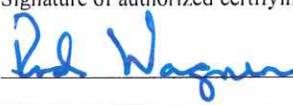




## Cover Sheet for Performance Reports

1. Grant or other identifying number assigned by IMLS: <u>RE-03-10-0059-10</u>	
2. Recipient organization (name and address, including zip code):  Nebraska Library Commission The Atrium, Suite 120 1200 N St. Lincoln, NE 68508-2023	3a. DUNS number: <u>007496631</u>
	3b. EIN: <u>47-0491233</u>
	4. Recipient identifying or account number: <u>34112014</u>
5a. Project/Grant period start date (mo/day/yr): <u>Nov 1, 2010</u>	6a. Reporting period end date (mo/day/yr): <u>Oct 31, 2014</u>
5b. Project/Grant period end date (mo/day/yr): <u>Oct 31, 2014</u>	6b. Final Report? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
7. Project URLs, if any: <u>http://nowhiringatyourlibrary.nebraska.gov</u> <u>http://nlc.nebraska.gov</u> , <u>https://www.facebook.com/NebraskaLibrarians</u> <u>http://librarystorybank.nebraska.gov/</u>	8. Report frequency: <input checked="" type="checkbox"/> annual <input type="checkbox"/> semi-annual <input type="checkbox"/> quarterly <input type="checkbox"/> other If other, describe: _____
<b>9. Please transmit the performance report as instructed by the Institute of Museum and Library Services.</b>	
10. Other attachments? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Transmit accompanying documents with this cover as instructed by the Institute of Museum and Library Services	
<b>11. Certification: By submitting this report I certify to the best of my knowledge and belief that this information is correct and complete for performance of activities for the purposes set forth in the award documents.</b>	
11a. Name and title of authorized certifying official: <u>Rod Wagner</u> <u>Director</u>	11c. Telephone (area code, number, extension): <u>(402) 471-4001</u>
	11d. Email address: <u>rod.wagner@nebraska.gov</u>
11b. Signature of authorized certifying official 	11e. Date report submitted (mo/day/yr): <u>Jan 9, 2015</u>
12a. Name and title of Principal Investigator/Project Director: <u>Mary Jo Ryan</u> <u>Communications Coordinator</u>	12b. Telephone (area code, number, extension): <u>4024713434</u>
	12c. Email address: <u>maryjo.ryan@nebraska.gov</u>
13. Agency use only: _____	

Instructions for submitting this report are available at <http://www.ims.gov/recipients/administration.shtm>. For assistance or questions contact your Program Officer.

**Burden Estimate and Request for Public Comments:** Public reporting burden for this collection of information (Final Report, Parts 1 and 2) is estimated to average eight to thirteen hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comment regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Institute of Museum and Library Services, Chief Information Officer, 1800 M Street, NW, 9th Floor, Washington, DC 20036-5802, and to the Office of Management and Budget, Paperwork Reduction Project 3137-0071, Washington, DC 20503.

# Nebraska Library Commission

The Atrium • 1200 N St. • Suite 120 • Lincoln NE 68508-2023 • 402-471-2045 • Fax 402-471-2083 • nlc.nebraska.gov



January 9, 2015

Mary Alice Ball  
Senior Program Officer  
Office of Library Services  
Institute of Museum and Library Services  
1800 M Street, NW 9<sup>th</sup> Floor  
Washington, DC 20036-5802

Dear Mary Alice:

I am very pleased to send to you the Nebraska Library Commission's final report for the Laura Bush 21<sup>st</sup> Century Librarian program grant, *Cultivating Rural Librarians' Technology Skills*. We are most appreciative of the Institute of Museum and Library Services for grant and administrative support over the course of this project.

We are especially pleased that the LB 21 grant funds helped so many students in pursuing library service careers from internships through professional education. The project provided far more than support for completion of coursework and educational program requirements. Testimonials from students and many others noted the value of the many experiences that were built into the project – seminars, coaching, professional conferences, social media interaction, and so much more. The grant program has contributed significantly to Nebraska's library workforce – librarians with knowledge and skills for 21<sup>st</sup> Century library service needs.

Thank you for supporting Nebraska's Cultivating Rural Librarians' Technology Skills. We hope the IMLS staff and others will enjoy reading the enclosed report.

Sincerely,

Rod Wagner  
Director

Enclosure

*Cultivating Rural Librarians' Technology Skills*  
2010 IMLS Laura Bush 21<sup>st</sup> Century Librarian Program

### **Project Partner**

Central Community College (CCC) served as the primary partner in the project, represented by Dr. Eric Jones and Dr. Dianna Parmley, both Deans of Educational Services. Their time and expertise, along with that of the staff and faculty of the Library and Information Services Certificate and Associate of Arts Degree programs assisted Nebraska Library Commission Director Rod Wagner in providing leadership and guidance for this project. CCC personnel assisted in curriculum development, recruitment, information dissemination, diversity outreach, monitoring, and student supervision. CCC staff also served on the Project Advisory Committee, joining an ad hoc group of key partners (see Attachment 1) and Library Commission staff to provide input on marketing, recruitment, and value-added learning experiences.

### **Overview**

The Nebraska Library Commission's *Cultivating Rural Librarians' Technology Skills* project increased the formal educational levels of current library staff and new recruits by awarding **scholarships** at the preprofessional and master's levels to ninety-two Nebraska students. Students acquired laptop/tablet computers to complete online coursework, networked with professional librarians at regional and national conferences, joined professional associations, and became coaches in the Nebraska Library Digital Literacy Coaching Corps through **stipend** awards. **Value-added learning experiences** enabled students to participate in online and face-to-face 21<sup>st</sup> Century Skills Seminars and technology literacy training sessions, such as the Introduction to eBooks/eReaders workshops. Recruitment of 117 future librarians was facilitated by **internship** grants to forty public libraries. Interns developed technology skills and used them to improve library service, help library customers solve problems, and enrich their communities. A multi-faceted **communications campaign** helped raise awareness of library careers, identify prospects, and disseminate the student learning experience.

See Attachment 2 for a one-page Abstract of the Nebraska Library Commission's *Cultivating Rural Librarians' Technology Skills* project.

### **Changes**

- One year, no cost extension approved (10/10/12 email MAB).
- Position of Business Manager, filled initially by Doreen Kuhlmann, was filled by Sue Bilstoft and later by Jerry Breazile.
- Position of Planning and Data Coordinator, filled initially by John Felton, was later filled by Sam Shaw.
- Value-added learning experiences, originally planned as online and Webinar-based, expanded to include a variety of face-to-face learning experiences.
- Fund Transfers within and between budget categories (see Federal Financial Report Attachment 3):

Transfer grant funds within student support to paraprofessional scholarships (8/30/13 email MAB).

Transfer grant funds from other non-student support categories to paraprofessional scholarships (8/30/13 email MAB).

Transfer grant funds from other non-student support categories to internships (8/30/13 email MAB).

Transfer grant funds from out-of-state travel to in-state travel (4/24/13 email MAB).

## **Activities**

### **Goal 1: Increase education levels of current library staff and new recruits in rural Nebraska.**

#### Scholarships

The Laura Bush 21<sup>st</sup> Century Librarian scholarships fulfilled the requirements of the grant awarded to the Nebraska Library Commission (NLC) by the Institute of Museum and Library Services (IMLS) to educate the next generation of librarians. Scholarship applications were developed and made available in print and online in Year 1. Scholarship applications were received and awarded in spring, summer and fall of Years 1, 2 and 3, and in spring of Year 4.

The anticipated number of preprofessional scholarship awards was 70; the actual number of awards was 114. The anticipated number of preprofessional-level scholarship recipients was 50; the actual number of recipients was 54. The anticipated amount of preprofessional-level scholarship awards was \$245,000; the actual amount expended was \$304,765.60. Funds from within student support (stipends and graduate scholarships), as well as from non-student support, were transferred to the preprofessional category to support additional preprofessional awards.

The anticipated number of master's-level scholarship awards was 35; the actual number of awards was 50. The anticipated number of master's-level scholarship recipients was 20; the actual number of recipients was 38. The anticipated amount of Master's-level scholarship awards was \$87,500; the actual amount expended was \$86,503.30. See Attachment #4 for details on preprofessional and master's level scholarship packages awarded.

Stipends were a component of the scholarships and applications for computer laptop/tablet purchase (many classes were delivered remotely), conference attendance, professional association membership, and the Nebraska Library Digital Literacy Coaching Corps were received and awarded in Years 1 through 4. The total anticipated amount of stipend awards was \$245,000; the actual amount expended was \$82,325. In Year 3, NLC initiated the Nebraska Library Digital Literacy Coaching Corps pilot project to offer stipends to a limited number of scholarship students, enabling them to serve as Digital Literacy Corps trainer/coaches. The goal of the project was for students to impact on the digital literacy of library customers, while getting hands-on experience with 21st Century skills—promoting and teaching digital literacy. They connected to their community, helped improve the image of the library in the community, helped build community relationships and partnerships with the library, and built intergenerational connections in the teaching/coaching/learning setting. Two students collaborated with local libraries to provide one-on-one and class instruction on OverDrive, eReaders, computer tablets, smart phones, social media, internet, e-mail, and basic computer skills. They logged thirteen contact hours and reached approximately forty-five community members through five classes and fourteen one-on-one coaching sessions. See Attachment 4 for details on stipends awarded.

### Internship Grants

The Laura Bush 21<sup>st</sup> Century Librarian internships fulfilled the requirements of the grant awarded to the Nebraska Library Commission by the Institute of Museum and Library Services (IMLS) to recruit the next generation of librarians. The Nebraska Library Association (NLA) provided matching funds in Year 1 through a foundation grant. In Years 1 through 4, internship funding, supporting 117 interns, was awarded on the basis of the pertinence of projects proposed by the libraries. The anticipated number of grant awards was 60; the actual number of awards was 75. Awards were made to 40 libraries, 30 of them in rural Nebraska. The anticipated amount of grant awards was \$60,000; the actual amount expended was \$101,000, including \$10,000 in match from NLA. Funds from non-student support categories were shifted to internships.

Depending on the library, intern supervisors oriented interns and assigned tasks in the areas of circulation, programs/events, customer service, outreach services, public access computers, reference, administration, acquisitions, cataloging, collection development, interlibrary loan, and/or the library's website and social media. Intern orientation also included visits to other libraries. Interns brought their technology skills to the forefront, to the appreciation of the library staff, library customers, and community. They created blog posts, created/maintained websites, assisted library customers in the computer lab, created public relations materials, set up social media accounts, and created videos as instructional or promotional tools (see Attachment 5).

### Diversity Recruitment

In Years 1 through 4, NLC and other Nebraska library and community college staff continually conducted outreach efforts in partnership with organizations serving Hispanic Nebraskans. Recruiters attended and staffed booths at leadership conferences, hosted a focus group, and followed up with letters to those who expressed interest in careers in libraries. Efforts had the potential to reach approximately 1,250 people of Hispanic heritage or other racially diverse backgrounds. See Attachment 6 for examples of diversity recruitment activities.

### Marketing Tools

Flyers, posters, bookmarks, rack cards, news releases, ads, blog posts, email blasts, and RSVP postcards were created. A Facebook page, *Nebraska Librarians Learning Together*, <https://www.facebook.com/NebraskaLibrarians>, was created to foster the community of Nebraska librarians and scholarship students. The Now Hiring @ your library<sup>®</sup> website, <http://nowhiringatyourlibrary.nebraska.gov/>, was continuously updated. A series in the *NCompass* blog called "New Faces" (<http://nlcblogs.nebraska.gov/nlcblog/tag/new-faces/>) was initiated to interview scholarship students about their scholarships and their school and work experiences. See Attachment 7 for examples of marketing materials and strategies, along with previous reports: Year 1, Attachment 43; Year 2, Attachment 21; and Year 3, Attachment 4.

**Goal 2: Enhance and improve the technology competency and 21st century skills among program participants, and among library staff in Nebraska libraries, improving library service delivery.**

### 21st Century Skills Seminars

Value-added learning experiences fulfilled the requirements of the grant. The following seminars (see Attachment 8) were partially funded by the Laura Bush 21<sup>st</sup> Century Librarian grant to support student attendance at:

- *Tech Rodeo; July 26-28, 2012*  
The Tech Rodeo, a scenario-based, immersion learning experience was designed to enhance the academic learning of scholarship students and to encourage collaboration, communication, critical thinking, and creativity. Participants worked in small groups on content creation, training, and communications projects concerning library-related trends and issues. Learning about library technology through doing, participants developed their skills with specific hardware and software, enhanced their knowledge, and practiced some “soft” skills—team-building, group dynamics, project management, etc.
- *What Accidental Marketers Need to Know; November 30, 2012*  
Kathy Dempsey, a consultant, trainer, and author of *The Accidental Library Marketer*, conducted a workshop on promoting libraries’ value and expertise to gain respect and funding. It included exercises on outlining a marketing plan for a program or event. There were eighty registrants, ten of which were scholarship students.
- *Serving Spanish-Speaking Populations: An Introduction; January 16 & 23, 2013*  
This two-part American Library Association TechSource Workshop covered everything from using basic Spanish phrases to communicate with library users to offering programming and materials for Spanish-speakers. There were twenty-four registrants, eight of which were scholarship students.
- *Nebraska Library Digital Literacy Coaching Corps Orientation Clinic; August 19, 2013*  
Jessamyn West, author of *Without a Net: Librarians Bridging the Digital Divide*, facilitated the clinic, covering topics such as teaching computers to adults, presenting a lesson, teaching one-on-one/coaching, and creating handouts.
- *How Will Libraries Flourish in the Age of eBooks?; November 14, 2013*  
David Vinjamuri, author of *Accidental Branding: How Ordinary People Build Extraordinary Brands*, presented on opportunities and challenges for libraries. There were seventy-eight registrants, two of which were scholarship students.

### Technology Training

Project participants participated in periodic Webinars and other online and in-person programs to improve awareness of technology tools and their application in libraries and to answer questions that arise in library practice. Programming took place on a regular basis throughout all four grant years. More than 250 training opportunities were announced in the *Nebraska Librarians Learning Together* Facebook Forum ([http://www.facebook.com/NebraskaLibrarians?sk=app\\_202980683107053](http://www.facebook.com/NebraskaLibrarians?sk=app_202980683107053)). After students participated in or viewed a training session, they posted under the appropriate Forum topic regarding what they learned and how they could apply it to the library setting. Initially envisioned as online training, value-added learning opportunities

were expanded to include face-to-face programming with a variety of in-person programs and events offering educational benefits to help achieve Goal 2.

Training included regional and national conference sessions, Nebraska Learns 2.0 “things,” computer technology, data visualization, customer service, and more. The *NCompass Live* “Tech Talk with Michael Sauers” webinars were especially popular. Sauers and guest speakers discussed current technology news, and shared new exciting technology for Nebraska libraries. Thirty-six forum posts focused on “Tech Talk.” An Introduction to eBooks and eReaders hands-on training was added in Years 2 and 3 in response to the need to prepare librarians and scholarship students to assist library customers in using and troubleshooting their devices. NLC purchased e-Book and e-Reader devices as student training tools with the goals that students and Nebraska librarians who participated in the training would: learn the basics of e-Reader devices through hands-on practice; gain knowledge of troubleshooting approaches; and gain confidence in tackling new technologies such as OverDrive and new apps. There were 232 participants in this training, 26 were scholarship students. See training list in Attachment 9.

Educational activities, supported with Nebraska state funds as match to this IMLS grant, allowed NLC to help students and current Nebraska library staff to further work toward the IMLS grant project goal of enhancing and improving their technology competency and 21st Century skills:

- **Basic Skills:** NLC Public Librarian Certification program participants who do not have a master’s degree in library science must attend Basic Skills training. Scholarship recipients were encouraged to take these courses, presented as online asynchronous learning modules. A total of sixty-two modules were offered in Years 1 through 4. On average, four scholarship students participated in Basic Skills courses each year.
- **Continuing Education and Training Grants:** These grants help Nebraska libraries improve library services provided to their communities through continuing education and training for library personnel and supporters. Scholarship recipients, interns, library board members, volunteers, advocates, and other supporters were included in the training, as appropriate. In Years 1 through 4, NLC funded sixty-two CE grants totaling \$54,505.92.
- **Nebraska Library Leadership Institute:** Cosponsoring with the Regional Library Systems, NLC provided \$28,350 to assist in funding the 2011 and 2013 Nebraska Library Leadership Institute. This four-day summer institute for Nebraska librarians provided the opportunity to examine leadership styles, gain knowledge and skills, identify professional and personal goals, develop a network of professional peers, and interact with library leaders serving as mentors. Eight scholarship students attended the Institutes.

#### CCC Curriculum Review

The faculty of the LIS program researched educational delivery methods and competencies and compared them to the existing program. A planning meeting between the CCC faculty, NLC staff, and students was convened to develop a Program Review and Competency Analysis for implementation by CCC (see Attachments 23 & 24 in Year 3 Annual Report).

**Goal 3: Foster a supportive community among program participants and other Nebraska library staff.**

The successful support community fulfilled the requirements of the grant, see Attachment 10.

National Conference Attendance

Stipends were offered to encourage scholarship students to network with professional librarians at national and regional conferences. Formal and/or informal mentoring occurred at each conference. See Attachment 4 for list of conferences attended by 38 students.

Online Social Networking

NLC developed the Facebook page *Nebraska Librarians Learning Together*, <http://www.facebook.com/NebraskaLibrarians>, a vehicle for scholarship recipients and other interested Nebraska librarians to discuss library current events, issues, and problems. The online Storybank (<http://librarystorybank.nebraska.gov>) was launched, with students recording stories of how they are making a difference in the lives of library customers.

**Project Results****Goal 1: Increase education levels of current library staff and new recruits in rural Nebraska.**Objective 1a: Identify and recruit 40 current library staff and 30 new students.

Among the 90 scholarship awardees completing the baseline survey in Years 1 through 4, 49 (54%) were currently employed in a library. Of the 90, 21 (23%) reported working in a library in the past, but 21 (23%) had never worked or volunteered in a library. NLC received continuous positive feedback regarding communications channels and recruitment. Marketing and outreach materials were created and disseminated, see Attachment 7. *Objective 1a* was nearly met—with the distribution of recruits skewed slightly toward current library staff.

Objective 1b: Promote access by awarding 105 scholarships to selected candidates.

**Scholarships.** In Years 1 through 4, 164 scholarships were awarded to 92 recipients (compared to the expected 105 to be awarded to 70 recipients). Of the 164 scholarship awards (56% more than projected), 114 were preprofessional and 50 were graduate-level. The increased number of awards demonstrates that this assistance enabled more students to achieve more years of education, and it enabled some to complete degrees and move on to higher degrees. It was expected that 95% of scholarship recipients would report positive feedback on value-added learning activities. 88% offered positive comments about value-added activities. Of the 92 students, 46 (50%) reside in rural Nebraska, which is much higher than would be expected given population density distribution (see Figure 1 in Attachment 4). In the final Evaluation Report (Attachment 11), RSL Research Group's Keith Curry Lance states, "Overall, survey responses and comments, key informant interview responses, and Facebook group participation indicated that the NLC Cultivating Rural Librarians' 21st Century Skills project fulfilled its purposes and provides a successful model for other scholarship projects to replicate."

I would like to take this opportunity to thank you for the scholarship and for all the work you do to make these things possible. I'm just getting ready to continue my education from an Associate's degree to a Bachelor's degree. I would not be seeking a higher education without your help.

**Stipends. Professional association membership** by twenty-six students and **conference attendance** by thirty-eight students allowed them to network with Nebraska and other library professionals, as well as become apprised of the latest trends in the library science field. Stipends for **laptop and tablet computers** were issued to seventy-two students, supplying them with the tools needed for online classes. The **Nebraska Library Digital Literacy Coaching Corps** stipends afforded two students the opportunity to teach library technology-related classes and act as one-on-one technology coaches. *Objective 1b* was met and exceeded, see Attachment 4.

Objective 1c: Increase awareness of careers in libraries by awarding 60 internships.

In Years 1 through 4, 75 internship grants were funded, compared to 60 projected. Forty libraries recruited, oriented, and mentored 117 high school and college-age interns. It was projected that 90% of interns would report positive experiences and increased interest in library careers. 98% (81 of 82 responding) characterized their experience with the internship program as “excellent” or “good.” 82% (91 of 110 responding) said they were “very likely” or “somewhat likely” to pursue further education in the library field. 87% (96 of 110 responding) said they were “very likely” or “somewhat likely” to apply for a library job within the next five years. It was projected that 90% of participating intern supervisors would report positive experiences with the internship program. 98% (55 of 54 responding supervisors) characterized their overall experience with the internship program as “excellent” or “good.” Further detail is available in Attachment 11, Evaluation Report by Keith Curry Lance, RSL Research Group.

The internship grants had such great impact on the individuals and their communities that the NLC included funding for internships in the 2015-2017 budget request to the State of Nebraska. For outcome details and testimonials, see Attachment 5. *Objective 1c* was met and exceeded.

One intern shared a story of the impact of her experience with a mother and her teenage daughter:

I was almost brought to tears when a patron informed us that our teen writing contest inspired her daughter to write more and possibly pursue a career in the field. The mother and daughter were both ecstatic when she won first place.

Objective 1d: Bring the demographic distribution of the population of librarians into closer alignment with the Nebraska population as a whole.

In Years 1 through 4, recruitment efforts to increase diversity in scholarship applicants were emphasized. See Attachment 6 for examples of diversity recruitment activities. Of the 85 scholarship applicants who completed the anonymous statistical survey associated with the scholarship application in Years 1 through 4, 85.9% were female; 35.3% were between the ages of 35 and 44 years old; one was of Hispanic, Latino, or Spanish origin; and 95.3% were white. *Objective 1d* was not met, despite our best efforts.

I had five young ladies in my group. They were very excited and had many questions regarding libraries and becoming future librarians...Their memories of going to the library, checking out books and forming friendships with the librarians were a great impact on their lives. I also got to meet over fifty other local professional Latina women and had time to visit with them about my job...I was the first Librarian who has ever been invited to the Academy.

**Goal 2: Enhance and improve the technology competency and 21st Century skills among program participants, and among library staff in Nebraska libraries, improving library service delivery.**

Objective 2a: Scholarship recipients will participate in a 21st Century Skills Seminar.

In Years 1 through 4, five **21st Century Skills Seminars** (see Attachment 8) were offered. Great effort went into planning the **Tech Rodeo** to provide a safe haven for trying out new technology and public speaking, making mistakes, learning from them, and building confidence. Of 35 registrants, 23 were scholarship students. A recurrent theme in this scenario-based, immersion learning experience surfaced in the comments on participant evaluations: surprise at how easy screencasting, video making, and video editing could be. The most telling aspect of the evaluation results was the reported increase in confidence with various skills. The Tech Rodeo had a lasting impact. In a three-month follow-up survey, 16 of the 24 respondents (66.7%, compared to 60% projected) had put what they learned to use by training or sharing information with a co-worker, classmate, or library user in a personal, class-related, or work-related situation. Nearly all participants provided concrete examples of how they could transfer what they learned.

I think I may try sending out monthly or quarterly tech blasts to the teachers in my buildings.

I'm planning on making several videos regarding our online catalog.

I'm planning on making a screen-casting how-to video on using NebraskAccess databases.

The **Coaching Corps Orientation Clinic** was another highly effective 21st Century Skills seminar. Of sixteen participants, ten were scholarship students. At least fifty percent of the material presented was new to seven of the eleven evaluation respondents. All eleven of the respondents were just as, or more, confident than before the training in their ability to teach adults about computer usage. The success of the Coaching Corps motivated NLC to partner with the University of Nebraska – Lincoln Extension to deliver Technology 101 classes in Fall 2014 for Nebraska library staff and volunteers. See Attachment 21 in the Year 3 Annual Report for details on the Coaching Corps program. *Objective 2a* was met and exceeded.

Objective 2b: Project participants will actively take part in Web-based programs designed to enhance the educational experience.

In Years 1 through 4, 90 students (98%) participated in periodic Webinars and other online and in-person programs to increase awareness of technology tools and their application in libraries, along with other 21<sup>st</sup> Century skill-building value-added learning experiences. More than 250 training opportunities were presented to the scholarship students, with nearly all students

participating and providing positive feedback concerning content and delivery. See Attachment 9 for a complete list and examples of student response to training received and training they conducted as a result of what they learned. *Objective 2b* was met.

The scholarship training seemed like it was more “hands on” for the real world of library work...university classes were more theoretical.

Objective 2c: The curriculum of the Central Community College Library and Information Science program will be reviewed to confirm that it provides students with the 21st century skills that library practitioners need.

In Year 3, a Program Review and Competency Analysis was conducted to review the preprofessional LIS education program. Findings of the program review are scheduled for CCC implementation (see Attachments 23 & 24 in Year 3 Annual Report). *Objective 2c* was met.

**Goal 3: Foster a supportive community among program participants and other Nebraska library staff.**

Objective 3a: Project participants will attend a national conference.

In Year 1 through 4, 38 scholarship students attended sixteen national and regional conferences of information professionals. It was expected that at least 40 scholarship recipients would attend a national conference and provide positive feedback and that 60% of participants would disseminate increased knowledge to the wider library community. 79% of the 38 attendees posted online feedback and/or presented during *NCompass Live Webinars* (see conference list in Attachment 4, along with student reactions). *Objective 3a* was nearly met.

The conference stipend was probably the most influential for me this fall. It provided me with a wonderful opportunity to meet others in the field, begin to see and understand all of the issues facing libraries in the 21st Century, and gain further motivation and inspiration for my career path.

Objective 3b: Project participants will engage in online social networking to enhance and encourage communication and learning.

The project team used Facebook to develop an online social network for scholarship recipients and other interested Nebraska librarians to discuss issues and problems and created an online Storybank (an archive of library stories and experiences) to demonstrate impact on the lives of library customers (see Attachment 10). 99% of scholarship recipients joined and more than 250 professional librarians participated. Posts and updates reflected efforts to network, discuss library-related topics, and share learning experiences. To date the page has 360 likes. The online Storybank was launched with ten initial posts. *Objective 3b* was met and exceeded expectations.

### **Unanticipated Costs or Circumstances**

As is expected with a project of this magnitude, some cost categories had to be shifted and timelines adjusted to meet the changing needs of nearly 300 individuals and communities. The high number of preprofessional scholarship requests (and the opportunity to move some students

all the way through their LIS programs) necessitated transferring funds from non-student support to scholarships. Since demand for internship grants was higher than expected, a foundation grant was secured to help fund them, along with transferring funds from non-student support. Most notably, in order to accomplish our very ambitious goals, the timeline had to be expanded to an additional year.

### **Individual Outcomes**

Testimonials in the attachments illustrate the individual outcomes that give us such optimism for the future of librarianship in rural Nebraska. Interns decided to study Library and Information Science, and to accept paid positions and volunteer placement in libraries across the state. Scholarship students completed their courses of study, went on for higher degrees, graduated, and were hired to work in Nebraska libraries. Providing the students with more than one scholarship allowed some to work on increasingly higher degrees, producing the added benefit of helping them move up the career/educational ladder, e.g., one student graduated with an associate degree, pursued a bachelor's degree and is investigating working on a master's degree.

### **Impact**

Further longitudinal study would be required to definitively measure the impact of our successful efforts to increase the number of qualified professionals and recruit future librarians for employment in Nebraska libraries. The stories in the Storybank (<http://librarystorybank.nebraska.gov>) of how students are making a difference in the lives of library customers illustrate real transformative change experiences that can result when skills and abilities are increased in the library workforce. The testimonials in the attachments illustrate how students and interns used these new skills to improve library service, help library customers solve problems, and enrich their communities. In case after case, they report putting their new skills to work in the classroom, with friends and coworkers, and with library customers.

### **Sustainability and Dissemination**

The Nebraska Library Commission is committed to continuing the work that has begun through the funding from the IMLS Laura Bush 21st Century Librarian Program. The internship grants had such a powerful impact on the individuals and their communities that the NLC included funding for internships in the 2015-2017 budget request to the State of Nebraska. The realization of the need for library staff to be prepared to provide technology assistance to library customers led NLC to partner with UNL Extension to provide Tech 101 training across the state, and to long-term planning for technology training for library workers. The success of the informal mentoring and networking through Facebook and face-to-face will continue to expand and the NLC will continue to nurture the community of Nebraska librarians and library science students.

It has been our pleasure to work with this amazing group of learners as they furthered their journey in Library Science education. It has been very rewarding to see the difference they are making in the lives of library customers. We thank the Institute of Museum and Library Services Laura Bush 21<sup>st</sup> Century Librarian Program for the funding that ensured that this opportunity to improve library service in Nebraska communities became reality.

## **Project Partners**

### **Central Community College**

Central Community College (CCC) served as the primary partner in the project, represented by Dr. Eric Jones and Dr. Dianna Parmley, both Deans of Educational Services for Central Community College. Their time and expertise, along with that of the staff and faculty of the Library and Information Services Certificate and Associate of Arts Degree programs assisted Nebraska Library Commission Director Rod Wagner in providing leadership and guidance for this project.

CCC personnel assisted in curriculum development, recruitment, information dissemination, diversity outreach, monitoring, and student supervision. CCC staff also served on the Project Advisory Committee. They joined an ad hoc group of key project partners (see Attachment #1) and Library Commission staff to provide input on marketing and recruitment strategies and content for value-added learning experiences. Rather than forming a separate advisory team, the grant project administration staff used the Nebraska State Advisory Council on Libraries and an ad hoc group of key project partners to serve in an advisory capacity. They provided input from Nebraska libraries and library users in project design and execution.

### **Nebraska State Advisory Council on Libraries**

The Nebraska State Advisory Council on Libraries is established by the Nebraska Library Commission to advise the Commission on statewide library development and planning. In addition, the Nebraska State Advisory Council on Libraries will be utilized for advice and planning on such other matters on which the Commission may seek counsel.

### **Ad Hoc Group**

- Dr. John Budd, Professor, University of Missouri
- Dr. Sheryl Crow, Professor, University of Nebraska at Kearney
- Marjorie Harrison, Panhandle Library System
- Dr. Eric Jones, Professor, Central Community College
- Dr. Dianna Parmley, Professor, Central Community College
- Dr. Rebecca Pasco, Professor, University of Nebraska-Omaha
- Christine Walsh, 2011 President, Nebraska Library Association

## Abstract

### *Cultivating Rural Librarians' Technology Skills* 2010 IMLS Laura Bush 21st Century Librarian Program

The Nebraska landscape is dominated by sparsely populated, remote rural areas, containing about 42% of the state's nearly 1.8 million residents, but spread over 94% of the land area. More than 88% of Nebraska public libraries serve communities of fewer than 5,000. In many cases, these libraries are the sole source of free Internet access for their communities. Most of the personnel staffing these libraries are part-time, undereducated, poorly paid, and do not receive benefits. To help Nebraskans “build the skills Americans need in the 21st century,” library staff must first possess the skills themselves.

The Nebraska Library Commission (NLC), the lead applicant, is Nebraska's state library agency, with the mission of statewide promotion, development, and coordination of library and information services. The quality of library service in Nebraska will be improved through this partnership project to recruit and provide support to promising students. We aim to ensure that rural libraries throughout the state will have qualified staff with 21st century technology skills to serve their communities into the future. *Cultivating Rural Librarians' Technology Skills* will operate from November 2010 through October 2013 and will build on what we learned from our previous 21st Century Librarian grant.

Our partner organization, Central Community College, and our supporting organizations (Nebraska Educational Media Association, Nebraska Library Association, University of Missouri, University of Nebraska at Omaha) bring years of experience in library education and service. These relationships are already in place, and they are strong and deep. A broad-based advisory team will be assembled for this project. Our evaluator is Keith Curry Lance from RSL Research Group. The Nebraska Community Foundation will assist in the sustainability of this project.

Awarding scholarship, internship, and stipend support to students engaged in preprofessional—associate- and bachelor's-level—education (and secondarily, master's-level education), will equip more Nebraska library staff members with the skills to provide high-quality, individualized customer service. Providing the students with value-added learning experiences will ensure that Nebraska library staff members are proficient in helping library customers develop 21st Century Learner Skills, especially technology literacy.

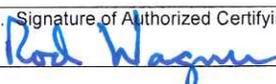
The NLC will cultivate rural librarians' 21st century skills through:

- **Scholarships, internships, and stipends** to support preprofessional and professional education for at least 165 students.
- **Value-added learning** experiences—such as consultation, training, national conference attendance, professional organization memberships, and social and face-to-face networking—to ensure that scholarship recipients build 21st century learning and technology skills that can be transferred to library customers.
- **Recruitment** of promising high school and college students and diverse library personnel to match them with educational/employment opportunities at appropriate levels of the career/education ladder.
- A multi-faceted **marketing and communication** campaign to raise awareness and identify prospects for library service careers and to disseminate the student learning experience. Traditional marketing strategies will be enhanced with a Web-based Storybank and other Web 2.0 communication strategies to encourage online social networking.

Project deliverables include curriculum and recruitment materials in various formats designed to reach both high school and college-aged students. These materials will include handouts, displays, and brochures, as well as interactive learning exercises, video spots, Webinars, and podcasts distributed via social networking applications.

# FEDERAL FINANCIAL REPORT

(Follow form instructions)

1. Federal Agency and Organizational Element to Which Report is Submitted  Institute of Museum and Library Sciences, Librarians for the 21 <sup>st</sup> Century, L210 Pre-Professional Programs				2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment)  RE-03-10-0059-10				Page	1	of	1
3. Recipient Organization (Name and complete address including Zip code) Nebraska Library Commission, 1200 N St., Suite 120, Lincoln, NE 68508-2023											
4a. DUNS Number 7496631		4b. EIN 470491233		5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) 34112014			6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input type="checkbox"/> Annual <input checked="" type="checkbox"/> Final		7. Basis of Accounting <input checked="" type="checkbox"/> Cash <input type="checkbox"/> Accrual		
8. Project/Grant Period From: (Month, Day, Year) November 1, 2010				To: (Month, Day, Year) October 31, 2014			9. Reporting Period End Date (Month, Day, Year) October 31, 2014				
<b>10. Transactions</b>							Cumulative				
<i>(Use lines a-c for single or multiple grant reporting)</i>											
<b>Federal Cash (To report multiple grants, also use FFR Attachment):</b>											
a. Cash Receipts							\$721,033.00				
b. Cash Disbursements							\$721,033.00				
c. Cash on Hand (line a minus b)							-				
<i>(Use lines d-o for single grant reporting)</i>											
<b>Federal Expenditures and Unobligated Balance:</b>											
d. Total Federal funds authorized							\$721,033.00				
e. Federal share of expenditures							\$721,033.00				
f. Federal share of unliquidated obligations							-				
g. Total Federal share (sum of lines e and f)							\$721,033.00				
h. Unobligated balance of Federal funds (line d minus g)							-				
<b>Recipient Share:</b>											
i. Total recipient share required							\$207,798.13				
j. Recipient share of expenditures							\$414,297.65				
k. Remaining recipient share to be provided (line i minus j)							-				
<b>Program Income:</b>											
l. Total Federal program income earned											
m. Program income expended in accordance with the deduction alternative											
n. Program income expended in accordance with the addition alternative											
o. Unexpended program income (line l minus line m or line n)											
11. Indirect Expense		a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share			
					g. Totals:						
12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:											
13. Certification: By signing this report, I certify that it is true, complete, and accurate to the best of my knowledge. I am aware that any false, fictitious, or fraudulent information may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)											
a. Typed or Printed Name and Title of Authorized Certifying Official  Rod Wagner, Director						c. Telephone (Area code, number and extension) 402-471-4001					
						d. Email address Rod.wagner@nebraska.gov					
b. Signature of Authorized Certifying Official 						e. Date Report Submitted (Month, Day, Year) 1-7-15					
						14. Agency use only:					

Standard Form 425  
OMB Approval Number: 0348-0061  
Expiration Date: 10/31/2011

**Paperwork Burden Statement**

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB Control Number. The valid OMB control number for this information collection is 0348-0061. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0060), Washington, DC 20503.

## Scholarships and Stipends

**Goal 1: Increase education levels of current library staff and new recruits in rural Nebraska.**

**Objective 1b: Promote access by awarding 105 scholarships to selected candidates.**

The following is an excerpt from a Bachelor's-level scholarship application submitted by a student who had been awarded four previous scholarships at the same level. It exemplifies the impact this scholarship program could have on a student.

The 21st Century Librarian Scholarship has provided opportunities that I may not have been given the chance to explore. I have met many wonderful people through my classes and the scholarship program that I would never had the chance to. It has been exciting, stressful, educational, but also unimaginable how my library career has grown over these last six years I have been working and chipping away at reaching my goal of a bachelor's degree in the field of library science. I need to say thank you, because of the financial assistance of the Laura Bush 21st Century scholarship and the generous help it has provided I have been able to continue with my schooling with less worry of being able to afford my tuition. The scholarship has provided a laptop computer that I use with my classes both online and in the classroom. The laptop has been such a lifesaver not only for homework but to have in the classroom for library classes I've had to attend at UNO. The NLC Facebook and webinars that are available to help gain knowledge which can be useful throughout the library...the webinars, I can either pass on information I learned to my supervisor or use them constructively when it pertains to my adult programming.

### Activities

These scholarships fulfilled the requirements of the grant awarded to the Nebraska Library Commission by the Institute of Museum and Library Services (IMLS) to recruit and educate the next generation of librarians. Scholarship information and applications were made available on the Now Hiring @ your library® Website scholarship page (<http://nowhiringatyourlibrary.nebraska.gov/Scholarships.asp>) hosted by the Nebraska Library Commission (NLC). Stipend information and applications were made available on the Now Hiring @ your library® Website stipends page (<http://nowhiringatyourlibrary.nebraska.gov/Scholarships/Stipends.asp>). For details on marketing and recruitment activities, see **Attachment 7, Recruitment and Marketing**.

Scholarship applications were continuously made available online. Current scholarship students in good standing were eligible to apply for subsequent scholarships or scholarships at a higher degree level. Scholarship award letters were mailed to the students and to the schools. Recipients were required to sign a letter of agreement and complete various program-related forms. They were issued an orientation document, also available at <http://nowhiringatyourlibrary.nebraska.gov/Scholarships/orientation.asp>. Scholarship students completed a baseline survey and liked the Nebraska Librarians Learning Together Facebook page (<http://www.facebook.com/NebraskaLibrarians>). Recipients were listed on the Now Hiring @ your library® Website (<http://nowhiringatyourlibrary.nebraska.gov/Scholarshipsrecipients.asp>). Regional and national conference opportunities were announced via e-mail, Facebook, and the Now Hiring @ your library® Website (<http://nowhiringatyourlibrary.nebraska.gov/Scholarships/StipendAnnounce.pdf>). Stipend application forms for laptop and tablet computers, dues for professional associations, travel for professional conferences, and Nebraska Library Digital Literacy Coaching Corps were made available online and scholarship students were invited to access the applications from <http://nowhiringatyourlibrary.nebraska.gov/Scholarships/Stipends.asp>. Stipend award letters were mailed to the students. Exiting scholarship students completed a follow-up survey.

### **Available Scholarship and Tuition Assistance Programs**

The 21st Century Librarian Scholarship program associated with this grant took place in Years 1 through 4. Scholarships were made available and awards were made at six levels:

#### Preprofessional Scholarship Program Levels (available Years 1 through 4)

1. Library and Information Services (LIS, formerly LTA) Professional Certificate
2. Associate of Arts or Science Degree in Library and Information Services (LIS, formerly LTA)
3. Bachelor of Arts or Science Degree with a major in Library and Information Science or Library Media

#### Master's Scholarship Program Levels (available Years 1 and 2)

4. Master of Arts or Science Degree in Library and Information Science (MLS/MLIS)
5. Master of Arts or Science degree in Education (MEd) with a School Library Media endorsement
6. Graduate-level School Library Media Endorsement

The scholarship program at the Master's level came to a close in Year 2. All funding budgeted at this level was expended.

#### **Stipends**

Stipends in the categories of laptop or tablet purchase, conference attendance, and professional organization membership were continually offered and awarded in Years 1 through 4. Tablet purchase was made available in Years 3 and 4. The Nebraska Libraries Digital Literacy Coaching Corps was made available in Year 4.

Of note:

#### **Nebraska Libraries Digital Literacy Coaching Corps**

NLC initiated a pilot project to offer stipends to a limited number of scholarship students—enabling them to serve as Digital Literacy Corps trainers/coaches. The goal of the project was that students would impact on the digital literacy of library customers, while getting hands-on experience with 21<sup>st</sup> Century skills—promoting and teaching digital literacy. They would connect to their community, help improve the image of the library in the community, help build community relationships and partnerships with the library, and build intergenerational connections in the teaching/coaching/learning setting. The student participants and library hosts in the pilot project would provide valuable information about training/coaching efforts to help the NLC determine the resources and support that might be required if this effort were to be undertaken on a larger scale. This was an optional opportunity to get experience organizing, promoting and offering digital literacy classes and coaching sessions—teaching library customers to use computers for a variety of purposes (computer skills, access e-government resources, educational resources, teaching how to use digital devices, set up a website or social network site, etc.). NLC awarded and provided stipends of up to \$2,000. An orientation clinic, available to any interested scholarship student, was held August 19, 2013. Lists of resources by educational track, a Frequently Asked Questions guide, and stipend application were created and disseminated. An online survey to assess the training was implemented. For a complete **report on the Nebraska Libraries Digital Literacy Coaching Corps**, including deliverables, see Attachment 21, Year 3.

#### **Results**

The scholarship was instrumental in me going back to school. It provided access to school courses, a computer, and the opportunity to travel to an American Library Association Midwinter conference. I may not have ever done that but now, plan to go again when I am able. This scholarship was an amazing opportunity, one I am very thankful for. It has made a difference in my life. I love my job!

