lincoln Trail Libraries System has received queries on the availability The *PolyTalk* language boxes to libraries outside of Illinois.
- Every digitalization project has provided materials to libraries worldwide.

The Illinois State Library has been very successful in improving library service to the citizens of Illinois as well as providing exemplary projects that libraries worldwide can duplicate or learn from in developing local programs. Youth and teen are reading more, using the library more and are generally appreciating the value of the school and public library. Illinois libraries have reached out to and serve traditionally underserved populations in their communities, tailoring services to all members of the communities they serve. Spanish and Japanese speaking patrons as well as families of children with special needs have become library users. Access has been increased through digitization and demonstrating to professional firefighters and nursing students that the library can provide valuable information as it is needed.

PART V LESSONS LEARNED FROM THE LSTA PROJECT ADMINISTRATION

This section of the evaluation report covers the application, review and administration processes the Illinois State Library has instituted for the distribution of its LSTA funds. In addition, the report discusses the lessons that the ISL learned are can pass on to other state libraries.

Application Process

The Illinois State Library (ISL) has published all information regarding the LSTA offerings and processes on its Web site. The ISL staff post specifics on annual offerings within three months before the due date. The information is easy to find and organized in a very usable manner. Illinois libraries can count on a predictable schedule of offerings, allowing them to plan for submission of applications.

The Web page provides information on the General Grant Process, including details on Letters of Intent and full Applications, with due dates and general project guidelines. The ISL also supplies a link to a Grant Management and Reporting Forms page, with Grant management manuals, budget amendment forms, and reporting forms.

With each major LSTA offering, ISL provides up to five reporting categories. In 2006, the categories were:

- Bridging the Gap between Community and Collection
- Bring in a Trainer
- Digital Imaging
- Emerging Technologies and Methodologies
- Demonstration of Public Library Services
- Developing a Statewide Technology Toolkit

For each category, applicants receive 1) information on ISL's desired outcomes, and 2) a list of how the grant offering is designed to assist libraries. This additional data assists applicants in determining the relevancy of a category for their project as well as developing such projects. For example, under the Digital Imaging category, ISL provides a list of the types of materials that can be digitized.

Many commended the constant evaluation of the categories with the addition of new and interesting areas, while keeping some standard items that the state requires. A few wanted to emphasize that it is important to have some categories that allow for big picture thinking and creativity.

For each category, ISL provides links to the following seven sections:

- A Program Overview
- Application
- Budget Charts and Forms
- Information about CIPA
- Assurances Forms
- Review and Selection Criteria

- Information about OCLC Requirements (when relevant)

Of particular assistance are the Review Rubric and Selection Criteria. (See appendixes for the entire rubrics) Grant applications are required to contain the sections Project Description, Target Audience Needs and Outcomes, Implementation Plan, Management Plan, Project Communication Plan and Project Sustainability. For each there is a rubric with a designated number of points, with a total of 100 points. For each section, the rubric provides review criteria for various point levels. The applicant receives a very detailed and useful explanation of what should be included in the proposal. The rubric provides descriptions of excellent, adequate, average, good, and poor ratings. An example, the Target Audience Needs and Outcomes section is worth 25 points.

For an Excellent rating with 25 points: The applicant clearly describes the target audience, the needs of that audience, how the need was determined, how the project is designed to meet that need and how the outcomes of the project will be measured and reported. Analysis and conclusions are based on compelling and appropriate data and/or statistics. Outcomes are well defined and appropriate.

For a Poor rating, with one point: The target audience is not clearly identified and the needs are weak. No statistics are provided. The outcomes are poorly defined and/or inappropriate.

Overall, ISL provides information in a concise, clearly defined, and well-communicated manner. Interviews with a sample of grant applicants and reviewers highlight the effectiveness of this approach. Applicants were very positive about the process and greatly impressed that the Illinois State Library continues to make improvements each year.

- The process is straightforward
- The funding categories are broad enough so that they could be interpreted creatively
- I am really impressed by how they can “nail” so many things in their categories, providing flexibility to allow us to think about many options
- The process works. The applications are self-explanatory, and it is not difficult to come up with the concept you want to express
- I cannot see how it could be easier
- The process is getting much better—more specific than it used to be
- The ISL does a very good job of establishing priorities and communicating those priorities

Applicants appreciate that reviewers’ comments are now available to those libraries that received funding, as well as those that did not receive funding.

