

**Applying Agency:** Lewis & Clark Library System

Founded in 1966, the Lewis & Clark Library System (LCLS) is one of nine regional multitype library systems in Illinois. Systems were created by State Statute *because the state has a financial responsibility in promoting public education, and because the public library is a vital agency serving all levels of the educational process, it is hereby declared to be the policy of the state to encourage the improvement of free public libraries and to encourage cooperation among all types of libraries in promoting the sharing of library resources* (75 ILCS 10/1). Our mission is to ***advance libraries in successfully serving the evolving needs of their communities.***

Regional Library Systems including LCLS are funded through appropriations in the General Revenue Fund under the Secretary of State's Budget. We receive what are called area and per capita grants that are distributed statewide through the use of an Illinois State Library formula. LCLS is unable to levy taxes on its own. In 2001, when the new US Census figures were released, LCLS received a decrease of approximately \$60,000 in its appropriation; and while the population in the LCLS area did increase, proportionately the population increases that occurred across the state were much more dramatic in the Chicago suburbs and other areas. In 2004, LCLS lost an additional \$140,000 in annual appropriations. So, effectively, since 2004, LCLS has incorporated a decrease in annual funding of \$200,000 and therefore an annually increasing decline in our purchasing power. In order to continue to try new projects and to discover new ways and means of providing library services, it is crucial that we seek and win grant awards.

LCLS's regional area covers 4,915 square miles in an eleven county area of southwestern Illinois with the System headquarters located 20 miles east of St. Louis, Missouri. According to the 2000 U.S. Census, this area has a total population of 670,077. As can be imagined, the population in the Lewis & Clark Library System service area is quite diverse, as are the libraries that directly serve those populations. We serve communities in Bond, Calhoun, Clinton, Greene, Jersey, Macoupin, Madison, Monroe, Montgomery, Sangamon, and St. Clair counties.

From rural to suburban, impoverished to affluent, homogenous to multicultural, the people served by the library members of LCLS all equally have access to library services and materials. The LCLS membership consists of 134 academic, public, school, and special libraries, 60 of which fund and participate in the Local Library System Automation Project through a shared integrated library system (GateNet). Our library members' staffs are quite diverse in age, education, abilities, socio-economic backgrounds, race, religion, and political affiliations.

LCLS provides services to the diverse librarians and library staffs of the member libraries. We do not govern nor do we administer our library members. Our services include automation/technology, bibliographic access, continuing education, delivery, reciprocal access, and more. Another core service is that of consulting. Consulting assignments cover such topics as collection management, library establishment, expansion and development of library services, grants development, interlibrary cooperation activities, legislation/law, library and personnel administration, marketing of library services, planning and budgeting, and others.

LCLS administers many grants on a regular basis, both ongoing and one-time grants from various sources. We are able, willing, and ready to begin activities and subsidize a reimbursable grant or finance grant activities until the check arrives. We are expert grant managers.

**Project Description/LSTA Purpose:**

The question that this project proposes to address is:

What will be the future needs/priorities of Illinois communities and how can libraries prepare to meet those needs?

In order to keep public libraries relevant to users into the future, libraries need to find out what users want and expect from libraries – as well as letting users and potential users know about the services they provide now, or that they can provide. Bridging that gap of information is the focus of this project.

We plan to measure what diverse patron groups perceive to be their changing needs for the upcoming 5 to 10 years, and to help public libraries and their staffs be ready to meet those changing needs. With the uncertainty in the economy on local, regional, statewide and nationwide levels, opportunities are increasing for public libraries to provide more and different services to their communities. Discovering the needs of diverse patron groups will be helpful not only in developing competencies for libraries and librarians, but also in helping libraries as they set strategic plans and develop their services and programs. Having current data about the needs and wants of patrons can give libraries the opportunity to connect to those user needs directly, making libraries not only relevant in their communities, but also in building relationships to sustain the library in the long term.

