



EVANSTON PUBLIC LIBRARY BOARD OF TRUSTEES

BOARD MEETING PACKET

WEDNESDAY, JANUARY 18, 2017

6:30 P.M.

BARBARA FRIEDBERG STORYTELLING ROOM



EVANSTON PUBLIC LIBRARY BOARD OF TRUSTEES

Wednesday, January 18, 2017

6:30 P.M.

Evanston Public Library, 1703 Orrington Avenue, Barbara Friedberg Storytelling Room

AGENDA

1. CALL TO ORDER / DECLARATION OF QUORUM

2. CITIZEN COMMENT

Not to exceed 15 minutes

3. CONSENT AGENDA

- A. Approval of Minutes of December 21, 2016 Regular Meeting
- B. Approval of Bills and Payroll

4. INFORMATION/COMMUNICATIONS

- A. Robert Crown Branch Library Project Update
- B. Main Library Renovations Update
- C. Administrative Services Report (Karen Danczak Lyons)
- D. New Website (David Jordan and Jill Schacter)

5. LIBRARY DIRECTOR'S REPORT

6. STAFF REPORTS

- A. Administrative Services Report (Karen Danczak Lyons)
- B. Digital Literacy Report (Jessica Jolly and Heather Norborg)

7. BOARD REPORTS

- A. Development Committee (Margaret Lurie)
- B. District 202 Board Liaison (Michael Tannen)

8. BOARD DEVELOPMENT

- A. RAILS/United for Libraries Video: "Evaluating the Library Director"

9. UNFINISHED BUSINESS

10. NEW BUSINESS

- A. Library Director Evaluation Process (Michael Tannen)

11. ADJOURNMENT

Next Meeting: February 15, 2017 at 6:30 pm

The City of Evanston and the Evanston Public Library are committed to ensuring accessibility for all citizens. If an accommodation is needed to participate in this meeting, please contact the Library at 847-448-8650 48 hours in advance of the meeting so that arrangements can be made for the accommodation if possible.



**MEETING MINUTES
EVANSTON PUBLIC LIBRARY BOARD OF TRUSTEES**

**Wednesday, December 21, 2016
6:30 P.M.**

Evanston Public Library, 1703 Orrington Avenue, Barbara Friedberg Room

Members Present: Socorro Clarke, Tori Foreman, Shawn Iles, Margaret Lurie, Vaishali Patel, Benjamin Schapiro, Michael Tannen

Members Absent: Adam Goodman, Sandra Smith

Staff: John Devaney, Jessica Jolly, Karen Danczak Lyons, Jessica Ticus

Guests: Michael C. Barnes, Wight & Company

Presiding Member: Michael Tannen, President

CALL TO ORDER/DECLARATION OF QUORUM - A quorum was present and President Tannen called the meeting to order at 6:30 pm.

CITIZEN COMMENT – none

CONSENT AGENDA –

- A. Ben Schapiro motioned to approve the amended minutes of the November 16th Regular Meeting. Tori Foreman seconded and it was approved on a voice vote.
- B. Ben Schapiro motioned to approve the Bills and Payroll. Tori Foreman seconded and it was approved by a roll call vote.

INFORMATION/COMMUNICATIONS

- A. Robert Crown Branch Library Update** – Karen Danczak Lyons reported that on December 12th the City Council approved the request to have the City Manager negotiate for architectural/engineering services for the Robert Crown Community Center, Ice Complex and Library Architectural/Engineering Services with Woodhouse Tinucci Architects, LLC. The ice hockey interest groups are hosting a fundraising event on February 24th featuring Rocky Wirtz, owner of the Chicago Blackhawks. She invited Board members interested in purchasing tickets to let her know.
- B. Main Library Interior Renovation Update** – Director Danczak Lyons and Michael Barnes shared the final master plan for the interior renovation project. This plan included minor refinements for the Circulation and Receiving areas. Shawn Iles motioned to approve the master plan. Vaishali Patel seconded the motion and it was approved unanimously on voice vote.

LIBRARY DIRECTOR'S REPORT

Director Danczak Lyons reviewed highlights of her monthly report (see report attached):

- The soft launch of the Library's new website is scheduled for January 3rd.
- On December 19th, she and other staff members attended the kick-off meeting for the grant with Loyola University, Northwestern University and the Chicago Children's Museum. This grant will provide quantitative and qualitative information to support STEM learning in libraries. If successful, this two year grant could be extended an additional five years.
- Library Per Capita Grant – Director Danczak Lyons anticipates funding of \$58,000 from the State of Illinois.
- In preparation for the MENA program “Is the Qu’ran a good book?” staff discovered several books that were defaced with hateful phrases and symbols. Residents of Evanston and from beyond our City expressed their support of the library through messages, visits, donations and a rally in support of the library and against hate. Replacement copies of the books are on the shelves.
- President Michael Tannen and Director Danczak Lyons met with the “Dear Evanston” project manager, Nina Kavin, to discuss her online post questioning the Library's need for a racial equity statement. The 2 hour meeting resulted in her having a better understanding of the scope of programs hosted by the Library dedicated to social and racial justice. President Tannen urged Board members to be vocal advocates for the Library and “big mouths” informing new elected officials of all the Library's programs and services.
- John Devaney continues to be in contact with Lush owner, Mich Einhorn. Mr. Einhorn was asked, as standard in construction projects of this nature, to produce topical maps of Central Street for the necessary permits.

STAFF REPORTS

A. Administrative Services Report – Karen Danczak Lyons reported on the various staffing promotions reflected in accompanying Board memo. These changes were approved as part of the 2017 budget.

BOARD REPORTS

A. Development Committee – Margaret Lurie reported that the 2016 Fund for Excellence has raised \$117,000 from 715 donors, up over last year at this time by over \$19,000 and 137 donors. To reach the goal, the campaign needs to raise another \$59,000 before the end of the year.

- B. District 65 Board Liaison** – Vaishali Patel reported that a contract with District 65 teachers has been signed but the financial situation is dire. The Board has begun talks about the possibility of placing a \$13.5 million referendum on the ballot for the April elections.
- C. District 202 Board Liaison** – Michael Tannen has been discussing the distribution of the Library's WiFi hotspots to students at ETHS. A pilot program will begin in January.

NEW BUSINESS

- A. Approval of Renewal of Siemens Building Automation Service Agreement.** This annual contract with Siemens reflects the final upgrades. Ben Schapiro moved to approve the \$29,820 budgeted contact. Margaret Lurie seconded and it was approved unanimously on a roll call vote.
- B. Approval of the Strategic Plan** – The plan has been posted on the Library's homepage but has received no feedback. Vaishali Patel motioned to approve the plan, Ben Schapiro seconded and it was approved by voice vote.
- C. Approval of the Agreement with Mary Kling for Volunteer Management Services** – Ben Schapiro motioned to approve, seconded by Tori Foreman and approved unanimously on a roll call vote.
- D. Approval of the Cooperative Computer Services (CCS) Annual Agreement** – EPL is a member of this 24 library consortium. CCS provides integrated library services for EPL (circulation, patron records database, catalogue). This contract renewal continues the service at no additional cost for 2017. Ben Schapiro motioned to approve the contract, seconded by Socorro Clarke and approved on a roll call vote.
- E. Approval of Total Building Services Janitorial Agreement** – John Devaney has been very happy with the services provided by this company. Ben Schapiro motioned to approve the agreement, seconded by Vaishali Patel and approved on a roll call vote.
- F. Approval of the Per Capita Grant Application** – Ben Schapiro motioned to approve the submission of this grant for the same level of funding as in 2016. Vaishali Patel seconded and it was approved on a voice vote.
- G. Approval of the Agreement with Jessica Jolly for Temporary Project Management Assistance** – Ben Schapiro motioned to approve this agreement, seconded by Socorro Clarke and approved unanimously on a roll call vote.
- H. Closed Session-** All Closed Session minutes have been previously reviewed and released. No additional action was required.

ADJOURNMENT – Ben Schapiro motioned to adjourn the meeting, seconded by Tori Foreman. Motion approved. The meeting adjourned at 7:30 pm.

Respectfully Submitted,

Vaishali Patel, Secretary

Next Meeting: Wednesday, January 18, 2017 at 6:30 pm Evanston Public Library, Barbara Friedberg Room.

DRAFT

Library Director's Report
December 21, 2016

Updates:

- On Monday, November 28th the City Council approved the City of Evanston's 2017 Proposed Budget and our Library Levy:

	Proposed FY2017
Property Taxes	\$6,284,358
Prior Year's Taxes	\$92,000
Personal Property Replacement Tax - Library	\$46,100
Fines and Fees	\$164,000
Investment Income	\$5,400
Material Replacement Charges	\$12,000
Copy Machine and Printing Charges	\$18,000
Meeting Room Fees	\$11,400
Transfer from Endowment Income	\$190,200
Library Book Sales	\$66,000
Rental Income - Lush, National Able	\$25,120
State Per Capita Grant	\$57,418
Library Grants	\$50,000
Fund for Excellence	\$203,500
Library Donations	\$24,849
LIBRARY REVENUE	\$7,250,345

- On November 17th we welcomed more than 70 story enthusiasts to the main library for Jammie Time featuring both Secretary of State Jessie White and our own Brian Wilson. A wonderful evening was had by all!
- In preparation for the MENA program "Is the Qu'ran a good book?" staff discovered several books that were defaced with hateful phrases and symbols. Residents of Evanston and from beyond our City expressed their support of the library through messages, visits, donations and a rally in support of the library and against hate. Replacement copies of the books have been returned to our shelves.
- On December 7th – 9th I joined library leaders from around the country to participate in the Public Library Association Library Leadership Summit. The discussion was facilitated by Adam Goodman.
- On December 12th the City Council approved the request to have the City Manager negotiate for architectural/engineering services for the Robert Crown Community Center, Ice Complex and Library Architectural/Engineering Services (RFQ 16-61) with Woodhouse Tinucci Architects, LLC. My thanks to Shawn Iles for participating on the review committee and to Paul Lurie for his guidance and suggestions.

- On December 16th I joined other service providers at a meeting coordinated by Connections for the Homeless: *Joining Forces: How Social Services Agencies & Local Legislators Can Work Together*.
- Also on December 16th, Jill Skwerski and I provided more than 300 free books to participants at the Mayor’s Annual Holiday Food & Toy Distribution.
- My thanks to Jill Schacter and David Jordan for their leadership and EPL staff for contributing to the design of our new website.

We will have a soft launch of our website on January 3. During the soft launch, we’ll collect feedback from patrons and staff. About 4-6 weeks later, we’ll promote our new website collaboratively with Glantz design who will provide their services for free. While many people are regulars to our website, there are those who have never found reason to use it, so a newly designed website is a great opportunity to show people (or remind people of) the wide variety of services and programs we offer. We will use multiple channels for communicating about our new look and feel!

Visitors to our new site will find it much more visually appealing with simplified navigation to let them find what they want faster, whether that might be library materials, events, general info about the library or contact information. The site will be mobile friendly.

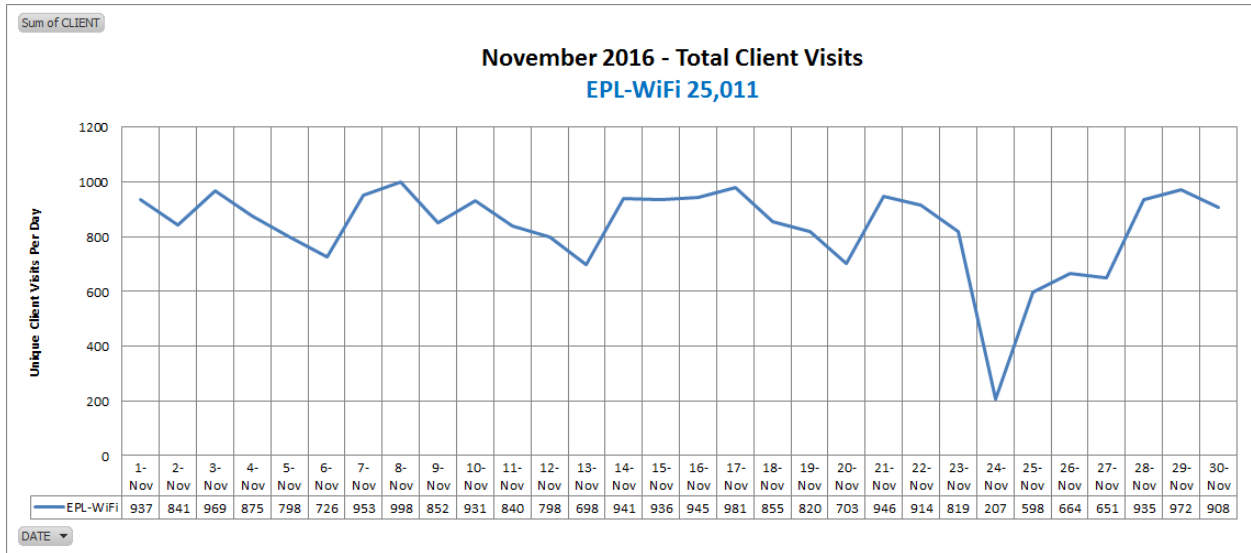
- My thanks to the Book sale Volunteers and staff for another successful sale that raised a total of \$12,011.

Assessments, metrics and initiative results:

Foot traffic:	November, 2016	October, 2016
Main:	36,522	44,392
North:	4,097	4,256
CAMS:	3,516	3,672
Total:	44,135	52,320

Website visits: October: 34,422 November: 38,359

Overall Computer/Internet Use – all locations: October: 5,229 November: 4,933



Actual Computer Usage Able WorkNet Lab

Actual Computer Usage NEW AND REPEAT CUSTOMERS

Mon	Tues	Weds	Thurs	Fri	TOTALS
	1-Nov	2-Nov	3-Nov	4-Nov	41
	12	11	13	5	
7-Nov	8-Nov	9-Nov	10-Nov	11-Nov	
11	8	7	10		36
14-Nov	15-Nov	16-Nov	17-Nov	18-Nov	
13	12	17	7	11	60
21-Nov	22-Nov	23-Nov	27-Oct	28-Oct	
17	8	1			26
28-Nov	29-Nov	30-Nov			
16	11	12			39
					202

Partnerships and collaborations:

- On December 19th, Jan Bojda, Laura Antolin, Wynn Shawver and I attended the kick-off meeting for our grant with Loyola University, Northwestern University and the Chicago Children's Museum: *Engaging Engineering Experts: Facilitating Family STEM Learning in Museums and Libraries through Narrative Storytelling and Object-Based Inquiry Activities*. We will be sharing the results of this 2 year partnership as we begin to produce programs within EPL and at partner locations including Family Focus.
- Special thanks to Jan Bojda, Martha Meyer and former team member Rick Kinnebrew for helping to make the Mayor and City Manager's Holiday Party at EPL a huge success. This was the first year that the party was geared towards families and in partnership with the City Manager's Office, the Evanston Public Library was the perfect host for this party!

Highlights from Children's Services from Jan Bojda and the team include:

November Highlights

Wilson's November Caldecott Club had 20 kids in Grades K through 4 in attendance. This has been so well-received by patrons that we hope to continue it in some form in 2017!

Meetings:

Bojda:

Led a preliminary meeting of library staff interested in holding a Library Comic Con. Many libraries are planning more and more big events like our Community Wide Read and our Storytelling Festival. Comics and graphic novels have a large following of all ages; they are not just for children and teens! We hope to attract all ages to the event and allow Evanston's comic fans to geek out at the library.

Attended Biblioboard presentation.

Attended LACONI YSS board meeting.

Arranged and attended 2 ReadSquared demonstrations.

Attended a meeting to discuss our role in supporting D65 students should the teachers strike. Planned activities for during the strike.

Represented EPL in planning efforts with staff from the city's economic development team, Parks Rec and Community Engagement and local family centered businesses to support one another's growth and promote each other's activities.

Training and Professional Development:

Bojda, Kaufmann, Sindelar attended LACONI YSS program: Literacy for our Littlest Learners. Speakers covered Reach Out and Read, 1000 Books before Kindergarten and Media Mentorship. Kim and Robin do not have many opportunities to attend professional development events and both came back with some ideas and increased enthusiasm for our work.

Altenbach began training with Meyer to begin as our regular Book Babies presenter. Meyer also trained Iverson on Make Your Own Dragon Egg so she could take it over from Meyer during Winter Break and work with the 4th – 5th graders.

Wilson and Bojda attended a B & T sponsored new and upcoming children's books program at the Northbrook Public Library. Various publisher reps spoke about exciting titles coming out in the winter and spring of 2017. Upon returning to the library Wilson was able to add many of these books to a cart, knowing that these titles are bound to please our patrons. Publisher pitches are essential. Balla continues with her Spanish language studies that she takes on her own to benefit our patrons.

Other Activities:

Meyer spent time on the following marketing activities:

Lifeline Theater: *Fable-ous!* and *Giggle Giggle Quack*. She also made an offer to do 4th – 8th grade programming for *Wrinkle in Time* which I need to present to Renee.

Winter Break Maker Kids – set up Joomla ad with LINKS to all the events! Created Evanced for Make Your Own Dragon Egg (with J. Iverson), Roll Your Own Beeswax Candle, Making Felt Food is SEW fun! for Robin, and Stop Motion Animation with Steve and Kate's Camp.

Special Needs and Gender Expansive LEGO – set up Joomla ad for both events and worked with a patron who shared the Gender Expansive program on her listserv – it was the GE program that went very well and had good attendance while the Special Needs event did not have as many attendees as we wanted.

Bi- Monthly Newsletter – update Jill Schacter on children's items to cover in bi-monthly newsletter *Little Explorer's Ocean Life*. Revised Joomla to advertise *Little Explorer's Ocean* program just in time for newsletter and the newsletter FILLED the program!

New Website – created book reviews and a blog post for the new website for kids

Bundled Blessings. Worked with Laura Antolin and Jill Schacter to create ads in Joomla and in the newsletter and then on the front page in support of Bundled Blessings, the diaper collection service

Movies – I sort and display and copy Robin's Joomla ads over to the FILM section of the website to advertise our movie programming

Gibbs Morrison – personally invited everyone at Y&R at EPL to come to Gibbs-Morrison. I advertised it widely and did get a number of parents who are usually working because this was Veterans Day. We may want to do more Gibbs-Morrison Y&R's on Days Off from school or holidays.

Wilson weeded a crowded section of our Paperback series area. He also continued weeding the kits. I ran a report to weed the audiobooks to make room for a large, recent Playaways order (Playaways are still in processing up in Tech). Weeding of the audiobooks will occur in December.

Children's Services Outreach highlights from Laura Antolin include:

Outreach/In-House Reach - Preschools:

Day Care Delivery Book Bags: 18: 14 Book Bags delivered to home providers; **4** Book Bags delivered to IWSE (2 to Baby Toddler Nursery; 2 to Teen Baby Nursery)

I'm providing certificates to the Home Providers quarterly crediting them with 3 hours per month of literacy work - this provides them with much needed hours. Recently, Antonette Edwards, Home Provider, told me that her certificate was a life-saver and came just in time to fill in the hours that she needed.

Baby Toddler Nursery storytime: Total: 70 (55 children and 15 staff); 7 classes- infants, toddlers, preschool classrooms (in the preschool classroom, we made leaf wreaths).

Teen Baby Nursery storytime: Total: 21 (13 children and 6 staff); 2 classes – infants and toddlers

Learning & Growing at JEH: Total: 15 (8 children, 6 adults, 1 staff)

I read books and we sang songs and then the parents and children did a leaf wreath craft.

Child Care Center of Evanston storytime: Total: 50 (42 children, 8 staff)

I read books and sang songs in 4 of the 5 classrooms. The census was down a little because it was the day before Thanksgiving.

Exploring STEAM w/Ms. Laura at JEH: Total: 36 (18 children, 16 adults, 2 staff)

I presented a magnet program with several stations. Every family got a magnetic wand to keep and use throughout the program. There was a paper plate on each table with a variety of items (paper clips, colored disks, straws, rubber bands, pom poms, etc.) and children predicted which things were magnetic or not. The other stations were: magnetic rings and pattern sheets; magnetic wands with faces and bowls of cut pipe cleaners to make hair; paper plates and paints to mix using paper clips and the wand; magnetic trails made with die-cut cars and rockets, paper clips and pieces of cardboard on which to draw a scene and move the car/rocket using the paperclip and wand. Children experimented with their wands and discovered magnetic force.

Each family took home guide sheets, a magnetic wand, the magnetic trail they made on cardboard and their paper plate paint creations.

I coordinate with J.C. Renteria and Xiomara Alfaro (Family Center Home Visiting) on STEAM programs. I plan the program and we all contribute materials. Both J.C. and Xiomara recruit families.

PACT Activity at JEH: (children, adults, staff) Total: 32 (17 children, 13 adults, 2 staff)

I brought the LEAP Laundry materials and conducted a LEAP program with the families. We read a book, I modeled the play and the families played together. The children had all already experienced LEAP Laundry in their classrooms so were the experts.

I work with J.C. Renteria to coordinate each PACT program – we share craft ideas and materials and get a diverse group of families for each of our programs.

Book Buddies at Child Care Center of Evanston: Total: 68 (39 children, 6 staff, 23 NU students)

- We had 3 sessions of Book Buddies in October
- I bring 2 bags of books for use by the Book Buddies in the classroom; I read and sing with the children, they read with their NU Book Buddies and then do a craft.

The kids really get excited about Book Buddies and hug us when we come and when we leave. They love sitting with the NU students while they read and when they work on their crafts.

LEAP:

I put together and delivered 5 Laundry classroom centers to JEH teachers to share and prepared materials for LEAP Pizza in December.

I was asked to make a presentation to Family Center teachers about our LEAP units. There has been an interest and movement by Amy Small, Early Childhood Director at JEH, to duplicate preschool programming in the Family Center classrooms (there are 2 Family Center classrooms with children who are 2 years old). I met with the Family Center teachers and presented 3 LEAP units – Laundry, Pizza and Construction - that I felt could be modified for that age group, understanding that the play and the experience would be different but still valuable for the children. I have presented LEAP to younger children in the past – at the Child Care Center of Evanston, at the Family Room, with families from CNE, etc. and am excited about adding the Family Center classrooms.

I am proposing dates for 2017 and plan to bring all three units to the 2 classrooms of 8 children each. Given the number of staff in each room and the small number of children, I will be able to present these units on my own.

Outreach/In-House Reach – School-Aged:

I had 4 regular monthly Afterschool programs in November and have finally arranged for visits to Robert Crown to start either in December or January.

Fleetwood K-1st Afterschool : **Total: 8 (7 kids, 1 staff member)**
Read 3 books and made a turkey craft.

Fleetwood 2nd-3rd Grade Afterschool : **Total: 10 (9 kids, 1 staff member)**
We made ice cream in a bag and talked a little about the science behind it.

Dawes Aftercare: **Total: 30 (27 kids, 3 staff members)**
Read 3 books and made multicultural hand wreaths/pictures for Thanksgiving..

Washington Afterschool: **Total: 28 (25 kids, 3 staff members)**

Read 3 books and made multicultural hand wreaths/pictures for Thanksgiving.

Y.O.U.:

For each Y.O.U. program, I select about 100 books from which the students choose 1 or 2 books to be kept in the classrooms and used during Y.O.U. reading time. I'm in contact with the site coordinators and they send some ideas about topics/authors/titles that the kids are interested in and I augment those with my own choices of new and popular books on different reading levels. Y.O.U. staff appreciated our providing books and its gratifying how excited most of the kids get to pick their books.

Someone always asks me if they get to keep the book they choose –there is a pretty keen sense of wanting that ownership.

While there are always a couple of kids who say, "Hey, I know you!" when they see me (sometimes from summer camp) , there was one boy at Dawes who smiled at me and immediately said, "I remember you - you were in my preschool – we played pizza!" That's part of why I like to be out in the community – I think kids (or any community members) seeing the library present at different programs and bridging age groups and activities strengthens our position and relevance in the community as a whole.

Total: 130 kids 158 books checked out

Walker Y.O.U.:

I was able to arrange for space on the first floor to display and check out books this time which made carting in the books much easier.

Total: 40 kids, 35 books

Oakton Y.O.U.

I set up books in the auditorium which meant carrying crates up flights of stairs but worked out something easier for next time. I set up books all along the floor and brought back the books they had checked out previously.

Total : 45 kids, 55 books

Dawes Y.O.U.:

I had a classroom to set out the books and everything went very smoothly. I was able to check in last month's books before the kids can in to select their November books. The site coordinator, Simone Harrington, provided the kids with slips of paper to write down books they'd like me to bring next time which I collected and took with me.

Total: 45 kids, 68 books

K-Tours:

We had 2 tours in November. I delivered and picked up completed library card applications and window markers prior to the tours and also delivered applications to 2 of the schools who will be touring in December. Children's staff led the different aspects of the tours (Tour, Craft, Storytime) and families are invited to return to get a free book and see the school's window after their child's tour.

School	Tour date	# students	#library cards made
Kingsley	11/29	48	23
Lincolnwood	11/30	60	37
Total:		108	60

K-LEAP: Let's Play Post Office w/Dewey and King Arts Schools: Total: 67

Our first Let's Play Post Office this year was pretty successful – we had a good number of families come and everyone had fun. We'll have one more program in December and the remainder in January and February.

Gender Expansive/Transgender LEGO program: Total: (14 kids, 18 adults)

This is the first of what I hope to be quarterly programs for this community, facilitated by Beth Weis, Master LEGO builder and owner of Brickology. Families came to us through Margaret Lurie Children's Hospital, D65, Pinwheels, word of mouth. The children built together and separately and the parents had the opportunity to connect with each other. Parents expressed gratitude for the opportunity to come together in a safe space.

Special Needs Friendly LEGO program: Total: 5 (2 kids, 3 adults)

This is the second time we've offered a Special Needs friendly LEGO program and though the attendance was disappointing, Beth Weis and I are hoping to offer quarterly programs and bring in more people. I advertised through D65, CASE, and directly at Park School.

Willard 5th grade classes presentations: Total: 85 (80 students, 5 teachers, 5 library cards made)

I made presentations to 4 5th grade classes about how to access Hoopla, Overdrive and a little bit about our online resources. I ran a library card drive and made 5 cards for students.

Other/Connections:

Dinner with Janie:

This was our 3rd program as part of the Team Janie planning committee to address the needs and offer resources to teen moms in Evanston who are disconnected from services. I was responsible again this year for creating the invitation to the event and for compiling RSVPs. Our event was held at Gibbs-Morrison on a Sunday afternoon with a Thanksgiving meal for everyone, diapers, turkeys, gifts for the teens, books, a few resource tables and some motivational speeches from the teens. There were 8 teen moms in attendance and I brought 25 picture books and asked Renee for some YA arcs (she provided 12) as well as blue library bags to give out. All of the books were taken.

Fleetwood Afterschool K-1st grade



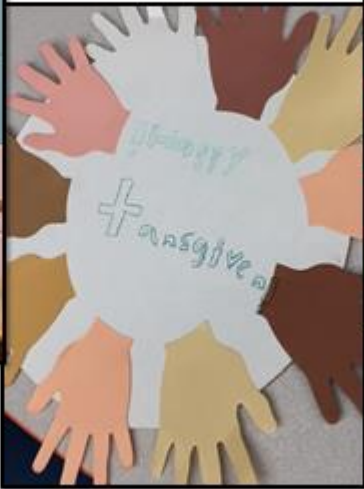
Fleetwood Afterschool 2nd-3rd grade



Making Ice Cream in a bag



Dawes Aftercare K-5th grade



Washington Afterschool K-5th grade



Exploring STEAM w/Ms. Laura at JEH



Magnets

Learning & Growing PACT Activity – Family Center



Let's Play Post Office : K-LEAP w/Dewey and King Arts





Teen Services Highlights from Renee Neumeier include:

YALSA Symposium Pittsburgh:

Renee Neumeier presented with three other area librarians at the YALSA Symposium in Pittsburgh. Their presentation focused how to engage the teen community, starting with assessing needs, knowing the goals, objectives and mission of teen services at your library and your library as a whole and then looking at partners strategically to meet those needs and how to evaluate and sustain those partnerships long term. Renee had the opportunity to attend a lot of great sessions led by other YA librarians and youth experts from across the country.

Most notable included a preconference visit to The Pittsburgh Children's Museum Makeshop and one of the Labs locations at Pittsburgh Public Library. Both of these spaces have been an inspiration for the type of programming currently offered for teens at EPL and also have helped Renee think about the concept equity and all different levels from entry points, interests and access and how to that applies to both teen services and the future services EPL will offer after the renovation.

