

PROGRAM INFORMATION SHEET – PAGE ONE

1. Applicant Information

a. Legal Name (5a from Face Sheet):

b. Organizational unit (if different from Legal Name) :

c. Organizational Unit Address

Street1:

Street2:

City:

County:

State:

Zip+4/Postal Code:

d. Web Address: http://

e. Type of Institution (Check one):

- | | | |
|---|---|--|
| <input type="checkbox"/> Academic Library | <input type="checkbox"/> Library Association | <input type="checkbox"/> School Library or School District applying on behalf of a School Library or Libraries |
| <input type="checkbox"/> Aquarium | <input type="checkbox"/> Library Consortium | <input type="checkbox"/> Science/Technology Museum |
| <input type="checkbox"/> Arboretum/Botanical Garden | <input type="checkbox"/> Museum Library | <input type="checkbox"/> Special Library |
| <input type="checkbox"/> Art Museum | <input type="checkbox"/> Museum Services Organization/ Association | <input type="checkbox"/> Specialized Museum ** |
| <input type="checkbox"/> Children's/Youth Museum | <input type="checkbox"/> Native American Tribe/Native Hawaiian Organization | <input type="checkbox"/> State Library |
| <input type="checkbox"/> Community College | <input type="checkbox"/> Natural History/Anthropology Museum | <input type="checkbox"/> State Museum Agency |
| <input type="checkbox"/> Four-year College | <input type="checkbox"/> Nature Center | <input type="checkbox"/> State Museum Library |
| <input type="checkbox"/> General Museum* | <input type="checkbox"/> Planetarium | <input type="checkbox"/> Zoo |
| <input type="checkbox"/> Graduate School of Library and Information Science | <input type="checkbox"/> Public Library | <input type="checkbox"/> Institution of higher education other than listed above |
| <input type="checkbox"/> Historic House/Site | <input type="checkbox"/> Research Library/Archives | <input type="checkbox"/> Other, please specify: |
| <input type="checkbox"/> Historically Black College or University | | |
| <input type="checkbox"/> History Museum | | |

*A museum with collections representing two or more disciplines equally (e.g., art and history)

**A museum with collections limited to one narrowly defined discipline (e.g., textiles, maritime, ethnic group)

2. Grant Program or Grant Category

a. 21st Century Museum Professionals

b. Congressionally Directed Grants

c. Connecting to Collections: Statewide Grants

d. Conservation Project Support

- General Conservation Survey
- Detailed Conservation Survey
- Environmental Survey
- Environmental Improvements
- Treatment
- Training

e. Grants for Learning Labs in Libraries and Museums

Select Museum or Library:

- Museum
- Library

f. Laura Bush 21st Century Librarian Program

Select Funding Category:

- Project Grant
- Collaborative Planning Grant
- National Forum Planning Grant

Select Project Category:

- Master's-level Programs
- Doctoral-level Programs
- Research: Early Career Development
- Continuing Education
- Programs to Build Institutional Capacity
- Scholarship Continuation

g. Museum Grants for African American History and Culture

h. Museums for America

- Engaging Communities
- Building Institutional Capacity
- Collections Stewardship

i. National Leadership Grants

Select Museum or Library:

- Museum
- Library

Select Funding Category:

- Project Grant
- Planning Grant
- National Forum Grant

Select Project Category:

- Advancing Digital Resources
- Demonstration
- Library Museum Collaboration
- Research

j. Native American/Native Hawaiian Library Services

- Basic Grant only
- Basic Grant with Education/ Assessment Option
- Enhancement Grant
- Native Hawaiian Library Services

continued on next page...

PROGRAM INFORMATION SHEET – PAGE TWO

2. Grant Program or Grant Category (cont'd)

k. Native American/Native Hawaiian Museum Services

- Programming
 Professional Development
 Enhancement of Museum Services

l. Sparks! Ignition Grants

Select Museum or Library:

- Museum
 Library

3. Request Information

a. IMLS funds requested:

b. Cost share amount:

4. Museum Profile (Museum Applicants only)

- a. Is the institution either a unit of state or local government or a private not-for-profit organization that has tax-exempt status under the Internal Revenue Code and that is organized on a permanent basis for essentially educational or aesthetic purposes? Yes No
- b. Does the institution own or use tangible objects, whether animate or inanimate? Yes No
- c. Does the institution care for tangible objects whether animate or inanimate? Yes No
- d. Are these objects exhibited by the institution to the general public on a regular basis through facilities the institution owns or operates? Yes No
- e. Is the institution open and exhibiting tangible objects to the general public at least 120 days a year through facilities the institution owns or operates? Yes No

Institution's attendance for the 12-month period prior to the application: Onsite: _____ Offsite: _____

Year the institution was first open and exhibiting to the public: _____

Total number of days the institution was open to the public for the 12-month period prior to application: _____

- f. Does the institution employ at least one professional staff member, or the fulltime equivalent, whether paid or unpaid, who is primarily engaged in the acquisition, care, or exhibition to the public of tangible objects owned or used by the institution? Yes No

Number of full-time paid institution staff: _____

Number of full-time unpaid institution staff: _____

Number of part-time paid institution staff: _____

Number of part-time unpaid institution staff: _____

g.