Discovering the needs of diverse patron groups will be helpful not only in developing competencies for libraries and librarians, but will also be helpful to libraries as they set strategic plans and develop their services and programs. Competencies are best described as knowledge, skills, and abilities. Translating user needs into competencies will be the focus of our research. Current data about the needs and wants of patrons can give libraries the opportunity to connect to those user needs directly, making libraries not only relevant in their communities, but also building relationships to sustain the library in the long term.. The information we gather from the community groups around the state will provide the basis for a defined group of competencies, which libraries can use as training goals and as pieces to their strategic plans.

In this project, we target specific populations of users and non-users, discovering and enumerating services they want from their public libraries. We use that data to discover competencies for libraries and librarians. We then develop training programs to help libraries meet any gaps they may have in serving their populations, measuring before and after the training to evaluate their readiness to meet user needs. The final report, which will be distributed widely across the state, will contain the data libraries can use to build not only a firm grounding in competencies but also develop strategic plans to meet the needs of users.

Our project has a few steps to allow us to accomplish these results:

- We will partner with the Library Systems across Illinois, and they will help to choose public libraries within their Systems to work with as we gather data.
- At least two libraries in each System across the state will be selected to work with us, and we will help them to continue to build community relationships, gather information on patron needs, and develop competencies to meet the changing needs of patrons.

- We will gather ideas from the libraries about the organizations they already work with, then explore the community to discover organizations and people from whom we can gain data on their needs and wants from the public library--now and into the future.
- Mixed methods, including focus groups, Q Method, and surveys, will be used to research these patron needs in order to get the best data possible.
- We will use the results to develop competencies for libraries and librarians.
  - We will measure library and librarian readiness to meet these needs, and then develop training programs to help libraries achieve needed competencies to meet their patrons' needs.
  - Much of the data we collect will be gathered onto electronic systems for ease in analysis and sharing of raw data and results with others.

By following these stages we will not only be able to collect data useful to the libraries we work with in this project, the competencies we extract and the training programs we develop will be helpful to libraries across the state.

With this project we help to achieve three LSTA purposes:

- Developing public and private partnerships with other agencies and community-based organizations;
- Targeting library services to individuals of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disabilities, and to individuals with limited functional literacy or information skills; and
- Targeting library and information services to persons having difficulty using a library and to underserved urban and rural communities, including children from families with incomes below the poverty line.

The Children's Internet Protection Act (CIPA) requirements do not apply because no funds requested under the LSTA program are being used to purchase computers with access to the Internet, or to pay for direct costs associated with accessing the Internet.

### **Action Plan:**

Our proposal will address the "Strategic Plan for Technology and Telecommunications" goal of the *Action Plan for FY09*.

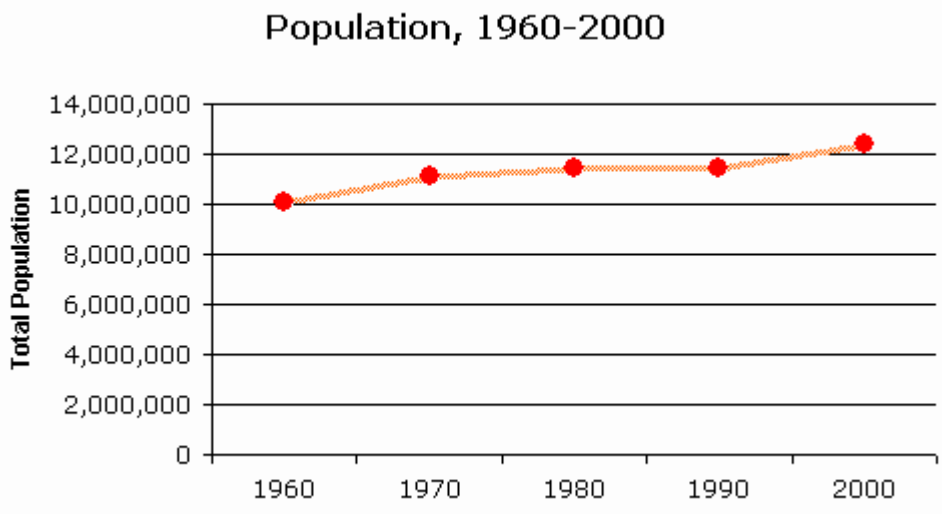
- "Implement Library 2.0 initiatives geared towards more participation by library patrons in library services."
  - We anticipate many, if not most, of the services requested by patrons and non-patrons alike will involve Web 2.0 technologies, including blogs and wikis, tagging/folksonomies, video and photos, digitization, discussion forums, online ratings, RSS feeds, social networking, podcasting, mashups, and other user-generated material.
  - Training programs will be developed at the end of the research to help libraries and librarians obtain necessary competencies to provide and assist patrons with these goals, while advancing the library as a whole in regard to information provided and patron needs met.