A presentation on engaging the teen LGBTQ+ community was very timely, it discussed how Pittsburgh PL created and ran their Gender and Sexuality alliance and how they partnered within the city to reach LGBTQ+ teens. Kevin has been working on how to start a GSA at EPL so being able to share the information from this presentation was awesome. Another presentation of note focused on large scale school outreach including making cards for students and providing a teacher checkout services. This presentation affirmed that we're on the right track at EPL and provided ideas for how services could be tweaked or improved in the future.

Lastly, there was a really interesting presentation on career services from Charlotte-Mecklenburg that focused on careers that you only need a short training for a two year degree. Their teen space hosted a series of career events where volunteers like DJs, tattoo artists or hair stylists would come and talk about the ins and outs of their career path. The teen space also has been running a successful job fair for institutions that provide job training, certificate programs and two year degrees. Renee will be investigating if anything along those lines is currently offered in Evanston. The slides from Renee's presentation with her colleagues can be found here:

(<http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/events/avengersassemble.pdf>)

Community Engagement:

Nichols 6th Grade Visits:

This year Nichols Middle School could not make the trip to EPL for their annual 6th grade tour so Teen Services staff brought the tour to them. Ashley created a great virtual tour of the Loft of the students. Renee and Ashley presented to all of the 6th grade classes which included talking about the Loft, teen programming and a few booktalks. Library cards were made or replaced for students and overdue fines were wiped as needed. We highlighted new programs that are coming in 2017 and the renovation of the Main Library.

Renee Neumeier/YA Services Supervisor's Personal Report:

Programming:

- Entered all of the descriptions for teen programming through May 2017
- Entered all the DIY drop in descriptions for through May 2017

Community Engagement:

Community Wide Read:

- Teen Advisory Board Stickered all the books for the middle schools
- All the books for ETHS were delivered
- Emailed school contacts about events and Storycorps participation

YMCA-MetaMedia-

- Met with Sam Phillips who runs much of MetaMedia's programming to discuss how we can partner or cross promote in the future
- Ideas included linking our spaces more formally with other makerspaces in the community like the space at Nichols and the future space at YOU
- Having staff from our spaces go to the other space to meet students and let know they can come to either space to work on their projects
- Develop professional development plans together

ETHS:

- Sent five boxes of donated books and ARCs copies to ETHS East Library
- Organized a meeting between ETHS library staff at EPL library staff to tour their libraries and discuss how we can work together better in the future

- Research assignments are being shared on regular basis now and I'm saving them so hopefully we can know when to expect them in the future and continue to tweak resources for them

D65:

- Worked with staff to update dystopian fiction bibliography, create new cultural perspectives bibliography and advanced reading list for sixth graders
- Summer learning proposal for a teen services and D65 staff partnership for a multiweek full or half day summer program
- I am taking part in the King Arts community school task force, so far there has only been one meeting, but I think it's excellent that that EPL is part of the team and it'll be another way we can connect with the community and bring services our or adjust services to better serve King Arts families

Y.O.U. :

- In talked to bring more YOU groups to the Loft
- May provide books and suggestions for book groups
- May have YOU sites as recipients for Everybody Reads Books

Cradle to Career Literacy on Track Team:

- Received data on kindergarten registration, currently there is no correlation between when someone is registering and their early childhood experience, we're hoping to look at reading test scores to see if there are any patterns that show up
- Working on putting together the Kindergarten Early Childhood Summit and it looked like it will be 2/21
- Working on setting up interviews for the coming up with the best revised KRI form as possible
- Looking to setup focus groups

EvanSTEM:

- Working on developing an evaluation tool that all outside of school providers can use
- 5th Ward STEM fest will be for elementary aged students in 2017

Summer Reading:

- Decided to stick with summer reading brand
- Decided to go with Read Squared for backend product

Professional Development:

YALSA:

- Put together PowerPoint for presentation
- Met to outline presentation
- Attended conference which included running through presentation multiple times and tweaking

Community Outreach highlights from Jill Skwerski include:

- We held our second Special Needs Family Resource Fair on 11/5. This year, we had over 20 clinicians, service organizations and educators participate as “vendors”. Through participation from the Dyslexia Buddy Network, we were able to offer a Dyslexia simulation where attendees discovered what it’s like to de-code text similarly to those who have Dyslexia. Over 100 fair goers attended this event. As with the inaugural event, we heard from both vendors and participants how appreciative they were to have a place to gather and exchange information. Thanks to Katie Smith of Evanston CASE for her help bringing the event to fruition.
- In honor of Veterans Day and in collaboration with the Evanston Vets Center, we hosted a ceremony at EPL on 11/19 honoring those who have served. Though slightly attended, each service member spoke to their appreciation of a place to gather (a familiar message) and a little bit about their experience as a veteran. Their powerful messages were heard by elected officials at the local, county, state and federal level of government who also attended the event. In addition to the Color Guard from Naval Station Great Lakes, there were just under 20 in attendance.
- I’m happy to report that our Outreach Specialist from Connections is back in action after some time away on medical leave. Tito Vazquez visits the library weekly to provide onsite services including intake. He’ll be introducing an intern after the New Year to assist in his work here at EPL.
- On 11/29, along with a colleague at the Schaumburg Library, I co-chaired the inaugural meeting of a RAILS networking group devoted to community engagement. About 55 attendees from libraries across northern IL came together in Schaumburg to share thoughts, ideas and future plans for ways to engage and sustain our communities via the library. We plan to hold quarterly meetings and educational opportunities for anyone interested in attending.
- Computer classes at Blake and Primm, site visits to 1900 Sherman and 3 Crowns, visits to Hillside Pantry and the Produce Mobile are all ongoing, offsite services. Additionally, in-house, regular visits from the Evanston Vets Center, ACA navigator, Connections, HIRCULES, representatives from SNAP and SafeLink phone service also continue on an ongoing basis to provide access to services and information needed by our community.

Neighborhood Services highlights from Connie Heneghan include:

The branches continued existing programs in November like:

- Tail Waggin Tutors at North
- Read with an Athlete at North
- MS Office Workshops at CAMS
- Storytimes at both branches including Park School visits
- DIY Activities for School Holidays at both branches
- STEM Saturdays at both branches

- Knitting and Needlework at both branches
- Family Film and Craft
- Ebook One on One Device Help at CAMS

We also introduced Color Me Calm, a coloring activity for all ages at CAMS.



Adult Services highlights include:

- From Ben Remsen:

Hi Karen,

Way back in August, you, me, and Jill Skwerski met about Walgreens giving flu shots and the possibility of a health fair. I took the reins from there and the event happened last month on November 17th. I've been meaning to send you a report-back, but gathering all the info and photos was delayed on my end by Thanksgiving, then the NU students being in reading week and finals. In any case, here's the report on what happened, including some pictures taken by one of the students.

Please let me know if you have any questions or if I ought to include anything else. Thanks again for connecting me with Walgreens in the first place! As you'll see, they gave 55 flu shots in just three hours, which I gather to be a very good stat on their end -- and, of course, good for individual and public health in the community! So the seed has been planted for future such collaborations in flu seasons to come.

Thanks!

Ben

Technical note about below: I gathered exact attendance stats where possible, but given the nature of the open activities during the fair and the networking dinner after, there was no way to get anything like an exact number. Thus my estimates "about 150" and "about 75," respectively.

Results of the Health Fair at Evanston Public Library, November 17, 2016

- Walgreens administered **55 flu shots**
- Northwestern Emergency Medicine Organization (NEMO), administered by medical students at the Feinberg School of Medicine and Rush Medical School gave **30 blood pressure screenings**
- From 4-6pm the Northwestern University Community Health Corps students ran a health fair in the lobby while the screenings were happening Community Meeting Room and Small Meeting Room, approximately 150 people participated in the following activities:
 - **HIRCULES Health Information desk** – providing its normal high standard of health resources
 - **Match up My Plate Activity Station** – participants made their own "my plate" paper plate magnet, tracing nutrition in a hands-on manner
 - **Rethink Your Drink Station** – providing information about sugary drinks in collaboration with the Evanston Health Department
 - **Mindful Coloring Station** – participants could take time out of their busy days to color, accompanied with information about mental health care
 - **Health Jeopardy Station** – providing health-oriented giveaways like toothbrushes and apples in reward for correctly answering practical health questions
 - **"What do you do to stay healthy?" Community Board** –participants share their personal health tips, to be enjoyed by the entire community
 - **Recipe Counter** – featuring a demonstration of how to make a healthy apple cranberry quinoa, followed by a sampling of the dish
- About 75 people attended the catered networking dinner from 6-7pm in the CMR (flu shots continued in the SMR)
- From 7-8pm we held a panel on childhood obesity in particular and public health in general, attended by 45 people. The panel was composed of:
 - **Dr. Suzen Moeller**, nutritional epidemiologist and Associate Professor of Nursing for Health Sciences at North Park University
 - **Dr. Lynn Chehab**, ETHS staff pediatrician and co-chair of the obesity action team at the Evanston Department of Health and Human Services
 - **Mira Rodgers**, Senior Director of Healthy Living at McGaw YMCA
 - **Professor Michael Diamond** (moderator), professor of Global Health, Northwestern University







Technical Services highlights from Tim Longo include:

Items Added: Total items added to collection in November=4065

Adult at Main= 1304

Adult at North=47

Adult at CAMS=70

Total adult items=1421

Juvenile at Main=1037

Juvenile at North=310

Juvenile at CAMS=513

Total juv items=1860

YA at Main=747

YA at North=19

YA at CAMS=18

Total YA items=784

Carts Ordered:

- Titlesource 360: \$35.58 – Purchased four copies of Won for the Ages: How the Chicago Cubs Became the 2016 World Series Champions.
- Amazon: \$77.07 – These titles were purchased to replace the ones that received the hate graffiti.
- Rotary: \$238.14

Patron Requests:

Received 15 patron requests for the month of November. Will purchase 11 of the titles suggested when the 2017 funds are released.

Donations:

Adult Gift Books Added to the Collection: 259

Adult Gift CDs Added to the Collection: 41

Grubby Books Replaced by Gift Books: 110

Weeding, Cataloging & Repairs:

Books Sent to Repair: 38

CDs Sent to Repair: 3

Audiobooks Sent to Repair: 6

Most Wanted Titles Weeded: 46

Most Wanted Titles Added to the Circ Collection: 15

Other Books Weeded: 399
Other CDs Weeded: 9
Other CD-ROMs Weeded: 1
Other Audiobooks Weeded: 4
Old Editions of New Books on Standing Orders Pulled: 21
Books Sent to be Relabeled, Cataloged, etc. : 20
Audiobooks Sent to be Relabeled, Cataloged, etc.: 4
CDs Sent to be Relabeled, Cataloged, etc.: 2

Weeding Plan for Audiobooks:

Missing: 24
Weeded: 95

Weeding Plan for CDs:

Missing: 88
Weeded: 707

Weeding Plan for Grubby Audiobook Duplicates

Weeded: 18

Donations:

Local Authors Added to the Collection: 1 [The Experimental Society by Marshall S. Shapo]

EPL received a donation of Chinese language materials from an Associate Professor of East Asian Studies at Colby College, Hong Zhang. These materials were donated in memory of her sister Yun Zhang and many had already been accepted by the Art Institute of Chicago and the Deerfield Library. She requested a bookplate for any donations we wished to keep, and to send her back the ones we didn't. After consulting with our volunteer Wendy Cao we determined that we will keep 121 of the titles.

Displays

11/1 – First Floor: Food, Glorious Food
11/1 – Second Floor (Front) : Health and Wellness
11/15 – Second Floor (Front): Films of Protest and Democracy
11/1 – Second Floor (Back): Election Movies
11/15 – Second Floor (Back): National Native American Heritage Month
Staff Display: Julie

Meetings:

11/2—Tim attended the Illinois CollectionHQ User Forum at Skokie Public Library
11/4-Tim and Betsy had a conference call with Proquest to discuss their E-matching service
11/8- Tim organized staff webinar for Biblioboard
11/15-Tim and Betsy attended department head meeting at Civic Center

11/16 – Betsy visited Erie Family Health Center and met with Aimee Crow. Tim attended the Hidden Collections seminar hosted by Backstage Library Works at Cantigny Park in Wheaton.

11/18 – Betsy met with Julie Rand about starting a book recommendation service at EPL. At this moment in time with the upcoming website transition we're info gathering with an eye to solicit input from librarians and make a formal admin team presentation in 2017.

11/22 -Betsy drove out to RAILS to attend a meeting about the current state of MyMediaMall and Libraries First. As you may be aware, some concerns arose lately about the role of Libraries First (the third party that handles our Overdrive account) and the ways in which they have been handling our relationship as a consortium with Overdrive. The purpose of this meeting was fact finding and info gathering. Nothing was voted on at this meeting.

11/30- Monthly CLS conference call with Baker and Taylor

Upcoming events of note:

Winter Break Maker Kids: Make Your Own Dragon Egg!



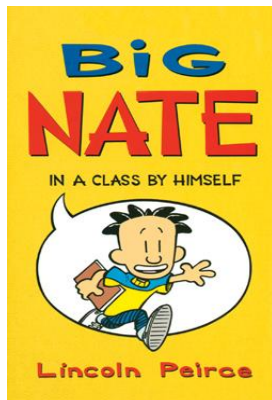
Tuesday, December 27, 4 pm, Barbara Friedberg Storytelling Room, Main Library. Register Today!

Do you have a dragon lover on your hands? A fantasy geek? an Eragon fan? Would they like their very own DRAGON EGG? (Hatching not guaranteed!)

Register your **3rd - 5th grader** now: [Make Your Own Dragon Egg](#) or call 847-448-8610 or stop by the Main Children's Room.

Big Nate: Fun and Games for Grades 3 to 6

Thursday, January 5, 1 pm, Children's Public Conference Room, Main Library
Register today!



Calling all Big Nate fans in grades 3 to 6! We will celebrate all things Big Nate in this fast-paced program. There will be games, activities, and trivia based on *Big Nate: In a Class by Himself*, the first book in Lincoln Peirce's hilarious series. Come meet other Big Nate fans and be prepared to laugh and have a blast! [Register online](#) in person, or by calling 847-448-8610. Registration limited to 25 participants.

Blood and Bone Marrow Drive

Saturday, January 7, 11 am – 4 pm, Community Meeting Room, Main Library

LifeSource will be at the Library in the Community Meeting Room doing a blood and marrow donation event. To schedule an appointment please call LifeSource at 877-543-3768 or visit lifesource.org; select “Donate Blood” and “Make an Appointment” then scroll down the webpage to search by group code 065B.

Proper ID is required to donate blood. A LifeSource or military ID, driver's license, passport, or employee or student ID with picture and full name are all approved forms of ID. Birth certificate along with a picture ID that includes the donor's full name will also be accepted.

Theater Games with Lifeline Theatre: Fable-ous!

**Sunday, January 8, 1 pm, Community Meeting Room
Main Library; *register today!***



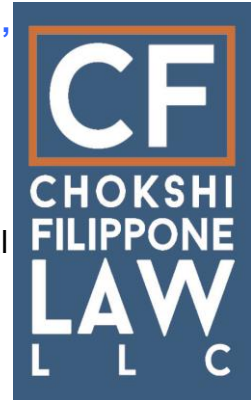
Register your K-5th grader for theater games led by Julie Ganey, Lifeline's terrific Education Director, and inspired by *Fable-ous*, Lifeline Theatre's brand new show about The Tortoise and the Hare. All kids should be accompanied by a parent/grandparent/friend since this event is meant to be enjoyed together. (Discount coupons to Lifeline's show available at the conclusion of the program, so kids can see where Lifeline writers, directors and actors are taking the story.)

End Winter Break with a Bang!

Free Legal Consultations

2nd and 4th Wednesdays of each Month, 6-8 pm, Newberry Room,
Main Library

Need legal advice, but don't know where to start? Free legal consultations are back at Evanston Public Library! An attorney from Chokshi Filippone Law, LLC, will be available to help individuals connect to legal resources and take the first steps to resolve their legal issues. Appointments are available on the 2nd and 4th Wednesday of each month, starting on November 9, at the Main Branch of the Evanston Public Library. Visit the Reference Desk (3rd Floor) or call (847) 448-8630 for more details, or to schedule your 30-minute appointment.



Diaper Donation Drop off at EPL

Daily, Main Children's Room, Main Library



The Evanston Public Library is now accepting contributions of new and opened packages of disposable diapers, and unopened diaper wipes to support local families with diaper need. The Library is stationing a permanent Diaper Drop-off Barrel in the Main Library Children's Room to support the efforts of **Bundled Blessings**, a mission outreach program of the First United Methodist Church of Evanston.

Laura Antolin, Children's Outreach Librarian said, "We're very pleased to help our littlest residents and their families through Bundled Blessings. The Library regularly hosts many, many families who may have extra diapers (or would like to purchase more diapers) that can easily be dropped off during a visit here. We hope the convenience of our site makes this a high-volume drop-off point."

Muslim Journeys Bookshelf



During the fall of 2013 and spring of 2014, the Evanston Public Library was privileged to participate in [Muslim Journeys](#), a project funded by the National Endowment for the Humanities and the American Library Association to foster opportunities for informed community conversations about the histories, faith, and cultures of Muslims around the world and within the United States. EPL received copies of [25 books and 3 films](#) on Muslim theology and culture, all of which are still in [our collection](#). We encourage all of our residents to make use of these materials, and the accompanying [web resources](#). See also our [Statement on Defacement of Books at Evanston Public Library](#).

Affordable Care Act Navigator at EPL

Fridays, November 18-January 27, 1-5 pm, Newberry Room, 2nd Floor, Main Library

During the Affordable Care Act (ACA) open enrollment period, Certified ACA Navigators from the Patient Innovation Center will be at the Evanston Public Library, located at 1703 Orrington Ave., on Fridays, 1-5pm in November, December and January to provide enrollment assistance and information about insurance coverage options. All sessions will be held in the Newberry Room, located on the second floor. Appointments suggested walk-ins welcome. [Online registration](#), Phone registration: (312)898-8864.



Bring These Documents To Your Appointment:

- Photo I.D., Passport, or U.S. Military ID.
- W-2 Forms, Pay Stubs or Tax Statements.
- Legal Immigration Documents.
- Social Security Number

can work with you if you are missing documents

For more information, please contact Laura Jones Macknin, 312.898.8864, lauraj@patientinnovationcenter.org or Jill Skwerski at 847-448-8664, jskwerski@cityofevanston.org

Excerpts from patron feedback:

From Andi Altenbach:

The Salvation Army group has switched to coming on my night (Wednesday) since the beginning of the fall, and I have found them to be a generally friendly and fun addition to my week. I had a longer interaction with one boy looking for a book (he seemed to be reading below grade level). Overall, it was pretty minor on my end, but the woman who works with them was with him and it sounded like he is not great at asking for help and easily frustrated. It was an important reminder for me that if we can help that group and they're receptive, I think it is beneficial for them to have positive experiences with the library.

One patron who is a mom of a younger avid reader that is very sensitive has come in a few times since mid-October and often seems to catch Robin and/or me. He enjoys fantasy but seems to find the idea of orphans pretty upsetting, so that's been a recurring challenge. But he seems to be happy with the stream of books we have managed to find for him, and I've found it gratifying. It's not so unusual a request but I think it's one that's harder to manage without the help of someone like a librarian unless you pre-screened everything your child reads (which would be difficult with how much this kid reads), so I'm glad we can help this mom.

From Martha Meyer:

Park School – a special boy

There was a new boy in our Park School Storytime from Ms. Donna Murphy's class. They explained that he is partially deaf as well as blind and disabled (he's in a wheelchair) His caregivers said that they rarely take him out. BUT they were SO THRILLED at him during storytime! Usually, they said, he sleeps or quietly dozes, but he was turning toward the sound of my voice and the lights in the ceiling and vocalizing! They were thrilled – and of course, once I understood, I was thrilled.

Rocky the Hedgehog comes to Storytime!

I arranged with Hilary Richardson, one of our patrons and the mother of 2 summer library employees to bring her 3rd child, Luke, to share his pet African Pygmy Hedgehog with the children and parents in Family Storytime and Craft. Hilary did some explanations of hedgehog life, but mostly the kids were utterly thrilled to meet Rocky and watch him run around and interact with Luke and with some of the children. The kids were eager after Rocky left to hear hedgehog stories and make a hedgehog craft. One of the biggest evening storytimes I have hosted – I did send out an email letting all the parents know not to miss meeting Rocky.

From Robin Sindelar:

It's a village in here! I welcomed four new families to Evanston this weekend and was happy to show them around the library and extend the offer of information about our lovely community. One family is here all the way from Australia!

Two of my favorite patrons are an older couple who are at the library almost every day. They walk everywhere in Evanston and come to our department to enjoy our children's films. The gentleman had his 90th birthday over the weekend and his wife stopped Jessica, Linda, and I to share the birthday card their son had written for him. I was so happy to be included in their happiness on the special occasion. It reminded me of our importance as a place for community, a place where many generations can interact. Today I read an article about the oldest woman in the world, who just turned 117. Her doctor says she is so healthy because she is cared for by people who love her. I think the library is a place that

provides love for our neighbors, be they babies, the elderly, or people with special needs. I'm proud to be a part of that.

From Wilson:

At the very end of the Family Reading Night/Jammie Time event with Secretary Jesse White, a young patron came running up to me to tell me how much she loves Jammie Time. Her mom told me she was bouncing up and down all the way to the library in anticipation of the event. Also, the mother is a big fan of Secretary White and, sensing her mom's excitement about his visit, the girl couldn't wait to meet him. And the girl also couldn't wait for the stories and songs I do in Jammie Time. The mother told me that Jammie Time is one of the highlights of their month. The little girl said that I had "forgotten" to do Five Little Monkeys Jumping on the Bed and asked if I could sing it even though we had just finished Jammie Time. So I honored her request and suddenly a group of children surrounded me as we did an impromptu version of Five Little Monkeys Jumping on the Bed by request.

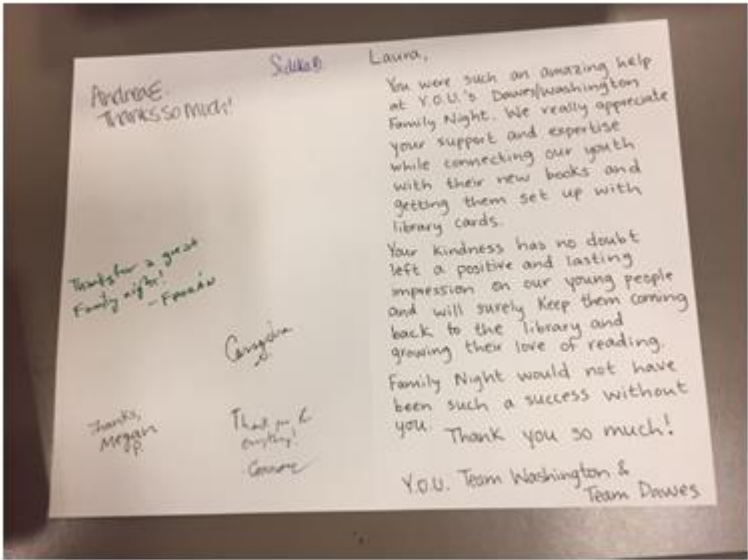
From Laura Antolin:

Thank you Ms. Laura for yesterday and everything that you do for our JEH families.

*J.C. Renteria
Family Engagement Specialist
JEH Education Center*

- I just wrapped up a one month exhibition of my paintings "Life after Siskel and Ebert" on the second floor of the Library. I am most grateful for the opportunity to show my work in our community. Russel Johnson was my contact at the Library, he is a credit to your organization. His good humored help and concern made my experience one that I will remember with great pleasure. Thank you.

Y.O.U. October Family Night Thank you



DRAFT



Memorandum

To: Evanston Public Library Board of Trustees

From: Finance Committee
Karen Danczak Lyons, Library Director
Lea Hernandez-Solis, Bookkeeper

Subject: Library Fund Payroll and Bills

Date: January 13, 2017

Recommended Action

Staff and the Finance Committee recommend Library Board approval of the Library Fund bills lists, October Purchasing Card expense list.

Summary

Payroll	
December 11, 2016 through December 25, 2016	\$ 128,765.32
Library Fund Bills List	
January 10, 2017	\$ 89,112.99

Attachments: Bills Lists

CITY OF EVANSTON
LIBRARY BILLS LIST
PERIOD ENDING 01.10.2017 FY 2016

185 LIBRARY FUND

4805 LIBRARY YOUTH SERVICES		
65100 AMAZON / GE CAPITAL RETAIL BANK	BOOKS, OFFICE SUPPLIES AND MATERIALS	35.98
65630 BAKER & TAYLOR	JUV PRINT	8,629.25
65641 BAKER & TAYLOR	JUV AV	74.56
65641 LIVE OAK MEDIA	JUV AV	164.00
65641 MIDWEST TAPE	AUDIO VISUAL	26.37
65641 MIDWEST TAPE	JUV AV	221.91
65641 WESTON WOODS STUDIOS	JUV AV	<u>25.46</u>
4805 LIBRARY YOUTH SERVICES Total		9,177.53
4806 LIBRARY ADULT SERVICES		
62340 GALE RESEARCH INC.	ADULT REF ONLINE	446.22
62340 OVER DRIVE, INC.	ADULT E-BOOKS	60.00
62341 PROQUEST INFO & LEARNING COMPANY	ONLINE MAGAZINE SUBSCRIPTIONS	2,500.00
62341 REACHING ACROSS ILLINOIS LIBRARY SYSTEMS (RAILS)	INTERNET SOLUTION PROVIDER	82.50
65100 AMAZON / GE CAPITAL RETAIL BANK	BOOKS, OFFICE SUPPLIES AND MATERIALS	111.43
65630 BAKER & TAYLOR	5014364928	363.95
65630 BAKER & TAYLOR	ADULT PRINT	11,237.73
65630 BAKER & TAYLOR	CREDIT MEMO	-1,000.00
65630 CENTER POINT INC	ADULT PRINT	128.82
65630 GALE RESEARCH INC.	ADULT PRINT	255.65
65630 ROWMAN & LITTLEFIELD PUBLISHING GROUP, INC.	ADULT PRINT	125.75
65635 EBSCO INDUSTRIES, INC. DBA EBSCO	PERIODICALS	15.23
65641 MIDWEST TAPE	ADULT AV	898.94
65641 MIDWEST TAPE	AUDIO VISUAL	4,000.95
65641 RECORDED BOOKS INC.	ADULT AV	41.60
65641 PENGUIN RANDOM HOUSE LLC	ADULT AV	<u>75.00</u>
4806 LIBRARY ADULT SERVICES Total		19,343.77
4820 LIBRARY CIRCULATION		
52610 UNIQUE MANAGEMENT SERVICES	COLLECTION CHARGES	134.25
57515 DES PLAINES PUBLIC LIBRARY	ILL LOST BOOK 31468007528005	<u>24.95</u>
4820 LIBRARY CIRCULATION Total		159.20
4825 LIBRARY NEIGHBORHOOD SERVICES		
62375 ESSKAY DEVELOPMENT LLC	*JANUARY 2017 RENT	3,609.68
64015 NICOR	NATURAL GAS	183.96
65100 NILES PUBLIC LIBRARY DISTRICT	ILL LOST BOOK 31491011874751	11.50
65630 BAKER & TAYLOR	ADULT PRINT	138.72
65630 BAKER & TAYLOR	JUV PRINT	1,880.43
65641 MIDWEST TAPE	ADULT AV	39.99
65641 MIDWEST TAPE	AUDIO VISUAL	216.94
65641 MIDWEST TAPE	JUV AV	<u>43.99</u>
4825 LIBRARY NEIGHBORHOOD SERVICES Total		6,125.21
4835 LIBRARY TECHNICAL SERVICES		
62341 SPRINT	PC EQUIPMENT	1,199.37
62341 VERIZON WIRELESS	WIRELESS/INTERNET AND CELLPHONES	190.11
62341 COOPERATIVE COMPUTER SERVICES	2016 PURCHASE OF LIBRARY AUTOMATION SERVICES	<u>8,152.00</u>
4835 LIBRARY TECHNICAL SERVICES Total		9,541.48
4840 LIBRARY MAINTENANCE		
61626 VERIZON WIRELESS	WIRELESS/INTERNET AND CELLPHONES	308.90
62225 UNITED STATES FIRE PROTECTION	ANNUAL INSPECTION	1,015.00
62225 CHICAGO SPRINKLER COMPANY	SPRINKLER SERVICE	169.00
62225 TOTAL BUILDING SERVICES	JANITORIAL SERVICES	7,160.00
62225 CINTAS CORPORATION #769	MAT SERVICE	524.07
62225 CONQUEST PEST SOLUTIONS	PEST CONTROL	145.00
62225 CONQUEST PEST SOLUTIONS	PEST SOLUTION	395.00
64505 CALL ONE	COMMUNICATION CHARGES	<u>240.28</u>
4840 LIBRARY MAINTENANCE Total		9,957.25

CITY OF EVANSTON
LIBRARY BILLS LIST
PERIOD ENDING 01.10.2017 FY 2016

4845 LIBRARY ADMINISTRATION		
62185 KLING, MARY	*VOLUNTEER MANAGEMENT FEE	1,750.00
62185 GLANTZ, INC	LIBRARY WEBSITE REDESIGN	14,898.75
62185 IRIS B. BRANDING & COMMUNICATIONS	PRINTING AND GRAPHIC DESIGNER FEE	782.00
62205 EVANSTON ROUNDTABLE LLC	FUND FOR EXCELLENCE AD	351.00
62380 XEROX CORP.	COPYING SERVICE	185.59
65095 AMAZON / GE CAPITAL RETAIL BANK	BOOKS, OFFICE SUPPLIES AND MATERIALS	4.99
65095 ON TRACK FULFILLMENT INC.	FUND FOR EXCELLENCE MAILING	<u>3,822.86</u>
4845 LIBRARY ADMINISTRATION Total		21,795.19
4850 LIBRARY GRANTS		
62225 SIEMENS INDUSTRY, INC.	SERVICE MAINTENANCE	45.00
62225 POSITIVE CONNECTIONS, INC.	KTOUR	196.24
65100 AMAZON / GE CAPITAL RETAIL BANK	BOOKS, OFFICE SUPPLIES AND MATERIALS	24.73
65630 BAKER & TAYLOR	HOME DAY CARE GRANT	4.76
65630 SCHOLASTIC INC.	KINDERGARTEN TOUR BOOKS	396.00
65630 ADVANCED EDUCATIONAL PRODUCTS, INC.	COMMUNITY BOOK READ	<u>213.84</u>
4850 LIBRARY GRANTS Total		880.57
185 LIBRARY FUND Total		<u>76,980.20</u>
Grand Total		<u><u>76,980.20</u></u>

CITY OF EVANSTON
 LIBRARY BILLS LIST
 PERIOD ENDING 01.10.2017 FY 2016

ACCOUNT NUMBER	SUPPLIER NAME	DESCRIPTION	AMOUNT
SUPPLEMENTAL BILLS LIST ATTACHMENT			
	VARIOUS TWIN EAGLE	NATURAL GAS -NOVEMBER, 2016	12,132.79
			<u>12,132.79</u>
		GRAND TOTAL	<u><u>89,112.99</u></u>

Prepared by _____ Date _____
 Accounts Payable Coordinator

Approved by _____ Date _____
 Library Administrative Services Manager

Approved by _____ Date _____
 Library Director

Approved by _____ Date _____
 Library Board Treasurer



Memorandum

To: Evanston Public Library Board of Trustees
From: Karen Danczak Lyons, Library Director
Subject: Administrative Services Update
Date: January 12, 2017

This memo provides an update on significant administrative activities.

