

## Full and Entrepreneurship Grants 2010 – 2011 Final Project Reports

### AUTOMATION

#### Ohio Central School System (Ohio Department of Rehab and Corrections)

Project Coordinator: Pam Cass

Federal Award: \$177,553

**Project Purpose:** There are 31 institutions in the Ohio Department of Rehabilitation and Correction (DRC); all of them have libraries. The Ohio Central School System, which oversees the libraries, received approval from the DRC IT department to standardize the myriad varieties of automation systems scattered throughout the state. Due to the financial situation of the state agencies, the department is slowly instituting the Mandarin Library Automation System. The grant helped complete the project so that the librarians could facilitate interlibrary loans between the institutions, keep track of inventories, and eventually make this information known not only to resident patrons, but to staff so as to get materials to those patrons who were unaware of their availability. Specific objectives of the project were to 1. Install a standard system (hardware/software) in 100% of prison libraries to improve service; 2. Train 100% of the library staff and network administrators for improved population support; and 3. To establish a department union catalog by 2015 to circulate books for the entire prison library system.

**Project Activities/Methods:** Using various resources, the implementation team determined the number of computers, software upgrades, and training required to effectively use the Mandarin system in the 18 libraries participating in the project. Each library was licensed for the Mandarin M3 Library Automation. All equipment was purchased and installed. Data conversion took place and items were barcoded. Training occurred for all librarians in the areas of cataloging and circulation. The project team created a training manual for resident workers, and a brochure to help patrons use the local system effectively. The following DRC facilities participated in the project: Chillicothe Correctional Institution, Corrections Medical Center, Dayton Correctional Institution, Grafton Correctional Institution, Hocking Correctional Institution, Lake Erie Correctional Institution, Lebanon Correctional Institution, Lorain Correctional Institution, Madison Correctional Institution, Noble Correctional Institution, North Coast Correctional Behavioral Facility, Oakwood Correctional Facility, Ohio State Penitentiary, Pickaway Correctional Institution, Richland Correctional Institution, Southern Ohio Correctional Facility, Trumbull Correctional Institution, and Warren Correctional Institution. Federal funds were used for computers and computer peripherals, including servers, switches, workstations and printers.

**Project Outputs:** A Patron Brochure and Library Staff Manual were produced and distributed. All of the institutions are now automated and in the process of adding to their collections and thus adding to the automation systems.

**Project Outcomes:** This project had led to greater access to materials for customers at individual institutions. It has also led to the beginning of a resource sharing program for all DRC facilities. Resource sharing has always

been hampered by state regulations within DRC facilities. This project has led to the start of a mini project to begin creation of a Union Catalog using existing ODRC servers, which has cut the amount of time originally anticipated it would take to activate a Union Catalog (original planned launch date was 2015). The implementation team is using it currently to activate a pilot project involving foreign language materials and to facilitate borrowing of the same at the various institutions as populations needing foreign language materials shifts. Jennifer Thomas, OCSS Grant Writer, was nominated for Employee of the Month for her work in managing the technical details of the grant.

### **Northeast Ohio Network for Educational Technology (NEONET)**

Project Coordinator: Jim Martin

Federal Amount: \$84,222

**Project Purpose:** The goal of this project was to automate the last 18 elementary school libraries at Akron Public Schools, a district with 70% of the students receiving free or reduced lunches and a higher than average percentage of families whose income is below the federal poverty guidelines. The 18 libraries involved in the project were not automated and were the remaining buildings in the district to be automated using Sirsi/Dynix and linked to the INFOhio union catalog. The district consists of 50 school buildings and a professional library for the district staff. Prior to this project, the other 32 buildings and the professional library had automated through NEONet and were participating in the INFOhio Sirsi/Dynix system. Automation would allow these libraries to be a part of the districtwide and statewide network and would permit all students and educators to identify, locate, and borrow library materials from libraries both within the district and with other INFOhio libraries.

**Project Activities/Methods:** The project started on time and continued at a steady pace. Prior to receipt of the grant, the elementary school libraries weeded their collections. After the grant was awarded, the elementary school libraries involved in the project weeded their collections a second time to ensure that only books in good condition and not too old would be loaded into the system. The project leaders from NEONet met with the district librarian to obtain up-to-date lists of the building libraries. In December 2010, the shelf lists from the buildings were sent out for the conversion to electronic records and the shells of the libraries were created in the software. Fake items were loaded into the libraries to ensure that the buildings were set up correctly and then removed. The item barcodes started arriving at the buildings in February 2011, and the records were loaded into the software at the same time. The barcoding of the items and loading of the records continued through April 2011. Student accounts were initially loaded in April of 2011 and then updated on a weekly basis. Equipment was ordered and delivered during the summer months. Staff was trained over two days in August 2011. They started checking out to their students the second week of September 2011 and at that time library staff showed the students and building staff how to access and use the online catalog. Federal funds were used for retrospective

conversion costs, including barcodes and FTP and contractual costs to NEOnet. Local funds were used for equipment. Local in-kind was due to higher than anticipated shipping costs.

**Project Outputs:** During the grant year: 78,853 MARC records for library materials were purchased and loaded into the system. Eighteen Compaq Pro 6000 desktop computers and monitors were purchased for library staff to access the system to check out items and run reports. Eighteen Compaq Pro 6000 desktop computers and monitors were purchased for the students and staff to access the online catalog and to access INFOhio electronic resources. Eighteen HP LJ Pro laser printers were purchased so library staff could print user barcode labels and overdue reports. Thirty-seven barcode scanners were purchased so library staff can check out items to users and to inventory their collections. Eighteen laptops were purchased to be used by library staff to assist in the inventory of their collections. Thirty-six licenses to MS Office 2010 were purchased so library staff can create and print user barcode labels and overdue notices. 5353 SIRSI licenses and support services were purchased. 5353 online catalog licenses and support services were purchased. Two sessions of workshops were held for library staff with a total of twenty-one library staff attending.

