

# STATE LIBRARY OF OHIO

## Full Grants 2011 – 2012 Final Project Reports

### AUTOMATION

#### Metropolitan Dayton Educational Cooperative Association (MDECA)

Project Coordinator: Chris Miller

Federal Award: \$39,946

**Project Purpose:** The purpose of this project was to automate eight school libraries and have them join the statewide consortium INFOhio. This will provide all participating students and teachers equity of access to materials and resources within their district as well as the ability to share materials statewide. The proposal was a collaborative project of two Instructional Technology Centers (ITCs). Metropolitan Dayton Educational Cooperative Association (MDECA) and Hamilton/Clermont Cooperative Association (HCCA) collaborated on the project that included the seven schools in the Mad River Local School District and the Holy Family School. Mad River Local School District, located in Montgomery County, is a large school district with 56.5% of the student population being economically disadvantaged and 12.5% of the student population having some sort of disability. These disabilities include wheelchair-bound, hearing impaired and visually impaired. Holy Family School in Cincinnati is a low income parochial school. The school has an enrollment of 180 students, almost all of them receiving free lunch assistance. Due to the high crime rate in the neighborhood, the school pastor and principal felt it very important to provide access to a quality library inside the safety of the school walls. Specific objectives of the proposal were: 1. Automate an additional eight Ohio school libraries, making them part of INFOhio. 2. Improve access for students and educators to identify, locate and borrow library materials from the libraries within their district as well as from other libraries in Ohio. 3. Add 71,072 item records of which the MARC records will be added to the Curriculum Resource Catalog to benefit all INFOhio libraries. 4. Provide more equitable access to the 12.5% disabled students at Mad River Local School District.

**Project Activities/Methods:** Collections at the libraries were weeded. A visit to Holy Family Library at the beginning of the project found that there were many non-fiction titles dating back as far as the 1940s with outdated and inaccurate information. The library staff worked with the ITC staff and removed over half of the non-fiction collection identified as not worth converting. The shelflist was then sent to MARCIVE for retrospective conversion. All equipment, including adaptive equipment for Mad River LSD, was ordered at the beginning of the grant period. Mad River school library media center collections were converted from Follett to SirsiDynix and added to the INFOhio database. Holy Family went from non-automated status to SirsiDynix and INFOhio. All of their records were converted by MARCIVE and materials were barcoded by Holy Family library staff and volunteers. At the end of the 2011-2012 school year, trainings were conducted, including circulation, reports, cataloging and inventory. Refresher trainings were held at the beginning of the 2012-2013 school year. Additional trainings on basic search strategies, library indexing basics, and Microsoft Office tips and

tricks were held for library staff and educators at Holy Family. The project coordinator from MDECA attended training on Kurzweil software. Federal funds were used for contractual fees to MDECA, HCCA, and MARCIVE, the Kurzweil bundle, and automation supplies (barcodes, barcode protectors, and Dymo labels).

**Project Outputs:** Eight school libraries were automated and their collections made available through the INFOhio union catalog. Approximately 71,000 MARC records were added to the Curriculum Resource Catalog. Twelve trainings were conducted (six at Mad River LSD and six at Holy Family).

**Project Outcomes:** For the first time, students and teachers can see and share materials. This is especially important for Mad River LSD because of budget cuts. Many of the Mad River students are from Wright Patterson Air Force Base. It is common for these students to try to succeed at learning with English as their second language and the Kurzweil product has greatly improved the services for these students. Students can now search for materials and resources from the classroom or home by using a computer, iPad or smart phone. Automation led to a complete refurbishing of the Holy Family library. The old worn and broken shelving in the library was all replaced with new shelves (outside of the grant) for the automated library. School started in August 2012 with a library that not only has a new functioning automation system, but also a more attractive, functional appearance.

**Other Results:** Because of significant changes in the budget, an additional school library media center was able to join the project late in the project year. St. Patrick Catholic School in Troy is in the process of completing conversion and will barcode before the end of the calendar year.