Human Resources

Jose Cruz will begin on January 30th as the full-time Latino Engagement Librarian.

On Monday, January 9th, we posted 3 Library positions:

1. Part-time (20 hours per week) Library Assistant in Youth Services
2. Part-time (20 hours per week) Library Clerk in Circulation
3. Part-time (15 hours per week) Shelver in Circulation

Financial Resources

The Library Fund financial report for the period ending December 31th is attached.

A summary of the Endowment portfolio as of December 31st is attached.

Facilities Management

Phase 2 of the underground parking garage renovation will go out for public bid on Thursday, January 12, 2017. Phase 2 includes removal of a wire cage wall and replacing it with a cement block wall. This new wall will separate Library storage from garage air circulation and will greatly reduce the grime that accumulates on stored items. The garage floor, pay station vestibule, and stairwell will receive a polyurethane traffic coating, new space striping, and new concrete parking stops will also be installed. Finally, the interior garage walls will receive a new paint job. This project is funded by the COE parking fund and project managed by EPL.

Agenda Item 6.A

Staff recently received a proposal for construction document development, production of job bid documents, and the performance of construction administration (CA) for phases 4 – 6 of the Main Library renovation from Wight Lohan Construction Company. This proposal will be evaluated by staff and then presented to the Facilities Committee and Library Board.

Bid documents for the Main Library exterior weatherproofing, and North Branch renovations are currently under development. Both projects will go out for public bid in February, 2017.

Library maintenance staff is busy clearing out storage/staging areas in order to accommodate future moves.



Budget Performance Report

Fiscal Year to Date 12/31/16

Include Rollup Account and Rollup to Object Account

Account	Account Description	Adopted Budget	Budget Amendments	Amended Budget	Current Month Transactions	YTD Encumbrances	YTD Transactions	Budget - YTD Transactions	% Used/ Rec'd	Prior Year Total
Fund 185 - LIBRARY FUND										
REVENUE										
Department 48 - LIBRARY										
Business Unit 4820 - LIBRARY CIRCULATION										
52610	LIBRARY FINES & FEES	160,000.00	.00	160,000.00	(134.25)	.00	129,416.50	30,583.50	81	129,808.16
57515	LIBRARY MATERIAL REPLACEMENT CHARGES	12,000.00	.00	12,000.00	(65.40)	.00	10,625.94	1,374.06	89	11,225.58
Business Unit 4820 - LIBRARY CIRCULATION Totals		\$172,000.00	\$0.00	\$172,000.00	(\$199.65)	\$0.00	\$140,042.44	\$31,957.56	81%	\$141,033.74
Business Unit 4840 - LIBRARY MAINTENANCE										
57515	LIBRARY MATERIAL REPLACEMENT CHARGES	.00	.00	.00	.00	.00	.00	.00	+++	34.00
Business Unit 4840 - LIBRARY MAINTENANCE Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$34.00
Business Unit 4845 - LIBRARY ADMINISTRATION										
51015	PROPERTY TAXES	6,054,180.00	.00	6,054,180.00	34,402.52	.00	6,090,597.50	(36,417.50)	101	5,834,746.12
51025	PRIOR YEAR'S TAXES	50,000.00	.00	50,000.00	.00	.00	45,650.50	4,349.50	91	82,106.25
51605	PERSONAL PROPERTY REPLACEMENT TAX	.00	.00	.00	.00	.00	.00	.00	+++	46,059.30
51616	PERS PROP REPL TAX LIBRARY	50,200.00	.00	50,200.00	.00	.00	.00	50,200.00	0	.00
55245	LIBRARY STATE PER CAPITA GRANT	94,177.00	.00	94,177.00	.00	.00	57,417.53	36,759.47	61	93,107.50
56011	DONATIONS	87,500.00	.00	87,500.00	.00	.00	58,150.16	29,349.84	66	.00
56045	MISCELLANEOUS REVENUE	.00	.00	.00	.00	.00	.00	.00	+++	185.25
56140	FEES AND MERCHANDISE SALE	.00	.00	.00	(109.00)	.00	(28.96)	28.96	+++	101.21
56501	INVESTMENT INCOME	2,000.00	.00	2,000.00	313.93	.00	4,717.24	(2,717.24)	236	2,683.47
57002	TRANSFER FROM ENDOWMENT	185,800.00	.00	185,800.00	.00	.00	235,800.00	(50,000.00)	127	171,000.00
57526	LIBRARY BOOK SALE	63,000.00	.00	63,000.00	.00	.00	47,674.94	15,325.06	76	65,334.39
57527	LIBRARY FUND FOR EXCELLENCE	185,000.00	.00	185,000.00	.00	.00	30,525.42	154,474.58	17	187,017.13
57535	LIBRARY COPY MACH. CHG	15,500.00	.00	15,500.00	.00	.00	14,424.98	1,075.02	93	16,653.08
57540	LIBRARY MEETING RM RENTAL	12,500.00	.00	12,500.00	.00	.00	9,366.46	3,133.54	75	10,960.00
57545	NORTH BRANCH RENTAL INCOME	25,300.00	.00	25,300.00	.00	.00	18,259.64	7,040.36	72	24,699.97
57551	LIBRARY GRANTS	20,000.00	.00	20,000.00	.00	.00	1,500.00	18,500.00	8	.00
Business Unit 4845 - LIBRARY ADMINISTRATION Totals		\$6,845,157.00	\$0.00	\$6,845,157.00	\$34,607.45	\$0.00	\$6,614,055.41	\$231,101.59	97%	\$6,534,653.67
Business Unit 4850 - LIBRARY GRANTS										
55146	STATE, COUNTY AND OTHER GRANTS	.00	.00	.00	.00	.00	.00	.00	+++	88,175.12
55201	Federal Grants	.00	.00	.00	.00	.00	10,500.00	(10,500.00)	+++	.00
57551	LIBRARY GRANTS	.00	.00	.00	.00	.00	12,750.00	(12,750.00)	+++	.00
Business Unit 4850 - LIBRARY GRANTS Totals		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,250.00	(\$23,250.00)	+++	\$88,175.12
Department 48 - LIBRARY Totals		\$7,017,157.00	\$0.00	\$7,017,157.00	\$34,407.80	\$0.00	\$6,777,347.85	\$239,809.15	97%	\$6,763,896.53
REVENUE TOTALS		\$7,017,157.00	\$0.00	\$7,017,157.00	\$34,407.80	\$0.00	\$6,777,347.85	\$239,809.15	97%	\$6,763,896.53

EXPENSE

Department **48 - LIBRARY**



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Business Unit **4805 - LIBRARY YOUTH SERVICES**

61010	REGULAR PAY	465,530.00	.00	465,530.00	49,808.71	.00	429,664.59	35,865.41	92	115,590.33
61012	LIBRARY SUBSTITUES	6,500.00	.00	6,500.00	.00	.00	.00	6,500.00	0	.00
61050	PERMANENT PART-TIME	190,336.00	.00	190,336.00	21,775.66	.00	185,145.27	5,190.73	97	211,274.60
61055	TEMPORARY EMPLOYEES	16,400.00	.00	16,400.00	.00	.00	.00	16,400.00	0	.00
61060	SEASONAL EMPLOYEES	.00	.00	.00	140.37	.00	9,158.22	(9,158.22)	+++	1,350.00
61110	OVERTIME PAY	.00	.00	.00	.00	.00	407.68	(407.68)	+++	.00
61415	TERMINATION PAYOUTS	15,900.00	.00	15,900.00	.00	.00	859.10	15,040.90	5	.00
61420	ANNUAL SICK LEAVE PAYOUT	.00	.00	.00	.00	.00	2,010.83	(2,010.83)	+++	.00
61510	HEALTH INSURANCE	98,293.00	.00	98,293.00	5,961.36	.00	70,304.39	27,988.61	72	66,145.55
61615	LIFE INSURANCE	78.00	.00	78.00	1.59	.00	18.55	59.45	24	12.32
61710	IMRF	67,298.00	.00	67,298.00	7,206.77	.00	62,392.64	4,905.36	93	59,882.25
61725	SOCIAL SECURITY	39,903.00	.00	39,903.00	4,340.54	.00	38,130.15	1,772.85	96	36,639.81
61730	MEDICARE	9,333.00	.00	9,333.00	1,015.09	.00	8,917.52	415.48	96	8,569.07
62185	CONSULTING SERVICES	14,300.00	.00	14,300.00	.00	.00	.00	14,300.00	0	.00
62272	OTHER PROFESSIONAL SERVICES	.00	.00	.00	.00	.00	.00	.00	+++	(1,164.79)
62295	TRAINING & TRAVEL	.00	.00	.00	.00	.00	15.00	(15.00)	+++	.00
62341	INTERNET SOLUTION PROVIDERS	.00	.00	.00	.00	3,842.00	785.37	(4,627.37)	+++	4,023.99
62506	WORK- STUDY	900.00	.00	900.00	.00	.00	393.21	506.79	44	592.89
65100	LIBRARY SUPPLIES	48,615.00	.00	48,615.00	4,377.49	3,433.93	38,372.71	6,808.36	86	14,791.02
65503	FURNITURE / FIXTURES / EQUIPMENT	15,600.00	.00	15,600.00	.00	.00	.00	15,600.00	0	5,725.29
65555	PERSONAL COMPUTER EQUIPMENT	3,600.00	.00	3,600.00	.00	.00	.00	3,600.00	0	.00
65630	LIBRARY BOOKS	157,000.00	.00	157,000.00	16,236.58	.00	141,552.58	15,447.42	90	132,217.99
65635	PERIODICALS	500.00	.00	500.00	.00	.00	.00	500.00	0	1,064.07
65641	AUDIO VISUAL COLLECTIONS	33,200.00	.00	33,200.00	2,214.08	.00	29,744.15	3,455.85	90	28,490.69
66025	TRANSFER TO DEBT SERVICE - ERI	15,179.00	.00	15,179.00	1,264.92	.00	15,179.04	(.04)	100	14,643.96
Business Unit 4805 - LIBRARY YOUTH SERVICES Totals		\$1,198,465.00	\$0.00	\$1,198,465.00	\$114,343.16	\$7,275.93	\$1,033,051.00	\$158,138.07	87%	\$699,849.04

Business Unit **4806 - LIBRARY ADULT SERVICES**

61010	REGULAR PAY	547,981.00	.00	547,981.00	61,926.39	.00	524,086.25	23,894.75	96	548,850.42
61012	LIBRARY SUBSTITUES	4,000.00	.00	4,000.00	.00	.00	.00	4,000.00	0	.00
61050	PERMANENT PART-TIME	214,938.00	.00	214,938.00	25,758.05	.00	209,381.85	5,556.15	97	209,295.48
61060	SEASONAL EMPLOYEES	.00	.00	.00	1,937.44	.00	22,563.90	(22,563.90)	+++	.00
61415	TERMINATION PAYOUTS	10,400.00	.00	10,400.00	.00	.00	23,286.31	(12,886.31)	224	5,184.02
61420	ANNUAL SICK LEAVE PAYOUT	.00	.00	.00	.00	.00	4,382.89	(4,382.89)	+++	3,368.48
61430	VACATION PAYOUTS (PREVIOUSLY OTHER PAYOUTS)	.00	.00	.00	.00	.00	2,311.51	(2,311.51)	+++	.00
61510	HEALTH INSURANCE	84,225.00	.00	84,225.00	5,829.52	.00	59,885.83	24,339.17	71	63,320.36
61615	LIFE INSURANCE	46.00	.00	46.00	3.13	.00	33.38	12.62	73	37.30
61710	IMRF	72,503.00	.00	72,503.00	8,347.13	.00	71,503.26	999.74	99	73,771.61
61725	SOCIAL SECURITY	47,412.00	.00	47,412.00	5,503.08	.00	48,210.52	(798.52)	102	46,941.33
61730	MEDICARE	11,088.00	.00	11,088.00	1,287.04	.00	11,275.11	(187.11)	102	10,978.18



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62340	COMPTER LICENSE & SUPP	.00	.00	.00	4,108.40	.00	31,183.86	(31,183.86)	+++	2,229.72
62341	INTERNET SOLUTION PROVIDERS	169,400.00	.00	169,400.00	2,582.50	39,207.02	140,380.90	(10,187.92)	106	133,407.36
62506	WORK- STUDY	900.00	.00	900.00	.00	.00	136.13	763.87	15	371.25
65100	LIBRARY SUPPLIES	23,300.00	.00	23,300.00	657.93	1,154.73	18,832.33	3,312.94	86	7,090.35
65503	FURNITURE / FIXTURES / EQUIPMENT	1,200.00	.00	1,200.00	.00	.00	.00	1,200.00	0	.00
65630	LIBRARY BOOKS	306,900.00	.00	306,900.00	24,840.65	.00	259,473.01	47,426.99	85	258,885.23
65635	PERIODICALS	15,700.00	.00	15,700.00	451.39	.00	26,688.15	(10,988.15)	170	20,321.74
65641	AUDIO VISUAL COLLECTIONS	91,400.00	.00	91,400.00	9,228.56	.00	65,209.89	26,190.11	71	68,703.71
66025	TRANSFER TO DEBT SERVICE - ERI	20,725.00	.00	20,725.00	1,727.08	.00	20,724.96	.04	100	19,995.00
66059	HEALTH INSURANCE OPT OUT EXPENSE	.00	.00	.00	300.00	.00	1,500.00	(1,500.00)	+++	.00
Business Unit 4806 - LIBRARY ADULT SERVICES Totals		\$1,622,118.00	\$0.00	\$1,622,118.00	\$154,488.29	\$40,361.75	\$1,541,050.04	\$40,706.21	97%	\$1,472,751.54
Business Unit 4820 - LIBRARY CIRCULATION										
61010	REGULAR PAY	191,228.00	.00	191,228.00	21,600.95	.00	213,546.91	(22,318.91)	112	196,030.02
61012	LIBRARY SUBSTITUES	3,200.00	.00	3,200.00	.00	.00	.00	3,200.00	0	.00
61050	PERMANENT PART-TIME	306,273.00	.00	306,273.00	35,893.07	.00	288,789.71	17,483.29	94	268,988.75
61060	SEASONAL EMPLOYEES	.00	.00	.00	.00	.00	7,774.08	(7,774.08)	+++	362.05
61415	TERMINATION PAYOUTS	.00	.00	.00	.00	.00	525.05	(525.05)	+++	10,900.51
61430	VACATION PAYOUTS (PREVIOUSLY OTHER PAYOUTS)	.00	.00	.00	427.35	.00	1,638.17	(1,638.17)	+++	.00
61510	HEALTH INSURANCE	42,818.00	.00	42,818.00	2,719.38	.00	32,642.53	10,175.47	76	31,155.12
61615	LIFE INSURANCE	67.00	.00	67.00	.53	.00	6.36	60.64	9	.53
61710	IMRF	45,206.00	.00	45,206.00	4,473.90	.00	39,234.21	5,971.79	87	36,570.31
61725	SOCIAL SECURITY	30,665.00	.00	30,665.00	3,560.57	.00	30,522.57	142.43	100	29,301.80
61730	MEDICARE	7,172.00	.00	7,172.00	832.75	.00	7,138.35	33.65	100	6,852.91
62506	WORK- STUDY	5,400.00	.00	5,400.00	.00	.00	1,687.52	3,712.48	31	3,219.79
65100	LIBRARY SUPPLIES	2,410.00	.00	2,410.00	25.34	855.68	7,662.87	(6,108.55)	353	7,970.55
65503	FURNITURE / FIXTURES / EQUIPMENT	7,600.00	.00	7,600.00	.00	.00	.00	7,600.00	0	.00
66025	TRANSFER TO DEBT SERVICE - ERI	13,370.00	.00	13,370.00	1,114.17	.00	13,370.04	(.04)	100	12,899.04
66059	HEALTH INSURANCE OPT OUT EXPENSE	.00	.00	.00	150.00	.00	750.00	(750.00)	+++	.00
Business Unit 4820 - LIBRARY CIRCULATION Totals		\$655,409.00	\$0.00	\$655,409.00	\$70,798.01	\$855.68	\$645,288.37	\$9,264.95	99%	\$604,251.38
Business Unit 4825 - LIBRARY NEIGHBORHOOD SERVICES										
61010	REGULAR PAY	80,265.00	.00	80,265.00	12,618.38	.00	123,811.75	(43,546.75)	154	119,479.18
61012	LIBRARY SUBSTITUES	2,000.00	.00	2,000.00	.00	.00	.00	2,000.00	0	.00
61050	PERMANENT PART-TIME	191,323.00	.00	191,323.00	20,337.80	.00	152,221.09	39,101.91	80	158,079.01
61060	SEASONAL EMPLOYEES	.00	.00	.00	.00	.00	2,597.87	(2,597.87)	+++	.00
61415	TERMINATION PAYOUTS	14,200.00	.00	14,200.00	.00	.00	167.19	14,032.81	1	1,981.95
61420	ANNUAL SICK LEAVE PAYOUT	.00	.00	.00	.00	.00	1,351.87	(1,351.87)	+++	1,454.63
61510	HEALTH INSURANCE	21,085.00	.00	21,085.00	2,090.68	.00	25,232.31	(4,147.31)	120	25,039.78
61615	LIFE INSURANCE	6.00	.00	6.00	.05	.00	1.07	4.93	18	1.94
61710	IMRF	25,933.00	.00	25,933.00	3,099.19	.00	26,152.79	(219.79)	101	26,144.26
61725	SOCIAL SECURITY	16,800.00	.00	16,800.00	2,008.13	.00	17,051.42	(251.42)	101	17,119.17



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61730	MEDICARE	3,929.00	.00	3,929.00	469.66	.00	3,987.73	(58.73)	101	4,003.55
62225	BLDG MAINTENANCE SERVICES	10,500.00	.00	10,500.00	.00	.00	5,805.00	4,695.00	55	10,143.85
62341	INTERNET SOLUTION PROVIDERS	3,000.00	.00	3,000.00	546.22	.00	3,394.21	(394.21)	113	3,819.49
62375	RENTALS	44,460.00	.00	44,460.00	3,609.68	.00	43,712.37	747.63	98	41,523.97
64015	NATURAL GAS	2,900.00	.00	2,900.00	183.96	.00	1,972.43	927.57	68	2,859.09
65040	JANITORIAL SUPPLIES	.00	.00	.00	.00	.00	16.98	(16.98)	+++	.00
65050	BLDG MAINTENANCE MATERIAL	.00	.00	.00	.00	.00	.00	.00	+++	20.76
65100	LIBRARY SUPPLIES	5,400.00	.00	5,400.00	454.48	.00	2,750.74	2,649.26	51	804.85
65503	FURNITURE / FIXTURES / EQUIPMENT	900.00	.00	900.00	.00	.00	.00	900.00	0	896.00
65630	LIBRARY BOOKS	29,900.00	.00	29,900.00	3,755.10	.00	19,002.30	10,897.70	64	21,701.55
65635	PERIODICALS	1,500.00	.00	1,500.00	199.76	.00	1,842.09	(342.09)	123	1,657.99
65641	AUDIO VISUAL COLLECTIONS	2,200.00	.00	2,200.00	1,546.51	.00	3,112.14	(912.14)	141	1,886.14
66025	TRANSFER TO DEBT SERVICE - ERI	3,093.00	.00	3,093.00	257.75	.00	3,093.00	.00	100	2,984.04
Business Unit 4825 - LIBRARY NEIGHBORHOOD SERVICES		\$459,394.00	\$0.00	\$459,394.00	\$51,177.35	\$0.00	\$437,276.35	\$22,117.65	95%	\$441,601.20
Business Unit 4835 - LIBRARY TECHNICAL SERVICES										
61010	REGULAR PAY	275,578.00	.00	275,578.00	32,265.32	.00	277,618.68	(2,040.68)	101	225,663.79
61050	PERMANENT PART-TIME	89,531.00	.00	89,531.00	8,668.29	.00	73,006.29	16,524.71	82	113,354.37
61415	TERMINATION PAYOUTS	3,900.00	.00	3,900.00	.00	.00	1,628.54	2,271.46	42	3,518.31
61510	HEALTH INSURANCE	36,126.00	.00	36,126.00	2,818.71	.00	35,523.06	602.94	98	32,164.52
61615	LIFE INSURANCE	86.00	.00	86.00	.53	.00	6.36	79.64	7	6.25
61710	IMRF	38,968.00	.00	38,968.00	4,271.83	.00	36,328.32	2,639.68	93	35,569.81
61725	SOCIAL SECURITY	22,411.00	.00	22,411.00	2,524.12	.00	21,680.91	730.09	97	21,155.88
61730	MEDICARE	5,241.00	.00	5,241.00	590.30	.00	5,070.54	170.46	97	4,947.76
62340	COMPTER LICENSE & SUPP	36,970.00	.00	36,970.00	351.00	.00	21,544.57	15,425.43	58	4,325.01
62341	INTERNET SOLUTION PROVIDERS	113,700.00	.00	113,700.00	9,640.48	8,348.37	137,577.36	(32,225.73)	128	110,345.27
65100	LIBRARY SUPPLIES	13,000.00	.00	13,000.00	.00	.00	6,447.89	6,552.11	50	6,236.09
65555	PERSONAL COMPUTER EQUIPMENT	49,220.00	.00	49,220.00	.00	.00	10,417.09	38,802.91	21	16,602.99
66025	TRANSFER TO DEBT SERVICE - ERI	8,621.00	.00	8,621.00	718.42	.00	8,621.04	(.04)	100	8,318.04
66059	HEALTH INSURANCE OPT OUT EXPENSE	.00	.00	.00	300.00	.00	1,500.00	(1,500.00)	+++	.00
Business Unit 4835 - LIBRARY TECHNICAL SERVICES Totals		\$693,352.00	\$0.00	\$693,352.00	\$62,149.00	\$8,348.37	\$636,970.65	\$48,032.98	93%	\$582,208.09
Business Unit 4840 - LIBRARY MAINTENANCE										
61010	REGULAR PAY	252,645.00	.00	252,645.00	25,221.70	.00	188,117.38	64,527.62	74	229,035.95
61050	PERMANENT PART-TIME	98,178.00	.00	98,178.00	12,062.63	.00	147,104.51	(48,926.51)	150	91,409.86
61110	OVERTIME PAY	9,300.00	.00	9,300.00	1,465.99	.00	15,265.13	(5,965.13)	164	9,421.09
61415	TERMINATION PAYOUTS	8,200.00	.00	8,200.00	.00	.00	101.91	8,098.09	1	.00
61420	ANNUAL SICK LEAVE PAYOUT	.00	.00	.00	.00	.00	987.15	(987.15)	+++	805.60
61510	HEALTH INSURANCE	71,397.00	.00	71,397.00	5,242.63	.00	60,240.90	11,156.10	84	57,120.17
61615	LIFE INSURANCE	82.00	.00	82.00	.00	.00	.00	82.00	0	.00
61626	CELL PHONE ALLOWANCE	1,200.00	.00	1,200.00	408.90	.00	2,732.88	(1,532.88)	228	2,552.03
61630	SHOE ALLOWANCE	620.00	.00	620.00	.00	.00	620.00	.00	100	620.00