Support for Libraries

The ISL previews the annual offerings to the 12 regional library system staffs. Through video conferences, the State Library staff present to system staff information on the LSTA priorities, categories, application process, and deadlines. Since this information is provided before the general announcement, system staff are more prepared to field questions from potential applicants and gain insight into those who might need assistance in putting projects together.

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In addition, ISL has reinstated the Letter of Intent step, which has facilitated the process in a number of ways. Those interested submit a pre-application letter that identifies the grant category, project title, amount of LSTA funds that will be requested, a list of partners that will be included in the application, the LSTA goal the project will address, and an abstract that highlights the main emphasis of the proposal. A database of potential grants can be set up so that when proposals arrive, they can be dealt with efficiently. More importantly, library system staff can be informed so that they can contact libraries and offer assistance in the proposal writing process.

Working with system staff, the ISL provides workshops on writing proposals to any ILLINET member, greatly improving their chances of writing a successful proposal. Applicants appreciate the helpfulness and responsiveness of Illinois State Library staff.

- The State Library was very responsive.
- State library staff are always terrific. I had assumed that because they probably get thousands of people calling, I would not get a response. However, I always get an immediate response, especially from Karen Egan.
- When I have had to call the State Library, they have been very helpful and always willing to extend themselves.

Review Process

The ISL has developed a review panel that has the experience and skills needed to evaluate proposals effectively. All panel members have been LSTA grant recipients at least once and they return for a second year of evaluation, applying their experience to the process. The ISL staff provide an overview of the Library's philosophy regarding the granting of LSTA monies and the purpose of the RFPs. They discuss the review rubrics so that all understand how proposals are to be evaluated.

Reviewers had positive comments about the process:

- It was a blast—a lot of fun
- The ISL staff kept the process open and there was a sense of playfulness—the reviewers were free to say what we thought
- Other reviewers always seem to do their homework and come prepared with questions
- We do not always have unanimous agreement, but everyone goes along with the majority decision
- The process was much more than reviewing grants. I learned so much from the other reviewers about what is going on in libraries across the state
- The ISL does an excellent job of bringing together a diverse group of reviewers with a range of perspectives, experience, and opinions
- It is amazing how much agreement there is among the reviewers
- We gave our recommendations and then there was opportunity to talk about the shortcomings or strengths of projects in each category evaluated
- The process is extremely rigorous and every grant gets a lot of personal attention. No grant gets missed!

Reviewers were pleased that each year they were asked for feedback on the reviewing process so that suggestions for improvement could be incorporated into the process the following year.

Administration Process

Each project funded is assigned a monitor from the Illinois State Library staff. Every project director attends a Grant Management and Reporting workshop. For grants over \$5,000, project directors attend a session at the ISL in Springfield or a meeting appended to the Illinois Library Association conference. For grants \$4,999 and less, project directors meet with ISL staff via videoconferencing.

The content of these meetings include 1) an overview of the funded projects, and 2) an overview of LSTA, accountability of federal funds, reporting requirements, contracts (if over \$5,000), payout of grant funds, and appropriate publicity. One applicant commented:

The meeting was very useful because you heard the information straight from the people who are administering the grant problem. There was no confusion about interpreting states. The workshop lends a bit of seriousness or formality to the process and you knew you had to take care of the money.”

All interviewees stated that the reporting process is very easy, particularly now that the forms are online. In addition, the grant monitors are always very helpful.

Suggestions for Improvement

Five interviewees thought that the funding of multi-year project would be very helpful. The overall LSTA timeframe, as recipients have only about 7 months to complete a project. It takes time to get staff on board and implement the activities. “There is really no reaction time.”

The State Library might want to consider additional clarifying information for each grant category. Six interviewees thought that sometimes it is difficult to determine which categories into which a project idea fits. They all stated that when called, ISL staff did a great job of explaining the categories.

