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Making It REAL! Evaluation

Final Report

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Making It REAL! Evaluation

Final Report

Executive Summary

In 2004 the New York State Library (NYSL) embarked on an ambitious program titled Making It REAL! Recruitment, Education and Learning: Creating a New Generation of Librarians to Serve All New Yorkers. The Institute of Museum and Library Services (IMLS) funded the grant in 2004 under its Librarians for the 21st Century Program¹ with \$995,630 and New York State and grant partners provided matching funds of \$645,058. The New York State Library, 12 library systems, and six of New York State's schools of library and information science formed a partnership to carry out the grant. Together they awarded scholarships to recruit and educate professional librarians, cultivated a diverse new workforce that is well prepared to serve community needs, especially those of diverse groups and special populations, and tested out "teaching library" approaches to provide applied experiences to students. Three years later the project is coming to a close and this final overall evaluation details experiences and outcomes of the project.

The Executive Summary is organized around outcomes identified in the Making It REAL! (MIR) grant project narrative under the "Evaluation" and "Impact" sections.² The project narrative statements are in **boldface**, followed by the outcomes. The grant had many positive outcomes but the results are mixed. The main report provides greater detail including discussion of other outcomes indicators proposed in the REAP Change overall final evaluation plan to ensure a rigorous assessment.

Outcomes of Teaching Library Component

Fifteen students will enter programs sponsored by Teaching Libraries and complete the MLS within the grant period. Reasons for both success and failure will be gathered for publication.

This outcome was exceeded. Including replacements, 20 students entered programs sponsored by Teaching Libraries but three left the programs, leaving 17 scholarship recipients. Of those 17, seven have already graduated or will have graduated by the end of summer 2007, and another nine are expected to graduate by December 2007 (i.e., within the grant period). With 16 students who entered Teaching Library sponsored programs expected to graduate within the grant period, the target of 15 has been exceeded. The last student also expects to graduate, but after the grant period, in spring 2008.

¹ Award Number RE-01-04-0053-04.

² Available online at <http://www.nysl.nysed.gov/libdev/imls/narative.htm> (retrieved August 14, 2007).

Students will demonstrate the competencies in a work situation related to the needs specified by the sponsoring Teaching Library or system to the satisfaction of the monitoring library according to pre-established standards.

Based on Teaching Library partner Outcomes Based Evaluation (OBE) plan reports all students still in the program have met or are demonstrating competencies in work situations. Several partners report that scholarship students are far exceeding their expectations, particularly in regards to exhibiting leadership within public or school library systems. However, the monitoring library did not always explicitly state competency standards in OBE plans and evaluative evidence provided in reports was only sometimes, not always, gathered in a rigorous, systematic fashion. The two school library system (BOCES) did jointly design rubrics and evaluation data collection instruments to measure student progress according to pre-established standards.

Teaching Libraries will meet or exceed a target of 50 percent for diversity.

Using a broad definition of "diversity" appropriate to the New York State context the grant exceeded its target by selecting 71% diverse scholars. Of the final 17 students, four are ethnically diverse (24%), one is Gay/Lesbian/Bisexual/Transexual (6%), one is male (6%), and six (35%) are from rural or remote small town library areas that they intend to serve after graduation. All three of the students who left the program were also diverse (two ethnic minorities, one male, and one from a rural/small town area).

Both teaching and learning participants will report best practices for publication and replication.

This outcome was not well defined in the grant narrative and was for the most part not met if the intent was to report nationally for publication and replication. Only 8 of 22 partners interviewed (36%) had produced any presentations or publications related to the Making It REAL! program. Those were primarily presented within NY library systems or Councils, or at NY State conferences or venues such as Board or advisory committee meetings. About 29% of the Teaching Library MIR scholars had done a presentation about Making It REAL! by July 2007. Most of the student presentations were also done in internal settings, at library system meetings or events, or students published in system paper or electronic newsletters. Those students who had presented or published had often done so multiple times as part of partner OBE plan requirements. The purposes of student presentations included encouraging paraprofessionals to consider going to library school, and communicating selected best practices of librarianship, that the students had learned in their studies, to librarians or others (e.g., Board members) who are not professional librarians.

Outcomes of Scholarship Component

Twenty-nine MLS degree candidates will participate. Library schools will meet or exceed recruitment targets of 82 percent for student diversity.

These targets were not met but the outcome was positive. Only 28 degree candidates accepted scholarship recipients and entered library school, with 25 still enrolled or graduated as of July 27, 2007. When the diversity target is applied to 28 students who received scholarships and started library school, 21 (75%) are diverse. Of the 25 left in MIR, 18

(72%) are diverse. All of the University MIR scholars who left library school are diverse. The library schools often gave the scholarships to already admitted students who were ethnically diverse, but sometimes used the scholarships to recruit ethnically diverse students to their Master's programs. Some of the private library schools that only had one or two MIR scholarships available to award were able to award other scholarships, or arrange for part-time work at the University for diverse students to whom they did not give a MIR scholarship. Therefore the existence of the scholarship had a positive impact on diversity of those schools even without award of MIR scholarships to all newly enrolled students. While not meeting the grant target, the diversity of the MIR scholarship recipients far exceeded a combined 12% ethnic minority enrollment rate or a 28% diverse student enrollment rate (including all males and ethnic minority females) posted by these six universities from 2000 to 2002.

Eighty percent of the students will complete the MLS degree requirements within the grant period. Exit interview data for students who do not complete requirements will be analyzed (e.g., some students who attend library school part-time will require a longer time to complete the MLS requirements).

Neither outcome target was met. Only 28 scholarships were awarded and three students dropped out, leaving 25 possible graduates. Of those 25, 16 graduated by spring 2007, two are expected to graduate in summer and three in fall 2007, totaling 21 graduates by December 2007 for a rate of $21/28 = 75\%$, below the 80% target. Three additional students may graduate after the grant period, and graduation expectations for the other are unknown.

Among both University and Teaching Library MIR scholarship recipients, those who did not complete requirements did not make adequate academic progress to stay in school or had personal reasons for dropping out (e.g., marriage in a foreign country, having a baby, or health related reasons). Several prospective scholarship recipients turned down scholarship offers for personal reasons (e.g., the loss of health benefits and income if they dropped back from full-time to part-time work while going to school), or because they did not like the scholarship terms (notably the requirement to work in New York State for two years).

Teaching Library MIR scholars attended library school part-time and in summers. University MIR scholars were more likely to go full-time in fall and spring terms and not at all in summer. University MIR scholars accumulated more units toward graduation in a shorter period of calendar time than did Teaching Library MIR scholars. Larger proportions of University than Teaching Library MIR scholars had graduated by the end of spring 2007.

Reasons for delayed graduation included lack of sufficient funds leading to part-time attendance and childbirth leading to a temporary stopping out of school. University MIR scholars often had partial scholarships. Sometimes Universities found additional scholarships or part-time jobs at the University to supplement their incomes. In contrast, Teaching Library MIR scholars tended to work full-time or longer hours while attending school part-time (often online). MIR scholars of either type generally agreed that working for pay while attending school was difficult or very difficult. Those trying to work full-time, go to school part-time, and take care of families or maintain a personal life reported extreme time stresses. Some Teaching Library MIR scholars went to extraordinary lengths to continue in their schooling and complete their degrees.

Changes in recruitment practices to improve diversity in recruitment will be documented.

Recruitment practices used were documented in a recruitment survey and in interviews. Partners were not always successful in improving diversity recruitment. There was confusion among some partners at the beginning of the project concerning the diversity goal of the grant and some Teaching Library partners had completed scholarship recruitment without considering ethnic diversity at all, focusing on seeking librarians who would fill certain librarianship specialties in short supply in their areas.

Universities often awarded scholarships to ethnically diverse students who had already been admitted, but two used the grant program to actively recruit students who would otherwise not attend. Palmer School was able to help one student “stack” scholarship aid from other sources, including an ALA Spectrum scholarship, on top of her partial tuition MIR scholarship to give her a “free ride” at a private school. Syracuse University was able to find other scholarship and part-time job resources to enroll two African American students who had been attracted to apply by the MIR scholarship, but were not awarded it. After success with two diverse MIR students, St. John’s University is developing new ways to recruit ethnically diverse students from within its University undergraduate population and in ethnically diverse neighborhoods, as well as from diverse Queens Library paraprofessional ranks. Advertising and placing stories about library services to diverse communities in the many small community newspapers in the diverse community around St. John’s is one approach.

Teaching Libraries often used recruitment strategies designed to seek candidates from paraprofessional or administrative staffs within their systems or Councils. Some advertised for candidates from the outside community. In less ethnically diverse parts of the state often no ethnically diverse candidates applied for scholarships. Two Teaching Libraries sought advice from the University at Albany Dean or the Syracuse University MLS program Director about scholarship criteria to use, and one had the Syracuse Master’s program Director sit on the scholarship selection committee. Since Teaching Libraries are not experienced in running scholarship award programs, several that did not seek University advice recommended that in the future Universities work more closely with them to set criteria and approaches for identifying quality candidates for scholarships.

Six MLS degree students will demonstrate the competencies for library service to disabled persons to the satisfaction of library school faculty according to pre-established standards.

This target was not met, although not for want of trying. The target applies only to the specific program of the University at Buffalo to educate students in how to create web sites that give disabled people better access to library services. The program included creation and offering of a pilot course in library web design for disabled access. The course was created and offered in spring 2006. Two students failed it and one subsequently left the MIR program for personal reasons. The other should obtain a MLS. However, only four of the original six students who obtain the MLS will have demonstrated the competencies for library service to disabled persons. Also, because of a lack of libraries volunteering their websites for students to practice what they learned, only two students have so far completed a University at Buffalo program expectation that they would demonstrate application of skills

learned by providing or recommended improvements in library websites for better disabled access. The other two students are still seeking to meet the faculty pre-established standard of demonstrating their new skills in an applied setting.

Outcomes of Support Activities to Strengthen Overall Library Education

Best practices for recruiting students for diversity will be identified.

Best practices identified include:

- personal contact;
- provision of fiscal and other support;
- presentation of diverse role models to potential recruits in print and in person;
- enrolling a group of diverse students and forming them into a cohort for self-support;
- providing examples of service to diverse communities by librarians (preferably diverse librarians);
- being aggressive in talking to potential diverse candidates about librarianship as a career;
- presenting a positive image of librarians as service providers;
- advertising in local community newspapers in diverse neighborhoods; and
- encouraging paraprofessionals and non-degreed librarians to obtain a MLS for career advancement.

Many of the approaches tried by partners are not original and were outlined in an article that was available before the MIR scholarship recruitment period started. It is not clear how many partners consulted that article.

In regards to providing financial support, Palmer School leveraged \$30,000 of IMLS grant funds with a \$15,000 match over two years into a Long Island University promise of \$80,000 of scholarship funds annually for increasing diversity of Palmer School students. St. John's obtained a new IMLS grant to recruit 40 new students in two cohorts from low-income, international, and other under-represented groups, including those with marginal academic qualifications, to its library Master's program. St. John's modeled its application on MIR.

Tracking of students recruited through the project will demonstrate project success through employment in library careers.

This outcome cannot be completely measured since the overall evaluation is ending before the December 2007 grant deadline for graduation. NYSL plans to track this outcome over the next five years. Of 21 MIR scholars who have graduated, or are about to do so in summer 2007, 16 (76%) had looked for library jobs in New York State. Three of the five who hadn't were already employed by NY State libraries and were continuing with

the employers they had before going to library school. Of the graduates, 12 (60%) had found a library job somewhere, two in the NY City boroughs, four in the Greater NY City area, two in a major urban area of upstate New York, two in upstate or western New York suburban areas, and only one outside New York. Those graduates with professional jobs obtained them either within three months of graduation or before graduating.

Both potential employers and potential employees have choices regarding obtaining library jobs and advancing in library careers. Although the plurality (43%) of graduated students consider it “neither difficult nor easy” to find a librarian job in New York State, 38% think it will be difficult or very difficult, compared to 19% who consider it easy or very easy. Some students described the New York librarian market as “competitive.” Several factors may interfere with employment in library careers that have little to do with the grant or preparation of MIR students for successful library careers. One of the complications includes jobs not being available. However, some Teaching Library partners in system level positions in more remote or rural parts of New York State detailed exactly how many current and expected librarian job opportunities would become available over the next few years as people reached retirement age. Another issue is that MIR candidates can choose which jobs they wish to seek and where, and some may chose not to apply for certain kinds of available jobs. Finally, employers may choose not to hire even well-qualified library school graduates who had received MIR scholarships.

Libraries, library systems, and library schools will report more frequent partnering to provide internships and support independent learning projects to achieve specific skills and competencies in prospective librarians.

This target was not met for most partners. Only one Teaching Library sought out one University MIR partner to discuss and negotiate on selection of appropriate internship sites for its MIR scholar. Queens Library sent its MIR students to Queens College (not a MIR grant partner), and did communicate with faculty there about applied experiences it was giving its scholars, as well as academic progress of its scholars.

Two rural public library systems originally planned to talk with Syracuse University about more course coverage concerning rural or small libraries, but delayed the discussion until after their students could provide feedback on courses that were different from those the partners had taken in library schools decades ago. Teaching Libraries also usually did not communicate amongst themselves. However, the two BOCES SLS systems did write and implement a joint OBE plan, created progress measurement rubrics, and communicated some during the grant. The students sponsored by these two Teaching Libraries progressed through their programs at different rates so the partnership cooled later in the grant period.

Often Teaching Library partners and library schools did not communicate at all except about financial aspects of scholarship payments, University regulations or other purely procedural matters. Teaching Libraries in rural or small town parts of the state sent their students to three out-of-state universities that offered web-based online programs as well as to MIR partner universities. Universities did not always require internships for MLS degrees. Universities such as Syracuse, University at Albany, and St. John's that had their own MIR scholarships and also had Teaching Library MIR scholars in their programs only wrote OBE

plans and made special efforts concerning their own students and did not include the Teaching Library MIR scholars in special program related actions.

Web site activity will be monitored and user satisfaction assessed.

After considerable discussion concerning the content and focus of a planned website, the New York State Department of Education awarded a contract³ for website creation and <http://www.librarycareersny.org> was announced as open to the public in mid-April, 2007. An online survey was used to assess user satisfaction. A MIR student also provided disabled user accessibility tests of the site. Results were generally positive, with some improvement suggestions, but are not fully discussed in this report. For details on the evaluation of the website, see Cook, S. (August 6, 2007). *Website Evaluation: Evaluation of librarycareersny.org*. Los Angeles: REAP Change Consultants.

Participants in annual meetings will report satisfaction with learning opportunities and will be able to identify when asked at least one new concept learned.

NYSL put together three grant funded diversity-related workshops at NYLA 2005, and one diversity-related workshop, one diversity-related session, and one session concerning "teaching libraries" at NYLA 2006. Participants were surveyed for satisfaction on several measures immediately after participation and were satisfied with most aspects of all but one session. Most could report at least one new concept learned.

Libraries and library boards will report increases in recruitment-related activities.

After a meeting with partners on June 1 and 2, 2005, NYSL decided not to measure this vaguely stated outcome since a) not all of the partners have library boards, and b) recruitment opportunities varied depending on funding variability that was outside the control of the grant or the partners. Many Teaching Library partners reported limited or no recruitment during the two year grant period. Others indicated in final interviews that they recruited with attention to diversity as they always had. One Teaching Library partner reported that the Board Chairperson of a small local public library had gained a new appreciation for what a professional library degree offered after the Director of that small library became a scholarship recipient and began applying at her library knowledge learned in library school and in applied experiences elsewhere.

Impact

One library school will develop a program to recruit MLS students who will serve people with disabilities. It will develop competencies for the coursework and identify what learning experiences have potential to achieve these competencies.

The University at Buffalo developed such a program and piloted a special course on developing library websites with improved access for disabled populations. The

³ P.A. Farrington and Associates won the contract to design the website. The final plan for the website was documented in Request for Proposal #05-015. The website plan evolved into one that would focus more on providing information about the librarianship career in New York.

University program director attempted to locate students with disabilities to enter the program, but had little success. Similarly, when she sought out library or non-profit sites at which the course students could demonstrate their new skills in designing and testing websites for better access by the disabled, only one library offered its site. Also, agencies that serve the disabled were contacted locally and nationally about possible joint projects but did not respond. The reasons for the lack of response are not clear.

The Teaching Libraries, in addition to recruiting for diversity, address a specific local need (e.g., the need for school library media specialists in urban school libraries and for librarians to serve in remote rural areas).

Teaching libraries frequently awarded scholarships under their control only to individuals interested in specific specialties, including school library media and children's or Young Adult librarianship. They uniformly succeeded in choosing candidates for such specialties, and MIR scholars with specialties at the beginning of library school typically did not change their specializations. Many of the new librarians who have or will soon be entering the profession are doing so with specialties that are currently in short supply in New York State, including:

- Children's Services (5 new professionals)
- Young Adult Services (3 new professional)
- School Library Media Specialists (10 new professionals)
- Digital Librarians (3 new professionals)
- Rural or Small Libraries (1 new professional plus several of the 9 interested in "Public Libraries" who plan to end up serving in rural, small town, or remote areas of New York).

The statewide career web site will help to recruit students from diverse backgrounds to fill the library service needs of diverse populations.

The librarycareersny.org website was created later than anticipated and has only been advertised since April 2007. However, by August 2007 Queens Library, New York Public Library, library schools at St. John's University and University at Albany, and the Palmer School were already using the site to help recruit students from diverse backgrounds, educate them about library careers and how those could serve the library needs of diverse populations. A usual practice is to link the website to the organization's intranet and place the URL on its own web pages about library careers and jobs.

The project will establish Teaching Library models that benefit library students by enabling and broadening their learning experiences while the students serve the needs of the communities served by the libraries.

The teaching library concept was not well defined in the grant. During the grant process, Assistant Professor Suzanne M. Stauffer of Louisiana State University developed a theoretical

model of components of a “teaching library,” based on the history and experiences of library education in the United States, that has three interacting feedback loops:

- Loop 1: Practical – the library to the student and the student to the library;
- Loop 2: Principles – the library school to the student and the student to the library school;
- Loop 3: Collaboration – the library school to the teaching library and the teaching library to the library school

The model was discussed by MIR partners and students at NYLA 2006 and felt to have value.

The overall evaluation determined that the main MIR innovations in the teaching library model came in loop 1, in the types and depths of practical experiences given to MIR students as individuals in libraries, and the number of different types of libraries in which some students were placed. When asked to compare what happened with MIR scholars to what normally happened with an “intern,” grant Teaching Library partner representatives spoke of giving the scholars more responsibilities than typically expected of interns, and providing closer mentoring. There were also a variety of models in how the grant partner Teaching Libraries (which were generally public library systems, school library systems, or Regional Resources and Reference Councils) selected and worked with individual library sites to provide the MIR students with good practical experiences tailored to the individual students.

There were few innovations or new models in feedback loop 2, although some partners who were Deans or Directors of library schools or MLS programs reported more mentoring involvement with MIR scholars than they typically held with library school students.

Feedback loop 3 also had very few innovations by partners, and was the one that those present at the NYLA 2006 session by Dr. Stauffer were least likely to have experienced. Those collaborations that did occur came about as the result of pro-active behavior by Teaching Library partners. They also elaborated on pre-existing individual friendships between Teaching Library staff members and library school Deans, Directors or faculty. The existence of the grant acted as an occasion for further collaboration among friendly colleagues, but did not lead to new such collaborations with library school faculty or staff who were not already personal friends of the Teaching Library partners.

The project will help to fill library service needs in the communities served by New York's library systems and will address issues facing system member libraries.

The report lists specific current and expected continuing impacts of the grant on local community services by libraries. The list includes awards to SENYLRC for its Hudson River Valley Heritage project and to NYPL-branches for its continuing “Anti-Prom” event. Rochester Public Library has a new local author's database as a result of the grant. Other examples include professional advice regarding small library collection development and innovative programming related to diversity at several local libraries. New York Public Library – SIBL has developed a “Getting Down to Business Toolkit” that highlights its innovative business library service model.

The Teaching Library component will provide models for other State Library Agencies and for schools of library and information science.

One model demonstrated by the outcomes of this grant is that Teaching Libraries can be as successful, or more successful, than library schools in locating and encouraging diverse individuals to attend and graduate from library school. While it can be time consuming, and takes longer to complete a degree overall, using web-based, online distance learning on a part-time basis while working full-time or part-time is a viable option for rural or remote scholarship recipients who are too far away from any library or information science school to attend in person. However, the Teaching Libraries indicated that they are not experienced with choosing scholarship recipients and could have benefited from closer cooperation and sharing of advice from schools of library and information science about how to select successful students, and what criteria the schools consider important for academic success in particular specialties. Some Teaching Libraries were critical of library school practices in placing students for internships and in making sure that local library sites provided a good applied learning experience for interns. Teaching Library partners would have liked a closer consultation with library schools about placement and experiences expected of their scholarship students, including attention to what the public and school library systems or regional councils hoped their scholarship students would gain from experiences.

Partners expect a State Library to take more of a pro-active and directive leadership role if similar grants are done again. In particular, the State Library might require that partners, especially Teaching Library and University partners, but also similar Teaching Library partners, communicate and work more closely together. Key times for Teaching Library-University library school collaboration are before and during recruitment and at internship placement times, although sometimes opportunities arise for a partner library site to be used as a "case example" for class projects.⁴ The State Library also should design and fund occasions to bring partners and students together, as a grant requirement. Students, who value the experience of attending a professional conference, might meet at a professional conference such as NYLA. However, many partners have multiple responsibilities at professional conferences that make their meeting at them impractical.

⁴ NYPL-SIBL demonstrated this practice.

Making It REAL! Evaluation

Final Report

Grant overview

This is the final overall evaluation report to the New York State Library (NYSL) of the program Making It REAL! Recruitment, Education and Learning: Creating a New Generation of Librarians to Serve All New Yorkers. The Institute of Museum and Library Services (IMLS) funded the NYSL program in 2004 under its Librarians for the 21st Century program (Award Number RE-01-04-0053-04), with \$995,630 of IMLS funds and a state match of \$645,058 (press release of July 13, 2004). New York State Librarian and Assistant Commissioner for Libraries Janet Martin Welch announced receipt of the grant on July 23, 2004 as Making It REAL! Recruitment, Education and Learning: Creating a New Generation of Librarians to Serve All New Yorkers, and designated Mary Linda Todd, Library Development Specialist in the Division of Library Development at NYSL as the Project Director (retrieved July 17, 2007 from <http://www.nysl.nysed.gov/libdev/ims/announce.htm>). This grant proposal originated as a step toward realizing recommendation nine of the Regents Commission on Library Services *New Century Libraries* legislative initiative (retrieved July 17, 2007, from <http://www.nysl.nysed.gov/rcols/finalrpt.htm#Recommendation9> and <http://www.nysl.nysed.gov/libdev/ims/rec9.htm>).

The purpose of the Making It REAL! (MIR) program has been to recruit and educate a next generation of librarians in such a way that diversity in the profession will be enhanced and new librarians will be well prepared to serve diverse populations. The New York State Library, library systems and Councils throughout the state (referred to as "Teaching Libraries") and New York State schools of library and information science, along with the New York Library Association (NYLA), formed a partnership to carry out such a plan. Together the Teaching Libraries and library schools have awarded scholarships funded by the grant to recruit and educate professional librarians, and cultivate a diverse new workforce that is well prepared to serve community needs, especially those of diverse groups and special populations. The Teaching Libraries and library schools were expected to build strong partnerships and develop new means of collaboration to develop new strategies and alternatives for library education.

As planned, the original project components, to be carried out over three years, were as follows:

- Thirteen library systems and councils, partnering with six library schools, would collaborate in Teaching Libraries across the state. The library systems would provide

practical, hands-on experience for librarian recruits in a Teaching Library selected from among the systems' member libraries.

- Six of New York's ALA-accredited library schools would participate in a scholarship component. The scholarships would enable the schools to recruit students who will represent diverse groups and acquire competencies for serving diverse populations.

In addition, the project partners were to initiate activities to strengthen library education overall, enabling all MLS degree candidates to benefit. Other anticipated activities included construction of a career website; implementation of a public-relations campaign to reach out to diverse populations and raise statewide awareness of the project; annual meetings of recruits and project participants; and publication of project experiences and outcomes.

The original plans were that the grant would provide financial support to 44 students.⁵ It would contribute to developing and testing model Teaching Libraries and support a rigorous evaluation process that would complement the Outcome-Based Evaluation Implementation Plan of the State Library. It would also assist in building statewide resources to enhance workforce recruitment, including the career website, the public-relations initiative, and events for participants.

The grant funded annual scholarships in the range of \$5,000 to \$25,000 (if awarded through Teaching Libraries), or \$5,000 to \$30,000 (if awarded through library schools).⁶ Scholarship recipients signed contracts that they would work in a professional librarian or informational

⁵ The IMLS website grant award summary referred to "48 master's-level students who represent diverse groups and who will acquire competencies for serving diverse populations." After encountering confusion among reviewers, the original grant proposal included adjustments in the budget justification to the number of scholarships to be awarded by the library schools. These were made following a) inconsistencies in the way the library schools defined and used "scholarship," and b) reevaluation of its original plan by St. John's University. After a scholarship was defined as "support for one student for a period of one year (two semesters)" the number of library school scholarships fell from 33 to 29, awarded annually. Scholarships were renewable for a second year of study by the same student. When a scholarship was awarded to the same student for a second year of study it has not been counted again as though it were a new scholarship.

The real concern is the number of individual students who receive scholarship support and who eventually graduate, so this report focuses on MIR scholarship recipients who start library school, even if they drop out part way through a degree program. As will be discussed, sometimes an individual student left the MIR program, had to pay back the scholarship funds received, and that scholarship money was then recycled to another student in the same year (and until that other student graduated). While the funds are the same, the number of students changes, which creates "unit of analysis" confusion as to what is being counted and as to the denominator to use when calculating percentages such as graduation rates. This is discussed later in this report, but basically the evaluation focuses on the numbers of people with scholarship funds at different times and the number of scholarship recipients who have graduated or will graduate.

⁶ The grant had a set total amount of scholarship funds available to award. Project Director Mary Linda Todd explained that under the terms of the grant proposal the precise number of scholarships to be awarded could vary depending on the costs of the library schools that the students would attend as well as the number of partial scholarships awarded by teaching libraries. The scholarship amounts ranged from \$5,000 to \$30,000 annually, with the amount awarded depending on terms set by the partner awarding the scholarship and the cost of tuition at the university the student attended. Some students received full scholarships and some received partial scholarships in relation to tuition and fees at their universities. The figure of 44 scholarships appears in the New York State Library Outcomes Based Evaluation Plan dated December 7, 2004, the grant evaluation RFP Proposal #04-029 dated December 16, 2004 and in the grant abstract posted on the New York State Library IMLS grant website (retrieved July 17, 2007 from <http://www.nysl.nysed.gov/libdev/imls/abstract.htm>).

science position in New York State for at least two years of the five following their graduations with MLS or similar Master's level degrees in library or information science.⁷

The New York State Library and an Advisory Group representing different types of libraries and regions of the state were to oversee project activities and administration. They were to support the activities outlined above and develop plans and alternatives for continuing the project after the three-year grant period.

After one of the original Teaching Library grant partners⁸ dropped out before awarding any scholarships, the final set of partners that implemented the grant are shown in Figure 1 in alphabetical order.

Although in their original proposals to NYSL, the partner Teaching Libraries had proposed library school partners, neither Teaching Libraries nor universities were required by NYSL to team up together in any particular way. NYSL did require that scholarship recipients attend a library school that was accredited by the American Library Association. Part of the reason for not restricting where the students could go to school was that good universities in various parts of the country are now offering online Master's degree programs that might be of interest to some of the New York based MIR scholars who live in more remote parts of New York State and have no library school near them. Some Teaching Libraries required that students to whom they awarded scholarships be admissible at and attend specific library schools, while others left the final choice of library school attended up to the scholarship recipient but offered advice or guidance on possible library schools to attend, and helped obtain information about those schools. As will be discussed, some scholarship recipients attended other library schools than those directly involved with the Making It REAL! program, including three library schools outside the state of New York that offer completely online Master's degree programs and the only library school in New York State that was not a Making It REAL! partner.

⁷ This is according to the scholarship terms specified in two Fact Sheets posted on the New York State Library, IMLS grant website (retrieved July 17, 2007 from <http://www.nysl.nysed.gov/libdev/imls/tchlibs.htm> and from <http://www.nysl.nysed.gov/libdev/imls/schllibs.htm>). The grant evaluation RFP Proposal #04-029 dated December 16, 2004 specified only "work in U.S. libraries for a specific time after earning their MLS degree."

⁸ The thirteen library Systems and Councils in the State of New York who submitted 14 proposals were: Capital District Library Council (Albany), Capital Regional Board of Cooperative Educational Services School Library System, Mid-York Library System (Utica), Monroe County Library System (Rochester), New York Public Library -- Branches and Science, Industry and Business Library (New York), Northern New York Library Network, North Country Library System, Clinton-Essex-Franklin Library System, Franklin-Essex-Hamilton School Library System, Onondaga County Public Library (Syracuse), Queens Library (Jamaica), Rochester Regional Library Council (Fairport), and the Southeastern NY Library Resources Council (Highland). Capital District Library Council withdrew from the partnership on May 27, 2005.

The six library schools partners are: Division of Library and Information Science, St. John's University; Graduate School of Information and Library Science, Pratt Institute; Palmer School of Library and Information Science, C. W. Post Center of Long Island University; School of Information Science and Policy, University at Albany; School of Information Studies, Syracuse University; and School of Informatics, Department of Library and Information Studies, University at Buffalo.

Figure 1. Final Making It REAL! Grant Partners

Teaching Library Partners	Library School Partners	Other Partners
Capital Regional Board of Cooperative Educational Services (Capital Region BOCES)	Long Island University, the Palmer School of Library and Information Science	New York Library Association (NYLA)
Clinton-Essex-Franklin Library System	Pratt, School of Information and Library Science	New York State Library (NYSL)
Franklin-Essex-Hamilton School Library System	St. John's University, College of Liberal Arts and Sciences, Division of Library and Information Science	
Mid-York Library System	Syracuse University, School of Information Studies	
Monroe County Library System (Rochester Public Library)	University at Albany, State University of New York (SUNY), School of Computing and Information, Department of Information Studies	
New York Public Library – Branches	University at Buffalo, State University of New York (SUNY), School of Informatics, Department of Library and Information Studies	
New York Public Library – Science, Industry, and Business Library (SIBL)		
North Country Library System		
Northern New York Library Network		
Onondaga County Public Library		
Queens Library		
Rochester Regional Library Council		
Southeastern New York Library Resources Council (SENYLRC)		

Outcomes Based Evaluation Plans

The original IMLS proposal required two kinds of outcomes based evaluation (OBE) plans. The first consisted of a set of outcomes based evaluations to be planned and completed by each of the teaching library and library school grant partners concerning their own specific programs. The second consisted of an overall outcomes based evaluation of the entire grant project by an external consultant, which REAP Change Consultants (REAP Change) was contracted to complete under New York State, Department of Education Contract C007802.