**Project Outcomes:** After the training of the library staff on August 25th and 26th, staff was surveyed about their opinions on the workshop. 100 percent of library staff found the instructor's knowledge to be excellent; 80 percent found the training content excellent and 20 percent found it good; 75 percent found the training content excellent and 25 percent found it good; and 100 percent reported they felt that the documentation will be useful on the job. Users comments include: o Extremely well-organized manual, clear and precise o Training and notebook most helpful o Learning how to schedule reports was great. o Running student barcode labels is what I really wanted to learn, and did. o Hands-on instruction was very helpful. It was extremely well-presented and directed. At the start of the project, the district librarian had decided that the implementation of the automated library services at the newly automated buildings would coincide with the start of the 2011-2012 school year. Staff was trained near the end of August with students' first day back to school on September 1st. The elementary libraries did not start serving students until the second or third week of September (depending on the building). There were a couple buildings that started even later due to moving into a new building. As a result, there was not sufficient time to evaluate student skills or knowledge before the end of the grant timeline. Staff will survey users and report their growth during the year-after evaluation report.

**Other Results:** This grant finalized the automation of all thirty-five elementary school buildings in the Akron Public School District. During a meeting with the district librarian, a decision was made to centralize the cataloging of materials for the elementary buildings. By having all thirty-five buildings automated, having a centralized cataloging area will result in a consistency of how records are added, viewed and accessed throughout the district and allows the building library staff to concentrate on serving their students. Another added benefit was the creation of a series of reports that were created and assigned to each of the elementary library staff. With the creation of these reports, the library staff can open a pre-set template and run the report for their

building. This results in standardized reporting of statistics and overdue reports. In conversations over the years, library staff at Akron Public Schools has reported that there is a fair number of students that move within the city during the school year. With the automation of all buildings across the district being complete, students will have consistency in their access and use of the library services.

**Anecdotal Info:** In regards to the staff training at NEOnet: "Jeanne Steele at NEOnet is the best. She is a very knowledgeable and pleasant instructor. I appreciated her humor and willingness to stop and answer questions. Everything she covered was needed information. It was truly a useful day and it was much less scary that I had anticipated. I would love to attend another session for follow-up questions and clarification." The Akron Public Schools district librarian sent the following comments which were made by the staff of the newly automated elementary buildings during a district-wide meeting of library staff: "I am able to keep better track of my books. Cataloging is so much easier! Students enjoy looking up the books in the online catalog. Automation gives me more time to read to my students. My students are using the online catalog! They never used the old catalog! My students appreciate knowing if a book is checked out."

#### **Switzerland of Ohio School District**

Project Coordinator: Karen Hampton

Federal Award: \$48,057

**Project Purpose:** The goal of this LSTA grant was to allow the Switzerland of Ohio local school district to automate eight school library catalogs, providing student, teacher and community access to the collections in each school. Approximately 30,000 titles were converted to online catalogs. Computer hardware was purchased for use in the libraries. In addition to the catalogs, each library now has access to all INFOhio databases and network services. Training is underway to make the most of these new technologies, bringing the district closer to 21st century educational goals. Specific objectives of the project were: 1. To bring eight school libraries up to 21st Century standards in terms of technology utilization for information access. 2. To train and equip the library staff with knowledge and skills to provide 21st Century library, technology, information, and media programs and services to students, teachers, parents, and communities. 3. To bring library access, literacy, and services to students in un-served and underserved buildings to help them gain knowledge and skills that will empower them to succeed in the 21st Century K-12 education venue, the higher education community, and, ultimately, the workforce.

**Project Activities/Methods:** Since most of the libraries had been unattended for quite some time, preliminary work needed to be done on several fronts. Extensive weeding was done in all schools. Some of the libraries required reorganization into standard library collection order, with spine labels being attached. Once these tasks were completed, shelf-lists needed to be created in most of the schools. This was accomplished in part through approximately 100 hours of volunteer labor, including many days of on-site assistance from the INFOhio Manager at OME-RESA (local Instructional Technology Center). Brodard completed the

conversion to MARC records and records were loaded into the INFOhio union catalog. Barcoding the books was partially completed at the time of the project's termination, and is a constant activity as time allows. LSTA funds were used for SirsiDynix License fees, INFOhio license fees, OME-RESA fees, Brodart conversion costs and automation license support. Because of the grant, the hours of the librarian were increased for tasks associated with the project. Instead of working part-time at three high schools, her schedule was increased to full-time at three high schools and five elementary schools.

**Project Outputs:** Nineteen PCs and monitors, eight printers, and eight scanners were purchased, allowing one computer, printer and scanner for the librarian in each school, in addition to at least one OPAC for each library. Three of the larger elementary schools received two OPACs. Retrospective conversion of library records was completed by Brodart. Circulation training has taken place for staff in the three libraries where barcoding of the books has been completed. These trainees include three part-time library aides, eight study hall monitors, and five volunteers. Classroom or in-library training for catalog use and INFOhio databases has been done with four high school classes and six junior high classes; demonstrations have been done during story time with three elementary classes. TRAILS will be used in the future to assess and document changes in library skills in the student body.