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61710	IMRF	37,615.00	.00	37,615.00	4,014.52	.00	36,423.28	1,191.72	97	34,878.24
61725	SOCIAL SECURITY	21,213.00	.00	21,213.00	2,366.63	.00	21,429.27	(216.27)	101	20,133.84
61730	MEDICARE	4,961.00	.00	4,961.00	553.48	.00	5,011.70	(50.70)	101	4,708.70
62225	BLDG MAINTENANCE SERVICES	219,757.00	.00	219,757.00	10,095.71	36,210.00	196,605.39	(13,058.39)	106	211,056.92
62235	OFFICE EQUIPMENT MAINT	12,000.00	.00	12,000.00	.00	.00	6,741.24	5,258.76	56	11,718.03
62240	AUTOMOTIVE EQMP MAINT	.00	.00	.00	.00	.00	14.85	(14.85)	+++	.00
62245	OTHER EQMT MAINTENANCE	1,300.00	.00	1,300.00	.00	.00	33.59	1,266.41	3	109.51
62305	RENTAL OF AUTO-FLEET MAINTENANCE	5,440.00	.00	5,440.00	453.33	.00	5,439.96	.04	100	2,500.08
62309	RENTAL OF AUTO REPLACEMENT	4,743.00	.00	4,743.00	395.25	.00	4,743.00	.00	100	1,700.04
62315	POSTAGE	.00	.00	.00	.00	.00	.00	.00	+++	4.32
62341	INTERNET SOLUTION PROVIDERS	2,160.00	.00	2,160.00	.00	.00	.00	2,160.00	0	.00
64015	NATURAL GAS	30,500.00	.00	30,500.00	2,223.82	.00	20,852.32	9,647.68	68	26,413.01
64505	TELECOMMUNICATIONS	.00	.00	.00	500.85	.00	3,197.00	(3,197.00)	+++	504.48
65040	JANITORIAL SUPPLIES	12,000.00	.00	12,000.00	.00	.00	12,141.34	(141.34)	101	10,897.02
65050	BLDG MAINTENANCE MATERIAL	32,000.00	.00	32,000.00	2,368.43	3,054.00	24,605.72	4,340.28	86	58,264.19
65100	LIBRARY SUPPLIES	.00	.00	.00	.00	.00	.00	.00	+++	(288.86)
65503	FURNITURE / FIXTURES / EQUIPMENT	7,500.00	.00	7,500.00	.00	.00	963.26	6,536.74	13	30,810.93
65504	LIBR GARAGE REHAB CONSTRUCTION DESIGN	.00	.00	.00	.00	.00	.00	.00	+++	75.49
66025	TRANSFER TO DEBT SERVICE - ERI	5,440.00	.00	5,440.00	453.33	.00	5,439.96	.04	100	5,247.96
Business Unit 4840 - LIBRARY MAINTENANCE Totals		\$838,251.00	\$0.00	\$838,251.00	\$67,827.20	\$39,264.00	\$758,811.74	\$40,175.26	95%	\$809,698.60
Business Unit 4845 - LIBRARY ADMINISTRATION										
61010	REGULAR PAY	550,338.00	.00	550,338.00	52,597.63	.00	574,396.06	(24,058.06)	104	876,532.14
61050	PERMANENT PART-TIME	88,265.00	.00	88,265.00	10,611.87	.00	86,271.89	1,993.11	98	64,639.50
61415	TERMINATION PAYOUTS	18,200.00	.00	18,200.00	10,489.35	.00	10,489.35	7,710.65	58	2,337.76
61420	ANNUAL SICK LEAVE PAYOUT	.00	.00	.00	.00	.00	1,836.93	(1,836.93)	+++	.00
61510	HEALTH INSURANCE	108,373.00	.00	108,373.00	8,119.10	.00	109,289.20	(916.20)	101	535,732.05
61615	LIFE INSURANCE	288.00	.00	288.00	.00	.00	.00	288.00	0	.00
61625	AUTO ALLOWANCE	7,200.00	.00	7,200.00	600.00	.00	7,200.00	.00	100	7,071.43
61626	CELL PHONE ALLOWANCE	1,200.00	.00	1,200.00	100.00	.00	1,200.00	.00	100	1,178.57
61710	IMRF	67,732.00	.00	67,732.00	7,635.20	.00	68,665.41	(933.41)	101	62,668.09
61725	SOCIAL SECURITY	39,158.00	.00	39,158.00	3,365.90	.00	37,815.33	1,342.67	97	34,147.13
61730	MEDICARE	9,157.00	.00	9,157.00	1,053.02	.00	9,416.72	(259.72)	103	8,538.81
62185	CONSULTING SERVICES	171,000.00	.00	171,000.00	18,505.75	58,347.72	134,888.22	(22,235.94)	113	26,157.92
62205	ADVERTISING	5,000.00	.00	5,000.00	1,925.37	.00	6,624.23	(1,624.23)	132	.00
62210	PRINTING	6,000.00	.00	6,000.00	820.97	4.49	7,737.37	(1,741.86)	129	2,919.32
62275	POSTAGE CHARGEBACKS	1,900.00	.00	1,900.00	.00	.00	1,554.24	345.76	82	2,624.46
62290	TUITION	5,000.00	.00	5,000.00	.00	.00	.00	5,000.00	0	.00
62295	TRAINING & TRAVEL	42,025.00	.00	42,025.00	638.01	.00	31,677.60	10,347.40	75	17,940.51
62315	POSTAGE	5,500.00	.00	5,500.00	801.40	.00	4,993.15	506.85	91	3,693.08
62360	MEMBERSHIP DUES	2,005.00	.00	2,005.00	.00	.00	5,021.14	(3,016.14)	250	1,017.00



Budget Performance Report

Fiscal Year to Date 12/31/16

Include Rollup Account and Rollup to Object Account

62380	COPY MACHINE CHARGES	12,881.00	.00	12,881.00	449.71	.00	2,111.33	10,769.67	16	12,267.96
62431	ARMORED CAR SERVICES	500.00	.00	500.00	.00	.00	.00	500.00	0	.00
62506	WORK- STUDY	1,000.00	.00	1,000.00	.00	.00	940.52	59.48	94	400.73
62705	BANK SERVICE CHARGES	4,000.00	.00	4,000.00	382.01	.00	5,500.03	(1,500.03)	138	5,700.69
64540	TELECOMMUNICATIONS - WIRELESS	2,000.00	.00	2,000.00	.00	.00	2,492.34	(492.34)	125	1,391.03
65050	BLDG MAINTENANCE MATERIAL	.00	.00	.00	75.00	.00	75.00	(75.00)	+++	.00
65095	OFFICE SUPPLIES	97,770.00	.00	97,770.00	4,790.09	257.30	63,243.61	34,269.09	65	48,305.97
65635	PERIODICALS	.00	.00	.00	298.14	.00	298.14	(298.14)	+++	.00
66025	TRANSFER TO DEBT SERVICE - ERI	13,661.00	.00	13,661.00	1,138.42	.00	13,661.04	(.04)	100	13,179.96
66148	TRSF OUT TO GEN FUND FROM LIBR	250,000.00	.00	250,000.00	20,833.33	.00	249,999.96	.04	100	249,999.96
Business Unit 4845 - LIBRARY ADMINISTRATION Totals		\$1,510,153.00	\$0.00	\$1,510,153.00	\$145,230.27	\$58,609.51	\$1,437,398.81	\$14,144.68	99%	\$1,978,444.07
Business Unit 4850 - LIBRARY GRANTS										
62185	CONSULTING SERVICES	10,000.00	.00	10,000.00	.00	.00	.00	10,000.00	0	1,200.00
62225	BLDG MAINTENANCE SERVICES	.00	.00	.00	241.24	.00	241.24	(241.24)	+++	1,640.00
62341	INTERNET SOLUTION PROVIDERS	.00	.00	.00	.00	.00	.00	.00	+++	250.60
65095	OFFICE SUPPLIES	.00	.00	.00	.00	.00	.00	.00	+++	2,277.49
65100	LIBRARY SUPPLIES	10,000.00	.00	10,000.00	55.47	.00	23,201.79	(13,201.79)	232	51,355.62
65630	LIBRARY BOOKS	.00	.00	.00	646.18	.00	1,228.56	(1,228.56)	+++	7,258.10
Business Unit 4850 - LIBRARY GRANTS Totals		\$20,000.00	\$0.00	\$20,000.00	\$942.89	\$0.00	\$24,671.59	(\$4,671.59)	123%	\$63,981.81
Business Unit 4870 - MAIN LIBRARY MECHANICAL										
62911	ESSENTIAL REPAIRS	.00	.00	.00	(22,076.90)	.00	(22,076.90)	22,076.90	+++	198,305.82
Business Unit 4870 - MAIN LIBRARY MECHANICAL		\$0.00	\$0.00	\$0.00	(\$22,076.90)	\$0.00	(\$22,076.90)	\$22,076.90	+++	\$198,305.82
Business Unit 4871 - NORTH BRANCH MECHANICAL										
62911	ESSENTIAL REPAIRS	.00	.00	.00	.00	.00	37,509.02	(37,509.02)	+++	13,920.51
Business Unit 4871 - NORTH BRANCH MECHANICAL		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,509.02	(\$37,509.02)	+++	\$13,920.51
Business Unit 4872 - MAIN LIBRARY WEATHERPROOFING										
62912	WEATHERPROOFING	.00	.00	.00	.00	.00	.00	.00	+++	14,550.00
Business Unit 4872 - MAIN LIBRARY WEATHERPROOFING		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$14,550.00
Business Unit 4874 - MAIN LIBRARY ELEVATOR										
63056	ELEVATOR REPAIR	.00	.00	.00	.00	.00	.00	.00	+++	49,894.22
Business Unit 4874 - MAIN LIBRARY ELEVATOR		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	+++	\$49,894.22
Department 48 - LIBRARY Totals		\$6,997,142.00	\$0.00	\$6,997,142.00	\$644,879.27	\$154,715.24	\$6,529,950.67	\$312,476.09	96%	\$6,929,456.28
EXPENSE TOTALS		\$6,997,142.00	\$0.00	\$6,997,142.00	\$644,879.27	\$154,715.24	\$6,529,950.67	\$312,476.09	96%	\$6,929,456.28
Fund 185 - LIBRARY FUND Totals										
REVENUE TOTALS		7,017,157.00	.00	7,017,157.00	34,407.80	.00	6,777,347.85	239,809.15	97%	6,763,896.53
EXPENSE TOTALS		6,997,142.00	.00	6,997,142.00	644,879.27	154,715.24	6,529,950.67	312,476.09	96%	6,929,456.28
Fund 185 - LIBRARY FUND Totals		\$20,015.00	\$0.00	\$20,015.00	(\$610,471.47)	(\$154,715.24)	\$247,397.18	(\$72,666.94)		(\$165,559.75)

Fund 186 - LIBRARY DEBT SERVICE FUND

REVENUE



Budget Performance Report

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Include Rollup Account and Rollup to Object Account

Department **48 - LIBRARY**

Business Unit **4861 - LIBRARY DEBT SERVICE ADMIN**

51015	PROPERTY TAXES	393,409.00	.00	393,409.00	.00	.00	364,827.06	28,581.94	93	601,811.42
56060	BOND PROCEEDS	.00	.00	.00	.00	.00	650,000.00	(650,000.00)	+++	.00
56061	BOND PREMIUM	.00	.00	.00	.00	.00	26,149.95	(26,149.95)	+++	.00
56501	INVESTMENT INCOME	.00	.00	.00	.00	.00	1.20	(1.20)	+++	.00
Business Unit 4861 - LIBRARY DEBT SERVICE ADMIN Totals		\$393,409.00	\$0.00	\$393,409.00	\$0.00	\$0.00	\$1,040,978.21	(\$647,569.21)	265%	\$601,811.42
Department 48 - LIBRARY Totals		\$393,409.00	\$0.00	\$393,409.00	\$0.00	\$0.00	\$1,040,978.21	(\$647,569.21)	265%	\$601,811.42
REVENUE TOTALS		\$393,409.00	\$0.00	\$393,409.00	\$0.00	\$0.00	\$1,040,978.21	(\$647,569.21)	265%	\$601,811.42

EXPENSE

Department **48 - LIBRARY**

Business Unit **4861 - LIBRARY DEBT SERVICE ADMIN**

62716	BOND ISSUANCE COSTS	.00	.00	.00	94.79	.00	11,865.11	(11,865.11)	+++	.00
68305	DEBT SERVICE- PRINCIPAL	330,955.00	.00	330,955.00	.00	.00	633,241.00	(302,286.00)	191	481,936.00
68315	DEBT SERVICE- INTEREST	62,454.00	.00	62,454.00	.00	.00	62,454.95	(.95)	100	80,803.60
Business Unit 4861 - LIBRARY DEBT SERVICE ADMIN Totals		\$393,409.00	\$0.00	\$393,409.00	\$94.79	\$0.00	\$707,561.06	(\$314,152.06)	180%	\$562,739.60
Business Unit 4870 - MAIN LIBRARY MECHANICAL										
62911	ESSENTIAL REPAIRS	.00	.00	.00	.00	.00	41,446.90	(41,446.90)	+++	.00
Business Unit 4870 - MAIN LIBRARY MECHANICAL		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$41,446.90	(\$41,446.90)	+++	\$0.00
Department 48 - LIBRARY Totals		\$393,409.00	\$0.00	\$393,409.00	\$94.79	\$0.00	\$749,007.96	(\$355,598.96)	190%	\$562,739.60
EXPENSE TOTALS		\$393,409.00	\$0.00	\$393,409.00	\$94.79	\$0.00	\$749,007.96	(\$355,598.96)	190%	\$562,739.60

Fund **186 - LIBRARY DEBT SERVICE FUND** Totals

REVENUE TOTALS	393,409.00	.00	393,409.00	.00	.00	1,040,978.21	(647,569.21)	265%	601,811.42
EXPENSE TOTALS	393,409.00	.00	393,409.00	94.79	.00	749,007.96	(355,598.96)	190%	562,739.60
Fund 186 - LIBRARY DEBT SERVICE FUND Totals	\$0.00	\$0.00	\$0.00	(\$94.79)	\$0.00	\$291,970.25	(\$291,970.25)		\$39,071.82

Grand Totals

REVENUE TOTALS	7,410,566.00	.00	7,410,566.00	34,407.80	.00	7,818,326.06	(407,760.06)	106%	7,365,707.95
EXPENSE TOTALS	7,390,551.00	.00	7,390,551.00	644,974.06	154,715.24	7,278,958.63	(43,122.87)	101%	7,492,195.88
Grand Totals	\$20,015.00	\$0.00	\$20,015.00	(\$610,566.26)	(\$154,715.24)	\$539,367.43	(\$364,637.19)		(\$126,487.93)

Endowment for the Evanston Public Library
Holdings as of December 30, 2016

	Symbol	Shares/Quantity	Price	Value as of 10/31/2016	% of portfolio	% of portfolio by asset class	
Vanguard S&P 500 Index Fund	VFIAX	6925.525	\$206.57	\$1,430,605.70	37.5%		
Vanguard Small-Cap Index Fund	VSMAX	3686.137	\$61.77	\$227,692.68	6.0%		
Vanguard REIT Index Fund	VGSLX	1738.458	\$116.87	\$203,173.59	5.3%		
Vanguard Total International Stock Index Fund	VTIAX	13656.293	\$24.63	\$336,354.50	8.8%		
Vanguard Emerging Markets Stock Index Fund	VEMAX	6451.933	\$29.78	\$192,138.56	5.0%	62.7%	
Vanguard Federal Money Market Fund	VMFXX	331195.680	\$1.00	\$331,195.68	8.7%	8.7%	
US Treasury TIPS Notes, maturing 1/25, 2.375%		100000.000	\$114.821	\$147,234.96	3.9%		
US Treasury TIPS Notes, maturing 1/26, 2.0%		100000.000	\$112.656	\$137,194.72	3.6%		
US Treasury TIPS Notes, maturing 2/40, 2.125%		100000.000	\$123.851	\$138,502.57	3.6%		
US Treasury TIPS Notes, maturing 2/42, 0.75%		150000.000	\$94.672	\$151,905.95	4.0%	15.1%	
Vanguard Short-Term Investment Grade Bond Fund	VFSUX	25993.225	\$10.63	\$276,307.98	7.2%		
Goldman Sachs Group	5/15/2017	4.358% YTM	45000.000	\$101.423	\$45,640.35	1.2%	
Merrill Lynch	8/28/2017	4.352% YTM	45000.000	\$103.067	\$46,380.15	1.2%	
JP Morgan Chase	1/15/2018	4.036% YTM	45000.000	\$104.313	\$46,940.85	1.2%	
HSBC Finance	2/15/2018	4.383% YTM	41000.000	\$103.362	\$42,378.42	1.1%	
General Electric Capital	4/15/2018	4.510% YTM	10000.000	\$105.911	\$10,591.10	0.3%	
Becton Dickinson	8/1/2019	3.122% YTM	43000.000	\$110.592	\$47,554.56	1.2%	13.5%
				\$3,811,792.32		100.0%	

Cash Equivalents	8.7%
US Treasury Inflation Protected Securities	15.1%
Corporate Bonds	13.5%
Domestic Equities	48.8%
International Equities	13.9%
	100.0%



EVANSTON PUBLIC LIBRARY 2016 DIGITAL LITERACY INITIATIVE

ABSTRACT

In 2016, the Evanston Public Library undertook a yearlong initiative to examine digital literacy in several dimensions. We reviewed our own computer skills programming and quantified our target market. We designed and conducted a survey to measure how our community uses the Internet and how confident Evanstonians are in their computer skills. Finally, we created a robust set of multi-year goals to inform us as we plan and execute a major renovation at the Main Library, and open a third branch in the next three years.

Jessica Jolly and Heather Norborg

Digital Literacy Initiative

Final Report

For public circulation

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Background

In November 2015, Jessica Jolly proposed a digital literacy initiative to Karen Danczak-Lyons and her leadership team. The initiative would include the following:

- Definition of digital literacy *in Evanston*
- Assessment of what the community would support politically and financially
- Identify related initiatives in Evanston and assess alignment opportunities
- A low, medium, and high risk strategy, with an accompanying exit plan
- Quantify start-up and ongoing costs for low, medium, high risk options
- Identify funding opportunities

The proposal was approved in January 2016 and work commenced. Heather Norborg was appointed the staff member to lead the initiative on behalf of the EPL staff. In addition, Karen Danczak-Lyons appointed the following staff members to the working committee:

- Connie Heneghan
- Renee Neumeier
- Jill Skwerski
- Lesley Williams

Jill Schacter and Wynn Shawver were identified as key stakeholders, and are engaged as needed and appropriate. The committee meets once a month; Heather and Jessica work “two-in-the-box”. Karen Danczak-Lyons is updated monthly.

The initiative will meet the identified 2016 objectives and some additional objectives that were not initially identified. The following report describes both the specified and additional accomplishments.

This report is divided into five parts.

- Background
- Processes and Parameters
- Answering Big Questions
- Dollars and Cents
- Looking Forward

The following documents are included as appendices:

- Appendix 1:
Detailed results of the digital literacy survey
- Appendix 2:
Detailed list of 2017 & 2018 goals
- Appendix 3:
Full results of class evaluations & statistics
- Appendix 4:
Copy of initial Digital Literacy proposal

I. A PIAAC

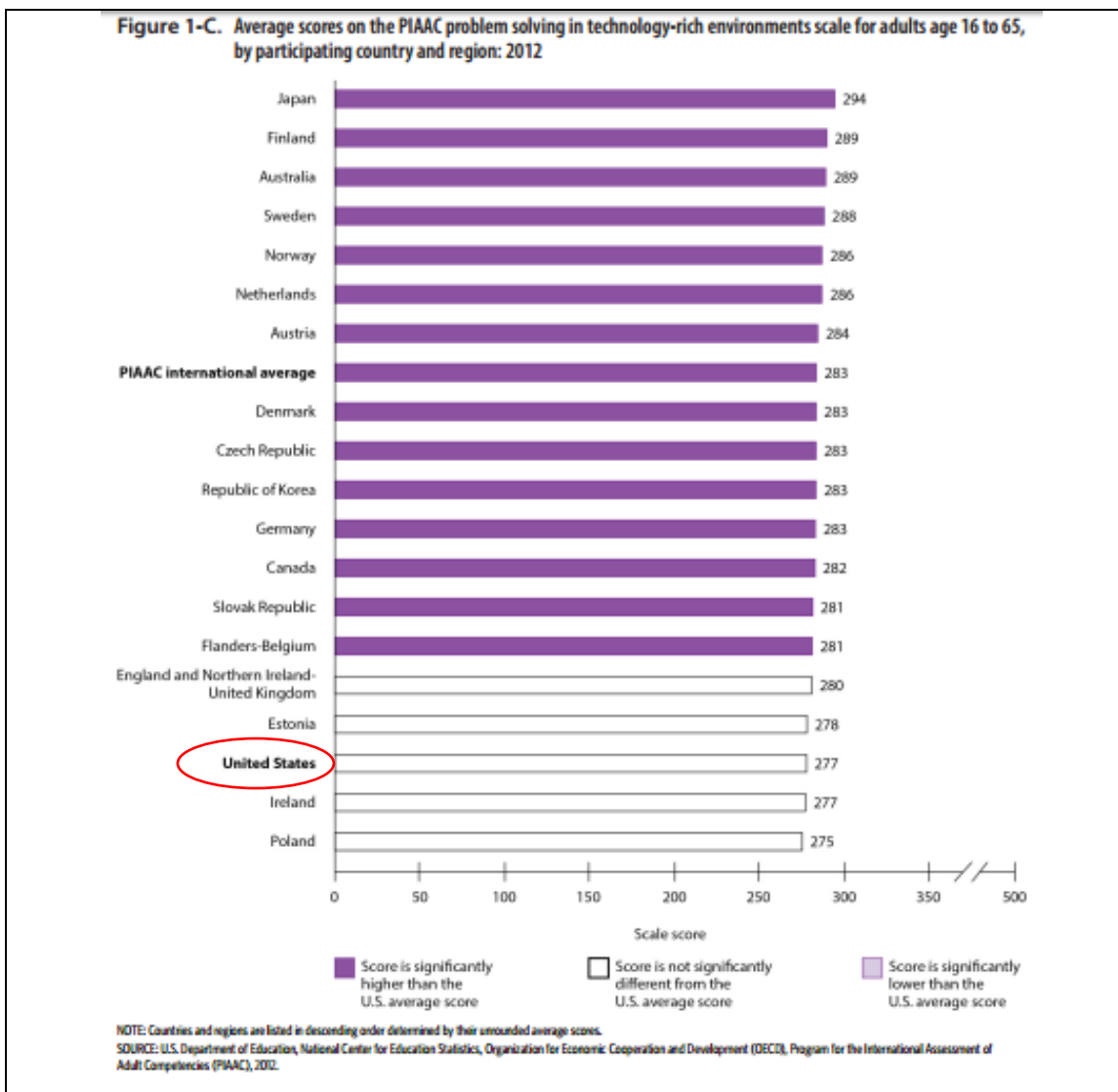
Throughout this report, the reader will see references to the Programme for the International Assessment of Adult Competencies (PIAAC). This is a survey run by the Organization of Economic Co-Operation and Development (OECD) that measures adults in over 20 developed countries on three scales: literacy, numeracy,

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and problem solving in a technology rich environment (PS-TRE). This report is a useful benchmark when evaluating digital literacy because, to date, it is the only assessment of its' kind. It assesses the United States (U.S) in the context of peer countries. More information can be obtained [here](#). Unfortunately, the U.S. scores poorly in PS-TRE as seen in the charts below. (Click on one of the charts to be taken directly to the source report.)



As can be seen in the chart of Problem Solving in a Technology Rich Environment scores above, the US scored 17 points *below* the top scoring country (Japan) and is only two points above the bottom of the scoring scale. .

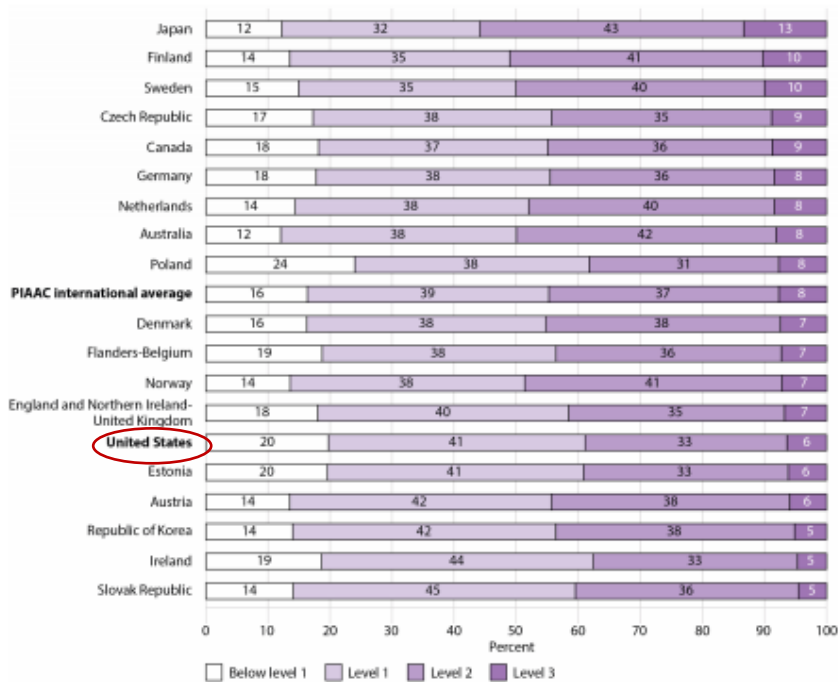
Source: [National Center for Education Statistics](#)

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Figure 2-C. Percentage of adults age 16 to 65 at each level of proficiency on the PIAAC problem solving in technology-rich environments scale, by participating country and region: 2012



NOTE: Countries and regions are listed in descending order according to the percent at proficiency Level 3. Percentages with the same numeric value are ranked based on greater decimal precision than is shown in the whole numbers displayed. Detail may not sum to totals because of rounding.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Organization for Economic Cooperation and Development (OECD), Program for the International Assessment of Adult Competencies (PIAAC), 2012.

61% of the U.S. falls at Level 1 or below in the Problem Solving in a Technology Rich Environment Skills, and only 6% scores at Level 3.

Source: [National Center for Education Statistics](https://nces.ed.gov/ipeds/datacenter/ipedsdatacenter/)

I. B Pew Research

In September 2016, the Pew Foundation produced a report that explores how Americans engage with their library. There were two findings directly relevant to this report, which are summarized in the two images below. These results confirm something we have known based on casual observation. Indeed, it is part of the reason this report was initiated. (Note that highlighted items are ours.)

Digital Literacy Initiative

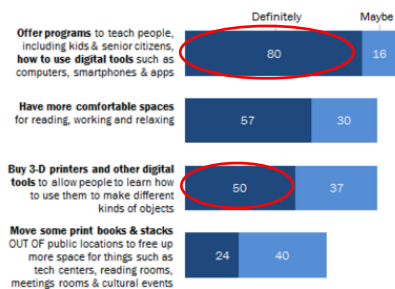
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Large majority says that libraries should have programs to teach digital skills; many hope they provide comfortable reading and working spaces

Large majority says that libraries should have programs to teach digital skills; many hope they provide comfortable reading and working spaces

% of U.S. adults ages 16 and older who say libraries should definitely or maybe ...



Source: Survey conducted March 7-April 4, 2016. "Libraries 2016"

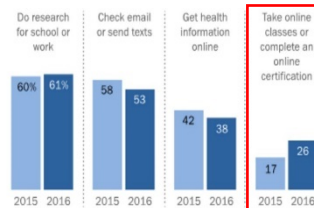
PEW RESEARCH CENTER

[To view the full report, click here.](#)

Doing research or checking email are the most frequent uses of library tech resources, but more people are using them to take classes online than last year

Doing research or checking email are the most frequent uses of library tech resources, but more people are using them to take classes online than last year

% of U.S. library computer users ages 16 and older who used library computers in past 12 months to ...



Note: 23% of adults ages 16 and older used library computers/internet connections in the past 12 months.

Source: Survey conducted March 7-April 4, 2016. "Libraries 2016"

PEW RESEARCH CENTER

[To view the full report, click here.](#)

Additionally, the Pew Research Foundation also conducted a survey re: readiness to learn using digital technology and methodology. Here are some of the conclusions most relevant to our Digital Literacy Initiative.

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Demographics: Five groups					
<i>% of U.S. adults</i>					
	Digitally Ready (17% of adults)	Cautious Clickers (31% of adults)	The Reluctant (33% of adults)	Traditional Learners (5% of adults)	The Unprepared (14% of adults)
Gender					
Male	49	50	53	43	42
Female	51	50	47	57	58
Parents of minor children					
Parents	37	30	26	30	25
Non-parents	63	70	74	70	75
Race/Ethnicity					
White	65	68	62	53	65
Black	12	11	12	17	10
Hispanic	13	9	20	21	18
Age					
18-29	25	28	20	14	8
30-49	48	38	28	33	24
50-64	20	22	27	36	33
65+	6	11	24	15	33
Household income					
Under \$30K	22	23	42	36	42
\$30K to \$50K	16	19	19	13	17
\$50 to \$75K	16	13	11	13	12
\$75K and over	38	37	17	27	16
Education					
High school grad or less	19	29	55	41	55
Some college	30	38	28	29	28
Bachelor's degree or more	51	33	16	30	16
Geography					
Rural	16	15	20	17	17
Urban	39	35	33	39	33
Suburban	45	50	47	44	50

Source: Survey conducted Oct. 13-Nov. 15, 2015.
"Digital Readiness Gaps"

PEW RESEARCH CENTER

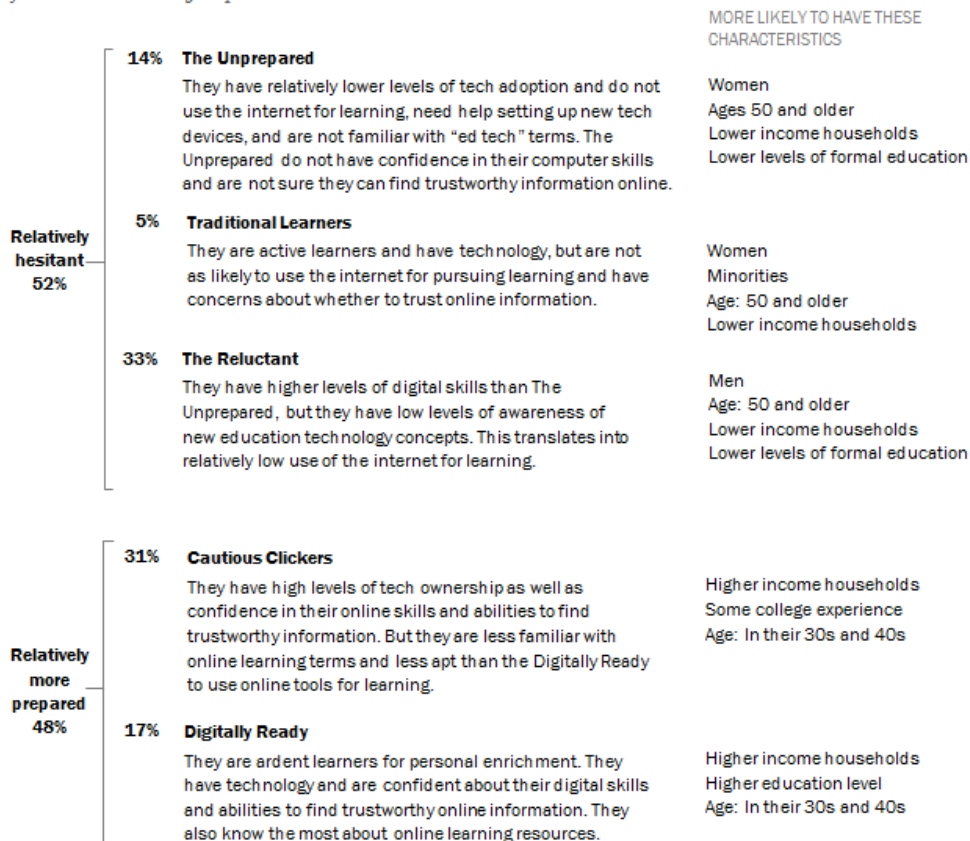
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Digital readiness: The five groups along a spectrum from least ready to most ready

% of U.S. adults in each group



Source: Survey conducted Oct. 13-Nov. 15, 2015.
"Digital Readiness Gaps"

PEW RESEARCH CENTER

The Pew report on Digital Readiness is well worth reading and can be found [here](#).