This report comprises the final evaluation report of the overall REAP Change evaluation of the grant.

The Making It REAL! grant was the first competitive grant of this size that New York State Library, Office of Grant Development had obtained and it was the first time that NYSL attempted an outcomes based evaluation for this kind of a grant. NYSL has more experience handling pass-through funding programs with more specific reporting and evaluation criteria, including IMLS funded technology training projects that now require Outcomes Based Evaluations. This grant-funded project has considerably fewer specific IMLS and NYSL expectations and required program actions than either NYSL or the grant partners (especially the Teaching Libraries) are used to managing. It was also the first time that NYSL has used an outside evaluator, such as REAP Change Consultants, to evaluate a program of this size.

Overall Making It REAL! Outcomes Based Evaluation Plan

REAP Change is responsible for the overall Making It REAL! Outcomes Based Evaluation. The REAP Change team originally included Dr. Stephen C. Maack, owner and lead consultant of REAP Change Consultants as team leader; Dr. Clara M. Chu, a tenured Assistant Professor in the UCLA Information Studies Department and an internationally recognized expert on diversity in librarianship, as a sub-contractor; and Dr. Suzanne M. Stauffer, a librarian with extensive experience in public, academic, and special libraries in New York and California, as Senior Research and Evaluation Specialist with REAP Change. During summer 2006 Dr. Stauffer left REAP Change employment to become a tenure-track Assistant Professor at Louisiana State University, School of Library and Information Science. Lead evaluator Maack took on more evaluation responsibility and eventually sub-contracted with Ulia Gosart and Sam Cook to help complete the last two months of the evaluation work.

The proposed evaluation approach included a multi-methods (quantitative and qualitative), multi-site, multiple source evaluation that would provide outcomes based evaluation results, as well as a process evaluation for formative and summative use. It was meant to provide an evaluation for the intended use of intended users. Evaluation reports, including this one, were to include "Lessons Learned" sections with evaluator comments and occasional recommendations for consideration by NYSL and IMLS, especially in the event of similar future grant applications. The general evaluation approach was laid out in the bid for contract, and then partially detailed further for presentation at workshops held on June 1 and 2, 2005 (<http://www.nysl.nysed.gov/libdev/imls/workshop/evalplan.pdf>, retrieved July 25, 2007). The evaluation plan was revised and presented to NYSL by the contracted deadline of September 21, 2005, then revised again following comments from NYSL and program changes (<http://www.nysl.nysed.gov/libdev/imls/evalplan.pdf>, retrieved July 25, 2007).

While the written overall evaluation plan was not revised again after February 15, 2006, the overall evaluation was implemented differently after Dr. Stauffer left REAP Change employment. Before the change in staffing, implementation had proceeded essentially as planned at the beginning of the overall evaluation, as shown in Figure 2.

Figure 2. Methods Used to Evaluate Project Start-Up and Recruitment Phases

Project Phase to be Evaluated	Planned Evaluation Methodology	Implemented Evaluation Methodology	Analysis Approach Implemented
Project Start-Up and Recruitment Phase	Document Review	Document Review	Content Analysis
	Telephone interviews and e-mail questions of partners and NYSL project staff	Directed Telephone interviews and e-mail questions of partners and NYSL project staff	Content Analysis
	Paper-based Survey of Partners (hand-out, mail back)	Paper-based Survey of Partners	Descriptive Statistics and Content Analysis
	Web-based Survey of Scholarship Students	Web-based Survey of Scholarship Students	Descriptive and Non-parametric Statistics, Content Analysis

REAP Change experienced some delays in implementing planned data collection in spring 2006, and New York State Library agreed to collect progress reports that year. Also, it turned out to be very difficult to get the few program leavers to talk to the evaluators, so some of the information on program leavers came from partners or NYSL staff interviews or student e-mails to the partners or NYSL staff or to the evaluators. The evaluation methods used for looking at what was happening in mid-implementation of the Making It REAL! program are shown in Figure 3.

Figure 3. Methods Used to Evaluate Project Mid-Implementation Phase

Project Phase to be Evaluated	Planned Evaluation Methodology	Implemented Evaluation Methodology	Analysis Approach Implemented
Mid-Implementation Phase	Telephone Interviews or Web Surveys of Students	Web Surveys of Students in August 2006	Content Analysis, Trend Analysis, Descriptive and Non-Parametric Statistical Analysis
	Document Review of Student Progress Self-Reports	Incorporated in Web Surveys of Students	See Above
	Telephone Interviews or E-mail Surveys of Partners	Partner Progress Reports to NYSL in spring 1006	Content Analysis
	Focus Groups with Students at NYLA 2006	3 Focus Groups with Students at NYLA 2006	Content Analysis
	Focus Groups with Partners at NYLA 2006	4 Individual Interviews and 1 Focus Group with Partners at NYLA 2006	Content Analysis

Project Phase to be Evaluated	Planned Evaluation Methodology	Implemented Evaluation Methodology	Analysis Approach Implemented
Mid-Implementation Phase	Partner and Student Publication and Presentation Self-Reports	Partner and Student Publication and Presentation Self-Reports collected in spring, 2006 and June/July, 2007	Content Analysis
	NYLA Workshop and Session Participant Surveys at NYLA 2005 and NYLA 2006	NYLA Workshop and Session Participant Surveys at NYLA 2005 and NYLA 2006, Participant Observation at NYLA 2006	Descriptive and Non-parametric statistics, Content Analysis, and in Participant Observation Analysis
	Telephone Exit Interviews with StudentProgram Leavers	Telephone Exit interviews, e-mails, and partner interviews	Content Analysis of reasons for students exiting the program

The originally planned and actual evaluation methodologies for the end of the Making It REAL! project are shown in Figure 4. By spring 2007 the three-person evaluation team was in practice down to the lead evaluator, Dr. Maack. Since Dr. Maack would have been unable to accomplish all of the remaining evaluation work by himself, the REAP Change team was augmented by adding sub-contractor Ulia Gosart to expand, revise, and reorganize a bibliography on "Diversity" that Dr. Chu had completed in summer 2005, and to expand and reorganize the bibliography from Dr. Stauffer's NYLA 2006 presentation on "Teaching Libraries." These were to provide additional context and summative evaluation deliverables, with only the "Diversity" bibliography originally promised. Sam Cook, who had graduated from the University at Albany Library School at the end of the spring 2006 term and left NYSL employment related to the MIR project at the end of August 2006, was sub-contracted to evaluate the grant funded Library Careers New York website at <http://librarycareersny.org/> (retrieved July 25, 2007) that had finally been completed in late Winter 2006/early spring 2007. He also has provided invaluable logistical support and report writing/editing services for this final report. As planned, Dr. Chu has provided excellent review and editing assistance for this final report.

Dr. Maack thanks the REAP Change team members for their many contributions to this evaluation for their excellent work throughout this project. The overall evaluation could not have been completed without their help, although any mistakes in this final report are the fault of the author. Dr. Maack also thanks Making It REAL! Project Director Mary Linda Todd of NYSL, Division of Library Development, for her patience, input, feedback, and cooperation during a long evaluation. Finally, this final overall evaluation report would not have been possible without the frank comments and contributions of the contact people at the 19 Making It REAL! partner organizations, and the Making It REAL! scholarship students.

Figure 4. Methods Used to Evaluate the Project End Phase

Project Phase to be Evaluated	Planned Evaluation Methodology	Implemented Evaluation Methodology	Analysis Approach Implemented
End of Evaluation	End of evaluation web-based survey of partners with closed and open-ended questions	Partner OBE Plan Reports to REAP Change in June/July 2007, and REAP Change Interviews with all partner contacts in June/July 2007	Descriptive Statistics derived from progress reports and interviews, Content Analysis
	Web-based surveys of library school graduates, including questions matching the original student survey and job related questions, to be implemented within one month of graduation, and completion of web-based report form about jobs obtained	Web-based survey of all scholarship students, including graduates. The survey had questions similar to those on the original survey and the 2006 student survey, plus graduation and job-related questions for graduates. Students completed the survey in June/July 2007.	Descriptive and Non-Parametric Statistics, retrospective pre-test analysis, Content Analysis of survey done in June/July 2007
	Supplemental interviews with partners or students around special or unique diversity related issues identified during the evaluation	Special interviews or e-mail exchanges with students around special issues, and probing of partners during the final interviews plus e-mail exchanges	Content Analysis
	Website statistics, random sample of website users, telephone interviews and focus groups	Website statistics, non-random sample of website users, website usability analysis	Website use trend statistical analysis, descriptive statistical analysis of survey, usability analysis

Partner Outcomes Based Evaluation Plans

On November 6, 2003 an e-mail was sent out over the NYLINE e-mail network inviting library system, Council and library school proposals to NYSL for an eventual IMLS grant proposal. There was about a two month time period between the original e-mail solicitation of partner proposals and submittal of the Making It REAL! grant proposal to IMLS. All 14 projects

proposed by 13 library systems/councils⁹ and six proposals from public and private library schools in New York, and the NYLA proposal were accepted and included in the NYSL grant proposal submitted to IMLS on January 9, 2004. IMLS funded the project in July 2004. Scholarship student recruitment proceeded primarily in summer and fall, 2004 but also into spring and summer 2005, with additional grants awarded in fall 2005 to recycle scholarship money from one partner who withdrew,¹⁰ and additional recruitment activity to replace students who turned down scholarships that they had at first accepted. The REAP Change team was contracted on April 19, 2005 to do the overall evaluation and provide technical assistance to partners who would produce their own OBE plans for their own programs.

NYSL felt that all partners would want or benefit from developing their own OBE plans since they might have their own particular expectations of their own involvement in and contributions to the program. While most of the grant partners had participated in NYSL funded training in IMLS OBE approaches in spring 2005 or earlier, REAP Change included a brief refresher session¹¹ on outcomes based evaluation as part of two one-day workshops that were held on June 1 and 2, 2005.¹² Ten of the 12 teaching libraries, five of the six library schools, NYLA and NYSL sent representatives to these workshops.¹³ On each day teaching libraries as well as library school representatives were present. At the end of each day partners started from their original grant proposals to NYSL and worked in small groups with REAP Change team members to begin fleshing out their own program OBE plans. The REAP Change team members rotated around among the groups so that the partner representatives present would get the perspectives from different REAP Change team members with different library, library school and evaluation backgrounds and expertise.

After the workshops the REAP Change team was divided up among the partners so that each partner had a designated overall evaluation team member available to provide technical assistance, telephone and e-mail consultation, review and feedback on the developing specific partner project evaluation plans. Dr. Maack acted as the general evaluation expert, available for additional consultation by any partner and either of the other two members of the REAP Change team, who were less experienced in program evaluation. The partners were held responsible for creating their own Making It REAL! program OBE plans using the forms that had been used in NYSL provided OBE training earlier in the year. They had to specify the anticipated program inputs, outputs, outcomes, indicate how and when these would be measured, what the indicators were and what target measurement level would

⁹ New York Public Library (NYPL) is one system but submitted two proposals, one from NYPL – Branches and one from NYPL – research libraries (i.e., that of the Science, Industry and Business Library), which have been traditionally viewed as separate by NYSL because of different types of funding support. The projects were run independently, although reporting was finally coordinated at the end. The separate NYPL Divisions are treated in this report as separate partners even though part of one public library system.

¹⁰ See Maack, S. C. (October 7, 2005). *Making It REAL! Student Recruitment: Library School and Teaching Library Survey Results*. Los Angeles: REAP Change Consultants.

¹¹ The PowerPoint for this session can be viewed online at http://www.nysl.nysed.gov/libdev/imls/workshop/obe_revu.pdf (retrieved July 25, 2007).

¹² The Agenda, contents, and evaluation of the workshops can be viewed online at <http://www.nysl.nysed.gov/libdev/imls/workshop/index.html> (retrieved July 25, 2007).

¹³ For the list of workshop participants, see <http://www.nysl.nysed.gov/libdev/imls/workshop/particip.htm> (retrieved July 25, 2007).

need to be reached to declare the program a success. The partners were also instructed that they would be responsible for tracking and gathering evidence on progress toward meeting the outcomes of their own individual programs. The REAP Change team would be primarily responsible for the overall grant program evaluation, although it offered to provide technical assistance to the partners, if asked, on developing or perfecting evaluation data collection instruments.¹⁴ NYSL asked the REAP Change team to take responsibility for approving individual partner program OBE plans as the best that the partners could produce, before these were forwarded to NYSL as the partner individual OBE plans. The intention was to have individual partner OBE plans completed by July 15, 2005. While most of the partners had their plans done by the target date, some took as long as December 2005 to finish.

The New York State Library collected progress reports from partners, including progress on their OBE plans, in spring 2006. REAP Change Consultants collected final OBE plan progress reports in June and July 2007. General comments about the entire set of partner OBE plans are made here.

The REAP Change evaluation team found it difficult to get some of the partners to look at Making It REAL! as much more than a scholarship award project. Even though REAP Change had presented a Making It REAL! program overview in the workshops that included mention of a possible focus on organizational changes in relation to diversity and teaching libraries as opportunities for grant program participation,¹⁵ and the REAP Change team brought up the possibility of including organizational activities, outcomes, and targets in the partner OBE plans, most partners did not do so. During OBE plan technical support discussions partners often referred the REAP Change Team back to the original individual partner proposals that referenced recruiting library school students to meet specific library staff shortage needs in the local areas, or recruiting ethnically diverse students. Both teaching library and university partners therefore felt it was sufficient to produce outcomes based evaluation plans that focused on what was happening with the scholarship students, and frequently on outcomes that the students themselves would achieve, more than on what the organizations would achieve to assist the students in their education. Universities in particular, but also some Teaching Libraries, frequently set outcomes and outcome indicator targets that simply involved typical measurements of progress toward the Master's degree at different stages of any student's library education, without specification of any organizational activities other than one might normally find in a library school graduate program. The overall quality of the set of partner OBE plans suffered as a result.

Another problem with partner OBE plans is that 11 of the 12 teaching library partners and two of the six University partners had only one or two Making It REAL! scholarships available to award (see Figure 5). These partners viewed the grant program as small from their perspective, both in terms of dollars expended and people affected. Many therefore felt that the time needed to create and track OBE plans just for their small programs was a burden given the size of their individual programs.¹⁶

¹⁴ None of the partners asked for such assistance.

¹⁵ See <http://www.nysl.nysed.gov/libdev/ims/workshop/overview.htm> (retrieved July 20, 2007).

¹⁶ Most of the money in the partner grants also went toward scholarships, with very limited organizational overhead or expense funding available per partner.

Figure 5. Number of Making It REAL! Scholarships Awarded Annually per Grant Partner

Teaching Library Partners	Number of Scholarships	Library School Partners	Number of Scholarships
Capital Region BOCES	1	Palmer School of Library and Information Science	4
Clinton-Essex-Franklin Library System	1	Pratt	6
Franklin-Essex-Hamilton School Library System	2	St. John's University,	2
Mid-York Library System	1	Syracuse University	1
Monroe County Library System (Rochester Public Library)	1	University at Albany, SUNY	2
New York Public Library – Branches	1	University at Buffalo, SUNY	11
New York Public Library – SIBL	1		
North Country Library System	2		
Northern New York Library Network	2		
Onondaga County Public Library	1		
Queens Library	3		
Rochester Regional Library Council	1		
Southeastern New York Library Resources Council (SENYLRC)	1		

The distribution of scholarships was based on the original proposals from the partners to NYSL and included considerations such as the higher cost of awarding scholarships to cover tuition and fees at private university partners (i.e., Palmer, Pratt, St. John's and Syracuse University) and whether partners intended to offer scholarships covering full or partial tuition. In addition, the University at Buffalo, a publicly funded (and thus less expensive) State University of New York institution, started with six scholarships designed for use in educating librarians who could provide web accessible websites for libraries, and then during mid-fall 2005 received another five scholarship awards following the pull-out of a teaching library partner freed up scholarship funds that could be moved to another partner.

When Teaching Libraries and universities only had one or two scholarship recipients the implications for OBE plans that focused on what those students did was that there was no

variation or almost no variation possible in outcomes. The students would either succeed or not succeed. Despite OBE training and continual encouragement and coaching from the REAP Change team to distinguish outcomes from outputs, it was much more difficult for the partners to distinguish “outcomes” from “outputs” with OBE plans focused on only one or two participants, and attribute those outcomes to the program rather than to unique characteristics of the individuals in the program. Some partners and REAP Change team members discussed ways to set measurable outcomes rather than outputs of activities that students were expected to undertake, but even then, accomplishing those outcomes for the partner would be dependent on the success of the one or two scholars sponsored by that partner. Teaching Libraries in particular often indicated to the outside evaluators during the process of writing OBE plans that the evaluation approach seemed like overkill with so few scholarship students involved. In exit interviews Teaching Libraries would rave about their scholarship recipients and how well they were doing, then note how lucky they were to have recruited those particular students, or comment on some individual student characteristic that helped that student succeed. REAP Change agrees that there were too few scholarships awarded per partner to do a good outcomes based evaluation for most of the partners.

Also, most partners had finished scholarship recipient recruitment before they finished their specific OBE plans. A few Teaching Library partners noted in final interviews in June or July 2007 how the success of their OBE plans had hinged on their success in attracting and picking out exceptional Making It REAL! scholarship recipients, and wondered out loud if their programs would have gone as well if they had chosen less adept and appropriate scholarship recipients. Some had included OBE plan measures for a recruitment process that was finished before the OBE plans were written, and reported out their indicators and measures. However, only one or two partners provided clear evidence of a thorough “logic model” for how the scholarship selection process might yield potentially successful library school and program candidates that had been developed before recruitment.¹⁷ This was more of an issue for “Teaching Libraries,” who had little or no experience in recruiting and selecting among scholarship candidates, than for the partner Library Schools that handle selection of students and awarding of scholarships annually.

Many of the Teaching Library staffs involved with the Making it REAL! project were also writing OBE plans for the first time. Some appreciated the personalized coaching provided by the REAP Change team, and worked hard to produce two or three drafts before their liaison would accept an OBE plan as sufficient, while others resisted the process. Frequently OBE plans would include outcomes that could not even be measured until well into the grant project (e.g., what happened during student’s library school internships) or even after the grant project was over (e.g., obtaining a job in the sponsoring library system, schools, or Library Council, and working several years while demonstrating leadership). This kind of an OBE plan was accepted as at least meeting the spirit of OBE planning, although the partners were warned that they would have nothing to show as progress during the grant period if their plan only included such outcomes and measures. For one or two partners, then, the time period for gathering any outcomes data hasn’t arrived yet or is just starting as this final

¹⁷ For a full analysis of approaches and problems that partners encountered during the recruitment phase see Maack, S.C. (October 7, 2005). *Making It REAL! Student Recruitment: Library School and Teaching Library Survey Results*. Los Angeles: REAP Change Consultants. For the perspective of students who succeeded and got scholarships during the recruitment period see Maack, S.C. and Stauffer, S.M. (March 2, 2006). *Student Survey 2005: Making It REAL! Grant Evaluation*. Los Angeles: REAP Change Consultants. The latter report is also available at <http://www.nysl.nysed.gov/libdev/imls/survey/srvy05p1.htm> (retrieved July 27, 2007).

overall evaluation report is being written. There is a similar problem for the overall evaluation that relates to the evaluation contract. The overall evaluation report is due by August 31, 2007 yet grant scholarship recipients have until December 2007 to complete their library school degrees. The external evaluation therefore also has to move forward with incomplete information or projected results concerning legitimate overall OBE plan targets.

Finally key staff turnover between when partners wrote their original proposals to NYSL and the writing of OBE plans, or after the OBE plans were written and when they were evaluated, created problems for the grant program. Monroe County Library System (Rochester Public Library) had director turnover and turnover of leadership and other staff within the Rochester Public Library Division that was actually implementing the plan. This created confusion and communication related issues about the purpose of the grant, the Rochester Public Library proposal, and the OBE plan. New York Public Library – Branches had a key staff person who had been involved with the proposal and OBE plan leave employment. Pratt Institute, St. John's University and the University at Albany all went through changes of Deans or program Directors, and the University at Buffalo was being reorganized while its OBE plans were created and implemented. While some staff turnover might be expected over the course of a multi-year, multi-site evaluation, it was disruptive for OBE plan creation, program implementation, and outcomes measurement for about one-third of the grant Teaching Library and University partners.

Lessons Learned about Outcomes Based Evaluation Planning

- Outcomes based evaluations are not the appropriate approach for all program evaluations. Outcomes based evaluation training materials developed for NYSL, Division of Library Development that are based on materials developed by Performance Results, Inc. for IMLS recommend in PowerPoint Slide 8 that one select another evaluation method when: a) one can't predict user benefits, and b) one is evaluating something other than user benefits. That appears to have been the case with this grant project for such expected outcomes as "best practices" for being a "teaching library." The more appropriate overall evaluation model for this evaluation would be that used for a multi-site evaluation, including a close look at processes and variations in levels of outcomes achieved in relation to input and program variations as well as with respect to program or community context.
- If there are a sufficient total number of program participants and specific anticipated results are measurable, it is appropriate to specify program outcomes, indicators, measures, and success criteria and perform an outcomes based evaluation. However, it is not appropriate to expect an outcomes based evaluation approach from partners with only one or two program participants unless programs outcomes are specified that look at factors other than what happened with those individuals, such as specific, measurable expected organizational changes.
- Outcomes based evaluations (and many evaluations) have the greatest benefit if they are closely matched to a logic model of how program actions will lead to expected outputs and outcomes. This is harder to do after the fact, after programs are designed and started.

- Evaluation training for partners should occur before programs are started and technical assistance in OBE planning is best done as the programs are being planned. In similar future grant efforts it would be better to make sure that partners receive OBE training and logic modeling assistance before they even start trying to identify scholarship recipients. It would be helpful to provide technical OBE planning assistance from an outside expert evaluator sooner in the grant period. It would be ideal for NYSL to seek input from an evaluation expert even as it is developing a grant proposal to IMLS, so that the anticipated overall evaluation process can be more closely related to the anticipated program process, activities, and outcomes.
- Some outcomes are time dependent. When a program logic model specifies a maximum time in which an outcome can occur, it is appropriate to arrange for a final outcomes based evaluation report that follows rather than proceeds the final time point for measuring that outcome.
- The grant program administrators should set clear criteria for partner OBE plans that require that at least some outcomes be measurable during the grant period and the writing of the overall evaluation report.
- Clear and repeated communication between the grant administrator, partners and external evaluators about expectations, responsibilities and reporting requirements for OBE plan progress might help overcome unavoidable key staff turnover problems that affect evaluations and evaluation activities as well as planned program actions.

Scholarships Awarded, Enrollment, Progress Toward Degree and Graduation Outcomes

The overall Making It REAL! grant program had several specific overall measurable outcomes that relate to numbers of scholarships awarded, enrollment, progress toward degrees and graduation. These are evaluated in this section of the report. The Making It REAL! program achieved most, but not all, of its scholarship outcome targets, and came close on others.

Recruitment Phase

As explained in the partner report on the recruitment phase,¹⁸ the number of students anticipated in the program was a moving target because of limited funds available awarded at library schools with different tuition and fees costs, and partner decisions to award full or partial scholarships. During the course of the grant the target became further complicated for the following reasons:

- A Teaching Library partner pulled out before awarding any scholarships, and the funds were eventually redistributed to the University at Buffalo, which awarded five scholarships in addition to the six it had originally awarded. Unlike the first six scholars, the additional five scholars had no special expectations other than completing a Master's degree and working for two of the five years after graduation.

¹⁸ Maack, S.C. (October 7, 2005). *Making It REAL! Student Recruitment: Library School and Teaching Library Survey Results*. Los Angeles: REAP Change Consultants.

- A scholarship recipient at Queens Library encountered legal problems during a trip back to his home country of Bangladesh to see family, and on his return withdrew from the program before starting library school.
- Other students at both Teaching Libraries and universities, who are not counted in Figure 6, were offered scholarships and turned them down before starting library school. Reasons included prospective recipients not liking scholarship terms, full-time paraprofessional employees in Teaching Libraries not wanting to give up health benefits and income if they worked part-time, and personal factors.
- Two scholarship recipients started library school but were unable to maintain adequate academic progress and had to leave library school. These are counted above as having started library school. Their scholarship funds were recycled to replacement scholarship recipients, also counted in Figure 6, one in the Teaching Library and one in the University counts. A third University scholar did not pass a key course, left the program and was not replaced.
- Two other scholarship recipients started library school but left for other reasons. One returned to her native Chile to marry, and the other encountered serious health issues that caused her to leave library school and library employment. One was a University MIR scholar, the other a Teaching Library MIR scholar, and both left in a time frame that did not allow their scholarships to be recycled to other students.
- Timing issues related to mismatches of multiple calendars (those of IMLS grant awards, NY State budget and accounting years, and pre-set University admissions calendars) and unavoidable delays in actual release of funds to partners led in some instances to rushed or truncated scholar recruitment periods and processes.
- Key staff turnover at unfortunate times also contributed to delayed recruitment for some partners as new staff learned about and set out to act on the grant program.

The number of scholarships actually in place therefore totaled 42 at the end, 17 (or 40%) awarded by Teaching Libraries and 25 (60%) awarded by Universities, and reached as many as 44 scholarship students in graduate school in spring 2006. The program therefore exceeded its outcomes target of 15 scholarships for Teaching Libraries and fell one short for University scholarships by spring 2006, but 4 short of 29 at the end. This was somewhat surprising since library schools have considerably more experience with running scholarship programs and placing scholarships than Teaching Libraries do, as verified in early evaluation surveys of the partners, but the outcome was predicted in the recruitment evaluation report concerning that survey.¹⁹ Around recruitment time, three of the Library Schools had experienced turnover of Deans, Directors or key staff who had written the original University proposals and scrambled to place their scholarships for students starting in fall 2005, reserving some for starts in spring 2006. A fourth university (the University at Buffalo) had to offer its scholarships to different students several times before being able to place them. While some of the Teaching Libraries also experienced problems around recruiting as key staff turned over, each Teaching Library had fewer scholarships to award, so there was less of an impact on the grant project as a whole.

¹⁹ Ibid.

Figure 6. Outcome 1: Students Receive Library School Scholarships

Outcome 1: 44 students receive scholarships that enable them to attend library school.					
Indicator(s)	Data Source	Data Reported	Target Applied To	Target (Goal)	Outcome Achieved
12 Teaching Libraries award scholarships to students who enter any library/information science programs	Partner survey; NYSL Project Director records; Student survey	As of July 26, 2007	Unknown number of scholarship applicants and up to 44 total <i>Making It REAL!</i> scholarship recipients	15 scholarship recipients (34% of 44 <i>Making It REAL!</i> project scholarship recipients)	20 Scholarship recipients, 19 of whom entered library school, with 17 still enrolled or graduated as of July 27, 2007
6 New York library schools award scholarships to students who enter their library and information science programs	Partner survey; NYSL Project Director records; Student survey	As of July 26, 2007	Unknown number of scholarship applicants and up to 44 total <i>Making It REAL!</i> scholarship recipients	29 scholarship recipients (66% of 44 <i>Making It REAL!</i> project scholarship recipients)	28 scholarship recipients, 28 of whom entered library school, with 25 still enrolled or graduated as of July 27, 2007

Outcome 1 Lessons Learned

- Overall this kind of a scholarship grant program can meet or exceed its targets for number of scholarships awarded. However, targets need to be set clearly based on both total numbers of scholarships and total scholarship amounts awarded so as to be measurable in outcomes based evaluations.
- Teaching Libraries can be as or more successful than Universities in awarding scholarships to appropriate candidates.
- Grant partners and NYSL should give advance consideration to how to handle instances when applicants offered scholarships decide to turn them down and to how to structure and present scholarship opportunities to maximize the number of applications and the likelihood of acceptance.
- If possible, longer recruitment periods should be built into the scholarship recipient selection process and additional consideration given to recruitment timing issues related to multiple pre-set annual scheduling patterns, including those of University admissions offices and IMLS grant award processes. Teaching Library staff and prospective scholarship applicants might need advice or assistance regarding library school entry criteria and application timing.
- Partners should apply appropriate communication strategies internally and between NYSL and partners if key library or university staff turnover occurs just before or as student scholarship recruitment should be occurring.

- Outcome targets might be adjusted or new outcomes targets set to specify the number or percentage of full or partial scholarships, the number or percentages of scholarship students attending library schools in New York, or the number of percentages of scholars attending library schools with different costs.

Figure 7. Outcome 4: Students Make Expected Progress Toward a Library Degree

Outcome 4: Students made expected progress toward a library degree to be obtained within the time frame of the grant					
Indicator(s)	Data Source	Data Reported	Target Applied To	Target (Goal)	Outcome Achieved
Grades average B or better	REAP Change staff review of up to 44 student progress self-reports	July 2006, July 2007	Up to 44 student scholarship recipients	100% of Teaching Library and	18 of 19 (95%)
				80% of library school scholarship recipients	27 of 28 (96%)
Students meet other library school criteria for normal progress toward a degree	Telephone Interviews and focus groups with library school partners Web surveys of students	November 2006 (NYLA) and June/July 2007	Up to 44 student scholarship recipients	100% of Teaching Library and	17 of 19 (89%)
		August 2006, June/July 2007		80% of library school scholarship recipients	25 or 28 (89%)
Students go full-time (except summers) throughout their studies or follow a full-time/part-time course taking pattern but take courses some summers	Web surveys of students	August 2006 June/July 2007	Up to 44 student scholarship recipients	100% of Teaching Library and 80% of library school scholarship recipients	Teaching Library MIR scholars attended library school part-time and in summers. University MIR scholars were more likely to go full-time in fall and spring and not at all in summer.

Mid-Project Implementation Targets for Academic Progress

Based on careful review of the original grant proposal and partner OBE plans, REAP Change identified six possible mid-implementation outcomes for the grant. REAP Change recommended that the indicators and target criteria for these overall outcomes be discussed further with the Project Director and partners. The discussion of indicators and criteria never took place. Nevertheless, outcomes relevant to academic progress toward

library school degrees, those proposed by the overall evaluator, are presented, starting with the indicators for Outcome 4 in Figure 7.

The criteria for Teaching Library and University awarded scholar success were based on the graduation criteria specified in the grant narrative,²⁰ in which Teaching Libraries were expected to have all 15 of their anticipated scholarship recipients move forward to graduation while only 80% of the University sponsored scholarship recipients were expected to graduate within the grant period.