Fiscal year	Revenue/ Support Income	Expenses/ Outlays	Budget deficit (if applicable)*	Budget surplus (if applicable)*
Most recently completed FY				
Second most recently completed FY				

*If Institution has a budget deficit or surplus for either of the two most recently completed fiscal years, please explain the circumstances of this deficit or surplus in the Text Responses section of the application.

5. Project Partners

In the space below, please list the names of any organizations that are official partners in the project. All official partners must include a completed Partnership Statement Form in this package.

6. Native Hawaiian Organization Eligibility (Native American/Native Hawaiian Programs only)

Is the institution an eligible not-for-profit organization that primarily serves and represents Native Hawaiians (as defined in Title 20 U.S.C. Section 7517; if yes, see Proof of Eligibility requirements)? Yes No

PROGRAM INFORMATION SHEET – PAGE THREE

7. Institutional Profile (Native American Library Services Grants only)

- a. Number of hours per week the library collection is accessible to patrons:
- b. Number of staff dedicated full-time to library operations:
- c. Number of staff with part-time library duties:
- d. Number of items in the collection (books, journals, media):
- e. Number of items checked out per year:
- f. Does library staff have access to the Internet? Yes No
- g. Does the library provide public access to the Internet? Yes No
- h. Amount of operating budget for library services in most recently completed fiscal year:
- i. Identify which of the following activities will be supported by grant funds (check all that apply):
 - Expand services for learning and access to information and educational resources.
 - Develop library services that provide all users with access to information.
 - Provide electronic and other linkages between and among all types of libraries.
 - Develop public and private partnerships with other agencies and community-based organizations.
 - Target library services to help increase the access and the ability to use information resources for individuals of diverse backgrounds, with disabilities, or with limited functional literacy or information skills.
 - Target library and information services to help increase the access and the ability to use information resources for persons having difficulty using a library, and for underserved urban and rural communities.
- j. Maintenance of Effort (check the appropriate response):
 - This year's expenditures will equal or exceed previous 12 month grant period. Maintenance of effort is assured.
 - This year's expenditures will not equal or exceed previous 12 month expenditure. Maintenance of effort is not assured.
 - Maintenance of effort does not apply.

8. Collection and Material Information (Conservation Project Support Grants only)

a. Type of Collection

- Art
- Natural History
- Living Plants
- History
- Anthropology
- Living Animals

b. Types of Materials. Use a scale from 1 (primarily affected) to 4 (minimally affected) to show which collection types are primarily affected by the project:

aeronautics, space/airplanes	horological (clocks)	photography, negatives
animals, live	landscape features, constructed	photography, prints
animals, preserved	machinery	physical science projects
anthropologic, ethnographic	maritime, historic ships	plants, live
archaeological	medals	plants, preserved
books	medical, dental, health, pharmacological	sculpture, indoor
Ceramics, glass, metals, plastics		sculpture, outdoor
documents, manuscripts	military, including weapons	textiles and costumes
furniture/wooden objects	motion picture, audiovisual	tools
geological, mineral, paleontological	musical instruments	toys and dolls
historic building	numismatics (money)	transportation, excluding airplanes
historic sites	paintings	
	philatelic (stamps)	works of art on paper

Abstract

McHenry County College: Information Literacy for College Readiness

The purpose of this Collaborative Planning Grant at McHenry County College (MCC) is to fully develop ideas to apply for a Laura Bush 21st Century Librarian Program Project grant for Continuing Education. Through the year of planning, partnerships will be fostered with the community college district #528 high school librarians to develop a plan to increase the information literacy of high school students through professional development of the librarians to better understand the expectations of college-level students. This will further enhance the college readiness of students entering McHenry County College, as they are not adequately prepared with the skills needed to locate, evaluate, and use information effectively in the modern information age. The project's goal is: Increase information literacy skills among high school librarians through a best practices program. The project's objective is: Develop a planning group of 10 librarians from target district high schools to create a professional development plan for information literacy of high school librarians, and an educational plan for high students.