The Illinois State Library has developed an excellent review process. A few enhancements were suggested by those interviewed:

- The Illinois State Library can consider providing a greater context for reviewers, discussing what has been funded in the past and the progress that the State is making in implementing its Five-Year LSTA Plan.
- It would also be helpful to supply a map of Illinois to demonstrate where the various libraries are located.

In addition, a few issues were raised that are not unique to the LSTA process. In fact, some of these issues are not necessarily solvable. Discussion might be useful to determine how the Illinois State Library might address these issues as part of a very sound process.

- The poor quality of many of the proposals. Reviewers questioned if they were funding an idea or a well-written document.

- Funding the large urban or well-funded suburban libraries versus the small rural and poor suburban libraries. “There is a perception that a lot of resources already go to Chicago metropolitan area and that rural libraries need money to do basic things. There needs to be a way to find a balance.”
- Certain libraries have some nuances that even the rubric does not explain. An individual reviewer or ISL staff member may happen to know about a library’s specific situation; this knowledge often affected the library’s receipt of a grant. It is often a coincidence that the reviewer or ISL staff member knew of the situation. “This means that the applicants are not treated equally, based on their proposals.” Other felt that because ISL is in touch with almost all of the libraries, staff would bring up unusual situations for any applicant.
- Sometimes the committee did not have the background to make a decision, such as high tech projects.
- A few expressed concerns that those who live in central or southern Illinois do not understand how much things cost in urban areas and might vote down a proposal because they think the cost is too high.

Evaluator Observations

The Illinois State Library has done an excellent job of developing a clear, streamlined application and administration process for the LSTA program. All materials are available on the Library’s Web site. The categories they develop each year allow for new and innovative projects, as well as basic collections and services. The Library provides information to the regional library systems, enabling them to assist their members in the proposal development process. The ISL staff are very responsive to those who call with questions. Applicants appreciate receiving reviewers’ comments, regardless of whether their project is funded. One would think that a state the size of Illinois would want to make the process most efficient but, in reality, they make it work well and positively affect Illinois libraries.

For the review panel, ISL staff provide an overview of the Library’s philosophy regarding the granting of LSTA monies and the purpose of the RFPs. They discuss the review rubrics so that all understand how proposals are to be evaluated.

- The ISL create a Frequently Asked Question page for applicants, particularly regarding how different projects fit into the various categories offered. In addition, ISL needs to provide assistance to those with little or no experience in developing grant projects. This can be accomplished through additional workshops or more focused assistance through ISL, the system, and experienced proposal-writing mentors.
- To alleviate the volume of reading required by the reviewers, it would be most useful for ISL to assess every application to ensure all of the elements have been submitted and the budget is accurate. Ineligible projects should not be sent to reviewers.

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- Investigate funding multiyear projects. Both applicants and ISL support this suggestion.
- Allow applications to be submitted online as the last step to a completely computerized process.

The ISL is continuously seeking to improve their grant process. Staff identified a few things that they tried did not work. One was dictating specifications for technical equipment. They now provide minimum standards for items such as digitizing equipment. The ISL has also ceased to engage in budget negotiations with potential recipients because they felt that the negotiation process changed the nature of the project.

Lessons Learned Models for Other States

The Illinois State Library has developed an excellent application, reviewing and administrative process to distribute the LSTA monies they receive from the Federal government.

- One of the most impressive developments has been the rubrics and selection criteria available for the competitive grants. Proposal writers can see in specific detail the exact criteria used for evaluating each category of the application they submit. Reviews use consistent measures for evaluating proposals.
- The availability of all documents and the ability to submit reports online is another area where the Illinois State Library has excelled. This has greatly improved ease of use and document availability.
- A third area of excellence that can be duplicated by other state libraries is the assistance provided to potential applicants. General grant writing workshops have assisted many who did not have the confidence to write a proposal. Regional library system staff are provided with information before the general announcement so that they can be prepared to assist their member libraries. In addition the initial Letter of Intent inform state library staff as to which applicants might need assistance. By offering minigrants, small libraries who might not try for the larger grants, have the opportunity to apply.

The Illinois State Library is a model of flexibility, creativity, and accountability in its management of Library Services and Technology funds. As illustrated above, compared to the level of investment of time, money, and other resources by both the Illinois State Library and individual library organizations, the value of the results achieved was excellent.