Grades Average B or Better. The logic model behind these targets is not clear and may have been faulty. Unless there were reasons to expect that Teaching Libraries would be able to identify students with superior academic ability better than faculty with more experience in such matters, it might have been reasonable to expect that Teaching Library scholars and University awarded scholars would have equivalent academic ability coming into the program. If scholarship students are admissible to accredited library schools (a requirement for Making It REAL! scholarships), and have equivalent abilities at admission, then it would be a reasonable assumption (based on retention and graduation theory) that the same proportions should move forward no matter the source of the scholarship (i.e., a Teaching Library or a University). However, program differences among partners in help toward graduate school success might change the proportions of successful students. Tested retention and graduation hypotheses have shown repeatedly that, while a good predictor, the quality of incoming academic preparation is not the sole predictor of academic success. A better logic model would have specified which elements of project implementation (e.g., mentoring programs) were expected to contribute to academic success and why.

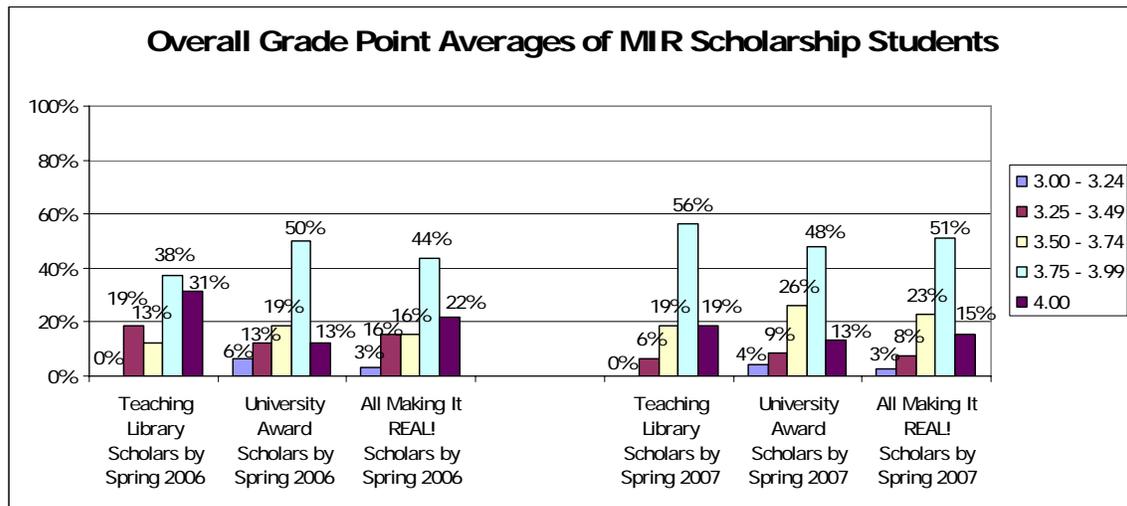
Since a grade of "B" or better is usually considered the minimum for graduate student academic progression, in measuring the first indicator all scholarship recipients who entered graduate school at any point in the grant program were used as the base for percentage calculations and those who were eligible to advance normally each term were counted as successful even if they chose to drop library school for non-academic reasons. Over two years, teaching Library and University awarded scholars had equivalent academic success by this measure. Since there is insufficient information on incoming academic ability uneven academic ability at entry cannot be ruled out as a cause of this result. However, neither do the results suggest sufficient differences in grant program contributions to library school academic success to indicate that scholars from Teaching Libraries did better or worse than their counterparts in academic progress. For example, it is also impossible from data gathered to rule out differences in standards of admission and academics of the different library schools attended as a possible cause of lack of success.

There were no criteria in the grant concerning online courses. However, the availability of online programs at Syracuse University, Southern Connecticut State University, Clarion University, and Texas Woman's University made it possible for ten of the Teaching Library MIR scholars from more remote areas to attend library school. Teaching Library MIR scholars were more likely than University MIR scholars to take more online courses. Therefore, Teaching Library MIR scholars were more likely than University MIR scholars to be acquiring their "B" or better averages in wholly or partially online programs.

²⁰ See <http://www.nysl.nysed.gov/libdev/ims/narative.htm> (retrieved July 27, 2007).

Figure 8 provides a closer look at grade success for students who replied to web-based surveys done in August 2006 and June/July 2007, and most respondents²¹ reported their grade point averages (GPAs). Figure 8 shows that most Making It REAL! students not only made adequate progress -- many thrived academically in library school. By the end of spring 2007 about two-thirds of the Making It REAL! students had self-reported Grade Point Averages of 3.50 or higher. That includes almost three-quarters (74%) of the Teaching Library scholarship recipients, and six out of ten (61%) Making It REAL! students awarded scholarships by partner Universities.²²

Figure 8. Self-reported Overall Grade Point Averages by Spring 2006 and Spring 2007 or at Graduation

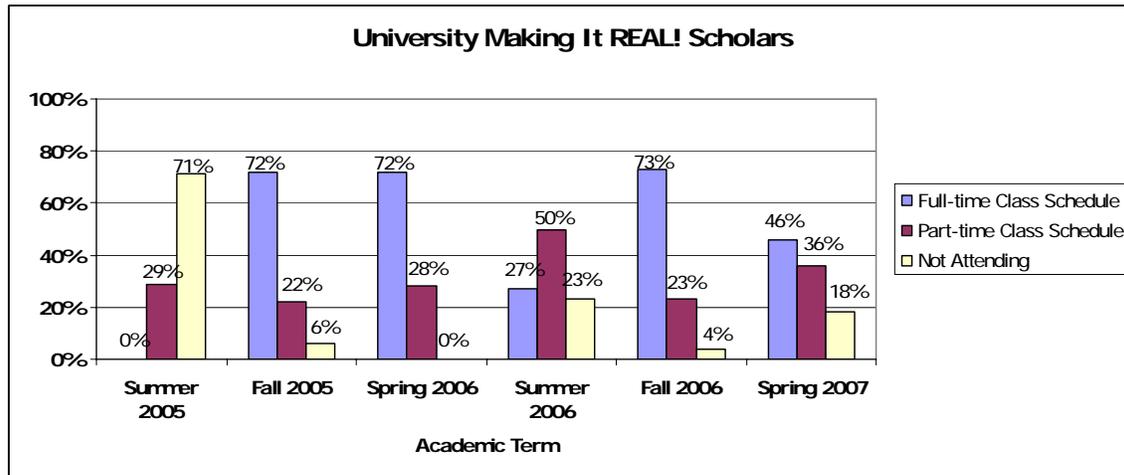
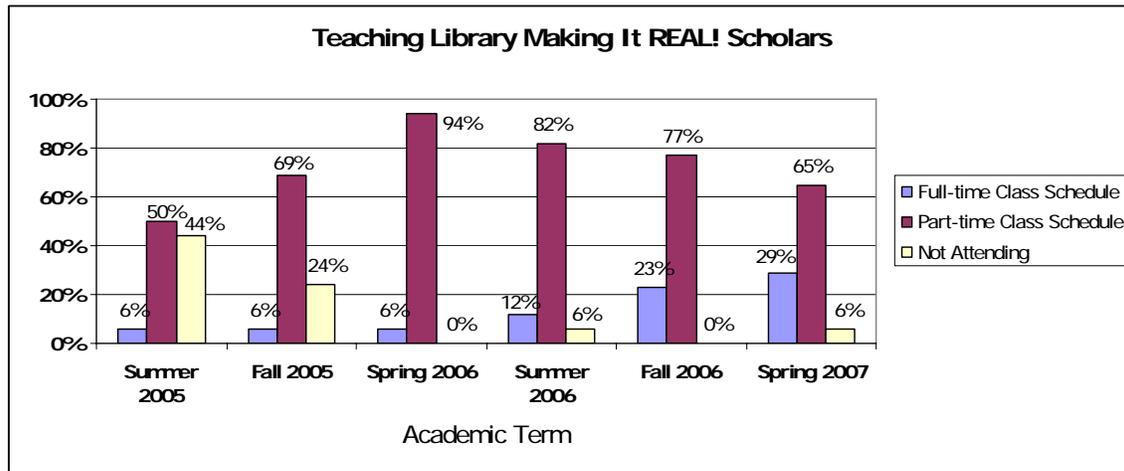


Library School Attendance Patterns. The original grant proposal had no particular expectations of full-time or part-time attendance by Making It REAL! scholars. It had, however, allowed at least two and a half years (from fall 2005 through fall 2007) to complete 36 to 42 unit degrees that might be completed in two years without summer terms if a student had been able to attend full-time. The grant program therefore allowed for part-time study, so the evaluator proposed target outcomes for “progress through library school” accordingly. Although Teaching Library scholarship recipients held their own academically, they progressed through library school at a different pace than University scholars. This is shown in the two charts of Figure 9.

²¹ In the August 2006 survey 32 of 34 respondents (94%) reported GPAs. In June/July 2007 all but three of 42 currently active or graduated students responded to the 2007 survey, and all 39 survey respondents reported their GPAs.

²² The difference in GPA ranges between Teaching Library and University MIR scholars is not statistically significant.

Figure 9. Full-time, Part-time and No Attendance by Partner Type and Term



In the first student survey two-thirds of the Teaching Library scholars indicated that they expected to go to library school part-time every semester including summers, compared to 23% of the University awarded scholars. About 27% of the University scholars expected to attend graduate school full-time including summers, 23% a mix of full-time and part-time plus summers, and 14% full-time except summers. In fact, Teaching Library scholars were significantly more likely than University scholars to be part-time students in both the fall 2005 and spring 2006 terms,²³ and also in fall 2006.²⁴ The difference was not statistically significant in spring 2007, but the direction was the same – 69% of Teaching Library MIR scholars in graduate school that term took a part-time course load and 56% of the University

²³ Maack, S. (February 27, 2007). *Student Survey 2006: Making It REAL! Evaluation Grant Report*. Los Angeles: REAP Change Consultants, pp. 2-4.

²⁴ Fisher's Exact Test $p = .003$, $\Phi = -.524$, $p = .001$ with 77% of Teaching Library MIR scholars attending part-time and 76% of University MIR scholars attending full-time in the June/July 2007 Student Survey results.

MIR scholars took a full-time course load. Also, 94% of Teaching Library MIR scholars attended summer school in summer 2006 compared to 77% of University MIR scholars.²⁵

REAP Change also determined from Academic Year (AY) 2005-2006 data that even though they were more likely to take summer school courses, Teaching Library MIR scholars accumulated fewer courses by the end of a calendar year of study than University MIR scholars. Since attendance patterns for AY 2006-2007 were expected to be the same,²⁶ REAP Change predicted that a greater proportion of University than Teaching Library students would graduate well before the end of the grant period (i.e., by the end of spring 2007). As will be discussed later in this report, this did turn out to be the case.

Part of reason for the greater likelihood of part-time attendance by Teaching Library scholars was that somewhat larger proportions of these students worked longer hours per week for pay than their University MIR scholar counterparts. The latter also worked while going to library school, just not as often or as many hours per week.²⁷ Most students found it "somewhat difficult" or "very difficult" to attend school and work at the same time, especially if working 21 hours a week or more, or going to school full-time and working any number of hours. The reasons for working for pay while going to library school relate to both the cost of library school and the need to support a family or oneself.

Scholarship students from the Teaching Libraries were especially likely to be taking online courses. In fact, Teaching Library scholarship students attending Clarion University, Southern Connecticut State University, and Texas Woman's University took all of their courses online, as did most of the Teaching Library students who were attending Syracuse University. The experience of these students was that online courses often take more effort than regular face-to-face classroom courses, even though the students often have flexibility as to when to do the work. The stress of having to work, attend school, and maintain some semblance of a family or personal life cannot be overstated. Most of the students were continually juggling time and priority issues as shown in Figure 10 comments.²⁸

²⁵ This difference is not statistically significant and 88% of Teaching Library MIR students compared to 65% of University MIR students who took classes in summer 2006 attended part-time. There were similar differences by scholarship source in summer 2005 and summer 2007, but interpretation of those results would be complicated. In considering summer 2005 results, some Universities didn't award some scholarships until spring 2006 and some students took classes before receiving MIR scholarships. In considering summer 2007 results, the majority of the University MIR scholars had graduated at the end of spring 2007 so didn't need to take any more classes.

²⁶ Maack, S. (February 27, 2007). *Student Survey 2006: Making It REAL! Evaluation Grant Report*. Los Angeles: REAP Change Consultants, pp. 5-6 and 12 - 19.

²⁷ Maack, S. (February 27, 2007). *Student Survey 2006: Making It REAL! Evaluation Grant Report*. Los Angeles: REAP Change Consultants, pp. 9-12

²⁸ In order to allow students to speak in their own voices, this report leaves student comments as entered on web-based surveys, without correction of apparent typographic or grammatical errors. The survey software did not include a spelling or grammar checker.

Figure 10. Comments on Working, Online Courses, and Going to Library School

Scholarship Type	Making It REAL! Scholar Comments
Teaching Library MIR Scholars	<p>As part of the grant I received one paid day off per week each semester. This certainly made juggling school and work (and family!) easier than if I had to work 5 days/week and attend classes (that would have been nearly impossible given the long commute), but I hesitate to say it was "easy!" My stress level for each semester was different depending on the courses I was taking, my responsibilities at work, and life at home, but I certainly experienced stress each semester! It was VERY important for me to do well in school so that added stress that I may not have had if I was satisfied with B grades. I only took one class in Spring '07, but it was one of the hardest classes I took! summer '06 was very easy because I only took a one credit class (St. John's paid for me to take that class).</p>
	<p>At times, when I had a lot of assignments due, it was stressful having to work, but there have also been lulls during work where I am able to get some homework done. So it was give and take.</p>
	<p>During the summer I was not working but the courses were concentrated. So when work time constraints allowed me to sign up for more college courses were more intensive.</p>
	<p>I attended classes via distance learning which made getting the degree much easier. If I'd had to travel to campus several times a week as well as work, I'm certain I would not have been able to do it. The distance option is wonderful for motivated students who work well on their own.</p>
	<p>I have a family with two kids and a full time library job during the school year. Taking classes have been very difficult while working.</p>
	<p>I have been out on medical leave since 1/17/2006. I had surgery on 9/19/2006. I am still recovering. Graduate school has kept me focused during my recovery. I fully intended to remain employed twenty hours a week at the public library while in school. My three herniated discs made it impossible to work.</p>
	<p>I work as a school nurse, so I do not work in summers, therefore I put N/a. Last summer we had a daughter get married, so I would ideally have taken more classes then, since I did not work. The one class I took was a pleasure to take. This summer 2007, I am taking 12 credits. It started in May and so it has been really difficult until yesterday when my work ended for summer vacation. For fall 2007, I worked full time in the school and then 3 nights a week at another school to get my H.S.fieldwork hours done. My school district would not give me an unpaid leave to get the 100 hours of fieldwork done. I was also taking 2 classes. It was a very difficult. Then in the spring, I was able to do some fieldwork before and after school and during my lunchtime, plus took 2 classes. It was also very difficult. Other factors include having four children and a husband...all who of course need attention. In my ideal world, I would have loved to take a leave from my job and attend school full time. I have a fairly sedentary job and feel that it was not good for my health to sit at work and then sit all night to try put in the effort that was needed for my classes. A lot went by the "wayside" so to speak. It was not a balanced lifestyle and this has been tough to accept...I have been forging ahead and plowing through instead of really being able to enjoy the experience as I usually do in the summers!</p>

Scholarship Type	Making It REAL! Scholar Comments
Teaching Library MIR Scholars	It can be difficult when you have a demanding job to find the time to devote to study. It can also be very stressful especially with the demands of family as well. Time management is very important.
	It is getting difficult now because I must do work at schools in person while trying to work full time. I won't be able to do both starting this fall. I could manage both as long as my class work was totally online. I am in Children's Services so summer is very hard to do classwork at all.
	It was difficult completing assignment while working full time and having a family. Traveling and getting home late twice a week also made it difficult.
	Juggling the coursework and projects at work was very stressful at times. Working from 8 - 4:30, Monday - Friday, and then having other responsibilities and homework to complete has made for a very tiring 2 years. Well worth it though.
	summer courses are very pressured and Queens Library was flexible about work hours, but having a house, a family, work and classes was a bit much for me; others might manage better.
	The support of my Library Board and staff was essential to attending library school as well as work full-time. I could not have made it without the flexibility they afforded me.
	There were other circumstances such as the hours available to work, transportation to other potential sites of employment, and the course load that was taken. Some courses were very demanding because of the content and the allotted amount of time needed to complete it. Add group meetings, presentation practices, and individual tasks to the list and you have a pretty full schedule.
University MIR Scholars	Working full-time and going to school part time takes a lot of time out of my schedule! Writing a thesis while working full-time (Spring 2007) was particularly difficult and time-consuming.
	During my last semester I was student teaching as part of the requirements for my job. That's a 40 hour a week job you don't get paid for in addition to working for pay for 20 hours a week you are really working a 60 hour week. Not to mention that I was also taking an additional class and had a lot of work to do at home to prepare for student teaching every night. That kind of life is very stressful and difficult. It is hard to complete everything and spend the time on things you need to do for school.
	Even with the scholarship funds I still had to pay for more than half of my school tuition and living expenses. I still have large student loans that I will be paying for a while from my graduate studies. It was difficult to attend classes and work more than 40 hours between the two jobs that I had.
	For most of the graduate program I worked part time. The job was library related so it complemented my studies, but I found that I had little extra time for things outside of assignments and work.
	I am a parent of three young children (ages: 3, 2, and 11 months old). Additionally I moved (due to my husband's job transfers) 2x while completing my degree.
	I wanted to finish this degree and being in the program forced me to take a more challenging load, but in the end worth it.

Scholarship Type	Making It REAL! Scholar Comments
University MIR Scholars	I was taking a full course load, which made it difficult to work in a regular fashion. Because of the high cost of the Pratt program, I wanted to get through it as quickly as possible, so I made the decision to take as many courses as I could as quickly as I could. This make working difficult to manage.
	I work full time and raise a teenager as a single mom; it's been a challenge.
	In general its difficult to give your schoolwork the kind of attention it needs while working full-time. Its impossible to have recreation or social time.
	In some ways, it was easy working and attending school because I had so many resources on hand. However, it was very tiring and I also don't have the stamina I had when I was younger.
	It could be difficult to maintain 20 hours of work a week, especially during the last month of each semester (when classes and homework got very labor-intensive). Also, the semester where I was working an internship of 10 hours a week was difficult to arrange proper times to be at both jobs.
	It was difficult to work and study for the comprehensive examination. The fact that I had finished all my course work before taking the comprehensive examination in March 2007 took some pressure off of my schedule of study. There is a great deal of time needed to study and prepare for distance learning classes. The time that you are not in the classroom is well spent reading, writing answers in WEBCT or listening to online presentations. It was very important to block out time periods for study, working online and reading. Taking three courses a semester, working and studying was quite difficult in regard to time blocks for study and reading. Taking two courses a semester releaved some of the pressure for study and reading in the evening and on weekends. One course taken in May 2006 was very good because the information and field work was completed in one weekthe research was due at the end of the first session semester. This was tiring for the week but the time given to finish the research was greatly appreciated.
	Working full-time teaching at PS xx while I am involved part-time in an After School program for children of incarcerated families. I am currently re-designing the non-function library at --- House. Along with my mentor and the head of childrens services NYPL Bronx --.
	There were not circumstances that made it more or less difficult.
	didn't work during grad school

University at Buffalo Mid-Implementation Outcomes. Since the University at Buffalo (UB) of the State University of New York was mounting a special program to increase the number of librarians able to make websites accessible to people with disabilities, it was picked out in the grant narrative and so in the overall evaluation as having its own expected outcomes. These special outcome goals apply only to the original six scholarship recipients, not to the additional five who received Making It REAL! scholarships that were recycled from the partner that withdrew.

While the six students took a special new web accessibility course, LIS 501, in spring 2006, only four of the six students passed it. The two who failed were not required to give up their MIR scholarship. One later left the MLS program as of fall 2006 for other reasons.²⁹

An unanticipated problem encountered by the University at Buffalo was that libraries did not respond to an offer to have the students make library websites more accessible to clients with disabilities. The program director noted in her final report:

We were able to find only one site to support a practicum for one of the six students to apply her accessible web design skills. In January 2006, the project director sent an email to several listservs announcing this opportunity. One library asked to participate. In March 2006, Making It Real web site developer Polly-Alida Farrington announced the opportunity to all the Making It Real library partners. None responded to the offer.

Figure 11. University at Buffalo Special Program Outcome

Outcome 4: Students made expected progress toward a library degree to be obtained within the time frame of the grant					
Indicator	Data Source	Data Reported	Target Applied To	Target (Goal)	Outcome Achieved
Six (6) Master's degree students at the SUNY, Buffalo will demonstrate appropriate competencies for library service to disabled persons to the satisfaction of library school faculty according to pre-established standards. ³⁰	Telephone interview with SUNY, Buffalo Project Director REAP Change staff review of SUNY, Buffalo progress report to NYSL and final OBE Plan report	July 2007 spring 2006 and July 2007	6 Master's degree students	100 percent succeed	5 of 6 students (83%) had either graduated or will still in the MIR program as of July 2007

²⁹ The precise reasons for withdrawal of this person are unclear. She was maintaining adequate academic progress toward a MLS overall but had recently had a baby at the time that she left library school.

³⁰ When this outcome was written, the University at Buffalo had received funding for an additional five scholarships and was in the process of awarding them. However, REAP Change later found out that the additional five scholarship recipients were not expected to participate in the partner project to improve library services to disabled people by making library websites more accessible and Americans with Disabilities Act compliant.

The lack of response will be discussed more fully later in relation to the goal of new Teaching Library models and University-Teaching Library partner interactions.

Outcome 4 Mid-Project Implementation Lessons Learned

- Teaching Library scholars should be expected to progress at the same rate as University scholarship recipients.
- Future grants might specify in advance procedures for replacing scholars if some of the original scholarship recipients who start library school have to stop due to unforeseen circumstances (e.g., serious illness, death in the family, spouse getting a job in another state), or lack of adequate academic progress.
- Future grants might specify potential uses for returned scholarship funds if replacement scholars cannot be identified in a timely fashion or it is too late in the grant period to award new scholarships to replacement candidates.
- Teaching Library scholarship recipients may be expected to attend library school mostly on a part-time basis and take fewer courses per calendar year even if they go to school in the summer, while University scholarship recipients may be expected to attend library school mostly on a full-time basis, with some attending part-time in the summer. Setting a grant expectation of two and a half years time to degree is reasonable for 36 unit library school Master's degrees that might ideally be completed in two years (four semesters) if a student attended full-time (nine units per semester) and didn't take summer school. The longer time period allows for schedule flexibility for scholarship recipients and particularly for the part-time attendance patterns typically followed by Teaching Library scholars.
- The combination of library school, work, and often caring for a family is very stressful for the scholarship students even if going to school part-time or taking online courses. Future grant programs might consider making resource materials on time management, handling online courses, juggling priorities, and stress reduction approaches available to students who desire them. Supplementary non-academic materials have proven successful in increasing retention and graduation in undergraduate programs and so are worth considering in graduate programs for unconventional students such as might be attracted by Making It REAL! grants.

End of Project Outcome: Library School Graduation

The graduation target varied by the type of partner that awarded the scholarship.

Teaching Library Graduation Outcomes. The standards for the Teaching Library graduation outcome targets started with the grant narrative and were modified from "15 students" to read "at least 15 students" to take account of more Teaching Library scholarships being awarded than expected. The original outcome target was 100% graduation by December 31, 2007, but the final evaluation report is due by August 31, 2007 and so has to rely on projected as well as actual graduation data. Therefore the outcome goal language was modified. The outcome target percentage failed to take into account the possibility of replacement scholarships, which creates confusing about the number to use in

the denominator of the percentage. Given the reality of limited budgets, the base for the graduation rate might be considered 19. One of the 20 scholarship students started library school dropped out for lack of sufficient academic progress after one term and was replaced by another scholarship recipient in spring 2006. On that basis the successful graduation rate projected would be 16 out of 19 or 84% graduating by December 31, 2007.

Figure 12. Outcome 10: Teaching Library Scholars Complete Library Degrees

Outcome 10: Students complete library degrees with professional library competencies					
Indicators	Data Source	Data Reported	Target Applied To	Target (Goal)	Outcome Achieved
Teaching Library scholarship students satisfy all graduation requirements and obtain Master's degrees	Student surveys and partner OBE plans and interviews	June and July 2007	At least 15 students	100% graduate by July 2007 or are anticipated to graduate by December 31, 2007	Of 17 students still in the program, seven (7) have already graduated or will have graduated by the end of summer 2007, and another nine (9) are expected to graduate at the end of fall 2007, so by December 31, 2007, 16 of 19 (84%) should graduate. With 16 students expected to graduate within the grant period, the grant outcome exceeds its goal of 15, but does not meet its 100% graduation target. One more expects to graduate by spring 2008.

Only if one also removes from consideration the additional two Teaching Library scholars who left the program (one for lack of sufficient academic progress and one because of serious health problems encountered while in school) would one consider the base to be 17 and even with that lower base, only 94% are expected to graduate by December 31, 2007.

The grant program therefore met its overall target of at least 15 graduates but not its percentage target of 100% graduation. As discussed above in the mid-project implementation section, the target outcome standard might have been poorly formulated or not clearly related to a solid logic model. It did not allow for either academic failure or unforeseen circumstances leading to withdrawal from the scholarship program.

University Making It REAL! Scholar Graduation Rates. As shown in Figure 13, the University awarded Making It REAL! scholars met neither the numeric nor the percentage targets for graduates. Since only 28 total scholarships were awarded in the first place, the university partners did not meet the goal criteria of awarding 29 scholarships and the reasons for this are not entirely clear. Three of the 28 scholarship recipients left the program, one for reasons of lack of academic progress in the library school, and two for other reasons. This left 25 scholarship students who might progress toward graduation by December 31, 2007.

A greater proportion of University MIR scholars graduated by spring 2007 (16 of 28 = 57% or 16 of 25 = 64%) than did Teaching Library MIR scholars (4 of 19 = 21% or 4 of 17 = 24%) for reasons of different full-time/part-time course-taking patterns discussed in the mid-implementation evaluation section above. This is as the evaluation predicted based on results of the August 2006 student survey. However, three of the remaining University MIRS scholars are not expected to graduate by December 31, 2007 and the fourth has been incommunicado, so her expected graduation date is unknown. Two students are expected to graduate at the end of summer 2007, and three at the end of fall 2007, which means a total of 21 University MIRS scholars are expected to graduate by December 31, 2007. This is only a graduation rate of 75% (21 of 28), which is also short of the 80% target. Problems have occurred with University MIRS scholars throughout the grant: not enough scholarships were awarded; three people left the program; and too many did not proceed toward graduation at an adequate pace despite the fact that more than half graduated well before the deadline. Reasons for late graduations include late starts in the program, serious health problems, and the birth of a child.

University at Buffalo MIR Student Graduation Goals.

The University at Buffalo program also did not meet its numeric or graduation rate targets. For the reasons explained in the mid-implementation section above, the University only had five rather than all six students advance toward potential graduation. Only four of these (4 of 6 = 67%) are expected to graduate by December 31, 2007, rather than 100% (or all six).

Because of the problems in locating library websites to improve toward ADA standards, only two students (33%) graduated at the end of spring 2007, which is well below the overall University scholars graduation rate at that point in time. One more student is expected to graduate at the end of summer 2007 and another at the end of fall 2007, bringing the total to four or 67% of the original six scholars graduating within the grant period deadline.

Figure 13. Outcome 10: University MIR Scholars Complete Library Degrees

Outcome 10: Students complete library degrees with professional library competencies					
Indicators	Data Source	Data Reported	Target Applied To	Target (Goal)	Outcome Achieved
Library School scholarship students satisfy all graduation requirements and obtain Master's degrees	Student and partner self-reports	July and August 2007 (partner and student surveys)	29 students ³¹	80% (24) graduate by July 2007 or are anticipated to graduate by December 31, 2007	The grant did not meet either of its outcome targets. There were not 29 graduates. Only 28 scholarships were awarded and three students dropped out, leaving 25 possibly to graduate. Of those, 16 graduated by spring 2007, 2 are expected to graduate in summer and 3 in fall 2007, totaling 21 graduates by December 31, 2007 for a rate of $21/28 = 75\%$. Or below the 80% target. Three (3) additional students may graduate after the grant, and graduation expectations for the other are unknown.

³¹ This was the original target. As of the writing of this evaluation plan, library schools participating in the *Making It REAL!* program have awarded 20 scholarships, are in the process of awarding 5 more, and plan further awards. The final target number might change, but the 80% graduation criteria should still apply.

Figure 14. Outcome 10: University at Buffalo Scholars Complete Library Degrees

Outcome 10: Students complete library degrees with professional library competencies					
Indicators	Data Sources	Data Reported	Target Applied To	Target (Goal)	Outcome Achieved
Six MLS degree students will demonstrate the appropriate competencies for library service to disabled persons to the satisfaction of library school faculty, according to pre-established standards	Student surveys and Partner interview	June and July 2007	6 students at SUNY Buffalo	100% demonstrate the appropriate competencies according to national standards and graduate by July 2007 or are anticipated to graduate by December 31, 2007	The grant did not meet its numeric or percentage targets. Five (5) advanced toward graduation. Two (2) graduated by spring 2007, one (1) is expected to graduate in summer 2007 and one (1) in fall 2007, making 4 graduates (67%) by December 31, 2007. The final student is expected to graduate in spring 2008, after the grant ends.

The fifth student eligible for graduation is also expected to graduate, but not until the end of spring 2008. The final graduation rate for the University at Buffalo should be 5 of 6 or 83%, which is more than the overall University scholar target, but not achieved in a timely fashion.

Lessons Learned about End of Grant Graduation Outcomes

- Although greater proportions of University MIR scholars may graduate earlier in the grant period, greater proportions of Teaching Library scholars may graduate by the final target graduation date.
- Teaching Libraries are more likely than Universities to meet or exceed their numeric targets. However, the percentage graduation rate target of 100% is set too high since it allows for no margin for error or unforeseen circumstances. In the future the percentage target might be set at about the same level as those of the Universities (80%). No individual University should be expected to have a 100% graduation rate.
- Meeting end outcome targets depends on meeting both scholarship award and mid-implementation targets of the grant. Future grants might want to set reasonable targets for numbers and percentages of students left at the end after assuming a reasonable amount of program attrition and individual student lack of success.
- The base to be used for calculating percentage targets needs to be clearly set and understood. If graduation rate is used, then the percentage of those in a starting cohort is the usual denominator and a decision must be made as to whether to include or not include replacement scholars.

- Clear outcome goals or targets depend on a well thought through, clear logic model of how the program is expected to operate that is based on theory or practical experience. This first-time, more experimental grant did not have practical experience for Teaching Library scholars on which to base its Teaching Library targets, but one would have expected Universities with their greater experience base to have been able to meet their lower targets.
- The grant is expected to fall short of its overall target of graduating 42 to 44 new librarians or information scientists with professional credentials by December 31, 2007 primarily because the University partners did not meet their targets. The grant can expect to have graduated 37 new library or information science professionals by its target end date of December 31, 2007 and 41 within a year after that.
- It would be preferable to set the reporting date for the final evaluation report after the end of the grant program implementation period so that the overall evaluation can measure actual rather than projected graduation outcomes.