Starting with Harvard School District, and gathering partners from other area school districts (Marengo High School, Huntley High School, Woodstock and Woodstock North High School, McHenry and McHenry West High School, and Alden-Hebron High School), MCC will work with the area librarians to identify the Information Literacy needs of the students at their schools, as well as the training and education the librarians need to meet the student needs. A formal needs assessment will be conducted by the Office of Research, Evaluation, and Policy Studies at Northern Illinois University. Located in the most rural corner of McHenry County, Harvard is approximately 75 miles from Chicago. Harvard's school profile most closely resembled the student body MCC is trying to reach. 50% of the high school students in Harvard are Latino, and 43.9% are low income, Harvard Community Unit School District (CUSD) 50 reported 69.2% of all students graduated from high school in school year 2011.

This project will also provide the baseline research to begin planning a larger initiative to educate the librarians through professional development activities on the skills students need to have in information literacy. As MCC collaborates with district high schools and works to create a cohesive college readiness framework that includes aligned curriculum, this project will provide information for that larger project, and thus be more likely to transform practice and be adopted by the district high schools. Furthermore, the results from the needs assessment will be shared with each high school, so each school will be aware of the information literacy needs of their own students and where they compare to the other district high schools.

The project is divided into 4 parts over the course of the project year (April 1, 2013-March 30, 2014): Planning, Needs Assessment, Reviewing Results, and Project Design. These four areas each have activities that contribute to the overarching project goal and objective of the collaborative planning grant. Project activities and methods begin with developing the partnerships with the target high school libraries. There will be 20 planning meetings conducted over the course of the project year. These meetings will serve to develop a logic model for the current project once all of the partners are recruited, conduct the needs assessment, review the results, disseminate the results to the target high schools, discuss recommendations, conduct a literature review for the program implementation, research professional development training programs on information literacy, develop the larger project's design, and begin to write the proposal for a full Continuing Education grant.

McHenry County College: Information Literacy for College Readiness

Statement of Need

The purpose of this Collaborative Planning Grant at McHenry County College is to fully develop ideas to apply for a Laura Bush 21st Century Librarian Program Project grant for Continuing Education. Through the year of planning, partnerships will be fostered with the community college district #528 high school librarians to develop a plan to increase the information literacy of high school students through professional development of the librarians to better understand the expectations of college-level students. This will further enhance the college readiness of students entering McHenry County College, as they are not adequately prepared with the skills needed to locate, evaluate, and use information effectively in the modern information age.

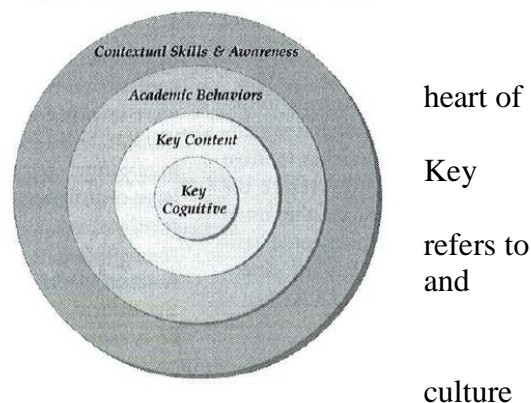
After researching the avenue to success for community college students, Academic Affairs developed a plan to remedy this problem of poor college readiness. The plan is derived from Conley's College Readiness Framework¹ in which there are four components that students must possess in order to successfully complete credit-bearing college coursework. These components are:

- Key Cognitive Strategies
- Key Content
- Academic Behaviors
- Contextual Skills and Awareness

As shown in Figure 1, Key Cognitive Strategies are at the heart of the college readiness model. These strategies encompass problem solving, interpretation, precision, and accuracy. Content Knowledge includes skills, concepts, and principles foundational to the academic subject. Academic Behaviors the ability of a student to be organized, possess study skills, work within a group dynamic. Contextual Skills and Awareness, also referred to as 'college knowledge,' represents the information about the campus system and necessary for successful academic and social navigation.

An evaluation conducted by Baber, Castro, and Bragg² found that these strategies are the least evident utilized in college and career readiness programs at community colleges, despite the critical need for students to understand academic content and concepts to be successful in higher education. Conversely, Key Content Knowledge is at the core of the initiatives evaluated. An important part of developing this area according to Baber et al. is to work to align the curriculum between high schools and community college to limit the need for remediation when the student enters college. The study further showed that of the college readiness initiatives implemented on a community college campus, none of the initiatives possessed all four of the College Readiness Framework components.

Figure 1: Facets of College Readiness



¹ Conley, D. T. (2009). Rethinking college readiness. *Update on Research and Leadership*, 20(2). Champaign, IL: Office of Community College Research and Leadership, University of Illinois.

² Baber, L. D., Castro, E. L., & Bragg, D. D. (2010). Measuring success: David Conley's college readiness framework and the Illinois college and career readiness act. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

There are four main strategies that will be implemented over the next several years at MCC which will help to achieve our 21st Century goals and objectives that are aligned with Conley's College Readiness Framework. This project's goal to increase information literacy skills among high school librarians through a best practices program will contribute to the college's educational plan for the library by providing much data and research on information literacy of future students, and the needs of district libraries in serving their students.