PART VI BRIEF DESCRIPTION OF EVALUATION PROCESS

Who was involved?

As groundwork for the LSTA five-year evaluation, Illinois State Library involved hundreds of people in informal and formal evaluation processes throughout the year. Groups engaged in the evaluation included:

- The Illinois State Library Advisory Committee - includes both Illinois citizens and members of the library community to advise the Director of the Illinois State Library. This group approves policies and makes recommendations.
- Illinois Network Advisory Council - serves as an advisory forum to the Illinois State Library on statewide issues related to bibliographic control, information access, resources (electronic and print), digitization and interlibrary cooperation.
- Past grant reviewers
- Regional library system directors and their board presidents
- All Illinois State Library staff who are grant monitor
- Project directors of exemplary grants awarded 2003 – 2007.
- Project directors of all FY2007 awarded grants

Usually, a series of four general questions were posed to the groups:

1. What statewide issues or trends are affecting libraries?
2. How could major issues be influenced (with grant funds), so libraries can best address the needs of their end users?
3. What activities do you dream of offering or doing at the library that grant funds could help accomplish?
4. The Institute of Museum & Library Services has three primary LSTA purposes. Should our LSTA Long Range Plan emphasize any of the activity areas?

In FY2007, 493 grants were awards. At the Grant Management Workshop, the project directors of all 493 projects were involved in a discussion to evaluate the LSTA program and process from the applicant's point of view. They were also engaged in a discussion about future uses of LSTA and ideas they would like to see incorporated in future LSTA grants.

This diverse segment of the library community ensured that voices from every corner of the state representing every type of library and community were heard.

How was the evaluation conducted?

Initially, Illinois State Library development staff called several evaluators that had been involved in the FY1998 – FY2002 LSTA evaluations to estimate the cost of an evaluation and follow proper procedure for the office. Based on our findings that the cost would exceed \$20,000, our policies require a formal "invitation for bids" to seek a vendor to evaluate the use of federal Library Services & Technology Act (LSTA) grant funds awarded 2003 – 2007. This was posted and copies of the bid were emailed to every evaluator we called for an estimate. No one submitted a bid.

The Illinois State Library called Miriam Pollack of Miriam Pollack + Associates and invited her corporation to do the evaluation of LSTA Funds for FY2003 – FY2007 for Illinois.

Miriam Pollack + Associates
1066 Shermer Road
Northbrook IL 60062
847-272-5011
miriampollack@comcast.net

Project Methodology

1. The Illinois State Library contracted with Miriam Pollack + Associates, an independent consultant, to conduct the evaluation.
2. The consultant and ISL agreed upon project goals, methodology, and schedule.
3. The Consultant met with ISL staff to discuss the progress and results of the current 5-year LSTA plan. As part of the consultant/staff discussion, there will be a conversation about lessons learned about the LSTA grant process. Outcomes and strategies for assessing the value of the LSTA funded projects will be included.
4. ISL staff combined the results of the consultant/staff discussions with data on the amount of spending and number of awards in each plan objective area.
5. For section III of the report, the Consultant examined the continuing education goals of the ISL. ISL staff will identified a set of twenty grants or projects that have clearly identified outcomes.
6. The Consultant worked with ISL staff in Springfield IL to discuss the administrative process, projects funded and various issues related to both.
7. The Consultant selected twelve of these projects for analysis.
8. The Consultant reviewed the documents for each project and conduct follow-up telephone interviews for selected projects
9. To help evaluate the proposal/grant process, the Consultant interviewed, via phone, a panel of librarians 15 that represent the spectrum of LSTA applicants. The group was chosen by a random sample with a random start.
10. The Consultant reviewed training or meetings developed in relation to the LSTA process. For any training or workshops for writing proposals or administrating LSTA grants, the Consultant examined evaluation forms collected.
11. The Consultant developed three surveys using SurveyMonkey to obtain impact comments from the three continuing education institutes offered by the ISL: Small Public Library Management Institute for Small Public and School Libraries, and Synergy.
12. The Consultant wrote a draft evaluation report that was emailed to the ISL.
13. The Consultant and ISL staff met to discuss draft via conference.
14. The Consultant provided a final report.