**Project Outcomes:** As awareness of the modernization of the libraries has increased, circulation has increased substantially over the past year. In two schools, the improved organization has increased circulation from only a few books a month to several hundred. Three schools are now using online circulation. The other schools will begin using online circulation as the barcoding of materials is completed. Aides and volunteers understand library organization better and can use the new catalogs and checkout systems. Administrators in the district have become more aware of the libraries and how libraries can contribute to students' reading scores and educational opportunities.

**Anecdotal Info:** At one of the elementary schools, a class arrived with an assignment to research certain plants. With a very brief introduction to the catalog, students were able to quickly find books, check indexes, and leave with the information they needed. They were quite impressed. At another elementary school, a class of first graders came in for library time. The children happily sang to the librarian a song about "going to the library" with great delight all around. There would be no functional library in this school without the grant as impetus. Teachers at a third school have begun routinely bringing their students to the library on the one day a week the librarian is there. They have naturally progressed from looking for chapter books to accepting tips on using INFOhio for research on upcoming assignments. In this case, the lack of astonishment at the new offerings is surprising, but on the other hand, it is deeply gratifying that such things are instantly accepted as the proper function of a library.

## INNOVATIVE TECHNOLOGY

### North East Ohio Regional Library System (NEO-RLS)

BookCommercials

Project Coordinator: Shawn Walsh

Federal Award: \$14,512

**Project Purpose:** The premise behind this project is that there must be a more affordable way for individual libraries to use the concept of a television commercial to attract a broader range of people to books they might otherwise overlook. Northeast Ohio Regional Library System (NEO-RLS) partnered with Madison Public Library and Stow-Munroe Falls Public Library to develop short presentations to inspire children and teens to check out books and take them home to read. In the partnership, NEO-RLS provided the technical knowledge to create the "BookCommercials" while staff at the partnering public libraries created the content. This local development of BookCommercials reduces the high cost of commercially available products while ensuring that materials selected are current and of local interest.

**Project Activities/Methods:** Madison and Stow-Munroe Falls each selected their first nine books to make their advertisements. Each commercial starred a librarian and a book. These selections were coordinated ahead of time to check for duplication of titles and to ensure that a broad range of ages and interests were represented. NEO-RLS built an interface to display the BookCommercials at each of the public libraries. The display also allows the library to display specific library news information, thus making the audience even greater than children and teens. NEO-RLS developed a database to handle the back catalog of Bookcommercials. Representatives of the partner libraries went to the NEO-RLS headquarters to tape the BookCommercials. These were then edited and prepared for display. Through necessary equipment provided at their locations, libraries showed their selected nine commercials. Each library chooses the commercials to be displayed for a two month interval. These could be their own or the other library's. Federal funds were used for MacPro Computers with video capture, editing, and video rendering capabilities, green screen studio and microphones.

**Project Outputs:** To date, 108 "BookCommercials" have been produced for the two library partners. It is thought that approximately 10,592 individuals have viewed a book commercial.

**Project Outcomes:** For Madison Public Library, the BookCommercials project had some unintended but very positive outcomes. Because of the location of the television, it was viewed by people using the library's meeting rooms, attending children's storytimes, reserving public computers, or browsing the tween and young adult books. Almost everyone, the first time they saw the commercials, commented on them. It ranged from light-hearted statements about having a "movie star" amongst the staff to in-depth conversations about the LSTA grant that provided the BookCommercials or the Friends of the Library donation that provided the television and necessary equipment to show the BookCommercials. People who generally went about their business in the library without talking to a librarian commented about the project. It was a huge public relations success. One of the best parts

of this project was its role as a conversation starter where ultimately librarians connected patrons with many different library services beyond helping them locate the books advertised on television.

**Other Results:** More than once at the Madison site, several children under the age of five and also a special needs teenager were confused at the same occurrence. With the help of BookCommercials running on a nearby television, the librarian was able to be in two places at once! The children were visibly confused by the fact that their librarian was both in front of them talking to them and inside the television talking about a book. In all cases, neither the parents of the children nor the librarian were able to satisfactorily explain to the children how this could be. In each case, it turned out that the easiest and best thing to do was for the librarian to go with the children to a different part of the library where the television was out of their line of sight. This then ended the problem. However, finding a good way to explain this phenomenon to young children is important for the long-term success of the program. NEO-RLS plans to continue this project for the existing participants as well as expand the ways new libraries can take part. They can be solely producers, solely consumers, or producers and consumers of the BookCommercials.

#### **Public Library of Cincinnati and Hamilton County**

Panorama Grant

Project Coordinator: Jason Buydos

Federal Award: \$78,922

**Project Purpose:** This project was developed as a model for other libraries wishing to display and educate users about visual items, particularly rare and/or historical items within their collection. To demonstrate this model, the Public Library of Cincinnati and Hamilton County (PLCHC) took scanned images of the 1848 Panorama of Cincinnati daguerrotype. The 1848 Panorama of Cincinnati daguerrotype had not been displayed for over 60 years. This grant provided physical access to the resource as well as virtual access, thus making a previously unavailable resource available to anyone with Internet access. The model project included a web application which is available on the Library's Virtual Library and allows a user to zoom in to any point of the daguerreotype. Staff developed a web application which could be used both in-house or from any computer with Internet access. This enables users to access images from the scanned daguerreotype, as well as internally produced information and links to other resources. Specific objectives were: 1. Provide at least twelve programs utilizing the large screen displays showcasing various educational and culturally significant aspects of the daguerreotype with an average score of 75% or higher on a survey given to attendees regarding the quality and interest of the program. 2. Generate 50,000 hits or uses of the online version within the first year.