**Expected and final results**

1. Scholarship applications will be developed and made available in print and online in Winter 2011.  
Result: Scholarship applications were developed and made available in print and online in Winter 2011
2. Scholarship applications will be received in spring, summer and fall of Years 1, 2 and 3.  
Result: Scholarship applications were received in spring, summer and fall of Years 1, 2 and 3, and in spring of Year 4.
3. Preprofessional (associate- and bachelor’s-level) education: 20 scholarship packages will be awarded in Year 1; 30 in Year 2; 20 in Year 3. Total anticipated number of scholarship recipients: 50.  
Result: 12 scholarship packages were awarded in Year 1; 33 in Year 2; 42 in Year 3; 27 in Year 4.  
Total number of scholarship recipients: 54
4. Master’s-level education: 10 scholarship packages will be awarded in Year 1; 15 in Year 2; 10 in Year 3. Total anticipated number of scholarship recipients: 20.  
Result: 22 scholarship packages were awarded in Year 1; 28 in Year 2. Total number of scholarship recipients: 38.
5. 95% of scholarship recipients will report positive feedback on value-added activities.  
Result: 88% offered positive comments about value-added activities.

**Summary of Scholarships Awarded November 1, 2010 – October 31, 2014**

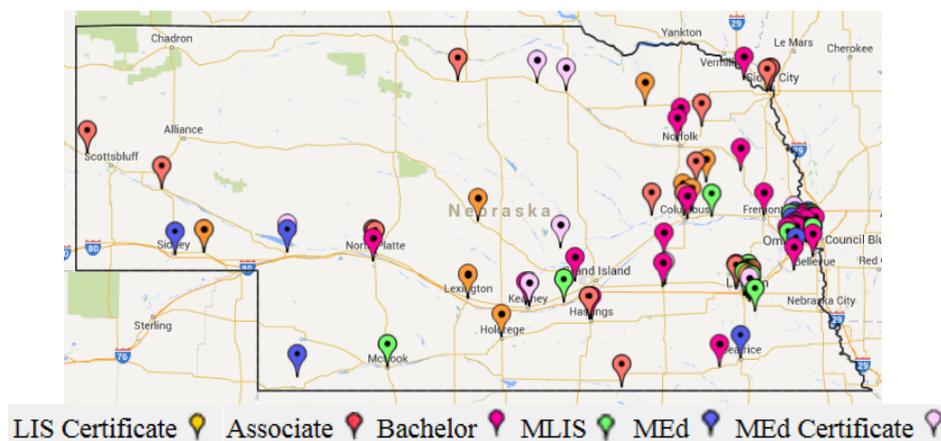
From November 1, 2010, through October 31, 2014, 171 scholarship applications were received and 164 were awarded to people pursuing education in library studies for a total of \$469,767. See **Table 1** for details by year.

Table 1. Scholarship applications and awards, November 1, 2010 – October 31, 2014

	Scholarship applications	Scholarship awards	Amount awarded
<b>Year 1</b>	35	34	\$97,000
<b>Year 2</b>	65	61	\$148,828
<b>Year 3</b>	43	42	\$143,000
<b>Year 4</b>	28	27	\$80,939
<b>Total</b>	<b>171</b>	<b>164</b>	<b>\$469,767</b>

To date, there have been 92 individual students in the scholarship program. Of the 92, 46 (50%) reside in rural Nebraska. “Rural,” for the purposes of this grant, is defined as residing in counties not otherwise identified as “metropolitan” by the Federal Office of Management and Budget. **Figure 1** depicts the geographic distribution of scholarship students by educational level.

Figure 1. Map distribution of scholarship students by educational level



Preprofessional Scholarship Programs

The total anticipated number of preprofessional-level scholarship awards was 70; the actual number of awards was 114. See **Table 2** and **Table 3** for details by year and category. The total anticipated number of preprofessional-level scholarship recipients was 50; the actual number of recipients was 54. The total anticipated amount of preprofessional-level scholarship awards was \$245,000; the actual amount expended was \$304,765.60. Funds from stipends, graduate-level scholarships, and from non-student support categories were shifted to the preprofessional category. Forty-one (41) recipients had received a previous scholarship at the same educational level. Two recipients who had previously received scholarships at the LIS Certificate level applied for and received scholarships at the Associate's level. Another recipient who had previously received a scholarship at the LIS Certificate level applied for and received a scholarship at the Bachelor's level. Two recipients who had previously received scholarships at the Associate's level applied for and received scholarships at the Bachelor's level. This serves as evidence that this program helped students progress up the educational/career ladder.

Table 2. Scholarship packages at the preprofessional (certificate, associate- and bachelor's-level) level of education by year

	Year 1	Year 2	Year 3	Year 4	Total
<b>Goal</b>	20	30	20	0	70
<b>Result</b>	12	33	42	27	114

Table 3. Scholarship packages at the preprofessional (certificate, associate- and bachelor's-level) level of education by category

<b>PREPROFESSIONAL LEVEL</b>			
<b>Level</b>	<b>Award cycle</b>	<b># of awards</b>	<b>Amount awarded</b>
<b>Library and Information Services (LIS) Professional Certificate</b>	Year 1	4	\$14,000
	Year 2	6	\$21,000
	Year 3	2	\$7,000
	Year 4	1	\$3,776
<b>LIS Certificate-level subtotal</b>		<b>13</b>	<b>\$45,776</b>
<b>Associate of Arts or Science Degree in Library and Information Services (LIS)</b>	Year 1	3	\$10,500
	Year 2	10	\$35,000
	Year 3	6	\$21,000
	Year 4	3	\$9,186
<b>Associate's-level subtotal</b>		<b>22</b>	<b>\$75,686</b>
<b>Bachelor of Arts or Science Degree with a major in Library and Information Science or Library Media</b>	Year 1	5	\$17,500
	Year 2	17	\$59,500
	Year 3	34	\$119,000
	Year 4	23	\$67,977
<b>Bachelor's-level subtotal</b>		<b>79</b>	<b>\$263,977</b>

<b>PREPROFESSIONAL SUBTOTAL BY CYCLE</b>	<b>Year 1</b>	12	\$42,000
	<b>Year 2</b>	33	\$115,500
	<b>Year 3</b>	42	\$147,000
	<b>Year 4</b>	27	\$80,939
<b>PREPROFESSIONAL-LEVEL TOTAL</b>			
		<b>114</b>	<b>\$385,439*</b>

\* Awards of \$3,500 were made; actual amount expended depended on course of study

*Library and Information Services (LIS, formerly LTA) Professional Certificate Scholarship*

The Nebraska Library Commission established this scholarship to provide financial support to eligible Nebraskans for coursework at community colleges leading to a Library and Information Services Professional Certificate.

- All scholarships and stipends were funded with federal funds from the IMLS grant
- Nine students were awarded scholarships
- Thirteen scholarships, totaling \$45,776, were awarded and accepted
- Seventeen stipends were awarded, totaling \$9,690

*Associate of Arts or Science Degree in Library and Information Services (LIS, formerly LTA)*

The Nebraska Library Commission established this scholarship to provide financial support to eligible Nebraskans for coursework at community colleges leading to an Associate of Arts or Science Degree in Library and Information Services.

- All scholarships and stipends were funded with federal funds from the IMLS grant
- Seventeen students were awarded scholarships
- Twenty-two scholarships, totaling \$75,686, were awarded and accepted
- Thirty stipends were awarded, totaling \$22,217

*Bachelor of Arts or Science Degree with a major in Library and Information Science or Library Media*

The Nebraska Library Commission established this scholarship to provide financial support to eligible Nebraskans for coursework at accredited colleges leading to a Bachelor of Arts or Science Degree with a major in Library and Information Science or Library Media.

- All scholarships and stipends were funded with federal funds from the IMLS grant
- Twenty-eight students were awarded scholarships
- Seventy-nine scholarships, totaling \$263,977, were awarded and accepted
- Thirty-eight stipends were awarded, totaling \$28,889

Master's-level Scholarship Programs

The total anticipated number of master's-level scholarship awards was 35; the actual number of awards was 50. See **Table 4** and **Table 5** for details by year and category. The total anticipated number of master's-level scholarship recipients was 20; the actual number of recipients was 38. The total anticipated amount of master's-level scholarship awards was \$87,500; the actual amount expended was \$86,503.30. Remaining funds were shifted to the preprofessional category.

Table 4. Scholarship packages at the master's level of education by year

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>Goal</b>	10	15	10	0	35
<b>Result</b>	22	28	0	0	50

Table 5. Scholarship packages at the master's level of education by category

<b>MASTER'S LEVEL</b>			
<b>Level</b>	<b>Award cycle</b>	<b># awards</b>	<b>Amount awarded</b>
<b>Master of Arts or Science Degree in Library and Information Science (MLS/MLIS)</b>	<b>Year 1</b>	14	\$35,000
	<b>Year 2</b>	12	\$14,400
<b>MLIS-level subtotal</b>		<b>26</b>	<b>\$49,400</b>
<b>Master of Arts or Science degree in Education (MEd) with a School Library Media Endorsement</b>	<b>Year 1</b>	4	\$10,000
	<b>Year 2</b>	7	\$8,400
<b>MEd-level subtotal</b>		<b>11</b>	<b>\$18,400</b>
<b>Graduate-level School Library Media Endorsement</b>	<b>Year 1</b>	4	\$10,000
	<b>Year 2</b>	9	\$10,528
<b>MEd endorsement-level subtotal</b>		<b>13</b>	<b>\$20,528</b>
<b>MASTER'S-LEVEL SUBTOTAL BY CYCLE</b>			
	<b>Year 1</b>	22	\$55,000
	<b>Year 2</b>	28	\$33,328
<b>MASTER'S-LEVEL TOTAL</b>		<b>50</b>	<b>\$88,328*</b>

\* Awards of \$2,500 were made; actual amount expended depended on course of study

*Master of Arts or Science Degree in Library and Information Science (MLS/MLIS)*

The Nebraska Library Commission established this scholarship to provide financial support to eligible Nebraskans for coursework at ALA-accredited colleges leading to a Master of Arts or Science Degree in Library and Information Science (MLS/MLIS).

- All scholarships and stipends were funded with federal funds from the IMLS grant
- Nineteen students were awarded scholarships
- Twenty-six scholarships, totaling \$49,400, were awarded and accepted
- Thirty-four stipends were awarded, totaling \$20,624

*Master of Arts or Science Degree in Education (MEd) with a School Library Media Endorsement*

The Nebraska Library Commission established this scholarship to provide financial support to eligible Nebraskans for coursework at ALA-accredited colleges leading to a Master of Arts or Science degree in Education (MEd) with a School Library Media endorsement.

- All scholarships and stipends were funded with federal funds from the IMLS grant
- Nine students were awarded scholarships
- Eleven scholarships, totaling \$18,400, were awarded and accepted
- Eight stipends were awarded, totaling \$4,871

*Graduate-level School Library Media Endorsement*

The Nebraska Library Commission established this scholarship to provide financial support to eligible Nebraskans for coursework at ALA-accredited colleges leading to a graduate-level School Library Media endorsement.

- All scholarships and stipends were funded with federal funds from the IMLS grant
- Ten students were awarded scholarships
- Thirteen scholarships, totaling \$20,528, were awarded and accepted
- Twenty-one stipends were awarded, totaling \$11,502

### Impact

Current and former scholarship students replied to a Fall 2014 online survey inquiring as to their current job status. There were 62 responses. Of the 24 students who were not employed in a library at the time of their scholarship award, 14 have since been hired. Twenty-five students who were employed in a library at the time of their scholarship award are currently employed in a library. Of the 28 who have graduated from college, four have not been employed in a library. Sixteen students were hired or promoted after receiving their degree or credential.

Upon receiving the awards, scholarship recipients expressed their gratitude for the scholarships:

I would like to take this opportunity to thank you for the scholarship and for all the work you do to make these things possible. I'm just getting ready to continue my education from an Associate's degree to a Bachelor's degree. I would not be seeking a higher education without your help.

Honestly what I feel I've gotten most out of the scholarship program is motivation. Getting a scholarship is a boost in confidence it says that someone believes in you enough to invest in you. Also, you get to feel like an insider—all the training that is offered, and being part of group of scholarship students. I can tell you that if I had not received that scholarship in 2011, I would not have continued with my education, and probably wouldn't have continued to be involved in libraries either.

Ten “Storybank” videos were entered into the Storybank Web page, <http://librarystorybank.nebraska.gov>. Examples of success stories include:

- Vietnam War Veteran Obtains Map to Qualify for Benefits
- Research Paper Assistance Leads to Student Success
- New Computer Skills and Internet Access Aid in Job Search

### **Summary of Stipends Awarded November 1, 2010 – October 31, 2014**

From November 1, 2010, through October 31, 2014, 148 stipends were awarded to scholarship recipients. The total anticipated amount of stipend awards was \$245,000; the amount awarded was \$97,793; the actual amount expended was \$82,323. Excess funds were moved to preprofessional scholarships. See **Table 6** and **Table 7** for details on the stipends awarded.

Table 6. Summary of stipends, November 1, 2010 – October 31, 2014

	<b>Participation</b>	<b>Amount expended</b>
<b>Laptop or tablet computer</b>	72	\$47,678
<b>Association membership</b>	26	\$1,006
<b>Conference attendance</b>	39	\$32,458
<b>Coaching Corps</b>	2	\$1,181
	<b>Total</b>	<b>\$82,323</b>

Table 7. Stipends by level and type

Level	Type of Stipend	# Awards	Amount Awarded
Library and Information Services (LIS) Professional Certificate	Laptop	9	\$6,300
	Association dues	3	\$93
	Conference	5	\$3,297
	Coaching Corps	0	\$0
LIS Certificate-level subtotal		17	\$9,690
Associate of Arts or Science Degree in Library and Information Services (LIS)	Laptop	14	\$9,800
	Association dues	6	\$174
	Conference	1	\$8,243
	Coaching Corps	2	\$4,000
Associate's-level subtotal		30	\$22,217
Bachelor of Arts or Science Degree with a major in Library and Information Science or Library Media	Laptop	18	\$12,076
	Association dues	6	\$217
	Conference	13	\$14,596
	Coaching Corps	1	\$2,000.00
Bachelor's-level subtotal		38	\$28,889
Master of Arts or Science Degree in Library and Information Science (MLS/MLIS)	Laptop	18	\$12,600
	Association dues	8	\$345
	Conference	8	\$7,679
	Coaching Corps	0	\$0
MLIS-level subtotal		34	\$20,624
Master of Arts or Science degree in Education (MEd) with a School Library Media Endorsement	Laptop	5	\$3,500
	Association dues	1	\$15
	Conference	2	\$1,356
	Coaching Corps	0	\$0
MEd-level subtotal		8	\$4,871
Graduate-level School Library Media Endorsement	Laptop	9	\$6,300
	Association dues	6	\$244
	Conference	6	\$4,958
	Coaching Corps	0	\$0
MEd endorsement-level subtotal		21	\$11,502
SUBTOTAL BY STIPEND TYPE	Laptop	73	\$50,576
	Association dues	30	\$1,088
	Conference	42	\$40,129
	Coaching Corps	3	\$6,000
TOTAL		148	\$97,793*

\* Awards were made based on estimated costs; \$82,323 was actually expended

Students joined the following associations: American Library Association (ALA), Public Library Association (PLA), American Association of School Librarians (AASL), Special Libraries Association, Nebraska Library Association (NLA), Nebraska School Librarians Association (NSLA).

Students attended the following conferences: ALA, ALA Midwinter, PLA, Mountain Plains Library Association (MPLA) Leadership Institute, Library Information Technology Association, AASL, Association for Rural and Small Libraries, Digital Library Federation, Internet Librarian, Joint Conference on Librarians of Color, University of Missouri – Columbia Library and Information Science Graduate Student Association, MPLA/NLA/NSLA Tri-conference.

*Of special note: Nebraska Libraries Digital Literacy Coaching Corps*

In Year 3, NLC initiated the Nebraska Library Digital Literacy Coaching Corps pilot project to offer stipends to a limited number of scholarship students, enabling them to serve as Digital Literacy Corps trainers/coaches. The goal of the project was that students would have an impact on the digital literacy of library customers, while getting hands-on experience with 21st Century skills—promoting and teaching digital literacy. They were to connect to their community, help improve the image of the library in the community, help build community relationships and partnerships with the library, and build intergenerational connections in the teaching/coaching/learning setting. Two students collaborated with local libraries to provide one-on-one and class instruction on OverDrive, eReaders, computer tablets, smart phones, social media, internet, e-mail, and basic computer skills. They logged thirteen contact hours and reached approximately forty-five community members through five classes and fourteen one-on-one coaching sessions.

Facebook update on Coaching Corps sessions:



**Central City Public Library**

January 16

**"Basics of Tablets/iPads" class** (2 photos)

Dorlissa Beyer taught the January 16 "Basics of Tablets/iPads" class @ the library. Class made possible through a Laura Bush 21st Century Librarian grant from the Institute of Museum and Library Services to the Nebraska Library Commission. — at Central City Public Library.



NLC contacted current scholarship students to inform them of this stipend opportunity. Students interested in applying for the stipend or interested in the pilot project attended a one-day orientation clinic held August 19, 2013, led by Jessamyn West, author, community technology librarian and computer skills teacher. Regional Library System staff were also invited to attend. Track handouts and a Frequently Asked Questions guide were disseminated in advance. There were sixteen participants and five Commission staff in attendance. Eleven participants completed an online evaluation. Three students applied for and were awarded stipends of up to \$2,000 to serve as coaches/trainers. Two students conducted a community-wide assessment, connected with host libraries, selected tracks and formats for training, and conducted trainings and one-on-one sessions. For an initial report on the Nebraska Libraries Digital Literacy Coaching Corps pilot project, including deliverables, see the Year 3 annual report, Attachment 21.

In their Coaching Corps stipend applications, students described the impact they would like to make. For example:

I think that it is important to help people be more confident and comfortable on computers and the internet. It is becoming more important in many job fields and often a necessity of being able to apply for jobs in today's environment. It is also becoming a vital way for older generations to stay connected with their families. I want to be able to help people to be more comfortable using computers and getting on the Internet. I also want to be able to expand my experience in helping people with technology so that I will be able to do a better job of it.

The coaches reflected on their experiences:

I found it very rewarding to help a person who knew very little about the device they were using feel much more comfortable with it by the time a session was done.

I think I grew as an instructor mostly by jumping in and experiencing coaching first hand. Teaching a parent or older relative is far different than trying to help someone who has never used a computer before. This program gave me the initiative to start technology training courses in my home library.

One library director who supervised a coach reflected:

She did an excellent job teaching the Coaching Corps classes at our library. I noticed a definite improvement from the beginning to the end of the time she was here. She became more prepared as she went along. She was able to provide suggestions on upcoming sessions, etc. Our patrons were very pleased with the sessions. In fact, they have been asking when we are going to have more of them.

### Impact

In their stipend applications, students described the impact the purchase of a computer would have on their coursework. For example:

As all of my courses are done online, a computer is an imperative tool needed for taking classes. A laptop would make access to my college website, files, and assignments available anywhere there is internet access.

In their stipend applications, students described the benefits to be had from membership in a professional library association. For example:

I would like to become a member of ALA so that I can utilize the resources to help make me become the best 21st Century School Librarian. Being a member of ALA will allow me to be informed about the latest

topics in library operations, help me learn about the newest technologies, help me acquire knowledge about the best practices for school and public librarians, and help me find resources for students to help them increase their learning.

In their stipend applications, students described the impact conference attendance would have on their career. For example:

Going to this conference will allow me begin to extend my professional network as well as expand my learning opportunities and allow me to keep up with the newest trends in Library Services. This will be an excellent opportunity for me to get an even better feel for all of the options that are in the library field. The fact that it is a national conference will allow me to make connections all over the United States both for now and in the future.

Upon receiving the awards, scholarship recipients expressed their gratitude for the stipends:

Just finished with a wonderful opportunity thanks to the 21st Century Librarians Coaching Corps. Taught a great eReaders class in Central City Public Library.

In their exit surveys, students described the impact the laptop, association membership, and conference stipends had on their schooling and work:

The stipend monies that paid for my attendance at the LITA National Forum in St. Louis were astonishing. I would not have been able to attend this conference if it were not for the scholarship stipend. I was able to not only enjoy the conference and all the presentations, but also be present for my committee meeting. I am serving on the National Forum 2012 Planning Committee and it was very useful to be able to be present for the meeting.

I was able to network through the membership and conferences. I also kept up to date on library news with membership and conference attendance. With the laptop I was able to get my work done more efficiently because I had an up to date computer.

One student posted her gratitude on the Facebook wall:

Thank you NLC for making this happen with the Laura Bush 21st Century scholarships. I (finally) graduated with my Bachelor's degree in General Studies concentration in Library Science from UNO Dec. 20th. What a great feeling to be done and I don't want to hear the word finals or test for a while now.

### **Additional anecdotal information**

Four “New Faces” entries were made on the NLC NCompass blog, available at <http://nlcblogs.nebraska.gov/nlcblog/tag/new-faces/>. Excerpts include:

The scholarship allowed me to attend my first ever ALA conference and I learned a great deal about how libraries function and the vendors. I also learned about networking and how useful that is in the future.

I received the 21st Century Librarian scholarship and a stipend for an updated laptop. The scholarship delayed taking out student loans for a couple of semesters, and the laptop was fast and enabled me to Skype and make videos.

I received a 21st Century Librarians Scholarship from the NLC and it has been helpful in multiple ways. First of all, it made getting my degree a more financially affordable option. The scholarship also included a

stipend for association membership, conference attendance, and the purchase of a laptop computer. I was able to attend my first Nebraska Library Association Conference last year and it was a great opportunity for me to meet new people and learn from others' library experiences. The stipend money for a laptop was helpful because it allowed me to have my own laptop that I could use to bring to classes. In addition, I can bring my laptop when I travel to work on my online classes. As a scholarship student, I have been made aware of extra training opportunities and it has encouraged me to always seek new information and build my skills to better work with the public.

I received a scholarship from the NLC. It helped me tremendously; without it I probably wouldn't have been able to get my Library Certificate. Especially with the extra help of providing me a new laptop and the ability to attend a national conference. With the new laptop I was able to do my online classes and attending the national conference helped me network with other library students and librarians.

### ***Evaluation***

Data was collected by external evaluator Keith Curry Lance of RSL Research Group through the online scholarship recipient baseline survey, online follow-up survey, and anecdotal communication received via key informant interviews, mail, e-mail, and Facebook posts. The Final Evaluation Report is available as Attachment 11. For previous reports, see Attachment 28, Year 1, and Attachment 24, Year 2.

Included in the summary of the final report:

While the baseline and follow-up surveys indicate that gains in specific 21st Century skills during the scholarship period varied widely, responding recipients indicated dramatic increases in familiarity with the overarching 21st Century themes. For global awareness, environmental literacy, health literacy, and civic literacy, the very familiar response rose from about 3 out of 10 to about 5 out of 10 during the scholarship period. For financial/economic/business/entrepreneurial literacy, the very familiar response doubled from 2 out of 10 to 4 out of 10.

In assessing the performance of NLC staff in running the scholarship program, overwhelming majorities of follow-up survey respondents seemed pleased. All respondents either strongly agreed or agreed that their questions were answered in a timely manner, appropriate communication methods were used, appropriate reminders were sent, and appropriate amounts of email were sent. More than 9 out of 10 respondents were similarly positive about the extent to which NLC staff encouraged their educational and career pursuits and their own success at finding needed information on Now Hiring @ your library.

Overall, survey responses and comments, key informant interview responses, and Facebook group participation indicated that the NLC Cultivating Rural Librarians' 21st Century Skills project fulfilled its purposes and provides a successful model for other scholarship projects to replicate.

## Internships

**Goal 1: Increase education levels of current library staff and new recruits in rural Nebraska.**

**Objective 1c: Increase awareness of careers in libraries by awarding 60 internships.**

The 21st Century Librarian Internship Grants associated with this IMLS grant have come to a conclusion. In Years 1 through 4, internship grants of up to \$1,000 were funded from the IMLS Librarians for the 21st Century grant, with match from the Nebraska Library Association in Year 1. These internship grants fulfill the requirements of the grant awarded to the Nebraska Library Commission by the Institute of Museum and Library Services (IMLS) to recruit and educate the next generation of librarians.

### Activities

In order to promote the Internship program, NLC staff sent out e-mail blasts to library directors, posted on the Nebraska Library Commission blog, listed availability on the NLC grants page (<http://nlc.nebraska.gov/Grants/>), and updated the Now Hiring @ your library<sup>®</sup> Website internship grant page (<http://nowhiringatyourlibrary.nebraska.gov/Internships.asp>). NLC hosted exhibit booths at the Nebraska Library Association/Nebraska School Librarians Association (NLA/NSLA) conference and made personal contact with prospective applicants. NLA listed grant availability on their Website (<http://nebraskalibraries.org/>).

Internship grant information and the online application were made available on the Now Hiring @ your library<sup>®</sup> Website internship grant page (<http://ncl1.nlc.state.ne.us/nowhiring/internships.asp>). Recipients were mailed an award letter and an orientation packet. Recipients were listed on the Now Hiring @ your library<sup>®</sup> Website (<http://nowhiringatyourlibrary.nebraska.gov/internship/Internshipgrantrecipients.asp>) and listed via the online NLC grant recipients database (<http://nlc.nebraska.gov/grants/database/>). Interns completed a survey consent form, an online baseline survey, and an online follow-up survey. Supervisors submitted a signed letter of agreement, a request for payment form, a schedule of activities (if they hadn't done so at the time of application), an online post-internship survey about each intern, and an online post-internship survey about the internship program.

Designed as an orientation to the program, NLC staff annually conducted live informational webinars, which were recorded and made available for viewing at a later date. Example:

- *The Internship: A Win-Win Situation*, recorded 5/7/2014  
<http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=13199>; recording available at [http://youtu.be/6M\\_eTlcX2aE](http://youtu.be/6M_eTlcX2aE)

### Results

#### **Expected and final results**

1. Internship applications will be received and 20 grants awarded in spring of each year. Total number of grants awarded: 60.  
Result: Internship applications were received and awarded in spring of Years 1, 2, 3, and 4. 18 grants were awarded in Year 1; 19 in Year 2; 17 in Year 3; and 21 in Year 4. Total number of grants awarded: 75.
2. 90% of interns will report positive experiences and increased interest in library careers.  
Result: 98% (81 of 82 responding) characterized their experience with the internship program as “excellent” or “good.” 82% (91 of 110 responding) said they were “very likely” or “somewhat likely” to pursue further education in the library field. 87% (96 of 110 responding) said they were “very likely” or “somewhat likely” to apply for a library job within the next five years.

3. 90% of participating intern supervisors will report positive experiences with the internship program. Result: 98% (52 of 53 responding) characterized their overall experience with the internship program as “excellent” or “good.”

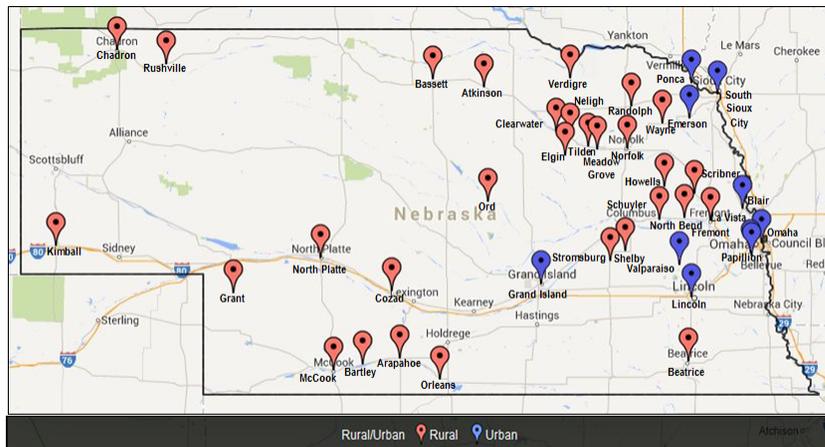
The Laura Bush 21st Century Librarian internships fulfilled the requirements of the grant awarded to the Nebraska Library Commission by the Institute of Museum and Library Services (IMLS) to recruit the next generation of librarians. The Nebraska Library Association provided matching funds in Year 1 through a foundation grant award. Internship applications were received and awarded in Years 1 through 4. Internship funding was awarded on the basis of the pertinence of projects and activities proposed by the libraries. The total anticipated number of grant recipients was 60; the actual number of recipients was 75. The total anticipated amount of grant awards was \$60,000; the actual amount expended was \$101,000, including \$10,000 in match from the Nebraska Library Association. Funds from non-student support categories were shifted to internships. See **Table 1** for details on the internship grant program. See **Figure 1** for a map distribution of internship grant libraries by population density. **Table 2** outlines libraries who received grants in Year 4. See previous Annual Reports for lists of libraries who received grants in Years 1 through 3.

Table 1. Summary of internship grants

	Year 1	Year 2	Year 3	Year 4	TOTAL
<b>Number of recipients</b>	18	19*	17	21	<b>75</b> (40 libraries)
<b>Percent of grantees in rural locations</b>	72% (13 of 18)	78% (14 of 18)	65% (11 of 17)	62% (13 of 21)	<b>75%</b> (30 of 40 libraries)
<b># of interns</b>	28	30	24	35	<b>117</b>
<b>Funder</b>	NLC, NLA	NLC	NLC	NLC	<b>\$101,000</b> (\$91,000 NLC, \$10,000 NLA)
<b>Amount expended</b>	\$22,750	\$27,000	\$19,250	\$32,000	

\* Plus two partner libraries

Figure 1. Map distribution of internship grant libraries by population density, Years 1 through 4



Interactive map available at <http://bit.ly/1ATsCKM>

Table 2. Summary of internship grant awards, Year 4

<b>Library</b>	<b>Amount</b>
Atkinson Public Library	\$1,000
Emerson Public Library	\$1,000
Grand Island Public Library	\$1,000
Hastings Memorial Library, Grant	\$1,000
Howells Public Library	\$1,000
Kimball Public Library	\$1,000
La Vista Public Library	\$1,000
Lincoln City Libraries	\$6,000
McCook Public Library	\$1,000
Neligh Public Library	\$1,000
Norfolk Public Library	\$1,000
North Bend Public Library	\$1,000
Omaha Public Library	\$7,000
Ponca Carnegie Library	\$1,000
Rock County Public Library, Bassett	\$1,000
Schuyler Public Library	\$1,000
Shelby Public Library	\$1,000
Sump Memorial Library, Papillion	\$1,000
Valparaiso Public Library	\$1,000
Verdigre Public Library	\$1,000
Wilson Public Library, Cozad	\$1,000
<b>Total number of libraries = 21</b>	<b>\$32,000</b>

Intern supervisors and library directors participated in or viewed various online orientation presentations in Years 1 through 4. See **Table 3**, Grantee Orientation Sessions, for details.

Table 3. Grantee orientation sessions

Title and date	URL	Registrants	Additional views
<b>Orientation session</b> Years 1 & 2; April 28, 2011	<a href="http://nowhiringatyourlibrary.nebraska.gov/Internship/InternshipOrientation.wmv">http://nowhiringatyourlibrary.nebraska.gov/Internship/InternshipOrientation.wmv</a>	17	10
<b>“What Does a Successful Internship Look Like?”</b> Year 3; May 1, 2013	<a href="http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=12220">http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=12220</a> , <a href="http://www.youtube.com/watch?v=g7RDDwPcVCU">http://www.youtube.com/watch?v=g7RDDwPcVCU</a>	9	72
<b>“The Internship: A Win-Win Situation”</b> Year 4; May 7, 2014	<a href="http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=13199">http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=13199</a> , <a href="http://www.youtube.com/watch?v=6M_eTlcX2aE">http://www.youtube.com/watch?v=6M_eTlcX2aE</a>	34	43

Depending on the library, intern supervisors oriented their interns and assigned tasks to them in the areas of circulation, programs/events, customer service, outreach services, public access computers, reference, administration, acquisitions, cataloging, collection development, interlibrary loan, and the library’s Website. Intern orientation also included visits to other libraries.

Specific projects conducted by interns included:

- Direct service to library customers
- Manage, conduct, or assist with summer reading programming
- Juvenile and young adult collection development
- Organize and implement a youth book discussion group

An intern at work during summer reading programming:



One particular intern’s work had an impact on the library staff and the community the library serves:

It is such a bonus to have an intern to be able to stretch our staff to create new projects and learn new skills. The addition of short films on our website increased our visibility online and added an entertainment factor to our website. Patrons, of course, enjoyed seeing their kids featured in a film.

Another intern worked with a partner organization:

The intern's work at the Antelope County Museum aided in the museum's move to a re-furbished facility. Her input into this project will have broad impact on the community as a whole as the museum gears up to draw tourists and locals to experience the history of the area.

One intern added a multicultural aspect to programming:

We let Jasmine plan an activity for the summer reading and she brought some of her Hispanic background with her and they did a craft that went with her story. This opened the eyes of some children with this culture and we displayed their crafts and our other patrons enjoyed looking at them.

Interns brought their technology skills to the forefront, much to the appreciation of the library staff, library customers, and community. The following experiences were reported by the supervisors about their interns' contributions:

- Complete videos as a promotional tool
- Create an instructional video on Overdrive use, added to the website
- Prepare pictures for banner rotation on the website
- Website design and maintenance
- Create blog posts
- Assist library customers in the computer lab
- iPad training
- Update policies on the website
- Review of other library websites to implement new ideas
- Create public relations materials on the computer
- Set up social media accounts

One intern helped the library catch up on 21st Century technology:

This was a win-win for both the intern and me. Before she came the library only had an online website with a blog and online card catalog. The library has joined the online world big time! We now have Facebook page, Twitter page & YouTube Video. You can even take a quick tour of the library by clicking on the library video on our website. <http://libraries.ne.gov/shelby/>. We learned a lot from her and she learned a lot from us!

Another intern was heavily involved in social media and technology projects:

Special Project: Social Media. Set up Instagram account and Instagram challenge for tweens/ teens to use later this fall. Intern had to learn Instagram and we hope benefit is to bring new groups into library. Expand a program: Summer reading/social media: Intern was charged with tweeting and posting to Twitter/Facebook on behalf of summer reading. Intern regularly did; as a result we have added new likes to our Facebook page. Summer reading parents now know to check our Facebook page for updates to our programs. Special Project: Update website. With the intern's knowledge of computer coding, she was able to post flyers to our website via code that we had to pay our web page designer extra to do. Intern wrote up the procedures for how to do this so our staff can continue. Benefit to library: less \$ to pay to an expert when we can do it ourselves.

One intern gained web design experience:

Emily and I attended the Word Press website design class in Kearney and she was able to completely redesign our website using this program and information from the old website. [T]he library has a new beautifully designed easy to use and updated website which the community has expressed an appreciation for through personal comments and on our Facebook account too.

One intern was involved in film production:

Throughout the summer, I produced promotional videos about the summer reading program. By doing this, I learned how to use cameras, video cameras, and Windows Live Movie Maker in much greater detail.

The supervisor of this intern reported:

Our intern was assigned the project of producing and completing 8 videos of summer reading program activities. This is the first time our library has produced and used videos as a promotional tool. Our intern quickly learned to use the equipment and software to make movies and at the end of the internship she instructed other staff members in the software.

Another intern was involved in film production:

Abi filmed and created a video tour of the library which will be posted on the website, Facebook and shown to classes at the elementary school. She did a very good job of finding a program to edit the video and had a good presence and dialog on the video.

Interns shared what they learned during the course of their internships:

I learned about the broad variety of goals that librarians are tasked with achieving. The purpose of libraries in the community is an important one, with many aspects, and all employees of the library take part in fulfilling that purpose. With that comes a number of interesting and exciting opportunities to work with people, develop programs, and provide resources.

There is a lot more work than most people realize. Not only does one have to be knowledgeable in books and authors but one also has to be knowledgeable in science, math, and business. Librarians also have to do an extreme lot of marketing to keep the library on the map and keep some sort of cash flow coming through. Being a librarian is a lot of work but it seems to be extremely rewarding because one has to be all of the things I stated previously but they also get to provide knowledge which is something people strive for in life.

I learned that there are a lot more duties for a librarian to perform than the general public thinks. I liked working with all of the patrons and learning how to keep the library organized and running smoothly. I haven't decided what I would like to do for a career in the future, but after this summer I would definitely consider being a librarian.

I learned a lot more about the library and I feel that [was] a beneficial way to assess if I wanted to pursue this as my career.

Supervisors reflected on the internship experience:

The majority of the internship completed by Valerie was spent providing direct service to library customers. She assisted customers in obtaining holds, registering for Internet sessions, searching online, searching the library catalog, answering reference questions, and performing circulation functions. Valerie's efforts enabled us to provide a faster and higher level of service to customers during our busiest times at the library. In addition, Valerie has a vast knowledge about multi-cultural picture books. She made numerous recommendations to storytelling staff at Anderson and Bethany Branches, which greatly benefited the story time programs and the attendees.

This summer, Hannah became proficient at using our circulation system and, in fact, covered the desk on Wednesday mornings during programs, which can sometimes be a harrowing experience. I received several positive comments and compliments regarding Hannah and the work she did at the circulation desk this summer. It was such a blessing to know that I could leave her in charge of circulation and be free to perform programs or complete administrative tasks.

Our intern was given several projects to work on during the course of her internship and often these projects involved a computer component. For example we have a competition between the middle and high schools our library serves and we keep a running tally on how the schools are stacking up against each other. Dana created the graph that was displayed in the library.

She helped train our summer teen volunteers to run our summer reading program desk efficiently. She taught me how to make a spreadsheet to keep records with information and statistics about our volunteers.

Overall, she was tremendously helpful because she had a working knowledge of all the Microsoft Office productivity software, various databases, blogs & social media, helpful/useful Websites and other resources. It really was essential for her to have these technology skills and is critical in a library's setting anymore.

Making sure the focus isn't solely on library school students is important. It is important to note that these internships, while giving good employment skills to young people, also educate the public about libraries—they are more than books, they are a gathering place, they play a role in literacy skills, etc. The internships are a two-way street. We definitely saw that in this experience.

Some interns found their way to the Nebraska Librarians Learning Together Facebook page:

Post by intern on Facebook page; July 25, 2014

<https://www.facebook.com/NebraskaLibrarians/posts/806738852678496>



**Jessica B. Lee** ▸ Nebraska Librarians Learning Together

July 25 · 🌐

Hi! I'm Jessica Lee and I had the opportunity to be the intern at the Grand Island Public Library for the summer! This has been one of the best summer experiences that I have had. I got the chance to learn more about a library than I ever had before. It was a great experience and I loved meeting all of the new people and learning about the different part within the library. Overall my experience here was amazing and I will carry this experience with me for the rest of my life!

Post by intern on Facebook page; August 14, 2013  
<https://www.facebook.com/NebraskaLibrarians/posts/628409520511431>



**Katy Reznicek** ▸ **Nebraska Librarians Learning Together**  
 August 14 at 3:41pm · 🌐

I just completed an internship at the North Bend Public Library. The NLC gave our library a grant to pay for this internship. I am considering a career as a librarian, and this internship helped me see that this is really what I want to do. I will be starting the search for graduate schools soon, and will go on to get my Master's degree in Library Science. I am so thankful to the staff here. They have helped me learn a lot this summer!

Unlike · Comment

👍 Nebraska Librarians Learning Together, Monica Porter Tidyman, Christa Burns, Mary Geibel and 6 others like this. Top Comments ▾

Write a comment... 📷

**Emily Dust Nimsakont** That's exciting, Katy! Welcome to the world of librarianship! Good luck with your education.  
 Like · Reply · August 15 at 9:35am

**Nebraska Librarians Learning Together** Hi, Katy -- We're glad to hear your internship was a success and that it helped to spark your interest in a career in libraries. Best of luck to you with your studies!  
 Like · Reply · August 15 at 8:24am

**Sherry Crow** Wonderful news, Katy! Being a librarian is one of the best jobs in the world! I have never regretted making that decision, and I'm guessing you won't either!  
 Like · Reply · August 15 at 10:41am

**Rod Wagner** Very pleased to know that you've had a great experience through your internship at the North Bend library, and delighted to know that you wish to pursue a career in librarianship. Best wishes!  
 Like · Reply · August 15 at 9:47am

The internships made local news. For Year 4 **internship press coverage** examples, see below. See Attachment 46 of the Year 1 annual report, Attachment 25 of the Year 2 annual report, and the narrative of the Year 3 annual report for more examples of press coverage.

Lexington *Clipper Herald*, July 15, 2014

[http://lexch.com/news/local/grant-will-promote-financial-literacy-at-lexington-library/article\\_4485a0a6-0c7f-11e4-a32e-001a4bcf887a.html](http://lexch.com/news/local/grant-will-promote-financial-literacy-at-lexington-library/article_4485a0a6-0c7f-11e4-a32e-001a4bcf887a.html)

### **Wilson Public Library in Cozad internship grant**

In other news, Wilson Public Library received a 21st Century Librarian internship grant to fund an intern this summer. The chosen intern was Emily Smith, who will be a senior at Cozad High School this fall.

Smith's duties as an intern so far have involved leading the youth summer reading program activities, doing one-on-one training sessions to teach patrons how to use different technologies, updating the library's web site at [wilsonpubliclibrary.com](http://wilsonpubliclibrary.com) and regularly updating the library's Facebook and Twitter sites.

"I have learned that there is much more to being a librarian than just checking out books. I have been very surprised to see the different tasks the librarians at Wilson Public Library accomplish every day," Smith said.

“I am learning more every day and am glad I can help, whether it’s updating the website and social media sites or checking in piles of books and putting them back on shelves.”

Facebook Page photos of intern and library staff; July 22, 2014

[https://www.facebook.com/permalink.php?story\\_fbid=853770641300075&id=144840585526421](https://www.facebook.com/permalink.php?story_fbid=853770641300075&id=144840585526421)



**Rock County Public Library** added 6 new photos.

8 mins · 🌐

On July 17th, we took Addie on a field trip to Lincoln to visit the State Capitol Library, Bennett Martin Public Library, UNL Love Library, and The Nebraska Library Commission. Our tours were outstanding and enlightening. Thanks to all who took the time out of their busy schedules to spend time with us.