## TECHNOLOGICAL INNOVATION

### Instructional Technology Services of Central Ohio (ITSCO)

Project Coordinator: Amy Palermo

Federal Award: \$106,869

**Project Purpose:** The purpose of this project was to expand ITSCO's Literature Lounge project of using innovative technology to create, edit and view Book Talks for libraries and schools. For this phase, funds were used to develop digital resources that are aligned to curriculum and library programming. These resources would be made available for use on the iPad2 product. Specific objectives of the project were: 1. Recruitment of four public libraries and fifteen public school libraries to participate in the Book Talks Go Mobile project. 2. Provide three days of professional development training that includes: the skills needed to operate the iPad2, providing resources for using digital text, and covering the process for creating book talks. Training will be provided in three parts: day one will be an introduction to the project; day two will be at the school or library with the topic determined by the school or library; day three will be used for sharing and evaluation. 3. Provide content management for the project which will include a compilation of eReader resources, management procedures, best practices, apps, model lessons and purchase of digital text that align with curriculum and/or library programming. These creations will be showcased through ITSCO's web site, through Ohio on iTunes U and accessed through INFOhio's online library catalog. Participants in the project included: Public Libraries: Columbus Metropolitan Library - New Albany Branch; Fairfield County District Library; Richwood-North Union Public Library; Upper Arlington Public Library. School Districts: Adena Local; Berne Union Local; Buckeye Valley Local Schools; Circleville City Schools; Columbus Diocese; Fairbanks Local; Galion; Grandview City; Groveport Madison; Lancaster City; Mount Vernon (Middle School); Newark City Schools; North Union; Northridge Local; Upper Arlington City. INFOhio and eTech Ohio were also key partners in the project.

**Project Activities/Methods:** Recruitment: The first objective focused on recruitment of public and school libraries. Staff created an email and sent it out using an email service for members of ITSCO. Within one day of emailing, all 15 school slots were filled and there was a waiting list. Staff then asked Worthington, Upper Arlington and Columbus Metropolitan libraries if they would like to be included in the project. Worthington declined and Upper Arlington and Columbus accepted. After securing the schools and knowing two additional public libraries were needed, ITSCO staff asked the 15 schools if they had a local library that they felt would be interested in the project. North Union Local schools and Lancaster City Schools offered their local public library and after contacting Richwood Library and Fairfield County Library, they agreed to participate. Professional Development: To meet the second objective, ITSCO staff created an agenda and professional development for participants to feel comfortable using the iPad, iMovie, and the camera while planning, creating and sharing a book talk. The first meeting was held in late November 2011. A pre-assessment was conducted prior to the training. After the initial workshop, staff set-up individual meetings with each of the participating libraries. With the various levels of user experience, staff left the decision of what to teach up to the library. The trainings were held in a variety of formats. For some of the participants, ITSCO staff met one-to-one giving more time to learn the iPad, iMovie and creating book talks. These groups included Richwood Library, Galion, Fairfield Library, Newark, Buckeye Valley, Adena, Fairbanks, Grandview, Columbus Diocese and Northridge. Other participants set up training for additional staff. The trainings covered similar topics but usually expanded the use of the iPad. Groups who scheduled training with additional staff included Groveport Madison, Upper Arlington, Lancaster, Circleville, New Albany Library, North Union, Upper Arlington Library, and Berne Union. Following the

second workshop, staff scheduled a final workshop in May 2012 to bring the groups together to share projects, talk about their experiences, and complete the post-assessment. Responses from this meeting will be used to support the ITSCO web page and future online classes. Content Management: During the third workshop, ITSCO staff asked participants their thoughts about Group Device Management, Apps Management, and additional resources used during the project. The information gathered will be posted to the website as well as discussed in an online class being developed as a means to continue the project. ITSCO recreated a website at <http://itsco.infohio.org/>. This was done to add the ability to support an app for the iPad. The website was completely rebuilt with previous Book Talk videos being moved over to it. Staff also added the iPad app as an access point. The app can be found by going to the Apple iTunes store. Federal funds were used for contractual costs associated with web development and conversion of existing Book Talks to Gantry as well as for 122 iPad2s used by students and librarians in the participating schools and libraries.