Strategy	Key Cognitive Strategies	Key Content Knowledge	Academic Behaviors	Contextual Skills and Awareness
Expand services for learning and access to information and educational resources.	X	X	X	X
Develop library services that provide all users with access to information.	X		X	
Provide electronic and other linkages between and among all types of libraries.				X
Target library services to help increase the access and the ability to use information resources for individuals of diverse backgrounds, with disabilities, or with limited functional literacy or information skills.		X	X	
Target library and information services to help increase the access and the ability to use information resources for persons having difficulty using a library, and for underserved urban and rural communities.	X			X

The public service aspect of librarianship is a teaching profession. Librarians are educators, whether in a one-on-one exchange at a reference desk or a classroom session in front of many.³ Library schools are doing their students and future employers of current students a disservice by failing to recognize user education as a core competency of today's information professional. Continuing education and on-the-job training are important components of a librarian's professional development. Librarians need to provide patrons with the answer they need, context for that answer, and the ability to apply what they've learned in the future.

In a study conducted at Cabrillo College⁴, an information literacy needs assessment was conducted of students in order to develop instructional module prototypes to be used to improve the college's efforts to prepare students for information access and management in the workforce. Information literacy has to be integrated into school curricula. Information literacy skills are learned through coursework. Inquiry-based learning is resource-based learning. Librarians are critical partners in developing curricula that meet those learning objectives. To be involved in information literacy efforts at college levels requires an increased awareness of what kinds of realistic assumptions we can make about the skill and knowledge levels of incoming students.

Audience That Will Benefit from Project

³ Hall, R. A. (2009). Teaching how to teach: User instruction remains a professional priority. *American Libraries*. Retrieved online from <http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=8b08b55d-eba7-402c-836a-187d649c8393%40sessionmgr115&vid=2&hid=127>

⁴ Smalley, T. N. (Instructional Efforts: Information Literacy K-12. Retrieved online from <http://www.cabrillo.edu/~tsmallley/InstructionalEfforts.html>

Just under half of all credit-earning undergraduates enroll at community colleges. These students are more likely to come from lower-income households, to be first-generation college students, to have lower academic skills, and to enroll in developmental or remedial education.⁵ *Approximately 50% of community college enrollees never earn a degree or certificate.* For the Latino population, which is the fastest growing segment of the U.S. population, the lack of college success is alarming. It is estimated that half of the Latino students that attend college are the first to do so in their family⁶, and only 19.2% of Latinos ages 25-34 attained an associate's degree.⁷ Barriers to Latino success in higher education include lack of guidance, lack of relevancy of high-school courses to career or college, and a lack of coursework that challenges and engages students to learn.

The lack of students entering MCC that are college ready is alarming. Research shows that more than ½ of all students who enter community college are unprepared for college work.⁸ Yet at MCC, of all students age 19 and younger who took the ACT®, the test confirmed that 81.1% of students were *not* college ready for 2010, 82.7 % of students were *not* college ready for 2011, and 83.4% were *not* college ready for 2012.⁹

MCC's outstanding collaborative relationships with area schools lead to programs that best match the needs of our constituent schools. Starting with Harvard School District, and gathering partners from other area school districts during the beginning of the project, MCC will work with the area librarians to identify the Information Literacy needs of the students at their schools, as well as the training and education the librarians need to meet the student needs. Located in the most rural corner of McHenry County, Harvard is approximately 75 miles from Chicago. Harvard's school profile most closely resembled the student body MCC is trying to reach. 50% of the high school students in Harvard are Latino, and 43.9% are low income, Harvard Community Unit School District (CUSD) 50 reported 69.2% of all students graduated from high school in school year 2011

Assessment of the Audience's Needs

The McHenry County College Library directly contributes to the college's five (5) General Education Goals: Critical Thinking, Information Literacy, Effective Communication, Ethical Awareness, and Technological Literacy. The Library assesses the goal of Information Literacy on an annual basis at the course-level¹⁰. An information literacy quiz consisting of 15 questions is administered each Spring to students. In 2011, the quiz was administered to 181 students in sections of college English, and in 2012, the quiz was administered to 217 students. In 2011, students scored an average of 78.7%. In 2012, students scored an average of 79.4%. Based on these results the Library developed transformations in which to improve student learning. Transformations for 2011 were decided upon in Program Assessment Method (behavior, attitude, approach, improving or adding new methods, changes for the sake of assessment) and Pedagogical Change (using a rubric, explaining subject matter more or earlier, clarifying student expectations on assignments, improving examples, changes that apply within sections, changes for the sake of grading). For Program Assessment Method, the transformation