Facebook Page photos of former intern; November 26, 2013

<https://www.facebook.com/144840585526421/photos/a.163666840310462.37177.144840585526421/719886801355127/?type=1>



**Impact**

After the internship had concluded, when asked, “Based on your internship experience, how likely is it that you will pursue further education in the library field?” 49 of the 110 interns (44%) responding replied “Very likely” and 42 (38%) replied “Somewhat likely.”

After the internship had concluded, when asked, “Based on your internship experience, how likely is it that you will apply for a library job within the next five years?” 56 of the 110 interns (50%) responding replied “Very likely” and 40 (36%) replied “Somewhat likely.”

Internship supervisors were asked in what capacity their interns might continue at their library following the internship experience. Forty-five interns were to continue as volunteers, three as contractors for specific projects, 20 as seasonal or on-call employees, and 9 as year-round, part-time employees.

One library director reported in October 2014:

I just wanted to share with you an intern success story. A couple of yours ago we had an intern, Ana. She has now become my fill in person while Becky is gone on sick leave. She is loving it, and so am I!

One supervisor reported:

Right now LaShanna is volunteering for the Howells Public Library when she can. (She now has a full time job.) Abby is enjoying her senior year of high school. I know Abby is possibly looking into library science for a major in college.

One high school intern who worked in her library in 2013 has since graduated and has begun work in her college library. In a 2014 interview, she stated:

I enjoyed working at the public library and all the different people you get to meet and the different things you get to learn about, checking books in and out, helping people find materials. I knew I needed to find a job so I asked the director at the [community college] library if they had any openings and she said yes.

### **Sustainability**

NLC continues to seek evidence of library employment and library science education of these interns, following their internship experience. More longitudinal study will be required to determine if they continue their education in the field of library science and/or are hired to work in Nebraska libraries in the future. The internship grants had such great impact on the individuals and their communities that the NLC has included funding for internships in the 2015-2017 budget request to the State of Nebraska.

### **Evaluation**

Data was collected by evaluator Keith Curry Lance of RSL Research Group through the online intern baseline survey, intern follow-up survey, online supervisor post-internship survey about the intern, and online supervisor post-internship survey about the internship program. See Attachment 11, **Final Evaluation Report**, for details and a summary of the evaluation. For previous reports, see Attachment 28, Year 1, and Attachment 24, Year 2.

Included in the summary of the final report:

Survey responses and comments from both intern supervisors and student interns indicated high levels of satisfaction with how the internship program was managed and supported as well as high approval ratings from both intern supervisors and interns themselves with each other and NLC. Notably, intern supervisors ranked as very or somewhat effective almost all interns both at the start and at the end of their internships. This suggests that the internship program attracted a very high caliber of candidates.

Likewise, all intern supervisors rated the internship program as very or somewhat effective at achieving its targeted goals— the varied work of libraries, the career opportunities available in libraries, the role of technology in libraries, introducing interns to library work consistent with their experiences and interests, and as well as eliciting expressions of interest in library careers.

That the internship program plays a critical role in financing work experiences which introduce prospective librarians to the field is evident in the supervisors' responses when asked if and in what capacities interns are likely to continue working at their libraries after the internships conclude.

When student interns themselves were asked about the likelihood of their pursuing further library education or applying for library jobs in the next five years, large majorities indicated it was very or somewhat likely they would do so.

When asked how surprised they would be to see certain library-specific activities in a librarian's job description, interns were most likely to indicate: troubleshooting computers, teaching computer skills, planning and managing events, and helping to educate people in the community.

When asked how surprised they would be to see certain management-related activities in a librarian's job description, interns were most likely to indicate: writing news releases and reports, supervising building maintenance, managing budgets, and speaking to and working with public officials.

Overall, survey responses and comments, key informant interview responses, and Facebook group participation indicated that the NLC Cultivating Rural Librarians' 21st Century Skills project fulfilled its purposes and provides a successful model for other scholarship projects to replicate.

## Diversity Recruitment

**Goal 1: Increase education levels of current library staff and new recruits in rural Nebraska.**

**Objective 1d: Bring the demographic distribution of the population of librarians into closer alignment with the Nebraska population as a whole.**

### Activities

Year 1:

- Members of the scholarship team conducted conference calls with the Admissions Director for Central Community College (CCC) on the Grand Island campus and the diversity coordinator for CCC's three campuses to determine effective routes for reaching current and future Hispanic CCC students.
- The CCC diversity coordinator distributed a recruitment flyer to approximately 40 Hispanic high-school students at a career day in Grand Island.
- A recruitment booth was set up at the Youth Leadership Diversity Workshop on the CCC Grand Island campus in October 2011. Along with the youth librarian from a local library, NLC personally made contact with 125 junior-high and high-school students of Hispanic heritage or race other than white from Grand Island and surrounding communities. Flyers and rack cards were distributed to these students.
- A recruitment booth was also set up at the Future Educators Conference on the University of Nebraska Omaha (UNO) campus in October 2011. Along with a UNO school library faculty member, we personally made contact with 250 high school juniors and seniors of whom approximately 15% were of Hispanic descent or race other than white. Flyers and rack cards were distributed to these students.
- Recruitment packets were sent out to seven Hispanic high school students who had filled out a career interest card at a career fair in western Nebraska.

Year 2:

- In June 2012, grant manager Kathryn Brockmeier participated in "Civic Reflection Builds Community Connections: A Program Model for Libraries," offered as an American Library Association pre-conference workshop (<http://ala12.scheduler.ala.org/node/274>). She was trained in dialogue facilitation skills. A version of the model was employed during the October 2012 MPLA/NLA/NSLA Tri-conference session "A Discussion of Diversity in the Workplace and in Library Programming."
- In partnership with the Grand Island Public Library, a recruitment booth was set up at the Youth Leadership Diversity Workshop on the CCC Grand Island campus in September 2012. Library staff personally made contact with 175 junior-high and high-school students of Hispanic heritage or race other than white from Grand Island and surrounding communities. Postcards were distributed to these students and posters were displayed.

Year 3:

- Follow-up letters were mailed in early 2013 to high school students who had attended a Leadership and Diversity workshop in late 2012.
- In April 2013, NLC staff conducted a focus group with members of the Central Community College (Columbus campus) Multicultural Club.

Year 4:

- In November 2013, in partnership with the Omaha Public Library, NLC hosted a booth at the Latino Leadership Conference in Omaha. Staff had the opportunity to converse with attendees about the opportunities in library science education and work.
- In June 2014, a public library staff member of Hispanic background served as a mentor during a roundtable luncheon discussion at the Latina Summer Academy and also interacted with the other attendees. The Latina Summer Academy is a one-week educational symposium offered by the College of St. Mary in Omaha, Nebraska, to encourage education, leadership and self-confidence in Latina high school students with seminars, field trips, and discussions with local professionals. The mentor distributed promotional materials at that time. When initially contacting the mentor, Jasel Cantu of the State of Nebraska Latino American Commission stated, “I hope that you enjoy the dinner experience and would like to return every year. It is important to have a library representative speak with the girls, and you will be the first to do so.”

## **Results**

### **Expected and Final Results**

1. Recruiting efforts will begin in Spring 2010 and continue through Spring 2013.  
Result: Recruiting efforts began in Spring 2011 and continued through Summer 2014.
2. Distribution of scholarship applications will more closely reflect the changing demographics of the state.  
Result: While the 2010 U.S. Census reported that 5% of the Nebraska adult population age 18 and over was Hispanic or Latino, just 1% of the scholarship students reported to be Hispanic or Latino. While the U.S. Census 2009-2013 American Community Survey 5-Year Estimates reported that 89.9% of the Nebraska adult population age 18 and over was White alone, 95.3% of the scholarship students reported to be White alone.

Of the 85 scholarship applicants who completed the statistical survey between November 1, 2010, and October 31, 2014, 85.9% were female, 35.3% were between the ages of 35 and 44 years old, one (1.1%) was of Hispanic, Latino, or Spanish origin, and 95.3% were white. See **Table 1** for details.

Table 1. Demographic background of online scholarship applicants, Years 1 through 4

<b>Demographic</b>	<b># of applicants</b>
<b>Gender</b>	
Female	73
Male	8
(No response)	4
<b>Age</b>	
Under 20 years	3
20 to 24 years	11
25 to 34 years	21
35 to 44 years	30
45 to 54 years	15
55 to 64 years	4
(No response)	1

<b>Ethnicity</b>	
Not of Hispanic, Latino, or Spanish origin	84
Of Hispanic, Latino, or Spanish origin	1
(No response)	0
<b>Race</b>	
White	81
Black, African American	0
American Indian and Alaska Native	0
Asian	0
Native Hawaiian and Other Pacific Islander	1
More than one race	2
Other	1

Demographics of scholarship applicants still do not reflect Nebraska’s changing landscape, but diversity recruitment efforts continue in partnership with the Diversity Committee of the Nebraska Library Association.

For results of outreach and promotion from previous years, see the respective Year 1, Year 2, and Year 3 annual reports.

In Year 4, NLC had the potential to reach 800 attendees, high-school age through professional, at the Latino Leadership Conference.

Also in Year 4, a Nebraska Latina librarian served as a professional contact at the Latina Summer Academy. She was able to share in a roundtable discussion with five young Latinas and meet an additional 50 young Latina women. She reported that it was a rewarding experience for all involved:

I had five young ladies in my group. They were very excited and had many questions regarding libraries and becoming future librarians. The most common feature that attracted them to becoming possible librarians someday were the positive memories they had from attending summer reading programs and of their wonderful librarians. Their memories of going to the library, checking out books and forming friendships with the librarians were a great impact on their lives. I also got to meet over fifty other local professional Latina women and had time to visit with them about my job. Thank you so much for the wonderful giveaways you gave me to share. I left things with the people in charge of the program to give out to girls who may be curious about our wonderful and fun career. Two of the girls spoke a majority of Spanish and the others spoke English. I was told I was the first Librarian who has ever been invited to the Academy. I feel very honored! Thank you for submitting my name. I enjoyed this opportunity greatly.

## Recruitment and Marketing

**Goal 1: Increase education levels of current library staff and new recruits in rural Nebraska.**

**Objective 1a: Identify and recruit 40 current library staff and 30 new students.**

### Activities

NLC continually conducted marketing and recruitment activities through the duration of the grant. Activities included assessment, planning, communicating (announcements, distribution of materials, exhibits at career events, exhibits at library and educational events, presentations, etc.), and evaluation. For a complete **list and timeline of marketing and recruitment efforts** for Year 4, including a listing of all deliverables and references to the appropriate attachments, see below. Also see Attachment 43 of the Year 1 annual report, Attachment 21 of the Year 2 annual report, and Attachment 4 of the Year 3 annual report for more examples of marketing and recruitment efforts. The Marketing Strategy Worksheet, Attachment 5 of the Year 3 annual report, illustrates the marketing planning process, including brainstorming sessions and key informant interviews. It also listed activities conducted and those planned for future reach to target markets.

### *Announcements*

The scholarship and internship grant programs were continually announced by the Nebraska Library Commission (NLC) via:

- **NLC news releases** (Attachment 1, Year 1; Attachment 5, Year 2; Attachment 6, Year 3; See below, Year 4),
- **Facebook** (<http://www.facebook.com/NebraskaLibraryCommission> and <http://www.facebook.com/NebraskaLibrarians>) (Attachment 2, Year 1; Attachment 6, Year 2; Attachment 7, Year 3; See below, Year 4),
- **NCompass blog posts** (Attachment 3, Year 1; Attachment 7, Year 2; Attachment 8, Year 3; See below, Year 4),
- **NLC website** (Attachment 4, Year 1)
- **RSS feeds**
- **E-mail blasts** to Nebraska listservs and to scholarship students (Attachment 5, Year 1; Attachment 8, Year 2; Attachment 9, Year 3; See below, Year 4), and
- **NLC's Now Hiring @ your library® Website** (<http://www.nowhiringatyourlibrary.com>).

NLC worked with partner organizations as intermediaries. Faculty at Nebraska schools announced the availability of scholarships to their students. Library systems and the Nebraska Library Association (NLA) and Nebraska School Librarians Association (NSLA) announced the availability of scholarships and internship grants to current library staff. Central Community College included scholarship information on Library and Information Services course offerings flyers.

### *Distribution of Materials*

Print materials, including a recruitment rack card and poster, were distributed to library staff and other interested individuals (each-one-reach-one) at various meetings and events and at various outreach events. Materials were distributed at various exhibit booths.

Deliverables included:

- **Could This Be You? flyer** (Attachment 10, Year 3; Also see below)
- **Send Us Your Best rack card** (Attachment 6, Year 1)

- **Scholarship flyer** (Attachment 12, Year 2)
- **Thousands Work in Nebraska Libraries rack card**, 3.67” x 8.5” (Attachment 11, Year 3)
- **Thousands Work in Nebraska Libraries rack card**, 4.25” x 5.5”, front and back (Attachment 11, Year 3)
- **Thousands Work in Nebraska Libraries RSVP postcard**, 4.25” x 5.5”, front and back (Attachment 12, Year 3)
- **Thousands Work in Nebraska Libraries poster**, 8.5 “ x 11” (Attachment 12, Year 2)
- **Thousands Work in Nebraska Libraries poster**, 11” x 17” (Attachment 12, Year 2)
- **QR Code** (Attachment 13, Year 2)
- **PowerPoint Presentation CD** (Attachment 13, Year 3)
- **Facebook page flyer** (Attachment 14, Year 3)
- **Now Hiring @ your library® Website**, <http://www.nowhiringatyourlibrary.org>
- **Work @ your library® PSA video on YouTube**, <http://www.youtube.com/watch?v=8ZvHUE6qfP8>
- **Facebook page bookmark** (Attachment 16, Year 2)
- **Thousands Work in Nebraska Libraries bookmark** (Attachment 15, Year 3)
- **Newsletter articles** (Attachment 16, Year 3)

**Advertisements** for recruitment (Attachment 17, Year 3) were placed in editions of *Nebraska Life* magazine, <http://www.nebraskalife.com/>—each edition reaching an estimated 45,000 Nebraska households. Ads were also placed in four editions of *NCB News*, [http://centerforthebook.nebraska.gov/news/archive\\_issues/archive\\_issues.html](http://centerforthebook.nebraska.gov/news/archive_issues/archive_issues.html), (Nebraska Center for the Book newsletter for the state’s readers, writers, booksellers, librarians, publishers, printers, educators, and scholars—reaching more than 2,500 households).

### ***Case Studies***

A series in the *NCompass* blog titled “New Faces” (<http://nlcblogs.nebraska.gov/nlcblog/tag/new-faces/>) was created. Scholarship students were interviewed about their school and work experiences. The online Storybank was launched in Year 3, with students recording stories of how they made a difference in the lives of library customers. For examples, see <http://librarystorybank.nebraska.gov>.

### ***Year 4 Exhibits at Library, Career, and Educational Events***

In Year 4, NLC staff hosted an exhibit booth at a Southeast Community College event for prospective students, families, and staff on November 3, 2013. NLC also hosted, with Omaha Public Library, an exhibit booth at the November 15, 2013, Latino Leadership Conference. A librarian from western Nebraska hosted a booth at the Lexington Career Fair on March 19, 2014. NLC also hosted an exhibit booth at the October 9-10, 2014, Nebraska Library Association/Nebraska School Librarians Association (NLA/NSLA) annual conference. Exhibit booths included a projected PowerPoint slide show, flyers, postcards, bookmarks, and rack cards. Years 1 through 3 activities are outlined in previous annual reports. See Attachment 54 of the Year 1 annual report, Attachment 20 of the Year 2 annual report, and Attachment 18 of the Year 3 annual report for examples of slides.

### ***Website***

Design work began in Year 3 to reorganize and streamline content from the current Now Hiring @ your library® website (<http://nowhiringatyourlibrary.nebraska.gov/>), and to reposition the site within the framework of the Nebraska Library Commission’s new website, which launched in 2011. The current website was evaluated for accuracy and currency. Usability testing of the new site took place in September 2013. New web pages will reflect best design and navigation practices. Prototypes of the pages are included in Attachment 19, Year 3 report. Design work continued in Year 4, and the new site will launch in early 2015.

### ***Presentations***

NLC staff conducted live informational webinars through the NCompass Live program, which were recorded and made available for viewing at a later date. Sessions in Years 1 through 3 are listed in the respective annual report narratives. In Year 4, one webinar was conducted:

- *The Internship, a Win-Win Situation*, recorded 5/7/2014  
<http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=13199>

In Years 1 through 4, NLC staff made presentations at State Advisory Council on Libraries meetings and provided reports to the Nebraska Library Commission at their quarterly meetings. NLC hosted scholarship and internship feedback sessions during the Fall 2011, 2012, and 2013 NLA/NSLA conferences. NLC scholarship students discussed how they used their funding, and scholarship students and interns and their supervisors reflected on their experiences.

### ***Focus Groups***

In Year 3, NLC conducted a focus group with members of the Central Community College (Columbus campus) Multicultural Club to learn how Hispanic students are counselled in their choice of college and major, as well as their perception of library work. The participants were introduced to school and career opportunities in the field of library science.

### **Results**

For a complete **list and timeline of marketing and recruitment efforts** for Year 4, including a listing of all deliverables, see below. See Attachment 43 of the Year 1 annual report, Attachment 21 of the Year 2 annual report, and Attachment 4 of the Year 3 annual report for more examples of marketing and recruitment efforts.

There are more than 1,200 recipients on the NLC e-mail listserv. Announcements on the Nebraska Librarians Learning Together Facebook page have the potential to reach 361 fans. Announcements on the Nebraska Library Commission Facebook page have the potential to reach 637 fans.



Panelists and facilitator at October 2013 NLA/NSLA conference

NLA/NSLA conference: During the conference exhibit sessions, NLC annually had the potential to reach out to an average 450 attendees. Handouts at the NLC booth in Years 1 through 3 outlined scholarship opportunities. In Years 1 through 3, Central Community College (CCC) staff spoke with prospective LIS students and directed them to the NLC booth for scholarship information.

Latino Leadership Conference: In Year 4, NLC had the potential to reach 800 attendees, high-school age through professional, at the Latino Leadership Conference.

Latina Summer Academy: In Year 4, the recruiter met with 55 female Latino high school students.

In Year 4, NCompass Live’s “The Internship, a Win-Win Situation” had thirty-four registrants, two presenters, and one host. The recording is available at [http://youtu.be/6M\\_eTicX2aE](http://youtu.be/6M_eTicX2aE) and to date has been viewed 45 times. For results of webinars from previous years, see the respective Year 1, Year 2, and Year 3 annual reports.

Now Hiring @ your library® Website and pages: In Years 1 through 4, the main page, <http://www.nowhiringatyourlibrary.org>, had an average of 1,133 views per month. The Scholarships page, <http://nowhiringatyourlibrary.nebraska.gov/Scholarships.asp>, had an average of 178 views per month. The Internship Grants page, <http://nowhiringatyourlibrary.nebraska.gov/Internships.asp>, had an average of 82 views per month. The Recruiting page, <http://nowhiringatyourlibrary.nebraska.gov/Recruiting.asp>, had an average of 25 views per month.

A **statistical survey** (Attachment 16, Year 1)—optional, anonymous, not required of the applicant—was presented at the beginning of the online scholarship application. Among those who completed the statistical survey for applications in Years 1 through 4, the following number reported how they heard about the scholarship program (Table #):

Table #. Referral source of information about scholarship program

Source	Number of respondents
Nebraska Library Commission Website	27
Nebraska Library Commission	27
Teacher	20
College counselor/advisor	19
Now Hiring @ your library® Website	19
Friend	14
Library	10
Student	10
Other	8
Family	2
Facebook	2

Among the 90 awardees completing the baseline survey in Years 1 through 4, 49 (54%) were currently employed in a library. Of the same 90, 21 (23%) reported working in a library in the past. Twenty-one (23%) had never worked or volunteered in a library.

Focus group results: Three members of the Central Community College Multicultural Club participated in the focus group. For details, see the Year 3 annual report.

### Expected and final results

- Marketing materials will be created in Winter 2010.  
Result: Marketing materials were created in Fall 2011—revised and supplemented through Spring 2014.
- Outreach efforts will begin in Winter 2010 and continue through Spring 2013.

Result: Outreach efforts began in Winter 2010 and continued through Spring 2014.

3. The NLC will receive continuous positive feedback regarding communications channels and recruitment.

Result: Positive feedback was received throughout the grant period from recruiters and recruits (see Quotes and Testimonials in all four reports).

### **Marketing and Recruitment Efforts, Year 4 Timeline, activities, and deliverables**

Table 1. Announcements

<b>Date</b>	<b>Content</b>	<b>Attachment</b>
<b>2013</b>		
12/17	Facebook post about internship grant availability	See below
12/17	E-mail blast of internship grant availability to library directors	See below
12/17	E-mail blast of internship grant availability to library directors	See below
12/17	Blog post about internship grant availability	See below
<b>2014</b>		
1/8	Facebook post about internship webinar	See below
1/15	E-mail blast of internship grant availability to library directors	See below
1/24	Facebook post about scholarship awards	See below
1/24	News release of scholarship awards	See below
1/30	Facebook post about internship grant availability	See below
2/10	Facebook post about scholarship availability	See below
5/2	Facebook post about internship webinar	See below
5/7	Facebook post about internship grant awards	See below
5/7	News release of internship grant awards	See below
6/12	News release of scholarship awards	See below

Table 2. Distribution of materials

<b>Date</b>	<b>Content</b>	<b>Attachments</b>
<b>2013</b>		
11/3	1000s rack cards, RSVP postcards – Southeast Community College open house	11 (Year 3), 3 (Year 3)
11/15	1000s rack cards, RSVP postcards – Latino Leadership Conference	11 (Year 3), 3 (Year 3)
<b>2014</b>		
1/15	Letter – scholarship and career inquiry response	See below
3/13	1000s rack cards, RSVP postcards, 1000s posters, Could this be you? flyers – Lexington Career Fair	11 (Year 3), 3 (Year 3), 12 (Year 2), See below (Year 4)

6/11	Letter – scholarship and career inquiry response	See below (Year 4)
6/25	1000s rack cards, RSVP postcards, Could this be you? flyers – Latina Summer Academy	3 (Year 3), 12 (Year 2), See below (Year 4)
7/11	Letter – scholarship and career inquiry response	See below (Year 4)

Table 3. Exhibits at career events

Date	Content	Details
11/3/2013	Southeast Community College Open House	50 high school students and families from southeast Nebraska
11/15/2013	Latino Leadership Conference	800 high school students and young professionals
3/13/2014	Lexington Career Fair	300 high school students
6/25/2014	Latina Summer Academy	55 female high school students

The exhibit booth included brochures, flyers, and rack cards.

Table 4. Exhibits at library and educational events

Date	Content	Details
10/9 – 10/10/2014	Nebraska Library Association/Nebraska School Librarians Association Annual Conference	450+ librarians, library board members, library students

The exhibit booth included a projected PowerPoint slide show, brochures, flyers, bookmarks, and rack cards.

Table 5. Presentations

Date	Content
<b>2014</b>	
5/7	NCompass Live session: The Internship, a Win-Win Situation, <a href="http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=13043">http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=13043</a> . Live webinar, recorded and available for viewing at a later date

Table 6. Website pages and Facebook pages

Page	Content
Now Hiring @ your library®, main page <a href="http://www.nowhiringatyourlibrary.org">http://www.nowhiringatyourlibrary.org</a>	Average of 1,133 views/month
Now Hiring @ your library®, Scholarships page <a href="http://nlc1.nlc.state.ne.us/nowhiring/scholarships.asp">http://nlc1.nlc.state.ne.us/nowhiring/scholarships.asp</a>	Average of 178 views/month
Now Hiring @ your library®, Internship Grants page <a href="http://nlc1.nlc.state.ne.us/nowhiring/internships.asp">http://nlc1.nlc.state.ne.us/nowhiring/internships.asp</a>	average of 82 views/month

Nebraska Librarians Learning Together Facebook page <a href="https://www.facebook.com/NebraskaLibrarians">https://www.facebook.com/NebraskaLibrarians</a>	360 fans
Nebraska Library Commission Facebook page <a href="https://www.facebook.com/NebraskaLibraryCommission">https://www.facebook.com/NebraskaLibraryCommission</a>	641 fans

### Announcements on Facebook, Year 4

The Nebraska Library Commission hosts three Facebook pages that are used for grant project-related announcements:

- Nebraska Library Commission (<http://www.facebook.com/NebraskaLibraryCommission>)
- Nebraska Librarians Learning Together (<http://www.facebook.com/NebraskaLibrarians>)
- NCompass Live (<https://www.facebook.com/NCompassLive>)

**November 5, 2013; Reference to scholarship student**

<https://www.facebook.com/NebraskaLibrarians/posts/670522352966814>



**Nebraska Librarians Learning Together**

November 5, 2013 near Lincoln, NE · Edited

NLC/IMLS scholarship student Justine Goeden recently started her new job as Library Associate at Baright Public Library in Ralston. Congratulations, Justine!

Like · Comment · Share

8 2

Dana Still, JeffandKim Green-Hailey, Kimberly J Blackburn and 5 others like this.

Top Comments ▾



Write a comment...



**Monica Porter Tidyman** Congratulations Justine!

Like · Reply · November 5, 2013 at 3:18pm



**Kathryn Brockmeier** Way to go, Justine! So excited for you!

Like · Reply · November 5, 2013 at 2:50pm

Write a comment...

196 people reached

Boost Post

**December 17, 2013; Call for internship grant applications**

<https://www.facebook.com/NebraskaLibraryCommission/posts/10151854749200954>



**Nebraska Library Commission** shared a link.

December 17, 2013



**Public Libraries Invited to Apply for Internship Grants — Applications due Feb. 18, 2014**

NCompass Blog

Posting date: Dec. 17, 2013 Application deadline: Feb. 18, 2014 Award amount: \$500 – \$1,000 The Nebraska Library Commission's...

**December 17, 2013; Call for internship grant applications**

<https://www.facebook.com/NebraskaLibrarians/posts/693087540710295>



**Nebraska Librarians Learning Together**

December 17, 2013

Public Libraries Invited to Apply for Internship Grants -- Applications due Feb. 18, 2014 -- The Nebraska Library Commission's Cultivating Rural Librarians' Technology Skills program offers support for internships through grants to accredited public libraries. In partnership with the Nebraska Library Association and funded through a grant from the Institute of Museum and Library Services (IMLS) Laura Bush 21st Century Librarian Program, the internship grants increase awareness about library professions and education and the opportunities for employment in Nebraska libraries. See link in first comment for more information.

**January 3, 2014; Reference to NCompass Live broadcast on internships**

<https://www.facebook.com/NebraskaLibraryCommission/posts/10151889338390954>



**Nebraska Library Commission** shared a link.

January 3



**NCompass Live: Internships: Cultivating Nebraska's Future Librarians**

NCompass Blog

Join us for the next NCompass Live: "Internships: Cultivating Nebraska's Future Librarians", on...

**January 7, 2014; Reference to scholarship student**

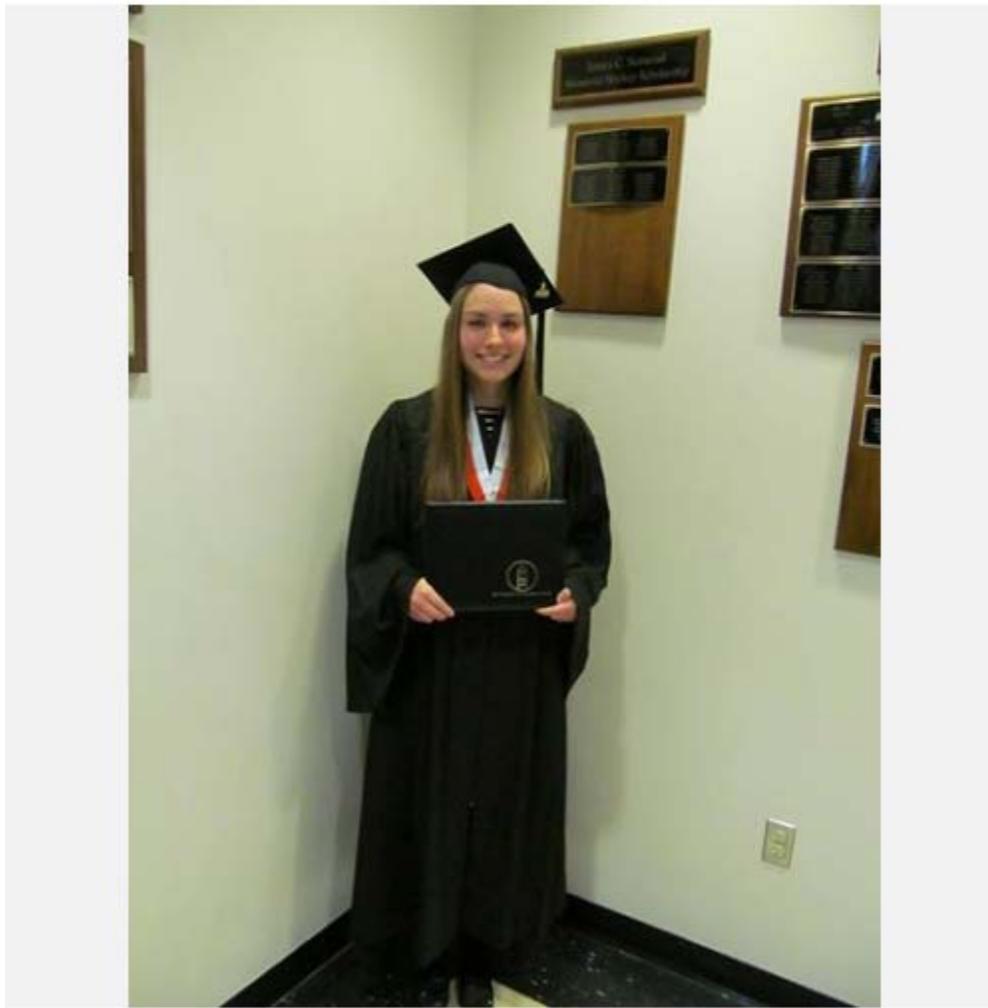
<https://www.facebook.com/NebraskaLibrarians/photos/a.380596758626043.99871.139298226089232/703545112997871/?type=1>



**Nebraska Librarians Learning Together**

January 7

Libby Munsell, a 2012 and 2013 IMLS/NLC scholarship student, graduated in December with her Bachelor's degree in General Studies with a concentration in Library Science from the University of Nebraska Omaha. Did you graduate? Post your pictures to our page so we can celebrate with you!



**January 7, 2014; Reference to scholarship student**

<https://www.facebook.com/NebraskaLibrarians/posts/703634259655623>



Nebraska Librarians Learning Together shared Monica Porter Tidyman's photo.

January 7

Congratulations to NLC/IMLS 21st Century Librarian scholarship student Monica Tidyman on her graduation from UNO!

Great idea to share our pictures! I could not have obtained my degree without the help and support of the Nebraska Library Commission and the IMLS scholarship. Thanks!



**January 7, 2014; Reference to scholarship student**

<https://www.facebook.com/NebraskaLibraryCommission/posts/10151897783115954>



**Nebraska Library Commission** shared a link.

January 7



**New Faces: Libby Munsell**

NCompass Blog

In this series, New Faces, the Nebraska Library Commission interviews someone from the next generation of Nebraska librarians. Today we are speaking with Libby Munsell, Library Assistant and Interlibrary Loan...

**January 8, 2014; Reference to NCompass Live broadcast on internships**

<https://www.facebook.com/NCompassLive/posts/10152182067956535>



**NCompass Live** shared a link.

January 8

Join us right now for NCompass Live: Internships: Cultivating Nebraska's Future Librarians. Log in at

<http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=12835>

#NCompLive

The 21st Century Librarian internship grant program, sponsored by the Nebraska Library Association and Nebraska Library Commission, awarded grants totaling \$20,250 to eighteen Nebraska public libraries in 2013. Students have been learning about library work as they shadow and assist with day-to-day operations and implement special projects.

In this session, participating libraries will share their experiences with the internship program, including successes and lessons learned. This session will also introduce the upcoming 2014 grant opportunity for internships, offered by the Nebraska Library Commission and made possible through a grant from the Institute for Museum and Library Services.

Presenter: Kathryn Brockmeier, Grant Program Manager, 21st Century Librarian Program, Nebraska Library Commission.

**January 8, 2014; Reference to NCompass Live broadcast on internships**

<https://www.facebook.com/NebraskaLibraryCommission/posts/10152182068651535>



**Nebraska Library Commission** shared a link.

January 8

Join us right now for NCompass Live: Internships: Cultivating Nebraska's Future Librarians. Log in at

<http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=12835>  
#NCompLive

The 21st Century Librarian internship grant program, sponsored by the Nebraska Library Association and Nebraska Library Commission, awarded grants totaling \$20,250 to eighteen Nebraska public libraries in 2013. Students have been learning about library work as they shadow and assist with day-to-day operations and implement special projects.

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Presenter: Kathryn Brockmeier, Grant Program Manager, 21st Century Librarian Program, Nebraska Library Commission.

**January 20, 2014; Reference to scholarship student and Nebraska Library Digital Literacy Coaching Corps**

<https://www.facebook.com/NebraskaLibrarians/posts/709558459063203>



**Nebraska Librarians Learning Together**

January 20

Scholarship student Dorlissa Beyer has just wrapped teaching a class on eReaders at Central City Public Library. She received a Nebraska Library Digital Literacy Coaching Corps stipend through her scholarship. Current scholarship students, consider applying to be a coach!

January 21, 2014; Reference to scholarship student and Nebraska Library Digital Literacy Coaching Corps  
<https://www.facebook.com/NebraskaLibrarians/posts/10203287128484129>



Nebraska Librarians Learning Together shared Central City Public Library's photo.  
January 21

Dorlissa Beyer is teaching classes at the Central City Public Library. Dorlissa is a recipient of a Nebraska Library Digital Literacy Coaching Corps scholarship stipend.

With Dorlissa Beyer at Central City Public Library.



Like · Comment · Share

3 likes 2 comments

Teresa Hartman, JeffandKim Green-Hailey and Julianne Moulton like this.

Top Comments



Write a comment...



JeffandKim Green-Hailey Yeah Dorlissa!

Like · Reply · January 21 at 2:11pm



Teresa Hartman Cheers to you from a fellow library educator!

Like · Reply · January 23 at 9:07pm

**January 24, 2014; Announcement of scholarship awards**

<https://www.facebook.com/NebraskaLibraryCommission/posts/10152217315921535>



**Nebraska Library Commission** shared a link.  
January 24



**Nebraska Library Commission Awards 21st Century Skills Scholarships**

NCompass Blog

FOR IMMEDIATE RELEASE: January 24, 2014 FOR MORE INFORMATION: Mary Jo Ryan 402-471-3434 800-307-2665 Thanks to...

**January 30, 2014; Call for internship grant applications**

<https://www.facebook.com/NebraskaLibraryCommission/posts/10152231072086535>



**Nebraska Library Commission** shared a link.  
January 30



**There's Still Time to Apply for Internship Grants — Applications due Feb. 18, 2014**

NCompass Blog

The Nebraska Library Commission's Laura Bush 21st Century Librarian program offers support for internships through grants to accredited...

**February 6, 2014; Reference to scholarship student**

<https://www.facebook.com/NebraskaLibraryCommission/posts/10152247909001535>



**Nebraska Library Commission** shared a link.  
February 6



**New Faces: Donna Christiansen**

NCompass Blog

In this series, New Faces, the Nebraska Library Commission interviews someone from the next generation of Nebraska librarians. Today we are speaking with Donna Christiansen, Director at the Plainview Carnegie...

**February 10, 2014; Call for scholarship applications**

<https://www.facebook.com/NebraskaLibraryCommission/posts/10152256673231535>



**Nebraska Library Commission** shared a link.

February 10



**There's Still Time to Apply for a 21st Century Librarian Scholarship**

NCompass Blog

The Nebraska Library Commission is accepting online applications for its 21st Century Librarian Scholarship program through March 3, 2014 (<http://nowhiringatyourlibrary.nebraska.gov/Scholarships.asp>). These scholarships...

**March 4, 2014; Reference to internship grant library supervisor**

<https://www.facebook.com/NebraskaLibrarians/posts/733704213315294>



**Nebraska Librarians Learning Together**

Posted by Kathryn Brockmeier [?] · March 4

NLC wishes Rock County Public Library's (now former) director Evy Ost a happy retirement! Evy and the library have been a mainstay of the NLC/IMLS/NLA 21st Century Librarian Internship Grant program these last few years. We wish Evy well!

**April 2, 2014; Reference to scholarship student**

<https://www.facebook.com/NebraskaLibrarians/posts/748005878551794>



**Nebraska Librarians Learning Together**

Posted by Kathryn Brockmeier [?] · April 2

Please join us in congratulating Monica Tidyman as the new director of the Stromsburg Public Library. Monica was a 2011-2013 NLC/IMLS 21st Century Librarian scholarship student. Good luck, Monica!

Like · Comment · Share

8 1

Tina J Olson Walker, Francine Canfield, Doriissa Beyer and 5 others like this.



Write a comment...



**Rachelle McPhillips** Congratulations, Monica!

Like · Reply · April 2 at 10:02am

Write a comment...

118 people reached

Boost Post

**April 10, 2014; Reference to scholarship student and Nebraska Library Digital Literacy Coaching Corps**  
<https://www.facebook.com/NebraskaLibrarians/posts/751982168154165>



**Nebraska Librarians Learning Together** shared Central City Public Library's photo.  
Posted by Kathryn Brockmeier [?] · April 10

NLC/IMLS scholarship student Dorissa Beyer is teaching tech classes at Central City Public Library through the Nebraska Library Digital Literacy Coaching Corps stipend program.

Today @ 4:00 p.m. is the: "Basics of Using Android Smartphones" class! This class will cover the basics of using a smart phone that has the Android operating system. These phones include ones made by Samsung and HTC. We will cover the basic... [See More](#) — at [Central City Public Library](#).



**May 2, 2014; Reference to NCompass Live broadcast on internships**  
https://www.facebook.com/NebraskaLibraryCommission/posts/10152118037630954

 **Nebraska Library Commission** shared a link.  
Posted by NetworkedBlogs [?] · May 2



**NCompass Live: The Internship: A Win-Win Situation**  
NCompass Blog

Join us for next week's NCompass Live: "The Internship: A Win-Win Situation", on Wednesday, May 7, 10:00-11:00 am Central Time. From advertising for the...

**May 2, 2014; Reference to NCompass Live broadcast on internships**  
https://www.facebook.com/NCompassLive/posts/534237400019194

 **NCompass Live** shared a link.  
May 2

Join us for next week's NCompass Live: "The Internship: A Win-Win Situation", on Wednesday, May 7, 10:00am - 11:00am CT. #NCompLive

Sign up at <http://nlc.nebraska.gov/ncompasslive/>

From advertising for the position to saying goodbye, thoughtful planning of an internship will go a long way to making the experience meaningful for you and your intern. Kathryn Brockmeier, from the Nebraska Library Commission, will also discuss ways your library and your community can benefit from an internship at your library. Time for brainstorming and sharing will follow the presentation.

**May 7, 2014; Internship grant award announcement**  
https://www.facebook.com/NebraskaLibraryCommission/posts/10152127319950954

 **Nebraska Library Commission** shared a link.  
Posted by NetworkedBlogs [?] · May 7



**\$32,000 in Internship Grants Awarded to Nebraska Public Libraries**  
NCompass Blog

The Nebraska Library Commission and the Nebraska Library Association recently awarded 21st Century Librarian internship grants totaling \$32,000 to twenty-one Nebraska public libraries.

**June 12, 2014; Scholarship award announcement**

<https://www.facebook.com/NebraskaLibraryCommission/posts/10152195783105954>



	<p><b>Nebraska Library Commission Awards 21st Century Skills Scholarships</b> NCompass Blog</p> <p>FOR IMMEDIATE RELEASE: June 12, 2014 FOR MORE INFORMATION: Mary Jo Ryan 402-471-3434 800-307-2665 Nebraska...</p>
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**June 25, 2014; Reference to intern**

<https://www.facebook.com/NebraskaLibrarians/photos/a.380596758626043.99871.139298226089232/791448944207487/?type=1>



Through an IMLS/NLC/NLA grant to the Grand Island Public Library, intern Jessica Lee had the opportunity to work with youth during the summer reading program.



**June 25, 2014; Reference to intern**

<https://www.facebook.com/NebraskaLibrarians/photos/a.380596758626043.99871.139298226089232/791449030874145/?type=1>



**Nebraska Librarians Learning Together**

Posted by Kathryn Brockmeier [?] · June 25 · Edited [?] 🌐

Through an IMLS/NLC/NLA grant to the Grand Island Public Library, intern Jessica Lee had the opportunity to work with youth during the summer reading program.



**July 2, 2014; Reference to IMLS grant**

<https://www.facebook.com/NebraskaLibrarians/photos/a.380596758626043.99871.139298226089232/795270953825286/?type=1>



**Nebraska Librarians Learning Together**

Posted by Kathryn Brockmeier [?] · July 2 · Edited

The 2010-2014 grant the Nebraska Library Commission received to provide scholarships to library science students and internship grants to public libraries is aptly named the Laura Bush 21st Century Librarian grant.

I have found the most valuable thing in my wallet is my library card.

—*Laura Bush*

**July 10, 2014; Reference to intern**

<https://www.facebook.com/NebraskaLibrarians/posts/799489896736725>



Nebraska Librarians Learning Together shared Rock County Public Library's photo.

Posted by Kathryn Brockmeier [?] · July 10

Addie Shaw is an IMLS/NLC/NLA intern working at Rock County Public Library in Bassett.

Break time for our hard working intern.



