# Report of Results
## Northern Lights Library Network

Fiscal Year 2016

June 30, 2016

Northern Lights Library Network (NLLN) is a cooperative network of 280 library members in academic, public, school, and special libraries in twenty-three counties of North-central, North-west and West-central Minnesota. We work at the grassroots level to bring together all types of libraries and collections in the region to discover, enhance, and share resources through administrative, technological, and educational support.

In compliance with Minnesota Rules Chapter 3530 and the Minnesota Department of Education (MDE) Multi-county Multi-type Library state aid requirements, an approved strategic plan with a narrative of the process used to create the plan must be submitted to the State of Minnesota MDE July 1, 2015, for Fiscal Year 2016 (FY16).  The Report of Results must be submitted October 1, 2016.  The strategic plan narrative must include the needs assessment process and how stakeholders were consulted.  The Report of Results, based on the Strategic Plan for FY16, is below.

The strategic plan for Northern Lights Library Network (NLLN) includes a vision statement, a mission statement, identification of core values, and goals and objectives.  A basic logic model for the Report of Results is used, which is a picture of how each program works and the measures needed to ensure that they work, such as:  Inputs and activities (state aid expenditures and objective narratives), outputs, and impact.  The structure of the strategic plan, Report of Results, and program and service development falls within the parameters of Minnesota State Statute 134.351 requiring multi-type systems to:  Goal I:  Share resources among all participating libraries; Goal II:  Provide long-range planning for cooperative programs; Goal III:  Develop a delivery system for services and programs; Goal IV:  Development of a bibliographic database; Goal V:  Maintain a communications system among all cooperating libraries.  State aid expenditures align with Northern Lights Library Network's FY16 budget.

**Northern Lights Library Network Strategic Plan**
**Fiscal Year 2016**

**Vision Statement**: Libraries are attractive, welcoming places that are friendly, open, inclusive, accessible, innovative, and a source of community pride where people can go to learn what they need to know in order to thrive and grow in their communities. When libraries work together, communities grow stronger, and the lives of Minnesotans are enriched.

**Mission Statement**: Northern Lights Library Network (NLLN) is a cooperative network of 280 library members in academic, public, school, and special libraries in twenty-three counties of North-central, North-west and West-central Minnesota. We work at the grassroots level to bring together all types of libraries and collections in the region to discover, enhance, and share resources through administrative, technological, and educational support.

**Core Values**:

In principle and practice, libraries are at the core of a democratic society, defending the freedom of all citizens to:

- Access information to make informed decisions
- Read material that interests them
- Use technology successfully to stay current on technological advancements and to access resources
- Engage in learning throughout the life cycle.

We believe in inclusive library environments that are accessible to all persons.

We work together to ensure that all who use our libraries and collections feel welcome.

We create libraries and collections that are well organized and easy to use.

We support lifelong learning by determining our library users' needs and interests and then teach them how to use resources that assist them in learning what they need to know.

We build bridges among libraries and believe that libraries themselves are bridges -- bridges between physical and electronic information -- bridges between people and technology -- and bridges between the resources available and the community needing to use those resources.

We communicate the purpose and benefits of libraries to citizens in the region.

We believe in the inherent value of books.

We advocate for on-going, sustainable, and continuous library funding at the local, state, and national level.

*The main purpose of Northern Lights Library Network is to make all libraries in the region stronger.*

<u>Goal I</u>:  **Share Resources Among All Participating Libraries**

**Objective:  Deliver library materials to patrons in a timely manner.**

**Interlibrary loan support** for Viking Library System and bookmobile service to Campbell, Minnesota.

*State Aid Expenditures*:  $5,600.00 budgeted. $5,600.00 expended.
*System in-kind staff support*:  $1000.00
*Output:*  Interlibrary loan support for Viking Library System and bookmobile service from Viking Library System to Campbell, Minnesota.
*Impact*:  Timely access to library materials in the NLLN region results in improved literacy rates and better quality of life for citizens in the region.

*State Aid Expenditures for Goal I:  $5,600.00 budgeted.  $5,600.00 expended.*

See Appendix <u>Bringing Libraries Together</u>

<u>Goal II</u>:  **Long-range Planning for Cooperative Programs**

**Objective:  Facilitate collaboration, cooperation, and resource sharing among libraries throughout the Northern Lights Library Network region and the State of Minnesota.**

**Travel to libraries throughout the NLLN region**, to attend local, regional, and statewide meetings and conferences, serve on professional library committees, and attend MLA legislative initiatives.  Serve on ITEM conference planning committee; serve on book award committees; attend quarterly meetings with multi-type, multi-county library directors; attend ITEM and MLA conferences; attend MLA Legislative Forum and distribute information among constituents, librarians, and legislators; present at conferences; meet with librarians locally, statewide, nationally, and internationally.