- Competencies emerging from this research will be developed with an eye toward Web 3.0 ideas of building all this material into a large database, giving libraries unprecedented amounts of information to share with their communities.

**Target Audience and Needs Assessment:**

The main audience that will benefit from this project is the residents of Illinois. By researching what their future needs will be and then developing the knowledge, skills, and abilities of library workers to meet those needs, we will eventually impact the influence and importance of libraries in the everyday lives of people from all types of communities. The target audience that will directly benefit is those library workers whose knowledge, skills, and abilities are augmented by the outcomes of this project.

“Illinois ranked 5th in population in the US with an estimated total of 12,600,620 in 2002, an increase of 1.5% since 2000. With an estimated population of 8,885,919 in 1999, Greater Chicago was the 3rd-largest metropolitan area in the nation, and alone accounted for over 70% of the total state population.”<sup>1</sup> “By 2025, Chicagoland is projected to be the 5th most populous with 13.4 million people.”<sup>2</sup> This steady growth of people brings changing pressures to public libraries, as the makeup of communities libraries serve may be changing dramatically over the next two decades. Building competencies now to prepare for those needs will help libraries maintain relevance to patrons, along with usage and funding, into the future.



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The focus of our project is improving service to the patrons of Illinois public libraries, so our project should ideally benefit all patrons in libraries who implement our research results. However, we have chosen to focus our research into some specific groups across the state, to help libraries meet the needs of diverse populations in their communities. With so many different groups of

<sup>1</sup> <http://www.city-data.com/states/Illinois-Population.html>  
<sup>2</sup> <http://www.census.gov/population/projections/state/9525rank/ilprsrel.txt>  
<sup>3</sup> [http://www.censuscope.org/us/s17/chart\\_popl.html](http://www.censuscope.org/us/s17/chart_popl.html)

people needing good service from their public libraries, it is difficult for libraries to know what those needs are and what services to plan for to be successful in the future. Through our research, we plan to gather some ideas for libraries and assist in preparing them and their staffs for the future.

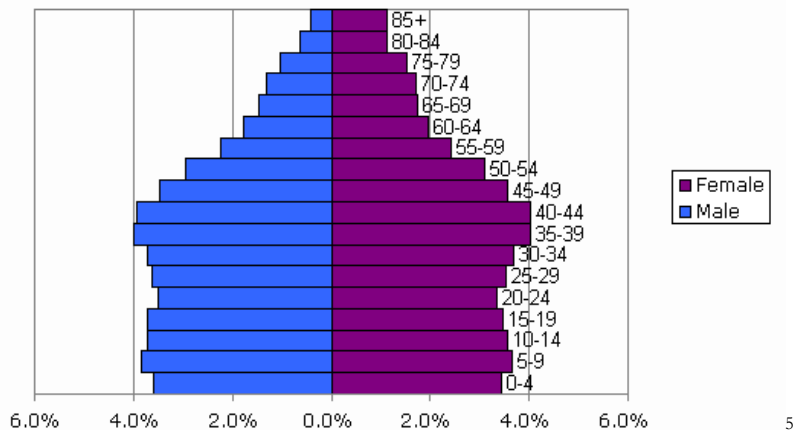
As we develop groups of participants for the research in each community, we will work with the library and any existing partnerships they have established; then reach out to other community groups (formal or not) to collect additional data and gather information on the things these people (patrons or not) want from the library. We want to help the library develop relationships with these different groups, to not only alert them to the important contributions the public library can make to them, but also to build on the information on changing needs in their own communities after the grant is over. As part of the partnership with the libraries in this study, we will distribute any of their PR material to the organizations we contact and to the individuals we work with in the research project.