**July 28, 2014; Reference to intern**

<https://www.facebook.com/NebraskaLibrarians/posts/808235252528856>



**Nebraska Librarians Learning Together**

Posted by Kathryn Brockmeier [?] · July 28

One of our IMLS/NLC/NLA interns shared her internship experience with us:



**Jessica B. Lee**

Hi! I'm Jessica Lee and I had the opportunity to be the intern at the Grand Island Public Library for the summer! This has been one of the best summer experiences that I have had. I got the chance to learn more about a library than I ever had before. It was a great experience and I loved meeting all of the new people and learning about the different part within the library. Overall my experience here was amazing and I will carry this experience with me for the rest of my life!

## Announcements: Blog Posts, Year 4

The Nebraska Library Commission hosts a blog, **NCompass Blog**, which can be accessed at <http://nlcblogs.nebraska.gov/nlcblog/>.

### December 17, 2013; Call for internship grant applications

<http://nlcblogs.nebraska.gov/nlcblog/2013/12/17/internship-grants-deadline-feb-18-2014/>

## Public Libraries Invited to Apply for Internship Grants — Applications due Feb. 18, 2014

Posted on [December 17, 2013](#) by [Kathryn Brockmeier](#)

Posting date: **Dec. 17, 2013**

Application deadline: **Feb. 18, 2014**

Award amount: **\$500 – \$1,000**

The [Nebraska Library Commission's](#) [Cultivating Rural Librarians' Technology Skills](#) program offers support for internships through grants to accredited public libraries. In partnership with the [Nebraska Library Association](#) and funded through a grant from the [Institute of Museum and Library Services](#) (IMLS) Laura Bush 21st Century Librarian Program, the [internship grants](#) increase awareness about library professions and education and the opportunities for employment in Nebraska libraries.

### So, what can your library do with the internship program?

- Share your enthusiasm for library education and the library profession
- Expand your programming
- Bring in fresh faces
- Show interns what happens behind-the-scenes
- Partner with other library types to show the variety of work settings

Internship grants range from \$500 to \$1,000. A library may provide one 100-hour internship during the summer months that might last eight weeks, or two 50-hour internships during the school year that might last ten weeks, depending on the needs of the library and the scheduling needs and qualifications of the internship candidates. Library grantees will recruit, select, and hire their interns. Usually, interns are hired as contract workers and paid on a stipend rather than an hourly wage, but the terms of employment are determined by the library's governing body. Interns provide valuable assistance with library service activities and local library programming. Library staff help introduce interns to the joys of library service careers. Partnership projects involving collaboration between a public library and another type of library will be given special consideration.

Reflection from one intern:

*I learned that there are a lot more duties for a librarian to perform than the general public thinks. I liked working with all of the patrons and learning how to keep the library organized and running smoothly. I haven't decided what I would like to do for a career in the future, but after this summer I would definitely consider being a librarian.*

**Web conferencing:** NLC staff are available by [phone](#) and through [e-mail](#) to discuss general issues relating to the internship grant program. We also invite you to participate in a webinar to learn more about the program from previous grant recipients, ask questions, and listen to the questions and comments of other participants. NLC's NCompass Live will air [Internships: Cultivating Nebraska's Future Librarians](#) on Wednesday, January 8, 2014, at 10 a.m. Central time. In this session, participating libraries will share their experiences with the internship program, including successes and lessons learned. This session will also introduce the upcoming 2014 grant opportunity for internships.

**To apply:** Applications are now being accepted. The deadline for applications is **Feb. 18, 2014**. More information is available on the Now Hiring @ your library® website, at <http://nowhiringatyourlibrary.nebraska.gov/Internships.asp>.

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As Nebraska's state library agency, the **Nebraska Library Commission** is an advocate for the library and information needs of all Nebraskans. The mission of the Library Commission is statewide promotion, development, and coordination of library and information services — "bringing together people and information."

The **Nebraska Library Association** is the cornerstone of the Nebraska library community. The Association advocates for its members, enriches their professional lives, advances the lifelong learning of all Nebraskans, and promotes all library interests in Nebraska. For more information, visit <http://nebraskalibraries.org>.



The **Institute of Museum and Library Services** is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas. The Institute works at the national level and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development. To learn more about the Institute, please visit <http://www.ims.gov>.

**January 24, 2014; Scholarship award announcement**

<http://nlcblogs.nebraska.gov/nlcblog/2014/01/24/nebraska-library-commission-awards-21st-century-skills-scholarships-5/>

## **Nebraska Library Commission Awards 21st Century Skills Scholarships**

Posted on [January 24, 2014](#) by [Jennifer Wrampe](#)

**FOR IMMEDIATE RELEASE:**

January 24, 2014

**FOR MORE INFORMATION:**

[Mary Jo Ryan](#)

402-471-3434

800-307-2665

Thanks to a grant from the federal Institute of Museum and Library Services (IMLS), the Nebraska Library Commission recently awarded 21<sup>st</sup> Century Librarian scholarships to sixteen Nebraska students in undergraduate Library Science programs. Nebraska Library Commission Director Rod Wagner commented, "The 21st Century Librarian scholarships contribute to a workforce equipped to provide the kind and quality of library services expected in Nebraska's communities and schools. The Nebraska Library Commission is pleased to support Nebraska students involved in library science education programs. We offer our best wishes to these students in pursuing their educational and career goals."

Students who wish to apply for scholarships for a Library and Information Services Professional Certificate (offered through Nebraska's community colleges), an Associate of Arts or Science Degree in Library and Information Services, or for a Bachelor of Arts or Science Degree with a major in Library and Information Science or Library Media, should submit application materials by March 3, 2014.

**December 2013 Scholarship Recipients**

Dorlissa Beyer, Aurora  
Kassandra Bielenberg, Omaha  
Kimberly Blackburn, Broken Bow  
Gabrielle DeGagne, Omaha  
Justine Goeden, West Point  
Araceli Hernandez, Kearney  
Kelli Keyes, Columbus  
Angela Krejci, Louisville  
Jared Lechner, Norfolk  
Maureen McCombs, Gretna  
Rachelle McPhillips, Columbus  
Odessa Meyer, South Sioux City  
Mary Jo Pittman, Omaha  
Dorothy Schultz, Wood River  
Samantha Stock, Omaha  
Jordan Stough, Bellevue  
Tammi Thiem, Genoa  
David Watchorn, Ponca  
Brianna Weichel, Harbine

For more information about Nebraska's *Cultivating Rural Librarians' 21st Century Skills* program, see <http://nowhiringatyourlibrary.nebraska.gov>. For a list of current scholarship recipients, see <http://nowhiringatyourlibrary.nebraska.gov/Scholarshipsrecipients.asp>.

The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas. The Institute works at the national level and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development. To learn more about the Institute, please visit [www.ims.gov](http://www.ims.gov).

As Nebraska's state library agency, the Nebraska Library Commission is an advocate for the library and information needs of all Nebraskans. The mission of the Library Commission is statewide promotion, development, and coordination of library and information services, "bringing together people and information."

**January 30, 2014; Call for internship grant applications**

<http://nlcblogs.nebraska.gov/nlcblog/2014/01/30/internship-applications-due-feb-18-2014/>

## There's Still Time to Apply for Internship Grants — Applications due Feb. 18, 2014

Posted on January 30, 2014 by Kathryn Brockmeier

The [Nebraska Library Commission's](#) [Laura Bush 21st Century Librarian](#) program offers support for internships through grants to accredited public libraries. **Application deadline is Feb. 18, 2014.** In partnership with the [Nebraska Library Association](#) and funded through a grant from the [Institute of Museum and Library Services](#) (IMLS) Laura Bush 21st Century Librarian Program, the [internship grants](#) increase awareness about library professions and education and the opportunities for employment in Nebraska libraries.

Internship grants range from **\$500 to \$1,000**. Library grantees will recruit, select, and hire their interns. Usually, interns are hired as contract workers and paid on a stipend rather than an hourly wage, but the terms of employment are determined by the library's governing body. Interns provide valuable assistance with library service activities and local library programming. Library staff help introduce interns to the joys of library service careers. *Partnership projects involving collaboration between a public library and another type of library will be given special consideration.*

To the right is a [Facebook post](#) by the Rock County Public Library showcasing their 2013 intern Saresse Clay. Saresse designed a Story Walk project during the summer and implemented the project in November 2013.

**Web conferencing:** NLC staff are available by [phone](#) and through [e-mail](#) to discuss general issues relating to the internship grant program. We also invite you to the recorded NCompass Live webinar, [Internships: Cultivating Nebraska's Future Librarians](#), to learn more about the program from previous grant recipients and to listen to the questions and comments of other participants. In this session, participating libraries and intern Saresse Clay shared their experiences with the internship program, including successes and lessons learned. This session also introduced the 2014 grant opportunity for internships, including information on writing a winning proposal.

**To apply:** Applications are now being accepted. The deadline for applications is **Feb. 18, 2014**. More information is available on the Now Hiring @ your library® website, at <http://nowhiringatyourlibrary.nebraska.gov/Internships.asp>.



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with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development. To learn more about the Institute, please visit <http://www.ims.gov>.

#### February 10, 2014; Call for scholarship applications

<http://nlcblogs.nebraska.gov/nlcblog/2014/02/10/theres-still-time-to-apply-for-a-21st-century-librarian-scholarship/>

## There's Still Time to Apply for a 21st Century Librarian Scholarship

Posted on [February 10, 2014](#) by [Kathryn Brockmeier](#)

The Nebraska Library Commission is accepting online applications for its **21st Century Librarian Scholarship program** through [March 3, 2014](#) (<http://nowhiringatyourlibrary.nebraska.gov/Scholarships.asp>). These scholarships are for students pursuing a degree or certificate in Library and Information Science at the Associate's and Bachelor's levels. Legal residents of the state of Nebraska are eligible to apply. Transcripts (as required) are due February 18, 2014; and letters of recommendation, if mailed, are due February 18, 2014. Scholarships of **up to \$3,500** will be awarded, depending on the degree or certificate the applicant is pursuing and the applicant's course plan.

Scholarships may be used for tuition (for coursework contributing toward a certificate or degree, including general education classes), course-required materials, and school-assessed fees at the following levels:

- **Library and Information Science (LIS) Professional Certificate**
- **Associate of Arts or Science Degree in Library and Information Science (LIS)**
- **Bachelor of Arts or Science Degree/Endorsement with a major in Library and Information Science or Library Media**

Scholarship recipients will be eligible to apply for **stipends** for such things as laptop or tablet computers, Nebraska Library Digital Literacy Coaching Corps, professional association dues, and regional or national conference attendance.

The scholarships, stipends, and value-added training are offered through the Nebraska Library Commission's [Cultivating Rural Librarians' 21st Century Skills program](#), which is funded through a grant from the **Institute of Museum and Library Services** (IMLS) [Laura](#)

[Bush 21st Century Librarian Program](#). For more information, contact Kathryn Brockmeier, Grant Program Manager, by [e-mail](#) or by phone, 402-471-4002 or 800-307-2665.

**NOTE:** Due to the significant number of applications for the Nebraska Library Commission master's-level scholarships (funded through the Librarians for the 21st Century Program of the Institute of Museum and Library Services), as of July 1, 2012, graduate-level scholarships will no longer be available. **Scholarships DO continue to be available for undergraduate Library Science studies**, including LIS certificates, and Associate's and Bachelor's degrees.



learning and innovation; and support professional development. To learn more about the Institute, please visit [www.ims.gov](http://www.ims.gov).



Scholarship students meet up: Monica Tidyman (r.) had the opportunity to complete her practicum at Hastings Public Library, where Dana Still (l.) works.

The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas. The Institute works at the national level and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance

**May 2, 2014; Internship grant award announcement**

<http://nlcblogs.nebraska.gov/nlcblog/2014/05/07/32000-in-internship-grants-awarded-to-nebraska-public-libraries/>

**NCompass Live: The Internship: A Win-Win Situation**

Posted on [May 2, 2014](#) by [Christa Burns](#)

Join us for next week's NCompass Live: "The Internship: A Win-Win Situation", on Wednesday, May 7, 10:00-11:00 am Central Time.



From advertising for the position to saying goodbye, thoughtful planning of an internship will go a long way to making the experience meaningful for you and your intern. Kathryn Brockmeier, from the Nebraska Library Commission, will also discuss ways your library and your community can benefit from an internship at your library. Time for brainstorming and sharing will follow the presentation.

Upcoming NCompass Live events:

- May 14 – A Conversation with Nebraska's New State Poet, Twyla Hansen
- May 21 – Doing Smart 'Social' Media
- May 28 – Tech Talk with Michael Sauers

For more information, to register for NCompass Live, or to listen to recordings of past events, go to the [NCompass Live webpage](#).

NCompass Live is broadcast live every Wednesday from 10am – 11am Central Time. Convert to your time zone on the [Official U.S. Time website](#). The show is presented online using the GoToWebinar online meeting service. Before you attend a session, please see the [NLC Online Sessions webpage](#) for detailed information about GoToWebinar, including system requirements, firewall permissions, and equipment requirements for computer speakers and microphones.

**May 7, 2014; Internship grant award announcement**

<http://nlcblogs.nebraska.gov/nlcblog/2014/05/07/32000-in-internship-grants-awarded-to-nebraska-public-libraries/>

**\$32,000 in Internship Grants Awarded to Nebraska Public Libraries**

Posted on [May 7, 2014](#) by [Jennifer Wrampe](#)

The Nebraska Library Commission and the Nebraska Library Association recently awarded **21st Century Librarian internship grants** totaling \$32,000 to twenty-one Nebraska public libraries. These internship grants will support public library interns, who will contribute to the scope and value of the diverse programs and activities in Nebraska's public libraries.

"The internships offer valuable work and learning experiences for the interns and helpful assistance to the participating libraries. We thank the participating libraries for their contributions to the internship program and we wish this year's group of interns the very best for great and worthwhile experiences," said Nebraska Library Commission Director Rod Wagner.

Funding for the project is provided through a Laura Bush 21st Century Librarian Program grant from the federal Institute of Museum and Library Services (IMLS), administered through the Nebraska Library Commission. Such funding helps the Nebraska Library Commission and the Nebraska Library Association continue to support the missions and goals of libraries across Nebraska and statewide efforts to recruit the next generation of Nebraska's librarians.

Student interns will learn about library work as they shadow and assist with day-to-day library operations and implement special projects. Interns will lead youth summer reading program activities, conduct training sessions to teach senior citizens to use technology, facilitate book discussion activities, help develop and update library Website and Facebook pages, create young adult library programs and spaces, work on publicity materials for library programs, sort and preserve archival materials, and assist in a host of other worthwhile activities.

In 2013, interns brought their technology skills to the forefront, much to the appreciation of the library staff, library customers, and their communities:

- One intern completed videos of summer reading activities as a promotional tool.
- Another intern created an instructional video on Overdrive (downloadable eBook and audio book collections) use, and added to the website.
- A third intern started a library Facebook page.

Said one intern: "I learned that librarians need to have very extensive knowledge regarding the operations of computers and their programs. It was very surprising, but I can see how necessary this knowledge is now that books, journals and magazines are becoming digitized."

The following Nebraska libraries received internship grant funding in March 2014:

- Atkinson Public Library
- Bassett, Rock County Public Library
- Cozad Public Library
- Emerson Public Library
- Grand Island Public Library
- Grant, Hastings Memorial Library
- Howells Public Library
- Kimball Public Library
- La Vista Public Library
- Lincoln City Libraries
- McCook Public Library
- Neligh Public Library
- Norfolk Public Library
- North Bend Public Library
- Omaha Public Library
- Papillion, Sump Memorial Library
- Ponca Carnegie Library
- Schuyler Public Library
- Shelby Public Library
- Valparaiso Public Library
- Verdigre Public Library

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**June 12, 2014; Scholarship award announcement**

<http://nlcblogs.nebraska.gov/nlcblog/2014/06/12/nebraska-library-commission-awards-21st-century-skills-scholarships-6/>

## **Nebraska Library Commission Awards 21st Century Skills Scholarships**

Posted on June 12, 2014 by Jennifer Wrampe

**FOR IMMEDIATE RELEASE:**

June 12, 2014

**FOR MORE INFORMATION:**

[Mary Jo Ryan](#) 402-471-3434 800-307-2665

### **Nebraska Library Commission Awards 21st Century Skills Scholarships**

Thanks to a grant from the federal Institute of Museum and Library Services (IMLS), the Nebraska Library Commission recently awarded 21st Century Librarian scholarships to eight Nebraska students in undergraduate Library Science programs. Nebraska Library Commission Director Rod Wagner commented, "The 21st Century Librarian scholarships are helping to ensure that Nebraska libraries have educated and skilled staff to serve the thousands of Nebraskans who rely on libraries for a variety of needs each and every day. We congratulate these students for their efforts to improve their knowledge and skills and wish them the very best toward their educational and career goals."

**Spring 2014 Scholarship Recipients**

Dorlissa Beyer, Hastings  
Kassandra Bielenberg, Omaha  
Nancy Black, Uehling  
Gabrielle DeGagne, Omaha  
Rachelle McPhillips, Columbus  
Mary Jo Pittman, Omaha  
Martha Savely, Lodgepole  
Dorothy Schultz, Wood River

For more information about Nebraska's Cultivating Rural Librarians' 21st Century Skills program, see <http://nowhiringatyourlibrary.nebraska.gov>. For a list of all current scholarship recipients, see <http://nowhiringatyourlibrary.nebraska.gov/Scholarshipsrecipients.asp>. The Institute of Museum and Library Services is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas. The Institute works at the national level and in coordination with state and local organizations to sustain heritage, culture, and knowledge; enhance learning and innovation; and support professional development. To learn more about the Institute, please visit [www.ims.gov](http://www.ims.gov). As Nebraska's state library agency, the Nebraska Library Commission is an advocate for the library and information needs of all Nebraskans. The mission of the Library Commission is statewide promotion, development, and coordination of library and information services—"bringing together people and information."

# Nebraska Library Commission



The Atrium • 1200 N St. • Suite 120 • Lincoln NE 68508-2023 • 402-471-2045 • Fax 402-471-2083 • [nlc.nebraska.gov](http://nlc.nebraska.gov)

January 15, 2014

[FIRST] [LAST]  
[ADDRESS]  
[CITY, STATE ZIP]

Hello, [FIRST],

At a Southeast Community College career fair last Fall, you filled out a card expressing interest in a career in libraries. I wanted to share with you the educational opportunities available to you in Nebraska plus let you know that scholarships are available to help you fund your education:

This is an exciting time to be jumping into the library service field! Nebraska has a need for *professional librarians and library assistants* in all sorts of libraries:

**Public | Academic | School | Medical | Law | Business & Corporate | Museum & Archives**

Wherever you are on the career ladder, there are educational institutions here in Nebraska to assist you on your journey, including Southeast Community College (with possibilities of transferring to the University of Nebraska Omaha—see flyer enclosed). Please see <http://www.nowhiringatyourlibrary.com> [Learning]

for information on *certificates and degrees available* at the following levels:

**Associate's** — Certificate or Degree in Library and Information Services — Online library coursework available through Central Community College; general education classes available through any Nebraska community college. Classes may transfer to UNO.

**Bachelor's** — Endorsement, Concentration, or Degree in Education, Library Media concentration — Available through University of Nebraska Omaha, Chadron State College

**Bachelor's** — Concentration or Degree in Library Science (Public, Academic, and Special Libraries) — Available through University of Nebraska Omaha, Chadron State College

And, the Nebraska Library Commission is pleased to announce that *scholarships* are available at the associate's and bachelor's level to help you finance your education. Details are available at <http://www.nowhiringatyourlibrary.com> [click on **Scholarships**]. The next application deadline is **March 3rd** (with some documentation due ahead of time).

Please contact me with any questions you may have. Best of luck to you in your educational and career pursuits!

Sincerely,

Kathryn Brockmeier  
[kathryn.brockmeier@nebraska.gov](mailto:kathryn.brockmeier@nebraska.gov)  
402-471-4002

# Nebraska Library Commission

The Atrium • 1200 N St. • Suite 120 • Lincoln NE 68508-2023 • 402-471-2045 • Fax 402-471-2083 • nlc.nebraska.gov



## Could this be you?

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Bilingual Storyteller | Community Leader | Defender of the Right to Read**

This is an exciting time to be jumping into the library service field! Nebraska has a need for *professional librarians and library assistants* in all sorts of libraries:

**Public | Academic | School | Medical  
Law | Business & Corporate | Museum & Archives**

Wherever you are on the career ladder, there are educational institutions here in Nebraska to assist you on your journey. Please see <http://www.nowhiringatyourlibrary.com> [[Learning](#)] for information on *certificates and degrees available* at the following levels:

- Associate's** — Certificate or Degree in Library and Information Services — Online library coursework available through Central Community College; general education classes available through any Nebraska community college. Classes may transfer to UNO.
- Bachelor's** — Endorsement or Degree in Education, Library Media concentration — Available through University of Nebraska Omaha
- Bachelor's** — Degree in Library Science (Public, Academic, and Special Libraries) — Available through University of Nebraska Omaha, Chadron State College

And, the Nebraska Library Commission is pleased to announce that *\$3,500 scholarships* are available at the associate's and bachelor's level to help you finance your education. Details are available at <http://www.nowhiringatyourlibrary.com> [click on [Scholarships](#)].

Please contact us with any questions you may have. Best of luck to you in your educational and career pursuits!

For more information, contact:

Kathryn Brockmeier  
[kathryn.brockmeier@nebraska.gov](mailto:kathryn.brockmeier@nebraska.gov)  
402-471-4002

## 21st Century Skills Seminars

**Goal 2: Enhance and improve the technology competency and 21st century skills among program participants, and among library staff in Nebraska libraries, improving library service delivery.**

**Objective 2a: Scholarship recipients will participate in a 21st Century Skills Seminar.**

### Activities

The seminars emphasized technology, vision, planning, partnership development, and the ability to transfer the 21st century skills to the community. These seminars were partially funded by the Laura Bush 21st Century Librarian grant to support student attendance at:

- *Tech Rodeo; July 26-28, 2012*  
The Tech Rodeo, a scenario-based, immersion learning experience, served as the cornerstone of the 21st Century Skills initiative for this grant. It was designed to enhance the learning that scholarship students achieve in their academic programs and to encourage collaboration, communication, critical thinking, and creativity. Participants worked in small groups on projects concerning library-related trends and issues. The projects involved content creation, training, and communications. Throughout the Rodeo, students had opportunities to learn more about specific aspects of technology used in libraries. By learning through doing, participants developed their skills with specific hardware and software, enhanced their learning skills, and practiced some of the “soft” skills—team-building, group dynamics, project management—that are so important in the 21st Century workplace. There were thirty-five registrants, twenty-three of which were scholarship students. See the Tech Rodeo Evaluation Report, Attachment 26 of the Year 2 report, for details on activities.
- *What Accidental Marketers Need to Know; November 30, 2012*  
Kathy Dempsey, a consultant and trainer through her business Libraries Are Essential and author of *The Accidental Library Marketer*, conducted a workshop on promoting libraries’ value and expertise to gain respect and funding. It included exercises on outlining a marketing plan for a program or event. There were eighty registrants, ten of which were scholarship students.
- *Serving Spanish-Speaking Populations: An Introduction; January 16 & 23, 2013*  
This two-part American Library Association TechSource Workshop covered everything from using basic Spanish phrases to communicate with library users to offering programming and materials for Spanish-speakers. There were twenty-four registrants, eight of which were scholarship students.
- *Nebraska Library Digital Literacy Coaching Corps Orientation Clinic; August 19, 2013*  
Jessamyn West, author of *Without a Net: Librarians Bridging the Digital Divide*, facilitated the clinic, covering topics such as teaching computers to adults, presenting a lesson, teaching one-on-one/coaching, and creating handouts. There were sixteen participants, ten of which were scholarship students.
- *How Will Libraries Flourish in the Age of eBooks?; November 14, 2013*  
David Vinjamuri, author of *Accidental Branding: How Ordinary People Build Extraordinary Brands*, presented on the opportunities and challenges for libraries—with extensive suggestions for marketing and communications strategies. There were seventy-eight registrants, two of which were scholarship students.

## Results

### Expected and final results

1. Planning for seminar programming will take place during Year 1.  
Result: Planning for the Tech Rodeo took place in Year 2.
2. Seminar will take place during Year 2.  
Result: The Tech Rodeo took place in Year 2.
3. Participants will report and demonstrate increased technology, vision, planning and partnership abilities and skills.  
Result: Stemming from the Tech Rodeo, confidence in working on a team jumped 17 percentage points to 94.3%; project management jumped 20 percentage points to 97.1%; creating a screencast jumped 60 percentage points to 80.0%; creating a video jumped 60 percentage points to 88.6%; and making a presentation jumped 17 percentage points to 85.7%.
4. Participants will report increased knowledge of the 21st Century Learning Skills initiative and its application in libraries.  
Result: Of scholarship recipients responding to the baseline survey, 7 to 8 out of 10 indicated they were very familiar with 4 learning and information skills: critical thinking/problem solving, basic literacy, communication/collaboration, and creativity/innovation. For the first 3 of those 4, 9 out of 10 follow-up survey respondents indicated such familiarity, and for the last, the very familiar group increased from 7 out of 10 to more than 3 out of 4.
5. 60% of seminar participants will disseminate increased knowledge to the wider library community.  
Result: Thirty-two of the thirty-five Tech Rodeo participants (91.4%) responded with concrete examples of how they could transfer what they learned into training another individual. In a three-month follow-up survey to the Tech Rodeo, sixteen of the twenty-four respondents (66.7%) had put what they learned to use by training or sharing information with a co-worker, classmate, or library user in a personal, class-related, or work-related situation.

The **Tech Rodeo** was the cornerstone of the five 21st Century Skills Seminars offered. Great effort went into planning a conference that provided a safe haven for trying out new technology and public speaking, making mistakes, learning from them, and building confidence. A recurrent theme in the comments on the participant evaluations was the surprise at how easy screencasting, video making, and video editing could be. The most telling aspect of the evaluation results was the reported increase in confidence with such skills: Of the instructional sessions provided during the course of the conference, participants found the content of the public speaking, screen capture, and video editing topics to be the most useful. See the Tech Rodeo Evaluation Report, Attachment 26 of the Year 2 report, for results of the activities that took place.

Feedback on the Tech Rodeo in the Nebraska Librarians Learning Together Facebook forum included:



**Libby Merritt Munsell** · 4 months ago

1 Like

I attended the tech rodeo in July 2012 and had a great time! I particularly enjoyed the techblasts because the information I learned about networks, hardware, troubleshooting, and security gives me more confidence as I work with patrons and computers at the library. I'll have to remember to have confidence in my ability to find answers for patrons and persevere to find the answer, whether I have an idea or just Google it. We also learned about Techatlas and its inventory tool, which I discussed a little with the director at Kilgore Memorial Library. The tech rodeo was a wonderful opportunity to meet people that are in the same program I am in at UNO. It's comforting to be able to contact people that have gone through the problem in case I don't understand something in class. In general, the rodeo motivated me to continue learning more about and working with technology to understand it better. The more I know, the more I can help the library's patrons. Plus, as a scholarship student, Nebraska Library Commission provided the funds for me to go to the rodeo. Thanks to all who made this event a good learning experience!

The most telling aspect of the evaluation results was the reported increase in confidence with various skills:

**9. Prior to the Tech Rodeo event, and now because of the Tech Rodeo event, how confident were you / are you with...**

% confident or very confident		Very confident	Confident	Somewhat confident	Not very confident	Not at all confident	Response Count
77.1% vs. 94.3%	Working on a team, before	37.1% (13)	<b>40.0% (14)</b>	20.0% (7)	2.9% (1)	0.0% (0)	35
	Working on a team, now	<b>57.1% (20)</b>	37.1% (13)	5.7% (2)	0.0% (0)	0.0% (0)	35
77.1% vs. 97.1%	Project management, before	28.6% (10)	<b>48.6% (17)</b>	20.0% (7)	2.9% (1)	0.0% (0)	35
	Project management, now	<b>57.1% (20)</b>	40.0% (14)	2.9% (1)	0.0% (0)	0.0% (0)	35
20.0% vs. 80.0%	Creating a screencast, before	8.6% (3)	11.4% (4)	14.3% (5)	<b>42.9% (15)</b>	22.9% (8)	35
	Creating a screencast, now	<b>45.7% (16)</b>	34.3% (12)	20.0% (7)	0.0% (0)	0.0% (0)	35
28.6% vs. 88.6%	Creating a video, before	8.6% (3)	20.0% (7)	28.6% (10)	<b>34.3% (12)</b>	8.6% (3)	35
	Creating a video, now	31.4% (11)	<b>57.1% (20)</b>	11.4% (4)	0.0% (0)	0.0% (0)	35
68.6% vs. 85.7%	Making a presentation, before	31.4% (11)	<b>37.1% (13)</b>	20.0% (7)	5.7% (2)	5.7% (2)	35
	Making a presentation, now	<b>42.9% (15)</b>	<b>42.9% (15)</b>	14.3% (5)	0.0% (0)	0.0% (0)	35
<b>answered question</b>							<b>35</b>

Said one participant:

I feel fairly confident that I could train someone to make a presentation/speech that could include a simple video or screen cast.

Nearly all participants provided concrete examples of how they could transfer what they learned at the Rodeo into training another individual, whether that person was a coworker, classmate, or library user:

I think I may try sending out monthly or quarterly tech blasts to the teachers in my buildings.

**Dissemination**

Feedback on the **What Accidental Marketers Need to Know** training in the Nebraska Librarians Learning Together Facebook forum included:

I went to the Accidental Marketer's Workshop in November. It was interesting and Kathy Dempsey provided good information. She gave useful tips on the five common mistakes to avoid when marketing your library and programs. Her information will come in handy especially with library programs.

Feedback on the **Nebraska Library Digital Literacy Coaching Corps Orientation Clinic** in the Nebraska Librarians Learning Together Facebook forum included:

I am very thankful for the opportunity to put into action many of the things I have been learning through my training opportunities available through this scholarship and use it within my community. The most recent is the Digital Literacy Coaching Corps. I have been doing coaching over the years as “the friend you call” when your computer is messing up. To make some of these skills available within my community through the public library is going to be a challenge and an opportunity to make the library more of a hub. Jessamyn West brought to light that there is still a great need out there for the basics. It isn’t enough to just have computers available, there needs to be resources to help people use them as well. After this session, I feel confident to go out and get more formal programs initiated. This session got me thinking of a lot of opportunities we have as a library to create opportunity for our patrons.

### **Impact**

The Tech Rodeo had a lasting impact. In the three-month follow-up survey:

- Eleven of the twenty-four respondents had worked on a team and applied information gleaned from the Troubleshooting Tech Blast to a personal, class-related, or work-related situation. Seven of the respondents had trained or shared topical information with a co-worker, classmate, or library user. Eight respondents provided concrete examples of accomplishment.
- Eight of the twenty-four respondents had worked on a team and applied information gleaned from the Computer Networking Tech Blast to a personal, class-related, or work-related situation. Four of the respondents had trained or shared topical information with a co-worker, classmate, or library user. Eight respondents provided concrete examples of accomplishment.

One Nebraska Library Digital Literacy Coaching Corps Orientation Clinic participant who went on to become a coach noted:

The training provided by the Library Commission was very rewarding for me. I had never considered how different it is to teach adult learners as opposed to the younger generation who have been using technology for the majority of their lives. The explanation of how older adults try to read information on the Internet in the same manner as a traditional book was very helpful in assisting patrons in learning to navigate the web.

### **Sustainability**

The success of the Nebraska Library Digital Literacy Coaching Corps and the Tech Rodeo motivated NLC to apply for assistance through the University of Nebraska – Lincoln Extension to deliver Technology 101 classes in Fall 2014 for Nebraska library staff and volunteers. In addition, the evaluation finding that for financial/economic/business/entrepreneurial literacy the “very familiar” response from scholarship students doubled, but still ended at 40%, led the NLC to apply for and be awarded a FINRA/ALA Smart Investing@your library<sup>®</sup> statewide grant.

## Training Activities

**Goal 2: Enhance and improve the technology competency and 21st century skills among program participants, and among library staff in Nebraska libraries, improving library service delivery.**

**Objective 2b: Project participants will actively take part in Web-based programs designed to enhance the educational experience.**

### Activities

Ninety project participants participated in and posted feedback on periodic Webinars and other online and in-person programs designed to improve awareness of technology tools and their application in libraries and to answer questions that arise in library practice in Nebraska libraries. Programming took place on a regular basis. More than 250 training opportunities were announced in the Nebraska Librarians Learning Together Facebook Forum ([http://www.facebook.com/NebraskaLibrarians?sk=app\\_202980683107053](http://www.facebook.com/NebraskaLibrarians?sk=app_202980683107053)). Once a student participated in or viewed a training session, they posted under the appropriate Forum topic regarding what they learned and how they could apply it to the library setting.

Topics of interest included regional and national conference sessions, Nebraska Learns 2.0 “things,” computer technology, data visualization, customer service, and more. *Of special note:* The NCompass Live “Tech Talk with Michael Sauer” webinars were especially popular. Guest speakers discussed the technology news of the month, and shared new and exciting technology for Nebraska libraries. Thirty-six forum posts focused on Tech Talk. An Introduction to eBooks and eReaders hands-on training was added in Years 2 and 3. Initially designed to offer online training, opportunities were expanded to include face-to-face programming, as many in-person programs and events offered educational benefits that fit Goal 2. In response to the need to prepare librarians and scholarship students to assist library customers in using and troubleshooting their devices, NLC purchased eBook and eReader devices as student training tools with the goals that students and Nebraska librarians who participated in the training would: learn the basics of eReader devices through hands-on practice; gain knowledge of troubleshooting approaches; and gain confidence in tackling new technologies such as OverDrive and figuring out new apps. There were 232 participants in the eReader trainings, twenty-six of which were scholarship students. See the annual reports for Years 2 and 3 and Attachment 28 of the Year 2 annual report for detailed summaries and results of the eReader trainings.

Educational activities, supported with Nebraska state funds as match to this IMLS grant, allowed NLC to help students and current Nebraska library staff to further work toward the IMLS grant project goal of enhancing and improving their technology competency and 21st Century skills:

- *Basic Skills* – NLC Public Librarian Certification program participants who do not have a master’s degree in library science must fulfill the requirement to attend Basic Skills training. Scholarship recipients were also encouraged to attend the sessions. The Basic Skills courses are presented as online asynchronous learning modules. A total of sixty-two modules were offered in Years 1 through 4. On average, four scholarship students participated in Basic Skills courses each year. See table below for a summary of Basic Skills offerings and participation.

	# students	# modules	# registrations
<b>Year 1</b>	3	13	310
<b>Year 2</b>	4	15	526
<b>Year 3</b>	3	17	479
<b>Year 4</b>	6	17	614
<b>Total</b>	<b>16</b>	<b>62</b>	<b>1929</b>

- *Continuing Education and Training Grants* – The purpose of these grants is to help Nebraska libraries to improve the library services provided to their communities through continuing education and training for their library personnel and supporters. Scholarship recipients, interns, library board members, volunteers, advocates, and other supporters were included in the training, as appropriate. In Years 1 through 4, NLC funded sixty-two grants totaling \$54,505.92 for projects involving continuing education and training.
- *Nebraska Library Leadership Institute* – Co-sponsoring with the Regional Library Systems, NLC assisted with funding of the 2011 and 2013 Nebraska Library Leadership Institute. This four-day summer institute for librarians from across the state provided the opportunity for them to examine their own leadership styles, gain knowledge and skills needed for effective leadership, identify professional and personal goals, develop a network of professional peers, and interact with outstanding library leaders who served as mentors. NLC contributed a total of \$28,350 toward the funding of the two Institutes. Eight scholarship students attended the Institutes.

<b>Method</b>	<b>Topic</b>	<b>Attendance</b>
<b>NLC-hosted online webinars (live and recorded) and learning modules</b>	<ul style="list-style-type: none"> <li>• NCompass Live sessions including Tech Talk with Michael Sauers</li> <li>• Nebraska Learns 2.0 (a version of 23 Things)</li> <li>• Big Talk from Small Libraries</li> <li>• Basic Skills</li> </ul>	<b>86</b>
<b>NLC-hosted or sponsored face-to-face training</b>	<ul style="list-style-type: none"> <li>• Introduction to eBooks and eReaders workshops</li> <li>• Tech Rodeo</li> <li>• Technology Planning Summer Camp</li> <li>• What Accidental Marketers Need to Know</li> <li>• Serving Spanish-Speaking Populations</li> <li>• Creating Your Library's Web Site with WordPress</li> <li>• Nebraska Library Digital Literacy Coaching Corps Orientation Clinic</li> <li>• Nebraska Library Leadership Institute</li> <li>• How Will Libraries Flourish in the Age of eBooks?</li> </ul>	<b>86</b>
<b>Other online trainings (live and recorded)</b>	Mostly selected from the Free Webinars listing on <a href="http://nlc.nebraska.gov/CE/webinars.aspx">http://nlc.nebraska.gov/CE/webinars.aspx</a>	<b>31</b>
<b>Conferences</b>	<ul style="list-style-type: none"> <li>• Digital Library Federation Forum</li> <li>• THATCamp Digital Humanities &amp; Libraries</li> <li>• American Library Association Midwinter Meeting</li> <li>• Library and Information Science Graduate Student Association (LISGSA) Conference</li> <li>• American Library Association Annual Conference</li> <li>• Heartland School Library Conference</li> <li>• Association for Rural &amp; Small Libraries Conference</li> <li>• Nebraska Library Association/Nebraska School Librarians Association Annual Conference</li> <li>• Nebraska Library Association/Nebraska School Librarians Association /Mountain Plains Library Association Tri-conference</li> <li>• OverDrive's Digipalooza</li> <li>• Library and Information Technology Association National Forum</li> <li>• American Association of School Librarians National Conference</li> <li>• Joint Conference of Librarians of Color Conference</li> <li>• Internet Librarian</li> <li>• Public Library Association Conference</li> <li>• Mountain Plains Library Association Leadership Institute</li> </ul>	<b>94</b>

<b>Online social networking</b>	Nebraska Librarians Learning Together Facebook Page www.facebook.com/NebraskaLibrarians	<b>91</b>
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See the annual reports of Years 1 through 3 for detailed summaries of activities for those years.

## Results

### **Expected and final results**

1. Online programming will take place on a regular basis during Years 1, 2 and 3.  
Result: Online programming took place on a regular basis during Years 1 through 4.
2. Project participants will actively participate in at least three online programs.  
Result: Seventy of the ninety-two students (76%) participated in at least three programs. An additional 10 students (11%) participated in one or two programs.
3. Project participants will provide positive feedback concerning online program content and delivery.  
Result: NLC received continuous positive feedback concerning program content and delivery via the Facebook forum and follow-up evaluations.

See the annual reports of Years 1 through 3 for more examples of training program results.

### **Reporting on Training Sessions**

The Forum of the Facebook page ([http://www.facebook.com/NebraskaLibrarians?sk=app\\_202980683107053](http://www.facebook.com/NebraskaLibrarians?sk=app_202980683107053)) was a very effective tool for allowing students to report on their training experiences. Peers and other fans of the page read and commented on the posts, thereby multiplying the learning. Nearly all students posted their feedback to training sessions in the Forum and on the Wall. One student submitted training reports via e-mail due to privacy concerns stemming from posting on the public Facebook page.

Sample forum posts:

#### **Tech Talk with Michael Sauers: Tinkers, Printers & Makers, A Makerspace in the Library**

Thank you, Michael Sauers, for a very interesting and informative webinar. We want to create a maker space in our library, so I wanted to see what all your suggestions would be for a maker space. It was so neat to see the 3-D printers, Legos mind storms, Spin Bot kit, raspberry pi, arduino, library box, and the website [scratch.met.edu](http://scratch.met.edu) that you presented. It's incredible what technology can do! The you tube on the rubics cub solver "mind storm" was awesome! Thank you, Michael Sauers and Gordon Wyant, for all your ideas on how to create a maker space. Gordon Wyant for sharing how to get grants, and how to get help from the community, and to even use a maker space cart if space is limited. Michael Sauers for all the great websites and explanations of current tech inventions. This was very helpful in understanding what was needed to create a maker space and how to do it.

#### **Technology in Libraries: What's Next? -- NCompass Live recorded session**

Wow... So much technology! Most of this stuff I had no clue existed. Obviously I'd heard of some of the more common thing like the A/V digital converters and tablets, but the good majority of the technology Mr. Sauers presented was brand new to me.

Overall it was nice to learn about all the new technology that's beginning to circulate. I definitely feel like I'll have to make more of an effort to keep up with what's going on in the tech world.

## Feedback

Students provided feedback on the content and delivery of the trainings:

I just finished writing up my latest “thing” for Nebraska Learns 2.0. I LOVE doing these assignments, and it keeps me somewhat current on my blog, which is a bonus.

The scholarship training seemed like it was more “hands on” for the real world of library work...university classes were more theoretical.

I will definitely be checking out more of the Tech Talks in the future because I enjoyed all of Michael's information about Delicious, Chrome, Flickr and Spoon that he shared. I don't have the time or knowledge to find this information on my own so I really enjoyed learning about the technology that is available out there to make my life easier. Thanks, Michael!

Once I get going with the Digital Literacy Coaching Corps, the eReaders training will be invaluable as Michael and Susan have given me the tools to be able to troubleshoot the eReaders and Overdrive for patrons as well as find information on how to use different eReaders that I may not know.

I loved meeting library workers from all over Nebraska. We had a good mix of academic, rural, public, and school libraries in our group, so we were able to bring very different experiences to our activities and get a broader, yet more in-depth, view of Nebraska libraries.

## Impact

Longitudinal follow-up comments to eReader classes reflected participant dissemination of learning:

We have been better equipped to assist our patrons. We held a “Tech Tuesday” event for two hours one evening where users could come in and explore our digital resources using our devices. We also launched our e-reader lending service that night. Eight adults attended. We helped several learn about our e-readers and one needed help getting Zinio to work on an iPad.

I have both trained some of my fellow employees as well as helped patrons. Just today I helped a patron with downloading the Overdrive and Kindle apps on her iPad and helped her download a book from Overdrive after we had the apps set up on her computer. I have also helped patrons with their Nook Color devices and their Kindle Fire devices. Other staff members have looked on while I have helped these patrons and asked questions to clarify what they did not understand.