**Project Outputs:** For the project, 122 iPads, iPad cases, and VGA cables were purchased. Nineteen copies of "The Tech-Savvy Booktalker: A Guide for 21st-Century Educators" by Terence W. Cavanaugh and Nancy J. Keane were purchased to be used by the librarians at participating institutions. Staff chose this book because of the good response received by librarians working on book talks in the past. ITSCO staff directly trained 123 people. Thirty-eight people from 19 libraries were registered as participants in the project. Through the second school trainings, they saw an additional 60 participants. ITSCO staff then trained an additional 24 people at the workshop added at the end of the project. The number of students trained was not recorded since this training was done by the librarians and not by ITSCO staff. The web site has generated 14,222 book views since the start of the Book Talks Go Mobile project.

**Project Outcomes:**

**Other Results:** Based on the feedback from this project, an online class is being created by ITSCO staff. The online class will be a free self-paced class which includes book talk and iPad training, resources to support book talking, best practices learned from participants, information about the website and app and contact information. Staff feels that the addition of a free online class to support the project will allow more teachers and librarians to get information about the project. The online class was not included in the original grant and is not funded through the grant but ITSCO staff feel it is a necessary learning object to sustain the project. The other additional piece ITSCO staff was able to offer was a free workshop at the end of October. The workshop was attended by 24 educators and librarians and received excellent responses. After advertising the first class, staff was overwhelmed with responses and opened a second class. Even after opening a second class there was a wait list.

**Public Library of Cincinnati and Hamilton County (PLCHC)**

Project Coordinator: Holly Prochaska

Federal Award: \$81,012

**Project Purpose:** The purpose of this project was to meet the preservation needs of the Public Library of Cincinnati and Hamilton County (PLCHC) and those of the University of Cincinnati Libraries (UCL). The two institutions joined together to submit an LSTA grant for a collaboratively staffed, managed, and funded Preservation Lab. Funding from the grant was used to purchase equipment and supplies for year one of the collaboration. Neither of the joint owners of the Conservation Lab had the resources available to operate a lab that can perform the necessary conservation treatments on their collections to ensure that the collections will continue to be available for generations to come. Additionally, the lab outreached to Ohio cultural heritage institutions to offer preservation services and

expertise. Specific objectives of the project were: 1. Each conservation staff member of the joint Conservation Lab will receive at least two training classes to improve their conservation training skills. 2. PLCHC and UCL will each have at least 3,500 items receive conservation treatment, for a total of 7,000 items treated during the first year of operation. 3. The PLCHC/UCL Preservation Department will develop an outreach effort to at least three outside organizations for conservation or preservation services.

**Project Activities/Methods:** The forming of the collaboration began in earnest in December 2010 with the Directors of PLCHC and UCL's verbal statement of intent to jointly explore a new business model to meet both organizations' preservation needs, agreement to partner in an LSTA grant submission, and discussion of resources each institution could provide for a long-term collaboration. With this verbal understanding in place, work began on writing the LSTA grant for spring 2011 submission. Research for the grant during this time included visiting the Ohio State University Libraries' Preservation and Reformatting Department, working with the UCL contract conservator on specifications for lab supplies and equipment, and developing the lab renovation plan with the UCL Coordinator of Facilities. During the summer of 2011, discussions began between the two institutions' Human Resources, Business Offices, and Legal Counsel to insure that all personnel, financial, and legal dimensions of the collaboration were addressed prior to the potential awarding of the grant. With the announcement of the grant's success in October 2011, the physical aspects of the collaboration began – staff training, equipment ordering, and lab renovation. Beginning in October, the two PLCHC conservation technicians began working part-time (20 hours a week) on-site at UC's Langsam Library with the UCL conservation technicians to align standards and practices. In November 2011, PLCHC (fiscal agent for the LSTA grant) began ordering the grant-funded equipment and supplies. In December 2011, the renovation plans established in the spring were executed with a one-month renovation of the lab that included new office furnishings for all Preservation Lab team members, demolition of a large closet to add space to the open floor plan, the addition of an entire bench area (including sink), and the resurfacing of the existing bench and replacement of the sink in the existing bench area. The renovation of the lab cost over \$110,000 and was funded outside of the grant by UCL. The lab opened on January 3, 2012 with a renovated facility, new equipment and supplies (funded by LSTA), a conservator hired by PLCHC (start date January 23), trained PLCHC conservation technicians, and a legal agreement signed by the two participating institutions. To "get the word out" that the lab was open and that services would be offered soon, a Preservation Open House was held March 13, 2012. Invitees included PLCHC and UCL staff, preservation/technical services staff from local colleges, and UCL preservation donors. Over 75 individuals attended and were given a lab tour which included demonstrations of treatments and repairs by the lab staff. On April 19, 2012, a tour and demonstration event was given to the Special Libraries Association Cincinnati Chapter, attended by over a dozen individuals. Additionally, the co-Project Directors presented a poster session at the American Institute for Conservation annual meeting in Albuquerque on the collaboration (May 9-11, 2012) and presented at the two Connecting to Collections Outta Space workshops in April and May 2012. Federal funds were used for a variety of supplies such as CoLibri Book Covers, Label Boards, Bone Folders and Book Cloth. Equipment purchased with federal funds included a Cold Suction Table, Ductless Fume Hood, Fan-Gluing Press, Rolling Table, Bookkeeper Deacidification and Spray System, Commercial Freezer, and Board Shear.