Diversity Goals

According to the grant narrative:³²

“MLS degree candidates will receive scholarships tied to experience-based learning and diversity with a twofold purpose:

1. To increase the numbers of candidates representing diverse groups who enter the profession.
2. To develop the capabilities of future librarians to serve diverse populations. In addition to recruiting students from diverse backgrounds, one participating library school will identify competencies required to serve patrons with disabilities and provide the learning experiences needed to attain competency.”

The grant narrative further comments:

“Diversity

New York State is one of the most diverse areas in the U.S., with more than 100 ethnic groups within its population of more than 19 million people. It is home to the largest city in the nation, and is also home to vast rural areas of small hamlets and farms (*Encyclopedia of New York State*, 2003). Preparing a new generation of librarians to serve this extraordinary population is the focus of this grant.

All the Teaching Libraries respond to clearly identified community needs. For example, the Teaching Libraries in the Queens Borough Public Library, the Monroe County Library System, and The New York Public Library respond to community”

³² See <http://www.nysl.nysed.gov/libdev/ims/narative.htm> (retrieved July 27, 2007)

“needs for ethnically diverse librarians as well as local needs for specialty librarians. The library systems' plans demonstrate a knowledge of their communities and a strong commitment to enhancing diversity.”

Diversity within the library community in New York State can range from the bustling Science, Industry and Business Library of The New York Public Library to small rural libraries in northern New York State that are widely separated, poorly equipped, and often without professional librarians. The state's urban public libraries serving disadvantaged, multiethnic neighborhoods are usually overcrowded and understaffed; lack adequate collections, facilities, and resources; and cannot meet the increasing demand for library services. Each strategically located Teaching Library provides an important first step toward improving library service and addressing community needs.

The project's scholarship component will provide opportunities to reach out to potential students in underserved groups. In addition, rather than concentrating only on the demographics of ethnic and racial diversity in the recruits, the scholarship component will focus on helping *all* students develop competencies for serving and responding to the needs of diverse populations. The Buffalo program will study competencies for serving the disabled, another underserved community.

Part of the evaluation process of each project will be an assessment of the competencies acquired in serving special populations. A fundamental change in recruitment philosophy and practices is a likely long-term outcome.”

The broad view of “diversity” adopted for this grant therefore refers to:

- Recruitment and graduation of diverse individuals to receive the scholarships;
- Institutional changes in recruitment philosophy and practices of Teaching Library organizations and library schools regarding diversity;
- Developing competencies of Making It REAL! scholars to serve ethnically diverse, disabled, and otherwise diverse communities in New York state; and
- Meeting needs of diverse communities by focusing on training librarians in specific specialties of the diverse library field.

As will be documented below, the Making It REAL! grant was very successful in meeting the target for recruiting and training more diverse individuals as library or information science professionals and largely successful in focusing on training librarians in library specialties that currently are experiencing a shortage of trained librarians in New York State. The grant program had considerable success in educating students to serve ethnicity diverse, disabled, and otherwise diverse communities in New York State, but with some mixed results. Finally, during the grant period there were only limited and scattered changes in Teaching Library organizations and library school recruitment and practices regarding diversity. However, a few exciting long-term impacts surfaced during final partner interviews which indicate some “best practice” long-term impacts in regards to diversity related organizational changes.

Diverse Student Recruitment and Graduation

Adding diverse people to the ranks of professional librarians is a key goal of the Making It REAL! program that had specific expected outcomes. The results were different for Teaching Libraries and University library school partners (see Figure 15). What happened at the beginning of the grant writing process regarding diversity expectations is disputed, with different versions coming from New York State Library and the grant partners.³³ However, the situation was resolved after the NYSL Program Manager obtained a clarification from Tracie Hall, then Director of the American Library Association's Office for Diversity and the Spectrum Initiative on what "diversity" might mean in the New York State context.³⁴ The definition goes well beyond ethnicity to include gender and diversity among types of libraries.

Figure 15. Outcome 2: Diverse Scholarship Student Recruitment Targets

Outcome 2: Diverse students receive scholarships that assist their attending library school programs.					
Indicators	Data Sources	Data Reported	Target Applied To	Target (Goal)	Outcome Achieved
Teaching Libraries award scholarships to diverse students who enter any library school programs	Partner survey Student survey NYSL and REAP Change records	As of September 21, 2005 As of November 4, 2005 As of July 31, 2007	15 or actual number of <i>Making It REAL!</i> scholarship recipients	50 percent or more of the recipients (8 or more if 15 recipients) are diverse students	The target is applied to the 19 students who received scholarships and started library school. Under the above definition, 14 (74%) are diverse. Of the 17 still in the MIR program, 12 (71%) are diverse.
6 New York library schools award scholarships to diverse students who enter their schools	Partner survey Student survey NYSL and REAP Change records	As of September 21, 2005 As of November 4, 2005 As of July 31, 2007	29 or actual number of <i>Making It REAL!</i> project scholarship recipients	82 percent or more of the recipients (24 or more if 29 recipients) are diverse students	The target is applied to 28 students who received scholarships and started library school. Under the above definition, 21 (75%) are diverse. Of the 25 still in the MIR program, 18 (72%) are diverse.

³³ For the evaluator's discussion of the evidence concerning this dispute see Maack, S.C. (October 7, 2005) *Making It REAL! Student Recruitment: Library School and Teaching Library Survey Results*. Los Angeles: REAP Change Consultants, pp. 7 – 10.

³⁴ <http://www.nysl.nysed.gov/libdev/imls/faq.htm> (retrieved July 31, 2007).

Caucasian females will not be considered to be diverse unless they fall in one of the “diversity in context” categories. Caucasian females in rural areas, slated to serve rural partners, will be counted as “diverse in context.” All males, including Caucasian males, will be considered to be diverse, as will all physically or mentally disabled people. The recruitment targets are assumed to apply to scholarships actually awarded rather than to scholarship applications.³⁵

The Teaching Libraries exceeded their diversity outcome targets by awarding scholarships to five ethnic minority students (one of whom left the program due to lack of adequate academic progress), one GLBT, one male, and six Caucasian females from rural areas intending to serve rural areas (one of whom left the program for health related reasons). Without counting Caucasian females from rural areas, diversity among the Teaching Library MIR students would have been 37% based largely on ethnic minority representation, which is still impressive. Queens Library, which is in the most diverse county in the country, started with two ethnically diverse immigrant scholars and had to replace both after one didn’t start library school and the other didn’t make sufficient academic progress. While the replacements were both Caucasians, one is a male, so the University still made its target. The Queens Library partner contact person indicated that other ethnic or immigrant minority candidates were interested but were not willing to give up the benefits or income from full-time paraprofessional jobs.

An earlier evaluation report indicted that the University partners had also exceeded their diversity recruitment target, primarily by awarding scholarships to “traditionally under-represented minority” students.³⁶ However, the five additional students added late to the University at Buffalo MIR scholarship recipients all happened to be Caucasian females. **As a result, with 75% diverse scholarship recipients, the University MIR scholarship recipients fell ten percentage points below the diversity target of 85%.**

Even though the University library schools did not in the end meet their outcome target, 75% diversity is still very impressive compared to the typical library school enrollment. For example, in the three fall terms from 2000 to 2002 the six New York University MIR partners posted a combined 12% ethnic minority enrollment rate or a 28% diverse student enrollment rate including all males and ethnic minority females (cf. to 71% for this kind of diversity among Making It REAL! students). Not enough Making It REAL! scholarships were available to offset the overall makeup of any of the University library and information science schools or departments,³⁷ but the grant program is certainly contributing strongly to the diversity of library school students.

It is less desirable that all three University MIR scholars who left the program were ethnic minorities (two African Americans and one Latina). Their departure left the library schools with 72% diversity toward the end of the grant period.

The Making It REAL! scholars were also diverse in other ways as can be seen by exploring <http://www.nysl.nysed.gov/libdev/imls/awardees/index.html> (retrieved July 31, 2007), the

³⁵ Some partners did not keep sufficiently good records to evaluate the diversity among scholarship applicants.

³⁶ Maack, S.C. (October 7, 2005) *Making It REAL! Student Recruitment: Library School and Teaching Library Survey Results*. Los Angeles: REAP Change Consultants, p. 33.

³⁷ Total enrollment at these six library schools in the fall terms between 2000 and 2002 ranged from a minimum of 73 to a maximum of 415, depending on the University and the year.

list of scholarship recipients, or the profiles of twelve of them on the Library Careers NY website at <http://librarycareersny.org/profiles/index.cfm> (retrieved July 31, 2007) that grew out of the Making It REAL! project. Figure 16 indicates some of the ways.

Figure 16. Other Kinds of Diversity among Making It REAL! Students

Type of Diversity	Teaching Library MIR Scholars	University MIR Scholars
Linguistic	Spanish (2), Russian, (Punjabi)	Spanish (6), French (2), Italian, Djibouti, Vietnamese, Arabic
International Origin or heritage	Trinidad, (India), Italian/Polish	Puerto Rican (2), Puerto Rican and Dominican, Vietnamese, Colombian, (Chilean), Jordanian American, Italian American
Age When Entered Library School	Total N = 19	Total N = 28
20 to 24	2 (10%)	4 (14%)
25 to 29	3 (16%)	9 (32%)
30 to 34	3 (16%)	3 (11%)
35 to 39	2 (10%)	5 (18%)
40 to 44	4 (21%)	1 (4%)
45 to 49	3 (16%)	2 (7%)
50 to 54	2 (10%)	1 (4%)
55 to 59		3 (11%)

Graduation Outcomes. As discussed earlier in this report, not all of the Making It REAL! scholarship recipients will graduate, and not all will graduate on time. However, as of July 31, 2007 REAP Change expects that Making It REAL! will have assisted 42 scholars in obtaining library school Master's degrees.

Of these 42 scholars, 71% are of diverse backgrounds and include:

- 20 ethnically diverse individuals (48%);
- 5 men (12%)
- 1 GLBT person (2%)
- 2 disabled people (5%)
- 6 librarians serving remote or rural areas of New York (14%)

Organizational Changes in Relation to Diversity Recruitment

Although the partners recognized that the Making It REAL! program would allow them to recruit diverse candidates for the grant program scholarships, many did not expect that the grant would lead to overall organizational change in diversity recruitment. Indeed, that expectation was not stated in the grant proposal to IMLS in a way that lent itself clearly to measurement. REAP Change recognized this early and proposed in its overall evaluation plan that it might evaluate organizational change in relation to a model put forward in 1996 by

Thomas and Ely,³⁸ or an elaboration on that model published in 2001 by Selden and Selden.³⁹ Such a proposal would have required additional resources and additional participation from MIR program members which were not in the original proposal. Therefore this intensive and intrusive evaluation approach was not pursued.

Figure 17. Proposed Outcome 8: Teaching Libraries and Library Schools Report Increases in Activities Related to Recruiting for Diversity

Outcome 8: Teaching Libraries and library schools report increases in activities related to recruiting for diversity					
Indicators	Data Sources	Data Reported	Target Applied To	Target (Goal)	Outcome Achieved
Library schools provide specific qualitative (text, verbal) or quantitative evidence of increased attention to external recruitment of diverse students for the fall 2006 or fall 2007 classes, including demonstrating of diversity recruitment "best practices" not seen in their Recruitment Survey reports	Telephone interviews of library schools Focus Groups or individual interviews with library school partners at NYLA 2006	June or July 2007 November 2006	6 library school partners Up to 6 library school partners	To be determined in consultation with NYSL and library school partners (3 or more library schools (50%) proposed target)	2 library schools report additional diversity related scholarship funds or programs modeled on or leveraged from the Making It REAL! program
Teaching Libraries with positions open draw on lessons learned from the <i>Making It REAL!</i> program scholarship recruitment effort and report and use one or more nationally recognized diversity recruitment "best practice"	Telephone interviews of Teaching Library partners Focus Groups or individual interviews with Teaching Library partners at NYLA 2006	June or July 2007 November 2006	13 Teaching Library partners Up to 13 Teaching Library partners	To be determined in consultation with NYSL and Teaching Library partners (propose 5 or more Teaching Libraries reporting increased attention to diversity recruitment and implementation or one or more nationally recognized diversity recruitment "best practice")	??? libraries model new practices for recruiting diverse librarians

³⁸ Thomas, D.A., & Ely, R.J. (1996) "Making differences matter: A new paradigm for managing diversity," *Harvard Business Review*, 74, 74-91.

³⁹ Selden, S.C., & Selden, F. (2001) "Rethinking diversity in public organizations for the 21st Century: Moving toward a multicultural model," *Administration & Society*, 33(3), 303-329.

REAP Change did propose a possible way to measure changes in organizational diversity recruitment, shown in Figure 17. However, the consultation with New York State Library and library school or Teaching Library partners never occurred, so neither NYSL nor the grant partners concurred on the outcome targets suggested in Figure 17. Nevertheless, REAP Change was able to gather some information relevant to organizational changes in diversity recruitment approaches in response to direct questions in a four-person partner focus group at NYLA 2006, in-person interviews with three other partners at NYLA 2006, and telephone or in-person interviews with all partner representatives during late June and mid-July 2007. In addition, the partner OBE plans themselves, partner progress reports in spring 2006 and final OBE outcomes reports on partner plans surfaced several recruitment approaches that were new or innovative for those partners.

When partner representatives were asked directly in final interviews in June or July 2007 "What did you do differently as an organization in relation to diversity as the result of the grant participation?" many were at a loss for what to say, beyond talking about their scholarship recipients or in some cases a service to the community that came out of their specific grant related efforts. When probed further and specifically asked about recruitment, several gave responses similar to those reported in the original recruitment report.⁴⁰

- Some Teaching Library partners had small staffs with little turnover and so rarely recruited (notably the Library Councils);
- Some Teaching Library partners had not even been able to recruit any new employees of any sort for several years because of state or local library district fiscal shortages;
- Teaching Libraries always recruited with attention to diversity (i.e., legal requirements for non-discrimination) and so did nothing different as a result of grant participation;
- University library schools also always recruited students with attention to diversity, and 83% had reported in 2005 that they had prior experience specifically with student diversity recruitment programs.⁴¹

Nevertheless, a few were able to offer specific new "best practices" related to recruiting diverse librarians into the professions. An exploration of the individual OBE plan progress reports and final outcomes reports indicated that some Teaching Libraries were implementing in practice elements of what Adkins and Espinal (2004)⁴² had proposed as diversity recruitment best practices for students beyond offering financial incentives and substantial assistance (which the Making It REAL! scholarships did). In particular, the partners modeled the "Best Practices in Diversity Recruitment" shown below either during or in response to participation in the grant.

⁴⁰ Maack, S.C. (October 7, 2005) *Making It REAL! Student Recruitment: Library School and Teaching Library Survey Results*. Los Angeles: REAP Change Consultants, pp. 27-29.

⁴¹ Op. Cit., p. 28.

⁴² Adkins, D. and Espinal, I.. (April 15, 2004). "The Diversity Mandate," *Library Journal*, available online at <http://www.libraryjournal.com/article/CA408334.html?display=searchResults&text=di> (retrieved August 1, 2007).

Making It REAL! Partner Best Practices Related to Diversity Recruitment

Offer financial incentives and substantial assistance

- All partners offered Making It REAL! scholarships.
- The Palmer School leveraged \$30,000 in Making It REAL! scholarships (over two years) into a promise from Long Island University of \$80,000 in scholarship funds annually to be awarded to diverse students.
- St. John's University on July 26, 2007 announced the funding of 40 full scholarships for MLS students through an IMLS Laura Bush Grant, 20 to start in spring 2008 and another 20 in summer 2008. St. John's program will emphasize engaging underserved children and their families and preparing students for employment in public libraries, school library media centers, and museums in the New York City metropolitan area. Designed with the working student in mind, this two-year part-time scholarship program will offer evening, weekend, and online classes. The application was modeled on the Making It REAL! program.
- The Rochester Public Library staff support their multiracial MIR scholar so much that one staff member is going above and beyond the call of MIR program support by providing the now graduated scholar with a place to live while she hunts for her first professional library job.

Enroll a cohort of students from a particular group.

- Syracuse University has a one month "boot camp" for its online students that pre-dates Making It REAL! and helps orient students to the culture of the University. The "boot camp" experience deliberately crosses School specializations and includes diverse people from around the world, since that is the student body attracted to Syracuse. Making It REAL! students participating in a NYLA 2006 MIR evaluation focus group thought that this boot camp might be used in the future as an occasion to start forming library school students from particular groups into cohorts. These online program Syracuse students otherwise would not have a chance to meet face-to-face during their courses.
- Making It REAL! scholars from the Teaching Library programs of Clinton-Essex-Franklin Library System and Northern New York Library Network in different parts of the state met in online Clarion University classes and had formed their own supportive cohort by the time of NYLA 2006.
- Making It REAL! scholars who attended NYLA 2006 enjoyed meeting one another at the professional conference and several recommended that future programs provide more opportunities for scholarship cohort interaction at professional conferences.

Present librarianship as a helping profession in which one can give back to one's community

- See examples later in this report of how Making It REAL! students and partners have provided or plan to provide service to their communities with new attention to diverse communities.

Allow potential recruits to meet diverse librarians or library school students with whom they can relate

- Teaching Libraries highlighted their Making It REAL! scholars in paper or online newsletters transmitted throughout their systems. Students often wrote stories for the staff newsletters about the grant program and their experiences in library school. Partners taking this approach include the Clinton-Essex-Franklin Library System and Northern New York Library Network.
- As part of their MIR programs and OBE plans Teaching Libraries required that their MIR scholarship recipients participate in sessions specifically set up so that they could meet and talk with paraprofessionals in the larger systems. For example, one of the Northern New York Library Network (NNYLN) scholars met with the Library Assistants Committee during the spring 2007 NNYLN Conference and answered many questions about her studies. Several people in attendance have since then expressed an interest in obtaining a M.L.S. and another employee in a library where the scholar is working has applied to several schools for admission in a M.L.S. program. NYPL-SIBL is currently debating the best format for its African American MIR scholar to interact with a group of support and technical staff.
- The Clinton-Essex-Franklin scholarship recipient successfully led two training sessions for her peers (primarily librarians without MLS degrees in small libraries) per year, one of which was on multicultural resources and services.
- Librarians not directly responsible for the Making it REAL! program asked permission for diverse (e.g., African American) new paraprofessional staff who are interested in librarianship to e-mail, telephone, or meet directly with a diverse (e.g., African American) Making it REAL! student to talk about library school and librarianship as a career. This has occurred at NYPL-SiBL and NYPL-Branches. As the NYPL-SIBL Director wrote in an e-mail "It's like viral marketing!"
- As part of the Making It REAL! program, NYSL funded a website at <http://librarycareersny.org/> that includes a "Profiles" section. This section (<http://librarycareersny.org/profiles/index.cfm>, retrieved August 1, 2007). includes not only profiles (and photos) of diverse Making It REAL! students but also links to profiles or stories about other diverse librarians.

Be aggressive or assertive. Talk about librarianship careers with patrons, at library events, and at other social or business events

- The NYPL-SIBL Director reports that she is speaking more with diverse people about librarianship as a career, including SIBL patrons, at library events, and at other organizations to which she belongs.
- St. John's University, Division of Library and Information Science reports that the School thought it would be "difficult" to recruit diverse students. However, after a successful Making It REAL! experience with two students led to a "consciousness raising" the faculty have been pleasantly surprised at how dialogue, ideas, and actions have developed around new ways to recruit students and to let community residents know about library services to local communities. St. John's has a geographic advantage of being located in Queens, the most diverse county in the United States. The ideas include creating a library science minor in an Associates degree program, recruiting more actively among St. John's baccalaureate seeking undergraduates, advertising the library school in the many local community newspapers, and identifying and placing stories in the local community newspapers about faculty and local library projects that serve the community.
- The Rochester Regional Library Counsel MIR scholarship recipient plans to provide new information about School Library Media Services careers to high school career and guidance counselors and speak with prospective students.

Share information about the variety of library work.

- Based on her experience with sharing information about what is going on in NYPL with her Making It REAL! student, the NYPL-SIBL Director has added more junior staff to her e-mail lists. This has the effect of more broadly sharing information about the variety of work that goes on in a large library system with people who might not otherwise have been aware of it.

Recruit from paraprofessionals in your library System

- Almost half (46%) of the Teaching Libraries characterized their scholarship student recruitment efforts as primarily internal.
- Before and during the Making It REAL! program Queens Library and New York Public Library have had different programs that help their paraprofessionals go to library school and move into professional librarianship positions. At these large public library systems the Making It REAL! program constituted a variation on a theme of continuing diversity recruitment efforts.
- One Teaching Library partner created a "short list" of potential recruits who might be interested in attending library school in case other scholarship opportunities such as Making It REAL! surface or come to the attention of the Director.

Problems related to Forming Cohorts as a Recruitment Tool. Making It REAL! partners and students also reported a few problems in implementing the recruitment related suggestion of admitting cohorts of students. One problem is that the diversity of professional library careers can inhibit the formation of cohorts of students even when admitted to the same library school if, as happened at one MIR partner library school, students with the same scholarship happen to be interested in different specialties. At that library school the School Library Media Specialist students tended to have their own clique or cohort that tended not to interact much with students in other specialties. One of the Making It REAL! students was interested in becoming a School Library Media Specialist and the other was not, which contributed to their never gelling together as their own small cohort.

Another issue relates to diversity in the age range of students. As shown earlier in this report, Making It REAL! students with both Teaching Library and University MIR scholarships tended to cover a wide range of ages at the time of library school entrance. As such they were contending with different life stage experiences outside their common University experiences that made it appear somewhat less likely that they would bond together in a cohort.

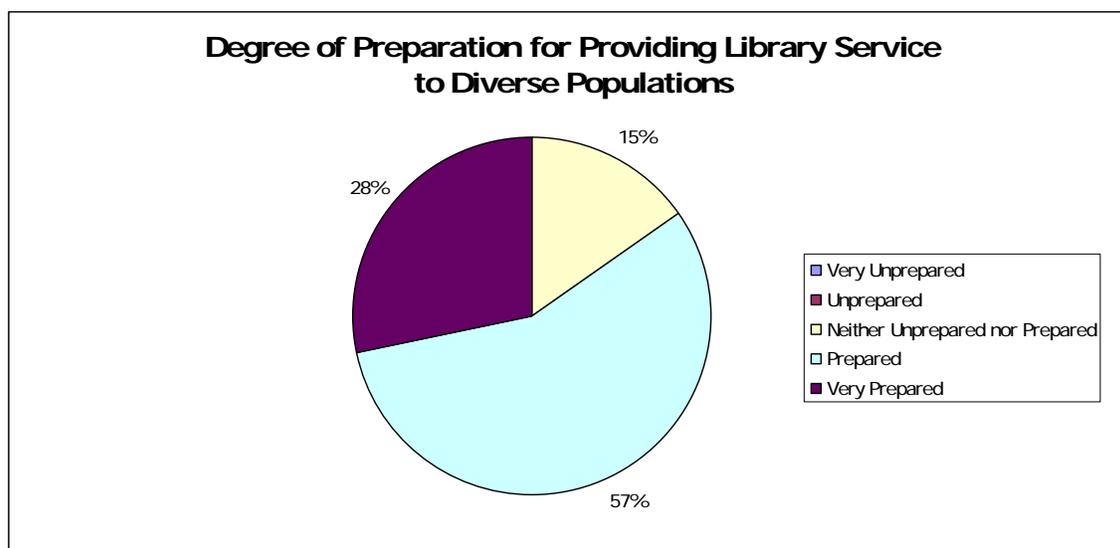
In a different case, two Teaching Libraries sponsored MIR students in the same specialty who were attending different universities started at the same time but did not form into a cohort even though their sponsoring Teaching Libraries had coordinated their programs and OBE plans. The problem was that the one was attending a local University in her town more on a full-time basis and the other was taking classes in an online program at a different University, so their program progress got out of synchronization and the one taking courses locally graduated much quicker than the other, who is still attending school. Similarly, students given scholarships by the same Teaching Library may be less likely to form a cohort based on the common origin of their scholarship if they are attending different library school programs.

Finally, some partners reported hesitating to treat Making It REAL! scholars differently than other students or employees, which would tend to inhibit cohort formation. Both Teaching Libraries and library schools may need to think carefully about what to do when and how to help diverse students form into a cohort for positive mutual self-support while in library school, and why the effort is being made. Cohorts don't always form by themselves.

Developing Competencies of Making It REAL! Scholars to Serve Ethnically Diverse, Disabled, and Otherwise Diverse Communities in New York State

Making It REAL! scholars were asked in the final student survey "How prepared are you to provide library service to diverse populations in New York State?" As shown in Figure 18, about 87% felt "very prepared" (28%) or "prepared" (57%) to provide such services, and no one felt "unprepared" or "very unprepared." There was no statistically significant difference by partner type or by library school where the student studied.

Figure 18. Degree of Student Preparation for Providing Library Service to Diverse Populations in New York State



When asked to elaborate, the students indicated that only part of the preparation came from the Making It REAL! program itself. As shown by the comments in Figure 19, the strongest diversity impact of the program for Teaching Library scholars was on those who valued the combination of practical experiences in libraries, including in several libraries in a system, and their formal library school education. Two or three Teaching Library scholars noted that they were already attuned to service to diverse communities but participation in the program kept that in the forefront of their minds, or particular experiences in courses or in libraries made them more sensitive to diversity issues.⁴³ Three felt that prior life experiences, including some working in libraries, had helped prepare them more than any library school coursework made possible by the Making It REAL! scholarship paying for their education. The wide age range of the MIR students is relevant in this regard. The Teaching library students included not only the social worker identified in Figure 19 comments, but also a school teacher and a school nurse, all with years of practical experience with diverse people already under their belts. Two or three students mentioned that service to diverse communities was stressed in multiple classes in library school. Two, who were viewing “diversity” primarily as “ethnic diversity,” felt that the question was not applicable to them because of where they lived or because of special circumstances surrounding their entry into the MIR grant program.

Fewer University MIR scholars felt that the grant program itself, at least that implemented by the University partners, had contributed much to their preparation to provide library services in diverse New York communities. Two or three mentioned a general awareness of diversity by virtue of being a scholarship recipient, and a University at Buffalo student specifically spoke of the contribution of the special program concerning web services to the disabled.

⁴³ In this regard, a number of Making It REAL! scholars attended the Making It REAL! sponsored NYLA 2006 presentation by UCLA Professor Clara Chu, an internationally recognized expert on diversity in the library field that helped raise the awareness of many in the audience about diversity and ways to think about it.

Figure 19. Student Comments on the Relationship of Participation in the Making It REAL! Program to Preparation for Providing Library Services in Diverse New York Communities

Scholarship Type	How did your participation in the Making It REAL! program contribute to your preparation to provide library services to diverse communities in New York State?
Teaching Library MIR Scholars	<p>Being a part of the making it REAL program has helped me to be able to provide library services because not only did I learn the fundamentals in Library school but working at the library has allowed me to visit different libraries in the system. If I was not given the chance to participate in this program, I would be prepared because of my experience of working in the library in my own neighborhood but being a part of the program has prepared me even more to provide library services.</p>
	<p>By having the chance to work at Queens Library I got first hand experience at serving diverse communities and seeing what it is like to serve a community with a large spanish speaking population. Even if I hadn't received the scholarship, I still attained a job because of it and I think that was the most valuable part; actually working in a library while going to school and seeing first hand the academic lessons I learned as they appear in an actual library enviornment. Especially the reference interview and reading motivation.</p>
	<p>I have been working in a public library for years. I think the combination of my experience and education have created a powerful situation where I can serve any NYS community in any situation.I had the experience before but lacked the academic base. Now I have both.</p>
	<p>Because of the program I am receiving the training and education needed to serve diverse communities in New York State. I feel that I am more prepared now than before. I have learned a lot by attending school and doing observations at the teaching library.</p>
	<p>I was given the chance to work in several different settings and feel that I can perform well in any of them because I am extremely well trained in my field and have years of practical experience.</p>
	<p>I learned about serving diverse populations both in school and on the job. Since I owe my tuition and work position to Making it REAL, you could say that this program contributed a great deal...</p>
	<p>Being a New York City resident provides diversity issues on a daily basis and i have lived here all my life. Through the scholarship i have been more sensitized to the awkwardness that newly arrived persons to New York may feel.</p>
	<p>Being a MIR recipient placed the diversity issue in my mind -- would have recognized it without the program but the emphasis ensured it.</p>
	<p>Coming from a diverse background myself was an advantage. I think it would make a difference in the field overall because of the different perspectives and viewpoints I can offer into the profession. I am not sure how prepared I would be had I not been a MIRS recipient. At this time, I feel that there is no definitive way to tell how prepared or unprepared I am until I am actually a part of that community.</p>
	<p>Well Making it real pursued people of diverse backgrounds, so I think we are what will contribute to the diverse communities in NYS. I would recommend that this scholarship present to current library media specialists, and those that have been in the field for over twenty years.</p>

Scholarship Type	How did your participation in the Making It REAL! program contribute to your preparation to provide library services to diverse communities in New York State?
Teaching Library MIR Scholars	I was a social worker for over 20 years so I feel that I was already prepared from that career.
	I think my past experience working in a public library with a diverse college student population has helped prepare me more than any courses I have taken.
	The Lake Placid Public Library serves a diverse group of individuals from all over the world. The course I took in Multicultural Diversity sensitized me to become more aware of my own prejudices.
	Our staff at Su is in flux for the practicum. We just got a new practicum professor a week ago, so it will take some adjustment. My practicum mentor spoke with me about the needs of some of the students who have vision difficulty or attention difficulty. In almost every class at SU we touched on diverse communities. If I did not have the funds I probably would have chosen a different school to attend and I am unsure all schools address these issues.
	Many classes taught us about the different aspects of providing service to diverse communities. More than once this was covered.
	Honestly...nothing I did in school or the teaching libraries gave me special preparation in serving diverse communities. As you know, I was selected by my boss to participate in this program before the diversity element was part of it. The work I have done in school, at the teaching libraries, and on the job have been preparing me to build digital libraries. Diverse and special populations were discussed in several classes, but I had no specialized training or course work in this area. Because of diversity topics discussed in courses I am not unprepared, but I don't feel fully prepared either. Diverse and special populations were discussed in the Reference, Collection Development, Government Documents, Management, Web Design, and Digital Libraries courses so I am aware of the issues and possible strategies and services.
	I don't feel this applies to our population here in the North Country.
University MIR Scholars	My ability to serve diverse communities in NY state is helped by the scholarship because of the conversations I have had with other recipients about our plans for the future. With the goal of the scholarship in mind, I also spent a lot of time that I would not have otherwise learning skills and strategies for dealing with other cultures.
	By prompting me to focus on accessible web design, I am now extremely well prepared to design library sites and web-based services to the disabled.
	I feel mainly prepared to teach diverse communities because of my experience "on the job". However, it was helpful to know that Making It Real was there and to read about all they do on the website.
	I think that being a recipient of the scholarship you are always thinking about the importance of providing services to diverse populations. The attendance to the NYLA conference and the Making IT REAL! programs also helped me learn about providing library services to diverse populations. If I had not participated in the program, the importance of these issues would not have been as clear to me. The programs I attended at NYLA 2006 helped me have a clearer picture of what providing library services to diverse communities entails. I think in the future these programs could be a bit more practical. I was also fortunate in that through my part time job I had a chance to participate in a 3 day institute to train librarians on how to serve Spanish-speaking patrons called the "Spanish Language Outreach Program".