**Project Activities/Methods:** The equipment was purchased and software was developed and installed. The images were made available on PLCHC's main website ([www.cincinnati.library.org](http://www.cincinnati.library.org)) as well as on the Virtual Library (<http://virtuallibrary.cincinnati.library.org>). PLCHC promoted the display and received national coverage. Of particular note was an article in the New York Times on May 22, 2011. Officially, 12

programs were conducted with overwhelmingly high satisfaction scores related to quality and interest (93%). Federal funds were used for the contract with Interactive Solutions for the website application and a special kiosk to house the original daguerreotype.

**Project Outputs:** Two 50" flat screen displays as well as a website that mirrors the displays were purchased. As the displays are placed in public places, staff does not have a count of the number of users of the physical displays; however, 129,793 hits have been made to the website that features the display. Staff collected 102 surveys from individuals who attended the 12 programs, but that number is not an accurate count of the number of participants because some participants did not fill out and return a survey.

**Project Outcomes:** The outcome of this project is the availability of a piece of local history that is now available for viewing for the first time in over 60 years. Not only does the public now have access to this resource physically, but they have access to it virtually as well. With the touch screens, they are able to zoom in to specific areas and view the images in greater resolution. Additionally, PLCHC has researched various points of interest on the images and provided information about specific buildings or locations that can be seen on the panorama. All this has produced resurgence in the interest in local history and has even produced situations of impromptu community lectures that frequently happen. On several occasions, a "leader" will conduct a brief lecture to people who have gathered around the screen. The "leader" is simply a member of the public who just happens to have some knowledge about a part of the panorama or the time in which it was taken. This "leader" is not affiliated with PLCHC, nor have they prearranged this lecture. It is just an opportunity for this person to share their knowledge with people around him/her. In a lot of cases, people have gotten chairs and gathered around this person to listen to the lecture.

**Other Results:** With a renewed interest in Cincinnati local history, PLCHC is now conducting a "contest" in which members of the public provide the Library with access to their pictures of the 1937 flood which took place in Cincinnati. Community support has been incredible. People have, and continue, to email the Library with their pictures for the contest. The PLCHC will digitize the photos and create a display for the public to see and comment on the images from the 1937 flood of Cincinnati.

**Anecdotal Info:**

**Exemplary Reason:** This was a model project which included a web application, available on the Library's Virtual Library, which enables users to zoom in to any point on the daguerreotype. In addition to being able to zoom in to specific points on the daguerreotype, the web application includes data points, developed by staff to showcase specific points of interest on the daguerreotype and includes a brief description of the historical context of the image. The description also links to additional resources, both online and within the library's collection, about the specific topic that the data point concerns. Two display cases with 52" touch screens with multi-touch capability allow users to zoom in on specific points on the screen. One is located in the Main Library Lobby and the other is located in the Library's Cincinnati Room. A specially designed and environmentally controlled display case housing the original daguerreotype is also housed in the Cincinnati Room. In September 1848, Charles Fontayne and William Porter took

a series of eight panorama views of Cincinnati and captured a little more than two miles of the riverfront. The original Fontayne and Porter daguerreotype is the oldest comprehensive photograph of an American city. A daguerreotype captures an imaging resolution, so much that modern technology is required to view the full image. After years of traveling and exhibits, the images became fragile and had been stored at PLCHC for the last 50+ years. Five years ago, PLCHC contracted with the George Eastman House to perform conservation work on the daguerreotype. At that time, conservators at the Eastman House called the piece, "an iconic American treasure." As part of that restoration process, staff at Eastman house utilized a stereo microscope and found that the 6.5 in by 8.25 in. plates could be enlarged up to 170 x 20 feet without losing clarity. This project allowed that treasure to be restored and made accessible, both virtually and to Library visitors. Additionally, the technology used has enhanced its value as an instructional tool to see and learn about early American life. The Library's manager of the genealogy and local history collection says the panorama and its enhancements will be especially valuable for genealogists. "People can now actually see where ancestors lived or worshiped or worked. It adds rich detail to their lives." During a presentation, one individual was very excited and showed the project coordinator a store on the touch screen. The store front was his great-grandfather's store and you could see the barrels stacked in front of it. Some individuals have been fascinated with all the people they could find in the images, but the one person people seem to like to look at is a man in the bottom corner of the last panorama plate who appears to have driven his horse drawn cart into the Ohio River. A local genealogist knew he had family living on the rough and tumble riverfront back in 1848. Using the digital magnifications, he went looking for visual evidence of where they had been. He found it. On a building selling groceries and liquor he saw the ornately painted name, "Fred Schierberg." "When I saw that, I almost jumped out of my pants," he said, "I thought, 'Oh my God, there's my great-great-granduncle's name right on that building.' It still blows my mind!" The special display of the panorama allows for preservation measures that ensure that the daguerreotype and the information it contains will be preserved. A great deal of time and effort have been dedicated to creating a rich learning environment for visitors to the display; related images have been added to enhance visitors' experiences, as have a great deal of information related to local history. The customized software that provides access to the digital images and additional information is extremely user-friendly, utilizing touch-screen technology. The unveiling of the panorama has brought additional traffic to the Cincinnati Room. Staff estimates that over 2,000 people visited the panorama and the Cincinnati Room during the first quarter after it was unveiled. Of those who have experienced the panorama, many arrived in small groups to share a personal experience. By zooming in on images, visitors gain a greater depth of understanding of mid-19th century American life. Viewers also have the opportunity to customize a multi-media show focusing on specific locations or themes including: African-Americans, Art, Architecture & Culture; Education, Religion, & Reform; Everyday Life; Immigrants: Science & Invention; and Transportation, Industry & Commerce. This project is a wonderful illustration of a library working to preserve cultural heritage and make history engaging.