Some members of these groups may overlap, but we want to gather information widely, focusing on different kinds of needs patrons may bring to the library. We will gather information on each target group from each community. Data we gather will be given to the library in that community, but for analysis we will look at the aggregate data gathered from across the state. We will partner with at least two public libraries in each of the nine multitype Systems in Illinois, giving us a large amount of data on user needs now and into the future. The data we collect will be analyzed and competencies for libraries and library staff will be distilled, giving libraries specific, concrete skills and goals to attain to let them best serve the diverse populations in their communities.

Target groups for this research:

- **Senior citizens:** “The proportion of Illinois' population classified as elderly is expected to increase from 12.5 percent in 1995 to 16.6 percent in 2025. Among the 50 states and District of Columbia, Illinois is projected to have the 29th highest proportion of elderly in 1995 and the 44th highest proportion of elderly in 2025.”<sup>4</sup>

Age Distribution, 2000



<sup>4</sup> <http://www.census.gov/population/projections/state/9525rank/ilprsrel.txt>

<sup>5</sup> [http://www.census.gov/hhes/age/population/chart\\_age.html](http://www.census.gov/hhes/age/population/chart_age.html)

- To find the needs of this group, with their rapidly increasing numbers now and into the future, we will set up focus groups, looking at community groups now targeting their services to seniors to find participants. Discovering the changing needs of seniors will help libraries work more successfully with these patrons.

- **Diverse ethnic/racial groups across Illinois<sup>6</sup>:**

Hispanic Population and Race Distribution for Non-Hispanic Population

	1980		1990		2000	
	Number	Percent	Number	Percent	Number	Percent
Total Population	11,426,518	100.00%	11,430,602	100.00%	12,419,293	100.00%
Total Hispanics	635,602	5.56%	904,446	7.91%	1,530,262	12.32%
White*	8,911,705	77.99%	8,550,208	74.80%	8,424,140	67.83%
Black*	1,661,910	14.54%	1,673,703	14.64%	1,856,152	14.95%
American Indian and Eskimo*	16,283	0.14%	18,213	0.16%	18,232	0.15%
Asian*	159,595	1.40%	275,568	2.41%	419,916	3.38%
Hawaiian and Pacific Islander*	-	-	-	-	3,116	0.03%
Other*	41,423	0.36%	8,464	0.07%	13,479	0.11%
Two or More Races*	-	-	-	-	153,996	1.24%

- The racial/ethnic makeup of Illinois has been changing for some time, but the speed of changes in some communities will be increasing over the next couple of decades. We will work with community organizations which focus on race and ethnicity to help discover any special needs these different populations need. For the individual libraries we partner with for this project, we will look at census data for their community and county to find specific racial/ethnic breakdowns to be sure we reach out to people who may currently be underserved by or unaware of library services.

- **Diverse languages spoken at home:<sup>7</sup>**

Language Spoken at Home, 1990-2000

	1990		2000	
	Number	Percent	Number	Percent
Only English	9,086,726	85.84%	9,326,786	80.77%
Spanish	728,380	6.88%	1,253,676	10.86%
Other Indo-European*	552,968	5.22%	640,237	5.54%
Asian Language**	166,773	1.58%	248,800	2.15%
Other	50,991	0.48%	78,006	0.68%
Total Population Age 5+	10,585,838	100.00%	11,547,505	100.00%

<sup>6</sup> [http://www.census.gov/hhes/immigration/migration/chart\\_race.html](http://www.census.gov/hhes/immigration/migration/chart_race.html)

<sup>7</sup> [http://www.census.gov/hhes/immigration/migration/chart\\_language.html](http://www.census.gov/hhes/immigration/migration/chart_language.html)

- Likewise, those patrons and/or non-patrons who speak languages other than English in the home will likely increase over the next two decades and will have special needs from the library. There will probably be overlap between this group and the racial/ethnic group, but looking at this issue specifically may take us to different people--including those who are not newly arrived in our communities but who have chosen to retain languages other than English.