⁵ Community College Research Center. Retrieved May 17, 2012, from

<http://ccrc.tc.columbia.edu/Publication.asp?uid=476#T000014B>

⁶ Petulla, S. (2011). 'Roadmap' for Latino college success. *Inside Higher Ed*. Retrieved online May 22, 2012, from http://www.insidehighered.com/news/2011/03/10/report_looks_to_increase_latino_college_attainment

⁷ <http://completionagenda.collegeboard.org/latino/about-edition>

⁸ Bailey, T., & Morest, V. S. (2006). Introduction. In T. Bailey & V. S. Morest (Eds.), *Defending the community college equity agenda*. Baltimore: The Johns Hopkins University Press. p. 6.

⁹ McHenry County College: Academic Performance Indicators 2011, Office of Institutional Research.

¹⁰ Reza Zipp, M. & Baumann, J. (2011). McHenry County College Academic Performance Indicators. Office of Institutional Research. McHenry County College: Crystal Lake, Illinois.

was, “Look over all questions for clarity and correspondence to the objective being taught. Objectives are indicated above/beside each question.” For Pedagogical Change, the transformation was Perhaps we focus so much on Boolean searching that some students think it is the correct answer to everything! I think this shows that we do need to stress access tools as much as we do search techniques, and we can’t stress enough that the databases, not Google, should be the first choice for scholarly resources.” One transformation was decided upon in 2012 for Pedagogical Change. “Our transformation efforts should be concentrated on our ENG 152 session. It is perhaps too lecture/demo oriented and also has perhaps too much content. The librarians should all mull on how we teach this session, experiment with more active and engaging teaching methods, and share our ideas with one another.

Statement of How Proposed Project Will Meet the Identified Need

The McHenry County College Library meets the information needs of the college community by providing a balanced collection of resources in all appropriate formats; teaching our patrons to find, evaluate, and use information effectively; and delivering friendly, courteous, and professional service. We value intellectual freedom, inquiry, and lifelong learning, and we encourage these values in those we serve.

The Reference Department is the teaching arm of the Library, and the Information Literacy Program is the primary mechanism through which we teach the location, evaluation, and use of information resources. The aim is to help the members of the college community to become information literate lifelong learners.

The definition of information literacy, as noted from the Association of College and Research Libraries (ACRL) is the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.¹¹” Information Literacy and research provides students with the skills needed to locate, evaluate, and use information effectively in the modern information age. Topics taught include: matching a search strategy and search tools to the topic; database and web searching techniques; source evaluation skills; and information ethics.

A student who displays college readiness with regards to information literacy is capable of conducting research on a topic and being able to identify successfully a series of source materials that are important and appropriate to explain the question being researched; organize and summarize the results from the search, and synthesize the findings in a coherent fashion relevant to the larger question being investigated¹².

Students need an understanding of standard scholarly approaches to information utilization and evaluation, as well as a conceptualization of the role of higher education in scholarly processes. These issues are not regularly addressed with students in a coherent manner that will ensure the appropriate use of information, its context, and ultimate academic success¹³

Librarians are teachers, and hence faculty, and that a major component of their professional activities should be devoted to teaching in collaborative relationships with other categories of faculty. Albrecht and Baron state, “Librarians are no longer keepers of information, but teachers of information” (2002, p. 72)¹⁴.

¹¹ Association of College and Research Librarians. (2012). Retrieved online from <http://www.ala.org/acrl/issues/infolit/overview/intro>

¹² Conley, D. (2009). A definition of college readiness.

¹³ Watts, M. M. (2005). The place of the library versus the library as place. *Challenging and Supporting the First-Year Student: A Handbook for Improving the First Year of College*. Upcraft, M. L., Gardner, J. N., Barefoot, B. O. (Eds.) Jossey-Bass: San Francisco, CA.

¹⁴ Albrecht, R., & Baron, S. (2002). The politics of pedagogy: Expectations and reality for information literacy in librarianship. *Journal of Library Administration*, 36(1,2), 71-95.

As the universe of information expands, the need for assistance expands as well. The library has become a stronger support for students as part of the learning environment. It is necessary to expand the role of the librarian to that of educator. Therefore, the library needs to figure into the overall educational goals of the college.

A library instruction program for first-year students must be understood in the context of the total activities of the student, the library, and the curriculum. The traditional model for information literacy for first-year students consists of finding books, learning about microfiche and government documents, and becoming familiar with new databases. However, what is missing is the context and overall premise of going beyond knowing how to find something. It is necessary to improve the ease of access to information as well as offer methods for learning how to evaluate and use it effectively.

Nugent and Myers¹⁵ found that purposeful library research is the best way for students to become informationally literate. They suggest that infusing information literacy skills into content courses rather than holding on to the traditional separate library course is the best way to build competency skills.