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II. Processes and Parameters

II. A Digital literacy in Evanston

We anticipated digital literacy in Evanston to be similar to the national profiles as identified in PIAAC and in the Pew research report on digital readiness. However, we conducted a survey to be able to assess our community's use of technology and mastery of associated skills in a more methodical way. The results are summarized in this report in Section III. A. 1 below. Our survey includes the following demographic data:

- Age range
- Education attained
- Ward
- The survey was available in both English and Spanish to include our growing Hispanic population in Evanston.

While this survey was not professionally designed, it enabled us to accurately describe what digital literacy looks like in Evanston. We hope to execute a professionally designed and executed survey in 2020.

II. B Target Market

The notion of a digital literacy initiative fits neatly into the EPL's longstanding mission statement, as summarized in this slide:

Why Digital Literacy?

“..... promote the development of independent, self-confident, and literate citizens.”

- Deliver *innovative programs* and displays that fulfill the Library's mission.
- Partner and engage citizens in specific communities in Evanston to identify demographics and service areas of specialization to focus on as centers of *learning, leisure, and literacy* throughout Evanston.
- Position the Library as a *public technology learning center* for all citizens of Evanston by providing hands-on sharing.
- Embed in that plan a *responsiveness to changing demographics and technology* that promotes open communication between the community and the library.

evanston public library 

“Both the original and the current strategic plan for the Evanston Public Library encompass the scope for a digital literacy initiative. Indeed, as indicated in the slide above, several of the platforms in the current plan specifically support such a program.”

—From November 2015 Digital Literacy proposal

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While there was no disagreement about the need to include a formal digital literacy component in EPL's programming, there *was* discussion by the committee about ways and means. Because resources (time and money) are (always) limited, the committee felt it was important to prioritize the needs of the most digitally disadvantaged patrons in our community, as defined by either lack of access to technology and/or lack of basic tech skills required to perform functions in a technologically rich environment. Further we agreed that 70% of available resources (time and money) would be allocated to programming designed around the needs of this group. We did not demographically delimit this group (for example by age, or income, or residency). In the future, we may want to further define our target market to refine our programming, but at this point it is not necessary. We now have a clear benchmark that we can use to prioritize resources.

II. C Support in the wider community

Digital literacy is much discussed topic right now. Because digital literacy has also become associated with economic opportunity, it rides the same wave that drives the discussions about economic development and empowerment. Therefore, it is hard to imagine anyone in Evanston arguing *against* digital literacy. Notwithstanding, intellectual support and financial commitment are two different things. During 2016, we have not needed to elicit any support from the community, other than participation in our survey. Using willingness to take the Digital Literacy Survey as an informal gauge, Evanston is very willing to support anything EPL does, digital literacy not excepted.

The cooperation we have received from and the partnership we have formed with both the Evanston school districts, 202 and 65, is indicative of the community's general support. As described in Section III. C below, we have collaborated in several new ways this year with Evanston Township High School, and are building new programs with District 65.

We hope to present the final version of this report to the City Council. This presentation will enable us to hear aldermanic views and questions. From this vantage, we will be able to assess the appetite and support for future partnership between the City and EPL to further our digital literacy efforts. These efforts would be included in a future plan.

II. D Alignment with other Evanston Initiatives

Evanston has numerous organizations and initiatives that support self-development and economic empowerment. We wanted to ensure that the Digital Literacy initiative did not replicate any work already being done nor hinder/interfere with any other efforts. Listed below are the organizations/initiatives that we have actively liased with to ensure alignment.

EPL Re-Design (EPL RD): EPL is undergoing a redesign of its' Main Library. We have designed and submitted a request for classroom space that would serve both teaching and general computer use. Additionally, the staffing plan and the equipment purchase plan included in this report reflect planning for the re-designed space.

EPL Technology Five Year Plan (EPL 5YR): EPL has a five-year technology plan that determines IT spending for both hardware and software. As part of developing this report, we ensured that we were not assuming funding for any equipment that was not already budgeted. Because of the tight budget, we will want to explore other funding options, although this presents its' own challenges. See Section II. E below.

Robert Crown (RC): One of the required outputs of our initiative this year was a clear view on the resources needed to ensure that the new library space at Robert Crown. We have outlined our results in Section V. B.

City 2016 Goals: The City's 2016 goals include one that focuses on economic development and one addressing Services for At-Risk families, both of which align with our Digital Literacy initiative. We have not yet engaged City

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leadership in our Digital Literacy initiative, but we are planning to do so once we have a final report. As mentioned above, digital literacy is usually coupled with economic opportunity and empowerment and is unlikely to conflict with any future goals the City identifies.

Evanston Community Foundation (ECF): ECF demonstrated support of the digital literacy initiative through a Responsive Grant in 2016. We have shared our findings from the pilot year and will continue to keep ECF informed and identify new opportunities for support from ECF.

Cradle-to-Career (C2C): We specifically reached out to C2C and agreed that our programs are well aligned. While our digital literacy initiative is focused primarily on adults, we will be collaborating with C2C on the 18-23 age group. Because the C2C is still working out their own framework and working practices, active collaboration is not yet appropriate. However, we do hope to see an active partnership develop in the next two years.

Youth Job Center (YJC): The YJC works within the C2C framework, and our area of work overlaps in the 18-23 age range. The YJC is revamping their delivery model, and we haven't yet identified the most effective linkage. However, as YJC continues to grow and evolve their programming, we will continue to explore all potential connections.

Evanston Township High School Chrome Camp (ETHS): We have collaborated with ETHS this year, as described [below](#).

II. E External Funding

To increase programming, EPL must identify, qualify and solicit additional funding opportunities.

II. F Best Practice and Best-In-Class

While we did not complete a formal benchmarking exercise this year, we did identify several characteristics of libraries that were providing outstanding services in the digital literacy arena.

- 1) They recognize the importance of digital literacy and have created programming to specifically address this topic.
- 2) They invest in technology so that they can provide it to patrons.
- 3) They recognize that access is key factor, and design programs that provide access options for those without.
- 4) They create ways for participants to track their progress in digital skills learning, and provide certification.

We are using the program called EDGE, which was created by a consortium of libraries to validate our current practices and identify new practices that we need to adopt. See Section III. E for more information on our participation in EDGE and our latest EDGE report.

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III. Answering Big Questions

III. A Accomplishments during 2016

By focusing on digital literacy in a purposeful way, we accomplished quite a bit this year. Some of these accomplishments relate directly to the objectives for this year, but some are outgrowths of discussion and other work that was completed.

- 1) Clear definition of our digital literacy goals and target audience. See Section II. B for more information.
- 2) ChromeCamp collaboration. See Section III. C. 1
- 3) Digital Literacy survey. See Section III. B.
- 4) Update of EDGE. See Section III. E.
- 5) Review of current computer book holdings
 - o Wrote computer material weeding guidelines
 - o Weeded 488 titles that were out of date
 - o Established new strategy for computer titles purchasing
 - Benchmarked with both midwestern and national library circulation statistics
 - Consistent with our 70% resources/time policy
- 6) Establishment of four consistent basic computer classes and rating system
 - o Integrated curriculum best practices from national initiatives (ex. DigitalLearn; Denver Public Library)
 - o 7 full months of programming to date
 - o 200 student engagements as of 9/30/2016
 - o Most are Evanston residents, over 66 and retired
 - o We are achieving good success on learning objectives
 - o Attendance is growing slowly but steadily
 - o 48% of attendees report achieving all learning objectives
 - o 30 % of attendees report achieving some of the learning objectives
 - o See Section III. B. 4 for computer class statistics
- 7) Review of customized DigitalLearn website—possible funding in 2018
- 8) Request of Technology area on the new website (population and maintenance of this area would be part of 2017 goals)
- 9) Establishment of lending of hot spots (not directly in the purview of this committee but related)
- 10) Initial alignment with IT 5-year plan. See below for more discussion on technology funding requirements)

III. B Digital Literacy Survey

The idea for a digital literacy survey arose from our discussion of the PIAAC data and its' correlation with Evanston demographics. Ideally, we would have the resources to conduct a professionally developed survey. However, to make a *baseline* statement about digital skills in Evanston, we decided to conduct a survey designed by the group. We targeted six areas of digital competency:

- Internet access at home
- Communication with family and friends
- Work
- Entertainment
- Shopping, health, banking, paying bills
- Internet security (passwords etc...)

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We asked for the following demographic data:

- Ward
- Age range
- Education level attained

The survey was also available in Spanish, so, by proxy, we can make some deductions about non-native speakers of English. We also asked for a self-assessment in computer skills.

While we will not be able to make a direct correlation to the PIAAC data (for example we did not ask for income level, employment status, or ethnic identity); we will be able to summarize computer skills, use and knowledge by ward. This summary will help us determine where to offer programming, what type of programming is needed, and how to market our offerings. For example, if we see that a large majority of Evanstonians do not use secure passwords, we can offer programming throughout the community about information security on the Internet. If we see that a large portion of a particular ward (or of a particular age) rate themselves as “not very confident” in their computer skills, we can target that geographic or demographic population.

Our hope is that this survey will establish a baseline from which we can then measure progress if/when we survey again in 3-5 years.

III. B. 1 Survey Result Highlights

- 861 response in total
- 315 online responses
- <10% Spanish language responses

We have included a detailed summary of each question and associated results in Appendix 1.

III.B.1i Respondent profile by ward

We worked hard to ensure that our survey would be filled out by a variety of Evanston residents. Here are the venues at which we distributed the survey:

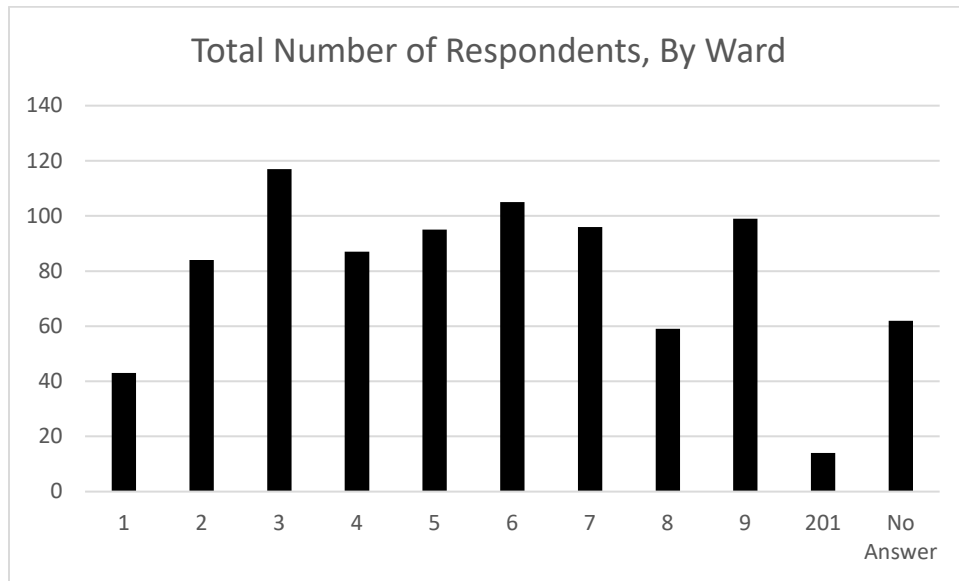
1. Streets Alive Festival (Main Street)
2. City of Evanston Community Picnic
3. FAM Basketball tryouts at Fleetwood-Jourdain
4. Both branch locations (North and CAMS)
5. 2nd Floor and 3rd Floor desks, Main Library
6. Outreach program locations
7. Online, through Survey Monkey
8. 5th Ward Community Celebration
9. St. Nicholas parish and picnic
10. ETHS Freshman Orientation/Chromebook pickup

Interestingly, the ward that is the least represented the 1st Ward (downtown Evanston). However, most of the wards we were targeting (5th, 2nd and 3rd) are well represented. Here is the distribution of responses by ward:

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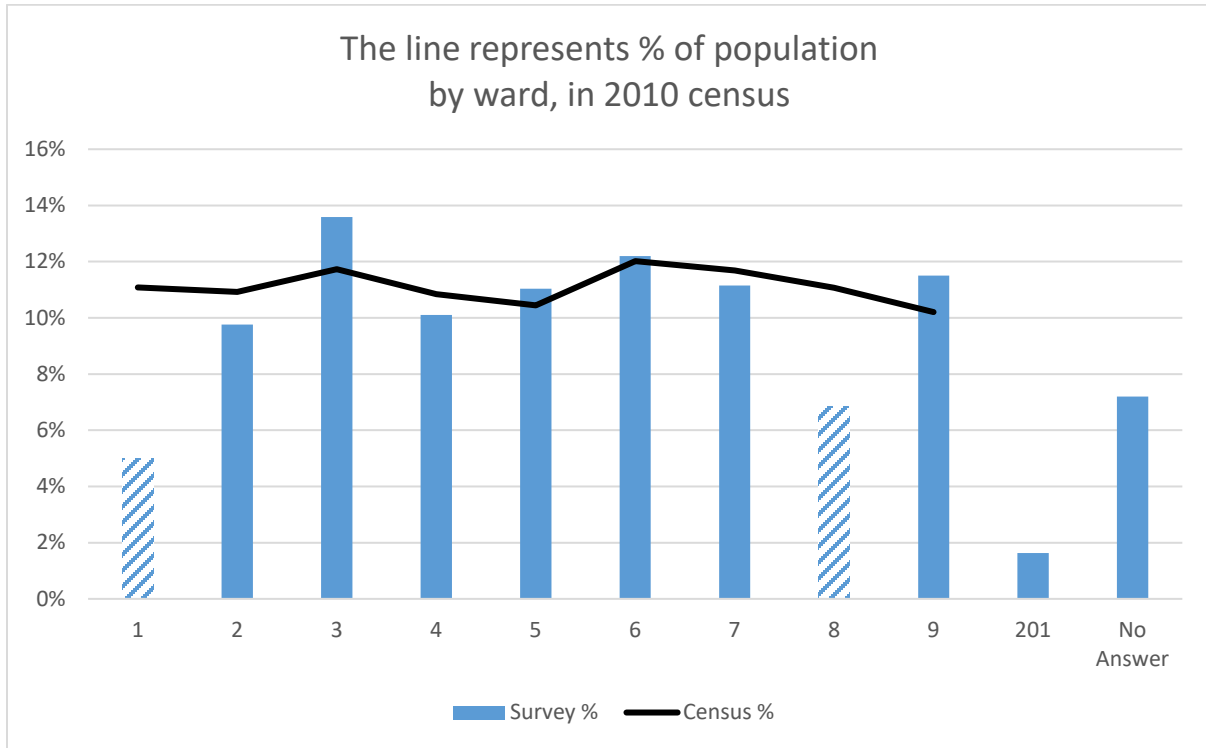


Ward	Respondants	%
1	43	5%
2	84	10%
3	117	14%
4	87	10%
5	95	11%
6	105	12%
7	96	11%
8	59	7%
9	99	11%
201	14	2%
No Answer	62	7%
Grand Total	861	100%
Note: the 201 respondents were included during the survey distribution at ETHS Freshman Orientation.		

Note: We received some responses from the Skokie/Evanston school district (201) when we distributed the survey at the High School Freshman orientation.

We wanted to know if our response profile differed significantly from that of the overall population profiles of the wards. Based on the 2010 census, here is the overall ward population profile (represented by the black line) charted with our survey responses.

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Population, Census, April 1, 2010	74,486
Population, estimates, July 1, 2015	75,527
Population, percent change—April 1 2010 to July 1 2015	1.4%
Source: Census Gov Quick Facts	

There has been an estimated 1.4% change in Evanston’s population since the 2010 census, so there is no notable effect of the intervening six years on our results.

As can be seen, our response profile varies significantly for two wards 1 and 8, as highlighted above. Clearly, our efforts fell short in attracting respondents in these two wards.

III.B.1ii Respondent profile by age

We also strove to ensure a wide age range of respondents. Here is the question and the response options:

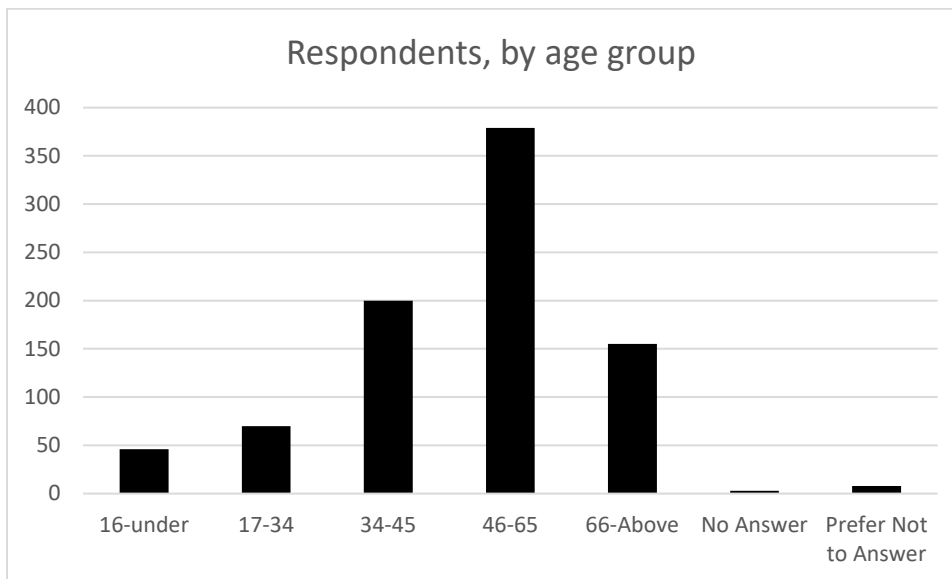
What is your age?

- 16-under
- 17-34
- 34-45
- 46-65
- 66-above
- Prefer not to answer

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Age Groups	Respondants	%	% 2010 Census
16-under	46	5%	20%
17-34	70	8%	30%
34-45	200	23%	13%
46-65	379	44%	24%
66-Above	155	18%	12%
No Answer	3	0%	NA
Prefer Not to Answer	8	1%	NA
Grand Total	861	100%	100%

Interestingly, the venues and distribution methods we employed seemed to bias towards capturing the 17 to 34 and 45 to 65 age groups disproportionately. We couldn't expect to reach the very youngest cohort, and similarly the very oldest. But clearly, if we repeat the survey, we will need to adjust our distribution mechanisms.

III.B.1iii Respondent Education Profile

We wanted to make sure that Evanston's wide range of educational backgrounds was captured. Here is the question and the response options:

What is the highest level of education you have completed?

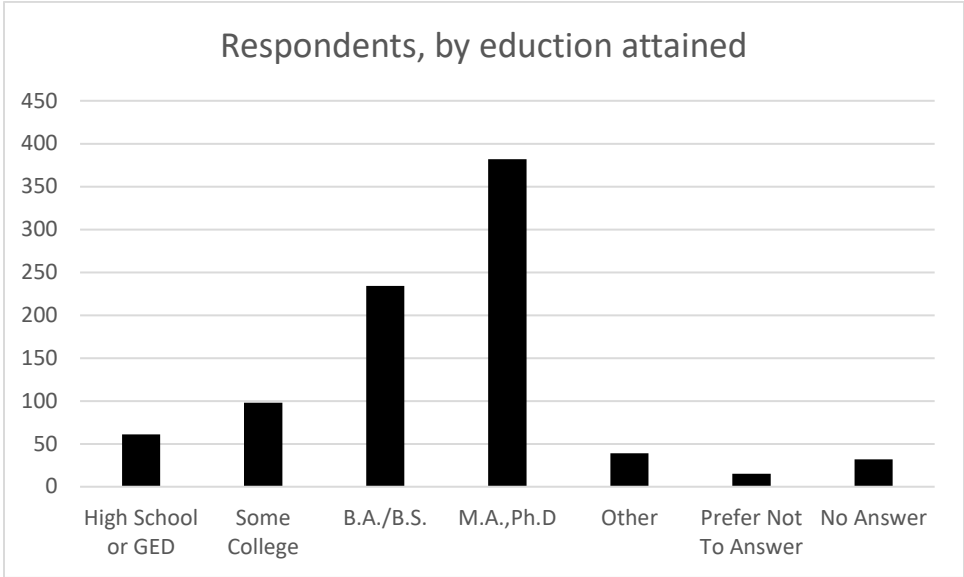
- High School or GED
- Some College
- B.A./B.S.
- M.A., PhD
- Prefer not to answer

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• Other: _____



Education	Respondants	%
High School or GED	61	7%
Some College	98	11%
B.A./B.S.	234	27%
M.A., Ph.D.	382	44%
Other	39	5%
Prefer Not to Answer	15	2%
No Answer	32	4%
Grand Total	861	100%
Note: The "Other" choice generally indicates a J.D. or an M.D., based on comments from respondents.		

Bachelor's degree or higher, percent of persons 25 years+, 2011-2015	66.4%
Source: Census Gov Quick Facts	

Our results are for respondents with a B.A. or higher are slightly higher than the city average (71%, not including the 5% Other category), but that might be attributable to the natural constituency of a library survey.

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III.B.1iv Access to Broadband

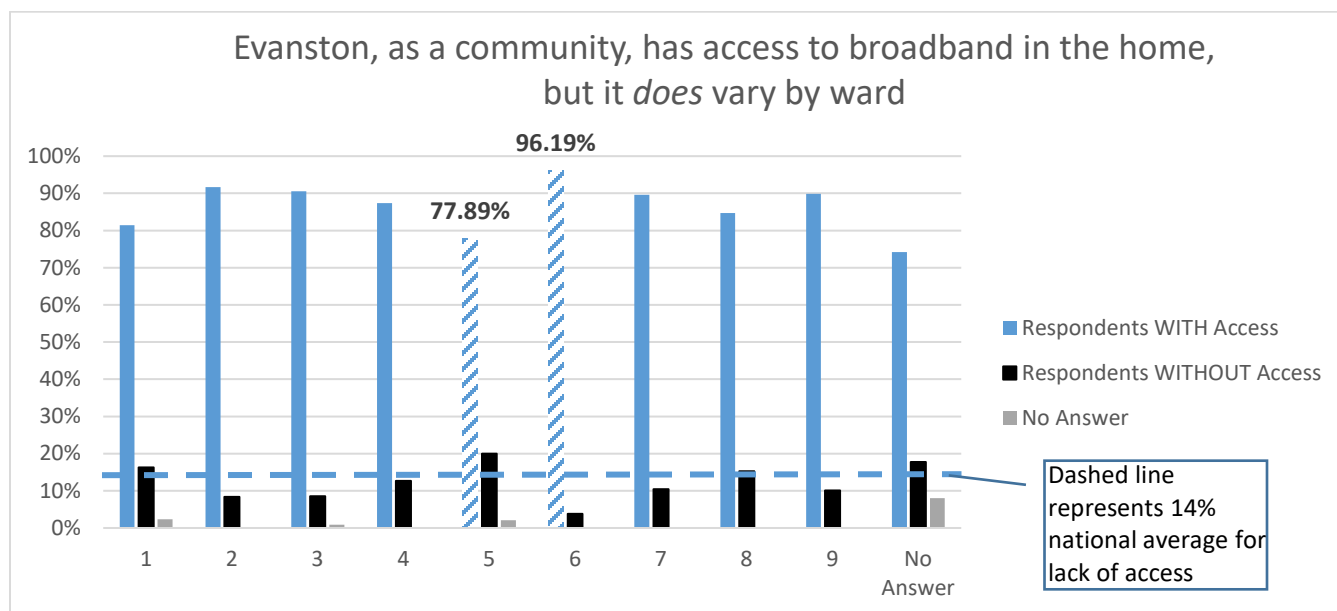
The first objective of the survey was to determine if there was an access gap for broadband service in the home in Evanston. We had anecdotal evidence that there was, but wanted to verify and quantify this to the extent possible.

Here is the question and the response options:

Do you use broadband internet service at home?

- Yes
- No

(Note: The way we worded this question caused some confusion—see Appendix 1 for more detailed information about this issue.)



The highest rate of access was in the 6th ward, where it is 96%. The lowest was in the 5th ward where it is 78%.

The national average for lack of access is 14% and based on our research we believe Evanston is consistent with the national average.

III.B.1v Overall Confidence

Our second objective was to determine our community’s overall confidence with their digital skills.

Here is the question and the accompanying scale:

How confident are you in your digital skills? Please choose just one answer:

- Very confident
- Reasonably confident
- Somewhat confident

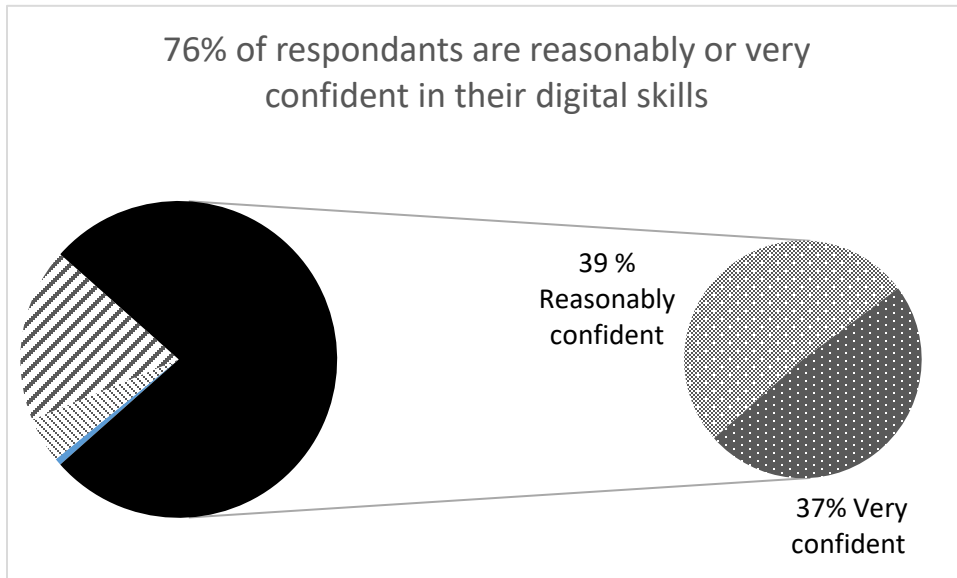
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- Not at all confident

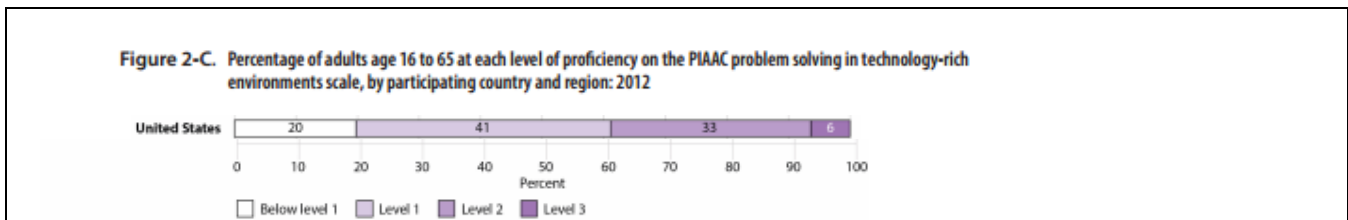
(Note: In retrospect, we would have created stronger distinctions between “Reasonably” and “Somewhat”.)