## SERVICES TO TARGETED POPULATIONS

### Cuyahoga County Public Library

Kiosk Project

Project Coordinator: Tracy Strobel

Federal Award: \$53,137

**Project Purpose:** The purpose of this project was to introduce the growing trend of self-service kiosks to the Cuyahoga County Public Library (CCPL) system. Given the current economy, the demand for the library's free programming and services has increased dramatically. Yet, budget cuts at the state level and diminishing tax revenue have created budget shortages that hinder the Library's ability to hire additional staff to meet demand. Self-service kiosks for the DVD collections will provide CCPL with a cost-effective means to provide service, while providing an added value of 24-hour accessibility of DVD collections to customers. Specific objectives of the proposal were: 1. To provide CCPL customers greater convenience to the Library's DVD collection. 2. To provide the Library system with an automated materials management system.

**Project Activities/Methods:** In order to meet the project objectives, CCPL purchased two self-service kiosks from 3M Library Systems to house DVD collections at the Strongsville Branch and at the CCPL service point at MetroHealth Medical Center. The project encountered server issues that delayed the implementation of the project. Due to the cost of the kiosks, CCPL organizational guidelines required staff to seek approval from the Board of Trustees before purchasing. Due to scheduling conflicts, approval to purchase the kiosks was not received until late October 2010. The manufacturer needed approximately 120 days to produce the units. However, due to the natural disasters in Asia in early 2011, shipment of the kiosks was delayed because the manufacturer could not get required parts. The kiosks finally arrived in April 2011. Because this is very new technology, beta testing took several months to resolve software and hardware issues. The self-service kiosk was placed in the Strongsville Branch on August 22 and the kiosk for MetroHealth Medical Center was put into operation on October 19. Before kiosks were made available to the public, CCPL's Information Technology Department provided training on the kiosks and equipment to CCPL staff at each location that would be housing a kiosk. This ensured there would be a seamless transition once the kiosks were installed and made available to the public. When the first kiosk was installed, CCPL's marketing department conducted a media push to promote the installation of the new product. This included mentions in the local newspapers and a story on one of the local news channels. Public perception of this new service is very favorable. Federal funds were used for the kiosks and a portion of the DVDs. In-kind contribution includes the additional cost for DVD purchases of approximately \$2,189 and staff costs of approximately \$7,500. This included a variety of staff for setting up, trouble shooting technical issues, and training staff at the kiosks.

**Project Outputs:** Two self-serve kiosks were purchased and installed and DVD collections were purchased and made available. Each kiosk holds 720 DVDs. Fifteen staff members were trained on the functions of the

self-service kiosks as were both Branch Service Directors. Between August 2011 and September 30, 2011, the self-service kiosks have been used to check out more than 4,000 DVDs. Of the more than 4,000 items checked out, 129 items were checked out after hours. However, staff believe after hours utilization will show an increase with the installation of the MetroHealth Medical Center kiosk as it is placed in a location that has high traffic at all hours of the day and night.

**Project Outcomes:** The defined outcomes are as follows: 1. To offer a collection of 1700 popular, high interest DVDs in each of two locations. This DVD collection should achieve an average turnover rate of over 25 uses per DVD in the first year. 2. To offer additional customer convenience by providing 24 hours a day, seven days a week access to the DVD collection. Fifteen percent of circulation should occur during the hours that the library is closed. 3. Customers will be surveyed 6 months and 12 months after installation of the self-service kiosks. At least 85% of customers should report being satisfied or very satisfied with this new service model. At the project's termination (September 30), the first measurable outcome had been completed with both machines being available and offering a wide selection of popular titles. Due to the delay in installation, outcomes have not yet been realized for points two and three. Of the DVDs checked out to date, 3.2% have been checked out after hours.

**Other Results:** This project may become a model project for replication around the state. CCPL is already planning to install a self-serve kiosk in a new branch under construction. Other metropolitan public libraries are also evaluating implementation of a self-serve DVD kiosk. At least one other public library is considering using a similar model for providing other library materials to customers.

### **Oakstone Academy**

Adaptive Equipment for Individuals with Autism

Project Coordinator: Amy Price

Federal Award: \$7,605

**Project Purpose:** The goal of the project was to determine the effectiveness of iPads used as e-readers to improve information acquisition among students with autism significantly behind grade level in reading. Data was taken on thirty students with autism; ten middle school age, ten high school age, and ten vocational age (18-21 years still receiving state mandated school services). Data included two sets of comprehension questions using interactive eBooks on the iPad and two sets of comprehension questions using a traditional text book. With the purchase of iPads and eBooks, staff was able to increase access to information for students with autism, which is a goal in the library's long-range plan. Staff was able to disseminate results to other libraries through the website, newsletter, and an article published in Teacher Librarian in October 2011.

**Project Activities/Methods:** To begin the study, iPads and protective cases were purchased in November 2010. This was followed by teacher training in December to assure ease of use among students. Four teachers who instruct students at least four grade levels below in reading volunteered for data collection which began in January 2011. For measurement purposes, several data sheets were developed including one for

Student Demographics (age, grade, reading level) and specific reading-related activities comparing traditional print to eBooks on iPads, another to measure Ease of Use and a third to determine Interest Level. At the beginning of the study, teachers accessed eBooks (using iPads) available through the public library. Teachers noted that students showed little interest in these books since they closely resembled the traditional book counterparts and lacked audio, interactivity and highlighted text. On the other hand, overwhelming preference was shown toward interactive eBooks purchased through iTunes. As a result, fewer public library eBooks were uploaded than was anticipated. In addition, the use of the “voiceover” feature for text-only books was abandoned because when “voiceover” is activated, all the gestures to control the iPad are changed. For example, to open an app one must click it twice instead of once. One click only produces an audio reading of the name of the app. Finally, teachers and librarians discovered unexpectedly that finding and downloading eBook apps from the iTunes store without an iPad cart could be a lengthy process, so this task was turned over to the librarian. Federal funds were used to purchase 10 iPads and covers. Local funds were used to purchase eBooks. Local in-kind contributions were staff time associated with the project.