What was the cost of the evaluation?

Because of the approaching deadline and the state bid requirement for all projects over \$20,000, Miriam Pollack + Associates agreed to do the LSTA Evaluation for \$19,700. The budget breakdown includes \$1,700 for expenses and \$18,000 for consulting with the final report submitted by March 16, 2007.

In kind contributions to this project totaled \$3,107, which included support staff time to pull and copy files, staff meetings and drafting sections of the evaluation, copying and communications.

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Miriam Pollack + Associates was wonderful to work with. They worked under tight deadlines and communicated regularly with the LSTA Consultant to ensure that the final document would meet the requirements of IMLS as well as the needs of the Illinois State Library. We would enthusiastically recommend this firm to other states,

APPENDIX A

Libraries and Projects Included in This Evaluation

Library	Project
Addison Public Library	<i>Addison Family Alliance Literacy Initiative</i>
Addison Public Library	<i>Habla Usted Espanol? Bridging the Language Barrier</i>
Arlington Heights Memorial Library, Indian Trails Public Library District and the Skokie Public Library	<i>Library Express</i>
Aurora University	<i>Building Bridges: Mentoring Program of the Upper Mississippi Valley Digital Image Archives</i>
Beardstown Public Library	<i>The Healing Process Continues</i>
Beech Park Consolidated Community School District #3,	<i>History Beyond the Textbook</i>
Calumet City Public Library and Dolton Public Libraries	<i>Survival English for Spanish Speakers</i>
City of Chicago School District #299	<i>School Librarian for a Day</i>
Des Plaines Public Library	<i>Building Community through Creative Conversations</i>
Dwight Common School District #232	<i>Everyone Needs Heroes—Find them at the Media Center'</i>
Eastern Illinois University's	<i>Art and Architecture in Illinois Libraries</i>
Evergreen Park Community High School and the Evergreen Park Public Library	<i>Reading Around the Park</i>
Evergreen Park Public Library	<i>Including Families of Children with Special Needs: A Collaboration of Parents and Professionals</i>
Glen Carbon Centennial Library, Chamber of Commerce, and Lewis and Clark Community College	<i>A.L.L.I.E.S. Allies Launch Leadership Institute and Educational Speaker Series</i>
Glenwood-Lynwood Public Library District	<i>The Performance Grant: Puppets, Poetry and Plays</i>
Homer Township Public Library	<i>Business CUOL: Success for Small and Home-Based Business</i>
Illinois Fire Service Institute	<i>Delivering Right Information to Illinois firefighters at the Right Time</i>
Illinois Library Association	<i>Accelerating the Homestretch</i>
Illinois School Library Media Association	<i>Powerful Libraries Make Powerful Learners</i>
Illinois State Library	<i>Synergy: The Illinois Library Leadership Initiative</i>
Illinois State Library	<i>Small Public Library Management Institute</i>
Illinois State Library	<i>Access to quality online databases for the citizens of Illinois</i>
Illinois State Library	<i>Institute for School and Public Libraries</i>
Johnsburg Public Library	<i>Reading With Their Ears: Library/Senior Center CD-</i>

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	<i>Book Cooperative</i>
Lewis & Clark Library System	<i>Maryville Demonstration Bridge Grant</i>
Lincoln Trail Libraries System	<i>Illinois Library Interpreters Network (PolyTalk Library Interpreters Network)</i>
Lincoln Trail Libraries System	<i>Diversity and Cultural Competency in Rural Libraries: A Multisystem Initiative</i>
Lincolnwood Public Library District, Lincolnwood School District 74, the Village of Lincolnwood, and Oakton Community College	<i>Breaking the Ice: Creating Effective Partnerships to Provide Library Service to Lincolnwood's Newer Immigrant Groups</i>
Marion Carnegie Library	<i>Southern Illinois Japanese Friendship Program</i>
Mattoon Middle School Media Center, Mattoon Public Library	<i>Moving the Library-Mountain: Rotating the Collections Equalize Access</i>
Millburn Community Consolidated School District	<i>Transitions: Helping Teens Move On With Our Library Partners</i>
Mounds -Meridian CUSD #101	<i>Multicultural Materials for Younger Students</i>
Newberry Library	<i>Cartographic Cataloging Project</i>
Nippersink Middle School	<i>Reading is Cool!</i>
Northern Illinois University	<i>Cultural Encounters in the Illinois Country and Old Northwest, 1809-1855.</i>
Northwestern University Medical School	<i>User Centered Design: Usability Testing</i>
Peru Public Library	<i>Our Libraries, Ourselves</i>
Ridgewood High School Eisenhower Public Library	<i>Illustrated Manuscripts Circa 2006</i>
Rolling Prairie Library System	<i>Cataloging Boot Camp</i>
Ryerson and Burnham Libraries of the Art Institute of Chicago	<i>On-Line Exhibition Catalogue Project</i>
Southern Illinois University at Edwardsville	<i>Putting Digital Library Resources in the Hands of Nursing Students</i>
St. Charles Public Library	<i>TnT: Twenties and Thirties Reconnect with the Library</i>
St. Elmo Public Library	<i>Community Library Programming</i>
Triton College	<i>Public Library in a College</i>
Westmont Public Library	<i>One World, One Westmont</i>