Scholarship Type	How did your participation in the Making It REAL! program contribute to your preparation to provide library services to diverse communities in New York State?
University MIR Scholars	The diversity workshops contained information that I did not get in such detail in my library school coursework. In particular, I learned about the importance of services to people who speak English as a second language, as many of these people may not even know about the library, or that its services are free for all. In addition, I was pleased that the conferences offered workshops about how best to provide services to those with mental health issues -- I believe that a training session should be developed and required at public libraries in New York State. Very little research has been done in this area, and yet mentally ill people come into libraries all the time, whether or not we recognize them as such.
	The conferences gave me the opportunity to expand my knowledge in lacking areas and network
	I was unable to attend any conferences because of my work schedule, so I feel a little neither unprepared nor prepared to serve the community. However, I do have a lot of experience working in museum libraries, art collections, and archives.
	There is a need to have more of a hands on experience in a real library setting. Working with a reference librarian, looking at the way that problems or queries are handled or solved would be beneficial. I have had much exposure to classroom situations and library labs, but actually handling problems at a desk or during a shift in the library has not been my experience. There is a need to get more experience working with the day to day experiences of a working library. Partnering with a librarian as he/she works in a library environment and helping to solve some of the problems or inquiries would be very good for students in library school.
	I won't be able to provide library services to diverse communities in NYS since I have not found a job there. I feel I am relatively well-prepared, thanks in part to the grant which allowed me to gain skills and a degree through the University at Albany's excellent program and the opportunities for paid and volunteer work I was able to get in the area.
	I am prepared because of my previous work experiences.
	I worked in a public library sitting before taking the MLS program. I used to work with a very diverse population
	I don't think my participation in Making it real contribute to my ability to work in diverse populations. I think working in my public library and at my library school prepared me.
	I took an incredible course with Dr. Amy Spaulding on this subject - I feel more than prepared to work in this area.
	As I've said before, the scholarship did give me some options regarding courses I've taken. Those courses were diverse in their subject matter and they exposed me to a variety of potential audiences: college students, graduate students, researchers, etc. I would not have been as likely to enroll in such courses without knowing that at some point my scholarship would come through.
	I am prepared to serve diverse communities in NYS. This is a result of my course work and not the scholarship.
	My schooling prepared me to provide library services. Making it REAL gave me money toward school, but I would have attended school without the money and I was not involved in the program in any other way.

Scholarship Type	How did your participation in the Making It REAL! program contribute to your preparation to provide library services to diverse communities in New York State?
University MIR Scholars	It didn't prepare me with visually disabled/web design which was what I was supposed to do. I had no communication with /the local MIR program head/ on this matter. No work with diverse communities was introduced to me in my entire term at UB. I received benefit out of my own practicum.
	IT helped very much because it provided me time to focus on the high need of building libraries rather than building interest on the credit card I would have had to use.
	My participation in Making it REAL gave me scholarship money, and that is all. It did not prepare me to provide library services to diverse communities in New York State.
	The making it real scholarship did not make a significant difference.
	it didn't really contribute anything besides \$\$\$ for school
	I really don't know how to answer this question because I don't know how it would have been without the program.

Of special importance to three of the University MIR scholars, and missed with regret by one, were the grant sponsored diversity-related workshops and sessions at NYLA 2005 in Buffalo and NYLA 2006 in Saratoga Springs. These appeared to provide practical knowledge and self-reflection not available for those students from their Universities. Most of the University MIR scholars indicated in their comments that their preparation to serve diverse New York communities came from their previous work experiences, or course work plus internship experiences that they felt they would have received anyway simply by virtue of being in library school. Several University MIR scholars pointedly commented that the Making It REAL! program provided nothing beyond scholarship money for their education.

Examining the same set of comments by library school where all the Making It REAL! scholars were receiving their education indicated that some of the New York library schools are doing well in covering diversity in their curriculum. Also, Clarion University offered a course on Multicultural Diversity that sensitized one scholar to her own prejudices. Queens College, which was not a Making It REAL! partner, seemed to give New York City area students who were already immersed in diverse communities a better sense of how to work as a professional librarian in those communities. Students at Syracuse University, all but one of whom was a Teaching Library MIR scholar, indicated that providing service to diverse communities was covered in more than one course and is infused throughout most of the curriculum. Palmer School has at least one diversity-related course taught by a professor that was highly regarded by one of the MIR scholars. Three students at St. John's mentioned that diverse and special populations were covered in several classes, but one noted a lack of day-to-day experience in a working library and another noted that precisely that kind of experience contributed the most to one's ability to work with diverse populations. The University at Albany students apparently gained classroom experience with diversity and had valuable paid or volunteer work opportunities. The University at Buffalo students gave a mixed review in regards to preparation to serve diverse communities. Those in the accessible web design program cohort felt prepared and engaged in relation to diversity in communities. Those in the cohort of five added later depended more on experiences outside the classroom, including work and the NYLA conferences, for their preparation to serve

diverse communities. The one very negative community about University at Buffalo was from the latter group, from a student who mistakenly thought she should have been trained in web design for the disabled by virtue of her participation in the MIR program.

Students evaded the question in their responses about their online courses at Southern Connecticut State University and Texas Woman's University, by referring either to their prior life and work experiences with diversity or saying that the question did not apply in the remote, small town North Country of New York state. None of the eight MIR scholars at Pratt Institute identified any specific or special contribution of Making It REAL! to their preparation to serve diverse communities. Nor did they specifically point to courses at Pratt that focused on diversity.

Figure 20. Outcome 9: MIR Partners Involve Students in Training and Activities Designed to Improve Service to Diverse Communities

Outcome 9: Partners develop new or improved ways to provide better service to diverse communities				
Indicators	Data Sources	Data Reported	Target Applied To	Target (Goal)
<i>Making It REAL!</i> students are involved in training, internship, or other activities designed to improve service to diverse communities	Partner Progress Report	spring 2006	Up to 44 students	Number of students and type/level of involvement per criteria specified in partner OBE plans
	Telephone interviews of library school and Teaching Library partners	, June or July 2007		
	Focus Groups or interviews with partners and student focus groups at NYLA 2006	November 2006		

Partners often did not have specific goals for their MIR scholars to serve diverse communities so in many cases this outcome was unmeasurable. Looking at both the student comments and partner OBE plan reports, the following “best practices” in preparation to serve diverse communities emerged, with examples highlighted from the Making It REAL! program.

Provide practical library experience in diverse settings to students in library school along with classroom education related to serving diverse communities

- The Clinton-Essex-Franklin Library System serves 34 libraries in northeastern New York in an area not considered very ethnically diverse. Nevertheless, the Clinton-Essex-Franklin Library System is giving its MIR scholar training experiences in three public libraries, including the Akwesasne Native American Library.
- Queens Library, whose MIR scholars are all taking courses at Queens College, serves the most diverse county in the country. Its MIR scholars are being given experiences

not only at the Central Library, including its Youth Services Division, but also in a branch, with the bookmobile, and in library outreach at community venues.

- Rochester Regional Library Council is providing its scholar learning experiences in three public libraries, three K-12 school libraries and a University library in a variety of communities, including diverse high need communities, suburban communities and the Central Library of Rochester Library. The scholar is expected to become a school library media specialist at a “high needs” school on graduation.
- The University at Buffalo special program to educate students in providing accessible web design for libraries incorporated practical experience in implementing what was learned in the classroom into its program. There were problems in locating libraries willing to allow students to work on their websites, but the approach is sound and one student was able to provide direct service to one library.

Develop, offer and encourage students to take library school courses specifically related to library service to diverse communities or spread consideration of diversity issues across the curriculum.

- Clarion University, which is not a Making It REAL! partner, has a course on Multicultural Diversity that can sensitize even online students to become more aware of their own prejudices. As UCLA Professor Clara Chu indicated in her Making It REAL! sponsored presentation at NYLA 2006, individual awareness of prejudice is an essential first step for dealing with it in response to diverse individuals and communities.
- The University at Buffalo developed and taught a new course, LIS 501 Accessible Web Design, specifically to educate students in how to provide accessible web services in libraries.
- St. John’s University and Syracuse University were reported to have incorporated approaches and concepts related to library service to diverse communities in many courses in the library school curriculum.

Focus Faculty Efforts on Library Service to Diverse Communities

- Identify and assign professors with relevant expertise, such as Dr. Amy Spaulding at Palmer School, to teach courses that specifically focus on diversity.
- Advocate that faculty cover diversity related issues and practical approaches in their courses.

Encourage and arrange for library school students to participate in special diversity related opportunities outside the classroom to gain experience or training

- A University at Albany sponsored Making It REAL! scholar participated in a three day institute to train librarians on how to serve Spanish-speaking patrons called the “Spanish Language Outreach Program.” He spoke with pride about this experience

to other MIR students during an evaluation focus group at NYLA 2006 and mentioned that the program will be producing a variety of Spanish language materials for libraries throughout the state to use. The NYPL-Branches MIR student has also participated in a training workshop for this program.

- NYSL set up special diversity-related workshops and sessions at both NYLA 2005 and NYLA 2006. These were generally well received by workshop or session participants,⁴⁴ and were specifically mentioned in favorable comments made by both Teaching Library and University MIR scholars.

Figure 21. Outcome 7: NYLA Conference Workshops Outcomes

Outcome 7: Grant participants learn something about diversity among librarians or service to diverse communities as a result of attending the NYLA conference workshops sponsored by <i>Making It REAL!</i> grants					
Indicators	Data Sources	Data Reported	Target Applied To	Target (Goal)	Outcome Achieved
Participants rate the learning opportunities highly	Paper survey completed in-person at the end of each session	October 2005 and November 2006, at each session sponsored by <i>Making It REAL!</i> grant funding	Grant partners and students attending the sessions. All other people attending the sessions	At least 75% of survey respondents rate the sessions highly on each survey question	This criteria was met for many but not all rating questions for each workshop. See the NYLA 2005 and 2006 evaluation reports ⁴⁵ for more details.
Participants are able to identify at least one new concept or approach learned	Paper survey completed in-person at the end of each session	October 2005 and November 2006, at each session sponsored by <i>Making It REAL!</i> grant funding	Grant partners and students attending the sessions. All other people attending the sessions	100% of Making It REAL! survey respondents identify at least one new concept or approach learned. At least 80% of other respondents identify at least one new concept or approach.	Only two MIR respondents failed to identify a new concept or approach after any session. This criterion was met for all sessions.

⁴⁴ The evaluation of the NYLA 2005 Making It REAL! sessions is available online at http://www.nysl.nysed.gov/libdev/impls/rpt_nyla.htm (retrieved August 2, 2007). The evaluation of the NYLA 2006 Making It REAL! sessions has been reported as Maack, S.C. (July 15, 2007). NYLA 2006 Conference: Evaluation of Making It REAL! Sponsored Programs. Los Angeles: REAP Change Consultants.

⁴⁵ Ibid.

The NYLA 2005 and NYLA 2006 workshops and sessions were evaluated separately by REAP Change using survey questionnaires passed out immediately after each session and, in the case of NYLA 2006, through participant observation. The outcomes based evaluation above is based on comments and criteria in the grant narrative.

Meeting Library Needs of Diverse Communities

Figure 22. Outcome 9: Partners Develop New Ways to Serve Diverse Communities

Outcome 9: Partners develop new or improved ways to provide better service to diverse communities				
Indicators	Data Sources	Data Reported	Target Applied To	Target (Goal)
Teaching libraries or library schools develop new improved services to diverse communities during the grant period.	OBE Plan Progress Reports and final OBE Plan reports of library school and Teaching Library partners Telephone interviews with partners Focus Groups or interviews with partners and student focus groups at NYLA 2006	Sprint 2006, June or July 2007 July 2007 November 2006	19 partners	To be determined in consultation with NYSL and other partners

The conversations needed to set overall grant targets for this measure never took place, so the evaluation of Outcome 9 depends on looking at individual project OBE plans. Many of the partners viewed their primary responsibility as recruiting scholarship students (diverse, if possible) and supporting their education in librarian specialties in short supply, so that after graduation the students would be able to better meet the needs of diverse communities. Many partners included no proposals for changing their service to diverse communities in either their original proposals or final OBE plans.

The spirit of the grant, however, suggested that the partners themselves might improve service to diverse communities in their area during the course of the grant program. The REAP Change evaluation team pointed this out at the workshops that most partners attended on June 1 and 2, 2005, during which the partners worked at fleshing out their specific programs and started writing their individual program OBE plans. The evaluation team continued to encourage partners to include actions and measures related to service to diverse communities in their OBE plans, but it was never required that partners do so. Some had already specifically included activities related to service to diverse communities in their original proposals to NYSL (e.g., the University at Buffalo program specifically designed to assist disabled people with provision of better web access) and others thought of ways that

they could do so during the program, drawing on help from their MIR scholars in the implementation, and incorporated those ideas in their final OBE plans. If successful, those OBE plans would give the students direct experience in serving diverse communities (shown above to be desirable for student education), and in some cases the scholars would be role models as diverse librarians providing such service. Most importantly, such OBE plans, if implemented, would deliver tangible library products or services to diverse communities, perhaps in new ways. Successful projects would therefore be a win-win-win situation for the scholarship students, the organizations sponsoring the scholarships, and the communities.

We highlight here the specific new service to diverse communities plans attempted in conjunction with the Making It REAL! grant program and what became of them.

- New York Public Library – Branches planned for its MIR scholarship recipient to help make the Gay, Lesbian, Bisexual and Transgender (GLBT) community organizations more aware of the library's services and expand those services. The MIR student worked out of Teen Central, the Nathan Straus Young Adult Center of NYPL's Donnell Library Center in midtown Manhattan, using class visits and direct communication with community organizations serving GLBT youth. She took a leadership role in organizing Teen Central's Third Annual "Anti-Prom," an event of special interest to NY City's GLBT youth. The "Anti-Prom" received recognition in an "Excellence in Library Services to Young Adults" award from the Young Adult Library Services Association (YALSA). Also, the scholar served on several Young Adult (YA) Services committees, including the YA Book Selection Committee, and attended a focused workshop on "Outreach to the Spanish Speaking Population." The summer 2007 YA summer reading program, "You Never Know @ Your Library" includes many Spanish titles.
- NYPL-SIBL provides a variety of library services to businesses and entrepreneurs, large and small, from around the world. It takes a unique one-stop business support services approach. It decided as part of the Making It REAL! grant efforts, and in celebration of its tenth anniversary as a NYPL library, that it would create a "Getting Down to Business" toolkit, consisting of resource guides, training class outlines, and two specially created videos, one of which features entrepreneurs describing the resources they used to start businesses. The SIBL staff is compiling the toolkit and intends to use it to expose library school students and graduates, academic institutions and libraries in general to best practices in business librarianship.
- The Monroe County Library System Making It REAL! project runs out of the Rochester Public Library, Local History and Genealogy Division. The Local History and Genealogy Division decided to take advantage of the presence of the MIR scholar to create a database indexing information about local authors, to be made available to Division libraries serving the general public. Because of the volume of material to be indexed, the MIR scholar designed and completed the Local Author database in Microsoft Access over two summers, rather than the one summer planned. A staff person has been trained in ACCESS to maintain it, while other staff members are obtaining information from the database using Word. The MIR Scholar is currently fielding calls from smaller local area libraries about how to set up such a database for their local authors. The Local History Division had also hoped to create a list of items pertaining to African American history in local collections that might become available for use in future exhibits. A small Frederick B. Douglass Museum

has opened to little fanfare. However, since the state of the local history community in Rochester has been in a state of flux for some time this additional project has not moved forward during the grant period.

- The Southeastern New York Library Resources Council (SENYLRC) Making It REAL! project needed staff trained in digital librarianship in order to advance the new Hudson River Valley Heritage (HRVH) service. The MIR scholar was educated in digital librarianship and was responsible for creating over 6,100 digital objects from 25 contributing institutions. These digital objects are now accessible to libraries and the public through HRVH. The last collection that she worked on, in Vassar College's Archives and Special Collections Library in January 2006, contained the Harriot Stanton Blatch Papers. Harriot Stanton Blatch was the daughter of Elizabeth Cady Stanton and continued her mother's work in the women's rights movement after her mother died. The MIR scholar graduated in May 2007 and expects to continue expansion of HRVH as a librarian. Among possible future collections to digitize are papers and materials related to African American history.

Other than the special program focusing on disabled library patron web access, which has been discussed, none of the library schools planned to mount special programs to serve their diverse communities as part of their Making It REAL! activities. The University at Buffalo program ran into an unexpected block when only one library responded to a request to provide a free check and update by the Buffalo student of web accessibility of their websites. One library did benefit.

Students themselves also found creative ways to increase diversity related library services to local communities.

- When blocked in his efforts to find a practicum site at which to use his web accessibility training, a Making It REAL! student at the University at Buffalo identified a directed study in which he would co-author a web accessibility study of libraries and Library and Information Science schools across the country. The results of this study are about to be published nationally. The coauthor is Alex Schmetzke, guest-editor for a special issue on *Library Hi Tech* that is focused on accessibility and tentatively scheduled for publication in late 2007. The draft article is available online at http://www.djcomeaux.com/lis/comeaux_accessibility_study_LIS598.doc (retrieved August 2, 2007).
- A MIR scholar at St. John's University gave a presentation at the Bayside Historical Society of New York. She made puppets to tell a story of an Indian kingdom beset by negative circumstances. The cooperation of the people helped to change the environment of the kingdom. The use of this artwork is associated with Indian village traditions of special decorations created by women. There is now government funding to train women in this tradition of Mithila Painting so that they can make a career in advertising, weaving or creating special exhibitions of this unique artwork. Students and children who attended this special presentation were given arts and crafts materials to make representations of the diversity of the different cultures presented.

- As a result of her participation as a Making It REAL! grant program, a North Country Library System MIR scholar was focused on diversity in not very ethnically diverse Oswego, NY. She was coordinating the children's room at the Oswego Public Library while being educated to become a School Library Media expert. She came up with the idea of holding a Chinese New Year's party open to all children and families wanting to attend it at the children's room of Oswego Public Library. Since the Chinese Year of the Pig was about to start, she sought out and found a miniature pot-bellied pig to attend the party, along with her owner. The owner happened to be an English teacher at the high school where the MIR student was doing school library media practicum work. Speck, the pig, and the party were a great success, complete with reading of two children's books, "The Three Pigs" by David Wiesner and "The Chinese New Year" by Cheng Hou-tien, and a snack table with egg rolls and fortune cookies donated by a local Chinese restaurant near the library. Not only did the event bring people to the library on February 16, in the middle of a very snowy winter of 2007, it was covered by the local Oswego Daily News (<http://oswegodailynews.com/index.php/layout/set/print/content/view/full/65416>, retrieved August 2, 2007). The online version of the article caught the attention of American Library Association staff. A reference to it was put in the "Seen Online" column of the March 14 and April 2007 issues of *ALA Direct*, the online publication that goes out to all ALA members with e-mail addresses (who haven't opted out).

While not spread across all partners or students, the Making It REAL! program has had some very positive intended and unintended outcomes related to library service to diverse local communities, modeled to the "community" of librarians and librarians across the country.

Meeting Needs of Diverse Communities by Focusing on Training Librarians in Specific Specialties of the Diverse Library Field

In terms of being a scholarship program designed to add diverse library professionals in specialties with qualified personnel shortages, the Making It REAL! project has certainly met the spirit of the grant expectations. For Teaching Libraries it has also largely met the letter of their specific grant funded programs. Most of the Teaching Library partners deliberately sought to recruit or required as a condition of scholarship receipt that students be interested in library specialties with a shortage of qualified personnel in their areas. Except for the first cohort of University at Buffalo MIR scholars, the University library schools or departments were not prescriptive about library specialties in their recruitment efforts.

Figure 23 shows a complete list of library school specialties of the Making It REAL! students who have graduated or are about to graduate. Many of the new librarians who have or will soon be entering the profession are doing so with specialties that are currently in short supply in New York State, including:

- Children's Services (5)
- Young Adult Services (3)
- School Library Media Specialists (10)
- Digital Librarians (3)

- Rural or Small Libraries (1 plus several of the 9 interested in “Public Libraries” who plan to end up serving in rural, small town, or remote areas of New York).

Figure 23. Specialties of Making It REAL! Scholarship Students

	Teaching Library MIR Scholars	University MIR Scholars
<p>Library School Specialty as of July 31, 2007</p> <p>Includes only students who have graduated or are likely to graduate before or after the end of the grant period. Some students have more than one specialty.</p>		Archives (5)
		Art Libraries (2)
	Business Libraries (1)	
	Children's Services (4)	Children's Services (1)
	Digital Librarian (1)	Digital Librarian (2)
		Information Architecture (1)
		Law Library (1)
	Library and Information Services (1)	Library and Information Services (3)
	Organization of Information (1)	
	Public Libraries (4)	Public Libraries (5)
		Reference and User Services (1)
		Research/Academic Libraries (2)
	Rural or Small Libraries (1)	
	School Library Media Specialist (4)	School Library Media Specialist (6)
	User Services (1)	
Young Adult Services (2)	Young Adult Services (1)	

Teaching Library Goals

The Making It REAL! grant narrative (<http://www.nysl.nysed.gov/libdev/imls/narative.htm>, retrieved August 2, 2007) provides this context for evaluating the Teaching Library Goals.

“The target population, prospective librarians, will be served by this project through interrelated components:

- Teaching Library Component: MLS degree candidates will be offered experience-based learning opportunities tied to pre-identified career opportunities. Each student will receive teaching, mentoring, and work experience in the Teaching Library to gain specific knowledge and acquire competencies needed for successfully filling local community needs in the identified librarian position(s).

- Scholarship Component: MLS degree candidates will receive scholarships tied to experience-based learning and diversity with a twofold purpose:"

1. To increase the numbers of candidates representing diverse groups who enter the profession.

2. To develop the capabilities of future librarians to serve diverse populations. In addition to recruiting students from diverse backgrounds, one participating library school will identify competencies required to serve patrons with disabilities and provide the learning experiences needed to attain competency.

The project partners will also institute activities to strengthen overall library education. MLS degree candidates will benefit from grant activities aimed at...

1. Strengthening the recruitment process and developing improved recruitment strategies.

2. Building Teaching Library and library school partnerships that yield graduates who both represent diverse populations and are prepared to serve diverse populations.

3. Building a website of value to recruitment and career placement.

4. Providing professional opportunities, such as programs at New York Library Association conferences, where recruits and others can learn about serving diverse populations.

5. Increasing awareness of recruitment needs among members of the library community, including library professionals, library boards, library associations, and patrons.

Teaching Libraries: This project component is based on programs of major libraries that identify high-quality candidates and assist them in their efforts to become library professionals. A variety of work experiences, mentoring, and assistance in balancing work with study characterize these programs, which draw heavily on the resources of the libraries to enrich the learning experience.

Internships are frequently part of degree requirements in library schools. However, this project's Teaching Library component enhances conventional internships because it is based on partnerships between accredited library schools and New York State's library systems. The library schools will provide the coursework necessary to achieve the MLS degree. The library systems will identify available career opportunities, supply the facilities of a system member library to serve as the Teaching Library, and provide professional development opportunities for students. For example, the Queens Borough Public Library has identified career openings for children's or young-adult librarians; it will recruit two MLS candidates, with preference to diverse groups, to receive appropriate training, mentoring, and experience in its central and member libraries. Together, the library schools and the library systems will create a plan tailored to provide a rich educational experience, including the academic content, the practical experience, and the mentoring needed for the student to succeed in the available career position."

The term “Teaching Library” itself, lacking a clear definition, has to be defined in order to ensure appropriate evaluation. First, as shown in Figure 24, the grant used the term to refer to grant partners that were in fact usually public library systems, school library systems, or Regional Reference and Resources Library Councils,⁴⁶ as defined under New York State law (except for NYPL-branches and NYPL-SIBL that are in traditionally separate branch and Research Library Divisions of the New York Public Library System).

Figure 24. Types of Making It REAL! Grant Teaching Library Partners

Library Systems	School Library Systems	Regional Reference and Resources Library Councils
Clinton-Essex-Franklin Library System	Albany-Schenectady-Schoharie-Saratoga BOCES	Northern New York Library Network
Mid-York Library System	Franklin-Essex-Hamilton BOCES	Rochester Regional Library Council
Monroe County Library System		Southeastern New York Library Resources Council
The New York Public Library (branches and SIBL – a special library – both represented)		
North Country Library System		
Onondaga County Public Library		
Queens Library		

These grant “Teaching Library” partners are not structurally or legally the same kinds of entities. Furthermore, New York State’s nine Reference and Research Library Resources Councils are State-funded regional library systems chartered by the New York State Board of Regents and designated to support improved access to information for the people of New York through resource sharing among the 23 public library systems, 41 school library systems and over 900 academic, hospital, law, business, large public and special libraries. Therefore there were “overlap” situations among grant partners, such as the North Country Library System being served by the Northern New York Library Network.

Second, the term “teaching library” was also used in the grant as usually understood by both grant partners and MIR students to refer to individual libraries, or units of larger systems or Councils, in which library school students apply their librarianship skills. The grant proposal itself was therefore vague about what was meant by a “teaching library.” There were no expected outcomes for the “teaching library” component of the grant other than trying out “best practices” and that students would eventually graduate from library school. Only the latter is measurable. The search for “best practices” from an evaluation viewpoint requires a multi-site evaluation perspective for this kind of a grant, for which the evaluation focuses on processes of grant implementation as well as outcomes. Often in a multi-site evaluation there is an effort to determine which of several kinds of approaches produces better or more

⁴⁶ New York State has 23 public library systems of three types (<http://www.nysl.nysed.gov/libdev/libs/brochurp.htm>, retrieved August 2, 2007), 41 School Library Systems (<http://www.nysl.nysed.gov/libdev/slssap/brochure.htm>, retrieved August 2, 2007), and 9 Regional Reference and Resource Libraries Councils (<http://www.nysl.nysed.gov/libdev/libs/lrc/brochurr.htm>, retrieved August 2, 2007). The public library systems may or may not have branch libraries.

positive outcomes in similar kinds of organizations serving different clientele, perhaps with somewhat different programs.

It was not clear if the overall evaluation should look for “best practices” in how grant partner organizations (“Teaching Libraries”) work with the individual libraries or units of the larger systems (“teaching libraries”) to arrange for and provide applied experiences for the scholarship students. Relationships between libraries within a system are themselves subject to legal constraints in New York State. Regional Library Councils, such as Northern New York Library Network, have no legal authority over the libraries that they serve – a Director of a Regional Library Council cannot require one of the libraries that it serves to do anything. The school library systems involved in the grant were both operated by the headquarters staff of Boards of Cooperative Education Services (BOCES), and primary roles of headquarters units are to enable the school libraries and school library media programs in individual school districts to participate in system-wide development of databases and library materials. The headquarters units are coordinating services related to regional resource sharing, professional development and other specialized activities. They do not themselves provide school library and library media services to school library users – the member school libraries do that. Finally, legally there are three types of public library systems recognized by the State Legislature and Governor, and all three were represented in the grant project:

- Consolidated systems chartered as a single entity under a board of trustees (e.g., The New York Public Library and Queens Library);
- Federated systems created by action of the board or boards of supervisors or legislature of the county or counties involved while member libraries retain their own charters (e.g., Clinton-Essex-Franklin Library System, Monroe County Library System, and Onondaga County Library System);
- Cooperative systems created by agreement of boards of chartered member libraries, which retain their autonomy (e.g., Mid-York Library System, North Country Library System).

The REAP Change team considered early in the evaluation whether it would be fruitful to look closely at questions concerning how having one or another of these types of partners running the grant program might result in “best practices” for the grant. However, in the end it decided to consider the legal arrangements of the different public library systems, school library systems, and Regional Reference and Resources Library Councils as a given part of the context of program operation. What type of system or council is best suited to running this kind of a grant program will not be an evaluative question addressed in this report.

Rather the overall MIR evaluation focused on looking for “best practices” surrounding what happens with the applied library education of students during their involvement with individual “teaching libraries” in which they are gaining experience as well as with the grant “Teaching Library” partners. In particular, the overall evaluation looks for individual partner and overall grant evidence, outputs, and outcomes related to this sentence from the grant narrative:

“Each student will receive teaching, mentoring, and work experience in the Teaching Library to gain specific knowledge and acquire competencies needed for successfully filling local community needs in the identified librarian position(s).”

Teaching Library and University Library School Interaction Expectations.

The grant narrative also speaks of interactions between universities and teaching libraries being a component of possible “best practices” for “teaching libraries.” That interaction is expected to go beyond that which typically takes place between a university library school and a library practicum site during the placement and implementation of internships required for graduation from some library schools. The ideal relationship is laid out in this sentence of the grant narrative about the practical experience students are to gain during the program:

“Together, the library schools and the library systems will create a plan tailored to provide a rich educational experience, including the academic content, the practical experience, and the mentoring needed for the student to succeed in the available career position.”

Therefore, according to the grant narrative, the library schools would work with and through the partner Teaching Libraries (i.e., library systems, BOCES SLS, and Regional Library Councils) to set up the best practical experiences for the MIR students so that the students can have rich educational experiences. This means that there should be some kind of a collaborative effort and interaction going on between library schools, grant partner Teaching Libraries, and on-the-ground “teaching library” practicum/internship sites.

It should be noted that not all library school students are even required to take an internship or practicum in order to obtain a Master’s degree in librarianship. The federally recognized accrediting agency for library schools, the American Library Association, does not require that a library school have an internship program to be accredited. The State of New York does not require it for award of any Master’s degrees in library or information science. The State of New York does require that School Library Media Specialists gain specified kinds of practical experience in order to be certified as individual librarians, but has no requirements for internships in library schools or departments in the publicly financed State University of New York system. Therefore, while library schools in New York typically offer an internship or practicum course, not all require students to take one in order to graduate.

Figure 25 shows the graduation requirements for the library school MIR grant partners in regards to Internships or practicums. The three university MIR partners that do not usually require an internship or practicum for graduation with a Master’s degree, or only do so for Media Specialists, would have to go outside the parameters of their required curriculum to involve students to whom they awarded MIR scholarships with “teaching libraries.”