**Project Outputs:** Ten iPads and 150 eBooks were purchased and used in three classrooms by four certified teachers and the librarian. Data was collected on ten students in middle school, ten students in high school, and ten students ages 18-22 still receiving state mandated special education services. Teachers submitted the Data, Ease of Use and Interest Level Questionnaires to the librarian for analysis.

Students showed a statistically significant increase when using the iPad interactive eBooks over the traditional text. Students understood 0-50% more information when using the iPad and interactive eBooks. Middle School students showed an average of 21% increase in comprehension, high school students showed an average of 25% increase in comprehension and students over 18 showed an average of 21% increase in comprehension. Most significantly, all students showed an increase in comprehension when using an iPad with interactive eBooks except for one student who got 100% on all measures. No students showed a decrease in comprehension. The questionnaires showed that students found the iPads motivating and use of the iPad decreased off-task behavior; some even chose the iPad as a reward for positive behavior. There were no students who refused to use the iPad or had to have the privilege of using the iPad revoked.

**Anecdotal Info:** Teachers repeatedly commented that one particular student with autism who could not be kept on-task for more than five minutes with a reading assignment in traditional print would engage in a reading assignment with the iPad for 25-30 minutes independently. Although not measured, the librarian believes that time on-task could easily be doubled or tripled when using the iPad with students with autism.

## **INFOhio**

Captioning Ohio's K-12 Digital Video Collection

Project Coordinator: Charles Schmiesing

Federal Award: \$5,587

**Project Purpose:** The purpose of the "Captioning Ohio's K-12 Digital Video Collection" project was to include captions for many of the more commonly used titles in the Digital Video Collection (DVC) which is hosted by INFOhio and licensed by the Ohio Area Media Centers (AMCs). Captioned videos are of benefit to the deaf and hard of hearing populations as well as students learning to read and ESL students. The primary objective of this project was to acquire the appropriate rights to include captioning for 50 frequently viewed digital videos that are currently licensed by the AMCs. An additional objective was to raise awareness of the availability of captioned resources and the benefits of the captioning to student learning.

**Project Activities/Methods:** INFOhio contracted with the provider who worked with them during the initial development of the DVC. The contractor identified the commonly used titles in the collection and identified the original source of the videos. Through past relationships with the vendors, the contractor was able to contact the vendors and encourage their cooperation during the project. As a result, INFOhio was able to acquire captions for a total of 78 full-length videos, far exceeding the 50 that were included in the original grant proposal. Simply acquiring the captions was the first crucial step, but the captions needed to be converted into a Timed Text XML format to be compatible with the video streaming application and the captions needed to be loaded onto the server accordingly. This work was completed by INFOhio Technical Services in addition to some important web development to make it easier for use. As an appropriate quantity of captioned videos became available, the end-user interface to the DVC needed to be altered to accommodate the captioned titles. The interface now includes a filter option so that a user can see only those videos that include captions. Also, the thumbnail image for captioned videos includes a CC notation in the upper right corner of the image so users can readily identify titles that include captioning even if they do not use the filter. Finally, a current list of captioned titles is readily available to those utilizing a "Browse Titles" feature in the DVC. To promote the captioning of the DVC, INFOhio created a catalog of the captioned titles and a cover sheet explaining how to access captioned titles. Federal funds were used for videocaptioning rights and costs associated with the contractor.

**Project Outputs:** Through this project, INFOhio was able to acquire captions for 78 full-length videos – 56% more than the 50 videos originally proposed in the grant. The captions were acquired from the following sources: Ambrose Video Publishing, Automatic Sync Technologies, Film Ideas, and Visual Learning Systems. The interface for the DVC was updated to include a filter for captioned videos, a visual notation on all videos with captions, and a current alphabetical list of captioned videos that can be browsed online.

**Project Outcomes:** The final caption files from the "Captioning Ohio's K-12 Digital Video Collection" grant were processed in April 2011. For the past 6 months, the 78 videos that had captions were used 10,728 times. During the same 6-month period in 2010, the same videos were only used 2,494 times, a 330% increase in usage. During the same

period, the interface for the DVC was revised, the DVC was promoted through a user survey, and the DVC was incorporated into the online catalog used by more than 2,400 school libraries across the state. Although the captioning project did not account for the entire increase, INFOhio staff is certain that the captions are making the videos more accessible by the deaf and hard of hearing populations as well as students learning to read and ESL students.

**Other Results:** While captioning is now commonplace for television programming, through this project, INFOhio staff has learned that captioning is not always available for videos in digital formats typically used when streaming videos on the Internet. One of the unexpected results from this project has been establishing a relationship with Automatic Sync Technologies, who provides a service called CaptionSync. The CaptionSync service is able to create captions using audio files that are frequently superior to those provided by the original source of the videos. INFOhio plans to use this service in the future when purchasing video content.