- **Income/Poverty diversity in Illinois<sup>8</sup>:**

Household Income, 2000 (1999 Income)

	Number	Percent of Total Households
Total Households	4,592,740	100.00%
Less than \$9,999	383,299	8.35%
\$10,000 - \$14,999	252,485	5.50%
\$15,000 - \$24,999	517,812	11.27%
\$25,000 - \$34,999	545,962	11.89%
\$35,000 - \$49,999	745,180	16.23%
\$50,000 - \$74,999	952,940	20.75%
\$75,000 - \$99,999	531,760	11.58%
\$100,000 - \$149,999	415,348	9.04%
\$150,000 - \$199,999	119,056	2.59%
\$200,000 and above	128,898	2.81%

Poverty by Age, 1990 and 2000

	1990		2000	
	Number	Percent	Number	Percent
Total Population*	11,143,856	100.00%	12,095,961	100.00%
In Poverty	1,326,731	11.91%	1,291,958	10.68%

<sup>8</sup> [http://www.census.gov/hhes/www/income/data/chart\\_income.html](http://www.census.gov/hhes/www/income/data/chart_income.html)

Not in Poverty	9,817,125	88.09%	10,804,003	89.32%
11 Years and Under	1,983,673	17.80%	2,139,462	17.69%
In Poverty	356,611	3.20%	324,018	2.68%
Not in Poverty	1,627,062	14.60%	1,815,444	15.01%
12 to 17 Years	924,088	8.29%	1,048,028	8.66%
In Poverty	138,894	1.25%	132,883	1.10%
Not in Poverty	785,194	7.05%	915,145	7.57%
18 to 64 Years	6,884,795	61.78%	7,492,053	61.94%
In Poverty	686,787	6.16%	717,126	5.93%
Not in Poverty	6,198,008	55.62%	6,774,927	56.01%
65 Years and Above	1,351,300	12.13%	1,416,418	11.71%
In Poverty	144,439	1.30%	117,931	0.97%
Not in Poverty	1,206,861	10.83%	1,298,487	10.73%

- There is a wide diversity of income levels across the state of Illinois; populations living below the poverty limit and those who are significantly above it may have different needs for service from the public library. In our partner library communities, we will try to locate either individuals in these groups, or partner with local organizations working with these groups to find people (library users and/or nonusers) to discover their particular needs in regard to the library.

● **Educational attainment in Illinois:**<sup>9</sup>

Educational Attainment in Population 25 Years and Over, 1990-2000

	1990		2000	
	Number	Percent of Total	Number	Percent of Total
Total Population Age 25+	7,293,930	100.00%	7,973,671	100.00%
Less than 9th grade	750,932	10.30%	597,684	7.50%
Some high school, no diploma	984,857	13.50%	882,759	11.07%

<sup>9</sup> <http://www.census.gov/hhes/education/data/attainment.html>

High school graduate*	2,187,342	29.99%	2,212,291	27.74%
Some college, no degree	1,414,555	19.39%	1,720,386	21.58%
Associate degree	421,248	5.78%	482,502	6.05%
Bachelor's degree	989,808	13.57%	1,317,182	16.52%
Graduate or professional degree	545,188	7.47%	760,867	9.54%

- The needs of patrons who have different levels of education will necessarily be different. We plan to work with patrons and/or non-patrons with both high and lower levels of educational attainment to see what kinds of specialized needs each may bring to the public library. Working with local continuing education groups (such as GED classes for adults) and with local colleges or universities can help us to find people in these groups.
- **People with disabilities:** Nationwide, “51.2 million have some level of disability. They represent 18 percent of the population. Of all people with disabilities, 32.5 million, or 12 percent of the total population, had a severe disability.”<sup>10</sup> Illinois has 1,999,717 people who identify themselves as disabled, or 17.6% of the population.<sup>11</sup> With our rate of disability higher than the national average, libraries have increased expectations of service to meet. These disabilities range from vision and hearing to motor functions and mental disabilities.
  - To find out the needs of people with different kinds of disabilities, we will work with local organizations serving this population.
- **Current nonusers:** Unlike the other groups our research will look at, there are no specific community groups serving those who do not use the public library. So we will venture out to local organizations or businesses to find those who identify themselves as nonusers. (For example, we may arrange to be at a Lowe’s or Menards or a local grocery store to find people identifying as nonusers to talk about the library.) We will try to get data on reasons for not using the library, things they would like to see in library service, and identification of specifics that would draw them to the library.