Parang, Raine, and Stevenson¹⁶ found that an effective library instruction program:

- Use a wide range of information resources in problem-solving strategies
- Make effective use of instructional technologies
- Encompass finding, evaluating, and using information while emphasizing legal and ethical issues connected to information
- Recognize students as producers as well as consumers of information
- Be diffused throughout the curriculum

If educators want to give students the tools with which they can eventually contribute to scholarship themselves, then information literacy skills will need to be integrated into a student's academic life. One aspect of being an information-literate student is a critical understanding of how to evaluate scholarship – both the creator and the content. Information literacy becomes the learning process for the student. The ACRL developed *Information Literacy Competency Standards for Higher Education*¹⁷:

- The information-literate student determines the nature and extent of the information needed.
- The information-literate student accesses needed information effectively and efficiently.
- The information-literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- The information-literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- The information-literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Information literacy is a nexus for the life experiences of the student, the academic world of scholarship, and the post-college real world of application of learning. An information-literate person

¹⁵ Nugent, C. and Myers, R. (2000). Learning by doing: The freshman-year curriculum and library instruction. *Research Strategies*, 17, 147-155.

¹⁶ Parang, E., Raine, M., & Stevenson, T. (2000). Redesigning freshman seminar library instruction based on information competencies. *Research Strategies*, 17, 269-280.

¹⁷ Association of College and Research Librarians. (2002). *Information literacy competency standards for higher education*. Retrieved online from <http://www.ala.org/acrl/standards/informationliteracycompetency>

has the ability to ask questions and knows the difference between ignorance and understanding. Information literacy builds a lifelong ability to know where information is kept, what forms knowledge is stored in, and how to get knowledge. This is a wide range of knowledge. Information literacy relied on the use of a critical mind that can discern credible from not credible, valid from not valid. Information literacy is the laboratory for the creation of the educated student. It is core to the first-year experience. It lasts, while the specifics of particular courses fade over time.

Impact

This project is expected to bring together a team of 10 librarians (2 from MCC, and 8 from target district high schools) who will learn about the information literacy needs of the students at their high schools, and the need for the students to have the necessary college readiness skills for success. This project will also provide the baseline research to begin planning a larger initiative to educate the librarians through professional development activities on the skills students need to have in information literacy. As MCC collaborates with district high schools and works to create a cohesive college readiness framework that includes aligned curriculum, this project will provide information for that larger project, and thus be more likely to transform practice and be adopted by the district high schools if there is a coordinated and systematic approach to implementing an information literacy initiative as part of an overall college readiness initiative. Furthermore, the results from the needs assessment will be shared with each high school, so each school will be aware of the information literacy needs of their own students and where they compare to the other district high schools.

Project Design

Librarians are increasingly finding themselves in collaborative situations with faculty and information technology experts, as the information literacy standards are not about the library, but about learning, inquiry, and discovery. A best practices program is a collaboration of librarians, classroom faculty, and other staff and is centered on student learning and the development of skills, leading to lifelong learning. The pedagogy for a best practices program for information literacy supports multiple approaches to teaching and learning, is strong on active learning, encompasses critical thinking and reflection, and links course work to the real-world experiences of students.

The project is divided into 4 parts over the course of the project year (April 1, 2013-March 30, 2014): Planning, Needs Assessment, Reviewing Results, and Project Design. These four areas each have activities that contribute to the overarching project goal and objective of the collaborative planning grant.

Goal: Increase information literacy skills among high school librarians through a best practices program.

Objective: Develop a planning group of 10 librarians from target district high schools to create a professional development plan for information literacy of high school librarians, and an educational plan for high students.

Strategy: Recruit library partners.

Strategy: Conduct a needs assessment of librarians concerning their information literacy curriculum.

Strategy: Conduct a needs assessment of high school students and their level of information literacy.

Strategy: Conduct a literature review on information literacy programs in high schools, professional development opportunities for information literacy, and similar projects conducted.

Strategy: Develop a project design for information literacy training and education.

The first step is to develop formalized partnerships with the target high school librarians. There will be 20 planning meetings conducted over the course of the project year. These meetings will serve to develop a logic model for the current project once all of the partners are recruited, conduct the needs assessment, review the results, disseminate the results to the target high schools, discuss recommendations, conduct a literature review for the program implementation, research professional development training programs on information literacy, develop the larger project's design, and begin to write the proposal for a full Continuing Education grant.