### **Shaker Heights Public Library**

Community Entrepreneur Office

Project Coordinator: Margaret Simon

Federal Award: \$37,645

**Project Purpose:** The Shaker Heights Public Library used this project to create a Community Entrepreneurial Office (CEO) that will help stabilize the community and its economy, equalize access to computer and print needs for all community members, and be sustainable as a resource by using recyclable papers and inks. Project goals for the Shaker Heights Public Library CEO were: 1. To create a Community Entrepreneurial Office (CEO) within the Shaker Heights Library that can be used by community members doing business in the city. 2. To provide a much needed community service center in the city's business quadrant that can be used by home-based businesses as an office and meeting center. 3. To purchase technological equipment that can be used by both the library and the community. 4. To offer CEO users access to software needed especially for business, such as accounting software as well as software for desktop publishing and photo editing. 5. To serve as a gateway to home-based businesses and to offer the library the opportunity to educate them on the Library's print and electronic business resources. 6. To position the library as an important member of the commercial community. The City of Shaker Heights has recently hired an Economic Development Director to stimulate business growth and to work with home-based businesses. Residents have also organized a local Chamber of Commerce. The Library works with both the city and the Chamber to help support small businesses and to promote economic development. The Main Library serves as an anchor institution in the business, commercial and governmental quadrants of the city. The CEO serves as an enhancement to economic development, giving small business owners easy access to computers, specialty equipment, and a variety of software to help them maintain and grow their businesses.

**Project Activities/Methods:** This project has yet to officially begin. At the same time that the Library embarked upon this project, the Library was also involved in a renovation of the second floor. Due to library construction delays and delays from water seepage issues, the space designated for the CEO was unavailable until October 2011. The delay provided staff with an opportunity to take a second look at the space. Because of staffing issues, staff decided to place the CEO next to the Computer Center since it is open whenever the library is open and Computer Center staff could possibly help customers. This decision entails another move and further delay since the Friends currently have the newly renovated space as a book sorting room. When the new Computer Center is ready, the Friends book sorting room will be relocated to the old Computer Center and the CEO will take over that new room adjacent to the new Computer Center. The delay also allowed the project coordinator to concentrate on establishing partnerships. The nonprofit organization Career Transition Center will be a primary partner in the CEO. Their strengths are in job placement counseling. They will use the space and staff it for 37.5 hours free of charge and manage the staffing of the CEO to outside groups. In order to accommodate requirements for the grant, all funds have been expended and equipment is currently waiting to be installed. Federal funds were used for equipment for the CEO. This included computers, a server, laser printer, color banner printer, scanners, fax machine and supplies. In-kind support comes from the Career Transition Center, which staffs the CEO 37.5 hours per week.

**Project Outputs:** All equipment has been purchased. Because the project is just getting started, staff does not have quantitative measurable outcomes at this time. The project coordinator is in the process of setting up an informal advisory group to serve as a sounding board and a source of ideas and honest advice. The partnership with the Career Transition Center has been established. An added benefit for the Library will be the workshops it provides for the public as well as covering staffing for the CEO.

## SERVICES TO YOUTH

### Cleveland Heights-University Heights Public Library

PLAYroom Project

Project Coordinator: Constance Dickerson

Federal Award: \$35652

**Project Purpose:** The Cleveland Heights-University Heights Public Library created and outfitted an early literacy PLAYroom in the Noble Neighborhood Library Branch. PLAY stands for Pre-Literacy and You. Staff identified focused play centers and developed guides for each, detailing literacy enrichment activities to be used at the library and at home. The literacy-rich environment includes wall panels with literacy-based manipulatives, a magnetic board, collections of books, word appliques on the walls, word rings and magnets in seven languages, and three computers pre-loaded with dozens of early literacy software packages. A mobile Smartboard is used to enhance programs with hands-on activities and allows for the capability to post words to rhymes and songs alongside their recordings, view DVDs and play CDs, and access pre-loaded program content. Specific

goals of the project were: 1. To achieve two Target Objectives within the Library's strategic plan: provide excellent customer service that meets identified community needs and create dynamic, fun programs to support literacy, community, and family. 2. To help all Ohio libraries and their constituencies to share in the benefits of helping families build reading readiness skills by creating and freely sharing a "Guide to Building a PLAYroom." The branch selected is located in the northernmost point of the library's service area and the one that the Cleveland Heights-University Heights Schools has identified as being the area with fewest preschoolers prepared with the skills necessary to enter kindergarten. The location also borders on East Cleveland where three library branches have closed their doors in the past few years.

**Project Activities/Methods:** Staff established a PLAYroom team of library staff and community organizations to share information and determine how other organizations could assist with the venture. PLAYroom components were selected, ordered, and made available in the Noble Branch. In conjunction with community partners, a variety of events and programming are scheduled to take place in the PLAYroom. The PLAYroom is available for children and caregivers to use all of the hours that the library is open, 48 hours per week. Educational programs for early childhood educators, parents, and caregivers were initiated beginning with the Open House which took place in August. Staff encourages guided play with the use of activity guides and interaction with staff and volunteers. The activity guides and words are attached to each station. The literacy component of the project has been expanded by creating activity guides in various languages that reflect the languages common in the library's service area. Languages include Russian, Hindi, Arabic, Chinese, and Hebrew. A series of programs focusing on individual play centers in which a focused storytime is followed by guided play utilizing one of the centers has been initiated. Marketing brochures were produced and distributed. Staff has completed the "Guide to Building a PLAYroom" and it is scheduled for publication in "Children and Libraries" in spring 2012. Early literacy skills are encouraged through: Dramatic play opportunities in the learning areas such as the kitchen, puppet theater, post office and work bench; AWE early literacy computers; Interactive wall panels to help children create stories, experience textures, and recite nursery rhymes; Comfortable couch with a nest of pillows for reading and looking at books; Word labels on PLAYroom items. Federal funds were used for AWE workstations, TV/DVD viewing station, CD/Stereo listening station, digital music collection, and items for the learning areas (Craftsman Workshop store, house, construction site, post office, doctor's office, bus, playhouse, and laundry).