Confidence	Respondants	%
No Answer	6	1%
Not at all confident	40	5%
Somewhat Confident	153	18%
Reasonably Confident	340	39%
Very Confident	322	37%
Grand Total	861	100%

23% of respondents report being only somewhat (18%) or not at all (5%) confident with their digital skills.

While the categories are not completely analogous, we can roughly parallel our survey respondents’ confidence level to the level of proficiency reflected in the PIAAC.



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PIAAC Category	PIAAC Percentage	Evanston Category	Evanston Percentage
Below Level 1	20%	Not at all confident	5%
Level 1	41%	Somewhat confident	18%
Level 2	33%	Reasonably confident	39%
Level 3	6%	Very confident	37%

These results reflect that our respondents are considerably more confident in their digital skills than the national results for the United States. While this is not an unreasonable for a community with a high level of education (66.4% of residents have a B.A. or above), we do not know how accurately a respondent’s confidence level reflects his *actual* problem solving skills in a technology rich environment. Ideally, we would be able to administer the PIAAC tool to a random sample of Evanston residents to accurately correlate confidence and skills. We hope to perform this exercise in the future to even more accurately characterize Evanston’s level of digital skills as compared to the United States national average.

III.B.1vi Security Practices

Our third objective was to measure Evanston’s awareness and practice of good Internet security practices. Here is the question and the accompanying scale:

How concerned are you with protecting your information online? Please choose just one answer:

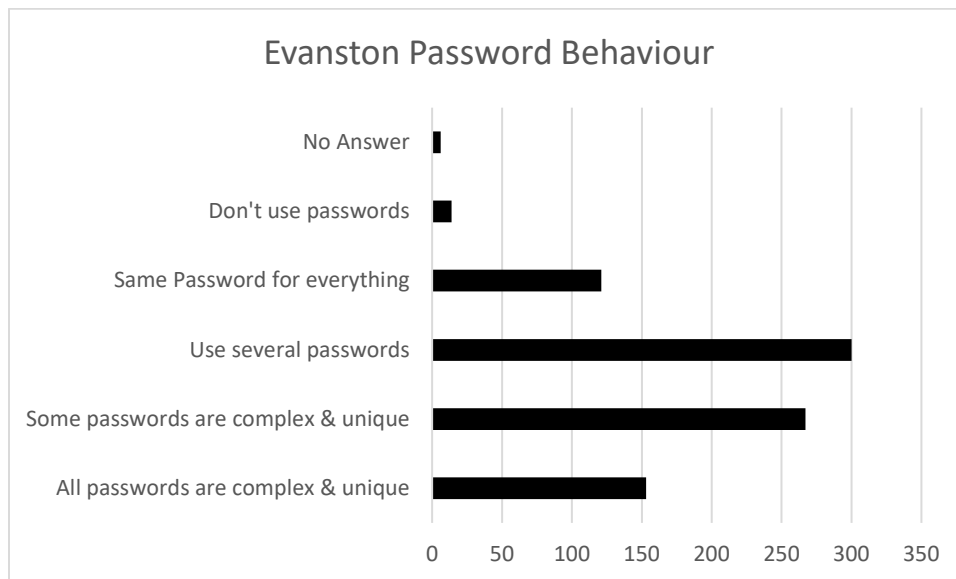
- I use the same password for everything
- I have several passwords that I use
- Some of my passwords are complex and unique
- All of my passwords are complex and unique
- I don’t use passwords

(Note: There was not enough disinction between “Several passwords that I use” and “Some of my passwords are complex and unique”)

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Password Behaviour	Respondants	%
All passwords are complex & unique	153	18%
Some passwords are complex & unique	267	31%
Use several passwords	300	35%
Same Password for everything	121	14%
Don't use passwords	14	2%
No Answer	6	1%

We should have worded the question slightly differently to determine how many of the 300 respondents who use several passwords *also* make them complex and unique. However, even with this flaw, we know that while 150 respondents follow the best practice of having all passwords complex and unique, a significant majority (567 respondents) are not following best practice. We have an excellent opportunity to educate our population regarding the necessity for vigilant security practices when using the Internet. (And, it goes without saying, we need to address the approximately 12% who use the same passwords for everything!)

III.B.1vii Dependence on computer

We wanted to validate our assumption that most respondents would in fact be dependent on their computers.

Here is the question and the accompanying options:

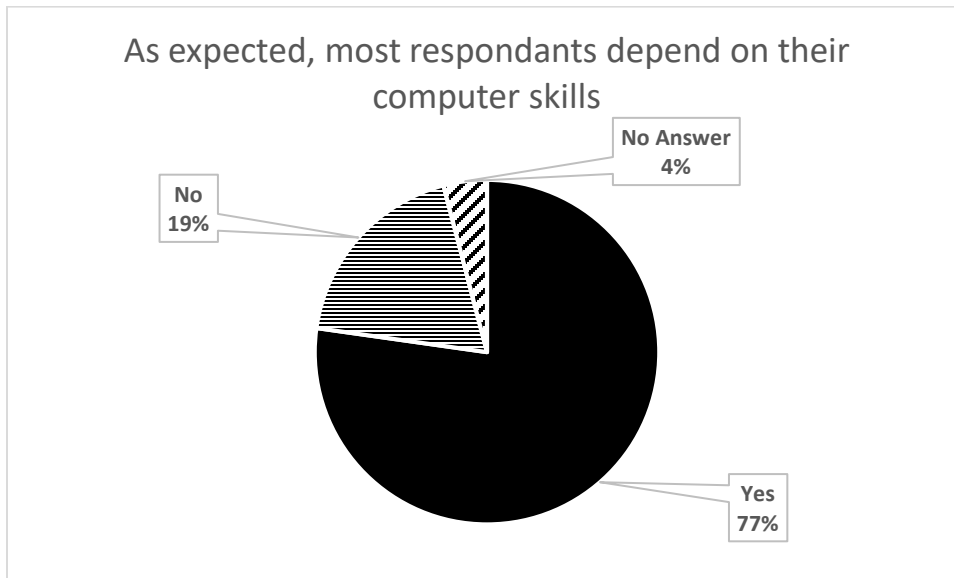
Do you depend on your computer skills to perform your job or volunteer activities?

- Yes
- No

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Depend on computers?	Respondents
Yes	665
No	161
No Answer	35
Grand Total	861

III.B.1viii Communication Practices

We were interested in finding out how our respondents used the Internet to communicate. We specifically excluded texting from this group. Nonetheless, many respondents did write in ‘texting’ in the comments!

Here is the question and the accompanying scale:

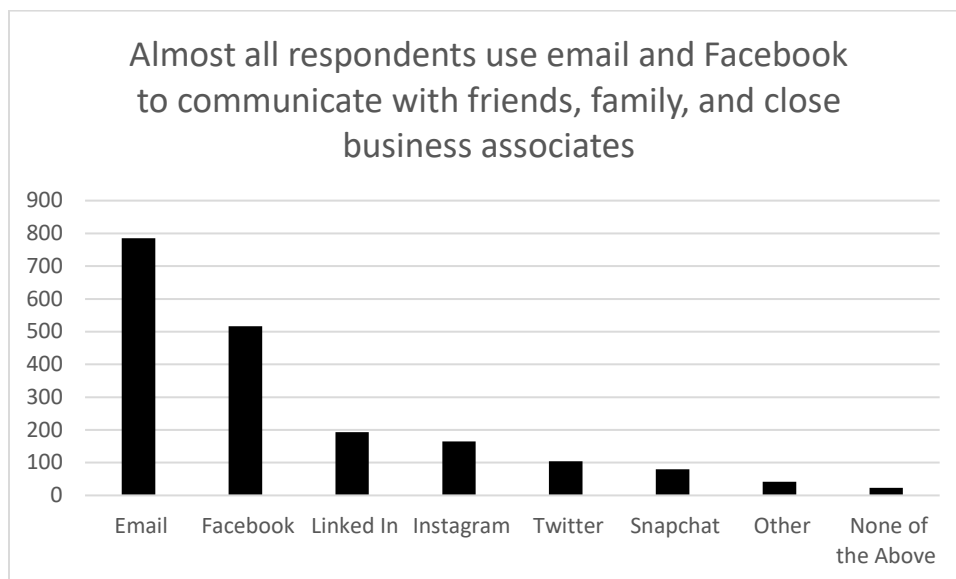
Which of the following (other than texting) do you use to communicate regularly with friends, family, and close business associates. Please choose all that apply.

- Email
- Facebook
- Twitter
- Instagram
- Snapchat
- LinkedIn
- None of the above
- Other: _____

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Communication	# of respondents	%
Email	785	91%
Facebook	516	60%
Linked In	193	22%
Instagram	165	19%
Twitter	104	12%
Snapchat	80	9%
Other	42	5%
None of the Above	23	3%

It does not surprise us that email and Facebook are so widely used, nor that Snapchat is not widely used. What did interest us is that Twitter used so little (especially because most respondents use the Internet to follow the news—see below). What is clear is that an effective way to communicate with our respondents is through email and Facebook. In the comments, we also received other suggestions for communication methods we missed, such as WhatsApp and other online messaging apps.

III.B.1ix Usage of Internet

We were curious about how respondents used the Internet, primarily so that we could offer targeted programming. Here is the question and the accompanying scale:

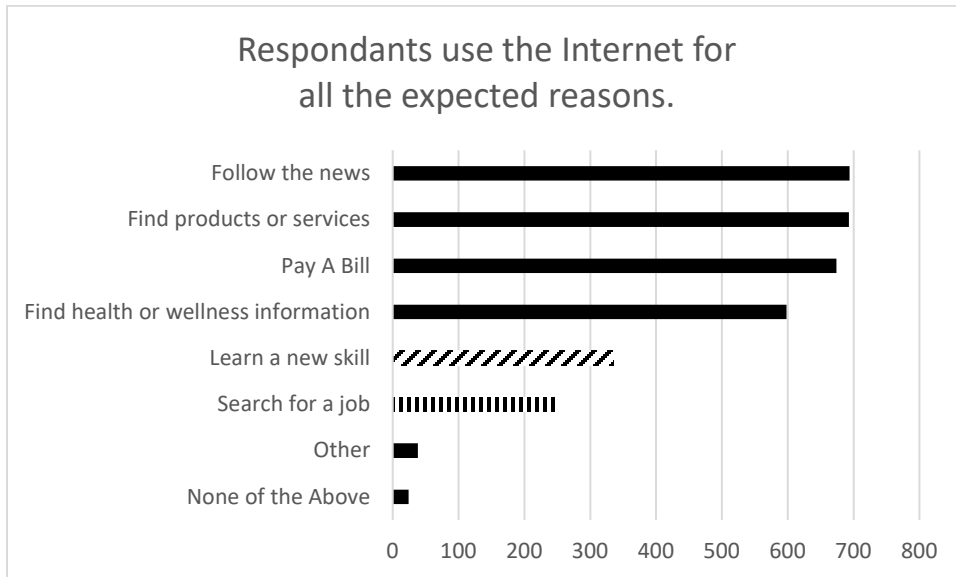
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In the past month, have you used the Internet to do any of the following? Please choose all that apply.

- Pay a bill
- Find health or wellness information
- Search for a job
- Learn a new skill
- Find products or services
- Follow the news
- None of the above
- Other: _____



Usage	# of respondents	%
Follow the news	694	81%
Find products or services	693	80%
Pay A Bill	674	78%
Find health or wellness information	598	69%
Learn a new skill	336	39%
Search for a job	251	29%
Other	38	4%
None of the Above	24	3%

What did surprise us in this data is the low (comparatively) number of respondents who use the Internet to learn a new skill or search for a job. We can't discern if we simply ended up surveying fully, happily employed

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respondents, so we don't know if the low numbers using the Internet to search for a job is a result of ignorance or lack of need.

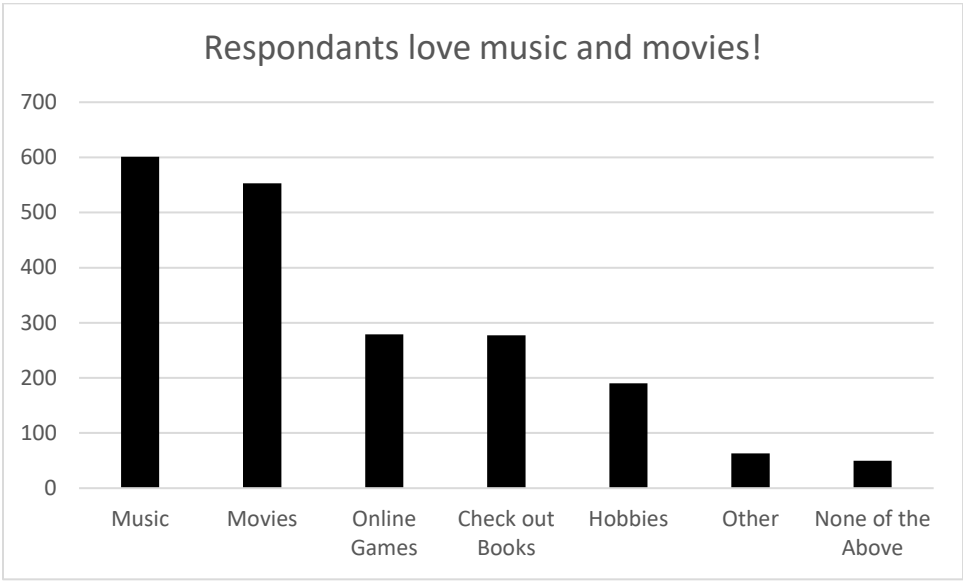
The low numbers (again, in comparison with the top four) for learning a new skill presents an opportunity for additional programming centered on online learning (e.g. Coursera, EdX).

III.B.1x Entertainment on the Internet

We were curious about how respondents use the Internet as an entertainment medium. Here is the question and the accompanying scale:

Which of the following forms of entertainment on the Internet do you use? Please choose all that apply.

- Listen to music (e.g. YouTube, Itunes)
- Watch movies or TV shows (e.g. Netflix, Hulu)
- Check out books (e.g. Hoopla @ EPL)
- Play games online
- Participate in my hobbies (e.g. knitting & Ravelry)
- None of the above
- Other: _____



Usage	# of Respondants	%
Music	601	70%
Movies	553	64%
Online Games	279	32%

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Usage	# of Respondants	%
Check out Books	277	32%
Hobbies	190	22%
Other	63	7%
None of the Above	50	6%
Grand Total	861	100%

The answers to this question confirmed our anecdotal evidence: respondents love music and movies. Library staff receives numerous questions about downloading and/or streaming music and movies. As we move forward, we will want to make sure that staff is fully trained on both the technical and legal considerations for these two popular activities.

We couldn't miss the opportunity to ask a question about how popular it is to use the Internet to check out books. The response certainly implies there is an opportunity to educate the community. However, this question should have been worded differently. We wish that we had framed it as 'reading and/or checking out books' because we didn't capture any information about reading books using vehicles such as Kindle.

III.B.1xi Harwood Community Conversations

Finally, we asked if respondents would be willing to be contacted for a follow up conversation. We had over 200 respondents (almost 20%) provide us with their contact information. Over the next year, Heather Norborg will follow up with these volunteers and invite them to a Harwood community conversation about digital literacy in Evanston. These conversations will clarify and deepen the knowledge we gathered here.

III. C ETHS Collaboration

One of the key institutions in any community is the school system, and EPL has a long history of collaborating with both D65 and D202. We built on this partnership, focusing on ETHS' 1:1 Chromebook initiative. Working with David Chan, ETHS' Director of IT, and Mina Marien, also with ETHS, we created a program to target the parents of high school students who are using a chromebook and introduce the technology to them. The pilot session was sparsely attended but still yielded informative results. District 65 also had staff or representation at these events and some D65 parents attended, as many D65 schools use Chromebooks and Google apps (Gsuite).

III. C. 1 *Chrome Camp for Parents*

Based on feedback from the pilot, the goals of future ChromeCamp programs are twofold:

1. To give more information to parents about why ETHS decided to give each student a Chromebook, how students are (and are not) using their Chromebooks in school, and for parents to have the chance to ask questions of school tech staff in a dedicated session (as opposed to fitting that information into the short time parents and school tech staff are together when students pick up their chromebook). Having the ChromeCamps one to two months after chromebook pick-up gives parents time to witness their student's use of the technology and formulate their questions.
2. To give parents hands-on training on the Google tools, so they will feel more comfortable helping their children and using the technology themselves.

EPL and ETHS jointly offered two ChromeCamp sessions in the fall of 2016: one at the library and one at ETHS.

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III. C. 2 Basic Google Classes

Each Chrome Camp was followed by additional Google Apps classes at the library for parents who wanted to continue to practice or anyone who wanted to learn these tools. These Google Basics classes are new for EPL, and will be part of an expanded offering of classes at EPL.

Here is a listing of the Google Apps classes that were offered in the fall of 2016:

Class Name	# Sessions	Length	Instructor
Google Drive I	2 sessions	1 hour each	Heather Norborg
Google Drive II	2 sessions	1 hour each	Heather Norborg
Google Calendar	2 sessions	1 hour each	Heather Norborg

Attendance at these sessions is growing, but awareness is key to building attendance.

III. C. 3 Further Outreach Opportunities

We were present at the Chromebook distribution to Freshman at ETHS, which afforded us an opportunity to reach a population that we may not attract otherwise. In 2017, we will be collaborating with District 65 (K-8) staff to conduct basic computer classes on *their* premises. We believe that using the schools' classrooms and equipment will encourage participation from Evanston residents who may not feel comfortable at the Main Library. Additionally, we will be tailoring our curriculum to the specific tasks required of parents with children in District 65. For example, we will use the student registration form as the teaching vehicle for learning to fill an online form. Going forward, we will develop additional outreach opportunities in partnership with *both* District 65 (K-8) and District 202 (High School) as we jointly learn what works and what doesn't.

III. D Basic Computer Skills Curriculum & Classes

EPL has offered computer basics classes on an intermittent but recurring basis. This year, as part of this initiative, we streamlined the curriculum, and aligned it with classes available for free on PLA's Digital Learn site. Additionally, we standardized the times and dates of the classes, repeating them on a regular rotating basis so that patrons could plan accordingly. We did not require pre-registration for these classes. The curricula were designed so that patrons could drop in to any class in the series and repeat the classes as many times as they felt they needed. Indeed, we had many repeat students who returned week after week to practice what they had learned. This structure helps students overcome the initial hurdle of basic familiarity with the tools and confidence and comfort in using them.

Here are the classes we have offered in 2016:

- Computer Basics
- Email Basics
- Search Engine Basics
- Microsoft Word Basics

Below is an overview of the participant demographics (through October 2016):

Age Ranges	Age	% of total attendees
26-44	4	4%
45-65	32	36%
66-older	52	58%

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Age Ranges	Age	% of total attendees
No Answer	1	1%
Grand Total	89	100%

Evanston Resident?	Number	% of total attendees
No	20	22%
No Answer	2	2%
Yes	67	75%
Grand Total	89	100%

Work Status	Number	% of total attendees
Employed	18	20%
Looking for work	9	10%
No Answer	1	1%
Not currently employed	17	19%
Retired	44	49%
Grand Total	89	100%

Education Attainment	Number	% of total attendees
High School or GED	20	22%
Some college	10	11%
B.A. or equivalent	24	27%
Post-Graduate	30	34%
None of these options	4	4%
No Answer	1	1%
Grand Total	89	100%

Education Attainment	Number	% of total attendees
High School or GED	20	22%
Some college	10	11%
B.A. or equivalent	24	27%
Post-Graduate	30	34%
None of these options	4	4%
No Answer	1	1%
Grand Total	89	100%

Because many of the students attend the class repeatedly, it is hard to determine, anecdotally, if our classes are effective in increasing participant skill levels. To help us document skill growth, we developed a pre- and post-class survey that we ask participants to fill out for each class. The design relies on the total absolute value of the

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pre- and post- class scores. In the pre-class survey, we ask participants to rate themselves on the specific skills that the class addresses. Below are the questions that we ask on the pre-class survey for Email Basics:

Question	Yes	No	Not Sure
Do you have an email account?			
Do you know how to read an email that has been sent to you?			
Do you know how to write a new to email to someone?			
Do you know how to reply to an email?			
Do you know how to open an attachment?			

Answer	Point Value
Yes	0
No	-1
Not Sure	-0.5
Min. Points	0
Max. Points	-6

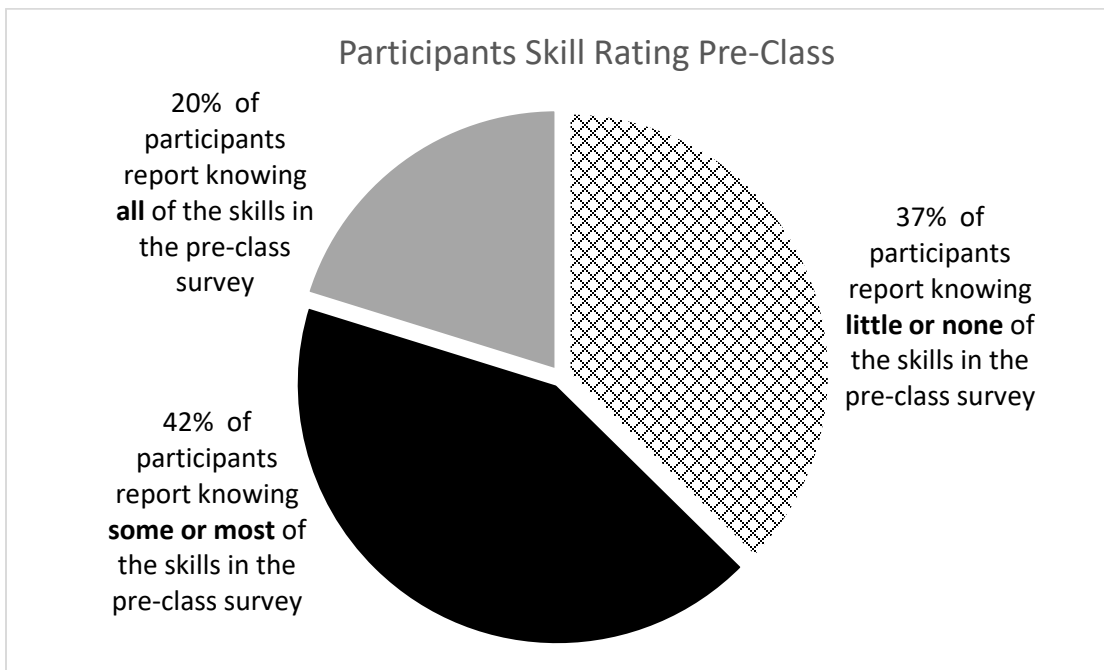
If a participant reports knowing none of the skills to be taught, his total score will be -6. Similarly, if he reports knowing all the skills to be taught, his total score will be 0.

As can be seen in the chart below, most participants who attend classes report knowing none to some of the skills to be taught.

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After the class, participants are then asked to fill out a post-class survey with the same questions. Below are the questions that we ask on the post-class survey for Email Basics:

Question	Yes	No	Not Sure
Do you have an email account?			
Do you know how to read an email that has been sent to you?			
Do you know how to write a new to email to someone?			
Do you know how to reply to an email?			
Do you know how to open an attachment?			
Did this class give you the knowledge and/or skills to use your email account?			

Answer	Point Value
Yes	1
No	0
Not Sure	0.5

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Answer	Point Value
Min. Points	0
Max. Points	6

If a participant reports learning none of the skills that were taught, her total score will be 0. Similarly, if she reports learning all the skills that were taught, her total score will be 6. Below is a grid that outlines some possible participant scenarios and the resulting scores.

Participant	Pre-Class Status	Total Pre-Class Score	Post-Class Outcome	Total Post-Class score	Total Absolute Value Delta
A	Reports knowing NONE of the skills to be taught in class	-6	Reports learning ALL the skills that were taught in class	6	12
B	Reports knowing ALL of the skills to be taught in class	0	Reports learning NONE of the skills that were taught in class	0	0
C	Reports NOT SURE on knowing the skills to be taught in class	-3.0	Reports NOT SURE on learning the skills that were taught in class	3.0	6

Of course, there are a variety of permutations of scoring for each participant; these samples are illustrative. We designed the pre-class scoring as negative, because we wanted to ensure that we do not attribute skill gain to our classes falsely. For example, participant B reports knowing **all** the skills prior to the class. Therefore, our survey captures this knowledge as “0” so that we don’t include it in our *total* score value. Conversely, participant A reports knowing **none** of the skills prior to class, therefore the pre-class score is -6 and contributes to the total *absolute value* of the class score of 12.

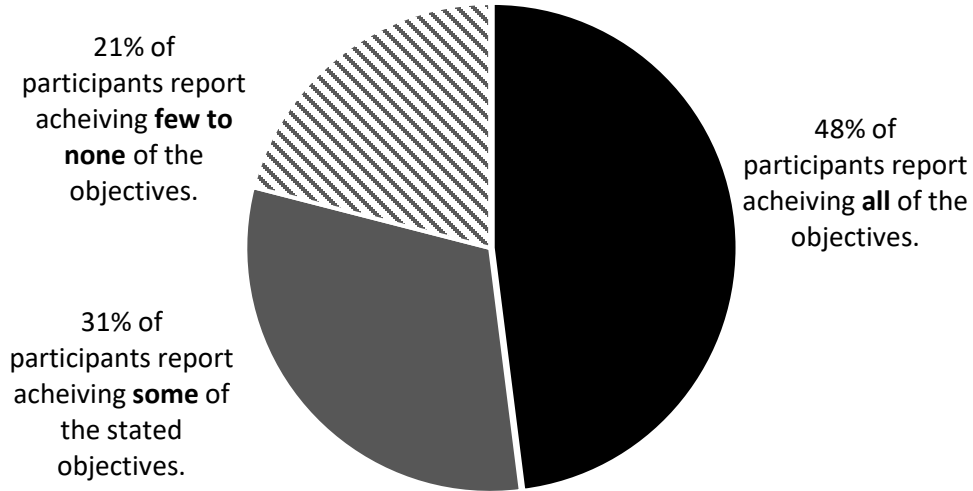
As can be seen in the chart below, we are successful in communicating concepts; 48% of the participants report achieving all the class objectives:

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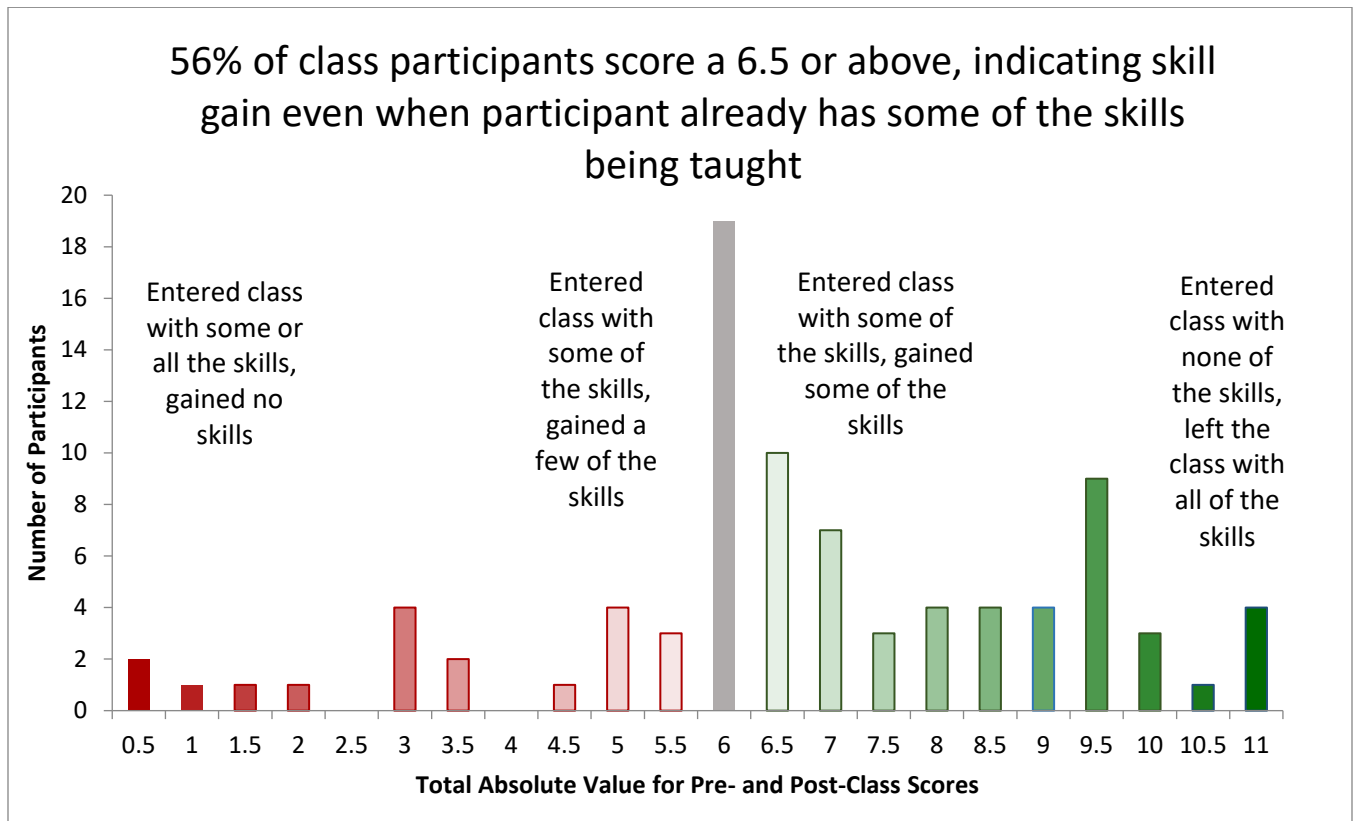
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Achieving Learning Objectives--Post-Test Scores



Based on the pre- and post-class scores, we are clearly addressing skill gaps for most participants. As the chart below indicates, most participants leave the classes with skill gain.