Currently, the Information Literacy course at MCC has the following objectives:

Course Objectives:

The student will be able to:

1. Locate service areas (e.g., Reference Desk, Circulation Desk, etc.) within a college library and articulate the purposes and policies of each.
2. Formulate questions and potential search terms that express an information need.
3. Develop and follow an organized research plan.
4. Select the type of resource (information format) best suited to the information need.
5. Select appropriate access tools (e.g., catalogs, databases, holdings lists, Internet search tools, etc.) to identify and locate information sources.
6. Construct search statements using such search concepts as keyword searching, controlled vocabulary, Boolean logic, phrase searching, field searching, and truncation.
7. Evaluate search results and modify the search strategy as necessary.
8. Interpret bibliographic citations and locate the sources cited.
9. Navigate library collections (e.g., Stacks, Reference, Periodicals, Reserves, Electronic Collections, etc.).
10. Utilize the interlibrary loan process to obtain resources owned by another library.
11. Critically evaluate and select appropriate information sources.
12. Discuss information issues in our society, such as intellectual freedom, privacy, intellectual property, etc.
13. Abide by laws and institutional policies regarding the access and use of information resources.
14. Use information ethically by properly citing use of information and ideas gleaned from the works of others.

These course objectives will be shared during the initial planning meetings with the high school librarians so they understand the expectations of a college student. These objectives will also serve as a baseline of what high school information literacy courses should align their curriculum to. Further discussion of these objectives will take place to determine what other skills students need in order to be informationally literate and successful in college.

Evaluation

Continuous evaluation of the grant project will be conducted by the Project Coordinator with assistance from the Office of Institutional Research (IR) at MCC on an incremental basis, to allow for both formative and summative evaluation of program progress and outcomes. A multi-method approach, employing (a) questionnaires, (b) archival data, and (c) institutional data will be used to triangulate service-to-need efficiency and activity based outcome effectiveness. IR will standardize the approach for gathering common data. IR will perform analysis appropriate for the specific common data available to

establish baseline measures at the beginning of grant activities. Based upon these individualized baselines, the program will be monitored for changes that are identified *a priori* as indicators of project development and stakeholder impact. Statistical consistency in such measures will be instituted as benchmarks for future grant cycles, annually, including new and continuing stakeholders. Repeated measures and trend analysis will be employed, depending on the data collected.

Formative Evaluation

IR will coordinate activities and report (therein) of formative evaluation results at regularly scheduled intervals. Formative strategies will include *process* and *product* data, addressing the performance indicator.

Process measures include a listing of which resources (training, materials, strategies, etc.) had been distributed to effectuate program goals during the current phase of the grant project. Product measures include specific metrics that detail progress towards a pre-specified end in terms of percent completion and a narrative explaining what has been accomplished, how effectively, and what is left to be accomplished, given the time remaining. Both idiographic and nomothetic strategies will be employed, utilizing common and unique data elements embraced by the Project Coordinator and school partners. IR will utilize common data, when and where available, to perform additional analyses to monitor progress.

Summative Evaluation

IR will coordinate the development and reporting (therein) of summative evaluation results. Summative evaluation will address the extent to what each program objective was met, satisfactorily, and providing evidence to substantiate each such claim. Summative evaluations will include statistical analysis of objective-based data, gathered to demonstrate the impact of project intervention.

Project Resources

Personnel

MCC Dean of Library will be the Project Director. As a full-time administrator, the PD graduated from Wayne State University with a Master of Library Information Science, and from Hope College with a Bachelor of Arts in Communications. She is responsible for the library budget of over \$1 million and will be responsible for all project finances in collaboration with the Business Office and Director of Resource Development, per established grant policies and procedures. With the assistance of the other college offices, the PD will be able to balance current duties with new duties assigned by this grant.


MCC PT Academic Support and Woodstock High School Librarian Media Specialist will be the Project Coordinator (PC). She will schedule meetings, develop agendas, assure adherence to the project timeline, provide clerical and administrative support for the project, interface with the consultants from NIU to assist with the needs assessment, and report to the PD. The PC will devote 15 hours per week to the project, and will be able to integrate the project into existing duties at the college.

The Needs Assessment will be conducted by the Office of Research, Evaluation, and Policy Studies at Northern Illinois University under the direction of Dr. Brent Wholeben. NIU has a strong relationship with MCC and has worked on many grants, as well as providing mentoring to staff and faculty in areas of educational research. His team consists of highly qualified and experienced evaluators and educators. Dr. Wholeben has served as the Evaluation Director and conducted needs assessments as part of the project activities for the following recent grants: Evaluation Director, Academic Athletic Empowerment Program Grant (2007-12) L.I.F.E. Support, Inc., Aurora, Illinois and ODSFS; Evaluation Director, Smaller Learning Communities Grant (2008-12) East Aurora School District 131, Illinois and SAMSHA; Evaluation Director, Readiness for Emergency Management in Schools Grant (2007-09) West

Chicago School District 33, Illinois and SAMSHA Evaluation Director, Safe Schools/Health Students Grant (2005-010) West Chicago School District 33, Illinois and SAMSHA (05-09) Delta-Schoolcraft Intermediate School District, Escanaba, Michigan and SAMSHA (06-10); Evaluation Director, Emergency Response / Crisis Management Grant (2006-07) West Aurora School District 124, Illinois and SAMSHA.