We are unaware of any research specific to Illinois regarding the groups identified above as their needs relate to library services. Our research will be unique and will give Illinois library workers particular information for providing library services to Illinois residents. And, while the Western Council of State Libraries has identified core competencies for library workers, those competencies are for running a library, not for identifying future public needs/priorities.

**Outcomes and Evaluation:**

We have several specific goals we plan to achieve with this research project.

- **Discover the needs of different community groups from the library**

<sup>10</sup> [http://www.census.gov/Press-Release/www/releases/archives/facts\\_for\\_features\\_special\\_editions/010102.html](http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/010102.html)

<sup>11</sup> <http://www.aapd-dc.org/dvpmain/elreform/census.html#IL>

- We will be working with the libraries across the state to find some groups on which to focus as we use mixed research methods to specify some definite needs and desires they have for library service, now and into the future.
- This will be a multi-part task:
  - Selection of community groups (users and non-users) in conjunction with input from the individual library
  - Working with the different groups to discover the needs and desires they have for good library service, now and into the future
  - Methodologies used with the different groups will include focus groups, Q Methodology, and surveys (online and in person); selection of specific method will depend on the needs of the group
- **Evaluation:** We will know this goal has been successfully met when we have obtained a good database of user groups in our partner library communities, and when we have contacted each of the groups to discover the needs they have for library service.
- **Enumerate service competencies for libraries and staff**
  - After looking widely at the needs of different community groups, we will distill the results of our research into specific competencies that libraries as a whole and library staff as individuals can train themselves to meet those customer needs. We will use content analysis methodology to ensure we are able to draw out the best look at the data collected, and a modified Delphi method to define each competency.
  - **Evaluation:** We will know this goal has been successfully met when we are able to focus the user data obtained in our first goal, and define some specific, measurable competencies for libraries and for staff.
- **Evaluate staff and library readiness to meet future needs**
  - Once competencies have been developed, we will survey library staff to evaluate their readiness to meet these standards for service. Training programs will be developed so libraries can build their own training to achieve the competencies for both the library as a whole and staff as individuals.
  - **Evaluation:** We will know this goal has been successfully met when we develop an online survey (using Q Method and traditional survey questions) for library staff to complete, and evaluate the results of their answers. Using those results, along with the competency goals, we will develop training programs to help public libraries and staff reach our competency standards.

All of the information gathered via this project will also serve to inform regional Library Systems about areas to focus System professional development activities. We will know that this has been successful as we understand what adjustments are made to System events for library workers.

#### **Timetable:**

October 1-October 30, 2008: Beginning arrangements

- Contract with researcher for all stages of the project. The researcher will lead all efforts regarding this project. This person will be referred to as the Project Researcher.
- Work with Library Systems across the state to select libraries
- Solicit and reach agreement with at least two public libraries in each System
- Put together population and demographic data on the partner libraries

- Project Director travel to State Library for grant management workshop

November 1-December 31, 2008: Research tools and participants

- Develop survey questions, Q Method sorting tools, focus group guidelines
- Meet with libraries (in person, by phone, or online) to develop a sense of the community and some potential suggestions on groups already in partnership with the library or ideas for those to contact during the research.
- Make contacts with local community organizations to set up partnerships for the research and start setting up dates for the visits do carry out the research

January 1-March 30, 2009: Collect data

- Travel to communities across the state to collect research data from targeted groups
- Preliminary analysis of data will start during this time period

April 1-April 30, 2009: Analysis

- Compile and analyze data from community members (patrons and non patrons)
- Extract competencies from the data collected from communities
  - Competencies will cover both libraries as a whole and library staff