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In future iterations of our pre- and post-class surveys, we would like to be able to distinguish between participants. Currently each survey is identified with a random number, but we do not track repeat participants. Thus, while we can state that each instance of a class shows skill gain, we are not yet capturing the impact of repetitive attendance.

The raw scores, and the qualitative comments on the survey are available in Appendix 4.

III. E EDGE 2016

The Edge Initiative is an assessment program created by collaborating libraries nationwide. EPL participated in the initial launch in 2013. Now, three years later, we have completed another assessment as part of this digital literacy initiative. Here is a summary of our 2016 scores:

Overview

Congratulations on completing the Edge Assessment! Your library's results for the Edge Assessment are detailed below. Please keep in mind that outcomes vary widely based on many factors, including each library's size and individual community needs. No library will achieve 1000 points. In fact, the national average score for libraries of all sizes does not exceed 230 points in any of the Benchmark areas.

To download detailed reports of your Edge Assessment results, both individually and in comparison to similar-sized libraries, click on Download Results in the left sidebar menu.

After you have reviewed your results, click on the Take Action tab above to open the remainder of the Toolkit, including Recommendations, the Action Plan tool, staff training opportunities, and the Executive Tool, designed to help your library engage community leaders and other stakeholders.

Total Points Achieved

Community Value	230 / 310 pts 2013 Score: 255 pts
Engaging the Community	180 / 295 pts 2013 Score: 195 pts
Organizational Management	285 / 395 pts 2013 Score: 230 pts
Total	695 / 1000 pts 2013 Score: 680 pts

The seeming irony is that in the year that we have focused on digital literacy, our score in this benchmark drops by 15 points. Part of this drop can be explained by the greater focus and scrutiny that this issue has had this year. When answering these questions in 2016, we have been very rigorous in the criteria we used when answering these questions.

Conversely, the dramatic increase of our score in Organizational Management can also be attributed to our efforts this year to think rigorously about Digital Literacy. In fact, our score in the Organizational Management category far exceeds the national average of 230.

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Our overall score increased by 15 points from 680 to 695 points. Given that the national average for each of the categories does not exceed 230 points, the overall average score is not greater than 690 scores. Our score of 695 points now exceeds the national average.

One of the advantages of participating in the EDGE benchmark exercise is the guidance and tools that the EDGE team has assembled to help libraries address gaps. We plan to take full advantage of all these resources.

III.E.1i EDGE goals 2017, 2018 and beyond

We have sorted the EDGE objectives that we are not currently meeting as of 2016 into three categories.

EDGE Category	EPL Designation
No, but plan to do so in the next year	2017 Goals
No, would like to but cannot at this time	2018 Goal --OR-- TBD Date
No, we have no plans to do so at this time	Not a goal for EPL at this time

For a detailed list of our EDGE related goals, please see Appendix 2.

III. F Digital Learn Resources

The Public Library Association (PLA) has created a website called Digital Learn. The intention of the site is to offer free online learning modules for acquiring digital skills. While acknowledging that a wide variety of digital skills are valuable (and indeed needed) the PLA's focus is on entry level learners. This focus aligns perfectly with the preferred direction of the Evanston Public Library (see the Section II. B for a detailed discussion of our target market).

During 2016, we began using the PLA's Digital Learn curriculum in our Computer Basics classes. In several of the classes, we use the site and its' content in the class. In others, we refer to the site, and encourage participants to use the site to further their learning outside of class.

During 2016, the Digital Literacy Committee had robust discussion about paying for a customization of the Digital Learn site. This customization would enable us to do the following:

- 1) Brand the Digital Learn site with Evanston Public Library colors and logo
- 2) Develop and post content that is unique to the EPL
- 3) Allow our users to log in and track their progress
- 4) Provide supplementary materials (job aids, information sheets etc..) to the courses

The pricing of this customization is approximately \$15K for the initial set up, and would take approximately six to eight weeks. Once the initial set up is complete, the annual hosting fee is estimated to be \$1K.

While the concept of a custom EPL DigitalLearn site is attractive, our committee decided that there are several factors that would prevent us from taking full advantage of a customized site at this time.

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- 1) Lack of staff resources to work with the PLA team to manage the customization project
- 2) No internal knowledge of how to create and maintain online courses
- 3) No subscription to courseware software to enable course creation
- 4) No current budget for either the initial project costs or the maintenance costs
- 5) No staff resources available to manage the site and its' resources (IDs, classes, resources, updates)

We decided to include the customization of the Digital Learn site in a future digital literacy yearly plan (2018 or 2019) when our resources and capabilities are more robust. By planning for this initiative in a future wave of our digital literacy programming, we can ensure we have the necessary staff and skills to fully leverage the benefits offered by an EPL-specific Digital Learn site.

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IV. The Dollars and Cents

IV. A What are the startup costs?

The primary startup costs (for 2018) should include the following:

--Capital for additional laptops to accommodate increased attendance at Basic Computer training classes

--Expense funding for additional computer instruction hours. a 20-hour trainer position has already been budgeted for 2017 and other current staff, Norborg and Winarski, will teach occasional classes in 2017. In 2018, we anticipate the need for a second 20-hour trainer position and freeing additional time for Norborg and Winarski to dedicate to training.

IV. B What are the ongoing costs?

We have identified three major areas of cost that we will need to address. They are discussed below.

IV. B. 1 *Hardware*

One of the top priorities of any initiative that relies on technology is to ensure that the available hardware (and associated software) is fit-for-purpose. It is a significant challenge to fund this technology because it changes so quickly. The EPL is currently working on a five-year hardware replacement calendar, which includes staff devices. It is therefore unsurprising for the patron hardware to be out of date. This impacts the patrons in some very basic ways, including limiting the amount of time available on the computer because of the time to reboot between sessions. Our recommendation is that we refresh patron-facing hardware on a three-year cycle.

As part of our renovation planning, we have completed an inventory of our computer equipment, including location and age. We will use this inventory to help us plan capital expenditures in 2017 and 2018 and prepare for our renovation.

IV. B. 2 *Software*

Provisionally, we recommend that we adopt the software-as-a-service (e.g. Office365, or Gsuite) for our public computers. As we explore this model, we will be able to quantify the pros and cost of the subscription software model.

IV. C Staffing

The upcoming renovation presents us with an opportunity to identify potential synergies between the Teen and Tech departments for staffing. The required staff skills for each department are similar and the current intention is to leverage this overlap as much as possible.

IV. C. 1 *Training staff*

The goal is to continue to increase the training offerings until 40 hours/week are offered (ideally by 2019 or 2020)

2017:15 hours/week (paid)

2018: 27 hours/week (paid)

2019: 40 hours/week (paid)

Ideally funding would be for at least two trainers, one who speaks Spanish fluently to enable computer classes in Spanish. We would also like to offer increased one-on-one training within these 40 hours/week.

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Because of the commitment to use 70% of the resources (and staff time) on the digitally disadvantaged, more advanced classes will *initially* require volunteer instructors. An example of this are the in-depth Microsoft classes that were taught in 2016. Recruitment and retention of these types of volunteers will require a customized volunteer engagement model.

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V. Looking forward

V. A What can we accomplish with limited funding?

No report is complete without an assessment of what can be accomplished with few resources. Of course, it is our hope and intention to secure the necessary funding to support the identified goals for 2017, 2018 and beyond. But we want to have an articulated fallback plan if funding is unavailable or falls short of required sums. Here is a list of items we have identified with which we can proceed regardless of funding.

- 1) We can continue to incrementally build the number of hours that we offer basic training and classes.
- 2) Additionally, we can continue to solicit volunteers to conduct specialty classes.
- 3) There may be other 'classrooms' in the City that we can leverage over the long term. For example, there is a classroom in City Hall, there is a classroom at the Levy City, there are classrooms in the public schools, and there is a classroom at YJC. Something we can investigate in 2017 is how we might link these classrooms together in a well-joined, well-designed program to increase the use of these classrooms. Leveraging these classrooms would defer the need to expand hardware at any one location, and allow participants to access learning in more convenient locations.
- 4) Continue to improve the curriculum of the classes we currently offer.
- 5) Encourage patrons to continue their own self-development using the free DigitalLearn website.

V. B Planning for Robert Crown Branch Library

The City of Evanston is proceeding with the planning for the re-design of the Robert Crown Community Center. When the re-design is completed, it will include space for a branch of the Evanston Public Library. One of the important goals of this new branch is to provide computer skills classes for an audience that we don't currently reach effectively: the Hispanic community. These classes will be provided in a pop-up classroom; the branch will not be large enough to create a permanent classroom space.

To provide these computer skills classes, we will need the following resources:

- 1) A multi-lingual trainer who can provide classes in Spanish (See Section IV. C. 2 above for more information on training staff.)
- 2) 10-12 laptops that can be stored in a portable framework. (See Section IV. B. 1 for more information.)

V. C 2017, 2018 and beyond

The next three years will be a very exciting time for the Evanston Public Library. In addition to continuing the work on digital literacy into 2017, we will begin planning for the renovation of the Church and Orrington Main Library that will begin in late 2017 and continue through 2018. As well, we have identified the EDGE areas where we still have opportunities to improve, and we want to incorporate these goals into our digital literacy work and construction planning in 2017 and 2018.

To ease tracking of our goals, each is categorized as related primarily to one of three categories:

- a) Preparation for construction
- b) Continuation of the digital literacy initiative in 2017
- c) An EDGE goal that has not been achieved yet

To view the complete list of our goals for 2017, 2018 and beyond, please see Appendix 2.

Many of these goals overlap and are inter-dependent. To cite one example, identifying the Maker Space hardware is necessary for the construction plan but is also needed to accomplish one of our EDGE goals in 2018 (multi-media software available to the public).

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V. D Conclusion

It has been incredibly satisfying to develop this report. We are very pleased with our accomplishments in 2016 and have high hopes for 2017 and beyond. We have learned a lot about our community and have established a foundation upon which to build our future efforts in the technology and digital literacy arena.

Our goals for 2017 and 2018 integrate with the Library's other goals and support the upcoming interior renovation but we aim even higher. Specifically, we want to

- A) Begin tracking unique participants in our computer classes, and document demonstrated skill gains (as opposed to using just self- evaluation).
- B) Create ways for participants to re-visit concepts covered in class, without having to re-take the whole class.
- C) Provide a learning path for participants to pursue, with some type of acknowledgement or certification when a participant completes all the steps of a specific learning path.
- D) Establish a clear linkage between residents' confidence in their technology skills and the established benchmark as indicated by the PS-TRE scores on the PIAAC. Creating this linkage will probably require administering the PIAAC test to a randomly selected group of residents, and measuring their confidence levels prior to the PIAAC test.

Each of these goals are aspirational, and will require thought and planning in 2017. But we are confident that we are both prepared and capable. We look forward to the continued challenge of bringing the best programming and resources to the City of Evanston.

Appendix 1: Digital Literacy Survey Detailed Results

Respondents Access to Broadband, by ward				
Ward #	Respondents WITH Access	Respondents WITHOUT Access	No Answer	All Respondents
1	35	7	1	43
2	77	7		84
3	106	10	1	117
4	76	11		87
5	74	19	2	95
6	101	4		105
7	86	10		96
8	50	9		59
9	89	10		99
201	13	1		14
No Answer	46	11	5	62
All respondents	753	99	9	861

Respondents' Access, Within Ward				
Ward #	Respondents WITH Access	Respondents WITHOUT Access	No Answer	All Respondents
1	81.40%	16.28%	2.33%	100%
2	91.67%	8.33%	0.00%	100%
3	90.60%	8.55%	0.85%	100%
4	87.36%	12.64%	0.00%	100%
5	77.89%	20.00%	2.11%	100%
6	96.19%	3.81%	0.00%	100%
7	89.58%	10.42%	0.00%	100%
8	84.75%	15.25%	0.00%	100%
9	89.90%	10.10%	0.00%	100%
201	92.86%	7.14%	0.00%	100%
No Answer	74.19%	17.74%	8.06%	100%
All respondents	87.46%	11.50%	1.05%	861

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Respondents' Access to Broadband by age group				
Age Groups	Respondents WITH ACCESS	Respondents WITHOUT Access	No Answer	All Respondents
16-under	33	10	3	46
17-34	55	14	1	70
34-45	185	13	2	200
46-65	336	43	0	379
66-Above	137	18	0	155
No Answer	1	0	2	3
Prefer Not to Answer	6	1	1	8
All respondents	753	99	9	861

Note: "Prefer Not to Answer" is an actual answer choice, whereas "No Answer" means that the respondent didn't choose any answer.

% Respondents' Access to Broadband by age, across Evanston				
Age Groups	Respondents WITH ACCESS	Respondents WITHOUT Access	No Answer	All Respondents
16-under	3.83%	1.16%	0.35%	5.34%
17-34	6.39%	1.63%	0.12%	8.13%
34-45	21.49%	1.51%	0.23%	23.23%
46-65	39.02%	4.99%	0.00%	44.02%
66-Above	15.91%	2.09%	0.00%	18.00%
No Answer	0.12%	0.00%	0.23%	0.35%
Prefer Not to Answer	0.70%	0.12%	0.12%	0.93%
All respondents	87%	11%	1%	861

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Use of Communication Methods, by education completed									
Education Completed	Total Respondents	Email	Facebook	Twitter	Instagram	Snapchat	Linked In	None of the Above	Other
High School or GED	61	38	37	4	12	15	3	6	7
Some College	98	83	64	7	26	15	15	8	5
B.A./B.S.	234	226	151	33	49	15	65	3	10
M.A.,Ph.D	382	371	225	50	60	22	96	2	15
Other	39	31	15	2	9	6	4	2	3
Prefer Not To Answer	15	13	7	3	2	2	3	1	0
No Answer	32	23	17	5	7	5	7	1	2
All Respondents	861	785	516	104	165	80	193	23	42

% Use of Communication Methods by education completed, across Evanston									
Education Completed	Total Respondents	Email	Facebook	Twitter	Instagram	Snapchat	Linked In	None of the Above	Other
High School or GED	61	62.3%	60.7%	6.6%	19.7%	24.6%	4.9%	9.8%	11.5%
Some College	98	84.7%	65.3%	7.1%	26.5%	15.3%	15.3%	8.2%	5.1%
B.A./B.S.	234	96.6%	64.5%	14.1%	20.9%	6.4%	27.8%	1.3%	4.3%
M.A.,Ph.D	382	97.1%	58.9%	13.1%	15.7%	5.8%	25.1%	0.5%	3.9%
Other	39	79.5%	38.5%	5.1%	23.1%	15.4%	10.3%	5.1%	7.7%
Prefer Not To Answer	15	86.7%	46.7%	20.0%	13.3%	13.3%	20.0%	6.7%	0.0%
No Answer	32	71.9%	53.1%	15.6%	21.9%	15.6%	21.9%	3.1%	6.3%
All Respondents	100%	91%	60%	12%	19%	9%	22%	3%	5%

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Communiation by Age Group									
Age Groups	All Respondents	Email	Facebook	Twitter	Instagram	Snapchat	Linked In	None of the Above	Other
16-under	46	33	26	9	17	14	10	2	3
17-34	70	60	54	8	27	21	14	1	7
34-45	200	181	149	24	51	17	48	2	10
46-65	379	356	228	57	59	25	101	13	15
66-Above	155	147	56	5	10	2	20	4	6
No Answer	3	1	1	1	1	1	0	0	0
Prefer Not to Answer	8	7	2	0	0	0	0	1	1
All Respondents	861	785	516	104	165	80	193	23	42

% Communication Method, within Age Group									
Age Groups	All Respondents	Email	Facebook	Twitter	Instagram	Snapchat	Linked In	None of the Above	Other
16-under	46	72%	57%	20%	37%	30%	22%	4%	7%
17-34	70	86%	77%	11%	39%	30%	20%	1%	10%
34-45	200	91%	75%	12%	26%	9%	24%	1%	5%
46-65	379	94%	60%	15%	16%	7%	27%	3%	4%
66-Above	155	95%	36%	3%	6%	1%	13%	3%	4%
No Answer	3	33%	33%	33%	33%	33%	0%	0%	0%
Prefer Not to Answer	8	88%	25%	0%	0%	0%	0%	13%	13%
All Respondents	861	91%	60%	12%	19%	9%	22%	3%	5%

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Communication Method, by ward										
Ward #s	All Respondents	Email	Facebook	Twitter	Instagram	Snapchat	Linked In	None of the Above	Other	
1	43	41	23	5	6	4	8	1	1	
2	84	78	55	16	18	9	20	3	3	
3	117	110	63	14	22	11	28	1	4	
4	87	79	49	7	17	10	12	2	4	
5	95	84	61	9	25	10	19	3	6	
6	105	101	62	9	11	5	27	3	1	
7	96	90	52	11	16	7	25	4	4	
8	59	50	42	6	13	4	13	0	6	
9	99	93	60	12	20	9	23	2	6	
201	14	13	11	2	4	2	2	0	0	
No Answer	62	46	38	13	13	9	16	4	7	
Grand Total	861	785	516	104	165	80	193	23	42	

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% Communication Method by ward, within ward										
Ward #s	All Respondents	Email	Facebook	Twitter	Instagram	Snapchat	Linked In	None of the Above	Other	
1	43	95%	53%	12%	14%	9%	19%	2%	2%	
2	84	93%	65%	19%	21%	11%	24%	4%	4%	
3	117	94%	54%	12%	19%	9%	24%	1%	3%	
4	87	91%	56%	8%	20%	11%	14%	2%	5%	
5	95	88%	64%	9%	26%	11%	20%	3%	6%	
6	105	96%	59%	9%	10%	5%	26%	3%	1%	
7	96	94%	54%	11%	17%	7%	26%	4%	4%	
8	59	85%	71%	10%	22%	7%	22%	0%	10%	
9	99	94%	61%	12%	20%	9%	23%	2%	6%	
201	14	93%	79%	14%	29%	14%	14%	0%	0%	
No Answer	62	74%	61%	21%	21%	15%	26%	6%	11%	
Grand Total	861	91%	60%	12%	19%	9%	22%	3%	5%	

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Entertainment, by Education Completed								
Education Level	All Respondents	Music	Movies	Check out Books	Online Games	Hobbies	None of the Above	Other
High School or GED	61	47	33	11	22	10	1	8
Some College	98	68	62	23	41	21	3	10
B.A./B.S.	234	170	168	76	80	62	15	18
M.A.,Ph.D	382	276	256	154	118	89	26	18
Other	39	28	24	11	13	6	3	4
Prefer Not To Answer	15	8	8	2	5	1	2	2
No Answer	32	4	2	0	0	1	0	3
All Respondents	861	601	553	277	279	190	50	63

% Entertainment by Education completed, within education categories								
Education Level	All Respondents	Music	Movies	Check out Books	Online Games	Hobbies	None of the Above	Other
High School or GED	61	77%	54%	18%	36%	16%	2%	13%
Some College	98	69%	63%	23%	42%	21%	3%	10%
B.A./B.S.	234	73%	72%	32%	34%	26%	6%	8%
M.A.,Ph.D	382	72%	67%	40%	31%	23%	7%	5%
Other	39	72%	62%	28%	33%	15%	8%	10%
Prefer Not To Answer	15	53%	53%	13%	33%	7%	13%	13%
No Answer	32	13%	6%	0%	0%	3%	0%	9%
All Respondents	861	70%	64%	32%	32%	22%	6%	7%

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Entertainment, by Age Group								
Age Groups	All Respondents	Music	Movies	Check out Books	Online Games	Hobbies	None of the Above	Other
16-under	46	18	15	2	15	3		6
17-34	70	63	58	25	26	22	3	3
34-45	200	169	159	68	68	55	4	7
46-65	379	272	255	121	117	88	21	30
66-Above	155	74	62	61	52	22	21	16
No Answer	3	0	0	0	0	0	0	0
Prefer Not to Answer	8	5	4	0	1	0	1	1
Grand Total	861	601	553	277	279	190	50	63
% Entertainment, within Age Group								
Age Groups	All Respondents	Music	Movies	Check out Books	Online Games	Hobbies	None of the Above	Other
16-under	46	39%	33%	4%	33%	7%	0%	13%
17-34	70	90%	83%	36%	37%	31%	4%	4%
34-45	200	85%	80%	34%	34%	28%	2%	4%
46-65	379	72%	67%	32%	31%	23%	6%	8%
66-Above	155	48%	40%	39%	34%	14%	14%	10%
No Answer	3	0%	0%	0%	0%	0%	0%	0%
Prefer Not to Answer	8	77%	54%	18%	36%	16%	2%	13%
Grand Total	861	70%	64%	32%	32%	22%	6%	7%

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Entertainment, by ward									
Ward #s	All Respondents	Music	Movies	Check out Books	Online Games	Hobbies	None of the Above	Other	
1	43	28	27	15	21	12	5	3	
2	84	61	57	29	33	23	7	3	
3	117	80	85	42	41	29	11	8	
4	87	66	57	32	29	15	5	4	
5	95	67	55	26	40	24	5	10	
6	105	77	69	39	28	28	4	5	
7	96	63	59	32	32	18	6	12	
8	59	48	43	21	15	12	1	2	
9	99	76	70	27	23	20	5	5	
201	14	10	11	5	4	3	1	1	
No Answer	62	25	20	9	13	6		10	
Grand Total	861	601	553	277	279	190	50	63	

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Entertainment by ward, within ward									
Ward #s	All Respondents	Music	Movies	Check out Books	Online Games	Hobbies	None of the Above	Other	
1	43	65%	63%	35%	49%	28%	12%	7%	
2	84	73%	68%	35%	39%	27%	8%	4%	
3	117	68%	73%	36%	35%	25%	9%	7%	
4	87	76%	66%	37%	33%	17%	6%	5%	
5	95	71%	58%	27%	42%	25%	5%	11%	
6	105	73%	66%	37%	27%	27%	4%	5%	
7	96	66%	61%	33%	33%	19%	6%	13%	
8	59	81%	73%	36%	25%	20%	2%	3%	
9	99	77%	71%	27%	23%	20%	5%	5%	
201	14	71%	79%	36%	29%	21%	7%	7%	
No Answer	62	40%	32%	15%	21%	10%	0%	16%	
Grand Total	861	70%	64%	32%	32%	22%	6%	7%	

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Internet usage by Education completed									
Education Level	All Respondents	Pay A Bill	Find health or wellness information	Search for a job	Learn a new skill	Find products or services	Follow the news	None of the Above	Other
High School or GED	61	26	17	22	13	23	26	7	2
Some College	98	76	60	30	37	74	69	3	6
B.A./B.S.	234	208	181	72	102	204	197	2	9
M.A.,Ph.D	382	320	298	104	152	339	344	7	15
Other	39	19	17	10	14	27	27	4	2
Prefer Not To Answer	15	11	9	5	8	8	9	0	1
No Answer	32	14	16	8	10	18	22	1	3
All Respondents	861	674	598	251	336	693	694	24	38
% Internet usage by Education completed, across education categories									
Education Level	All Respondents	Pay A Bill	Find health or wellness information	Search for a job	Learn a new skill	Find products or services	Follow the news	None of the Above	Other
High School or GED	7%	43%	28%	36%	21%	38%	43%	11%	3%
Some College	11%	78%	61%	31%	38%	76%	70%	3%	6%
B.A./B.S.	27%	89%	77%	31%	44%	87%	84%	1%	4%
M.A.,Ph.D	44%	84%	78%	27%	40%	89%	90%	2%	4%
Other	5%	49%	44%	26%	36%	69%	69%	10%	5%
Prefer Not To Answer	2%	73%	60%	33%	53%	53%	60%	0%	7%
No Answer	4%	44%	50%	25%	31%	56%	69%	3%	9%
All Respondents	861	78%	69%	29%	39%	80%	81%	3%	4%

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Internet usage, by Age Group									
Age Groups	All Respondents	Pay A Bill	Find health or wellness information	Search for a job	Learn a new skill	Find products or services	Follow the news	None of the above	Other
16-under	46	16	21	16	18	25	31	4	7
17-34	70	52	41	32	33	48	50	2	4
34-45	200	179	132	74	95	162	164	2	6
46-65	379	308	283	113	141	331	318	8	15
66-Above	155	115	117	12	47	124	125	7	6
No Answer	3	1	0	1	0	0	1	0	0
Prefer Not to Answer	8	3	4	3	2	3	5	1	0
Grand Total	861	674	598	251	336	693	694	24	38
% Internet usage, within Age Group									
Age Groups	All Respondents	Pay A Bill	Find health or wellness information	Search for a job	Learn a new skill	Find products or services	Follow the news	None of the above	Other
16-under	46	35%	46%	35%	39%	54%	67%	9%	15%
17-34	70	74%	59%	46%	47%	69%	71%	3%	6%
34-45	200	90%	66%	37%	48%	81%	82%	1%	3%
46-65	379	81%	75%	30%	37%	87%	84%	2%	4%
66-Above	155	74%	75%	8%	30%	80%	81%	5%	4%
No Answer	3	33%	0%	33%	0%	0%	33%	0%	0%
Prefer Not to Answer	8	38%	50%	38%	25%	38%	63%	13%	0%
Grand Total	861	78%	69%	29%	39%	80%	81%	3%	4%

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Internet usage, by ward

Ward #s	All Respondents	Pay A Bill	Find health or wellness information	Search for a job	Learn a new skill	Find products or services	Follow the news	None of the above	Other
1	43	30	33	12	13	33	37	2	2
2	84	68	58	26	33	64	68	4	0
3	117	95	95	34	54	105	99	0	7
4	87	70	59	22	36	65	69	4	3
5	95	66	52	38	39	67	66	2	6
6	105	93	76	21	36	93	87	1	7
7	96	72	66	24	34	85	77	3	4
8	59	50	44	15	20	45	50	0	2
9	99	82	73	30	46	82	85	3	3
201	14	11	9	4	6	10	12	1	0
No Answer	62	37	33	25	19	44	44	4	4
Grand Total	861	674	598	251	336	693	694	24	38

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% Internet usage by ward, within ward									
Ward #s	All Respondents	Pay A Bill	Find health or wellness information	Search for a job	Learn a new skill	Find products or services	Follow the news	None of the above	Other
1	43	70%	77%	28%	30%	77%	86%	5%	5%
2	84	81%	69%	31%	39%	76%	81%	5%	0%
3	117	81%	81%	29%	46%	90%	85%	0%	6%
4	87	80%	68%	25%	41%	75%	79%	5%	3%
5	95	69%	55%	40%	41%	71%	69%	2%	6%
6	105	89%	72%	20%	34%	89%	83%	1%	7%
7	96	75%	69%	25%	35%	89%	80%	3%	4%
8	59	85%	75%	25%	34%	76%	85%	0%	3%
9	99	83%	74%	30%	46%	83%	86%	3%	3%
201	14	79%	64%	29%	43%	71%	86%	7%	0%
No Answer	62	60%	53%	40%	31%	71%	71%	6%	6%
Grand Total	861	78%	69%	29%	39%	80%	81%	3%	4%

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Appendix 2: Detailed Goal List (Including EDGE goals)

Planned Year: 2017	Type of Goal	Description
	Construction	Teen/Loft hardware requirements
	Construction	Maker Space hardware and software requirements
	Digital Literacy	Identify funding sources for Digital Learn website customization
	Construction	Create hardware decommissioning plan
	Digital Literacy	Identify source of capital for new hardware requirements
	EDGE goal	Begin providing classes on social media
	EDGE goal	One on one technology help by appt for at least 30 minute sessions at all locations
	EDGE goal	Select and organize online resources to help patrons learn digital literacy skills
	EDGE goal	Hold a quarterly class for patrons on navigating educational resources
	EDGE goal	Conduct at least one presentation about library technology to a community based organization annually
	EDGE goal	Conduct community representative focus groups on the community's technology needs (Harwood)
	EDGE goal	Evaluate the effectiveness of parternships related to technology programs and services.
	EDGE goal	Update staffing plans to reflect community needs related to digital inclusion
	EDGE goal	Staffing job descriptions based on renovation plans
	EDGE goal	Loan space or devices to community organizations for technology related classes in the library
	EDGE goal	Maintain a list of community organizations that offer technology services and resources
	EDGE goal	Track emerging technology trends and applications in the community
	EDGE goal	Make at least on technology related presentation annually at a formal professional gathering
	EDGE goal	Participate or facilitate a technology mentorship program that pairs library staff with more experienced or knowledgable mentors involved in managing library and other public access technology.