The school librarian and I have talked over what we know about ereaders and ebooks and Overdrive.

I came back and scheduled five different workshops for the library to have. Each night I concentrated on one device. We had a workshop for each of the following: Kindle Fires, Kindles, Nooks, iPads, and iPods. Also, we had two articles in the paper about Overdrive, and publicized it on our Facebook page as well. I had quite a few patrons stop in and I gave one-on-one instruction on Overdrive. The most common device brought in was iPads. I only had one Nook that I worked with.

The training was very helpful, as I had no prior experience with using anything but a Kindle Fire, because I own one. I also originally had planned to have one workshop covering all devices, and after hearing how overwhelming that may be, changed my plan. I'm so glad I did too! It was much more manageable to have different nights to focus on different devices.

Follow-up comment to the Nebraska Library Leadership Institute:

I learned a lot about myself at the Institute, some things that were positive and some things that I definitely need to work on, but that's the great part about the Institute! You leave with the tools to make changes and make a better version of yourself if you want. I'm currently participating in my practicum and shadowing the Director of a library. It's been great to see things I learned at the Institute in action.

Other feedback:

I have just started this training and I am so excited to get all the way through it. I have set up my blog and I am ready to learn! I like this training because I can really use this information in my classes.

I attended several online sessions that focused on technology in the workplace including library planning, Google Glass, maker spaces, and info boxes. These made me realize how important technology was becoming in the library and how often it changes.

### **Evaluation**

Data was collected by external evaluator Keith Curry Lance of RSL Research Group through the online scholarship recipient baseline survey, online follow-up survey, and anecdotal communication received via mail, e-mail, key informant interviews, and Facebook posts. The Final Evaluation Report is available as Attachment 11. For previous reports, see Attachment 28, Year 1, and Attachment 24, Year 2.

Included in the summary of the final report:

Nebraska Librarians Learning Together, this project's Facebook Page, provided most responding scholarship recipients with a satisfactory means of communication when they were not face-to-face. Four (4) out of 5 follow-up survey respondents indicated they were very satisfied or satisfied with this Facebook experience. A little more than 1 out of 10 (12.1%) were indifferent about it; only 1 in 50 was actually dissatisfied with it (notably, none were very dissatisfied); and only 1 in 20 reported not using it at all.

### **Sustainability**

The positive experiences that the students reported with the value-added 21st Century Skills training sessions has been very valuable in planning future training. Their reactions and duplication/dissemination of what they learned ensure that NLC will continue to offer this training. "Introduction to eBooks and eReaders" classes were held across the state this fall. Basic Skills classes continue to be enormously popular, with 47 registrants signed up for the January "Customer Service" class. *NCompass* Live Webinars are scheduled for every Wednesday in the coming year, with the popular "Tech Talk with Michael Sauers" slated for once each month. "Big Talk from Small Libraries" will be reprised February 27, 2015.

## Community

**Goal 3: Foster a supportive community among program participants and other Nebraska library staff.**

**Objective 3a: Project participants will attend a national conference.**

### Activities

Scholarship recipients were strongly encouraged to attend a national conference of information professionals. Attendees received stipends to cover expenses, and mentors accompanied students to ensure that conference experiences were fruitful. Participants were to present a program, post feedback, or write an article about their experiences and what they learned, thus multiplying the learning.

See the annual reports of Years 1 through 3 for detailed summaries of activities for those years.

### Results

#### **Expected and final results**

1. 40 scholarship recipients will attend a national conference.  
Result: 38 scholarship recipients attended a regional or national conference.
2. Project participants will provide positive feedback and knowledge attained regarding their conference attendance.  
Result: Project participants provided positive feedback and shared information about knowledge attained via exit surveys, key informant interviews, Facebook forum posts, and webinar presentations.
3. 60% of seminar participants will disseminate increased knowledge to the wider library community.  
Result: 79% of the 38 attendees posted online feedback and/or presented during *NCompass* Live Webinars.

Students attended the following conferences: ALA, ALA Midwinter, PLA, Mountain Plains Library Association (MPLA) Leadership Institute, Library Information Technology Association, AASL, Association for Rural and Small Libraries, Digital Library Federation, Internet Librarian, Joint Conference on Librarians of Color, University of Missouri – Columbia Library and Information Science Graduate Student Association, MPLA/NLA/NSLA Tri-conference.

See the annual reports of Years 1 through 3 for more examples of conference activity results.

#### **Reporting on Training Sessions**

The Forum of the Facebook page ([http://www.facebook.com/NebraskaLibrarians?sk=app\\_202980683107053](http://www.facebook.com/NebraskaLibrarians?sk=app_202980683107053)) was a very effective tool for allowing students to report on their conference experiences. Peers and other fans of the page read and commented on the posts, thereby multiplying the learning. Nearly all students posted their feedback to trainings in the Forum and on the Wall. One student submitted training reports via e-mail due to privacy concerns stemming from posting on the public Facebook page.

Sample forum posts:

I met a wonderful librarian from the Chicago area on my tour of Chicago. She actually works at a corporate library at BP. I had never even given corporate libraries a thought until she started explaining them to me. She explained how much easier it is for her business for them to utilize her and her skills.

Everybody in the building knows that if they have a question about something, they can go to her. I got to know my mentor on this trip a lot more. Her tips and helpfulness was what made the trip and conference go so smoothly. I felt like if I needed her, she was there to answer any questions. She was also able to introduce me to many different librarians throughout Nebraska. Overall, the conference was very eye-opening and allowed me to network with many different librarians I would not have had the chance to without ALA. I cannot thank the Nebraska Library Commission for giving me the opportunity to go.

I have never been to a conference this large so the sheer scope of it was certainly something that surprised me. The variety of librarians was also something that surprised me - who knew there were so many specialties and career paths one could choose in librarianship? I was lucky enough to meet librarians from Oregon, Oklahoma, Ohio, California, and North Carolina - ranging from public librarians to corrections librarians. The joy for librarianship is certainly something that inspired me to come back to my library and let my co-workers know how much they are appreciated not only by me but by the greater library community.

Designed as an avenue to provide feedback and disseminate learning, NLC staff conducted live informational webinars via *NCompass Live*, which were recorded and made available for viewing at a later date. Among other things, students reported gaining programming tips and tricks and increased confidence in putting their ideas into motion upon their return from conference. Two students reported that sessions confirmed that they are “on the right path” in their work.

- *A Day-in-the-life of the Scholarship Student Conference Attendee*, <http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=11497>, recorded 7/11/2012; four student presenters
- *A Day-in-the-life of the Scholarship Student Conference Attendee*, <http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=11953>, recorded 1/16/2013; two student presenters
- *Scholarship Student Reflections on the 2013 ALA Annual Conference*, <http://nlc.nebraska.gov/scripts/calendar/eventshow.asp?ProgID=12568>, recorded 9/11/2013; three student and one mentor presenters

- 

### **Impact**

In their exit surveys, students described the impact the conference stipends had on their schooling and work:

The stipend monies that paid for my attendance at the LITA National Forum in St. Louis were astonishing. I would not have been able to attend this conference if it were not for the scholarship stipend. I was able to not only enjoy the conference and all the presentations, but also be present for my committee meeting. I am serving on the National Forum 2012 Planning Committee and it was very useful to be able to be present for the meeting.

I was able to network through the membership and conferences. I also kept up to date on library news with membership and conference attendance.

The conference was beneficial to me because I was able to make wonderful contacts and am now on the Paraprofessional board.

The conference stipend was probably the most influential for me this fall. It provided me with a wonderful opportunity to meet others in the field, begin to see and understand all of the issues facing libraries in the 21st Century, and gain further motivation and inspiration for my career path.

The benefits of attending a conference, no matter who the presenters are though, is only part of what you receive. As a current college student and someone who wants to be employed in the future you make connections. By seeing the people on the board, you meet the movers and shakers of our industry, by mixing in with other attendees you make valuable connections for your PLC, your next peers, professors, and maybe even your next employer. You learn the diversity of experiences, people, opportunities in what a career as a librarian has to offer. You learn about challenges.

Facebook event and sample posts/interactions by students and Nebraska professionals, engagement with 19 individuals attending ALA:



**Nebraska Librarians Learning Together**

What was the best part of ALA? What was the best part of being in Chicago?

Like · Comment · Share · Follow Post · July 5 at 8:36am near Lincoln, NE

**Maureen McCombs** The best part of ALA was having the importance of libraries and librarians validated and bolstered. The passion for librarianship was inspiring. Also the speaker series was phenomenal, Khaled Hosseini and Ann Patchett both brought me to tears. The best parts about being in Chicago were that the locals were so friendly and the city was so clean!  
July 5 at 9:23am · Like

**Jake Rundle** I think the very best part of ALA was the networking opportunities. When you are wandering the exhibit hall and sitting in sessions with total librarian strangers, you can be pretty safe starting a conversation about what kind of librarianship that person does. I had fascinating conversations with librarians of all stripes in some pretty strange places, including the elevator, the shuttle bus back to the hotel, and the bar.  
The Best part about Chicago was the train system. I could (and did) go just about anywhere in the city in under 30 minutes. I also enjoyed the Blackhawks parade on Friday and the Pride parade on Sunday. I've never seen so many people in my life.  
July 5 at 10:15am · Like

**Randy Placek** There were a lot of great things!! Temple Gradin's speech especially how you can help children with autism could apply to most kids. I enjoyed the free book and advanced reader copy giveaways. Also, if you get on the AASL page, they list the best apps for learning and best websites for learning. Both of these presentations were good. This was my first ALA conference and I was impressed. I noticed that they have it in Chicago every 3 or 4 years. Is there anyway that we could charter a bus again when it is in Chicago?  
Randy  
July 10 at 2:26pm via email · Like

## Evaluation

Data was collected by external evaluator Keith Curry Lance of RSL Research Group through the online scholarship recipient baseline survey, online follow-up survey, and anecdotal communication received via mail, e-mail, key information interviews, and Facebook posts. The Final Evaluation Report is available as Attachment 11. For previous reports, see Attachment 28, Year 1, and Attachment 24, Year 2.

Included in the summary of the final report:

Follow-up survey respondents were further asked how they participated in these conferences. Three (3) out of 4 attended sessions; two-thirds visited vendor booths in exhibit halls, almost 3 out of 5 networked at conference events; 3 out of 10 attended workshops; 1 out of 6 attended board, committee, or task force meetings; and 1 out of 10 presented during a regular or poster session.

### **Objective 3b: Project participants will engage in online social networking to enhance and encourage communication and learning.**

#### **Activities**

The project team developed an online social network using Facebook, the **Nebraska Librarians Learning Together** page, <https://www.facebook.com/NebraskaLibrarians>, for scholarship recipients and other interested Nebraska librarians to discuss issues and problems. This exchange will continue as a networking support tool beyond the life of the project. The project team built an online **Nebraska Library Storybank** (an archive of library stories and experiences), <http://librarystorybank.nebraska.gov>, to give students and librarians a vehicle to share stories of how they are making a difference in the lives of library customers. See the annual reports of Years 1 through 3 for detailed summaries of activities for those years.

#### **Results**

##### **Expected and final results**

1. An online social network group will be formed by Fall 2010 and will be maintained for the duration of the project and at least two years after the completion of the project.  
Result: The Facebook page Nebraska Librarians Learning Together was created in Fall 2010 and maintained for the duration of the project. The project will be sustained for at least two years.
2. All scholarship recipients will join the hosted social networking group.  
Result: 91 of 92 scholarships “liked” the Facebook page.
3. At least 20 professional librarians will join the hosted social networking group.  
Result: There are 360 fans of the Facebook page, many of which are Nebraska professional librarians.
4. Posts and updates on the social network platform will reflect efforts to network and discuss library-related topics.  
Result: One to two posts per week on the Facebook page encouraged networking and discussed library-related topics. Videos posted on the Nebraska Library Storybank shared student reflections on how they are making a difference in the lives of library customers.
5. The online Storybank will be built in Year 1 and tested in Years 2 and 3.  
Result: The Storybank was built in Year 2 and tested in Years 3 and 4.

To date, the Nebraska Librarians Learning Together Facebook page has 360 likes. The Facebook page is a multi-functioning, dynamic tool. Posts and updates reflected efforts to network and discuss library-related topics:

- NLC staff made scholarship program-related announcements on the Wall, such as upcoming stipend opportunities or reminders to turn in time-sensitive forms.
- NLC staff posted links to library-related articles and blog entries on the Web on the Wall, accompanied by thought-provoking questions. Readers often commented on these posts or “liked” them.
- Scholarship students and current library professionals posted links to articles of interest or posed questions about hot topics. Readers often commented on these posts or “liked” them.
- Fans of the page introduced themselves.

- Current library professionals shared successes and challenges of their jobs.
- Students reported on their training experiences on the Wall and in the Forum.

Example posts from the Facebook page:

**Nebraska Librarians Learning Together**  
Posted by Kathryn Brockmeier [?] · October 16 · Edited [?] · 🌐

Reflections from one of this year's IMLS/NLC/NLA internship supervisors

This was a win-win for both the intern and me. Before she came the library only had an online website with a blog and online card catalog. The library has joined the online world big time! We now have Facebook page, Twitter page & YouTube Video.

— IMLS/NLC/NLA internship supervisor

80 people reached Boost Post

Like · Comment · Share 👍 5 🗨️ 1 📷 📺

👍 Teresa Hartman, Lorene Anderson, Terry Wingate and 2 others like this.

Write a comment... 📷 😊

**Jayne Sipes Hlavac** Not only does the intern learn, the intern can teach and assist the librarian. The new + the old = success!  
Unlike · Reply · 📄 1 · October 16 at 8:58pm

**Nebraska Librarians Learning Together**  
September 17, 2012 · 🌐

So, if libraries post lists of recommended websites for kids and adults, will libraries begin to post lists of recommended phone apps? Anyone care to share an example?

Like · Comment · Share 👍 1 🗨️ 2 📷 📺

👍 Teresa Hartman likes this.

**Shari Spiehs-Hudson** Depends on what the patron is wanting to do....I like Dropbox (file storage on the go), Genius Scan (works like a scanner), Easy QR, of course OverDrive, Timer+, and a metronome are some of my favorites.  
September 17, 2012 at 7:09pm · Like

**Teresa Hartman** not necessarily phone only apps - aimed for the iPad crowd with this site at our library: <http://unmc.libguides.com/ipad>

**Home - iPad Project - Library Guides at University of Nebraska Medical Center**  
Library Guides. iPad Project. Home.  
UNMC.LIBGUIDES.COM

September 19, 2012 at 7:58pm · Like · Remove Preview

Ten stories were added to the Nebraska Library Storybank site, eight of which were provided by current and former scholarship students who work in Nebraska libraries. For example, a story by Dorothy Schultz of Grand Island Public Library sharing how she worked with a Vietnam War veteran to obtain a map in order to qualify for benefits is offered on this interactive story-gathering site. There was an average of 69 views of the site per month. The videos are posted on YouTube and have an average 20 views each.

Example on YouTube, where the videos are posted:



## Evaluation

Data was collected by external evaluator Keith Curry Lance of RSL Research Group through the online scholarship recipient baseline survey, online follow-up survey, and anecdotal communication received via key informant interviews, mail, e-mail and Facebook posts. The Final Evaluation Report is available as Attachment 11. For previous reports, see Attachment 28, Year 1, and Attachment 24, Year 2.

Included in the report:

Nebraska Librarians Learning Together, this project's Facebook Page, provided most responding scholarship recipients with a satisfactory means of communication when they were not face-to-face. Four (4) out of 5 follow-up survey respondents indicated they were very satisfied or satisfied with this Facebook experience.

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**Final Evaluation**

In October 2010, the Nebraska Library Commission received a three-year grant from the Laura Bush 21<sup>st</sup> Century Librarian Program of the Institute of Museum and Library Services for its proposed Cultivating Rural Librarians' 21<sup>st</sup> Century Skills project.

The two major components of the project are a scholarship program to encourage prospective librarians to pursue academic degree programs and an internship program to introduce potential librarians to the world of libraries and the career options it offers them.

Originally scheduled to run from 2010 to 2013, the project was extended through 2014.

<b>21<sup>st</sup> Century Librarian Scholarship Program</b>
--

Libraries in the 21st century need librarians with 21st century skills—and this scholarship program will help you develop those skills. Twenty-first century skills include:

- Learning and information skills, such as basic literacy, communication and collaboration, creativity and innovation, critical thinking and problem solving, cross-disciplinary thinking, scientific and numerical literacy, and visual literacy;
- Information, media and technology skills, such as information literacy; information, communication and technology (ICT) literacy; and media literacy;
- Life and career skills, such as flexibility and adaptability, initiative and self-direction, leadership and responsibility, productivity and accountability, and social and cross-cultural skills.

Twenty-first century skills are required to address five 21<sup>st</sup> century themes:

- Civic literacy;
- Environmental literacy;
- Financial, economic, business, and entrepreneurial literacy;

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- Global awareness; and
- Health literacy.

Not only does this program help with tuition, fees and class-related materials, it supports students in their education and professional development with funds that may be used to purchase laptop computers, attend national professional conferences, and join professional associations. This scholarship program includes enhanced learning opportunities such as the 21st Century Skills Seminar, webinars, face-to-face training, and online social networking.

### **Scholarship Evaluation Components**

The evaluation of year two of the scholarship program was comprised by the same components as year one:

- Baseline and follow-up surveys of scholarship recipients (only the first of which has been completed to date);
- Key informant interviews of scholarship recipients; and
- Qualitative analysis of scholarship recipients' participation in, and learning from, a variety of learning opportunities as reflected in their contributions to the Nebraska Librarians Learning Together group on Facebook.

Quotes from key informant interviews and Facebook group analysis help to illustrate the survey findings.

### **Scholarship Findings**

---

Between 2010 and 2014, 90 Nebraskans received 21<sup>st</sup> Century Librarian scholarships and responded to the baseline survey of scholarship recipients. The survey responses describe:

- Their demographics and background (gender, race/ethnicity, education);
- What they find more and less attractive about pursuing library education and working in a library; and
- Their familiarity with 21<sup>st</sup> Century skills and themes

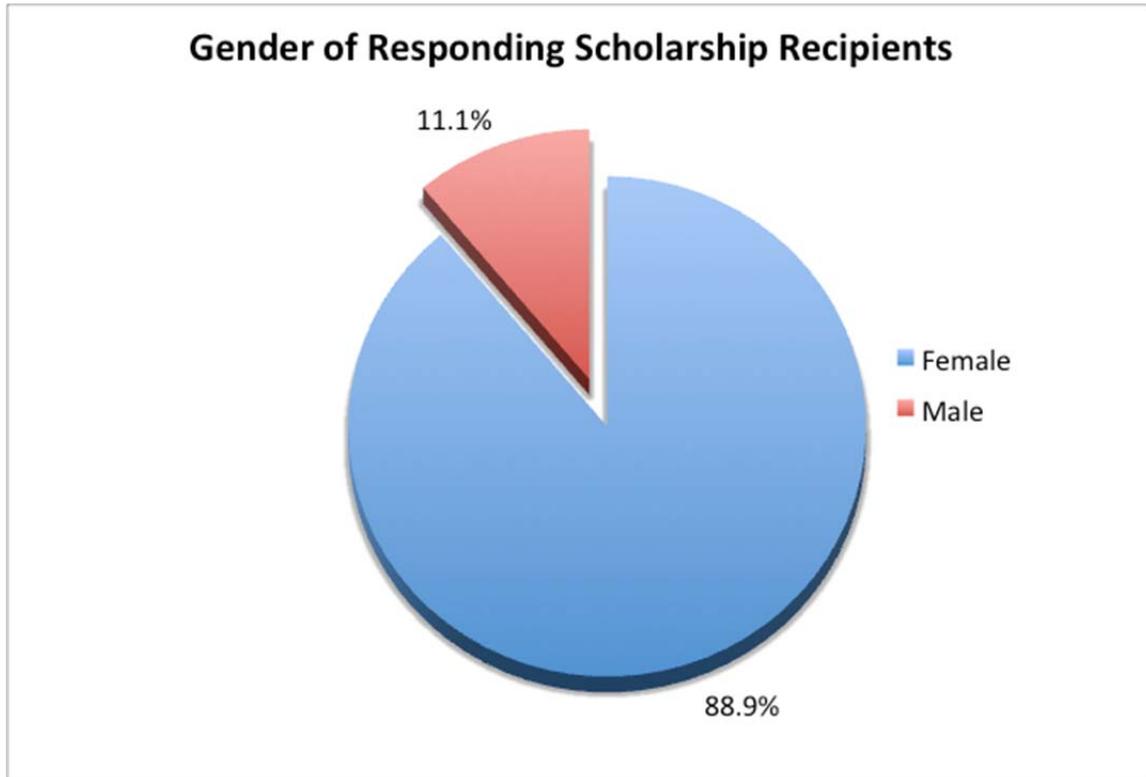
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Keith Curry Lance

#### Demographics & Background of Scholarship Recipients

Of scholarship recipients who responded to the baseline survey, all but 1 share the same race and ethnicity: they are White and non-Hispanic. Of the same group, 9 out of 10 are female and 1, male.



#### Educational Status, Pursuits & Goals of Scholarship Recipients

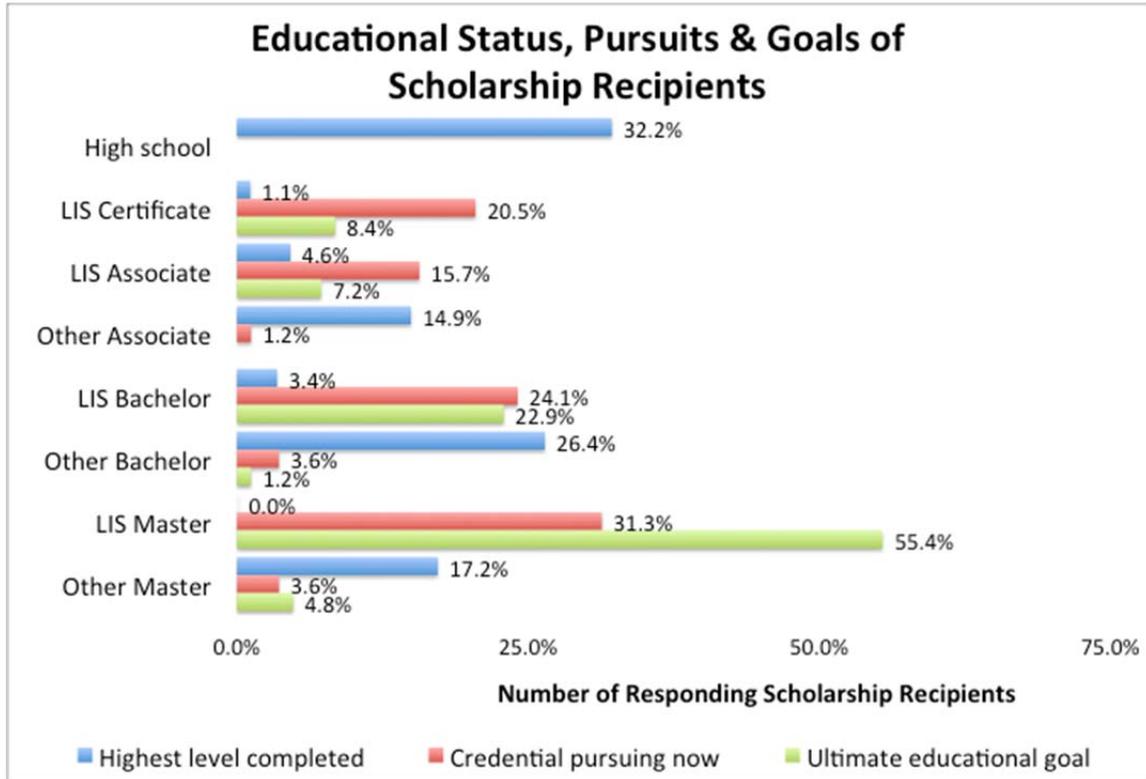
In the baseline survey, scholarship recipients were asked to identify their current educational status, the degree they are pursuing, and their ultimate educational goal.

Most responding scholarship recipients came into the program with little or no library-related education: a third are high school graduates, a quarter have a bachelor's degree in another field, and 1 out of 6 has a master's degree in another field. None has a master's degree in library and information science (LIS), and only 1 out of 12 has an LIS-related bachelor's or associate's degree.

During their scholarships, a third reported pursuing an LIS master's degree; a quarter, an LIS bachelor's degree; 1 out of 5, an LIS certificate; and 1 out of 6, an LIS associate's degree.

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Ultimately, over half expect to attain an LIS master's degree; a quarter, an LIS bachelor's degree; 1 out of 5, an LIS certificate, and 1 out of 14, an LIS associate's degree.



### Experience Working or Volunteering in Libraries of Scholarship Recipients

Regarding their experience in a library setting, scholarship recipients were asked if, currently or in the past, they had either worked or volunteered in a library. They were permitted to give multiple answers to this question in the baseline survey.

Of responding scholarship recipients:

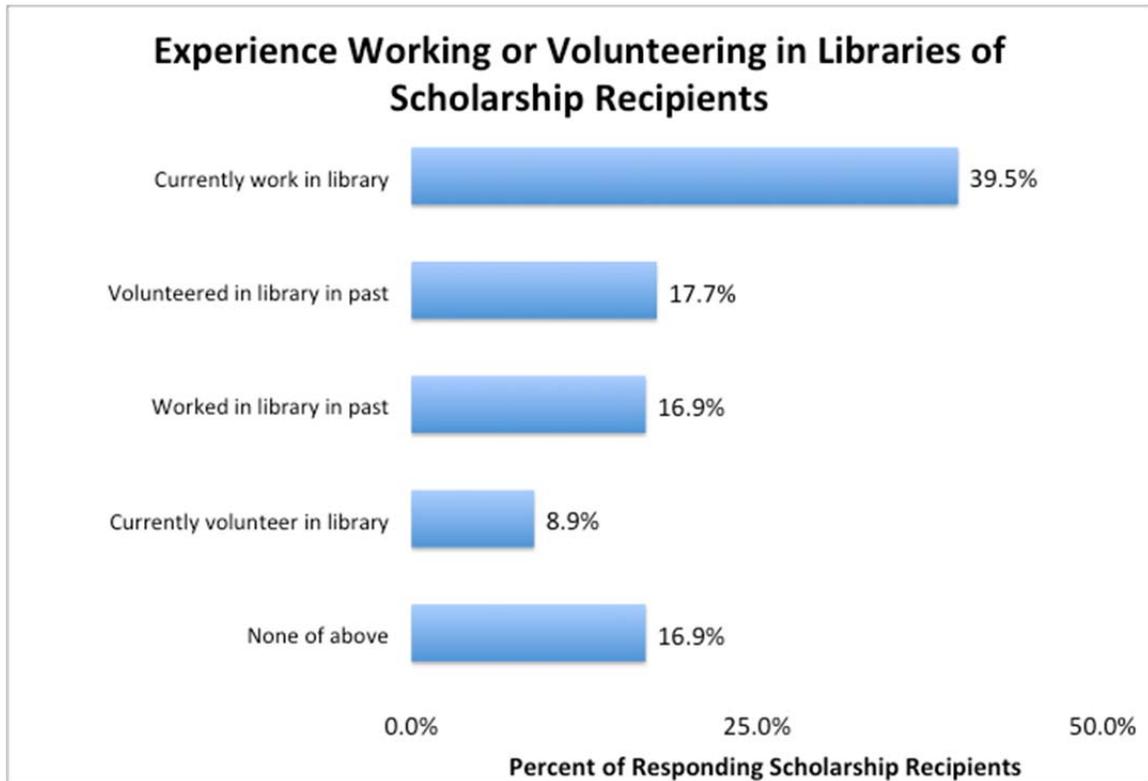
- 2 out of 5 currently work in a library,
- almost 1 out of 5 volunteered in a library in the past,
- almost 1 out of 5 worked in a library in the past, and
- almost 1 out of 10 currently volunteer in a library.

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About 1 out of 6 reported no previous experience either working or volunteering in libraries, indicating that 5 out of 6 respondents had some past or current experience of library work.



While taking my leadership and management courses, [I felt challenged to take in] how I would supervise or lead staff compared to how I see it done at work.  
Dorothy S., scholarship recipient

After subbing at our library for two nights last week, I really wish I had made it to the eReader training! Lots of questions about how to use OverDrive and various eReaders.  
Monica T., scholarship recipient

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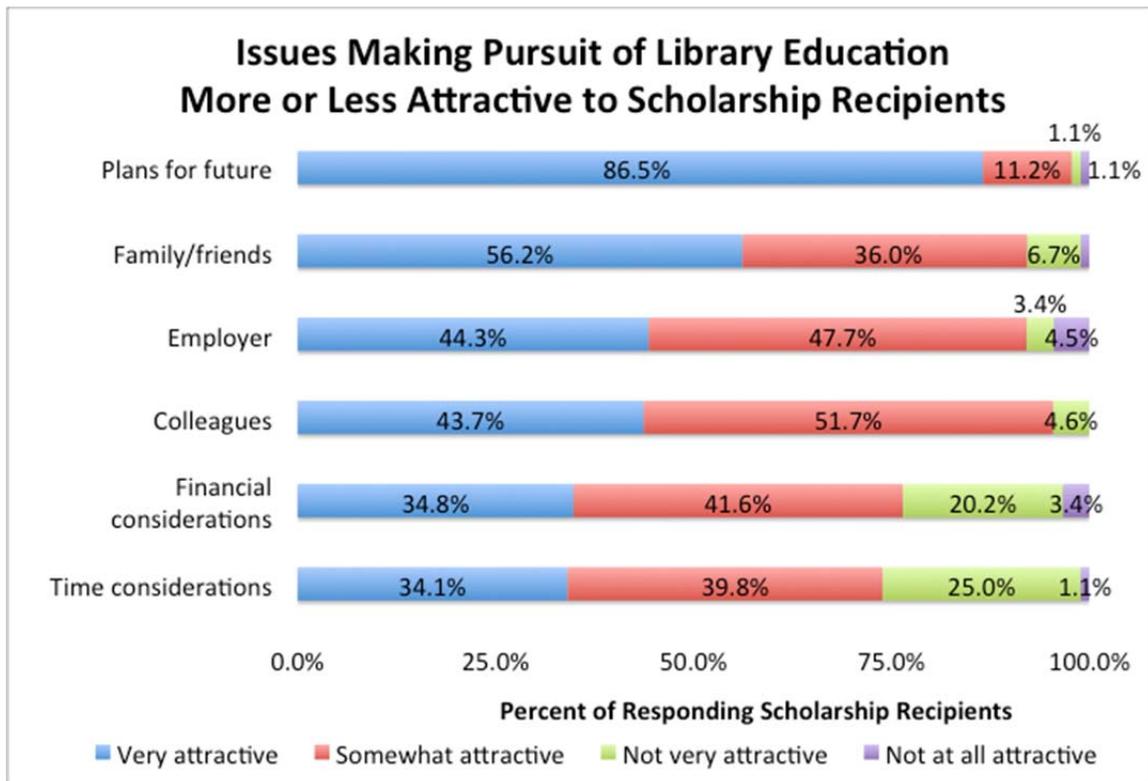
**Laura Bush 21<sup>st</sup> Century Librarian Program**

**Keith Curry Lance**

**Issues Making Pursuit of Library Education More or Less Attractive to Scholarship Recipients**

In the baseline survey, scholarship recipients were asked to rate the extent to which six factors make pursuing library education attractive to them: the attitudes and levels of support given by employers, colleagues, and family and friends; financial and time considerations; and their personal plans for the future.

Of responding scholarship recipients, almost all identified their plan for the future as a factor that makes library education very or somewhat attractive, with almost 9 out of 10 responding very attractive. The high ratings of this factor imply an acknowledgement of the fact that pursuing a professional career in librarianship usually requires a master’s degree in LIS. More than 9 out of 10 respondents credited the attitudes and support of family and friends, employers, and colleagues for making their educational pursuits very or somewhat attractive. Conversely, about a third identified time and financial considerations as making the pursuit of library education either not very attractive or not attractive at all.



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I'm married with three boys. Men are not known for their housework skills, but I'm thankful mine don't mind. ... My extended family, friends and colleagues have always been very encouraging and understanding. When it becomes hard to be a wife, mother, student and librarian, someone is always there to encourage me towards my goals.

Monica T., scholarship recipient

Completing my practicum, my other course, and working at the same time, I had to be more organized and manage my time better.

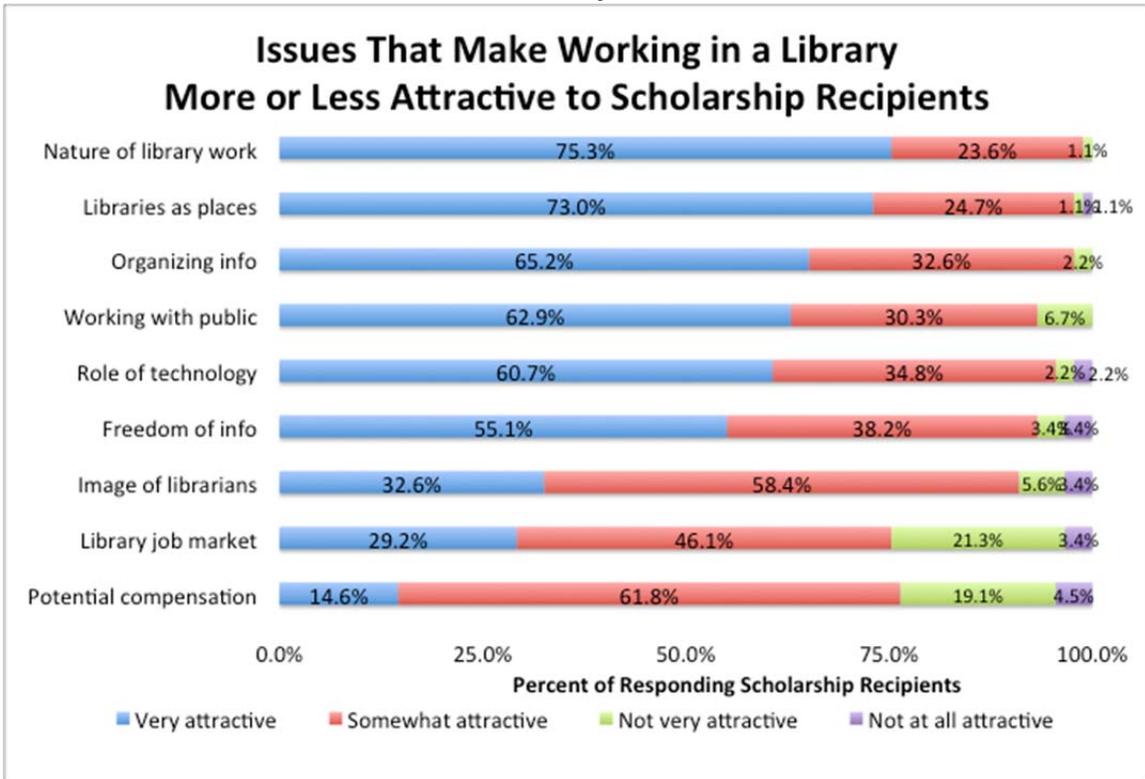
Dorothy S., scholarship recipient

**Issues That Make Working in a Library More or Less Attractive to Scholarship Recipients**

In the baseline survey, scholarship recipients were asked to rate the extent to which nine factors make pursuing library work attractive to them. To some of those factors—libraries as places and the nature of library tasks—more positive reactions were expected, while to others—the image of librarians and potential compensation—more negative reactions were expected. Other issues included: working with the public, organizing information, the role of technology, and freedom of information (i.e., preventing censorship, guaranteeing privacy)

Of responding scholarship recipients identifying issues that make library work very attractive to them, solid majorities identified the nature of library tasks (75.3%), libraries as places (73.0%), organizing information (65.2%), and working with the public (62.9%) as very attractive factors. The least positive responses—not very attractive and not at all attractive—went to potential compensation (23.6%) and the library job market (24.7%). Notably, however, if very and somewhat attractive responses are combined, at least 3 out of 4 respondents expressed positive feelings about all of the issues, except for potential compensation and the library job market.

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One of the most important things I have learned about librarianship this year and the role that a library has commonly played throughout history is that it is a shared space. As I begin my job as a school librarian, the most important lesson I have learned is that the library is not “mine” and the space is not “mine”—a library belongs to those who use it and, as librarians, we are there to help meet their needs, whatever they may be.  
 Kim S., scholarship recipient

Because of my personal love of libraries and reading, I want to help inspire the love of literacy in all patrons.  
 Dorothy S., scholarship recipient

I love to help people and with librarianship you help many different people with many different areas of their life in just one visit.  
 Monica T., scholarship recipient

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Laura Bush 21<sup>st</sup> Century Librarian Program

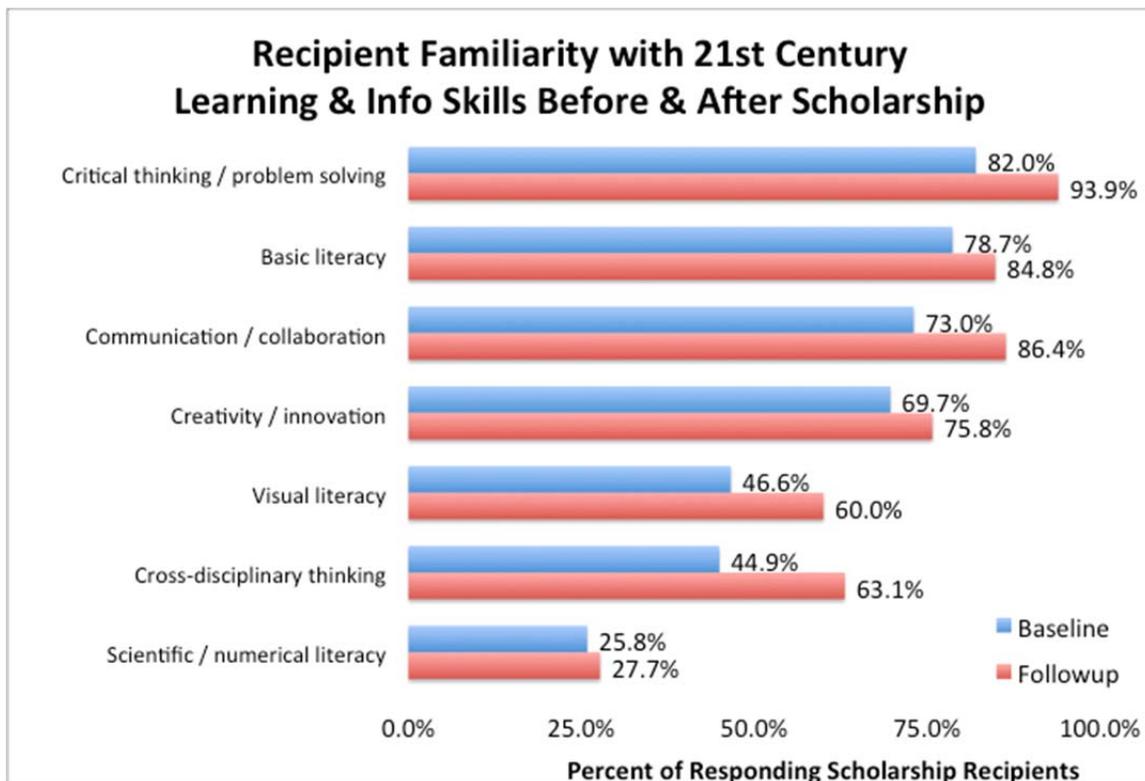
Keith Curry Lance

#### Familiarity with 21<sup>st</sup> Century Learning & Information Skills of Scholarship Recipients

The Partnership for 21<sup>st</sup> Century Skills is a sufficiently diverse coalition of educators, librarians, non-profit organizations, and corporations that it was probably inevitable that the definition of “21<sup>st</sup> century skills” would be broad and inclusive. Some of the skills included in this framework were likely to be more familiar to some prospective librarians than others. One of the purposes of the scholarship program was to increase the familiarity of recipients with these concepts. Accordingly, they were asked about their familiarity with the concepts in both the baseline and follow-up surveys.

Of scholarship recipients responding to the baseline survey, 7 to 8 out of 10 indicated they were very familiar with 4 learning and information skills: critical thinking/problem solving, basic literacy, communication/collaboration, and creativity/innovation. For the first 3 of those 4, 9 out of 10 follow-up survey respondents indicated such familiarity, and for the last, the very familiar group increased from 7 out of 10 to more than 3 out of 4.

Those very familiar with visual literacy and cross-disciplinary thinking increased from less than half to 3 out of 5 or more. Notably, there was a very small and probably insubstantial increase in the very familiar group concerning scientific/numerical literacy.



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I feel much more confident in my role as a customer service manager after attending LIS certificate classes. I would love to continue on to a degree but will need to assess my situation after I earn my certificate. Thank you again, for everything you have done for me.

Kelli K., Scholarship Recipient

Taking a Children's Lit class has opened up my interest in, and given me an appreciation for, the books that I can pass on to children. I've always been intimidated by story hour, but after discovering some great books and being able to attend a workshop on storytelling at the Tri-Conference, I would love to lead a story hour.

Monica T., Scholarship Recipient

The most wonderful part of being a librarian though is the connections we make. Librarians all around Nebraska that I have connected with through school, through my scholarship, and through my new job experience are always willing and able to help me improve and be better each and every day.