APPENDIX B

Illinois State Library
FY2007 LSTA GRANTS
REVIEW RUBRIC & SELECTION CRITERIA

Applications will be reviewed based on the following guidelines. The scores for each section will range from 0 - 10 or 25 depending on the section. A final score of 0 - 100 points is possible.

Project Description – 10 points

Fully explain the project and its overall design. Include the names of project partners including libraries, outside agencies and groups working on this project. Describe project activities and services to be offered. Demonstrate how the project addresses one or more of the goals in the Illinois State Library’s Long Range Plan document.

Score	Rating	Review Rubric
10	Excellent	Clearly describes the intent of the project. High expectations are evident. Conclusions are compelling. Meets one or more ISL LSTA goal. Addresses CIPA if applicable. Budgeted items are integral to the activities. Ideas expressed demonstrate a high degree of originality.
7	Good	An overview of the project is provided, and the project sound promising. Conclusions are well grounded. Meets one or more ISL LSTA goal. Addresses CIPA if applicable. Budgeted items are described. Ideas expressed are mostly original. The applicant may have improved upon a previous idea.
4	Adequate	Some details are provided but the project concept is uninteresting. Not all budgeted items are fully explained. This may not be a new and innovative service or activity for the target audience.
1	Poor	Minimal information is provided. The project is not clearly defined. No original ideas are expressed in this project.
0		No project description is included.

Target Audience Needs and Outcomes - 25 points

Describe the target audience. Describe how the audience needs were determined. Explain how the project is designed to meet the need. Clearly explain intended outcome(s) and how the outcome(s) will be measured to demonstrate that the need has been met.

Score	Rating	Review Rubric
25	Excellent	Applicant clearly describes the target audience, the needs of that audience, how the need was determined, how the project is designed to meet that need and how the outcomes of the project will be measured and reported. Analysis and conclusions are based on compelling and appropriate data and/or statistics. Outcomes are well defined and appropriate.
19	Good	Applicant describes the target audience, and the needs of the audience, how the need was determined, how the project is designed to meet that need and how the outcomes of the project will be measured and reported. Statistics and data are included that support need and define the target audience. Outcomes are explained and appropriate.

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12	Average	The target audience is described and there is some supporting information about needs, how the needs were determined or how the project will meet those needs. Some national or local statistics or data is provided. Outcomes are appropriate.
6	Adequate	The target is described but there is little supporting information about the needs, how the needs were determined or how the project will meet those needs. Intended outcomes are vague. A component may be missing.
1	Poor	The target audience is not clearly identified and the needs are weak. No statistics are provided. The outcomes are poorly defined and/or inappropriate.
0		No information is provided about the project audience, needs, and outcomes.

Implementation Plan - 10 points

Provide a detailed description of all project activities, the details of what steps will be taken and when, to ensure the project is successful, and indicate who will be responsible for carrying out the activities. Describe the project in measurable terms (outputs) where appropriate; include any outputs that will be counted during the project. Outputs are the direct products of the project activities. I.e., “how many” for the activities - “how many” classes, “how many” participants, “how many” hours of service, “how many” programs, “how many” circulations.