*State Aid Expenditures*:  $6,425.50 budgeted. $6,921.06 expended.
*System in-kind staff support*:  $5,000.00
*Output*: Attendance at library meetings, events, and functions.  Seventy-five meetings were attended by the Executive Director throughout Fiscal Year 2016.
*Impact*:  Strong support of libraries throughout the State of Minnesota maintains and builds a strong library infrastructure in the state, communicates the purpose and benefits of libraries to citizens of the region, and results in continued funding.

*Meetings FY2016.  The following meetings Executive Director Kathy B. Enger held or attended throughout the state, Fiscal Year 2016:*

*July 1:*  St. Paul, multi-type directors met with lobbyists Elaine Keefe and Sam Walseth.
*July 2*:  Minneapolis, meeting with Factor-of-4 web developers to discuss updating NLLN website.
*July 7*:  Moorhead, meeting with Glenn Heinecke to finish collecting data for media specialist research.

*July 8*:  St. Cloud, MLA ITEM Annual Legislative Forum.
*July 10*:  Moorhead, meeting with board president, Wayne Ingersoll, to discuss 2015 legislative session outcomes.
*July 15*:  White Earth, early childhood meeting.  Saw the new community library for the first time.
*July 15*:  Laporte, meeting with Technology Integrationist, Dana Woods, and Architect, David Crutchfield, to discuss renovation of Laporte School Library.
*July 16*:  Minneapolis, presentation at Branch-Out conference, "Services that the Minnesota Multi-type Cooperation Systems Provide to Academic, Public, College, University, and Special Libraries".
*July 21*:  Campbell, worked on Campbell School High School and Elementary School libraries.  Moved from the card catalog to an online catalog.
*July 22*:  Campbell, worked on Campbell School libraries.
*July 24*:  Moorhead, lunch with NLLN treasurer, Carol Sibley, to review the final output and financial statements for Fiscal Year 2015.
*August 6*: Moorhead, meeting with Factor-of-4 to discuss the library website of the future (proposed NLLN website).
*August 11*:  Walker, funeral of Helen Frances Hopen, mother of board member, Adell Bridgeford.
*August 11*:  Mahnomen, brought child's ladybug backpack with board books to Event Center at Shooting Star Casino for the Autism Silent Auction at the Communities Collaborative Conference.
*August 20*:  Alexandria, Destiny training.
*August 20*:  Alexandria, cataloged books at Zion Lutheran Church
*August 21*:  White Earth, grand opening of the Maamigin Achigaazo
*August 22*:  Moorhead, Governing Board meeting.
*August 24, 25*:  Moorhead, audit field work by Marc Colin, Carpenter, Evert & Associates, Bloomington.
*August 25*:  Moorhead, Dinner with Katelyn Ostby to thank her for her internship. Katelyn is a graduate student in Library and Information Science at Kent State (online).
*September 3*:  Moorhead, meeting with Jordan Schoerer.  Jordan will be volunteering at NLLN weekly.
*September 4*:  Alexandria, meeting with Joan Larson to discuss Spotlight on Books and meeting with Kari Anderson and Glenn Heinecke at Zion Lutheran Church to catalog books for the church library received from Thrivent grant.
*September 9*:  Moorhead, Minnesota Humanities Center meeting on education strategy to increase student engagement and presentation of absent narratives for local constituents.
*September 25*:  Perham, Meeting with Lina Belar to discuss Historical and Cultural Organizations and Museums, broadsides signed.
*September 28*:  Red Lake, Tribal College Library Directors' meeting.
*October 1-2*:  St. Cloud, ITEM fall conference; two presentations:  1. *Dynamic Duo: A Public Sidekick and a School Media Specialist Superhero Unite* and 2. *Serving Students – Media Specialists and paraprofessionals: A Panel Discussion.*
*October 1:*  Fiscal year 2015 audit completed and sent to Minnesota Department of Education.