Figure 25. Partner Library School Requirements for an Internship or Practicum

Making It REAL! Library School Partner	Internship or Practicum Required for MIS, MLS, MSILS, or MSLIS degree?
The Palmer School, LIU	Yes
Pratt Institute	No except for Media Specialists
St. John's University	No
Syracuse University	Yes
University at Albany	Yes
University at Buffalo	No

Figure 26. Library Schools or Departments Attended by Teaching Library and University MIR Scholars

Teaching Library Partners	Where MIR Scholars Attended Library School	Internship /Practicum Required for Master's degree?
Capital Region BOCES	1 at University at Albany	Yes
Clinton-Essex-Franklin Library System	1 at Clarion University (in Pennsylvania)	No, except for K-12 certification in Pennsylvania
Franklin-Essex-Hamilton School Library System	1 at Syracuse University	Yes
	1 at Texas Woman's University (in Texas)	Yes
Mid-York Library System	1 at Syracuse University	Yes
Monroe County Library System (Rochester Public Library)	1 at Syracuse University	Yes
New York Public Library – Branches	1 at Queens College*	No, except for School Media Specialists
New York Public Library –SIBL	1 at Pratt Institute	No
North Country Library System	2 at Syracuse University	Yes
Northern New York Library Network	1 at Southern Connecticut State University (in Connecticut)	No
	1 previously at Clarion University (in Pennsylvania)	No, except for K-12 certification in Pennsylvania
Onondaga County Public Library	1 at Syracuse University	Yes
Queens Library	3 at Queens College*	No, except for School Media Specialists
Rochester Regional Library Council	1 at Syracuse University	Yes
Southeastern New York Library Resources Council (SENYLRC)	1 at St. John's University	No

* in the State of New York, but not a MIR partner library school

It would not be impossible for these three universities to do that. If there is not already an “internship” or “practicum” course in their curriculum, such practical experience might be handled as part of an independent study course.

It would be logical to expect that the impetus for teaching library-university cooperation in the case of university sponsored MIR scholars would come from the university. The university might work either with a grant Teaching Library partner or with another “teaching library” (perhaps one not even involved with the grant program other than as an internship site) to help their MIR students have a practical experience that included “best practices” above and beyond the average university internship or practicum. When MIR scholars sponsored by grant Teaching Library partners went to University library school grant partners, one might look for initiation of interactions from either grant partner, centered on good applied librarianship experiences for the Teaching Library MIR scholar.

The original proposals from the grant partner Teaching Libraries to NYSL specified the library schools with whom they expected to partner, but even at that point not all of the library schools involved were part of the grant program. In addition, when it came time to actually enroll students in library school, some students were not eligible to be admitted to some library schools with rigorous admissions requirements (e.g., Syracuse University), or deliberately chose other library schools than had been specified in the original partner proposals because of availability of certain specialties, online only educational programs, or simply because they were able to get admitted to those schools in time to meet grant deadlines. Therefore, in addition to library schools or departments that are part of the Making it REAL! program, Teaching Library MIR scholars attended four other library schools that were not grant program partners at all (see Figure 24). Two of the Teaching Library MIR scholars attended Clarion University in Pennsylvania (one of whom left the grant project), one attends Southern Connecticut State University, and one attends Texas Woman’s University – all four in online only programs. In addition, four other Teaching Library MIR scholars are getting their degrees by attending regular face-to-face classes at Queens College, the only New York State library school that did not participate in the MIR program.

Since these are all Teaching Library sponsored scholars, the question of whether the University they are attending requires an internship is moot for the students since the Teaching Library partner might arrange for applied library training in one or more of its system or Council libraries anyway as part of the Making It REAL! experiences it provided. However, the question of whether the University the student attends is or is not in New York and does or does not require an internship for graduation is directly relevant to Teaching Library-University interactions and creation of “best practices” for “Teaching Libraries” and on-the-ground “teaching library” practicum/internship sites. REAP Change would expect that the grant Teaching Library partners that have or had students taking online courses at Clarion College or Southern Connecticut State University might have a challenge engaging these out-of-state library schools in a New York State grant program involving internships when these Universities do not require internships for graduation and the universities get no direct benefit from participation beyond the normal tuition and fee of one or two students. The teaching libraries might be asking faculty at those Universities to act outside department cultural norms and expectations concerning students getting practical experience before obtaining their degrees. Franklin-Essex-Hamilton School Library System (BOCES) would be dealing with Texas Woman’s College, an out of state school but one that had an internship/practicum requirement. That might make Texas Woman’s University more

amenable to cooperation with grant goals about “teaching library” practical experience, but coordination between the online program of a university and an out-of-state teaching library might prove challenging, especially if the MIR student is trying to meet New York State (rather than Texas) media library specialist certification requirements for experience. Without the incentive of receiving any grant funds an out of state university might not even be interested in participating in this New York State focused program .

Queens College is the only New York State library school not involved with the Making It REAL! grant and was already in frequent contact with NYPL and Queens Library because of other long-standing programs those public library systems had for educating their staffs. It might see a benefit to cooperating with the grant both because of its location in New York and its long-standing relationship with MIR Teaching Library grant partners who were sending their students to it. Syracuse University received 7 MIR scholars from 6 Teaching Library partners, primarily in its online Master’s program. Syracuse University and St. John’s University are in New York State and are partners that awarded their own MIR scholarships and also taught Teaching Library sponsored MIR scholars. Syracuse University, Queens College, and St. John’s University, all New York library schools, would on the surface seem to be the most likely places for innovative Teaching Library-university relationships to develop as a result of grant participation centered on the Teaching Library MIR scholars.

Mixed Teaching Library Results

The potential confusions and issues described above were essentially built into the grant by lack of specificity about what is meant by a “teaching library,” lack of restriction on where students could enter library school, and lack of restrictions on whether library schools that Teaching Partner MIR scholarship recipients attended had to be within New York State, or had to be MIR grant partner library schools. In addition, the original partner proposals for MIR scholarship programs were of mixed quality in creativity or completeness and depth of development regarding what was expected to actually happen in Teaching Library partner/University, Teaching Library/teaching library and University/teaching library interactions to give students applied library experiences.

Often the Teaching Library partners fleshed out more of the Teaching Library–teaching library relationships, roles and expected student outcomes during specific program development and OBE plan writing.⁴⁷ When University MIR partners included internships or applied experience in their OBE plans for their scholars, all but one university partner merely mentioned participation in internships or applied experiences and all were either vague about what was involved, or presented no specific expected activities, outputs, or outcomes different from expectations of any of their students engaged in internships. The exception

⁴⁷ The REAP Change team provided technical assistance for OBE plan writing. REAP Change understood that it was contracted only to provide evaluation assistance to MIR partners on a one-on-one and group basis, as well as perform the overall evaluation. It did not understand its contract to include provision of program planning technical advice and assistance. The REAP Change staff walked a tightrope between providing evaluation technical assistance and specific program planning discussion or advice but tried to make it clear that it was up to the MIR partners themselves to decide on the final elements that they would include in their programs, and how they would organize program activities. Some partners, especially some of the Teaching Library partners, found it harder than others to distinguish between program planning assistance and program evaluation assistance. Two of the three REAP Change team members were themselves experienced in library program planning, so found it particularly hard to walk this tightrope.

was the University at Buffalo, which expected its MIR students to actively engage in reviewing and recommending improvements to a library website as an applied experience.

What actually happened in relation to development of new models for Teaching Libraries in the first year was very limited, based on what the overall evaluation team was hearing from students and from partner self-reports by August 2006. Both students and partners reported few to no interactions between the university library schools the students were attending and Teaching Library partners. Some University MIR scholars couldn't even figure out what a "teaching library" was, or simply said in the August 2006 survey that questions about "teaching libraries" were "not applicable" since they themselves hadn't gotten to the stage of their library school education during which they would be undertaking required internships. During the first year and a quarter of the evaluation, the REAP Change team had found so few instances of innovation of any sort in regards to "teaching libraries" that it changed the focus of a NYLA 2006 grant session called "It Takes a Village: Partners in Creating a New Generation of Librarians" away from what was originally expected to be a formative evaluation review of "best practices" in teaching libraries discovered to date in the Making It REAL! grant program. All that it had were plans. Instead, former REAP Change team member Dr. Suzanne M. Stauffer, who had become a Louisiana State University tenure-track library school professor, presented a paper at the NYLA conference in November, 2006 that looked at the "teaching library" concept historically and in a theoretical model. The floor was then opened for a general discussion among the partners, students, and others present about the "teaching library" concept and University library school-library interactions.⁴⁸

The paper presented by Assistant Professor Stauffer set forth a specific theoretical model of three interlocking feedback loops around what ideally might happen with educating library school students.⁴⁹ Lacking clear criteria or guidance from the Making It REAL! grant proposal or from partners about what might constitute innovations in "teaching libraries" we will use this model to guide what we look for in this overall evaluation.

"The Teaching Library Model

This model involves students, librarians, and library school faculty in an active reciprocal relationship, with each providing feedback to and influencing the others. It incorporates the traditional internship and mentoring programs, but goes beyond these to include librarians in the classroom and in curriculum development and library faculty in the library. It consists of three feedback loops:

Loop 1: Practical – the library to the student and the student to the library

This loop is primarily concerned with providing an opportunity for the student to practice the principles which have been learned. The library provides : "

⁴⁸ Maack, S. (July 15, 2007). *NYLA 2006 Conference: Evaluation of Making It REAL! Sponsored Programs*. Los Angeles: REAP Change Constants, pp. 1-2, 11-30.

⁴⁹ Stauffer, S. (2006, November). *A framework for a "Teaching Library": A preliminary study*. Paper presented at the NYLA Annual Conference, Saratoga Springs, NY.

Internship programs which incorporate experience performing tasks, formal and informal mentoring, and formal training through workshops.

Intern-led projects and programs that improve library services, developed in collaboration with the librarians and library school faculty.

Research site for student projects, theses and dissertations

Financial support: paid internship, funds for library association membership, attendance at library association and other conferences, etc.

Loop 2: Principles – the library school to the student and the student to the library school

This loop is primarily concerned with teaching principles, processes, and concepts.

The school provides:

Curricular support, including appropriate courses and internship program

Collaborate in the development of projects and programs for the teaching library

Provide opportunities for independent study, research projects, theses, and dissertations through outreach to teaching libraries

Faculty advisors collaborate with librarian mentors in developing individual internship goals and objectives

Financial support: tuition remission, funds for research, etc.

Loop 3: Collaboration – the library school to the teaching library and the teaching library to the library school

Collaboration in teaching:

Librarians serve as adjunct faculty

Faculty invite librarians from the teaching library to speak to classes

Faculty and librarians collaborate in the development of workshops and other training programs for the teaching library

Faculty collaborate with librarians in developing internship goals and objectives

Librarians provide feedback on the curriculum, including developing teaching and training manuals

Librarians serve on appropriate faculty committees, such as mentoring, recruitment and accreditation review”

“Collaboration in research:

Faculty and librarians collaborate in the development of student interns' projects and programs for the teaching library

Collaboratively develop opportunities for independent study, research projects, theses, and dissertations for students and faculty

Faculty and librarians develop joint research projects, including grant-funded

Collaboration in professional development/continuing education:

Library school offers continuing education series

Librarians present workshops and short courses

Librarians and faculty participate actively in the alumni association

Librarians conduct job interview on campus

Library school serves as clearinghouse for job announcements, etc."

Suzanne M. Stauffer
School of Library and Information Science
Louisiana State University

Feedback Loop 1: Practical – the library to the student and the student to the library.

This is the feedback loop in which the MIR grant partners, particularly the Teaching Library partners, tried out the most innovations. Often Teaching Library grant partners would draw on several libraries in their system or Council to give the MIR scholars a variety of experiences in different library settings. Rochester Regional Library Council was able to send students out to both school libraries and public libraries to gain experience. Some library systems were able to provide experiences in small town, suburban, and inner city neighborhood public settings. Others were limited by the types of public library settings available to the students within their organization. One library system in a mostly rural and small town part of north eastern New York (Clinton-Essex-Franklin Library System) drew on personal relationships to provide their MIR scholar, already the Director of a small library in a small town, with a practicum experience in a large urban library (NYPL, Research Library in midtown NYC) that was completely different than anything found in the area. This not only allowed that student to experience a broader range of professional library practice, but to determine for herself what was transferable back to her small library (e.g., fragile material archival storage techniques) and what problems were similar but solutions not transferable. Large public library systems, including New York Public Library, Queens Library, and Monroe County (which includes Rochester Public Library) could and did give students experiences in specialized units within their systems.

Because of the diversity focus of the MIR grant, several Teaching Libraries paid special attention to providing MIR scholars with experience in delivering library services to ethnically

diverse communities. In large diverse urban areas it was not at all a problem to find a library serving a diverse community in which the student could have an applied experience. NYPL–branches and Queens Library had no problem providing branch library settings or projects involving service to diverse communities. NYPL–branches innovated by providing their MIR scholar with an exceptional degree of permission to play a leadership role in the planning and implementation of the 2007 Anti-Prom that is held at the Donnell Library's innovative Teen Center and in other work related to library outreach to the large gay-lesbian-bisexual-transgender (GLBT) community of New York City, and especially its young adults. The same MIR scholar was placed on several system-wide committees that selected books for recommended reading lists that are distributed throughout NYPL, and she helped make sure that not only GLBT appropriate books but also Spanish language books appeared on these lists. Queens Library scholars received training at different library branches in the most diverse county in the country.

In other areas the partners sought out ethnic diversity or “high needs” communities where they could find them and arrange for student practicums there: e.g., at the libraries of Schenectady high school and the Akwesasne Reservation (Mohawk). Sometimes there was not sufficient ethnic diversity to field ethnically diverse MIR scholar candidates, but there was ethnic diversity in special populations, notably the many prisons in northern and western New York, whose libraries were not used for practical training very much because of the stress on educating public and school media librarians. Some efforts to work with library service to diverse communities failed through no fault of the Teaching Library partners. For example, Rochester Public Library, History and Genealogy Department planned to have its MIR scholar work in listing local African American history related artifacts, including those of Frederick B. Douglass, but a Frederick B. Douglass Center planned by a separate organization opened more slowly than expected and was much smaller than expected.

Teaching Library partners took the applied training of their MIR scholars very seriously. One of the interesting developments of the Making It REAL! program was when the two BOCES SLS Teaching Library partners decided on their own to jointly develop and implement the same OBE plan, which they did accomplish. They also jointly created two rubrics to evaluate MIR student progress concerning skills in Lesson Plans (an important skill of any school library media specialist), and to assess Leadership (an important expected individual MIR scholar ability that these partners had down as a Making It REAL! program goal). However, in the end the scholarship students proceeded through their library schools at different speeds (one attending mostly full-time at a local University and the other two attending part-time and solely online), and so the collaboration and interactions of the partners was not as close as anticipated.

Just as most of the Teaching Libraries had little prior experience with recruiting scholarship students, some had little experience with mentoring programs. Their staffs were not always particularly skilled or adept at mentoring, and the Making It REAL! program itself provided no guidance or training to partners on what made for a good mentoring program. The mentoring that occurred was individual rather than delivered in an organized fashion. One Teaching Library partner put into its OBE plans that an organizational change would be that staff members improved their mentoring skills. This did not occur because the MIR scholar chosen was already experienced as a non-degreed practicing librarian, so needed much less mentoring than expected. Indeed, reports back from the Teaching Library partners indicated that the need for mentoring varied considerably by scholar, with older and more experienced

students needing less, and by personality of the student. Most Teaching Library partner contacts reported providing individual mentoring to MIR students themselves, as well as arranging for the MIR scholars to obtain mentoring from other librarians in their systems.

Feedback Loop 2: Principles – the library school to the student and the student to the library school

The MIR partner activities in this feedback loop were limited and subtle. In fact, at first the REAP Change evaluation team found none. Other than that of the University at Buffalo, the university OBE plans described nothing different for MIR scholars than would be done with any student attending their library school. The OBE targets were usually those of university requirements or milestones for progressing through library school – e.g., maintaining a 3.0 or better average, or participating in and successfully completing an internship.

Only during the final interviews was it possible to determine some differences from normal library school-student-library school interactions in Feedback Loop 2. For example, St. John's library school had an African-American scholarship student who had a part-time job at the University library reference desk as part of her scholarship. The MIR program director at St. John's was able to arrange for this student to work closely with and develop a valuable mentoring relationship with an experienced African-American librarian. The Palmer School Dean developed a mentoring relationship with the Making It REAL! scholarship students that was closer and more active than he had with other students at the school. The St. John's MIR program director developed a close mentoring relationship with one of the MIR scholar who was younger and needed more guidance in more areas, while another faculty member worked more closely with the other, older MIR scholar to provide her with development of technical computer-related skills that both she and the School recognized that she needed. Development of closer and more active than usual mentor relationships with MIR students was a University partner innovation that was not specifically explicated in the OBE plans.

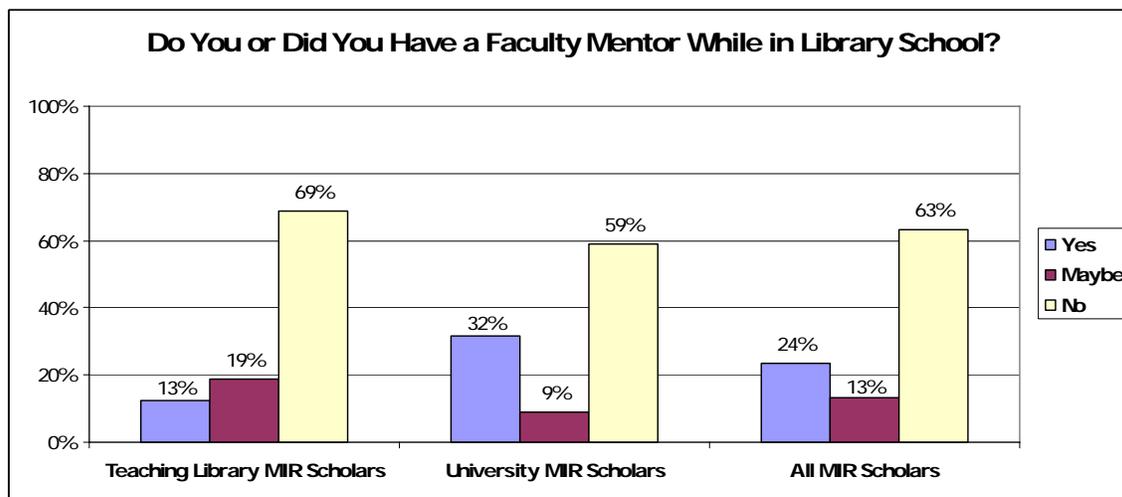
Both Palmer and St. John's also put forth special efforts to find additional scholarship resources for which MIR scholars were available. At Palmer School this included piggybacking other financial aid scholarships available for diverse or low-income students so that an ethnic minority student could attend the expensive private University. At St. John's, when the MIR program director discovered that a Teaching Library MIR scholar attending there did not have enough funds to attend a recommended summer school course, she was able to identify and have retroactively awarded a scholarship that the student was eligible to receive by virtue of her grade point average.

One Teaching Library partner noted that library schools have access to scholarship and funding resources that libraries and library systems do not. This is, indeed, true, but "stacking" financial aid resources on particular students or particular types of students is a policy decision. It has important implications for private universities, which have to meet overall enrollment targets in order to keep the University operating. If the University "stacks" too many types of grant financial aid on too few students when the pool of grant funds is limited, then it may run the risk of not meeting its enrollment targets if other students don't attend because they consider the University program to be unaffordable. While the effort made to assist MIR students is noted as positive, it might only be possible to use it with a small number of students.

Finally, the Palmer School Dean, who has excellent connections with local libraries, used his personal connections to identify appropriate “teaching libraries” for MIR students to gain practical experience and place the students in them during their internships. These were not libraries in MIR grant partner Teaching Library systems, school library systems, or Councils. Nor did the relationships with the local libraries come about as part of the MIR program. The extent of the effort by the Dean, as opposed to a library school internship coordinator, on behalf of the MIR students was new. Other University partner MIR contacts who were also in Dean or Director positions, including those at Pratt and the University at Albany, also reported that they spoke with and mentored the MIR scholars more than they usually did with a typical Master’s student.

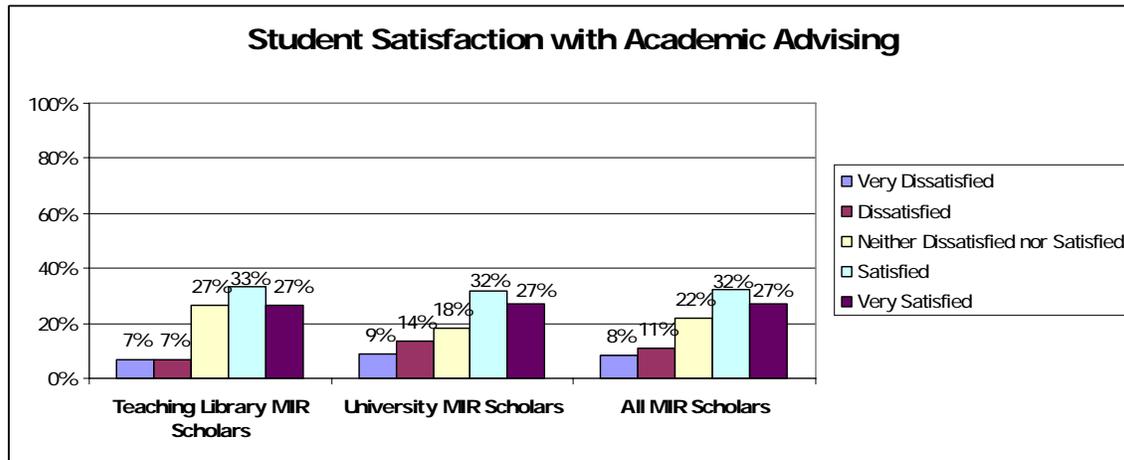
Nevertheless, most MIR scholars did not receive mentoring by faculty. In an August 2006 student survey nearly 60% of MIR scholars reported that they did not have a faculty mentor, with no statistically significant difference reported by University MIR scholars as opposed to Teaching Library MIR scholars.⁵⁰ After a year or more of study, half of the University MIR scholars responded that they had no faculty mentor, and two more thought only that “maybe” they did. In the final student survey, which 39 of 42 MIR scholarship recipients completed in June or July 2007, it was still the case that 59% of University MIR scholars and 69% of Teaching Library MIR scholars indicated that they did not have a faculty mentor while in library school. While the difference is not statistically significant, about 32% of University MIR scholars indicated they did have a faculty mentor (and 9% thought they might have had one), compared to only 12% of Teaching Library scholars (and 19% of Teaching Library scholars who might have had a faculty mentor).

Figure 27. Faculty Mentoring



⁵⁰ Maack, S.C. (February 27, 2007). *Student Survey 2006: Making It REAL! Grant Evaluation Report*. Los Angeles: REAP Change Consultants, pp. 24-25.

Figure 28. MIR Student Satisfaction with Academic Advising



Academic advising is available to students at most library schools. Indeed, when asked in the final student survey “Do or did you have an academic advisor while in library school?” fully 80% of the students responded “Yes,” 15% answered “Sometimes” and 5% answered “No.” The two who responded “No” were both attending Queens College, which was not a MIR partner.

Figure 29. MIR Student Comments on Academic Advising

Scholarship Type	MIR Student Comments on Academic Advising
Teaching Library MIR Scholars	I've worked with three different advisors: Pam Rivercomb, Flannery Buchanan and Blythe Bennett. Pam helped with my course layout. Blythe was really helpful with my interships. Flannery has guided me with everything else.
	Various professors checked registration to make sure one was on track. The faculty is quite available for any student inquiries.
	The professors such as Joette Stefl-Mabry and Carol Doll were very supportive to my concerns and challenges in school.
	My library school provided academic advisement. My advisor was very flexible and helpful when it was time for advisement and registration.
	The academic advisor knew what my professional goals were. She helped me pick classes to meet my goals.
	The college of library science's secretary was a great resource when needed. Most instructions could be found online or by e-mailing the professors.
	At Syracuse University I am a distance student. No matter when I e-mailed for help for anything I was given a response that was helpful quicker than I ever imagined.
	Flannery Buchanan has been my advisor at Syracuse University. She has always been there and answered emails promptly or guided me in the right direction. We spoke at least once a semester on the phone and was encouraging when things got tough or I needed clarification. We also have an online group conference in a chat room and that is attended by numerous SU advisors about the program as well.
	I didn't really make use of academic advising as I was quite certain of the path I wanted to take.

Scholarship Type	MIR Student Comments on Academic Advising
Teaching Library MIR Scholars	The academic advisor was available, but we never met. The second year of the program brought in a different academic advisor than that of the first year. I knew the new academic advisor because of a course I had taken with him. Other than the completed course, there was no contact.
	Academic advising was done online through a group format usually when I was at work. I received almost no advising.
	My advisor did not return emails. I spoke/emailed her secretary regularly. There is a definite lack of communication going on in the ILS department. Needs improvement ASAP.
University MIR Scholars	Dr. June Abbas served as my advisor. She went out of her way to make herself available for advisement on which courses I should take, or to act as a professional resource for any questions I had about librarianship.
	Professor Wilson was my advisor and he helped me make sure I would finish all my course work as soon as possible.
	My academic advising was good. My advisor was Dr. Olson.
	My advisor was one of the professors. She did not seem very interested in advising students and it was clear that her priority was her research. Nevertheless I chose to develop informal advising relationships with other professor who were more willing to help students.
	Often my academic advisor was busy with his academic duties. Dr Neil Yerkey
	When I had questions I asked Gisela von Dran who was a great help to me during my studies.
	I was advised to take courses that pertained to my interest in art. However, there was a limited choice in courses directly associated with the art history discipline. Computer courses that dealt with Photoshop and digital imaging techniques were not available. The virtual reference course was very good in providing exercises with the IPL (Internet Public Library) and the use of ipods, chat and video streaming as information sources. Dr. Pollicino was helpful in recommending courses that were associated with aspects of my art interests. The advisement of taking the New York Special Libraries course in May 2006 was great. The diversity of the libraries associated with art, law, navigation and cultural history was extremely informative and exciting.
	Jerry Nichols has been my advisor from the very beginning. He is absolutely incredible! Well respected throughout the world of public librarianship, Jerry knows everything (and everyone) related to public librarianship. Whenever I needed him - he was always right there. I was also fortunate to have taken a few courses with him. They were "raw," "real," and to the point. He provided us with a "true sense" of what to expect working in the public library environment. I also would like to say that Rosemary Chu (senior academic advisor at Palmer) has also been incredibly helpful to me). Over the past few years, I have communicated with her extensively and she has been just great. I will never forget my experiences with Jerry and Rosemary. Never!
	I feel that Pratt needs to be more focused in this regard. Right now academic advisement is an ad hoc situation. No one person is following the students progress.
	Would have liked more time with advisor but both our schedules did not allow. Prof. Linda Cooper. Pratt Institute. Very Knowledgeable but needed more guidance without my always having to initiate communication.

Scholarship Type	MIR Student Comments on Academic Advising
University MIR Scholars	In my first semester we were required to create a plan of study with our advisor. This proved beneficial to my education as I was able to see a long term view of my courses. Susan Janczak does all the advising at UB for the LMS majors.
	Susan Janczak, University @ Buffalo- Excellent academic advisor!
	Sue Janczak was my advisor and she was always very attentive to me. However, she does have to handle a great deal of students and it is sometimes hard for her to get back to everyone.
	There was little support in SUNY Buffalo. My advisor was difficult to talk to and hardly new me at all. While I had some difficulty with her, many of my colleagues had extreme difficulties.
	Dr. Debbie Rabina
	I was advised by Dr. Debbie Rabina. She was pleasant, but I did not find her helpful in terms of helping me sort through my course and career options. What interested me was outside of her own area of focus, and thus she turned not to be of much use to me.
	I mainly selected the courses I was interested in and my advisor approved them with the understanding of my background and my interests. Debbie Rabina advised me for several semesters.
	n/a

About 59% of the Making It REAL! scholars were “satisfied” or “very satisfied” with the academic advising that they received, with no significant difference between ratings by Teaching Library and University MIR scholars (see Figure 28). While this is not an extraordinarily high satisfaction rating, almost all of the other responses were neutral – neither dissatisfied nor satisfied. The Universities usually did their jobs in terms of academic advising, but the very lack of exceptional satisfaction ratings indicates that they put no special efforts into advising most MIR scholars. This is also apparent from the comments that students made about the academic advising they received (see Figure 29).

Feedback Loop 3: Collaboration – the library school to the teaching library and the teaching library to the library school

MIR partners showed very little creativity or innovation in regards to this feedback loop. Communication between Teaching Libraries and university partners was often limited to inquiries about procedures involving admissions, financial transactions (including problems) or discussions about University library school tuition and fees that had been raised higher than originally estimated.

University library schools that were educating Making It REAL! scholars other than those to whom they had provided scholarships themselves uniformly precluded the Teaching Library MIR scholars in their OBE plans. This includes Syracuse University (7 Teaching Library MIR scholars, mostly in its online program) and the University at Albany (1 Teaching Library MIR scholar). Despite pressure from the REAP Change team to consider including OBE plans and outcomes for the Teaching Library MIR scholars, the Syracuse and University at Albany targets clearly referred only to the one or two students to whom those universities had given scholarships.

Probably because of the number of Teaching Library MIR scholars attending it through its online program, Syracuse was mentioned most often by Teaching Libraries as not having contacted or been involved with them. However, neither had the Teaching Libraries made a special effort to talk to Syracuse faculty. One took the attitude “Why bother?” apparently viewing the University, rightly or wrongly, as not responsive. Two other Teaching Library partners who had planned to approach Syracuse about instituting more coursework related to rural or small libraries decided to hold off on contact until their MIR students had finished their courses. One of those two partners indicated that he had attended library school years ago, and that the library school programs had changed considerably, so it did not seem appropriate to approach Syracuse until after gathering more information and having a more focused discussion. The Syracuse MIR contact person said that, indeed, no Teaching Library had contacted her, and noted that curricular changes at a University take a considerable time to implement. During the June 2005 Evaluation Workshops another Syracuse faculty member expressed a willingness to listen to queries from Teaching Libraries. In any case, during the grant period the interactions and relationships between Syracuse and Teaching Libraries did not change considerably.

The Syracuse University library program Director was involved in one exceptional grant-related interaction with a Teaching Library. She sat on the candidate review team at the request of the Teaching Library. Another exception also occurred during the recruitment period. The University at Albany Dean provided consultation on what to look for in a viable school library media specialist candidate sought by the Capital Region BOCES SLS. In both of these instances it was the Teaching Library who took the initiative to contact and involve the library school. In both instances the Teaching Library person and the University Dean or Director were already friends.

Similarly, in the mid-implementation phase it was always the Teaching Library that would take the initiative to make contact, if it did so at all, with a university where its scholars were going. Sometimes the conversations only involved discussion about how the Teaching Library MIR scholar was doing academically – which conversations one partner described as “awkward” because the Universities are legally limited in what they can divulge regarding grades and academic progress information.