May 1-July 31, 2009: Training

- Using competencies learned during research, develop survey for library staff to evaluate readiness
- Survey library staff in partner libraries to determine readiness to meet those competencies
- Develop training programs to help libraries achieve the competencies identified as important (either in person or online, depending on library needs)
- Resurvey library staff members after opportunity for training
- Analyze and compare results of training survey

July 15-August 15: Final report and distribution

- Write up the final report of the project, giving results of community research, competencies developed, training developed, and results of staff surveys
  - Include recommendations for other training opportunities across the state
- Distribute final report and results widely (WebJunction Illinois, etc.)
- Write article for LIS journal publication
- Submit final report to State Library

### **Personnel:**

Charm Ruhnke, Consultant Manager at the Lewis and Clark Library System, is the Project Director for this research. She will supervise the course of the research, distribute funds, and ensure the project stays focused and is completed within the required time. Charm has administered numerous grants and is well qualified to manage this project.

Mary Jordan is the Project Researcher for the project. She is a doctoral student at the University of North Carolina-Chapel Hill (now based in Illinois and Wisconsin), studying leadership competencies for public librarians. The impetus of this project comes from her preliminary research into customer service in public libraries: "*What is Your Library's Friendliness Factor?*" Public Library Quarterly 24-4 (2005). She is a former public library director and administrator in Illinois and Wisconsin, and her research focuses on studying public libraries and finding solutions to problems they face. Her research has been presented at several library conferences, including the ILA Annual conference. Her CV is attached. 100% of Mary's time will be devoted to this project.

Additional assistant researchers, MLIS students and others, will be hired by the Project Researcher to assist in the data collection and analysis.

LCLS staff salaries and LSTA grant funds will not be earned at the same time.

### **Project Promotion:**

During the project we will need to promote it to libraries and to the targeted community members. We will target public libraries to solicit for partnership with our project to help us gather information on our specific populations of interest. We will emphasize the value to the libraries themselves to learn valuable data about their specific community, in the partnerships we can help to foster, and in the Working with them, we will need to promote the project to community members and organizations. We will emphasize the value to them of working with the research to help the library meet their needs, as we recruit participants.

After the project is over, we will want to promote our results to the wider Illinois public library community. We will put our final report onto WebJunction Illinois (<http://il.webjunction.org>), so it will be freely available to librarians. We will also write an article about the research, to be submitted to LIS journals, making the results available to a wider audience. To allow for feedback and more interaction with the results and ideas we discover, we will submit applications to ILA and to PLA for table talk presentations--which would hopefully include not only the project staff but also librarians working with us. We would also be available to provide training programs, in-person or online, to help other libraries develop the competencies we find to be important in the research. (This training will be provided to our partner libraries as part of the program itself.)

We believe the information and competencies developed from our research project will be very important in assisting Illinois public libraries serve the needs of their patrons into the future, and we will work to make the information as widely available as possible.

### **Project Sustainability:**

We definitely want the materials we learn in this study to continue to help the public libraries in Illinois after the grant is over; we are looking to the future of library services to their communities and want the work we do and the data we collect to help libraries build their services to meet those future needs. Our final report will summarize the data we collected from the different population groups across the state and will provide some recommendations to help public libraries to meet the changing needs and wants of the users.

We will post our final report to WebJunction Illinois and distribute it to libraries who participated. We will also create online training materials to help the libraries with their own training projects. Materials will be freely available, hopefully on WebJunction Illinois, and can be distributed on CDs to libraries so they can use the training as they need.

We will provide workshops and other training opportunities during the project for our partner libraries and library staff to help them meet the competencies found to be significant in the research. Other training opportunities can be created for other libraries

We also plan to revisit the libraries who worked with us during this study a year later (outside the scope of this grant) to follow up on the usefulness of the recommendations and to find out where they have experienced some successes and where they have struggled. When trying to forecast the future and making plans based on predictions, it is going to be helpful to see how accurate those predictions were and to figure out what kinds of course corrections might be necessary to help libraries be successful.

**Supporting Documentation:**

CIPA Documentation

Curriculum Vitae for Mary Wilkins Jordan

Capital Outlay Specifications

Letters of Commitment