**Project Outputs:** Repair of PLCHC items began on February 9th 2012. The collaborative lab officially opened in January, but materials treated the first month were primarily UCL collections. The delay arose in making the needed IT connections between UCL and PLCHC so that the PLCHC catalog could be accessed off-site at the Preservation Lab. Once the VPN client was established and the UCL staff trained on the PLCHC library catalog, items could be

checked in and out of the lab. With this important tracking in place, the Preservation Lab began receiving PLCHC materials for evaluation and treatment. From February 9 until September 28, 2012 the Preservation Lab has treated 8,667 AV titles, 1,572 general circulating materials, and 91 rare books for the PLCHC and UCL collaborating institutions. Using the workload weighted point system, the Preservation Lab is well within sight of the goal of a 50/50 split of staff resources. The Lab's third quarter reporting shows a 52.5% share of the repair work has been on PLCHC collections and a 47.5% share on UCL collections. Additionally, all expenses not covered in the LSTA grant have been evenly shared between the institutions. The number served of 69 is the number of selectors and curators from PLCHC and UCL that are directly responsible for access and selection of library materials that may be sent to the Lab. Currently the Preservation Lab staff is in talks to provide conservation services to Xavier University, Greene County Public Library, and the Cincinnati Art Museum Library.

**Project Outcomes:** With the bringing together of UCL and PLCHC's resources and expertise the two institutions have been able to rejuvenate both of their preservation/conservation departments and provide learning opportunities that alone each institution was unable to accomplish. With funding from the grant, two four-day workshops were conducted on-site at the Preservation Lab allowing all of the Preservation bench staff (five staff members) to participate in training. The first workshop instructed staff members on the construction of an English-style springback binding and various methods of board attachments, both historical and contemporary. The second provided instruction on leather binding and conservation techniques. Both skill sets were new to the conservation technicians. Prior to the collaboration, neither UCL nor PLCHC had a full-time conservator on staff. By pooling resources, the institutions were able to make this important hire and cost-effectively and efficiently begin to address rare book conservation backlogs. Both PLCHC and UCL have begun having monthly meetings with the conservator (for UCL with the department head as well) to set collection treatment priorities, discuss treatment options, and return treated items. Sharing in a group the returned items has been especially beneficial; both in demonstrating the various treatment options and better communicating the resources required for each treatment, often leading to a more thoughtful consideration of priorities. For both PLCHC and UCL this monthly meeting has led to improved communication and trust between the Preservation Lab and the special collections selectors/curators.