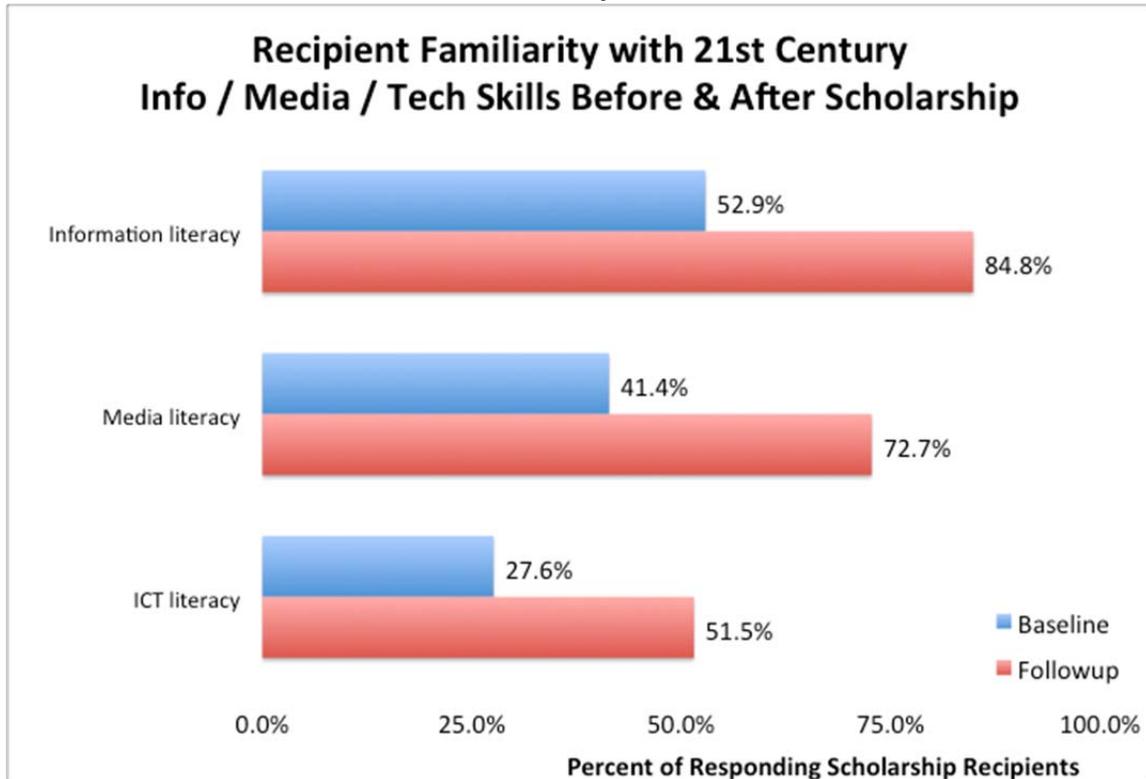
Kim S., Scholarship Recipient

**Familiarity with 21<sup>st</sup> Century Information / Media / Technology Skills of Scholarship Recipients**

Unsurprisingly, for information/media/technology skills most central to librarianship, the increase in the very familiar response from the baseline to the follow-up survey was substantial. For information literacy, this response went from 5 to almost 9 out of 10; for media literacy, from 4 to more than 7 out of 10; and for information/communication/technology (ICT) literacy, from 3 to 5 out of 10.

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I attended several online sessions that focused on technology in the workplace including library planning, Google Glass, maker spaces, and info boxes. These made me realize how important technology was becoming in the library and how often it changes.

Jordan S., Scholarship Recipient

Going to the Tech Rodeo and the Overdrive tech workshop were great learning opportunities. ... [I help] high school and college students do research and use online resources for homework; it feels great to help a fellow student.

Dorothy S., scholarship recipient

I loved learning about all the social media sites and how we can use those to promote the library and its programs.

Monica T., scholarship recipient

**Cultivating Rural Librarians' 21<sup>st</sup> Century Skills****Laura Bush 21<sup>st</sup> Century Librarian Program****Keith Curry Lance**

ePub3 would give publishers the ability to monitor readers' behavior and send/adjust advertising within an eBook. While this might win over publishers who refuse to lend eBooks to libraries, is this a tradeoff we should embrace? As a reader I'm revolted by the idea of ads in my books and creeped out by publishers monitoring my reading habits (though I think they'll be more confused than enlightened!). Thoughts?  
Emily M., scholarship recipient

Shared with us by Monica Tidyman: "We had a college visit last week for our son who is interested in Computer Science or Computer Engineering. While touring one of the labs, I was showing my husband the 3D printer, the intern asked how I knew about them so I told him that libraries are starting to put them in their maker spaces. He was so excited to hear that libraries were getting into maker spaces! He thought it was a great way for people to see what they liked and explore job opportunities."  
Nebraska Librarians Learning Together (September 18, 2013)

**Familiarity with 21<sup>st</sup> Century Life / Career Skills of Scholarship Recipients**

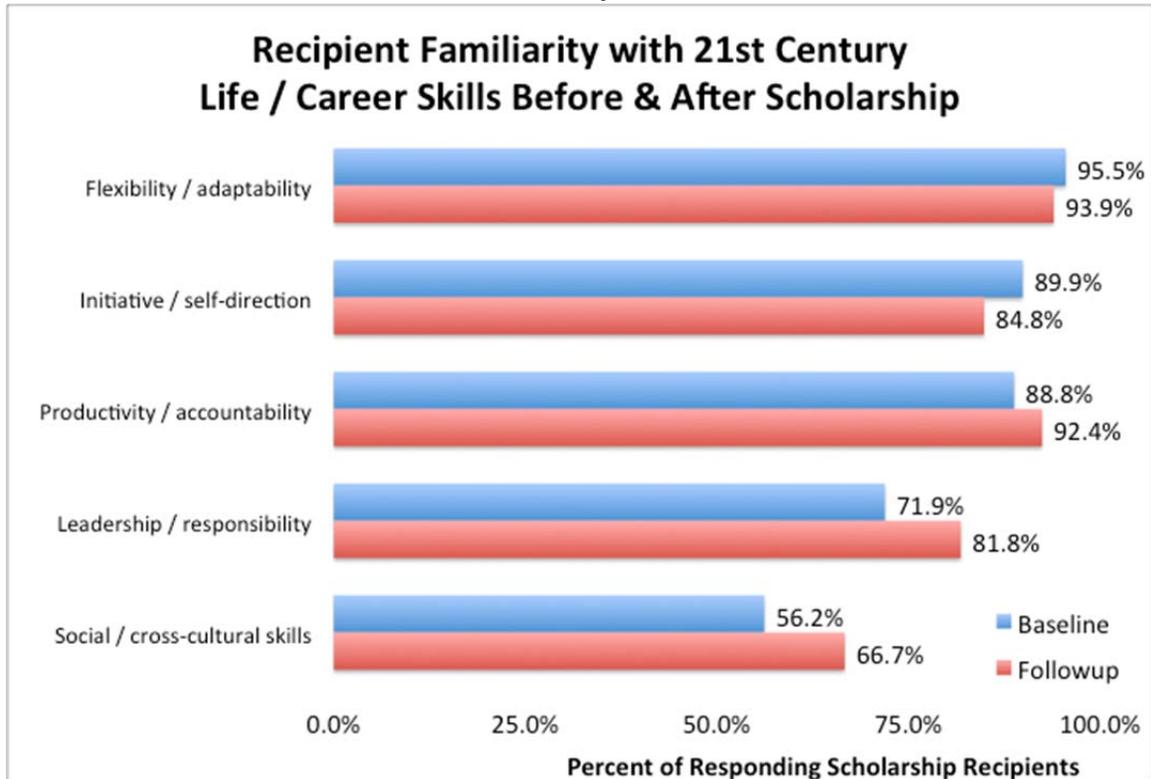
Scholarship recipients were also asked about their familiarity with a wide range of life and career skills in both the baseline and follow-up surveys.

For 3 of these more common skills, there was little change from the baseline to the follow-up survey: 9 out of 10 or more respondents felt they were very familiar with flexibility/adaptability, initiative/self-direction, and productivity/accountability.

For the two remaining life/career skills, there were modest but notable increases in the very familiar response: leadership/responsibility rose from 7 to 8 out of 10, while social/cross-cultural skills rose from almost 6 to almost 7 out of 10.

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I'm a very goal-oriented person, which is one reason the online courses were so handy for me.

Monica T., scholarship recipient

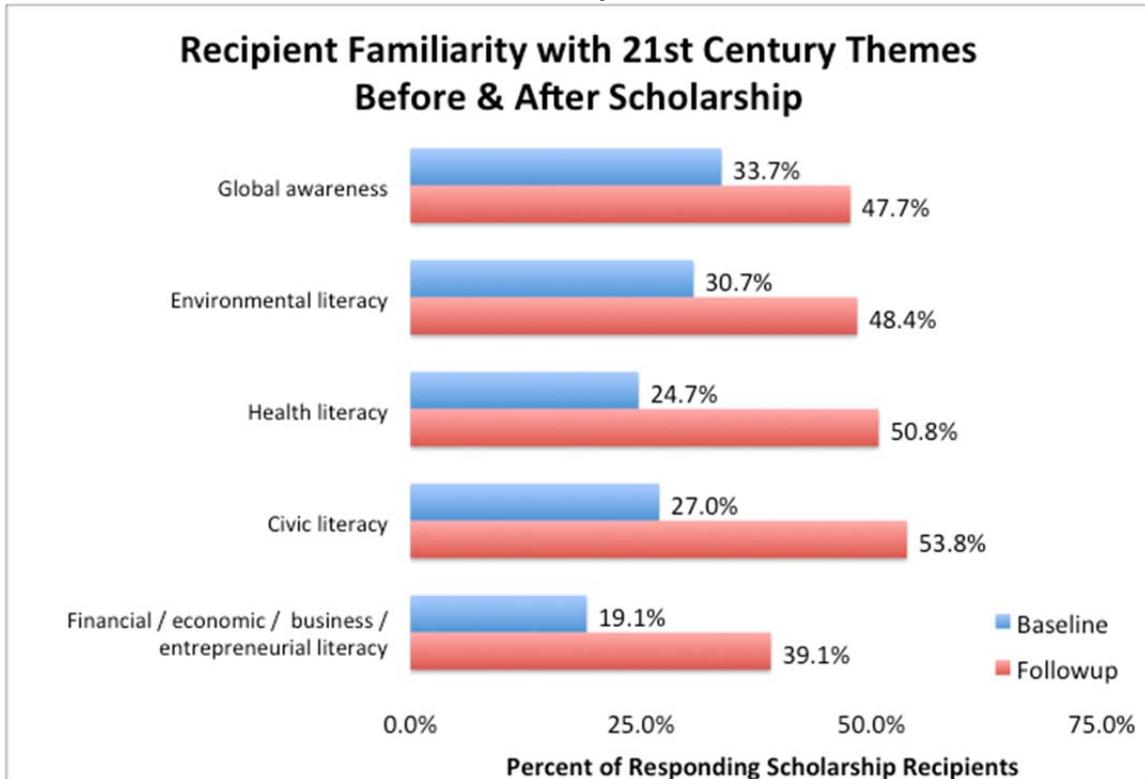
I have had a huge learning curve this year and it is still climbing up in my first year as a school librarian. My skills are challenged every day and every day I reflect upon what I can improve.

Kim S., scholarship recipient

**Familiarity with 21<sup>st</sup> Century Skills Themes of Scholarship Recipients**

While the baseline and follow-up surveys indicate that gains in specific 21st Century skills during the scholarship period varied widely, responding recipients indicated dramatic increases in familiarity with the overarching 21st Century themes. For global awareness, environmental literacy, health literacy, and civic literacy, the very familiar response rose from about 3 out of 10 to about 5 out of 10 during the scholarship period. For financial/economic/business/entrepreneurial literacy, the very familiar response doubled from 2 out of 10 to 4 out of 10.

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### Assessment of Scholarship Recruitment Process by Recipients

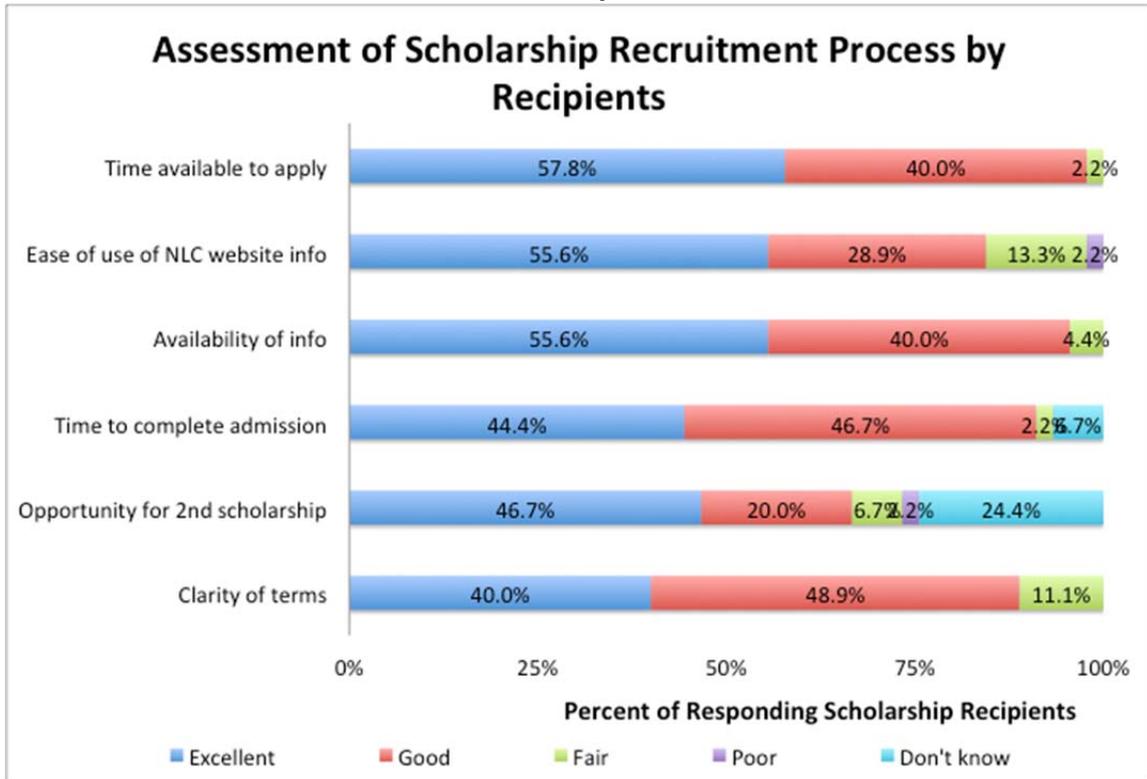
Scholarship recipients responding to a final question asking for an assessment of the scholarship recruitment process gave overwhelmingly positive responses.

Almost all respondents rated as excellent or good the time available to apply for a scholarship (97.8%) and the availability of information about scholarships (95.6%). About 9 out of 10 respondents gave similar ratings to:

- clarity of the scholarship's terms (88.9%), and
- ease of use of the NLC website's scholarship information (84.5%).

While only two out of three respondents (66.7%) rated as excellent or good the opportunity to apply for a second scholarship, a quarter of respondents (24.4%) could not respond to this item (don't know).

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**Laura Bush 21<sup>st</sup> Century Librarian Program**  
**Keith Curry Lance**



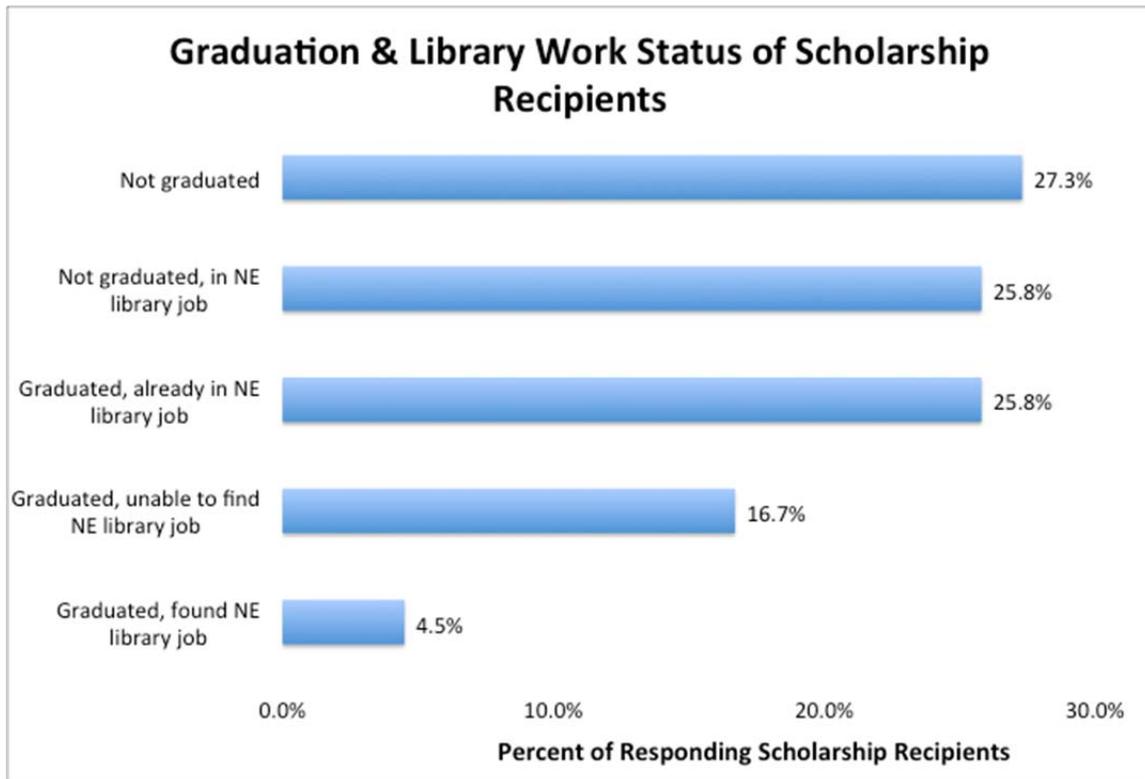
This scholarship has been a wonderful experience and opportunity to gain further knowledge through workshops and webinars, not to mention the help with tuition and the friends I have made with other students, librarians, and the people from NLC.  
 Dorothy S., scholarship recipient

Have I told you lately, I love my job? I get to work with scholarship students who are motivated and passionate about their library and information science education and their current/future careers. We have so many promising librarians coming in or already in the field, right here in Nebraska. See their work in the forum on Nebraska Librarians Learning Together.  
 Kathryn Brockmeier, Nebraska Library Commission

**Cultivating Rural Librarians' 21<sup>st</sup> Century Skills****Laura Bush 21<sup>st</sup> Century Librarian Program****Keith Curry Lance****Post-Scholarship Graduation & Work Status**

Sixty-five (65) scholarship recipients responded to the follow-up survey which sought information about their activities and changes of status during the entire course of their scholarships.

Responses to the question about graduation and work status indicated that, by the end of their scholarships, almost 3 out of 5 responding recipients reported being in a Nebraska library job (25.8% not graduated, in a job; 25.8% graduated, already in a job; and 4.5% graduated, found a job). More than another quarter of responding scholarship recipients reported that they had not yet graduated. This left less than 1 out of 5 (16.7%) reporting that they had graduated and, so far, been unable to find a job in a Nebraska library.



Please join us in congratulating Monica Tidyman as the new director of the Stromsburg Public Library. Monica was a 2011-2013 NLC/IMLS 21st Century Librarian scholarship student. Good luck, Monica!  
Nebraska Librarians Learning Together (April 2, 2014)

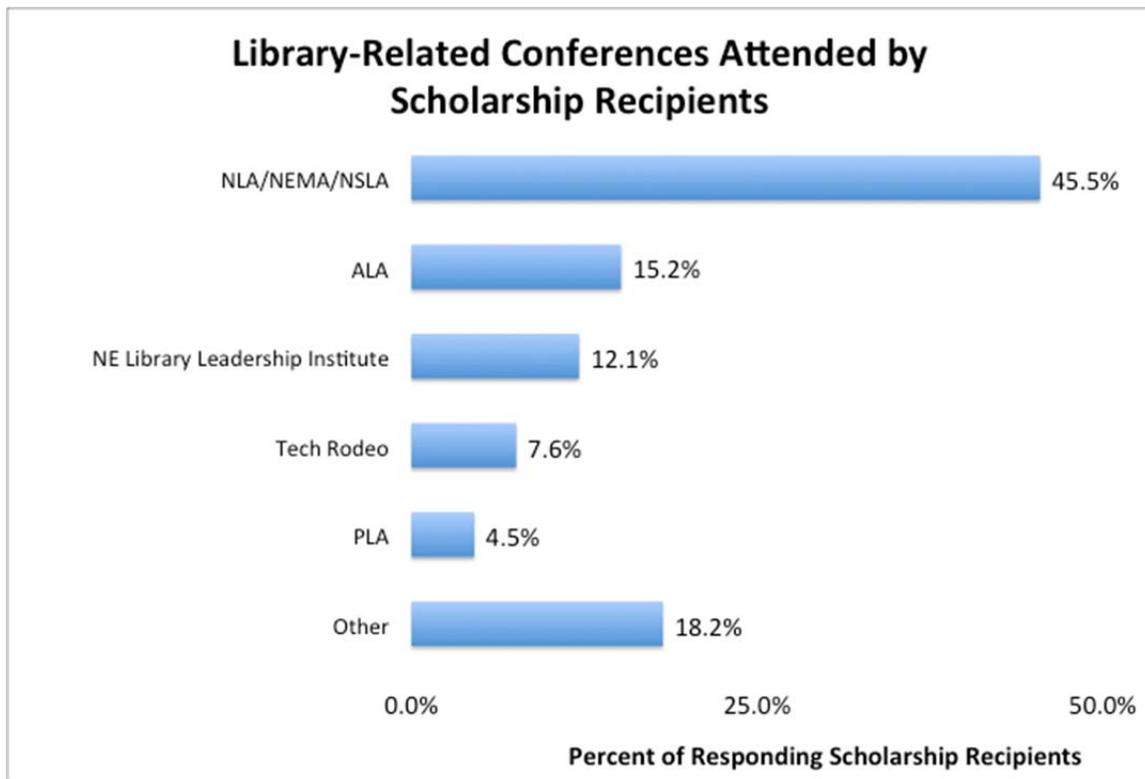
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Libby Munsell, a 2012 and 2013 IMLS/NLC scholarship student, graduated in December with her Bachelor's degree in General Studies with a concentration in Library Science from the University of Nebraska Omaha.  
Nebraska Librarians Learning Together (January 7, 2014)

Congratulations to 2011 scholarship recipient Tina Walker, who recently became the new director of the McCook Community College library.  
Nebraska Librarians Learning Together (December 11, 2011)

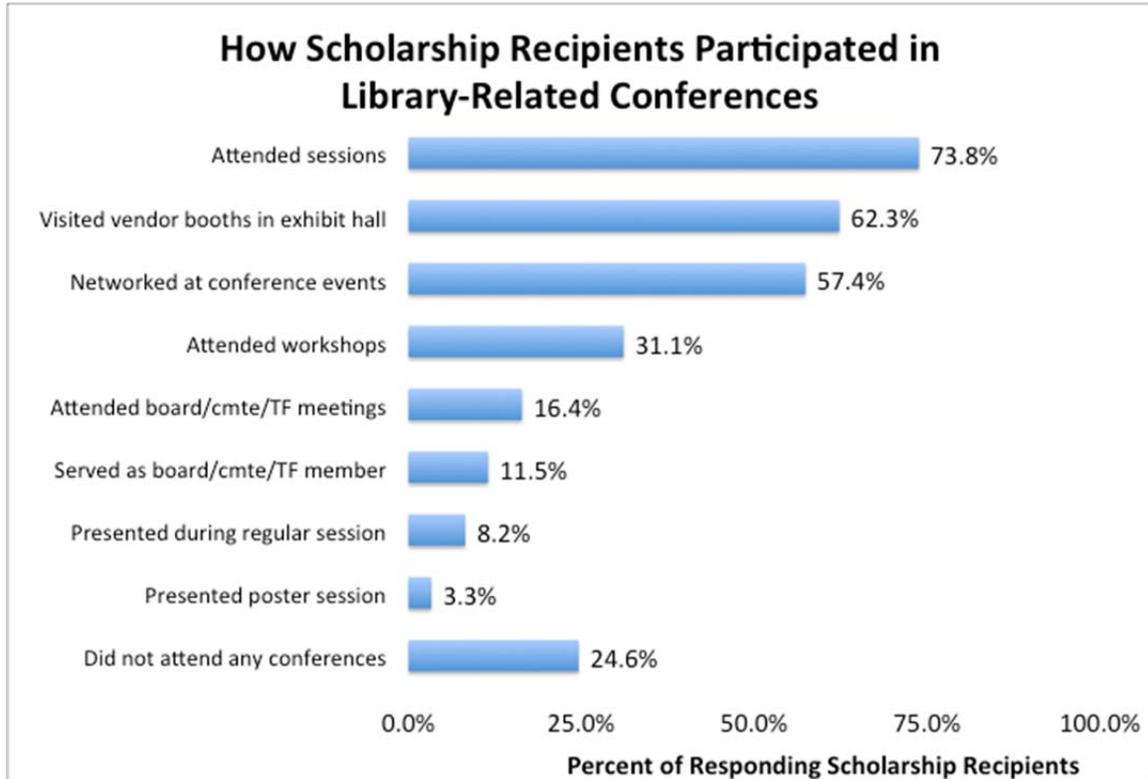
**Library-Related Conference Attendance & Activities**

One of the things scholarship recipients were encouraged to do is attend library-related conferences. Almost half (45.5%) reported attending conferences of the Nebraska Library Association or the Nebraska School Librarians Association (formerly the Nebraska Educational Media Association). One (1) out of 7 reported attending ALA Midwinter Meetings or Annual Conferences; 1 out of 8, a Nebraska Library Leadership Institute; 1 out of 12, a Tech Rodeo; and 1 out of 20, one of the Public Library Association National Conferences. Almost 1 out of 5 (18.2%) reported attending miscellaneous other library-related conferences.



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Follow-up survey respondents were further asked how they participated in these conferences. Three (3) out of 4 attended sessions; two-thirds visited vendor booths in exhibit halls, almost 3 out of 5 networked at conference events; 3 out of 10 attended workshops; 1 out of 6 attended board, committee, or task force meetings; and 1 out of 10 presented during a regular or poster session.



A scholarship student is headed to the Digital Library Federation Forum in Denver Nov. 3 - 5 on a conference attendance stipend. She says: "This scholarship is for 21st Century Librarians. What better way to exemplify that notion than to attend a forum all about the creation, use, and preservation of digital libraries, an area of librarianship that continues to expand. This fits me well because I enjoy bridging the gap between technology and patrons and increasing access to materials using technology."

Nebraska Librarians Learning Together (September 4, 2012)

The required training opportunities were very helpful. I got to attend some very interesting and educational events that I might not have made time for otherwise.  
Angela K., Scholarship Recipient

During the Tech Rodeo I was immersed in technology fundamentals, creating, editing and presenting video content. I had the opportunity to explore trends and

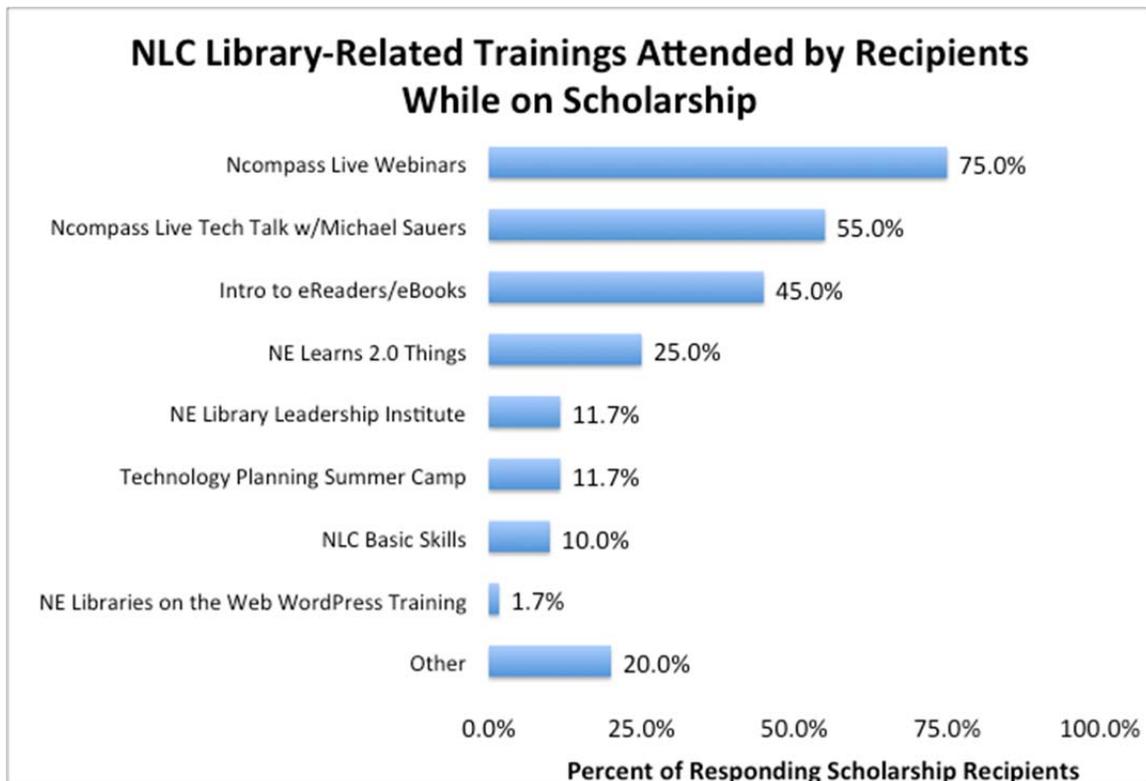
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issues affecting libraries and gained some good experience working in a team. I would highly recommend this 2-day adventure for any librarian at any stage in his/her learning and technology expertise.

Shari S., Scholarship Recipient

**NLC Library-Related Trainings**

Scholarship recipients were specifically asked about their attendance at NLC training opportunities. Three (3) out of 4 participated in Ncompass Live webinars; over half, Tech Talk; almost half, introduction to eReaders and eBooks; and a quarter, Nebraska Learns 2.0 Things. Smaller percentages—approximately 1 out of 10—reported attending a Nebraska Library Leadership Institute, Technology Planning Summer Camp, or NLC Basic Skills. Attendance at WordPress training was reported by only 1.7%. One (1) out of 5 responding scholarship recipients reported attending miscellaneous other NLC training events.



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Regarding eReader Training: Having spent some time working in a public library, I know that more and more patrons are coming into the library with questions about using their eBook readers. With this training, I feel confident that I understand the download process for the iPad, Sony, Kindle and Nook, and how these devices work in general. The hands on time with the devices was priceless (and fun). I know that this training will make me that much more marketable when I apply for public library positions.

Willa G., Scholarship Recipient

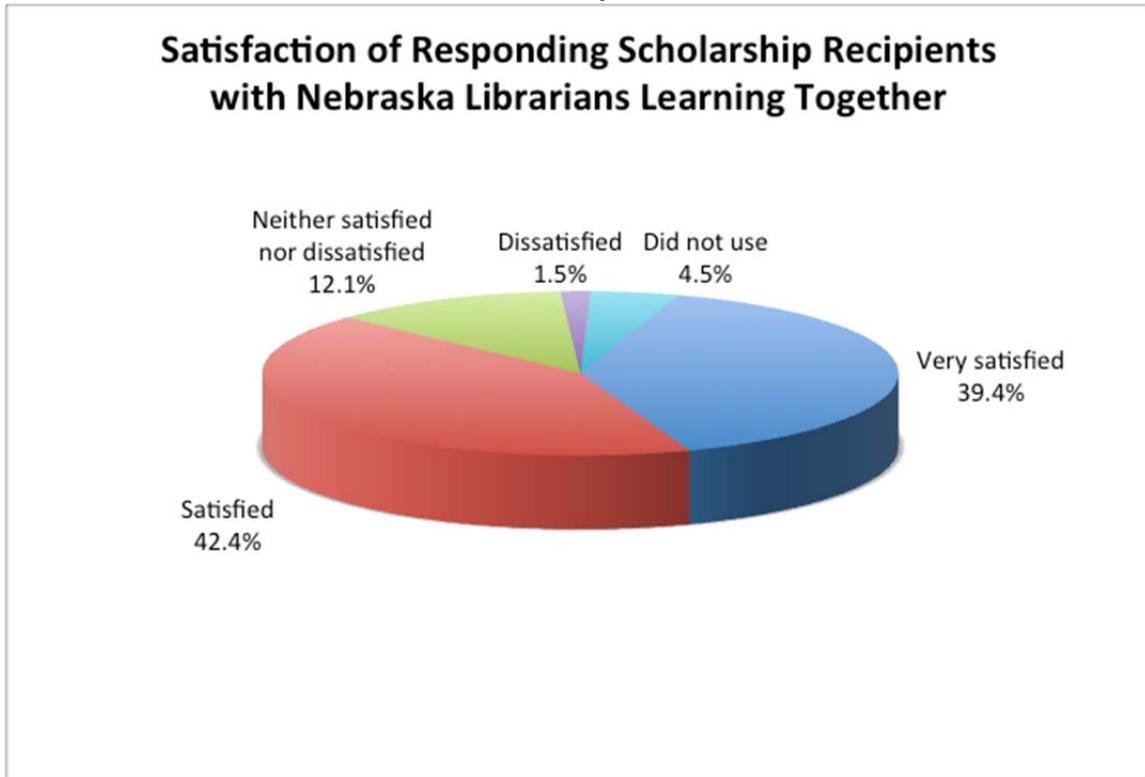
The eReader and eBook training was fantastic, thorough, entertaining, and it's been VERY helpful so far. I love receiving training I can actually use. I've been doing Nebraska Learns 2.0 Things for the past few months, and I am LOVING it! The assignments are always awesome. I'm super pleased with the learning opportunities that have been made available for me so far.

Tracy T., Scholarship Recipient

### **Nebraska Librarians Learning Together**

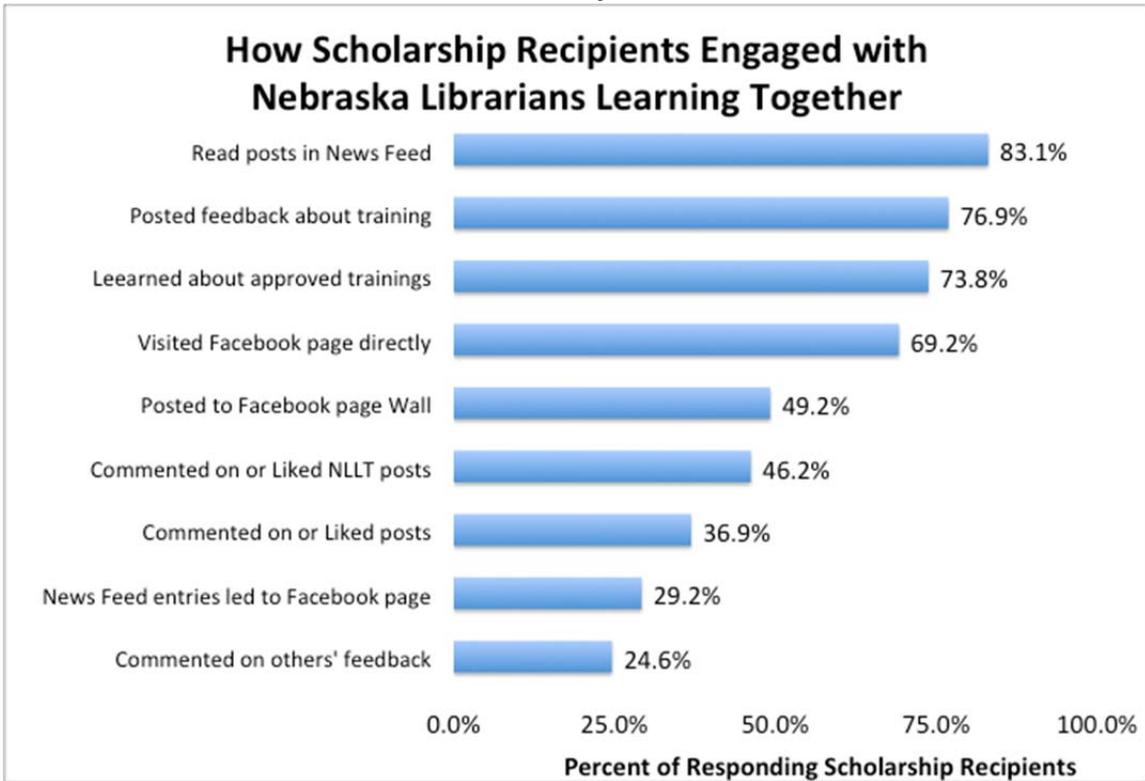
Nebraska Librarians Learning Together, this project's Facebook Page, provided most responding scholarship recipients with a satisfactory means of communication when they were not face-to-face. Four (4) out of 5 follow-up survey respondents indicated they were very satisfied or satisfied with this Facebook experience. A little more than 1 out of 10 (12.1%) were indifferent about it; only 1 in 50 was actually dissatisfied with it (notably, none were very dissatisfied); and only 1 in 20 reported not using it at all.

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Follow-up survey respondents were further asked how they had used the Facebook Page. About 4 out of 5 reported reading posts and posting feedback about training. Almost 3 out of 4 reported using it to learn about approved training opportunities. Almost 7 out of 10 reported visiting the Facebook Page directly (vs. only reading its posts in their own News Feeds). Just under half reported posting to the Page's Wall or commenting on our Liking the Page's own posts, while just over a third reported commenting on or Liking other posts. Three (3) out of 10 were led to the Page by their own News Feeds. And a third reported engaging in online conversations by commenting on others' feedback to the Page.

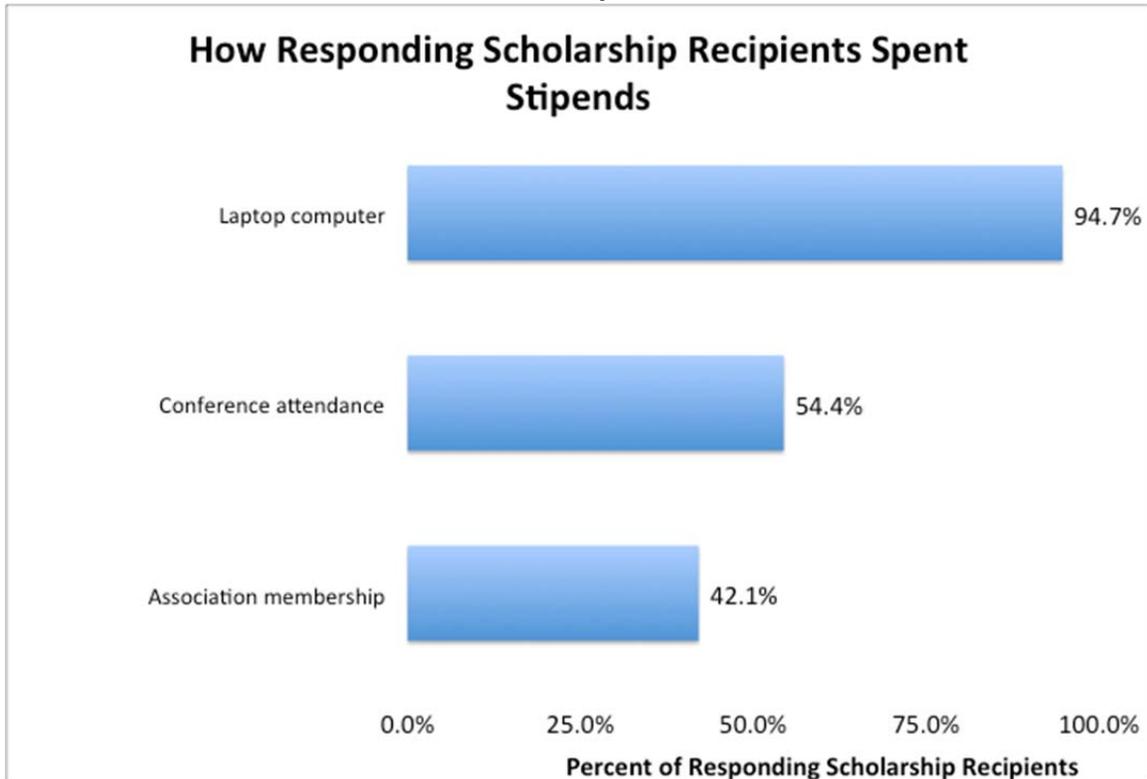
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**Spending of Scholarship Stipends**

Follow-up survey respondents were asked how they spent their scholarship stipends. Almost all (94.7%) reported using the funds to purchase a laptop computer, while over half (54.4%) used the funds to defray the costs of conference attendance and about 2 out of 5 (42.1%) used the funds to pay their membership fees to an association.

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Being able to purchase a laptop was pivotal in obtaining my education. All of my classes were online, so owning a computer gave me the flexibility I needed to complete my coursework.

Allison R., Scholarship Recipient

I was able to attend Nebraska Library Conference and purchase a new laptop. The conference was beneficial to me because I was able to make wonderful contacts and am now on the Paraprofessional board. The laptop helped me finish my schooling as my old laptop had quit working.

Dana S., Scholarship Recipient

My ALA & AASL memberships have allowed me to have at my fingertips quality, current resources that have helped me learn about the latest advances in library management and technology. I am using my iPad to: learn more about technology and apps for students, be interactive at conferences, do research for my UNK courses, and having fun learning!

Nancy A., Scholarship Recipient

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The stipends were a huge bonus for me as a scholarship recipient. The conference stipend was probably the most influential for me this fall. It provided me with a wonderful opportunity to meet others in the field, begin to see and understand all of the issues facing libraries in the 21st Century, and gain further motivation and inspiration for my career path. The association membership was helpful because without it, I would not have joined NLA so early on in the degree program. Lastly, the laptop computer stipend was tremendously helpful!! The financial adjustment to paying for graduate school was a big one and this additional aid allowed me to purchase a much-needed personal computer. There is no way I could have used my work computer or ipad for all of the assignments and coursework that was required in the fall. I am very grateful for the financial assistance and continued support of the NLC.