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Planned Year: 2017	Type of Goal	Description
	EDGE goal	Include questions regarding the following topics in an annual survey: a) Patron satisfaction with library Technology b) Personal importance of library technology c) Importance of library technology to others in the community Create a formal 3-5-year hardware refresh cycle Create a software upgrade plan with a 3-5-year refresh cycle Allow all public services staff work time to engage in technology-related learning activities such as webinars, online tutorials, or classes Allow all public services staff work time for hands on related learning with new devices, software or other technology.
	EDGE goal	
	EDGE goal	
	EDGE goal	
	EDGE goal	
	EDGE goal	
	EDGE goal	

Planned Year: 2018	Type of Goal	Description
	EDGE goal	Begin providing classes on multi-media—tied to Maker’s lab and new space on the 3 rd floor
	EDGE goal	Begin providing computer skills classes in Spanish
	EDGE goal	One on one help by appointment for patron owned devices
	EDGE goal	One on One technology help available languages other than English
	EDGE goal	Photo-editing software available at the the Church & Orrington location-- tied to construction on 3 rd floor
	EDGE goal	Video recording and editing software at the Church & Orrington location—tied to construction on 3 rd floor
	EDGE goal	Select and organize online resources for job seeking, employment skill-building and/or professional certification
	EDGE goal	Web development software available at the Church & Orrington location—tied to construction on 3 rd floor
	EDGE goal	Video conferencing equipment available for public use—tied to construction on 3 rd floor

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Planned Year: 2018	Type of Goal	Description
	EDGE goal	Multimedia production equipment available for public use
	EDGE goal	Cold spare available to switch out downed devices with fresh hardware within one business day
	EDGE goal	At least one public terminal that can be converted with assistive technology to facilitate usage by people with motor and dexterity available at all locations
	Digital Literacy	Work with PLA to customize DigitalLearn site for EPL

Planned Year: TBD	Type of Goal	Description
	EDGE goal	Become a 211-designated service point for health and human services
	EDGE goal	Hold advertised forums on the community's technology needs
	EDGE goal	Conduct a community needs assessment of technology resources in languages other than in English
	EDGE goal	Conduct a community needs assessment for technology resources for people with disabilities
	EDGE goal	Survey patrons annually about public technology use and outcomes in the following purpose areas: <ol style="list-style-type: none"> 1) Workforce development 2) eGovernment 3) Education 4) Health and wellness
	EDGE goal	Maintain a plan to provide technology services to the community in the event of a disaster or other emergency
	EDGE goal	Share network management policies and practices with other libraries or community based organizations
	EDGE goal	Allow staff opportunity to attend annual training during work time from experts in the following areas: <ol style="list-style-type: none"> 1) Workforce development 2) eGovernment 3) Education 4) Health and wellness

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Planned Year: TBD	Type of Goal	Description
	EDGE goal	Provide key staff opportunity to attend training in the creation of digital content during work time
	EDGE goal	Provide key staff opportunity to attend training in instructional design and techniques during work time

For the avoidance of doubt, we have listed below the EDGE assessment objectives that EPL does not currently meet, but are *not* included in our 2017, 2018 or TBD goals.

- | |
|--|
| <ol style="list-style-type: none"> 1. Curricula and in-person classes available in Library Resources 2. Select and organize online guides and instructions for identifying, finding and using online eGovernment resources 3. Library organized or hosted quarterly class for patrons on navigating online government resources 4. Community technology-related questions are included in a local government survey 5. Host a dedicated environment to allow library staff to experiment with new applications and online environments 6. Have public computers in private rooms |
|--|

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Appendix 3: Computer Basics Class Scores and Evaluations

Below is a table with our pre- and post-class scores as of 9/30/2016. Each survey is assigned a unique random number for audit purposes.

The range for the pre-class score is -5 to 0. A score of -5 reflects that the participant indicated that s/he possessed none of the skills to be taught. A score of 0 reflects that the participant indicated that s/he possessed all of the skills to be taught.

The range for the post-class score is 0 to 5. A score of 0 indicates that the participant learned none of the skills that were taught. A score of 6 indicates that the participant learned all of the skills that were taught.

Survey Number	Pre Test Score	Post Test Score
57182	-5	6
85704	-5	6
690	-5	6
39566	-5	6
34767	-5	5
77821	-5	3.5
8606	-5	0
73998	-4.5	6
62089	-4.5	5
85817	-4.5	5
8906	-4	6
95464	-4	6
2033	-4	5.5
63261	-4	4.5
69133	-4	4
60883	-4	2
7352	-3.5	6
8562	-3.5	6
70741	-3.5	6
73101	-3.5	6
10916	-3.5	6
83198	-3.5	6
55648	-3.5	2
88893	-3	6
43171	-3	6
60908	-3	6
11089	-3	6
78407	-3	5.5
43690	-3	5
75268	-3	3.5

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Survey Number	Pre Test Score	Post Test Score
92734	-3	3.5
39212	-3	3
28204	-3	3
25623	-2.5	6
23976	-2.5	3.5
1555	-2.5	1
24466	-2	6
49879	-2	6
18420	-2	4
99069	-2	4
28501	-2	4
76922	-2	4
68214	-2	1
93776	-2	-4
45386	-1.5	6
33716	-1.5	6
59526	-1.5	6
28483	-1.5	5.5
4908	-1.5	5.5
16446	-1.5	5
35522	-1.5	3
59642	-1.5	0
78165	-1	6
52608	-1	6
87305	-1	6
77244	-1	6
17553	-1	6
15385	-1	5.5
12831	-1	5.5
36772	-1	4
97336	-1	4
55819	-1	2.5
51410	-1	2
12747	-1	2
39233	-0.5	6
37098	-0.5	6
67541	-0.5	6
46621	-0.5	6

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Survey Number	Pre Test Score	Post Test Score
77659	-0.5	6
14763	-0.5	5.5
75660	-0.5	1.5
56693	0	6
49802	0	6
61515	0	6
34668	0	6
62505	0	6
59544	0	6
33039	0	6
63137	0	6
89613	0	6
77534	0	6
84533	0	5.5
38894	0	5.5
51625	0	5
46152	0	3
21154	0	1
39619	0	0
87700	0	0
37214	0	0

Summary of Responses to the Question: What do you want to learn or do? <i>(Note that the answer may be directly related to the class participant is taking)</i>
to learn all I can
Gather info on what I'm interested in
Send & Receive
Facebook! Social Media
To learn about computers
Internet safety
So I will know how to work a computer and become more cyber literate
Look up information
How to find information
To learn to use it

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Summary of Responses to the Question: What do you want to learn or do? <i>(Note that the answer may be directly related to the class participant is taking)</i>
Learn how to use it
I'm here to learn the basics because I don't really know much in the computer
the basics; paste: copy & the internet; microsoft software
To apply it to a new career
To learn to use it
Everything
Anything & Everything
To do some basic communication via electronic mail
Sort of my email
Learning how to use a computer
Learn how to use it!
To know more things & Hander (sic) it
Look job, vacation, learn to type, email etc
Read news items, watch movies
Send infor from my email to another email site
E-mail
To explore information about various topics
Look for a job; email; find information;medical receptionist
To contact--email
Learn how to use windows tablets; how to use icons (new)
Use the internet, use e-mail, do computer searches
To be able to operate a computer in general, to operate various functions on line etc. To learn how to cuntion with the computer. I am trying to learn as much technology as possible.
Create documents; need to create graphic; create files;create presentations
Navigate the web better. Become more proficient on keyboard; And just learn computer basis in order to take more advanced classes
Become comfortable & able
Send attachments
Refresh my memory & skills
Research

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Summary of Responses to the Question: What do you want to learn or do? <i>(Note that the answer may be directly related to the class participant is taking)</i>
Navigate the Internet in a more efficient way.
General knowledge about Internet
To know where I will go to when searching for different information. The meaning of certain icons in (sic) the Internet.
Look for information
Email--write letters--printing documents--icon meaning--search on the internet
Personal use
For traveling information
Microsoft Word
Succeed in class work
Resume building and typing papers for school
To send and receive messages
Learning/Practice
Quick contact w/ friends, family and volunteer organizations
To learn to use it
Just to know how to use them so I can learn about computers more
Password? Change my email?
I need email for jobs
Send & Receive for school, work, etc...
Everything--job skills

Summary of responses to the Questions: Was the content well presented? Was the teacher responsive? Were the materials understandable?
Going just great. Have learned much more than I knew before
Content well presented--Yes; Teacher responsive--Yes; Materials Understandable--Yes
Content--OK; Teacher responsive--OK; Materials--OK; I would like to follow along with the teacher, hands-on. I learn better that way. Thank you.
It was GREAT
Content--yes; Teacher--excellent; materials--yes

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Summary of responses to the Questions: Was the content well presented? Was the teacher responsive? Were the materials understandable?
Content--yes; Teacher--yes; materials--yes
Content--yes; Teacher--yes; materials--yes
Content--yes
Content--yes;Teacher--yes A+; Materials--yes
I will continue to come and I am sure this will help me a lot
Content--somewhat; Teacher--Yes; Materials--somewhat
Just name & address provided
All of these were great
ShuMei Chen; smchen0816@yahoo.com;IPAD classes
Teacher is EXCELLENT; Was extremely difficult to locate classroom. I almost didn't find it. All 3rd floor personnel should be told where it is!!
Content--yes; teacher--yes; maaterials--yes
Content--yes; teacher--yes; materials--yes; very informative
Presented well--yes; answered questions; helped when needed; very well done
The instructor is very good at explaining the lesson. He is knowledgeable about computer components 1-10 -- 10
Content--yes; Teacher--yes; Materials--yes
The instructor was great, patient, professional and quite informative. Also very supportive in explaining different assignments in the class. I hope that I'll have the pleasure of having Eddie as my instruction in the duration of these computer classes.
Instruction given & covered (sic) is done thoroughly & questions are accepted & answered
Content--yes;teacher--very much so; Materials--yes; Enjoyed class very much; Very informative on basics. I will like very much so to see whats (sic) next class holds--Internet Basics
The content was well presented. The teacher was so efficient and very patient, entertaining every (?) question from us. The materials were clear & understandable but at my age I'm a little bit confused. Perhaps as I practice on the computer, it would be clear already.
Content well presented--Yes; Teacher responsive--Yes; Materials Understandable--Yes
Were the materials understandable and clear? No. I do best by doing!
Content well presented--Yes; Teacher responsive--Yes; Materials Understandable--Yes My knowledge base has been reinforced, appreciatively, especially pertaining to attachments in the Gmail format. Formatting & retrieving documens are my greater interest as I expland my knowledge base.
Content well presented--Absolutely; Teacher responsive--Yes; Materials Understandable--Yes Thank you, thank you for initiatiing these relevant classes at EPL.

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Summary of responses to the Questions: Was the content well presented? Was the teacher responsive? Were the materials understandable?
Have some classes in evening
Very well presented, clear & precise
Content well presented--Yes; Teacher responsive--Yes; Materials Understandable--Yes
The content was clearly and well presented. The teacher was very responsive and patient enough to answer and clarify some questions I asked. Great job for Caleb! The materials were understandable & clear enough.
The content was well presented and the teacher Caleb was very responsive and very accomodating. The materials were understandable and were well presented by the teacher!
Caleb--the instructor--superior in all respects
They will (sic) all good
Very thorough and professional
Content well presented--yes; Materials understandable and clear? No; I am a hands-on person! I believe I can learn more but following along. He left me <sic>
Content was presented well; Teacher was responsive to question (sic); Materials understandable and clear
Content well presented--excellent; Teacher responsive--absolutely; materials understandable and clear--yes; great teacher. Thanks.
Maybe some work assignment to see if the information is being internized (sic)
Content well presented--yes; Teacher responsive--yes; materials understandable and clear--yes; I really enjoy this class. I hope that I can join again this class.
Content well presented--Yes; Teacher responsive--Yes; Materials Understandable--somewhat
It helped me quite a bit.

To see copies of our pre- and post-class surveys, please visit the public Google Drive, where we have archived key documents related to this iniative.

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Appendix 4: Initial Digital Literacy Proposal

For the PDF version of this proposal, please access the public access Google Drive folder we have created to house all the related documents for this initiative.

Digital·Literacy·@·the·
Evanston·Public·Library·
A·Road·Map·proposal¶

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Digital-Literacy-@-The-Evanston-Public-Library

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Why Digital Literacy?

“..... promote the development of independent, self-confident, and literate citizens.”

- Deliver *innovative programs* and displays that fulfill the Library’s mission.
- Partner and engage citizens in specific communities in Evanston to identify demographics and service areas of specialization to focus on as centers of *learning, leisure, and literacy* throughout Evanston.
- Position the Library as a *public technology learning center* for all citizens of Evanston by providing hands-on sharing.
- Embed in that plan a *responsiveness to changing demographics and technology* that promotes open communication between the community and the library.

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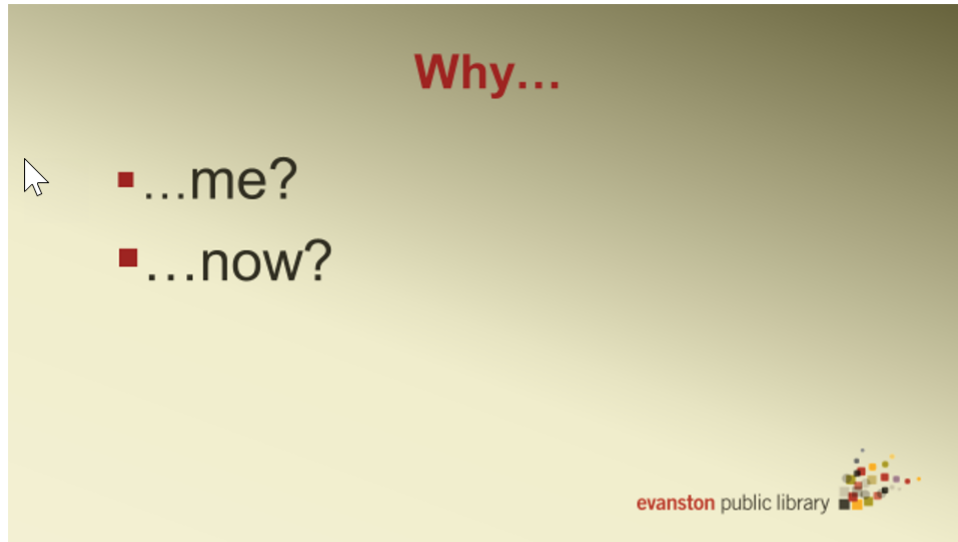


Digital literacy is but one of the many types of literacy that the Evanston Public Library is dedicated to nurturing. In focusing on digital literacy this proposal does not intend to suggest that it is more important than any other type of initiative. Simply put, I have benefited from my own digital skills, and would like to help others in my community gain the same rewards.

Both the original and the current strategic plan for the Evanston Public Library encompass the scope for a digital literacy initiative. Indeed, as indicated in the slide above, several of the platforms in the current plan specifically support such a program. However, like any large initiative, without an agreed upon road map, a digital literacy program will be effected piecemeal, without an overarching vision and an underlying structure. This proposal is to create such a road map, with all the due diligence and stakeholder engagement that is essential for a feasible, actionable road map.

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Why would I be the logical person to create such a road map? Surely there are more qualified professionals, specifically in the area of technological literacy? The answer to the latter question is yes. However, I can safely say that there is no volunteer more dedicated or passionate about the Evanston Public Library. Over many years, I have performed a number of activities for the Library including:¶

- → 20 years of volunteering at the Circulation Desk of the North Branch of the EPL¶
- → Move of the South Branch to the Main/Chicago Avenue Location¶
- → One full year of teaching EPL staff Excel skills¶
- → Two years of teaching MS Office classes for the public at the EPL Main location.¶
- → Three years of teaching MS Office 'seminars' for the public at the EPL branches¶

When I was teaching the MS Office classes, it was very apparent to me that there is a real need for these types of classes to be provided on an ongoing, consistent basis. Additionally, there is a need for other types of classes, including, but not limited to, social media tools, leisure tools, and basic computer skills. Finally, these types of classes need to be offered across Evanston, in both English and Spanish, in order to be available (both culturally and physically) to our diverse population.¶

The next reasonable question is why am I proposing this work now? I am leveraging serendipity. In December of 2015 I will be leaving a job that has been a labor of love. While I fully anticipate being employed within the next 6 months, a job search can take a long time and I will have a lot of creative energy 'going spare'. Creating a Digital Literacy program for the Evanston Public Library is an item on my 'bucket list', so I am seizing the moment! If the concern arises that once I get a job I will not have time for this endeavor, I will let my record speak for itself. I have never abandoned an effort to which I committed for the Library.¶

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A plan that...

- Defines what Digital Literacy means
- Links to the Strategic Plan
- Describes Best Practice and Best-In-Class
- Aligns with existing & planned initiatives
- Provides a tiered approach to implementation
- Measures community & stakeholder interest
- Quantifies the costs
- Assesses the risks

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Enter “what is digital literacy” into Google. You will get approximately **17.9 million** hits. Clearly this is a well-discussed topic with many views, definitions, and permutations. Simply to define the term is a piece of work. However, defining a term out of context is of limited value when using it as a foundation stone for a community-based program. Therefore, this road map would hone the definition for relevance to Evanston. An analysis of what is Best Practice and Best-in-Class will provide insight into how the general definition is translated into actual programming in other communities. This catalog of practices and examples will enable Evanston to identify and select specific building blocks of a realistic program and leverage the learnings of other communities. ¶

One pitfall in our ‘plan happy’ world is that we create plans in a vacuum, without creating the appropriate linkages to existing visions and initiatives. One of my pet peeves is that we create the world anew, without building on the work that has already been created. Therefore, one of the key tenets of this plan is that it is *subordinate to the existing EPL strategic plan* (and the upcoming update) and *aligns with major EPL/Evanston initiatives*. To ensure that this tenet is upheld throughout this document, a complete assessment of the community and stakeholders’ interest is included. To put it crudely, there is little point in planning to build a tunnel if the community wants a bridge. ¶

While visionary ambitions liberate the imagination, a truly useful road map is specific and actionable. It is clear about the costs *and* the risks involved in proceeding. It is my intention that this plan will outline an ambitious vision, but will provide a graduated approach to achieving it—an approach that enables forward progress even in years of limited resources or competing priorities. ¶

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Output

- Report
- “Road Show”
- Social media campaign
- Staff briefing materials
- “About this report”

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What will result from all of this effort? A report, prepared and presented digitally. (More on this below.) This report will be interactive and ‘web friendly’ to enable electronic distribution and posting and navigation on a website. To support the report, I will create a Road Show—a PowerPoint presentation, Speaker’s Notes, and handouts to ensure that anyone can present the findings in a consistent and professional manner. In tandem with the Road Show, the output will include a Staff Briefing, in essence a shortened version of the full report, with talking points. This is to enable anyone on the Library staff to answer patron questions accurately and confidently. ¶

No initiative is complete without an accompanying social media initiative. It is my hope that we can use social media not only to publicize the finished work, but also to keep stakeholders informed during the creation process. I also want to use a custom (and private) website to engage and inform stakeholders, the steering committee, and sponsor during the entire process. My intention is that this report will ‘walk the talk’ by using digital tools extensively. ¶

I would also like to create a Meta-report (“About this report”) and showcase all of the tools that were used in its creation. The report itself will be a case study in why digital literacy is important and worth pursuing. ¶

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Success Measures

- Clear definition of Digital Literacy, Evanston-style
- Assessment of alignment with other initiatives
- Year One start up budget & forecast for 3 years
- List of potential funders & requirements
- Staffing plan
- Risk mitigation plan
- Measurement of stakeholders' engagement
- Tiered approach based on funding and buy-in
- Actionable 5 year growth plan from starting point

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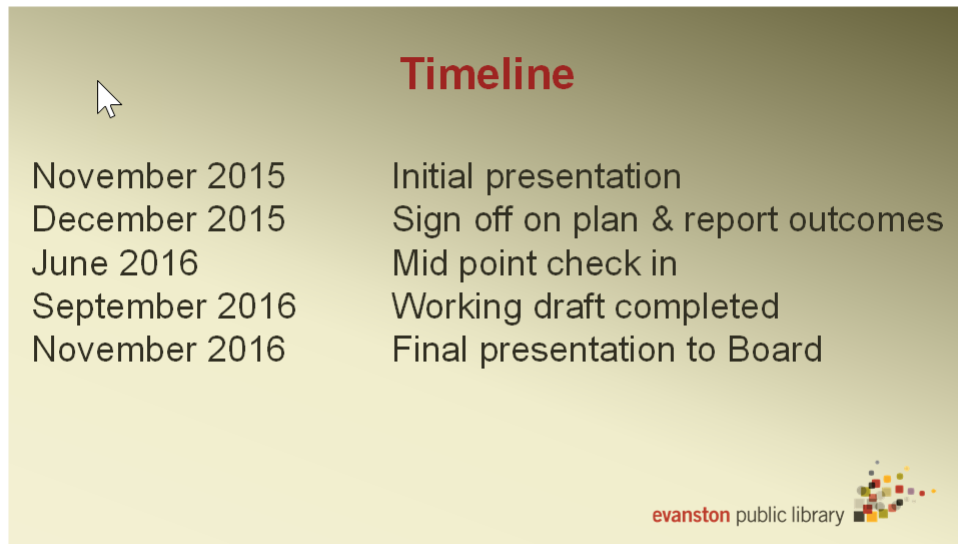
¶

A complete and thorough report will answer these important questions (and others yet to be determined):

- → What does digital literacy look like in Evanston? What does the community want and need? What will the larger community support financially and politically? How does this initiative line up with others within Evanston (e.g. Robert Crown)? How can we build partnerships with other entities so that we dovetail and don't work at cross purposes?
- → What are the start-up and ongoing costs? A projection for at least three years should be included. Are there funders and sources of money that are available? What are their requirements for eligibility? Can the proposed program meet these requirements? What is the funding cycle for these funders?
- → What type of staffing (paid and/or volunteer) would a successful program require? Is it feasible to staff with volunteers? What types of skill sets are required? For paid staff, an estimation of salary ranges will be included in both the start-up and ongoing costs.
- → What can we accomplish if we only have limited support and/or funding? What are the low or no-cost opportunities that can be achieved? Are there partnerships with other entities that can provide mutual benefit without incurring large costs for the EPL? A no/low funding, moderate funding, and ample funding approach needs to be included so that progress can be made without dependency on funders. This approach needs to be extended out five years so that a clear path to progress can be envisioned.
- → Finally, what are the risks in undertaking this initiative? Does it cannibalize other programs? What if interest or the will dries up? Who in Evanston does not support it? Can we mitigate that? An exit plan will be included.

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Timeline

November 2015	Initial presentation
December 2015	Sign off on plan & report outcomes
June 2016	Mid point check in
September 2016	Working draft completed
November 2016	Final presentation to Board

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All of this work will take time. I have picked a year because less than a year is not reasonable, based on the amount of work involved. Planning for more than a year will guarantee that the work will not get done. I have attached a more detailed timeline, reflecting my initial thoughts. Please note, however, that meeting deadlines presumes availability of the resources identified as necessary to the work. ¶

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Resources Needed

- Sponsor
- Steering Committee
- Research Librarian
- Marketing/Social Media SME
- Funding/grant SME
- Letters of Introduction
- Permission to use EPL branding
- **Your blessing**

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¶

The final question is, "Yes, but how much is this going to cost, in time and/or money?" I will answer the easy question first. I am proposing to complete this work on a voluntary basis. Additionally, I do not anticipate any monies to complete the work involved. ¶

Now to the question of time. I do anticipate requiring the time of several key resources at the EPL. As requested, I have outlined my estimates of the time requirements for each resource, the responsibilities, and the approximate calendar timing when the resource will be heavily involved. ¶

Sponsor: This is the person who has the authority to 'bless' this project and assign resources to the project. The Sponsor is also the last resort if obstacles arise that cannot be resolved. The time commitment for the Sponsor is limited, perhaps *one to two hours a month*, primarily to attend or read briefings. This commitment will increase in June, September and October, as significant phases of the plan are completed. During these months the Sponsor can plan to spend approximately five hours a month reviewing the drafts and providing editorial direction. ¶

Steering Committee: This is a group of individuals who have a passion about this project. Ideally they will represent a relevant discipline within the EPL or the City. They will provide guidance, oversight, and correction as the plan is written. Their role is to provide the tools, connections, and insight necessary to ensure that the plan meets the agreed upon success measures. The time commitment for the Steering Committee is a *minimum of two hours a month*, with possibly *three to five additional hours* depending on requirements. During June, September and October, the Steering Committee members will spend definitely spend the additional three hours as these are significant milestones in the plan. ¶

Research Librarian: While I possess BA-level research skills, I will need the assistance of a Library staff member trained in the discipline of research. This person *can* be someone who is looking to develop their skill set in this space, and is

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looking for a project on which to work. I am anticipating that this person's time commitment will be *10 hours/month* during January, February, and March, and then diminish to *five hours a month* in April, May and June. When the June milestone is reached, the research requirements for the plan should be complete.

Marketing/Social Media SME: I would like to be able to keep stakeholders and plan members apprised of progress throughout the writing of the plan. Ideally, this would be through various forms of social media (e.g., Twitter, Instagram, Snap Chat, and Facebook). Therefore, I would like to engage a social media SME in January to develop a meta communication plan. I anticipate this would require no more than *five hours*. Once the June milestone is complete, I would then want to engage with the Social Media SME again, to develop a plan for publicizing the completed Road Map. Therefore, I am anticipating *five hours a month* in July, August, September, and October for this resource. Please note that this resource could be someone (e.g., a Northwestern student) who wants an internship project.

Funding/Grant SME: I have no expertise in funding and grants, and need to engage with an expert in this space. I would anticipate working heavily with this person after the June milestone. However, there will be a few hours required prior to the midpoint review to sanity check on the proposal. I am forecasting working with the funding/grant SME as follows: *five hours in May, and 10 hours each in July, August, September and October.*

For ease of review, I have summarized the time requirements below:

Month & Resource	Sponsor	Steering Committee	Research Librarian	Social Media SME	Funding/Grant SME
January	1-2	2-5	10	5	--
February	1-2	2-5	10	--	--
March	1-2	2-5	10	--	--
April	1-2	2-5	5	--	--
May	1-2	2-5	5	--	5
June	5	5	5	--	--
July	1-2	2-5	minimal	5	10
August	1-2	2-5	minimal	5	10
September	5	5	minimal	5	10
October	5	5	minimal	5	10
November	5	5	minimal	5	--

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In summary, I would like to thank you for attending the presentation on Thursday, and taking the time to review this proposal. I hope my enthusiasm for this piece of work is clearly reflected here and that it fires up a reciprocating energy in you. I look forward to the prospect of further conversations in the near future. In the meantime, best wishes for a wonderful Thanksgiving and holiday season.

With warm regards,

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