In final interviews the Teaching Library partners seemed to be most interested in talking with library school faculty about internship or practicum expectations and arrangements. The Teaching Libraries were strongly vested and invested in the scholars that they had chosen and sponsored, and concerned about taking good advantage of having good practical experiences for their scholars. The universities, even the MIR partner universities, if they required internships for a library degree at all, had their own internship placement procedures that bypassed or required little or no involvement of MIR Teaching Library partners who were often operating out of system offices. Only one Teaching Library, the Capital Region BOCES SLS, actively worked with a University partner’s internship coordinator, the one at the University at Albany library school, to design, negotiate, and arrange for an excellent practical experience or experiences for the MIR scholar they were sponsoring. Other Teaching Libraries were simply critical of the library schools that their students were attending because the library schools did not contact them to discuss internships for their students. One complained that the library school her scholarship student was attending did not seem to have checks and balances built into the University’s internship process. She spoke of a simple check-off sheet that the internship libraries were to use to provide

feedback to the university library school. The partner noted that since there was no demand for further evidence, a librarian could simply check off that something had happened in an internship, when in fact it had not.

When students were asked directly in NYLA 2006 focus groups about the extent of communication between their university library schools and their Teaching Libraries, they were aware of little or none. Students made similar comments in response to a question on the student survey of August 2006. The final interviews with partners confirmed that, in general, this was because such communication was in fact minimal to non-existent.

MIR students, MIR partners and others who attended Suzanne Stauffer's "It Takes a Village" session at NYLA 2006 indicated in response to a survey taken right after the session that they mostly only had experience with feedback loops one or two, or both. Feedback loop three, University to teaching library and teaching library to University collaboration was the one that was scarcely mentioned. Some students indicated in that survey or in the MIR student surveys that some of their university professors brought practicing librarians into their classrooms as guest lecturers. Some of the Teaching Library partners indicated that they or members of their staffs actively participated as guest lecturers or even course instructors in nearby library schools (notably those in New York City, but also some at upstate schools). However, that seems to be the extent of the typical feedback loop three collaborative efforts.

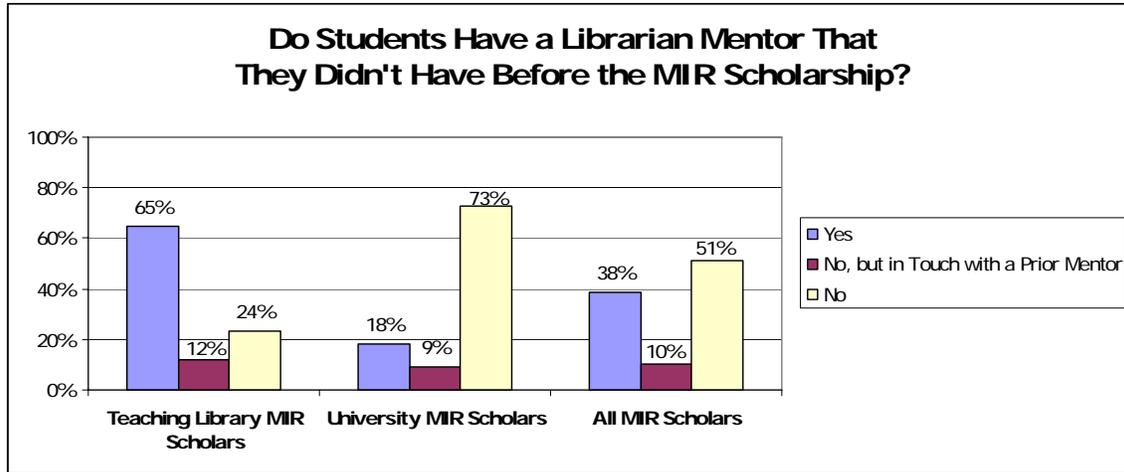
The Making it REAL! program offered an opportunity and even stated an expectation in the grant narrative that Teaching Library and university grant partners would collaborate more closely and innovate in collaborative ways to improve the education and experience of library school students. However, almost no Teaching Library or university partners chose to take advantage of this opportunity. This would be an area that future Making It REAL! style grants might try to address more specifically. Such grants might perhaps specifically focus collaborative efforts around the internship or practicum experiences of scholarship recipients. These practical experiences are of interest to both Teaching Libraries and the universities who require or encourage internships as part of the degree requirements.

Mentoring in Making It REAL!

One of the things that probably happened when MIR Teaching Libraries and Universities failed to cooperate closely on internship arrangements is that University MIR students lost out on mentoring. We have already seen that University MIR scholars, like their Teaching Library MIR peers, tended not to have faculty mentors. Final student survey results indicate that University MIR scholars are also statistically significantly more likely than Teaching Library MIR scholars not to have gained a library mentor since starting in the MIR program (see Figure 30).⁵¹

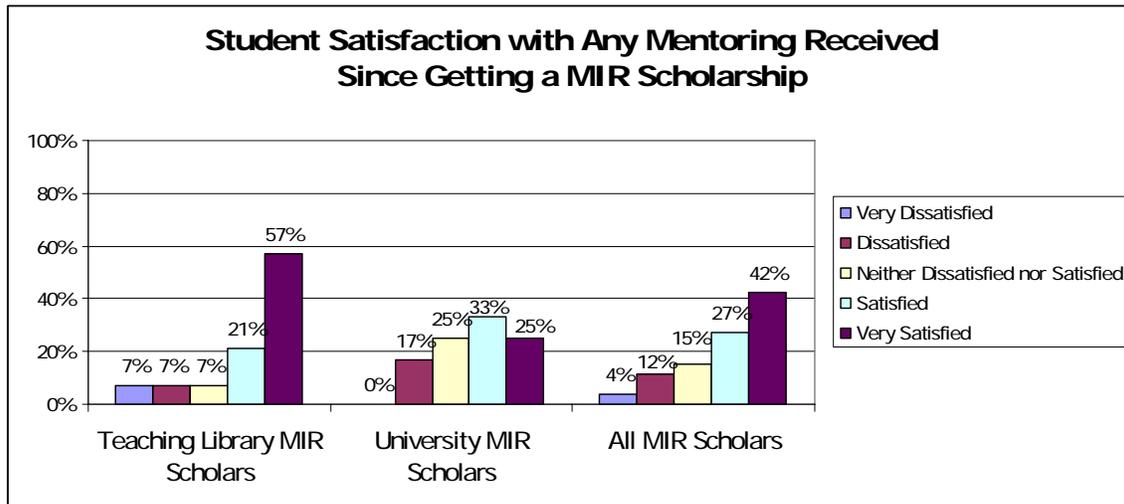
⁵¹ As shown in Figure 28 Pearson Chi-Square = 9.990, df = 2, p = .007 but the result is not valid because 2 cells (33.3%) have expected counts less than 5 and the minimum expected count is 1.74, but the correlation is very strong with Cramer's V = .506 and p = .007. The two cells are those for the "No, but had a prior mentor" category. If those responses are combined with the outright "no" responses, then the statistics are valid with Fisher's Exact Test = .007 (2-sided) or = .004 (one-sided), and still very strong with Phi = .474, p = .003. A similar statistically significant result held earlier in the August 2006 survey as reported in Maack, S.C. (February 27, 2007). *Student Survey 2006: Making It REAL! Grant Evaluation Report*. Los Angeles: REAP Change Consultants, pp. 23-24. A smaller subset of the MIR students completed the earlier student survey.

Figure 30. Did Students Have a Librarian Mentor that They Didn't Have Before Receiving a MIR Scholarship?



The numbers are small (14 Teaching Library and 12 University MIR Scholars spread across five categories), and statistics are not significant as well as not reliable, but Teaching Library MIR scholars appear to be more satisfied with their mentoring experiences under the grant program than University MIR scholars (see Figure 31).

Figure 31. Satisfaction of MIR Students with Any Mentoring They Have Had Since Receiving a MIR Scholarship



In particular, we note that 78% of the Teaching Library MIR scholars, compared to 58% of the University MIR scholars who answered the question were very satisfied or satisfied with their mentoring experiences since entering the Making It REAL! program. Student comments about their mentoring experiences are given in Figure 32.

Figure 32. Student Comments about Any Mentoring Received Since Receiving MIR Scholarships

Scholarship Type	MIR Student Mentoring Comments
Teaching Library MIR Scholars	Debby Emerson of the Rochester Regional Library Council who awarded me my grant. She has been extremely helpful in getting me the exposure to different library settings.
	The only mentoring I have received is from John Hammond at NNYLN. SCSU has not provided any mentoring throughout my program. There are many student blogs detailing SCSU shortcomings. Students gathered on campus to discuss the communication problems this past Spring 2007 semester. They presented in writing their complaints to the department chair. They are still waiting for changes/resolution.
	I know many librarians both in public work and in schools and everyone one of them has helped me when I needed help. :-)
	I worked in a young adult unit where three other YA librarians were my unofficial mentors. My official mentor was a YA librarian at another branch, and she and I exchanged emails about best practices.
	The afore mentioned faculty registration advisement sessions assisted about library school and Rosanne Cerny at the Queens Borough Public Library informed me of placement within the library system.
	My mentors have come largely from the internship opportunities I have had at the university. I did not have contact with my academic advisor. Much of the discussion was about job opportunities relating to those fields. Questions and inquiries regarding the profession were also answered. Other discussions revolved around the resources available for that particular specialization.
	I have been mentored by several librarians from the library system that awarded my scholarship. I have also been assisted by many former students of this MLIS program that are coworkers and friends.
	Nettie Crossman was the one person who mentored me when I was in need of advice. She helped with my job search, interviewing questions, consulting with colleagues, and planning a research lesson.
	I have a mentor from my teaching library, we discuss my progress in school, my experiences at the teaching library and my career.
	Librarians at SENYLRC and at the teaching libraries provided help, consultation, and advice on course projects and issues I faced on the job (either at the teaching libraries or at SENYLRC). When I started school I immediately began working on the digital project at SENYLRC. Since I had NO previous digitization experience or library education to build on I found the "mentors" expertise and guidance very valuable and helpful.
Kathie LaBombard of CEF Library System was an excellent source for consultation. Michael Spofford, principle account clerk, made sure all my monetary needs were met. The entire CEF Library System and its member libraries as well as my own staff supported me through this academic endeavor. Of course, without the assistance of IMLS, none of this would have been possible. Thank you.	

Scholarship Type	MIR Student Mentoring Comments
Teaching Library MIR Scholars	<p>I was not offered help directly by any one person. I sought help from reliable sources when difficulties arose. For example Donna Hanus spent one whole day with me during the summer of 07 working on cataloging. I also had help with cataloging from the director of Saratoga Springs Public Library. I contacted Sara Johns when I was conducting research during the summer of 06 and she supplied me with many print sources, answered many questions, and proof read some of my papers. Jill Kennedy works in my building and also did a ton of proof reading for me, recommended reading materials, loaned me some professional materials, and was there for me on a day to day basis if I needed to seek help. I didn't feel like there was any one person just there for me that I could reach at any time. I often felt I might become a burden to others, so I weighed the seriousness of my need before making contact. It would have eased my mind a great deal if there was someone available to me on a weekly basis, or that asked me how it was going, or did I need help with anything. Rather than me having to find someone and spread my need around as to not wear any one person's kindness out.</p>
	<p>Donna Hanus, FEH BOCES Coordinator and coordinator of my grant met with me once each school year. I sent her updates each semester as she requested. Most recently she has been letting me know of possible openings and has encouraged me to get my resume in order. She also has looked over sample lesson plans and ILL transactions that I have recently completed. She provided feedback on these. My main support was Flannery Buchanan who is my advisor at SU. As noted above, she guided me with class decisions and kept me updated on what else I had to consider was coming up, and procedures I had to follow. She has been a very strong support throughout this experience. I also have a friend -another graduate student I met my first summer at the residency at SU. She was doing the program full-time so she was ahead of me and just graduated in May. She provided detailed help on what steps to take to study for the CST, and the Child Life Exam at SU and many many other areas of this program. We discussed classes and teachers. We were also in some classes together along the way. My school librarian where I work as a school nurse has been really helpful with fieldwork and ideas for practicum mentors to consider. He has been a supportive professional in the field. Most recently I had a K-6 experience and the LMS, Ms. Glenda Rowe, was wonderfully creative and supportive. She is also recently published.</p>
	<p>As part of the grant, I began a mentor relationship with Barbara Wheeler, Director of Flower Memorial Library - Watertown, and my internship was in her library. Discussion of coursework took place as well as learning about the day-to-day activities.</p>
University MIR Scholars	<p>Several faculty members and the librarians who I did my internship with acted as informal mentors and I consulted with them about which courses to take and while I was applying for jobs I developed good relationships with a couple of my professors and during my internship with a bibliographer at the University library. I found that this kind of natural relationships worked better for me than the formal advisors I was assigned by the University. They provided a lot of information about the non-academic realities of working as a librarian and the process of looking for and finding a job.</p>

Scholarship Type	MIR Student Mentoring Comments
University MIR Scholars	Again - Jerry Nichols and Rosemary Chu have been very helpful in this area as well. I imagine as I get closer to graduation, I will continue to have such conversations with them as I make the transition to working in a public library.
	academic advisor
	Faculty members, other professionals in the field (met through contacts or professional organizations)
	I did get help and advisement from a librarian that is interested in art history program and cultural programs for adult audiences that attend a library in Bethpage, New York. Her interest in art, archaeology and storytellin is wonderful. Her name is Carol Shapiro and she hosts a program of lectures and slide presentation associated with art, music and travel. She is also the children's librarian at the Bethpage Public Library.
	The director of the library has adviced me, he is not part of a program he has simply helped me choose courses that will help me in the future.
	New York Society Library, Carrie Silberman. Carrie Silberman New York Society Library. We have worked on several projects to build libraries in schools and community organizations. Ethical Cultural Society, Parent Association. New York Cares, Inc., Kathryn Reynolds. New York Dept. Of Education, Barbara Stripling Library Services.
	I had a mentor at my job who was the person I relied upon heavily. She was fantastic and was able to answer all my questions about the job. I did not have a mentor for academic purposes, but I did rely heavily on fellow students. We are wonderful at supporting one another.
	n/a

In addition to the mentoring of MIR students that is a primary focus of the grant, a close analysis of interview notes and OBE plan reports indicated two other kinds of “mentoring” referred to by MIR partners or students. The first is mentoring of other employees in a system or Council by MIR students as a part of their applied experience. This was built into some OBE plans and included diverse employees, paraprofessionals, and librarians who do not yet have Master’s degrees in library or information science. The types of “mentoring” involved included discussion of what it was like to go to library school (especially online), and mentoring or training in specific professional library skills that the MIR scholar had herself or himself learned in library school or in applied work related to her or his studies. The second type of “mentoring” is that which might be a byproduct of closer collaboration as envisioned in Stauffer’s feedback loop 3. This type of mentoring is only hinted at, but might include such matters as University faculty advising or mentoring teaching library or Teaching Library professionals in how to recruit scholarship candidates, and Teaching Library or teaching library professionals mentoring faculty in what made for a good applied experience for library school students during an internship.

Teaching Library Best Practices

The following list might be useful for future teaching libraries to pick and choose those teaching library practices that might be worth trying to implement in their system and setting.

Recruitment of Applicants and Award of Scholarships by Teaching Libraries

- Consultation of the Teaching Library with the intended library school before the scholarship candidate selection process occurred about candidate criteria and university entry requirements.
- Involvement of several people from throughout the system in Teaching Library scholarship candidate selection.
- Direct placement of a representative of a library school, preferably one where the scholar is going, on the Teaching Library scholarship selection committee.

OBE Planning, Implementation, and Measurement

- Communicate and collaborate with a similar Teaching Library in the state that has similar goals, both during the creation of an OBE plan and occasionally during implementation of the programs.
- Consider developing a common OBE plan with a similar Teaching Library, track what is happening using the same evaluation data collection methods, then compare results at the end of the process to see what can be learned from one another's experiences.
- Include outcomes for the organization as well as for the individual scholarship recipients when developing OBE plans.
- Seek advice from other Teaching Libraries, as well as outside evaluation experts (if available), about how to go about doing OBE planning, implementation, and measurement – especially important if one has not done OBE planning previously.
- Obtain formal training in OBE planning but be willing to use other evaluation methods if OBE evaluation is not appropriate for your program.

Internship or Practicum Experiences in Individual “teaching library” site

- Communication and negotiation of the main Teaching Library with the University library school of the scholarship recipient in selection of appropriate internships and internship sites that met the expectations and criteria of the Teaching Library as well as the University.
- Develop and use rubrics that measure specific skills or knowledge that scholarship students are expected to acquire or learn during internships. Orient and train supervising or mentoring librarians as needed in use of the rubrics.

- Put the student in charge of a project, or in a key responsibility position on a project team, that is important to the library, system, or unit (and that the student appears to be at a level that she or he can handle it).

Mentoring

- Track what is going on with mentoring at “teaching library” sites that are part of a system but not under direct control of the grant partner Teaching Library by incorporating expected mentoring outcomes in an OBE plan.
- Involve the mentors and the students in a reflective mentoring evaluation process.
- Train or orient organizational staff involved with the program to “best practices” in formal and informal mentoring, or set up a mentor training program for the organization.
- Encourage a variety of staff members who perform a variety of library tasks to view themselves as potential mentors or trainers of students and give them opportunities to do that both for the benefit of the students and for the experience they gain in one-on-one mentoring practice.
- Tailor the mentoring to the individual student. Older students or those with more prior library experience may need a different kind of mentoring in specific skill sets (e.g., technical skills development). Younger students and those with only prior user or volunteer experiences in libraries may need a broader exposure to many aspects and experiences of being a librarian.
- Sensitize, orient and train organizational staff about personal issues of working with mentoring individuals from a different ethnic group than the mentor, considering matters both the perspective of the mentor and the perspective of the person being mentored.⁵²
- When possible, match ethnically diverse students with mentor librarians from the same ethnic group.

Scholarship Students Give Back to Peers

- Require scholarship recipients to contribute short articles about their school experiences and what they have been learning to Teaching Library (system) newsletters or e-newsletters.
- Develop and implement ways for scholarship students to occasionally meet with peers either one-on-one or in group settings so that the students can encourage others about possibly become professional librarians.

⁵² This “best practice” is derived not from the experiences reported by MIR partners or students, but from the presentation by Professor Clara Chu at the MIR evaluation workshops in June 2005 and at NYLA 2006, and the partner discussions that followed at the MIR evaluation workshops in June 2005 about diversity.

Professional Networking

- Encourage scholarship students to “sit in on” department, library, system or other meetings where professionals discuss library business and concerns.
- Consider placing scholarship students on an active library committee, such as a book selection or summer reading list committee operating at the system level.
- Making sure that the MIR scholar became involved with meeting and networking with other professionals from throughout the state by arranging financing for NYLA or SLMS conference attendance.

Presentation and Publication Goals

The grant narrative states: “Both teaching and learning participants will report best practices for publication and replication.” However, when the REAP Change team first developed and distributed forms to both MIR partners and students in spring 2006, many were concerned and stated that they were not aware of the grant expectation or requirement. Most had not done any presentations or publications.

Toward the end of the grant period this grant expectation continues to be honored in the breach. During partner final interviews in late June/early July 2007, only 8 of 22 people interviewed (36%) had produced any presentations or publications related to the Making It REAL! program, and that figure includes a few partners who wanted to count scholarship recruitment related newspaper or newsletter articles. Of the University MIR partners, who might be presumed more interested in publishing or presenting on the project because they are faculty, only one had done one conference presentation in April 2005. In many cases the Making It REAL! presentations or publications were only to internal audiences – those staff within a library system, school library system, or Regional Library Council.

MIR scholarship students might be presumed to be less likely to publish or present about the Making It REAL! program, and this was the case. However, 29% of the Teaching Library MIR scholars and 16% of University MIR scholars had done a presentation about Making It REAL! by July 2007 (overall rate of 21%). Most of the student presentations or publications were in internal settings – to library system meetings, or in library or school library system paper or electronic newsletters. Those students who had communicated about Making It REAL! often had done so multiple times. Several partners had made scholarship student participation in communicating about their schooling or what they had learned an integral part of partner OBE plan expectations.

While the grant expectation stated in the narrative is somewhat ambiguous, it would be reasonable to presume that it refers to reporting of “best practices” about the project to an audience outside the partner system or publications that credit the MIR program as the basis of support for a presentation or publication. There are few examples of this sort.

Notable Presentations or Publications Outside the Partner System

By MIR Partners

McDonough, K. (2005). "Update on mentoring activities at the college and graduate school level." Presentation to the Leadership Committee of the Financial Women's Association Mentoring Committee, Baruch College, March 31, 2005. 10 people present.

McDonough, K. (2005). Presentation during an informal "Round Table" among participants about NYPL-SIBL MIR scholar at Pratt Institute. Queens College School of Library and Information Science Advisory Board, May 19, 2005. 20 present.

McDonough, K. (2005). "Market Temperature" Report to members of the Board and key Wiley staff. Wiley Library Board, November 3, 2005. 40 present.

McDonough, K. (proposed presentation for March 2008). "Developing the Skills of the 21st Century Librarian: The Role of the Public Library in Building Tomorrow's Professionals." Public Library Association Talk Table.

Shaloiko, J. (2007). Hudson River Valley Heritage Award Acceptance Speech. The statewide consortium NYLINK recognized SENYLRC by award of the 2007 achievement award for Resource Sharing, Collaboration, Training, and Metadata for the service provided by the Hudson River Valley Heritage. In the acceptance speech the SENYLRC Executive Director recognized the valuable contribution by Making It REAL! Master's candidate Jennifer Palmentiero in her role as support specialist for the HRVH initiative. 100 people present.

Todd, M.L. (2005). Making It REAL! Recruitment, Education, and Learning: Creating a New Generation of Librarians to Serve All New Yorkers. Interface Magazine, Volume 27, Number 1, Spring 2005. Available online at <http://www.ala.org/ala/ascla/asclapubs/interface/archives/contentlistingby/volume27/recruiteducationandlearning/NYrecruitment.htm> (retrieved August 5, 2007).

Todd, M.L. (2005/2006). Presentation concerning the Making It REAL! grant project made to library staff groups (September 1, 2005 and April 2006). 30 present.

Todd, M.L. (2006). Presentation to the Deans of the seven New York State library schools to update them on the activities of the Making It REAL! project (April, 2006). 20 present.

Todd, M.L. (2006). Presentation to the New York State Regents Advisory Council in December 2006 concerning the Making It REAL! project. 30 present.

Todd, M.L. (2007). Presentation concerning Making It REAL! project activities to new outreach coordinators from various library systems around the state in February, 2007. 30 present.

By MIR Scholarship Students

Comeaux, D. (2006) "Tips for Developing Accessible e-Learning with Flash." Learning Solutions e-Magazine. July 20, 2006.

Comeaux, D. and Schmetzke, A. "Web Accessibility Trends in University Libraries and Library Schools". In Schmetzke, A. (Ed.) Special Issue *Library Hi Tech*. Volume 24, Issue 3. In press for fall 2007. The draft article is available online at

http://www.djcomeaux.com/lis/comeaux_accessibility_study_LIS598.doc (retrieved August 2, 2007).

Derbentli, B.A. (2006). "Myths of Rajpur." Storytelling in Library Environment to show the diversity of cultural activities for a library setting. Presentation given at the Bayside Historical Society, Bayside, New York. 30 persons. The presentation was made into a web page to advertise library career. <http://www.librarycareersny.org/profiles/pages/betty-ann-derbentli.cfm>. (Retrieved August 5, 2007).

Morales, O. (2006). PULSE Knowledge Seminar. Funding discussion for library students. Informal discussion of available scholarship opportunities in NYS. May 21, 2006. 27 present.

Morales, O. (2006). Paying for Library School in NYS. E-mail question and answer informal discussion with minority library students on how to fund their education in New York (especially in New York City Area). Also discussed some job options, job search sites, and associations. 8 to 10 participants.

Palmentiero, J. (2006). "Regional Digitization Projects: Tips on the Do's and Don'ts." Presentation in a concurrent session at the New York Archives Conference at Vassar College, Poughkeepsie, NY. 35 present.

Eleven current or former MIR scholars contributed web page profiles to the [librarycareersny.org](http://www.librarycareersny.org) website to advertise a diverse presence in librarianship and the variety of potential library careers (<http://www.librarycareersny.org/profiles/index.cfm>, retrieved August 5, 2007). The 11 current or former MIR scholars profiled on the [librarycareersny.org](http://www.librarycareersny.org) website and their sponsoring MIR partners are:

- Charles Bush (Syracuse University)
- Cheri Jo Christ (University at Buffalo)
- Betty Ann Derbentli (St. John's University)
- Gabriel Duque (University at Albany)
- Judith Furnari (North Country Library System)
- Renee Gardner (Palmer School)
- Roseanna Guilsano (Pratt Institute)
- Cathy Maldonado (Monroe County Library System, Rochester Public Library)
- Nicole Outlaw (New York Public Library, Branches)
- Michele Ryan (Mid-York Library System)
- Lauri Salamy (Franklin-Essex-Hamilton BOCES SLS)
- Judith Warren (Northern New York Library Network)⁵³

The Making It REAL! students are clearly identified as such on the web page above. That page has links to their profiles. Most of these students did not mention their profiles being online as a "presentation" or "publication," but this website is potentially reaching more people than any of the other presentations and publications above.

⁵³ Judith Warren had to drop out of the Making It REAL! program and leave librarianship because of serious health problems but was still profiled on the [librarycareersny.org](http://www.librarycareersny.org) website as of August 5, 2007.

Career Website

An important goal of the Making it REAL! grant is to encourage more diverse people to consider librarianship as a career. The original grant proposal to IMLS promises creation by New York State Library of a website with information about librarianship as a career. After considerable delays in deciding the focus of the website and a contract bidding process, the website contract was let to PA Farrington Associates, which designed and constructed the website at <http://librarycareersny.org/> (retrieved July 25, 2007) between late fall 2006 and early spring 2007. State Librarian Janet M. Welch announced the launch of <http://librarycareersny.org/> - a new website created as part of the Making It REAL! library recruitment grant project – in a press release of April 17, 2007.

The Making It REAL! project has therefore met its goal of creating a career website. Although this website has only been in existence for a few months, REAP Change Associate Sam Cook has evaluated it and published a separate report. For further evaluation of the librarycareersny.org website, please refer to that report.

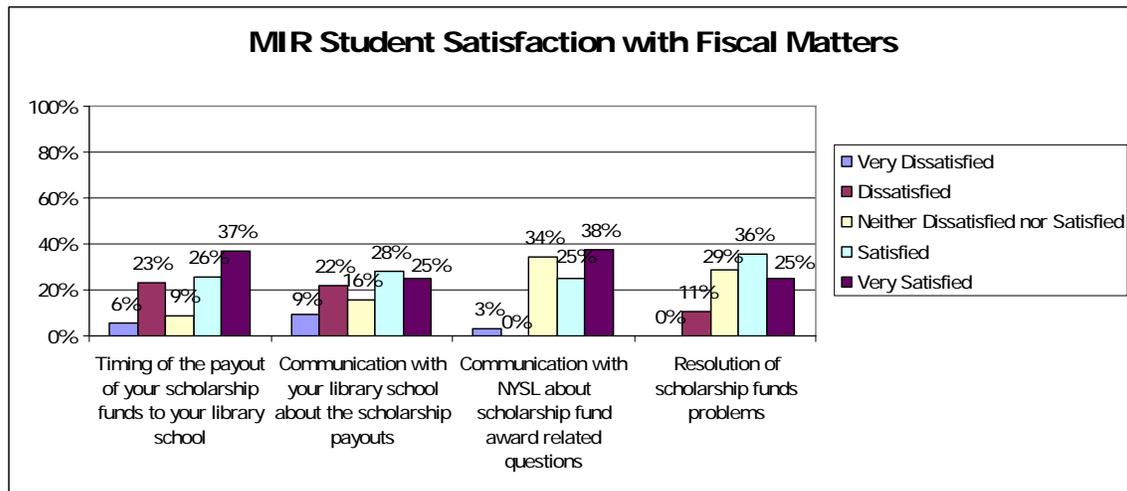
Unexpected Consequences

Many grant programs have unexpected consequences, sometimes good and sometimes bad. This section discusses the unexpected consequences that were often mentioned.

Financial Issues

Both partners and students reported that the New York State Library did a generally good job in handling the release and distribution of Making It REAL! funds. However, there were concerns (discussed below) about having to request final fund distributions to partners in June 2007 for students who would not complete their degrees until later. As shown in Figure 31, 63% of the students felt that communication with NYSL about scholarship funding questions was good, and only one person rated that communication below the neutral middle point. Seven MIR scholars (18% of all student respondents) did not even answer the question, perhaps because they had no need for such communication.

Figure 33. Making It REAL! Student Satisfaction about Fiscal Matters



Similarly, 60% of the MIR scholars were satisfied or very satisfied with eventual resolution of scholarship funds problems, and only 11% were dissatisfied. In addition, 62% were satisfied or very satisfied with the terms of the scholarship (13% dissatisfied or very dissatisfied). Finally, almost 80% of the students were satisfied or very satisfied with the amount of scholarship money received (only 10% dissatisfied or very dissatisfied).

Problems related to timing issues, to budgets and payouts, and communication with library schools about scholarship payments were unexpected.

- The New York State budget cycle did not synchronize well with most library school admissions and academic year cycles;
- The New York State Education Department chose the time period around the beginning of the grant period to completely change its contracting process, which led to delays as new procedures and forms were developed and tried out;
- Some of the partners experienced key staff turnover that led to problems or delays (for lack of a staff “champion” for the program) in getting budgetary approval for receipt and disbursement of scholarship funds in their own systems.
- NYSL had to obtain permission from IMLS and the NY Department of Education, Finance Department to redistribute grant funds after one of the original grant partners dropped out of the grant program on short notice. Eventually it was determined that the funds could be provided to another partner and after NYSL offered the funds to several partners the University at Buffalo agreed to accept (and match) the funds.
- Some Universities, notably Syracuse University, raised tuition and fees higher than projected, above scholarship amounts awarded by some Teaching Libraries.

These early fiscal and accounting problems settled down by late 2005/early 2006 as students took their first year of university library school courses, library schools and Universities finalized their tuition and fee charges, and the New York State Education Department staff procedural problems were resolved.

In the mid-implementation phase of the grant, during 2006, the following fiscal and accounting problems began to surface.