Stefanie S., Scholarship Recipient

My old computer died, so the stipend essentially facilitated everything about my coursework.

Jen B., Scholarship Recipient

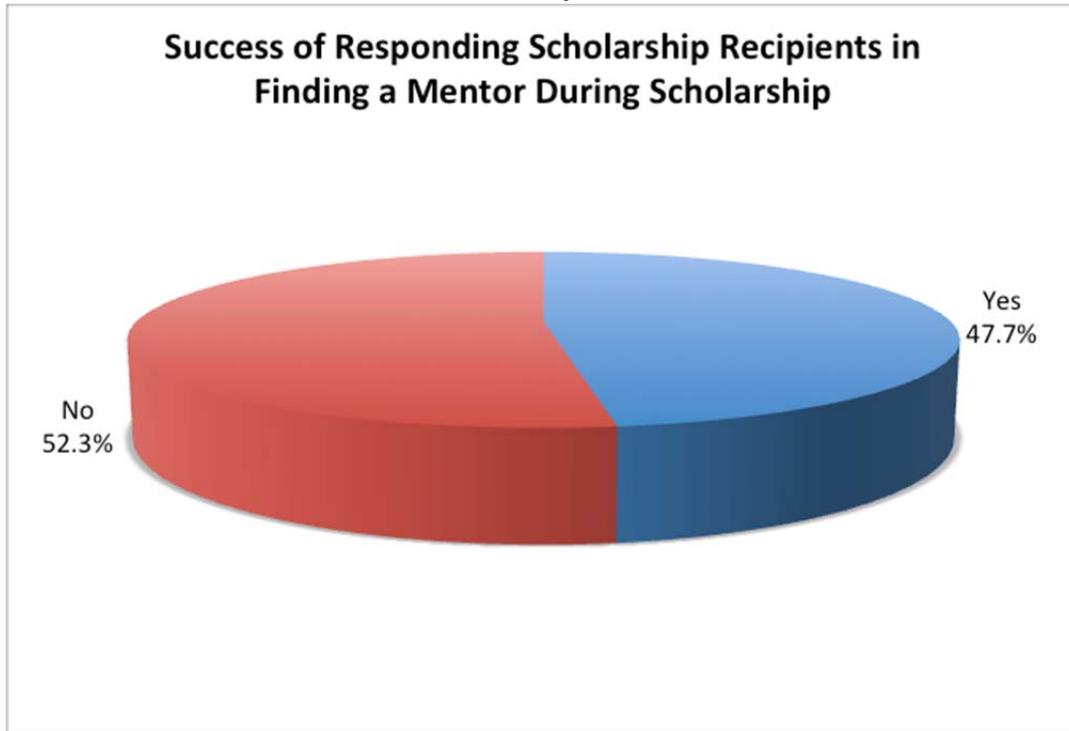
I am grateful for this scholarship program. Having tuition assistance is wonderful, but the stipend for memberships, conferences, and technology is amazing. Thank you.

Rachelle M., Scholarship Recipient

**Finding a Mentor**

Another goal of this project was to help scholarship recipients find a professional mentor. Just under half (47.7%) reported success in doing this.

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While attending the Fall Forum I was connected with several upper level and experienced librarians who have made themselves fully available to me and any questions or help I may need. Moreover, they have been inspiration in their passion for what they do.

Angie K., Scholarship Recipient

I would say that the entire NLC team have served as mentors to me during the program. I could request information and guidance from all of the team members depending on their speciality area. They responded with quality advice and I will continue to use the NLC for advice and information.

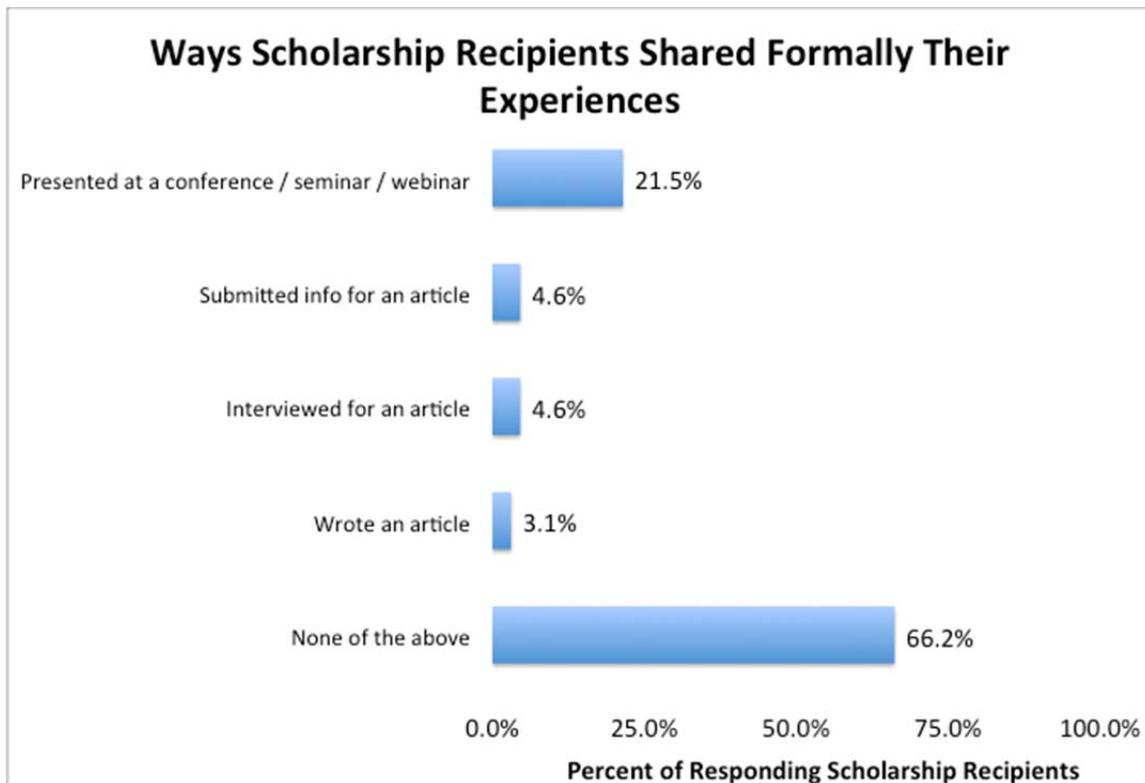
Nancy A., Scholarship Recipient

I was actually lucky in that I had attended class with an NLC employee--she had encouraged me to apply for the scholarship. Once I was awarded the scholarship, my communications with her became more frequent, and we even traveled to Conference together. She has been a great mentor throughout the whole experience!

Tracy T., Scholarship Recipient

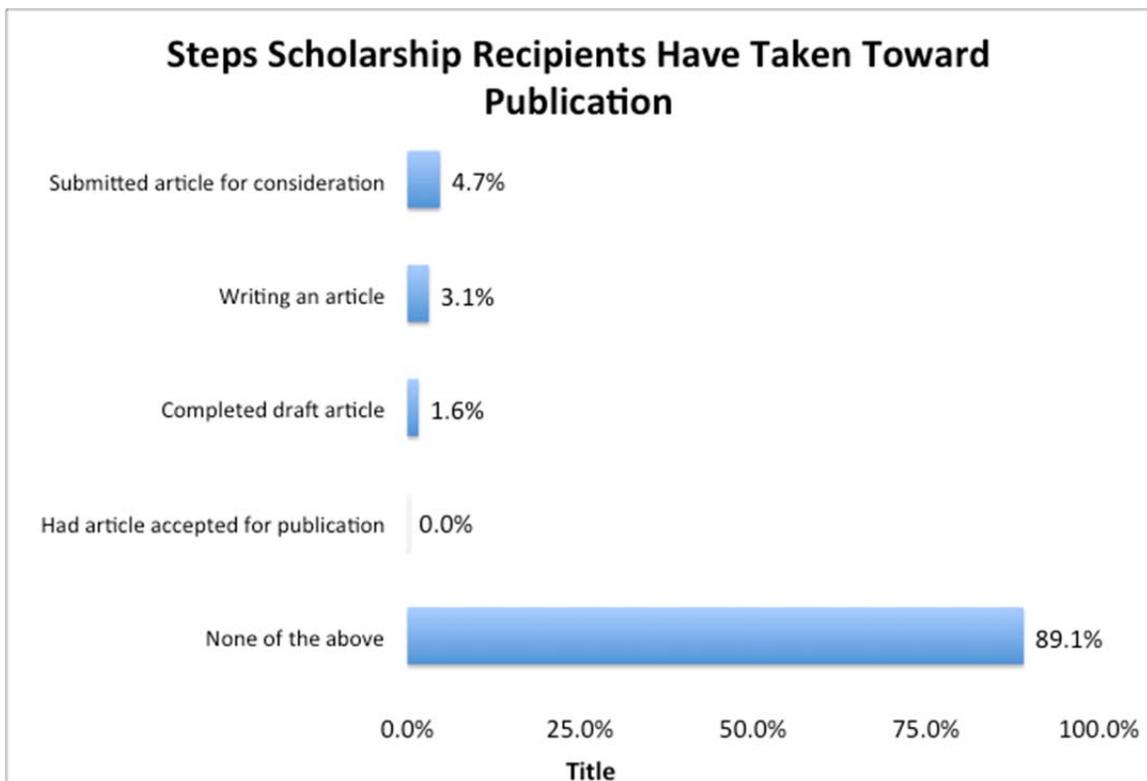
**Cultivating Rural Librarians' 21<sup>st</sup> Century Skills****Laura Bush 21<sup>st</sup> Century Librarian Program****Keith Curry Lance****Presenting & Publishing**

Another purpose of these scholarships was to encourage recipients to gain experience in making presentations at conferences or workshops, publishing articles, or both. While the timing of the follow-up survey was probably relatively short for many respondents, few reported achieving this goal. Only about 1 in 5 made a public presentation, and two-thirds reported neither presenting nor publishing. The small percentages reporting that they had written an article (3.1%), been interviewed for one (4.6%), or submitted information for an article (4.6%) emphasize the probability that this question may have been premature for some scholarship recipients.



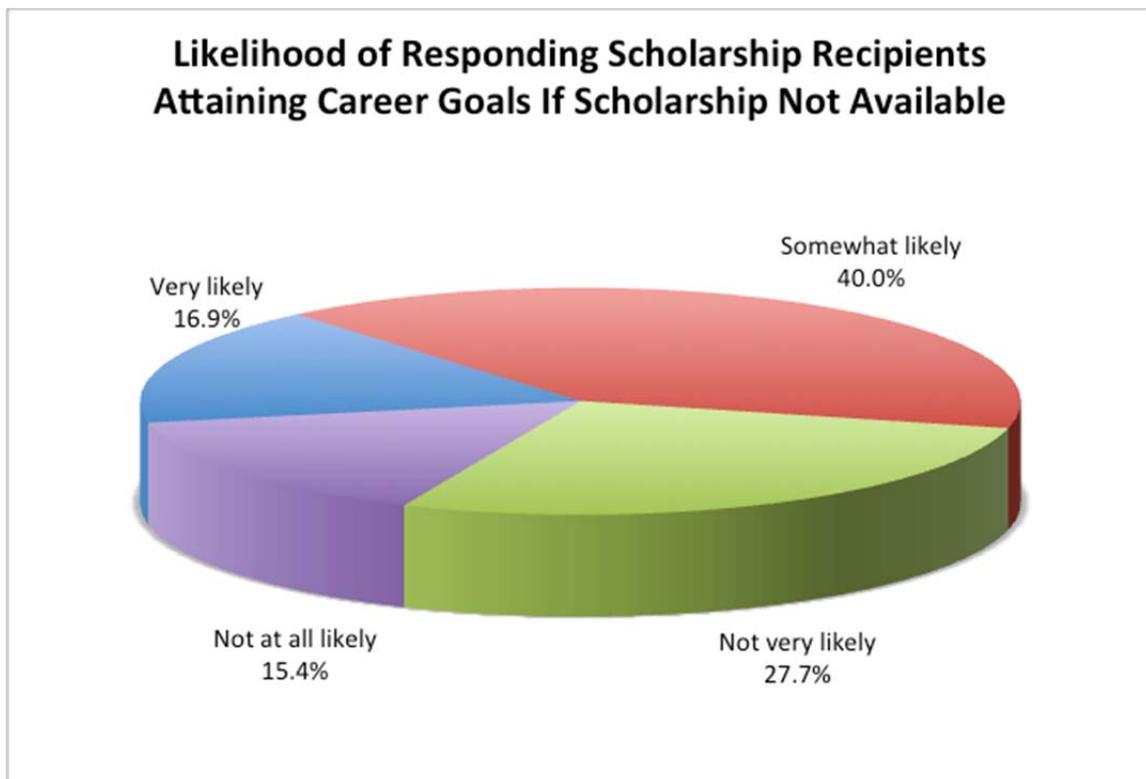
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Clearly, most scholarship recipients evidenced no immediate interest in publishing articles. Almost 9 out of 10 reported completing none of the steps involved in doing so. Very small percentages reported completing a draft article (1.6%), writing an article (3.1%), and submitting an article to a publication for consideration (4.7%). None reported having an article accepted for publication. Because of the extended time periods often involved in having an article published or having a conference presentation accepted, these questions may have been premature. Alternatively, though, it may be that most scholarship recipients pursuing library careers chose to pursue them outside of academic libraries, the only library sector in which expectations about presenting and publishing are strong and strongly enforced.



**Cultivating Rural Librarians' 21<sup>st</sup> Century Skills****Laura Bush 21<sup>st</sup> Century Librarian Program****Keith Curry Lance****Impact of Scholarships on Attaining Career Goals**

In the follow-up survey, scholarship recipients were asked how likely they felt it was that they would have been able to attain their career goals if the scholarship had not been available. More than 2 out of 5 (43.1%) respondents indicated that it was not at all likely or not very likely that they could have achieved their career goals without the scholarship. Another 2 out of 5 indicated that it was only somewhat likely that they could have achieved their goals without the scholarship. Only about 1 in 6 thought it was very likely they would have succeeded in the absence of the scholarship.



My experience with the scholarship was fabulous. If it weren't for this scholarship I would have had a very difficult time affording the last two semesters of my degree. All in all, this scholarship has been a wonderful gift.

Julianne M., Scholarship Recipient

I truly appreciate the opportunity offered to me through this program. It has allowed me to pursue and meet many of my goals. Without this program, I would not have been able to receive LIS Certification. Thank you!

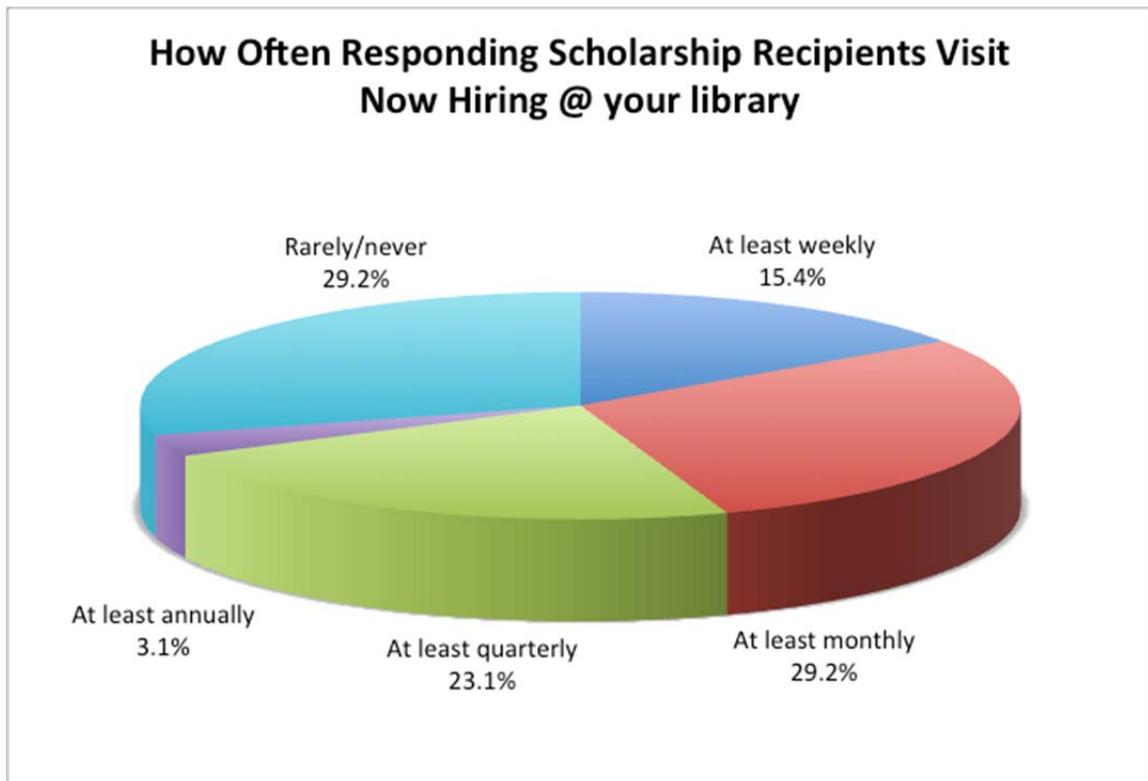
Allison R., Scholarship Recipient

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Congratulations to scholarship student Andrew "Sherm" Sherman on being named an ALA 2012 Emerging Leader!  
Nebraska Librarians Learning Together, November 11, 2011

**Visiting Now Hiring @ your library**

Only 3 out of 10 follow-up survey respondents reported that they rarely or never visited Now Hiring @ your library, the Nebraska Library Commission's website for library job-seekers. Of the remainder, most reported visiting this site at least monthly (29.2%) and at least quarterly (23.1%).



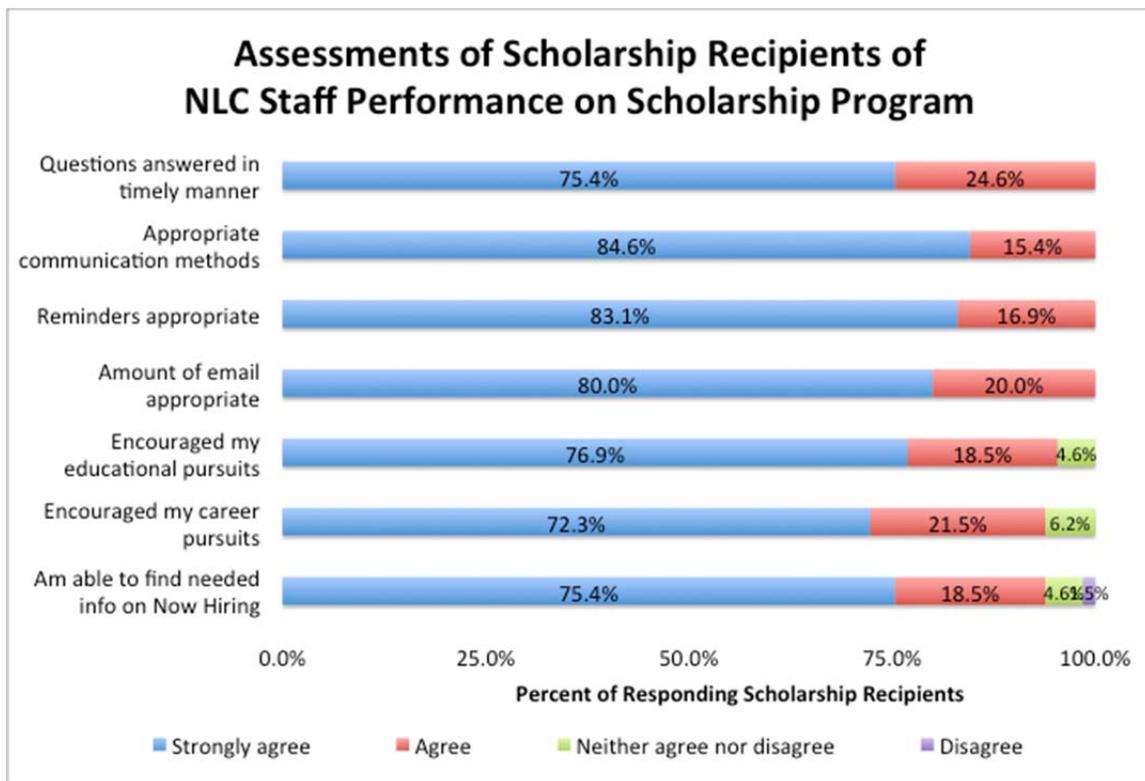
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**NLC Staff Performance on Scholarship Program**

In assessing the performance of NLC staff in running the scholarship program, overwhelming majorities of follow-up survey respondents seemed pleased. All respondents either strongly agreed or agreed that their questions were answered in a timely manner, appropriate communication methods were used, appropriate reminders were sent, and appropriate amounts of email were sent. More than 9 out of 10 respondents were similarly positive about the extent to which NLC staff encouraged their educational and career pursuits and their own success at finding needed information on Now Hiring @ your library.



Thank you all for being so supportive of me during my program. I feel quite prepared, and being awarded this scholarship has given me the confidence I needed to go after my dream goals in the profession. The journey has only begun!  
 Naomi S., Scholarship Recipient

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Congratulations to Kim Steinbrink, an NLC/IMLS 21st Century Librarian scholarship program "grad," on her new job! Kim is now the media specialist at Beals Elementary School in Omaha. Here's what she has to say about her scholarship experience: "The journey to become a school librarian was one of the most amazing times in my life. The opportunities that I was given through the Nebraska Library Commission 21st Century Scholarship helped me through to get to where I am today. Now that I have started my professional career I still know that there is a wealth of support offered by the Nebraska Library Commission and I know where to go to find it. Thanks for helping me through this journey, Nebraska Library Commission!"  
Nebraska Librarians Learning Together (October 3, 2012)

**Cultivating Rural Librarians' 21<sup>st</sup> Century Skills****Laura Bush 21<sup>st</sup> Century Librarian Program****Keith Curry Lance****21st Century Librarian Internship Program**

Accredited Nebraska public libraries were eligible to receive grants from the Nebraska Library Commission to hire one or more individuals (high school age and up) to serve as interns. At each library receiving such a grant, a supervisor/mentor was appointed to design a program to expose the intern to the wide variety of things that libraries do. While working at the library, the intern was introduced to the range of opportunities for library employment and education. As part of this evaluation, both supervisor and interns reported on their experiences.

**Internship Evaluation Components**

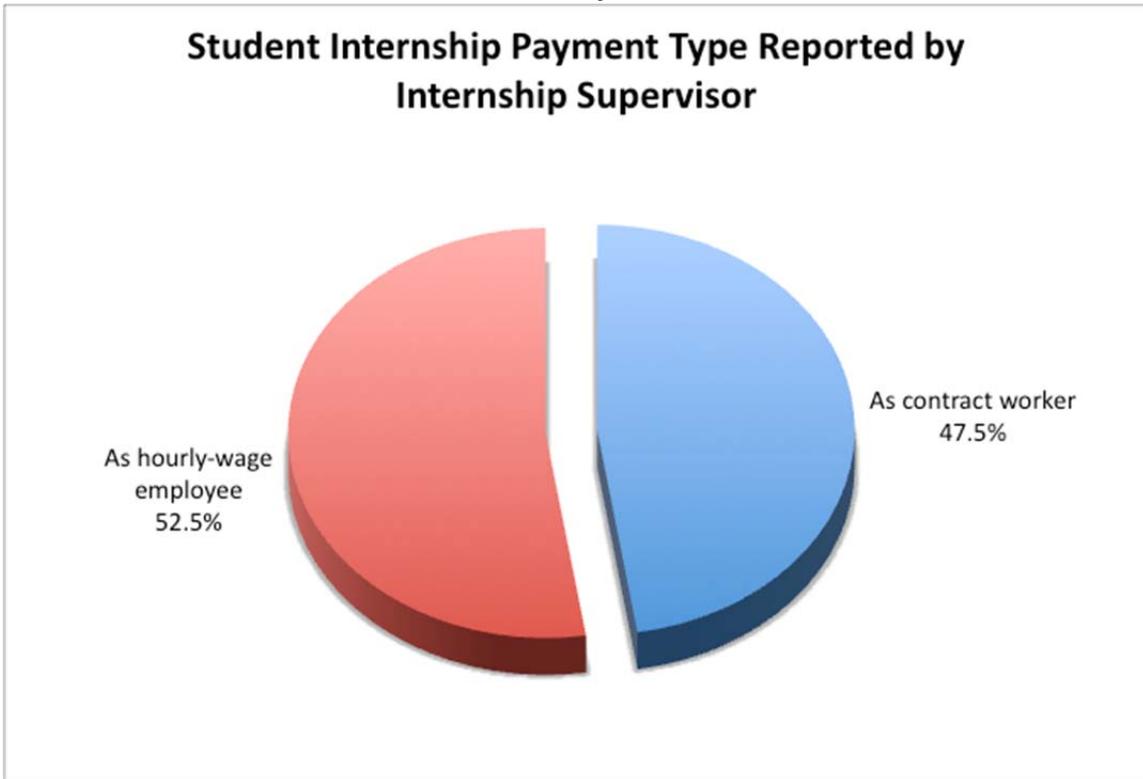
The evaluation the internship program was comprised by the following components:

- a survey of their supervisors about their experience with the internship program
- a survey of their supervisors about their experiences with individual interns
- a baseline survey of student interns
- a follow-up survey of student interns

**Internship Supervisor Findings**

There were 81 responses from supervisors about the internship program, and 110 reports about individual interns. While typically, a library only had 1 intern, some had 2 or more. On average, reporting supervisors indicate an individual intern earned \$873. Nearly half were paid as contract workers; a majority were hourly-wage earners (according to the 101 supervisors who responded to this question).

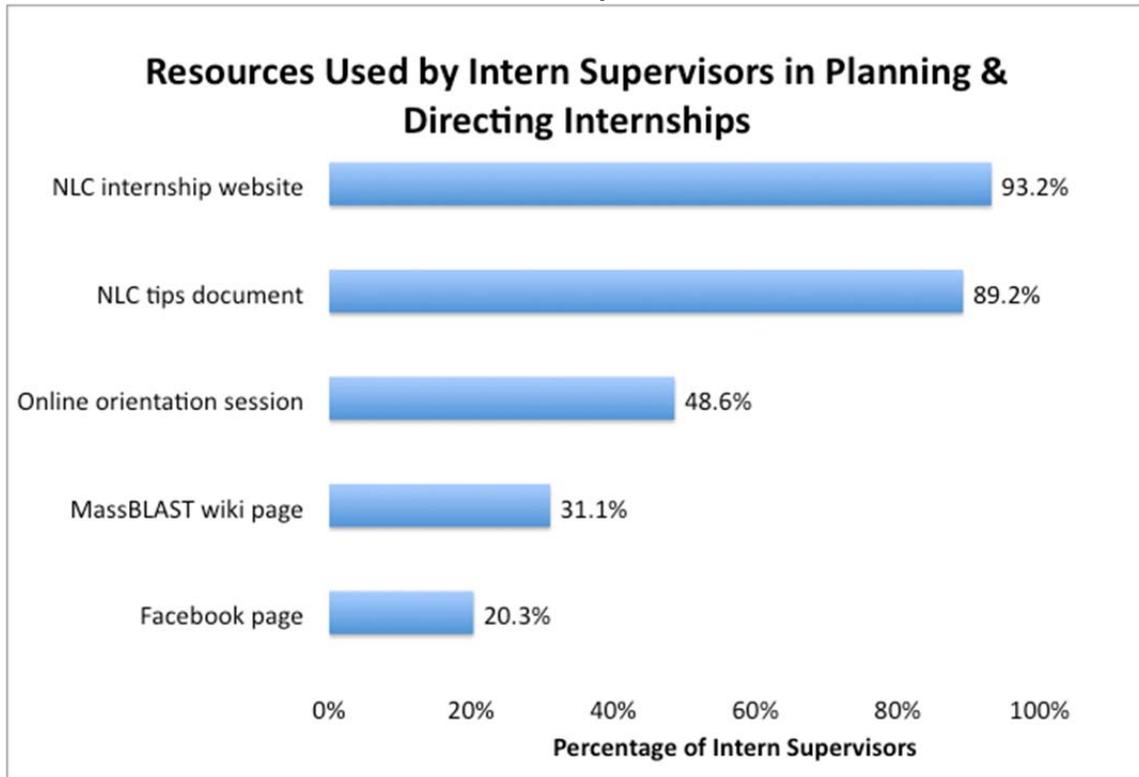
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**Use of Internship Resources**

In planning and directing internships at their libraries, supervisors reported far greater reliance on the Nebraska Library Commission’s website (93.2%) and “tips” document (89.2%) than on more interactive resources—the online orientation session (48.6%), the MassBLAST wiki page (31.1%), and, least of all, the Facebook page, Nebraska Librarians Learning Together (20.3%). Several librarians commented they found previous years’ internship-supervisory experience to be valuable for planning as well.

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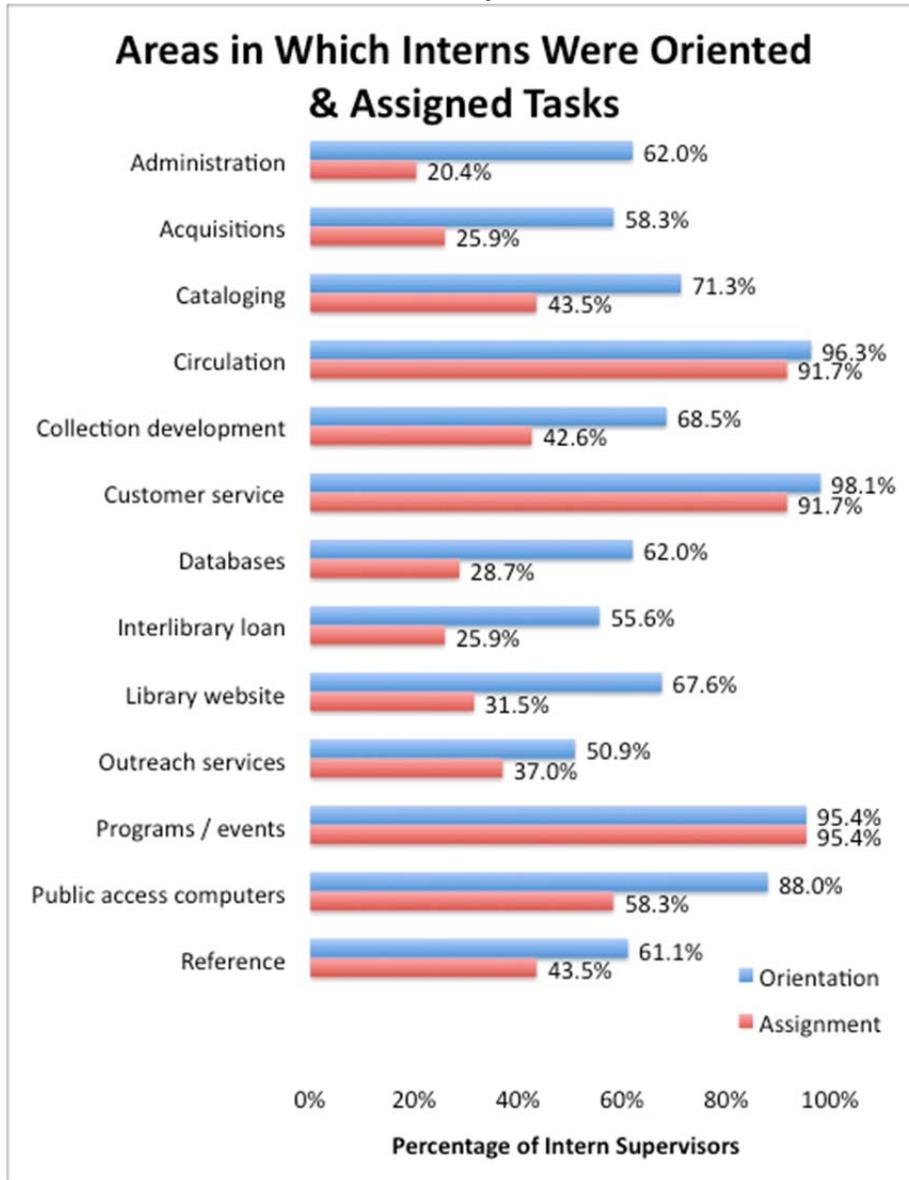


### Intern Orientation & Assignments

Supervisors of student interns were also asked to identify areas in which they oriented their interns as well as areas in which the interns were assigned tasks.

Of the 108 supervisors who responded to the orientation/assignment questions, a majority of supervisors both oriented and assigned tasks to interns in the areas of: circulation, customer service, programs/events, and public access computing. Areas in which interns were likely to be oriented, but less likely to be assigned tasks included: administration, acquisitions, cataloging, collection development, databases, interlibrary loan, library website, outreach services, and reference.

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I believe our intern learned a lot of the basics of public librarianship. She was able to use her creative writing to review young adult novels for us. However, most importantly, I think she recognized a career goal and vocation. She seemed to fall in love with library work and really enjoyed cataloging (of all things). She was able to get information regarding education and scholarships in the field.  
 Anneka R., Intern Supervisor

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Having a new person working in our small town library brings a new energy and viewpoint to the library. Our intern saw everything we did with fresh eyes. She questioned why we had certain policies, why we process books the way we do, the process for creating programs and many more topics. She really made us look hard at why we do things, how we communicate with our community and patrons and if some of our processes need to change. Fresh eyes are always helpful. The patrons were happy to see a fresh face at the library, too.

Amy R., Intern Supervisor

Our library benefited big time. We now have a Facebook page, Twitter Page, and a video made about our library. This video was put on our library website, Facebook & Twitter. She help us plan the Summer Reading Program. (Story Hours, Reading Contest Party in the Park and so much more)

Laura A., Intern Supervisor

We tried to give the interns a well-rounded experience, so they all got to experience circulation, reference, collection maintenance in addition to programming. They all received training - a slightly abbreviated version of the training that a new Library Specialist would receive. We made sure that they had a library email address and access to our Intranet and SocialCast, so that they could experience the communication systems that keep our staff connected. They all got a good glimpse of what library staff do every day, and they all got to experience the rewards of interactions with patrons.

Terry W., Intern Supervisor

Our library and community benefited greatly from the time our intern spent with us. She presented amazing signing lapsit and storytime programs, assisted with the summer reading program, became part of the work crew for our annual literature festival, was a tremendous help in our tech services department, and was always eager to assist our library customers.

Karen D., Intern Supervisor

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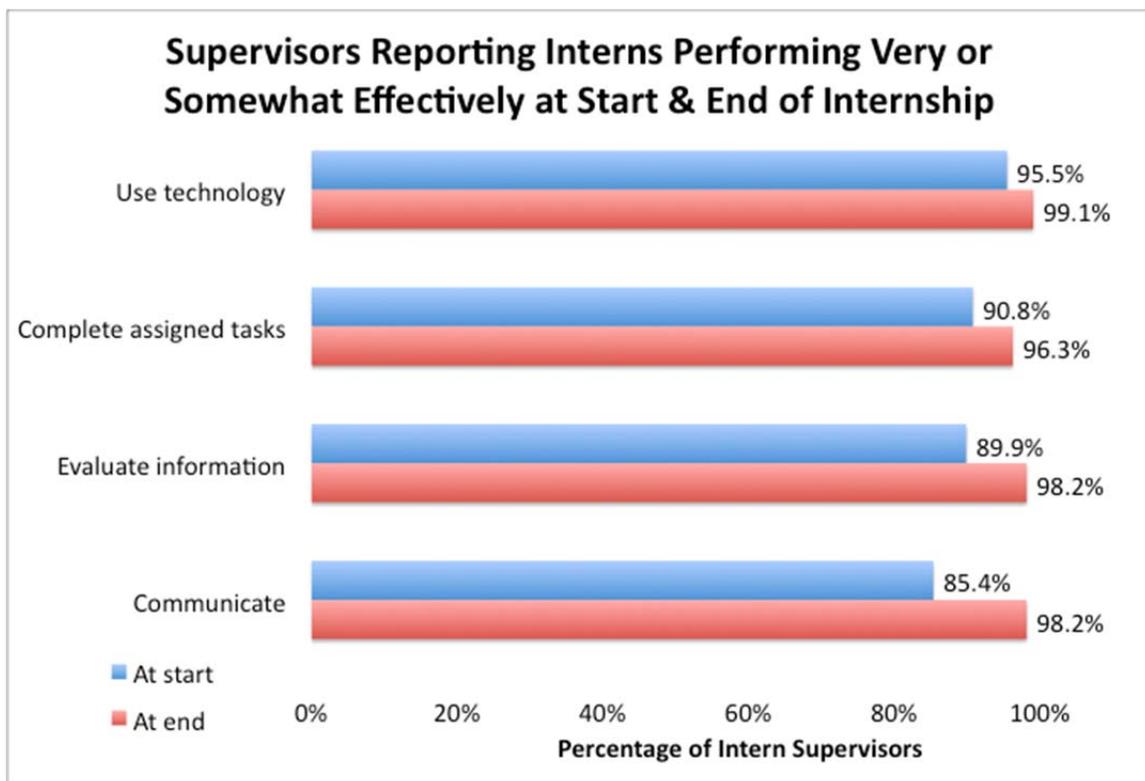
Laura Bush 21<sup>st</sup> Century Librarian Program

Keith Curry Lance

#### Intern Performance as Assessed by Supervisors

Intern supervisors were asked to assess the performance of their student interns at the start and at the end of their internships. In 4 areas, their assessments indicate that the standards for obtaining an internship and/or the caliber of the individuals receiving internships were high. In each of those 4 areas, supervisors indicated gains in interns' performance effectiveness over the time of the internship program.

Of the 109 supervisors responding to the performance assessment questions, most supervisors assessed their interns as using technology very or somewhat effectively at both intervals—the start and the end of the internship (95.5% to 99.1%). By the internship's end (compared to at the start), supervisors assessed more of their interns as very or somewhat effective at: completing assigned tasks (90.8% to 96.3%), evaluating information (89.9% to 98.2%), and as the greatest performance efficacy gain, communication (85.4% to 98.2%).



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This was a win-win for both the intern and me. Before she came, the library had only an online website (with a blog) and an online card catalog. The library has joined the online world big time! We now have a Facebook page, a Twitter page & a YouTube Video. You can even take a quick tour of the library by clicking on the library video on our website. We learned a lot from our intern and she learned a lot from us!

Laura A., Intern Supervisor

Our intern was assigned the project of producing and completing 8 videos of summer reading program activities. This is the first time our library has produced and used videos as a promotional tool. Our intern quickly learned to use the equipment and software to make movies and at the end of the internship she instructed other staff members in the software.

Mary G., Intern Supervisor

Our intern's communication skills improved by helping kids with computer questions or finding them a game he thought they could play on the computer.

Raylene Stephens, intern supervisor

We recently moved into a new library building and anticipated a larger Summer Reading Program. Our intern helped us prepare for and implement all phases of the program, especially crafts, activities and games, book selection, decorating and PR events. She quickly learned how to manage the circulation desk which gave our staff extra help during our busy summer hour. Being very well read, our intern helped select materials to purchase, especially for our middle school and high school age patrons. She was very good at making signs and displays to promote our new purchases and events held at the library. Our intern had a chance to experience what it involves to organize and carry out a reading program.

Joyce R., Intern Supervisor

Our intern was in charge of weeding, re-organizing, relabeling and rearranging the youth section. He also started a graphic novel section for youth. Further, he headed up a Nook Book Discussion for a group of middle school boys (mostly). It went well and is an area we can continue to expand.

Beth F., Intern Supervisor

Our intern and I attended a Word Press website design class. She was able to completely redesign our website using this program and information from the old website. The library has a new beautifully designed, easy to use, and updated website which the community has expressed an appreciation for through personal comments and on our Facebook account.

Evelyn O., Intern Supervisor

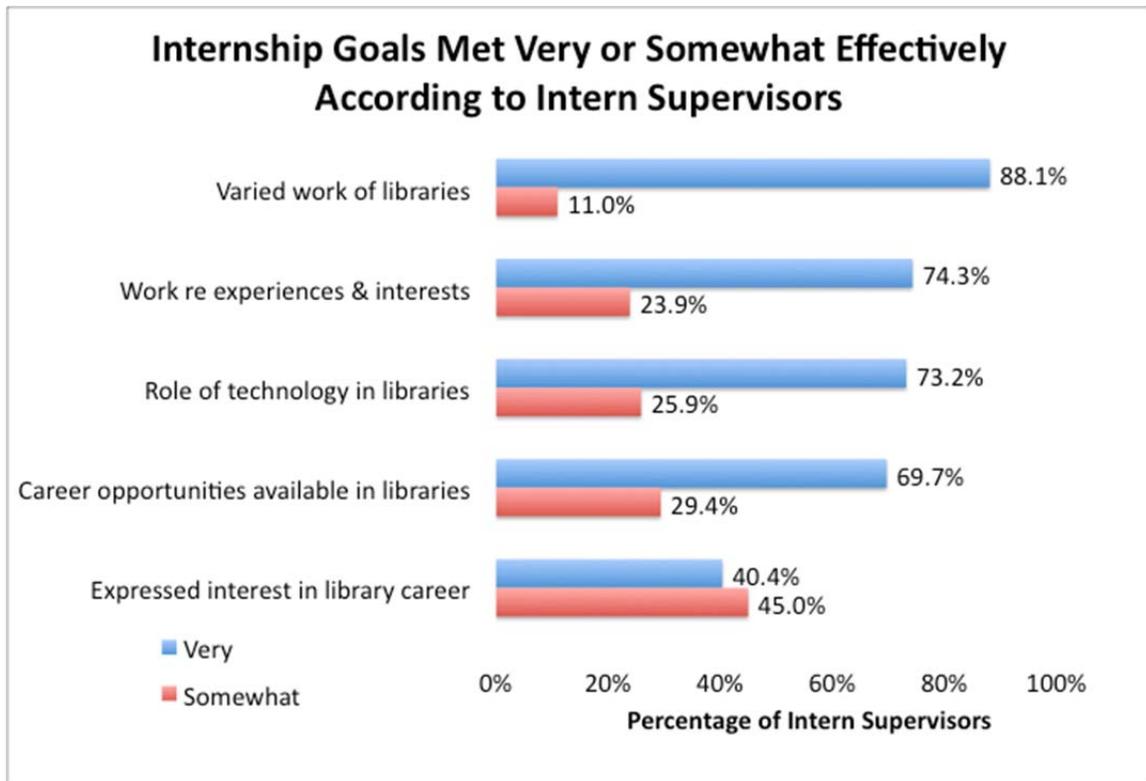
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**Attainment of Internship Goals According to Supervisors**

Majorities of intern supervisors assessed as very effective the internship program’s achievement of four goals: introducing interns to the varied work of libraries (88.1%), career opportunities available in libraries (69.7%), work experiences associated with their personal interests (74.3%), and the role of technology in libraries (73.2%). Nearly all remaining supervisors all rated the program’s performance on these goals as somewhat effective. They responded very differently in assessing the program’s performance on the goal of eliciting expressions of interest in library careers from interns: only 40.4%—less than half—of the internship supervisors assessed the program as very effective in eliciting expressions of interest in a library career from interns.