**Other Results:** The Preservation Lab was formed with a formal legal agreement between the two collaborating institutions (PLCHC and UCL). The legal agreement has no expiration or renewal date and can continue in perpetuity until either institution no longer finds the collaboration mutually beneficial. The agreement also has a stipulation that should funding at one institution need to decrease, then output would correspondingly decrease, in essence rebalancing the workload from 50/50 to some other formula without dissolving the collaboration. At the Public Library (PLCHC), the impact of having a fully functional preservation lab has positively impacted the Library's highly successful digitization lab. Materials that once were deemed priorities for digitization, but were put on hold either due to condition concerns or difficulties in photographing as bound, can now be digitized through a partnership with the Preservation Lab. The Preservation Lab working with the Digitization Lab assists with evaluating the condition of the item for treatment before digitization, helps determine the best digitization process (for example should the item be digitized after being unbound), and determines if the information's housing/binding should be more thoroughly documented/photographed. Such collaboration reinforces the importance of both aspects of access – allowing users to quickly find excellent surrogates and preserving the original document for future scholars.

## Ross Local School District

Project Coordinator: Jayne Neufarth

Federal Award: \$74,492

**Project Purpose:** The purpose of this project was to establish an initiative within four school library media centers, empowering K-12 students to transition from personal to educational use of handheld devices (namely iPads). Specific objectives of the proposal were: 1. To train 100% of all teaching staff to utilize iPad technologies with their students. 2. To have at least 70% of all teachers engage students in the use of curriculum-supporting iPad technologies. 3. To have 70% of all students successfully create, communicate, collaborate and think critically utilizing a handheld device.

**Project Activities/Methods:** The project director and three colleagues conducted simultaneous workshops for all teaching staff during a January 2012 inservice day. Then, any teacher using the iPads with their students met with the project director to review the app(s) that were to be incorporated into the curriculum. At that time a lesson plan was created and imported into a website that is shared publicly. The largest difficulty encountered was in exporting student work off the iPads into a more accessible format for the teacher and for sharing with other students. The app Evernote is now utilized to "move" student work into a more portable format. Students take screenshots of their work on the iPad and place that into a shared folder within Evernote. Recently, the Apple App Store has released an app, Google Drive, which allows students to use their district Google accounts to create and share documents and images. At the project's termination, library staff was in the process of piloting this with seventh grade students in the Integrated Software class. Federal funds were used to purchase 124 iPads for use by students in the four school library media centers. Funds were also used for covers, screen protectors and VGA adaptors. In-kind contributions were staff costs associated with the project.

**Project Outputs:** Library media staff purchased 124 iPads and four sync carts and catalogued them to be checked out through the four library media centers using Follett Destiny. One MacBook Air was purchased to use to sync apps through iTunes accounts. Other purchases included iPad software and accessories, apps (through the volume purchasing plan), Otterbox covers for each iPad, four VGA adapters for each cart and screen protectors for each iPad. Two document cameras were purchased to allow instructors to display the iPad and their finger touches on the iPad screen. Workshops were attended by 160 teachers and 2021 students used iPads in at least one class. Fifty-six lesson plans were added to the project website (<http://goo.gl/PgNWg>) publicly available on the web.

**Project Outcomes:** The project director used surveys (Google Forms) that participants completed online using the iPads. Both teachers and students were surveyed. Teachers were asked to reflect on statements to assess the 4Cs. 38% strongly agreed that using the iPad helped students collaborate; 52% strongly agreed that using the iPad helped students be creative; 43% strongly agreed that using the iPad helped students communicate; and 38% strongly agreed that using the iPad helped students think critically. Students in grades K-4 were asked yes and no questions to assess the 4Cs. 44% said they worked with other students when using the iPad, 81% said they made something using the iPad, 81% said they showed what they did on the iPad to someone, and 93% said they learned something new. While most K-4 students did not answer that they worked with other students, in most classroom situations they were not instructed to work together. The students were observed helping each other but were not collaborating on a project together. Other than that, the results are highly favorable. Students in grades 5-12 were asked to reflect on statements to assess the 4Cs. 53% strongly agreed that using the iPad helped them collaborate with other students; 50% strongly agreed that using the iPad helped them be creative; 49% strongly agreed that using the iPad helped them communicate and express ideas, and; 43% strongly agreed

that using the iPad helped them think critically and discover new ideas. In addition, these students were asked if they currently use apps that help them in school (58% answered yes) and if they will use apps that help them in school in the future (72% answered yes). The gain of 14% supports the main goal of empowering students to transition from personal to educational use of handheld devices.