Score	Rating	Review Rubric
10	Excellent	The action steps are reasonable and clearly explained how the project will be implemented from start to finish. The plan describes involvement and roles of stakeholders and partners, where applicable. A complete and realistic timeline includes project milestones.
7	Good	Action steps are included and outcomes are described. Competently presented. A timetable is included.
4	Adequate	Some details are provided about plans for implementation but it lacks clarity and may overlook key details. Some dates may be included but they may be vague.
1	Poor	Implementation is mentioned, but there is insufficient information describing the process. The timeline is missing or inappropriate. Unclear how the project will happen.
0		No project plan for implementation is included.

Management Plan - 10 points

Demonstrate the capacity of the applicant to successfully manage this project including project personnel and the library’s ability to subsidize a reimbursable grant. If computers or connectivity are part of the project, clearly demonstrate how the library will comply with Children’s Internet Protection Act (CIPA). Confirm that the applicant has read the Assurances and will comply with Federal laws, Illinois statutes and contractual obligations related to federally funded grants.

Score	Rating	Review Rubric
10	Excellent	The applicant’s capacity to manage this project is clearly evident. Key personnel are identified and their roles described. The financial capacity of the library will support fronting the grant activities. CIPA and the Assurances clearly addressed if applicable. Confidence is evident that the applicant has the resources and ability to manage this project.
7	Good	The applicant demonstrates their capacity to manage this project. The Assurances and CIPA are addressed if applicable.

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4	Adequate	Some details are provided about plans for management but it is either incomplete or lacks important components. Information about compliance to CIPA and OCLC membership and/or cataloging are addressed if applicable.
1	Poor	Management is mentioned, but there is insufficient information describing the process.
0		No project plan for implementation is included.

Project Communication Plan – 10 points

Tell how the target audience will be informed about the project. Describe how project personnel will communicate project activities and outcomes with the target audience, the library’s community and as appropriate: stakeholders, other agencies, legislators, and the Illinois library community. Describe plans to promote and publicize the project and include the person responsible for carrying out the activities.

Score	Rating	Review Rubric
10	Excellent	Appropriate media outlets and steps are outlined for communicating the purpose and intended outcomes of the project. Communication and promotion to the targeted audience and others are outlined well.
7	Good	Sufficient details are provided to justify that communication and promotion to the target audience and others will be accomplished.
4	Adequate	Some details are provided about plans for communication or promotion but it is either incomplete or lacks important components.
1	Poor	Communication and promotion are mentioned, but there is insufficient information describing the process.
0		No project plan for communication or promotion is included.

Project Sustainability - 10 points

Describe in detail how the activities implemented, products produced or library materials purchased during this project will be supported after the grant project ends.

Score	Rating	Review Rubric
10	Excellent	There is a convincing plan showing the project’s activities will be supported after the grant ends, with documentation of how this will occur.
7	Good	Details demonstrate that efforts will be made to support grant activities after the grant ends.
4	Adequate	Some details are provided about plans for supporting grant activities but it is either incomplete or lacks important components.
1	Poor	Statements of sustainability are mentioned, but there is insufficient information describing the process.
0		No project plan for implementation is included.

Budgets and Explanations - 25 points

Provide an explanation that describes project items and how the costs were determined. Relate budget items to proposed activities.

Bring in a Trainer may budget a maximum of 20% of LSTA funds for library materials.

Emerging Technologies & Methodologies must show a 1:1 local contribution for all equipment.

Score	Rating	Review Rubric
25	Excellent	The budget addresses all aspects of costs involved and provides supporting documentation to verify costs. Budgeted items clearly relate to the proposed activities and are appropriate. The explanation shows how the budget figures were determined. The Local Contribution has a strong match that is appropriate and significant.
19	Good	Budget is practical and makes sense. The budget demonstrates the validity of costs involved and the explanation provides supporting information. Budgeted items are reasonable and appropriate. The Local Contribution match is good.
12	Average	Budget is understandable. The explanation includes descriptions of items for purchase.
6	Adequate	Most costs are included but verification is either missing or weak. Adding error or error in calculating the % related to equipment.
1	Poor	Budget information is provided but significant information is missing.
0		No budget information is included.