All four of our interns were surprised at the variety of tasks that library staff do on a regular basis. Three of the four were assisting with children’s programming at the branch level, and the other intern was helping our Adult Programming Manager in the Administrative Office.

Terry Wingate, intern supervisor

These internships are crucial to libraries as staffing is cut or not expanded. Our customer service would suffer without the addition of an intern who is anxious for the practical job experience we can offer during the busiest time of the year.

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Mary G., Intern Supervisor

These internships are crucial to libraries as staffing is cut or not expanded. Our customer service would suffer without the addition of an intern who is anxious for the practical job experience we can offer during the busiest time of the year. Mary G., Intern Supervisor

Our library runs with a very tight staff schedule with little time to accomplish anything other than meeting the status quo. We had been wanting to do a complete inventory of our collection which we knew would be a time consuming task. Having an intern gave us a personable, willing young person, and thus the capability to “pull off” this undertaking. Also, in a community with a 65% Hispanic population, as a Spanish speaker, our intern was of great help to our staff and patrons needing language assistance. I considered her to be a role model for our youth.  
MeMe S., Intern Supervisor

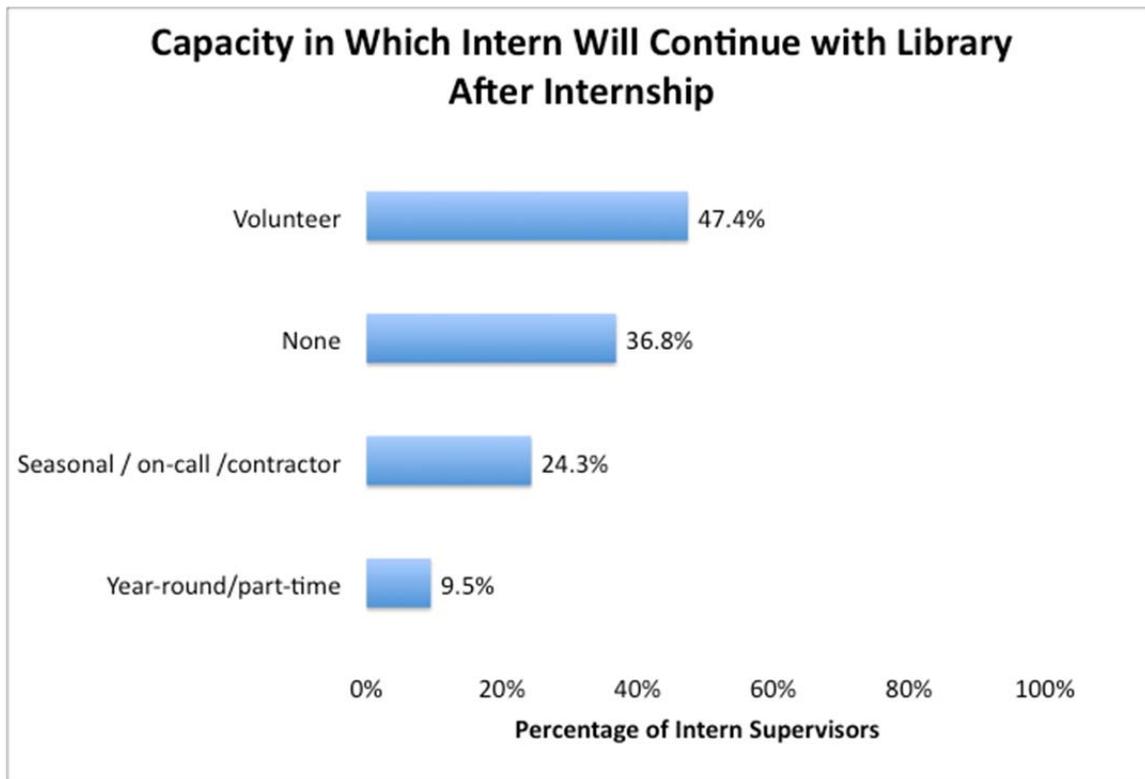
As staff worked with each intern and patrons saw them working here, they developed a broader opinion of what can be expected from area teens--and a mutual respect evolved. The interns began to see the profession of a librarian in depth. And, as the interns became familiar with their jobs and assisted patrons, they began to see patrons as people: not just a white noise of adults and children, but fellow community members improving the quality of their daily life, which provided the interns an opportunity to reach out to fellow community members.  
Julie O., Intern Supervisor

Our library and community benefit by giving professional experience to a young woman who hopes to earn her MLS and return to this community to work (we want/need our young professionals to come home), our staff enjoys sharing their professional expertise and pride in their chosen profession, and we all benefit from the projects (that we never seemed to find the time to do!) that were completed by our intern in the area of collection development in our young adult collection. It is good for our customers to see an intern in our library so they realize this is a profession requiring certain skills and an advanced level of education.  
Karen D., Intern Supervisor

I love the internship program and our library has participated many times. I think a program works the best with a mix of everyday duties and special projects. It helps to keep the intern interested.  
Mary G., Intern Supervisor

**Cultivating Rural Librarians' 21<sup>st</sup> Century Skills****Laura Bush 21<sup>st</sup> Century Librarian Program****Keith Curry Lance****Post-Internship Library Roles of Interns**

That the internship program plays a critical role in financing work experiences which introduce prospective librarians to the field is evident in the supervisors' responses when asked if and in what capacities interns are likely to continue working at their libraries after the internships conclude. Of the 95 supervisors who responded to this question, nearly half—47.4%—indicated expecting an intern to continue working at their library as a volunteer. Nearly one quarter of supervisors (24.3%) reported expecting an intern to continue as a seasonal or on-call worker or as a contractor. Some 9.5% of supervisors reported expecting an intern to continue as a year-round, part-time worker. 36.8% of supervisors did not expect an intern to continue working with them in any capacity.



Our intern came in later in May asking if he could volunteer some during the summer. I mentioned the intern grant and suggested he sign up so he could get paid for his time. I was glad he wanted to volunteer his time, but he was glad to earn some summer money, too.

Raylene Stephens, intern supervisor

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We've actually hired one of the interns for a grant-funded after-school program.  
Terry Wingate, intern supervisor

Thank you for providing us with these grants. The enthusiasm the interns bring to the position with their breadth of backgrounds always gives staff a positive boost during the summer. We learn from them as much as they learn from us. Last year's intern worked as a summer temp for Bennett Martin Public Library and is beginning grad school this fall.

Julie B., Intern Supervisor

One of our part-time staff unexpectedly decided to retire in July (compared to the October date she was planning), so our intern really stepped up and stepped into some unplanned library roles. Due to this and the training we gave her, we offered (and she accepted!) that part-time position. We know we'll have to hire and retrain another person next fall when she leaves for college, but thanks in part to this internship, we definitely have an extra paid hand for next summer! THANK YOU, NLA and NLC, for providing this wonderful opportunity, not only for our intern but for our library and community as well.

Laurie Y. & Ann M., Intern Supervisors

Our library and community have benefited greatly from having interns. Our interns have:

1. Brought to us fresh eyes, energy, and perspective
  2. Developed new programs for the public
  3. Completed worthwhile projects we did not have the time or skill to do
  4. Provided extra hands and contributed valuable ideas in all areas of our library
  5. Been a visible and active presence our customers enjoyed interacting with and caused our customers to realize that librarians are professionals
  6. Given our employees a renewed feeling of pride in their chosen profession
- and . . .

so far three of our four interns have decided to further their educations and work experience to become professional librarians--we are still working on number four!

Karen D., Intern Supervisor

Our library's intern joined our staff at a time that we need extra staff. She immediately helped with summer reading and the circulation desk duties, greeting patrons and making them feel welcome. She has officially become a part of the staff as she was hired for a part time youth services position. She will be an asset to the department.

Mary G., Intern Supervisor

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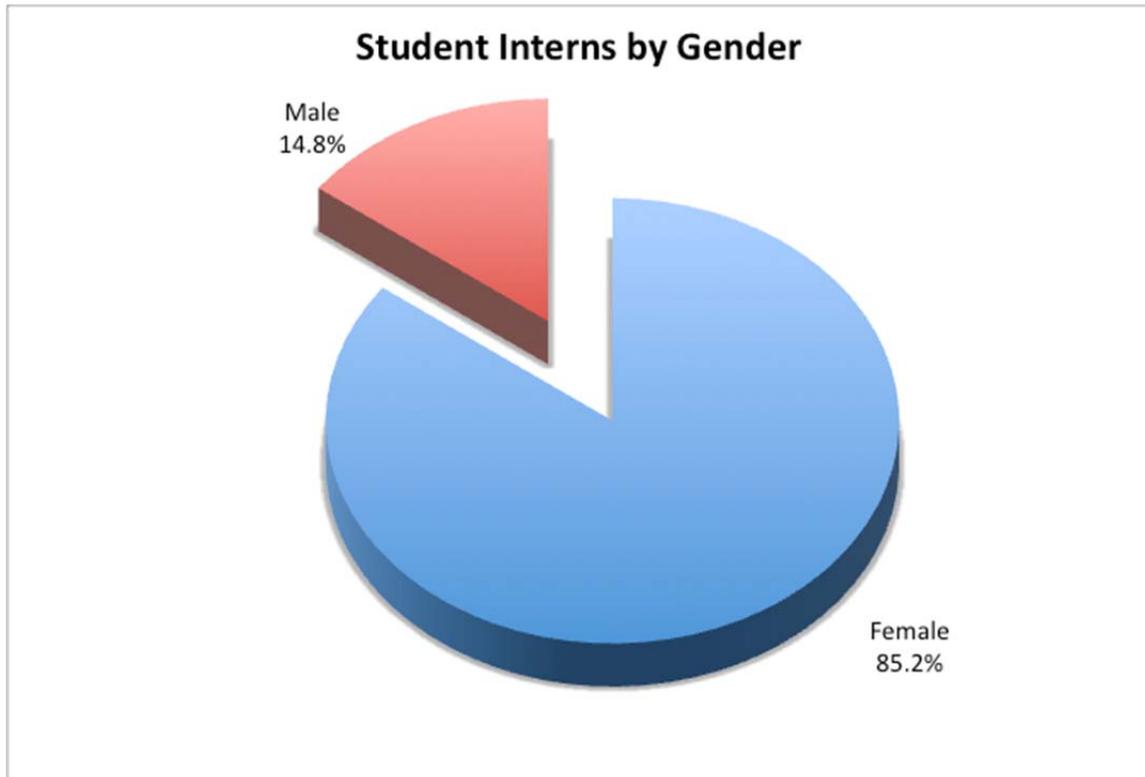
### Intern Findings

Student interns were surveyed both before and at the conclusion of their internships. 115 interns responded to the baseline survey, and 112, to the follow-up survey. Their responses to these surveys addressed a variety of issues including:

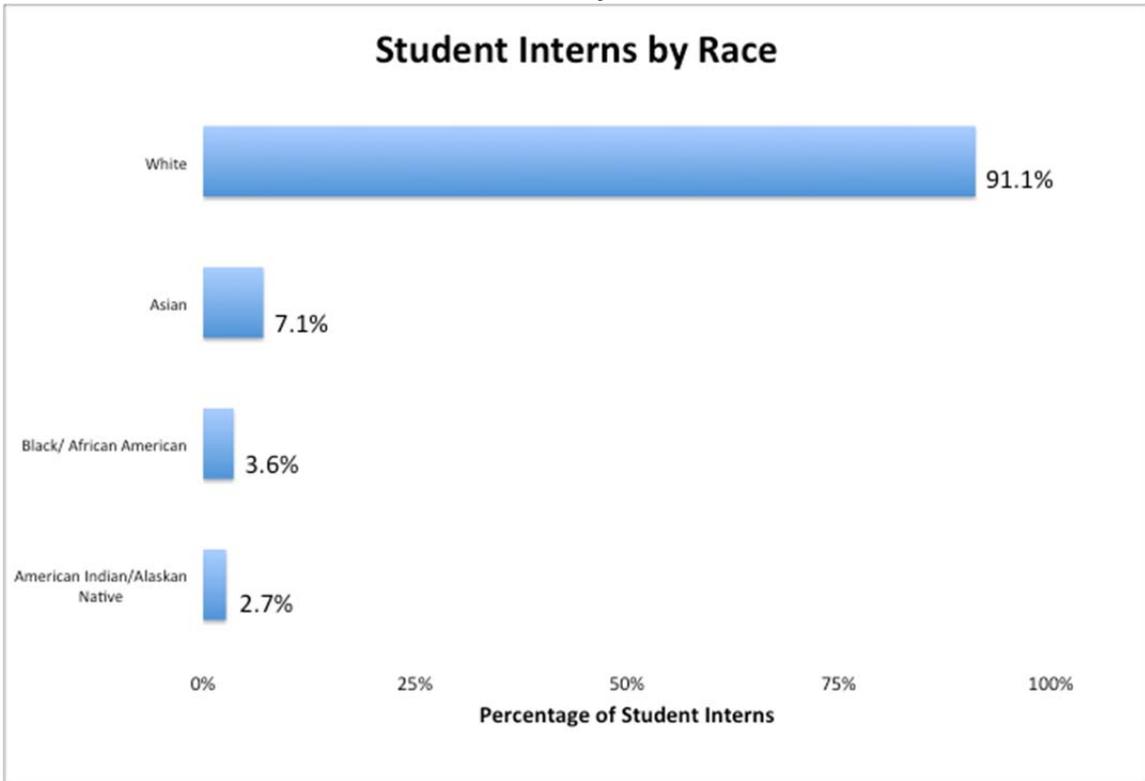
- the demographics of student interns
- their expectations of being exposed to selected library and management activities as part of a librarian's job
- the likelihood of their pursuing further library education and
- the likelihood of their pursuing a library position within the next five years

### Demographics of Student Interns

In terms of gender and race/ethnicity, the demographics of the responding student interns were not surprising: 85.2% of interns responding to demographic questions on the baseline survey were female, and 91.1% were White. With regard to race, 7.1% of responding interns identified themselves as Asian, 3.6% as Black/African American, and 2.7% as American Indian/Alaskan Native. 6.2% of the respondents identified themselves as being of Hispanic ethnicity.

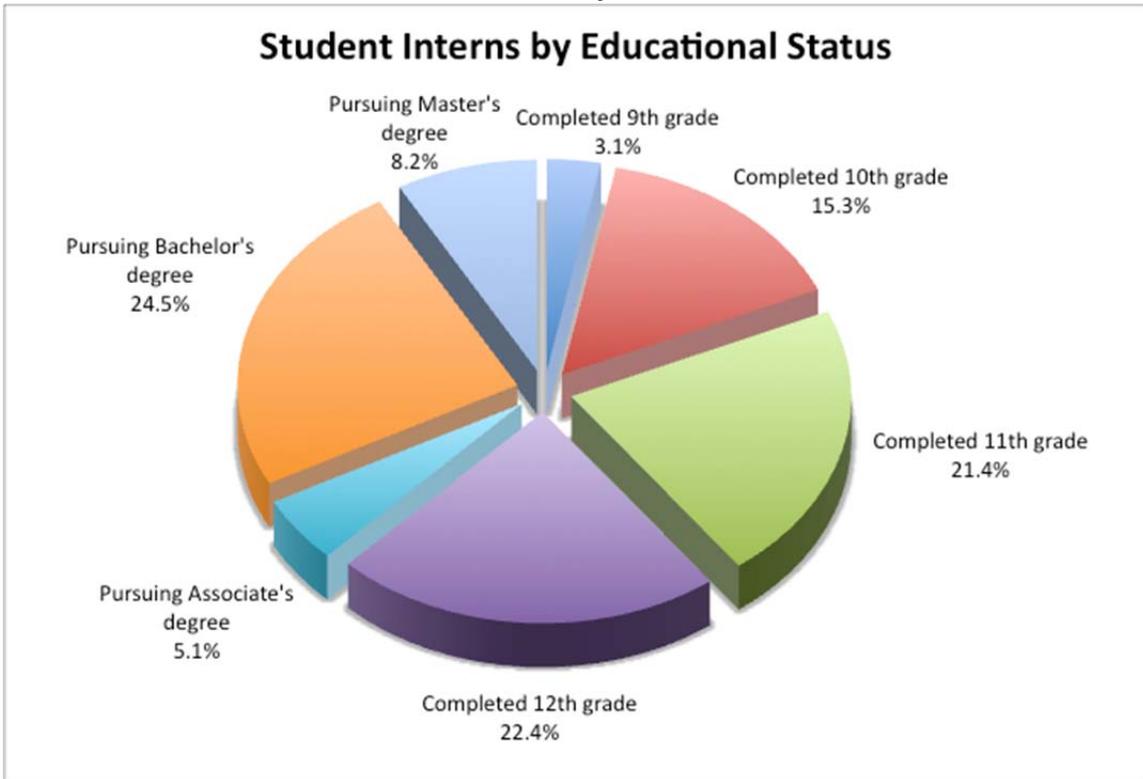


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By contrast, the status of the 98 interns reporting their educational progress was quite varied. 39.8% had not yet completed high school; 22.4% were high school graduates (12th grade), and 37.8% were pursuing postsecondary degrees (Associate's, Bachelor's, and Master's). Respondents' comments to this education status question included notes that several interns were college graduates with a Bachelor's degree (not necessarily current students) and some were pursuing PhD's.

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Our intern, a high school student, provided excellent customer service. She connected extremely well with the customers. In fact, she had customers asking for her to help them. She learned the job quickly and showed enthusiasm for the job every day she worked.  
Julie B., intern supervisor

I didn't even know librarians had to have degrees. I didn't know that a librarian did so much within a library. But now I know that the job of librarian is an eventful one-and one that I plan on pursuing as soon as possible. Elizabeth H., Intern

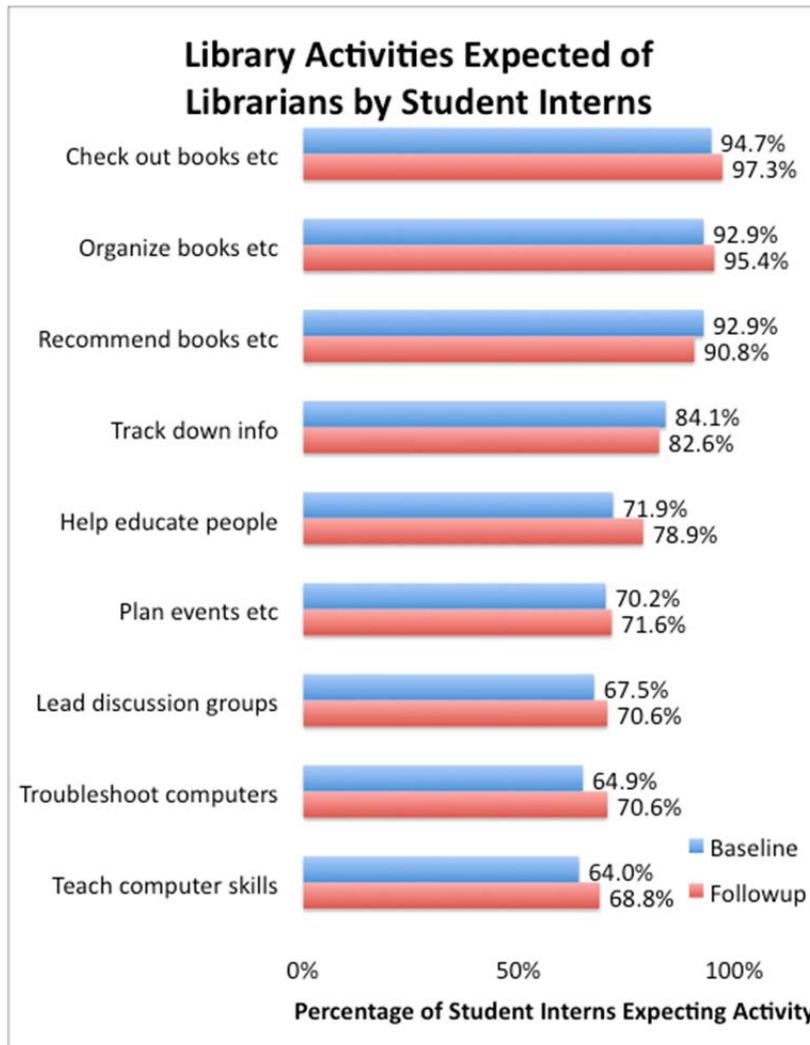
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**Expectations of Library Activities by Student Interns**

Allowing for the slightly higher response to this question on the baseline survey (114 respondents) than on the follow-up survey (108 respondents), student interns did not evidence many dramatic changes in their expectations of library-specific activities they would encounter as part of a librarian’s job. The almost universally expected activities were, predictably, about books and other library materials: checking them out (94.7% baseline, 97.25 followup), organizing them (92.9%, 95.4%), and recommending them (92.9%, 90.8%). Only about two-thirds of responding interns expected librarians to be involved in teaching computer skills (64%, 68.8%), or planning events (70.2%, 71.6%). Following their internships, student interns’ expectations of the following activities as part of a librarian’s job showed the largest increases: Helping educate people (71.9%, 78.9%) and troubleshooting computers (64.9%, 70.6%).



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I've learned that the job of a librarian is multifaceted and involves knowing a little bit about everything. I never understood the work necessary to maintain a library (the complexities of cataloging, organizing programs for children, finding ways to engage all people of the community, etc.), and after completing this internship, I have a great respect for the job of librarian and what it entails.

Shyamaly P., Intern

It was so amazing to learn about all of the library operations and a librarian's duty. I never would have thought that there would be so much involved with being a librarian so it was a definite eye-opening experience. It has made me highly consider the Library Sciences career path as my future career. Overall, I would give this experience a six out of five stars!

Ashley B., Intern

It is clear that technology is a huge catalyst in bringing people to the library. This branch library provides technology and technology classes that local residents would otherwise not have access to.

Lauren M., intern

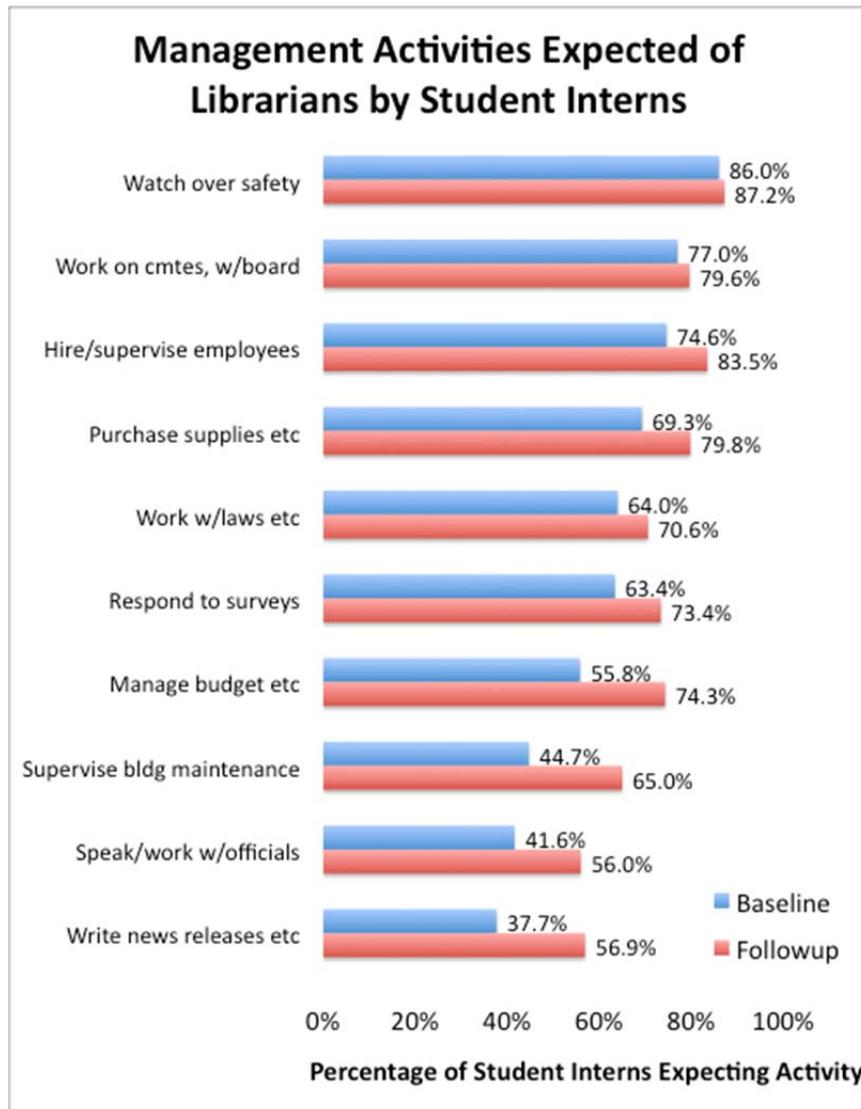
I was almost brought to tears when a patron informed us that our teen writing contest inspired her daughter to write more and possibly pursue a career in the field. The mother and daughter were both ecstatic when she won first place.

Rachel Z., intern

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**Expectations of Management Activities by Student Interns**

By and large, interns’ expectations about management activities they would encounter as librarians changed significantly over the course of their internships. While near the bottom half of the pack at the outset, expectations about the following management activities increased the most overall for the 114 baseline and 108 followup respondents to this survey question: Supervising building maintenance (44.7% baseline, 65.1% followup), managing budget (55.8%, 74.3%), writing news releases, etc (37.7%, 56.9%) and speaking/working with officials (41.6%, 56%). Management activities that responding interns most strongly anticipated at the outset were watching over safety (86%, 87.2%), working on committees (77%, 79.6%) and hiring/supervising employees (74.6%, 83.5%).



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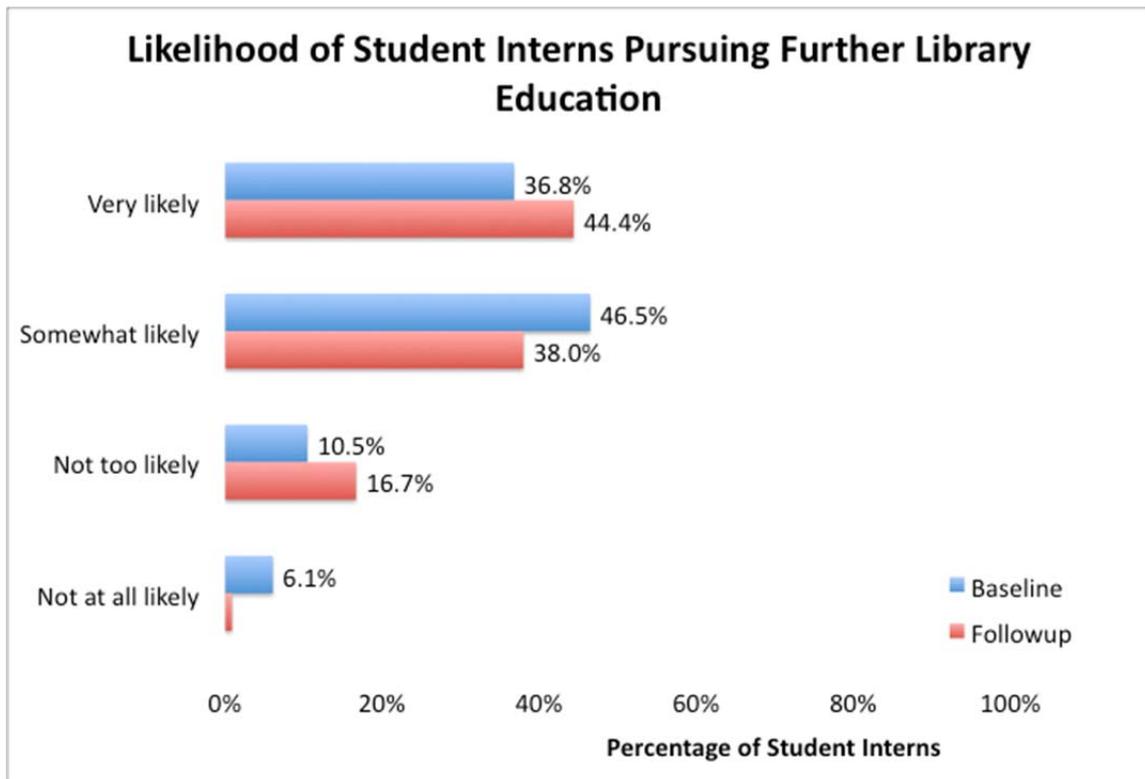
I learned the importance of keeping one's cool when in the position of management.  
Rachel Z., intern

Each intern had some great talents that we capitalized on. One of them was an English major, so she helped us by condensing our Fall 2012 Omaha Reads book into "tweets", which we sent out throughout September. Another is a free-lance writer, so she helped with a series of "ghost story-writing" sessions for youth. Another is a reading specialist for the Omaha Public Schools, and she was able to use her classroom techniques in managing a somewhat "challenging" group of kids and teens that participated in the evening programs at her branch. We were very pleased with all of them, and we really tried to place them in spots where they could enhance the things that we were doing.  
Terry W., intern supervisor

There is a lot more work than most people realize. Not only does one have to be knowledgeable about books and authors but one also has to be knowledgeable about science, math, and business. Librarians also have to do a lot of marketing to keep the library on the map and keep some sort of cash flow coming through. Being a librarian is a lot of work but it seems to be extremely rewarding.  
Ashley B., Intern

**Cultivating Rural Librarians' 21<sup>st</sup> Century Skills****Laura Bush 21<sup>st</sup> Century Librarian Program****Keith Curry Lance****Student Interns & Further Library Education**

Internship experiences appear to have changed the minds of some interns about the likelihood of their seeking further library education after concluding their internships. The number of interns who considered very likely pursuing further education in the field jumped from 36.8% in the baseline survey (out of 114 respondents) to 44.4% in the follow-up survey (of the 108 respondents). Naturally, this contributed to a drop in the number considering it somewhat likely that they would pursue further library education from 46.5% to 38%. At the opposite end of the spectrum, the number of interns considering library education improved modestly—not at all likely responses went from 6.1% to 0.9%, though not too likely increased from 10.5% to 16.7%.



I work for a school district doing a reading program and have the summers off. I was looking for a productive way to spend my time. A friend of mine attending UNO sent me a link to the opportunity as she knew of my interest in library science.  
Lauren M., intern

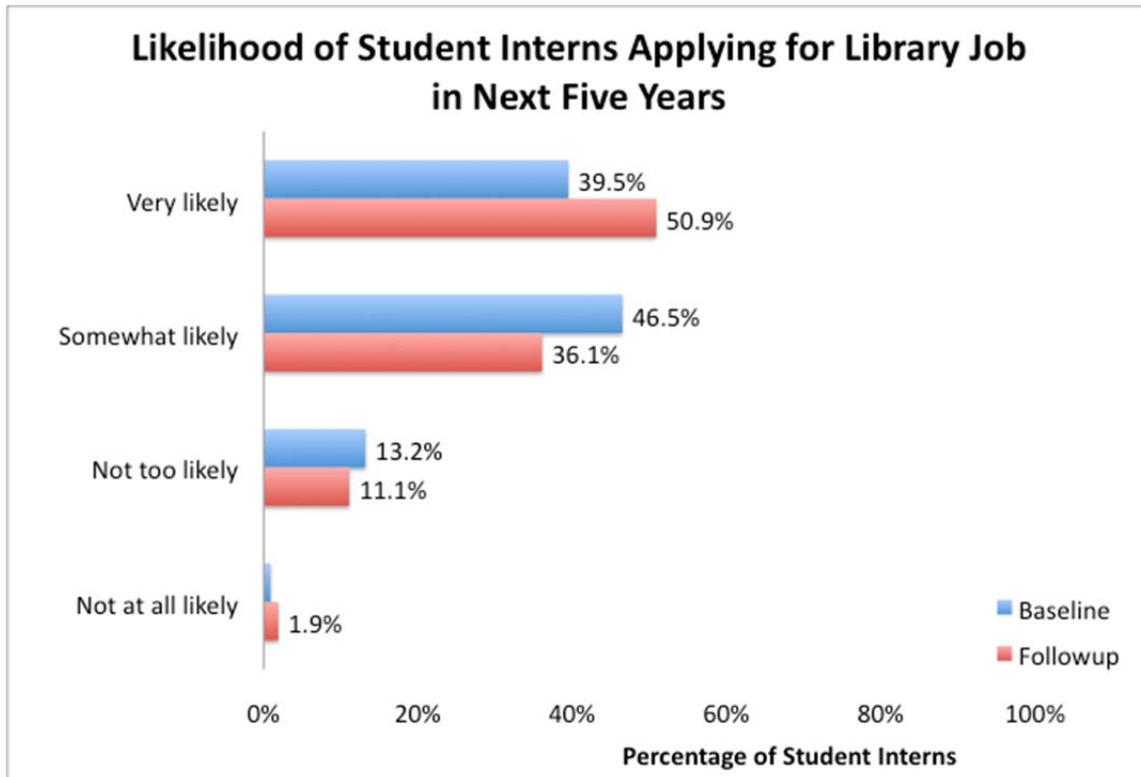
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I believe our intern’s experience truly confirmed her desire to work towards her MLS. She gained specific knowledge about all of the workings of a public library, received practical work experience, improved her communication skills, and (I believe) was surprised at how much she loved working in technical services/book processing.

Karen D., intern supervisor

**Student Interns & Future Library Employment**

Interestingly, the positive impact of internships on student interns anticipating library employment within the next five years was notably stronger than their impact on educational expectations. With slightly fewer respondents to this question on the follow-up survey (108) than on the baseline survey (114) the very likely responses grew from 39.5% to 50.9%, while somewhat likely responses went from 46.5% to 36.1%. Not too likely responses decreased a bit from 13.2% to 11.1%. Notably, only 1.9% of respondents indicated, in the follow-up survey, that they are not at all likely to pursue library work—in the baseline survey, 0.9% of the interns gave this response.



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My dream job would be in a library. I don't think I could see myself anywhere else.  
Rachel Z., intern

I would be in heaven spending my days amongst piles of Art History books as an Art history reference librarian in an academic library.  
Lauren M., intern

I learned the value that a public library gives to its community. This experience has also allowed me the opportunity to narrow down the type of library I would like to work in.  
Kim H., Intern

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### **Conclusion**

On the basis of this project evaluation, the following conclusions and questions for consideration by project staff are offered.

#### **Scholarship Program**

The scholarship program has served at least 90 students. All but one were White and non-Hispanic, and 9 out of 10 were female.

What can be done to attract more demographically diverse people to librarianship?

The scholarship program attracted recruits with divergent educational backgrounds and goals. This said, most scholarship recipients had either graduated from high school or have a bachelor's degree, and their goal was to earn a master's degree in library and information science.

What can be done to ensure that librarianship continues to attract candidates with diverse educational backgrounds and goals?

What scholarship recipients revealed of their prior connections with libraries indicated that most were employed currently in libraries, though some came to LIS education after serving as volunteers.

What can be done to ensure that librarianship continues to attract candidates from the ranks of current library employees and volunteers?

What can be done to expand the pool of potential librarians beyond the ranks of current library employees and volunteers? (Answers to this question might suggest ways to strengthen existing partnerships or to develop new ones.)

By far the factor making pursuit of LIS education most attractive to scholarship recipients was fulfilling their personal plans for the future. The majority also cited the support of family and friends, employers, and colleagues as making LIS education at least somewhat attractive. Not surprisingly, the two factors making pursuit of LIS education least attractive were financial and time considerations. The scholarship program, of course, addressed the financial issue.

How can we emphasize in recruiting efforts financial and other types of support available to potential librarians?

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A predictable list of factors made working in a library most attractive to most scholarship recipients: the nature of library tasks, libraries as places, working with the public, the role of technology, organizing information, and the freedom of information. Factors that made library work least attractive included the image of librarians, the library job market, and the potential compensation of library jobs.

How can we emphasize in recruiting efforts those characteristics of library work that tend to make it more appealing to prospective librarians (i.e., personal plans for the future; support of employers, colleagues, family and friends)?

How can we address in recruiting efforts how prospective librarians can negotiate the issues that arise from less appealing conditions of library work (i.e., the image of librarians, the job market, potential compensation)?

A major focus of this project was developing the 21<sup>st</sup> Century learning skills of prospective librarians. Most scholarship recipients came into the program feeling familiar or somewhat familiar with most of the concepts involved in 21<sup>st</sup> Century learning skills. Of the learning and information skills, the ones with which scholarship recipients expressed least familiarity were cross-disciplinary thinking, visual literacy, and scientific/numerical literacy. Of the life and career skills, those with which they were least familiar include leadership and responsibility and social/cross-cultural skills. Of the 21<sup>st</sup> Century skills themes, the one least familiar with them was financial/economic/business/entrepreneurial literacy.

How can we ensure that educational opportunities for librarians address 21<sup>st</sup> Century learning skills with which some participants in this project indicated less familiarity (i.e., cross-disciplinary thinking, visual literacy, and scientific/numerical literacy; leadership and responsibility and social/cross-cultural skills; financial/economic/business/entrepreneurial literacy)?

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### **Internship Program**

Survey responses and comments from both intern supervisors and student interns indicated high levels of satisfaction with how the internship program was managed and supported as well as high approval ratings from both intern supervisors and interns themselves with each other and NLC.

### **Intern Supervisors**

When intern supervisors were asked about which NLC resources they used in planning and directing their internships, notably, the more interactive options received lower reports of use. It might be worth exploring what leads intern supervisors to rely more on the NLC internship website and NLC “tips” document) than the online orientation session, MassBLAST wiki page, and Facebook page.

Are there obstacles to use of the interactive intern orientation options that can be overcome by future internship projects? If so, steps might be taken to increase participation in such offerings.

Otherwise, is there something about the more static resources that is more appealing? Is it the static nature of the resources or their content? If the latter, it might be advisable to develop more such resources?

When intern supervisors were asked in which areas they orient and assign tasks to interns, there were some areas in which interns were far more likely to be oriented than assigned tasks. These areas included administration, acquisitions, cataloging, collection development, databases, interlibrary loan, and the library website.

Do supervisors perceive that tasks in some areas of work require expertise that student interns either do not possess or for which they cannot be trained on-the-job?

Or are these areas where future internship projects might provide more guidance to intern supervisors in how to design internships that provide experience in these areas?

Notably, intern supervisors ranked as very or somewhat effective almost all interns both at the start and at the end of their internships. This suggests that the internship program attracted a very high caliber of candidates.

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What can be done to ensure that future internship projects continue to attract candidates with good communication, technology, and evaluation skills as well as the initiative and diligence to complete their assigned tasks?

Likewise, all intern supervisors rated the internship program as very or somewhat effective at achieving its targeted goals— the varied work of libraries, the career opportunities available in libraries, the role of technology in libraries, introducing interns to library work consistent with their experiences and interests, and as well as eliciting expressions of interest in library careers.

What can be done to ensure that the internship program continues to fulfill its targeted goals?

What can be done to increase the perceived effectiveness of internship projects at eliciting expressions of interest in library careers from student interns? Might it be possible that some supervisors under-estimate such interest, because student interns either were not given opportunities to express it, or because interns were not asked explicitly about this issue? (Related questions: Is it possible to ask explicitly without “leading the witness?” If not, what other options might there be besides merely creating opportunities for interns to express the idea?)

When asked about opportunities for student interns to continue working at their libraries after the internships concluded, most supervisors indicated few paid employment opportunities, though over half anticipated volunteer placements.

What can NLC, NLA, and other library organizations in the state do to increase the number of paid and/or volunteer opportunities for post-internship work in libraries?

Are there existing resources of which future intern supervisors and interns may be yet unaware?

**Student Interns**

Like scholarship recipients, student interns tended to be White, non-Hispanic females.

What can be done to attract more demographically diverse internship candidates?

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When asked how surprised they would be to see certain library-specific activities in a librarian's job description, interns were most likely to indicate: troubleshooting computers, teaching computer skills, planning and managing events, and helping to educate people in the community.

What can be done by future internship projects and by intern supervisors to give student interns more exposure to these types of activities?

When asked how surprised they would be to see certain management-related activities in a librarian's job description, interns were most likely to indicate: writing news releases and reports, supervising building maintenance, managing budgets, and speaking to and working with public officials.

How can future internship programs provide more encouragement to intern supervisors and equip them better to involve student interns in activities in these areas of library management?

When student interns themselves were asked about the likelihood of their pursuing further library education or applying for library jobs in the next five years, large majorities indicated it was very or somewhat likely they would do so.

How can internship projects and intern supervisors provide more active encouragement of consideration of library education and work by interns?

How can internship projects and intern supervisors more actively elicit expressions of interest in further library education and library jobs from interns?

Overall, survey responses and comments, key informant interview responses, and Facebook group participation indicated that the NLC Cultivating Rural Librarians' 21<sup>st</sup> Century Skills project fulfilled its purposes and provides a successful model for other scholarship and internship projects to replicate.