- New York State Library continued to have some problems disbursing Making It REAL! funds to university partners, in particular. The problems included an awkward set of procedures that NYSL had to follow to distribute funds to the two State University of New York grant partners, the University at Albany and the University at Buffalo. These are both part of the same New York State Department of Education as the New York State Library, so in order to avoid the appearance of impropriety of awarding grant funds to itself, the federal funds were first passed to a Foundation of the Department of Education, and then redistributed to the state universities. There were communication problems because at first no one at the Foundation had heard of the NYSL IMLS grant.
- NYSL and some Library Schools/Departments also had problems finding the right people to talk to in University Bursar's or Financial Aid offices about some scholarship receipt and accounting problems. The Library School staffs themselves also didn't always know who in their own University should be contacted to trouble shoot issues brought to their attention by students or NYSL.
- Several students began reporting issues regarding Pratt Institute handling of MIR scholarship funds. Their scholarship funds were not being recorded in the Bursar's office. As a result the students were being charged late fees. One student had to drop out the spring 2006 term when the amount owed became too high. Another student informed the overall evaluator, REAP Change Consultants that she was no longer in the program because she had received no MIR funds, when NYSL thought the funds had been disbursed. Neither the School of Information and Library Science at Pratt nor NYSL nor the students themselves could figure out how to resolve the issues for some time, much less get late fees forgiven. After nearly two years the Pratt Bursar's Office created an account line specifically for the Making It REAL! scholarship funds, the funds started to flow and get disbursed properly to the student accounts, students took classes again, and recognized that they were, in fact, in the program.
- Students at the University at Buffalo and Syracuse University also reported some problems with timing of scholarship payments.

At the end of the project, the period in which this report is being written, timing issues relating to finances have again surfaced. They center around the realities that NYSL had to ask partners to request final grant funds by June 2007, for reasons related to the end of the State fiscal year, but some students were still taking classes in summer or fall 2007. The students had until December 2007 to complete their degrees under grant terms and contracts they had signed. This led to the following problems:

- Although NYSL had warned the partners of this timing issue when Making It REAL! funds were disbursed in 2006, at least one Teaching Library partner failed to follow through, did not request final funds, and will have to try to cover student expenses out of its own budget as a result.
- Since students did not know what their exact expenses were yet for summer and fall terms, those partners that were having the students pay and then be reimbursed from scholarship funds either had students not requesting funds in time (and feeling betrayed about why their summer or fall tuitions and other expenses that they thought were to be covered by the grant were not), or had the partners using workarounds to reserve and get remaining funds to the students to cover other legitimate student expenses than originally intended.
- NYSL correctly points out that most universities will allow pre-payment of tuition and fees, and that partners could do that and request final payments from NYSL for advance tuition. However, as one Teaching Library partner who did that put it, "...it depends on the goodwill of the school and a few other things, so it gave our financial person some headaches."

In addition, NYSL reports that some partners failed to expend all their grant funds, including some funds specifically slated for scholarships. The NYSL Project Director is researching what happened that has left thousands of grant dollars not spent by partners. Possible reasons mentioned by partners include students not taking as many units as expected and scholarships not being able to be rewarded retroactively for students awarded MIR scholarships after they started their Master's degree programs.

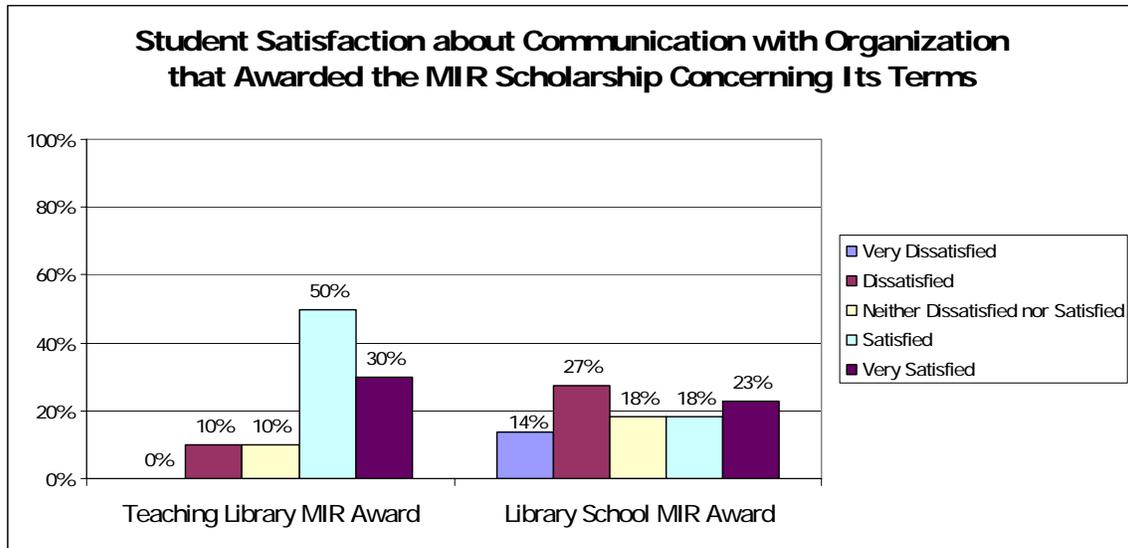
In bringing up these fiscal issues REAP Change's intent is not pointing out any one institution, but recognizing the impact on the MIR students. Students are responsible for covering their tuition and fees even if scholarship or other anticipated funds do not come through, or do not come through in a timely fashion. The student is held responsible for late payments and penalties on University tuition and fee bills. Some of the Making It REAL! students could ill afford the extra financial burden of late scholarship payments, especially those who could not have attended graduate school in the first place without the benefit of the Making It REAL! grant. In student surveys and side e-mails some students noted to the evaluator that they were putting tuition and fees payments on credit cards (a practice not generally advised by financial aid officers because of high interest rates), and hoping that their accounts would be credited or they could be reimbursed by their Teaching Library partner before the credit cards came due. Some took out temporary student loans that they were able to pay back when problems were resolved, but some were unwilling to take out additional student loans because they were already carrying heavy student loan debt from their undergraduate years. Some were scrambling, often with little apparent help from their University, to find any other scholarship sources for which they were eligible. One Pratt student reports that she has become one of the more knowledgeable people in Brooklyn Public Library about scholarship resources for library school students as a result of her personal scrambling for funds for her education. In at least two cases, private universities (St. John's and Palmer School) were able to find additional scholarship funds to help MIR students continue in school.

The Making It REAL! grant program by virtue of its scholarship awards was supposed to make it financially easier, not harder for students, especially diverse and non-traditional students, to go to library school. For many students this is exactly what happened. However, as shown in Figure 31, 29% of the students indicated in their final survey that they were dissatisfied or very dissatisfied with the timing of the payout of their scholarship funds to their universities, and 31% were dissatisfied or very dissatisfied with communication with their library schools about the scholarship payouts. These were not just isolated instances but problems affecting many students.

Partner Communication with Students About Scholarship Terms

Figure 34 indicates that recipients of University MIR scholarship awards were more likely to be dissatisfied or very dissatisfied with communication about scholarship terms than those from Teaching Libraries. About 41% of the students with University MIR scholarship awards were dissatisfied with the Universities where they were attending library school concerning communication about scholarship terms.

Figure 34. Student Satisfaction about Communication with the Organization Awarding the MIR Scholarship Concerning Its Terms



For further elaboration, see the student comments elaborating on the series of satisfaction questions about fiscal problems, scholarship amounts, and payout terms in Figure 35.

Figure 35. Student Comments about Fiscal, Payout, and Scholarship Terms Problems

Scholarship Types	Student Comments on problems with Making It REAL! scholarship funds or terms
Teaching Library MIR Scholars	In the beginning of the grant, there were a few discrepancies concerning the rate of tuition and its increase. These were resolved through the communication between the library school and the organization which awarded the grant. I would say that one thing that should have been done differently is making sure that everyone involved is on the same page. I also think that the participating library school should have communicated more with the recipients.
	Strangely, the financial aid department accepted the funds, but failed to distribute them to the bursar's office each semester. I was constantly getting late fees attached to my bills. I finally complained to the VP who oversees both departments. They are working on it!
	It was hard because Syracuse University charged fines because the money was late at times. I wish the money went directly to Syracuse University and not North Country Library System. That would have solve the issue.
	The only issue that I encountered relating to the payout was the taxes. I received the funds through my teaching library and it was taxable after I received a certain amount.
	I was reimbursed for the payments I put on my visa and sometimes it was tough because I did not get the funds when the bill needed to be paid. I would have preferred if they sent it directly to SU, but I never asked about it. I was just happy to get the funding when it came! I know some students in NY got the full scholarship for SU and I wished I had also received the full scholarship, but it was given to two people in my area, so I understand that and am happy for what I received. The occasional emails I got from NY State Library were always easy to answer and I felt communication was good there. The initial scholarship terms seemed fine and I kept to them, however, the grant person recently let me know that I needed to provide her with certain documents that she needed on file for the grant. I was unaware of these until recently. We did meet and it looks as though what she needs is things I did for my SU competencies anyway, so it will not be a problem, however I would have liked to know about them ahead of time. Clarification of that up front would have been helpful to me.
	The timing of payouts and the semesters caused a few issues. Having to explain to the school that while I did receive a grant for this much, only this much had been released at that point. Proving the need for a loan to make up the difference in tuition costs involved phone calls to Financial Aid.
	Needing to have all of the grant money expended before the end of my graduate program caused unnecessary finagling of funds while still remaining true to the grant guidelines.
	Scholarship money has lapsed for summer and Fall 2007 which is disappointing.
University MIR Scholars	it took FOREVER to get any info on how/when the funds would be sent....
	Before I began my studies at Syracuse (but after I learned that I was selected for the program), I couldn't get any information on how much stipend I would be awarded and how much of my tuition would be covered. This made it difficult to plan for my expenses.
	My school was vague about the scholarship and my award letter arrived after I received an email about a survey for the scholarship. I was confused at first, but then glad to receive the scholarship. I think the requirement of working in New York for two years as a librarian is a good one, but it also might take me a while to get into a position. Library Media Specialists jobs are competitive in Buffalo, and I may be forced to move out of state due to family concerns.

Scholarship Types	Student Comments on problems with Making It REAL! scholarship funds or terms
University MIR Scholars	When I asked whether Pratt or the Making It Real Program would assist in the job hunt, I was told that Pratt's Career Services would assist. However, the Center does not list as many jobs as needed for graduating librarians, and some items that are listed are no longer valid. I think more assistance should be available since the money must be paid back if a job is not secured in 5 years. New York is competitive.
	The funds were not available before the due date for tuition; I had to borrow money to pay for my tuition and then use the scholarship money to pay back the person I borrowed from. Also, the financial office at my school kept saying that they were waiting for funds to be released before I could have access to them for the Spring 07 semester. I'm still not sure what went wrong, but the funds were eventually released for use by me. It seems as though the timing of the funds could have been more opportune, and the process could have been a bit smoother.
	Very difficult to communicate with Pratt Insyt. Bursar office. No one could tell me when the funds would be applied to my account. Kept receiving addition Interest and Late fees. Still has notr been resolved but at least much portion has been applied to my account although not all, late and interest fees HAVE NOT been removed. Terms, due to my work in the community I would have liked to a possibility to receive addiitional funding so I could focus more on CREATIN LIBRARIES IN HIGH NEED AREAS instead of being concerned with the financial aspects of my education. (THIS SCHLORSHIP HELPED ALOT!!)
	The only problem (a minor one) that I encountered was that several times I got letters from the University asking to pay my tuition. I had to communicate with a specific office at the University so that they would release the funds form the Making It REAL! program to pay my tuition. The Information Science Department was very helpful every time I got in touch with them to solve this problem. I believe this was a very especific communication problem between one person who handled finacial matters at the Department of Information Science and the Student Accounts Office which was kind of inefficient.
	I did not have any big problems I was able to qualify for a student loan that paid the first full year- By the time the scholarship money came in they were able to reimburse me and apply the funds to the next semester
	I am grateful for the amount of \$ I was awarded. However, I was only awarded 5K. I still had to take out approx. 30K in student loans.
	I was not informed about why it took so long for the payout to occur, but the fact that it came in my last semester at school was very unfortunate. I would have been much more helpful had it come in the spring 2007 semester. As I was never told what the delay involved was, I don't know what could have been done differently to may the payout come through faster.
	The amount of the scholarship was supposed to be \$ 7500. I received \$ 5000 so far I took a summer course during the 2006 summer session and this course wasn't paid by the scholarship program
	My only problem was that when I first applied for the scholarship (and received it) I wasn't able to use the money for that first semester. Therefore, I had to pay for the courses by myself. There was money left to pay for this Spring, but by then, I had already taken the majority of my courses, so there was left-over money from the scholarship that I could not use.
	I encountered no problems with the allocation of funds or the terms of the scholarship

Not Enough Time to Do Everything

Another problem that may be viewed as either “unexpected” or “learning from experience” is that partners and students discovered that there is not enough time to do everything planned or expected by the Making It REAL! grant. Students commented on extreme time stresses, especially when they were trying to work full-time or nearly full-time, go to graduate school part-time, handle extra expectations of grant experiences (e.g., multiple practicums, writing training materials or reports, doing training of peers), and have something resembling a family or personal life. The Teaching Library MIR scholars going to school online noted that online courses in fact take more time and effort than face-to-face classes. One has to read materials that one might otherwise hear in a lecture, as well as participate in class discussions online (written) or in “Chat room” kinds of online sessions.

Anticipating time problems for the scholarship recipient, Clinton-Essex-Franklin Library System built into its OBE plan a goal of 25% greater flexibility in work time for its scholarship recipient, who was the Director of the small Lake Placid Library, and the Board of that library allowed the needed flexibility. Other scholarship students had supervisors or library directors who were not as willing to be flexible with scholarship recipients needing to complete extensive schoolwork at certain times of the year. Other time issues surrounded when internships or practical library work experience either required by the library school or by the partner Teaching Library granting organization would occur. One Teaching Library scholarship recipient, who was a school nurse, had summers off so she did more extensive course work and her required internships over the summer. The Monroe County scholarship recipient did two 12 week stints over two summers in the Local History and Genealogy Division of the Rochester Public Library, which was in fact the group running the scholarship program. The resolution of time problems varied, but in all three student surveys the scholarship recipients mostly felt that going to school and working at the same time was difficult or very difficult.

Some of the partners also experienced time issues related to the grant. The most frequently mentioned problem, both at the beginning of the grant and in final interviews, was that some partners felt there was not enough time available between when they began recruiting and when they had to select their candidates. Some Teaching Library partners in particular were not familiar with how to go about choosing a scholarship candidate (as opposed to an employee), and would have preferred a longer time frame in which to look at library school requirements, prepare outreach or advertising materials, allow candidates enough time to get in their applications, and go through the selection process. As we noted earlier in this report, multiple budget cycles and university admissions cycles didn’t work well. Most Teaching Libraries did not think to consult with Universities about what good criteria for choosing among scholarship applicants might be and the grant experience is that such consultation might be desirable. Some partners felt that the time demand, including that needed for OBE planning and tracking, was too great for the dollar size of the grant program.

In the final interviews some grant partner Teaching Libraries noted that it was hard just to arrange times to get together, even by telephone, with multiple teaching libraries where students would get practical experience. Others complained that overall evaluation data requests came on too short notice and were annoying to those librarians

running children's and young adult programs that get more active in June and early July. Grant partners were all busy people, often wearing multiple hats and being given more responsibilities in the face of funding cutbacks. The grant was dealing with libraries and library schools across the state that run on different annual cycles and it might prove difficult for central partners such as NYSL and REAP Change Consultants to find a time to request information or require report submittal that fit every other partner's schedule perfectly. Nevertheless, partners recommended that in the future there might at least be better communication of scheduled evaluation data collection and NYSL reporting requirements.

Lack of Communication among Partners

The Making It REAL! grant was predicated on the assumption that the Teaching Library and University partners would be in communication with one another concerning the students and the effort to create new models for "Teaching Libraries". While Teaching Libraries and University fiscal administrations were often in contact with one another about scholarship payments or posting of scholarships to student accounts, library school Deans or Department Directors or faculty or intern coordinators and Teaching Library partner contacts almost never talked with one another. In final interviews the most frequent answer from both Teaching Library and University contacts in response to the direct question "How did you relate to the other partners?" and evaluator probes about Universities the scholars had attended, other University and Teaching Library grant partners was that there had been none concerning the grant program. Some partners did mention the initial "Evaluation Workshops" on June 1 and 2, 2005 during which both Teaching Library and University partners assembled and interacted in one room for one day – but without everyone together in one place at one time, and without all partners able to attend. Some partners did see others during the course of normal professional or statewide meetings or communications but did not discuss the Making It REAL! program at those events that were focused on other matters. The contact with NYSL had primarily been through NYSL to partner communications, or clarification by NYSL of partner questions about procedural or budget matters. Of course these MIR partners were involved with NYLA and its sections, the Teaching Library partners more than the University partners.⁵⁴ However, when specifically asked about the NYLA 2005 and 2006 conferences and the Making It REAL! sponsored workshops and sessions held at them, the MIR partners usually said that their NYLA meetings are usually heavily booked because of responsibilities they have as leaders of NYLA sections, committees, sessions, or because of their responsibilities at NYLA to represent their library system, school library system, or Regional Research Council. The NYSL grant program director expressed disappointment that, even when invited, few partners attended the Making It REAL! sponsored sessions or workshop at NYLA 2006.

The anticipated dialogue and communication therefore never really happened to the extent envisioned when the grant was written. NYSL did make some efforts to foster dialogue. On the recommendation of REAP Change Consultants, NYSL set up a special Yahoo! Group just for grant partners, but other than a few communications from NYSL or REAP Change to the partners, no e-mail discussions or posting of files that might be of mutual interest took place.

⁵⁴ NYLA has traditionally been an organization that has involved public librarians, school librarians and their organizations in its activities and annual conference much more than it has involved the University library school faculties and library schools. The current Executive Director is attempting to change these, and has started convening a special opportunity for the library school Deans and Directors to get together at NYLA conferences.

NYSL invited partners to the grant sponsored NYLA events, and partners acknowledged noticing advertisements and special designation of such events in the conference programs, or receipt of communication about them, and still most didn't show up. In final interviews some partners admitted that at any point they could have taken the responsibility on themselves to open communications, but most did not. Some Teaching Library partners waited for Universities to contact them, when such communications would not be expected in the normal course of University interactions with libraries. Other Teaching Library partners felt that Universities would answer direct questions but their faculties and staffs did not seem particularly open to contacts and did not seek out closer relations.

When asked about recommendations for future grants the MIR partners suggested a) a requirement for communication among partners, particularly between Teaching Libraries and Universities (both directions) around scholarship recruitment and around internships/practicums, and b) specific times, events, and occasions when partners would be required to all show up, either by sending representatives in person or in audio or video conferences around grant focus concerns or to share information and experiences. The partners indicated that they expect NYSL as the central statewide organization to be proactive in taking the leadership in setting such requirements and arranging for and organizing such events and occasions for partner interaction. NYSL, on the other hand, had not included such specific, directed partner communication and meetings in its grant proposal, with the exception of the early evaluation workshops.

Organizational Preparation and Capacity for Entrepreneurial Creativity

The Making It REAL! grant program was centered around certain themes such as diversity, teaching libraries, and adding more professional librarians in library specialties experiencing staff shortages so as to provide better community service. However it was developed as a grant program by what were basically a series of pilot projects and a scholarship program and the funding per partner was relatively small. Some partners jumped at the chance to design and implement their own programs and flourished in doing so. Others responded more like this Teaching Library partner did at the end of a final interview:

"I guess the way the whole project was set up was this being a grant that was obtained by the New York State Library with a whole bunch of different participants such as ourselves. It hasn't always been clear exactly what's expected and exactly what we needed to do in order to comply with the requirements of the grant. And, I don't know if possibly the New York State Library could have been more clear about what they expected from us. We always felt like we were a little bit groping in the dark."

"Maybe it's because that some of the other grants that we work with here, particularly in New York State, the requirements are very specific and we are told exactly what we need to report, exactly when it needs to be reported, exactly what format it needs to be in, right down to, you know, 'These are the questions that you must answer.' And so we're possibly, you know, more comfortable with that kind of a setup. And, as I said before, it's nice to be able to kind of write up your own project. But, I find it a little easier and possibly a little more comfortable when there's somebody telling you exactly what's expected."

When a grant program specifically allows for local creativity it is hard for a central sponsoring organization, such as NYSL, to be crystal clear on expectations other than on procedural expectations and such matters as that partners should attend this joint meeting or are required to communicate with one another. It is, in fact, not the purpose of a multi-site grant that allows multiple pilot projects to be overly prescriptive on expectations. The purpose of such a grant as Making It REAL! is precisely to allow and encourage experimentation within broad parameters.

As stated in the above quote, the uneasiness expressed by several partners in various ways might be the result of such local organizational freedom of action being unanticipated and unusual in typical relations between NYSL and its library system, BOCES, Regional Library Council, and University partners. Some partner organization contacts felt inexperienced and somewhat uncomfortable in such a situation. When NYSL also had not included in the grant an offer to provide training (other than OBE training) in missing skills (e.g., for some Teaching Libraries, alternative ways to go about recruiting and selecting among scholarship candidates), and did not offer examples of what had been tried elsewhere in the country in regards to diversity or teaching libraries – and it turned out that partners did not already know these things -- then it could, indeed, feel like “groping in the dark” to some.

The Making It REAL! grant was a learning experience for NYSL and its partners in many ways. One of the things learned is that some library organizations and their leaders in New York State are already prepared for entrepreneurial change, mounting pilot projects such as envisioned, and operating as “learning organizations,” while others were simply not as ready and may need to grow more in these areas. Deliberately seeking ways to develop library system and individual library organizational capacity for learning from experiences and for entrepreneurial change, and setting evaluative standards and criteria for those, might be something to build into future multi-site grants.

Future Making It REAL! Impacts

This overall evaluation report is ending before the Making It REAL! program period is over. MIR scholars have until December 2007 to graduate within the grant period, and 20 students are still in library school. However, 21 or 22 have already graduated as of this writing and 21 responded in the final student Making It REAL! survey about their current and anticipated post-graduation experience.

More Quality Professional Librarians in New York State

A key grant outcome and expected impact is to increase the number of diverse professional librarians who are working not just anywhere, but in New York State. This is the expected short-term impact of the grant in that regard, over the next five years.

- The MIR scholars are required to complete two years of professional level service in New York libraries within five years, or pay back their scholarships. Half (52%) of the MIR students who have already graduated expect to be able to complete their scholarship requirement of two years of service in New York State librarian or information science positions within their first and second years after graduation, and two-thirds intend to do so no later than the 3rd and fourth years.

- Although the plurality (43%) of graduated students consider it “neither difficult nor easy” to find a librarian job in New York State, 38% think it will be difficult or very difficult, compared to 19% who consider it easy or very easy. Students refer to the New York hiring environment as “competitive.” Some partners note forthcoming openings from retirements and people moving between positions. As one commented, however, the school libraries in her BOCES area are not required to hire a MIR scholarship recipient, and the scholarship recipient can choose not to apply for or not to take jobs that are not to her or his liking. Partners also spoke of budget cutbacks that have decimated library staffs at Rochester Public Library, among others, as retiring staff are not replaced and remaining librarians are forced to take on more and more responsibilities.
- Of the 21 MIR scholars who responded, 16 (76%) had looked for library jobs in New York State. Three of the five who hadn't were already employed by NY State libraries or library systems or councils, and were continuing with the employers they had before going to library school. One was pregnant and waiting to have her baby first, and another was still in school. Of the graduates, 12 (60%) had found a library job somewhere. Two were working in the NY City boroughs, four in the Greater NY City area, two in a major urban area of upstate New York, two in upstate or western New York suburban areas, one went outside New York (to Iowa for an academic library job), and one was working as an archivist for a non-profit organization in a position that ends in August 2007.
- Six people (42%) continued in a job or at organizations where they were already employed, but in professional librarian roles or with professional skills, three obtained a new job before graduation from library school, and another three found work in less than one to three months after graduation. One partner reported that their recent graduate was frustrated about not finding a position in the first few weeks after she had graduated, but was being encouraged and supported by the Teaching Library staff in her continuing job hunt in the state.

When Making It REAL! partner representatives were asked in final interviews the open-ended question “What went well about the overall Making It REAL! program?” the most common response was to elaborate at length about the qualities and characteristics of the scholarship students being added to the library profession in New York State. The partners, especially the Teaching Library partners but also the University partners, are confident that the graduating Making It REAL! scholars will make excellent additions to the community of professional librarians in the state. Several partners deliberately sought and found scholarship recipients who have already demonstrated leadership capacity or are expected to be professional librarian leaders in their systems. There were many comments about the dynamism and creativity of the scholars. The grant project has fielded and produced a group of 42 quality diverse new professional librarians for New York State, well trained and successful academically and otherwise. As long as the 42 diverse MIR scholars, and the several leaders among them, continue to work in the library field the program will have a lasting impact because it helped give them their start in librarianship.

Developing Organizational Impacts

This was a first attempt of its kind in New York State and while, not all partner organizations recognized organizational impacts, there are a number of signs from the final set of partner interviews that the impact of Making It REAL! will be felt on libraries, public library systems, BOCES school library systems, and Regional Councils for years to come.

- NYPL–SIBL not only hopes to hire a diverse new employee soon. The staff is also talking about library careers in new ways with clients and others, and has gained experience in mentoring.
- The Capital Region BOCES SLS and Franklin-Essex-Hamilton BOCES SLS have modeled out new ways for library systems to cooperate with one another in outcomes-based evaluation planning and identified or practiced new ways to relate to library schools, especially in regards to library school internships.
- The Palmer School has leveraged a total of \$30,000 in scholarship funds from MIR into an ongoing commitment of \$80,000 from Long Island University for scholarships for diverse students.
- St. John’s University sought and obtained an additional IMLS grant modeled on the Making It REAL! program that is expected to add another 40 professional librarians from diverse and non-traditional backgrounds to the field over the next three years.
- The Director of NYPL-branches Office of Staff Development joined NYPL part way through the Making It REAL! program and had oversight of the branches program as part of his responsibilities. Based partly⁵⁵ on positive experiences with using a formal mentor with one MIR student and observing the benefits of formal and informal experiences of this student, NYPL–branches is starting to put together programs for mentoring not just professionals, but any new employees who want a mentor, eventually extending to all clerical and administrative staff. His office is currently planning classes on what it is like to be a mentor, what the role is, and what one should be doing as a mentor. Such a program has not existed for years at NYPL and has a potential impact on all employees of this large urban system.
- Several of the more remote and rural public or school library systems involved with Making It REAL! report that their MIR scholars are already becoming role models, inspirations, and leaders within their systems and will raise the overall level of professionalism. Clinton-Essex-Franklin reports new appreciation from at least one independent library Board President for professional librarianship and hiring MLS trained librarians and expects that person will be able to encourage other Board Presidents to consider such hiring.

⁵⁵ According to the Director other grant programs with specific mentor programs were also operating at NYPL branches at the same time, so Making It REAL! cannot be given full credit. However, the experience with MIR and direct experience of the Director meeting with the MIR scholar a couple of times a year helped along his decisions.

- Prior to the Making It REAL! program the New York Library Association (NYLA), the major statewide organization of professional librarians, had few connections to the library schools of the State. It had one \$10,000 scholarship available to one library school student who would agree to work in New York State for two years. During MIR the NYLA scholarship program was changed to offer one \$1,500 scholarship for one student at each of the seven library schools, with library schools selecting the students based on the same NYLA criteria. All seven library schools are now NYLA members and their Deans or Directors now meet at the annual conference. The result has been that NYLA now has better connections with all the library schools in the state.
- The MIR program created the <http://www.librarycareersny.org> website and NYSL is maintaining it to continue recruitment of diverse students into library school and to provide information about librarianship as a career.
- In at least one organization in western New York the very act of attempting to recruit scholarship candidates and fielding absolutely no ethnically diverse applicants has raised organizational consciousness about the lack of diversity in librarianship. There has been no organizational change yet, but at least there has been some self-reflection about why the recruitment process came out that way and what more, if anything might have been done to field ethnically diverse candidates in an area with little ethnic diversity.

Current and Future Lasting Community Impacts

- SENYLRC has already received a statewide NYLINK award for the service provided by the Hudson River Valley Heritage, whose extensive digitization work was made possible by the education and effort of a MIR scholar.
- New York Public Library reading program lists have more titles in them with Spanish titles, and also related to GLBT youth and concerns of Spanish-speaking and GLBT communities because of the involvement of the NYPL-Branches MIR scholar on key book selection committees – and the willingness of the NYPL-branches MIR program to let her sit on such committees.
- The YALSA 2008 Excellence in Library Services to Young Adults award to NYPL for its third annual Teen Central Anti-Prom event is partly due to the efforts of the NYPL branches Making It REAL! scholar in being a key organizer and publicist for that event. The Anti-Prom is open to all but especially attracts many of the youth in the large GLBT community of New York City to Teen Central.
- Several small libraries in the Mid-York Library System have improved collections because of the efforts of the MIR scholar there as part of a mentor project experience, and the non-professional librarians have a new understanding of professional approaches to expanding book collections.
- The Rochester Public Library staff and clients have access to a new database of local authors, and public libraries in the larger Monroe County Public Library

system are asking how to do that for their communities. The creation of the database was a MIR project undertaken by a MIR scholar.

- The Akwesasne Native American Library on a Mohawk reservation has benefited from website planning assistance from a MIR scholar. In a give back fashion particularly appropriate to Native American cultures, this library will be providing a practicum experience for the scholar in the fall.
- Communities in Oswego and Bayside have already benefited from innovative diversity related library programming developed by Making It REAL! scholars. Additional diversity related programming is planned for the future.
- Both SENYLRC and Rochester Public Library still hope to expand library outreach and specialized services to local African American communities. This outreach was planned or thought about during the MIR OBE plan creation, but could not be implemented or achieved during the Making It REAL! grant period.
- St. John's University, Division of Library and Information Science, has started a whole series of initiatives that will bring its library school students into more active involvement in working with local libraries to serve the diverse communities of Queens. The activities will be advertised in the many local community newspapers found in diverse communities, improving the images of libraries as places to go where people can be served and helped and helping the library outreach. Some of the activities are designed to reach out to pre-college or early college youth to encourage them to obtain an education and hopefully convince some of the value of librarianship as a profession that helps their communities.
- The University at Buffalo MIR partner and students have modeled out a new course on library web access for disabled people and are publishing a review of library school web site access for the disabled that should be of current and future benefit to library schools and libraries across the country.
- New York Public Library – SIBL has developed a "Getting Down to Business Toolkit" during the Making It REAL! grant program, including two videos, resources guides and training class outlines, to expose library school students and graduates academic institutions and libraries in general to best practices in business librarianship.

The MIR project as proposed to and funded by IMLS has come to a close except for the two years of library service that the MIR scholars will be giving back to New York over the next five years. The evaluation of the project has been rigorous, covering both breadth and depth, and included many opportunities for scholars and partners to contribute to it. Opportunities exist for partners to make organizational change and secure new funding to apply best practices and remediate problems. MIR scholars have productive careers ahead of them, will be able to provide leadership in the State of New York and can network with each other as professional colleagues. More importantly, the influence and importance of the project is only just beginning to become apparent.