**Other Results:** Students were greatly engaged through the unique use of a technology that they normally would use to socialize or to access social media and entertainment. Many students commented about how quickly the class period went when they were using the iPads. For far too long, educators have taken these tools away from the students, thus disallowing the avenues that students chose to engage in. Looking forward, it is hoped that these results will encourage a bring-your-own-device program to the district.

## **Wellington Exempted Village Schools**

Project Coordinator: Emily Campofredano

Federal Award: \$18,990

**Project Purpose:** The purpose of the Technology Resource Center project at Wellington High School was to give students and staff adequate access to technology for classroom and individual education usage. Computer/Internet/presentation equipment accessibility allowed for students to develop their 21st century technology skills in the areas of word processing, visual presentations, database access/usage, etc. Teachers were able to have an alternative format for instruction and were able to provide students with classroom time access so they could monitor student work and progress. The Technology Resource Center also acted as a classroom for professional development sessions--the more intimate setting allowed for the instructors to work more directly with the staff while maintaining the direction of the presentation. Specific objectives of the project were: Individual student usage of the Technology Resource Center will increase sixty percent within the first year of implementation. Classroom reservations of the Technology Resource Center for research and presentations will increase by forty percent within the first year of implementation. Faculty attendance and participation in staff development workshops will increase thirty percent using the Technology Resource Center within the first year of implementation. Student usage of Technology Resource Center will increase proficiency in presentation skills and student work by fifty percent within the first year of implementation.

**Project Activities/Methods:** Prior to receiving the equipment, the library media specialist met with all high school staff to discuss the lab and how they could implement it into their classes and enhance their instruction. Once the Technology Resource Center was established, the library media specialist had English classes bring their students to the library to do an orientation so students were made aware of the equipment and how to use it. This portion was time-consuming and at times inconvenient because the library media specialist must cover all three district buildings. The equipment was also presented at the March school board meeting so the administration and LMRE representative (entity that provided a portion of the local funds) could see the impact the center would have on the students and staff. To reserve the lab, teachers check the library's Google Calendar and see if it is available. They then email the library requesting the dates and times. Anytime staff members needed computer access, the library media specialist steers them towards the Technology Resource Center. If individual students need to use the Technology Resource Center, they sign in on a clip board at the circulation desk and then indicate which laptop they are using (each laptop is numbered to help with storage, updates, and to monitor student usage). The high school staff had six in-service days between February and October of the current school year. The Technology Resource Center was used for five of these in smaller break-out sessions. In the beginning there were issues with the

network allowing students to access the Internet with the wireless points simultaneously. Students would often have to stagger their logins. Once the school network was upgraded, the issues were solved. Federal and local funds were used for equipment and peripherals. In-kind contributions were due to slightly higher costs.

**Project Outputs:** Equipment purchased included: 30 laptops, 1 storage/charging cart for laptops, 2 wireless access points, 1 document camera, 1 projector, 1 presentation cart, 1 set of computer speakers, 1 camcorder, 1 tripod, and 1 motorized projection screen. Staff members trained: 34. Students advised through English class visits: 337 for the 2011/2012 school year and 98 for the 2012/2013 school year. Increase of library usage by whole class reservations: 29%. Increase of library usage by individual students: 19%. Increase in faculty attendance/participation in professional development: 30%.

**Project Outcomes:** Library usage has increased due to the Technology Resource Center. Many teachers that had not frequented the library prior to its existence due to over-booking are now creating projects that they can have the students explore and complete using the equipment. The library media specialist has more opportunities to work with teachers and students on classroom projects because of the increase in usage. In May 2012, the library media specialist sent a student survey to the English classes asking: how frequently they used the Technology Resource Center (at least once every two weeks); the primary reason they used the Technology Resource Center (there was a tie between completing classroom work and Internet searches); and how did the Technology Resource Center improve the library (it gave students more opportunities to work on computers). Staff members also completed a survey in May that asked: frequency of using the Technology Resource Center (at least once per month); primary reason for using the Technology Resource Center (Microsoft Office and Google Apps); and how has the Technology Resource Center improved the library (gives students and classes more access to computer and Internet sources).