**Project Outputs:** The PLAYroom is a frequent destination of area preschools, daycares, kindergarten classes, and individuals. On average, 240 children and caregivers visit per week plus an average of 4 preschool or daycare groups representing an additional 40-50 children per group.

**Project Outcomes:** Popularity of the PLAYroom has grown steadily, and the room is in use during all hours that the library is open, serving preschool children and their caregivers, as well as preschool classes and daycare groups. Staff has written a guide outlining the considerations to be made and the steps to be taken to create a PLAYroom and how

to replicate some of the project goals and activities in any library. The PLAYroom guide will be available from the State Library's website and from the Library's website.

**Other Results:** After school, elementary school children also enjoy using the PLAYroom, sometimes interacting with younger children and using the AWE stations with their literacy enhancing programs. It is rewarding to see children choosing learning games over the Internet computers in the other part of the library. Staff believes the project has gone beyond its intended scope and is benefitting elementary children as well as preschool children.

**Anecdotal Info:** Respondents to an evaluation were happiest with the variety of items and play centers in the PLAYroom and with the AWE early literacy computer stations with their touch screens. Typical comments are expressed by the following: "I like everything. I think it's very well organized, there's space and stuff to do for all ages. Each of my kids has his/her favorite part, but everybody likes the 'early literacy' computers. In addition to spending fun time with my kids here, I can read my own magazines or books or do some work on the computer. Very convenient!" The only enhancements identified were to "move it closer to my house," and for the library to be open on additional mornings. Staff also received positive feedback on the room being self-contained yet within view of the rest of the Children's room. Other recurring comments were that patrons would like more interaction with staff/volunteers—an unfortunate limitation with the current staffing complement.

## TRAINING

### Northwest Ohio Computer Association (NWOCA)

Virtual Connection to Support 21<sup>st</sup> Century Learning Skills

Project Coordinator: Judy Swerline

Federal Award: \$79,579

**Project Purpose:** This project purchased videoconferencing equipment that connected nine school libraries in Northwest Ohio for the purposes of improving research and information literacy skills through dynamic research and reading projects. Videoconferencing was utilized to provide communication and collaboration beyond geographic boundaries and to enhance opportunities for research and information literacy skills development. The goal of the project was to improve the information literacy skills of students, teachers and library media specialists in the six school districts through collaborative research and reading projects using videoconferencing. Specific objectives were: 1. To increase students' information literacy skills through structured collaborative projects between school districts. 2. To train students and teachers how to research careers using primary sources. 3. To increase research skills through identifying and discussing a book's plot, characterization, dialogue, and being able to discuss three elements with their peers in remote locations. 4. To increase teachers' participation in sessions offered by institutions of higher learning to enhance the integration of information literacy skills in the classroom. School districts involved in the project were: Ayersville Local, Bryan City, Hicksville Exempted, Liberty Center Local, Montpelier Exempted and Springfield Local.

**Project Activities/Methods:** This grant provided the six school districts with high quality videoconferencing units using industry standards to use for implementing content that would not be available to them locally. The libraries involved determined through discussions with vendors which equipment would best fit their local needs. All district personnel involved in the project received direct on-site instruction on the use of the equipment. Using videoconferencing to improve student learning increased the opportunities to expand the use of the technology with numerous videoconferencing content providers that were selected based on the district's curricular areas. The collaborative nature of this project created partnerships among the participating school districts and the business community. At the termination of this grant, it was possible for all districts to provide an overview of their experiences in the project to all attendees at the October 21, 2011 NWOCA Conference, Instructional Services track. During that time, several new districts indicated an interest in pursuing the same type of program the following school year. Additionally, State Library of Ohio staff conducted the second quarter "visit" using the videoconference technology and could evaluate how the equipment functioned first hand. Individual district activities were logged in a spreadsheet and varied from student to teacher audiences. Examples of programs conducted include: "Use of 21st Century Learning Skills," "Careers in Sports Photography," Autopsy Distance Learning," Celebrating Dr. Seuss," "Poetry Workshop," "Book Characters," and "Information Literacy -- Information Ethics." Federal funds were used for equipment (Polycoms and projectors).

**Project Outputs:** The total number of participants for the first year of the implementation period of the grant was approximately 4,087 which included both students and educators. Some classes within the districts participated more than one time throughout the year but they were not counted more than once. All participating districts assessed students using the TRAILS general assessment for grade six and results were compiled. An overall increase of both research and information literacy skills was demonstrated. Variations in overall assessments were noted but demonstration of all districts averaged between a five to ten percent increase. A total of 10 Polycom units were purchased through the grant funds. Types of videoconferencing packages varied based on district requests. In addition, some districts requested carts or projectors for equipment compatibility purposes. All districts were trained by NWOCA personnel and assisted with trouble shooting. NWOCA purchased a package to provide as a backup and also to assist NWOCA with professional development.

**Project Outcomes:** A number of videoconferencing content providers were utilized to integrate curricular activities with 21st Century learning skills. The outcome for all participants was extremely favorable. The students did appear more comfortable than educators with the new technology and really took ownership of the activities that were introduced using the videoconferencing equipment. TRAILS was used as the pre-assessment tool for the grant and a post-assessment was also used with the same population.

**Other Results:** NWOCA has received notification from other member school districts of their interest in participating and furthering this pilot project in their school districts