Time

The project will be carried out over a period of one year (April 1, 2013-March 30, 2014).

 Laura Bush 21st Century Librarian Program Grant Collaborative Planning 1 Year Timeline		Month	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
Task 1 - Planning														
Recruit partners from school district libraries			X											
Meeting schedules (dates, agendas, meeting memorandum)			X											
Logic Model Development				X										
Task 2 - Needs Assessment														
Data Collection				X										
Nominal Group Techniques				X										
Instrumentation and online setup				X										
Data collection protocols				X										
Data analysis					X									
Design of databases					X									
Data analyses					X									
Textual analyses					X									
Interpretation of results					X									
Report writing						X								
Task 3 - Review Results														
Pre planning to work with sites					X									
Meeting with program sites						X								
Present recommendations for improvement						X								
Task 4 - Project Design														
Review needs assessment results							X							
Literature review								X	X					
Professional development training search										X				
Develop project design											X	X	X	
Complete proposal														X

Budget

The overall budget for this planning grant is \$70,000, with \$20,000 of cost-sharing provided for salaries and wages of the Project Coordinator. Total salaries and wages consist of \$15,340; fringe benefits (calculated at a standard MCC rate of 19.2%) are \$2,995.20; consultant fees for the Office of Research, Evaluation, and Policy Studies are \$29,307; Travel expenses for librarians to meet at MCC for 20 meetings of \$2,332; Supplies and materials for meetings of 872.52; and other costs associated with room rental on MCC’s campus of \$1200 for 20 meetings.

The financial commitment made by providing a stipend to participating librarians will solidify the commitment MCC is making towards improving student college readiness, and developing the formal partnerships with the high schools that are critical for project success, both now and in the future.

Diversity Plan

The population that is served by this grant project is eighth through twelfth grade students from high schools with high Latino and low-income demographics. The geographic area served by the project

is a diverse mix of rural and suburban areas. This population was chosen to be served by the project because it is the fastest growing segment of MCC's student population, and currently represents 16% of the student body. More Hispanic students attend MCC relative to their representation in the county population¹⁸. These are also the students that are most often first-generation college students, and do not have the college readiness skills necessary to be successful in postsecondary education. By training high school librarians to better educate their students in information literacy, these students should therefore be more successful once they begin classes at MCC.

Communication Plan

The Project Coordinator will be responsible for recruiting 8 librarians from target high schools to participate in this planning grant. Those librarians will further be tasked with sharing the information and knowledge gained through this project with the faculty and administration at their schools to promote the college readiness of the students.

MCC's Office of Marketing and Public Relations will communicate results of this project to the outside community, faculty, and staff, to show MCC's commitment to the college readiness of students through information literacy, and the need of professional development for librarians at the high school level to prepare students for success in a college curriculum. This will help obtain community support for future initiatives related to college readiness and information literacy. This college office regularly writes and distributes press releases to media outlets to inform the public of the programs and activities that are ongoing at MCC.

The planning process for this grant will be documented so other schools can follow the model used. Results from the planning will also be shared at conferences, published in journals, and professional development activities MCC library faculty attend annually so that other librarians and educators can benefit from this project.

Sustainability Plan

This planning grant will help pave the way to develop a Laura Bush 21st Century Librarian Program Grant for Continuing Education to aid the librarians in developing information and digital literacy skills of users, and improve the knowledge, skills, and abilities of library staff through continuing education. The research that will be conducted through the needs assessment will help further MCC's college readiness initiative by contributing to the general education goal of information literacy. As this is a part of the academic fabric of MCC, the information literacy project will be able to continue with institutional support as activities are woven into the goals and objectives that will be developed for FY 2014 at the college.

According to McHenry County College's Educational Master Plan, "Building on the concept of student success will be a role the MCC Library will play in the institutional future of MCC. Information technology has evolved to the point where information, and how it is accessed, is of critical importance to employers. The library is a key to teaching students how to access information. Therefore, the College will continue to put resources into the library to ensure it has equipment and technology to meet the needs of students today and in the future. Time for librarians to connect with students to ensure their literacy competency will be a key focus in the future." This project will currently build on many of the activities already conducted at the college surrounding college readiness, and help develop new and strengthen existing partnerships with our target high schools so MCC can work more effectively with them to ensure their students are prepared for success in postsecondary education.

¹⁸ Educational Master Plan 2011-2015. McHenry County College: Crystal Lake, IL