*October 7-9*:  St. Paul, MLA fall conference; panel presentation MLA Public Library Section:  *Let's Talk Multi-types*.
*October 17*:  Moorhead, NLLN Governing Board meeting.
*October 29*:  Breckenridge, meeting with Lynette Schwagerl, Campbell School.
*November 4*:  MSUM, NLLN participated in internship fair, recruiting four interns.
*November 7*:  Park Rapids, Unworkshop sponsored by NLLN, led by Laurie Conzemius.
*November 10*:  MSUM, meeting with Sara Schultz to discuss joint activities with the MSUM Planetarium.
*November 12*:  MSUM, meeting with two new interns to discuss the library of the future project.
*November 14*:  MSUM, Destiny training, presented by Gloria Collyard, Red Lake Middle School.
*November 18*:  White Earth Library, Early Childhood Initiative meeting.  Brought donated books, DVDs, and bookends to the library.
*November 19*:  MSUM, Minnesota Humanities Center Absent Narratives meeting.
*December 3*:  MSUM, meeting with interns; Absent Narratives meeting.
*December 10*:  MSUM, meeting with interns.
*December 12*:  NLLN Governing Board meeting.
*December 15*:  MSUM, Sara Schultz, MSUM Planetarium, to discuss joint literacy programming.
*December18*:  Hallock, Poet Professor Kevin Zepper at Kittson Central
*January 12*:  MSUM, meeting with three interns.
*January 14*:  St. Paul & Mpls., Minnesota Book Awards meeting; presentation to the Minnesota School Board Association, "Skills for Student Success in the Electronic Age", Minneapolis Convention Center.
*January 21 & 22*:  Rochester, Multi-type Directors' meeting.
*January 25*: Mahnomen, White Earth, Tribal College Library Directors' meeting
*January 26*: MSUM, meeting with three interns.
*January 30*: Alexandria, meeting with media specialist, Glenn Heinecke.
*February 2*: MSUM, meeting with three interns.
*February 13*: MSUM, NLLN Governing Board meeting.
        Third Annual Library Luncheon with Legislators.
*February 24*:  MSUM, Meeting with Professor Poet Zepper to discuss trip to Roseau.
*March 15*:  Roseau: Meeting and Poet Professor Zepper's visit to Roseau Elementary School Library, nine classes, grades K-6.
*March 30*:  Moorhead, Meeting with Carol Sibley to discuss the USBBY Outstanding International Books list and the upcoming workshop.
*April 7*:  Fergus Falls, Meeting with Brent Andrew, Christiansen Memorial Library, Lutheran Brethren Seminary, to discuss becoming an NLLN member.
*April 8*:  Moorhead, Meeting with Dawn Barrera, St. Joseph's' School Library, to discuss needs.
*April 11*:  Perham, Meeting with Lina Belar.
*April 12*:  Moorhead, supper with interns.
*April 15*:  Bemidji, Meeting with architect, David Crutchfield from NDSU, and media specialist, Stephen Pfleger, to discuss the Bemidji Middle School renovation.
*April 16*:  St. Paul, Minnesota Book Awards.

*April 16*:  Online NLLN Governing Board meeting.
*April 27, 28*:  St. Paul, Multi-type directors' meeting.
*April 29*:  Roseville, Minnesota Department of Education, "Better Together Regional Meeting".
*May 3*:  Moorhead, meeting with social media manager to plan Fiscal Year 2017.
*May 5*:  Moorhead, Absent Narratives meeting.
*May 11*:  Cass Lake, Tribal College Library Directors' meeting.
*May 16, 17*:  Moorhead, Anti-racist Multiculturalism Across the Curriculum Workshop.
*June 6*:  Moorhead, IBBY Workshop conducted by Professor Emerita, Carol Sibley, at the MSUM Faculty Development Center.
*June 7*:  St. Paul, Minnesota Digital Library Annual meeting at the St. Paul campus Continuing Education Center.
*June 8*:  St. Paul, meeting with Andy Mikel and Mark Stanley for Factor-of-4 to discuss the Library of the Future and plan grant writing.
*June 13*:  Pelican Rapids drove author, Lin Enger to read from his book, *The High Divide* at the Pelican Rapids Public Library.
*June 13*:  Moorhead, met with Dawn at St. Joseph's library to address a technical problem with Destiny.
*June 14*:  Moorhead, lead story time at Moorhead City Library.
*June 18*:  Moorhead, NLLN Governing Board meeting.
*June 21*:  Moorhead, lead story time at Moorhead City Library.
*June 27*:  Fergus Falls, meeting with Lakes Country Service Coop. to search a directory of funding agencies; meeting with Brent Andrews, Christiansen Library, at the Lutheran Brethren Seminary.

**Objective**:  **Support library advocacy activities.**

**The following five activities are library advocacy initiatives of Northern Lights Library Network:**

1. **Provide added civic support for citizen engagement activities** in member libraries to activate the constituent base, increase support, and elect public officials who care about libraries.  As a valued and trusted civic resource, libraries are in a key position to empower citizens to become actively engaged in the democratic process.  Community engagement programming leads to optimism, individual well-being, and overall civic health.  Libraries bring people together in a nonpartisan way and provide them with un-biased facts in an impartial environment.  As publicly supported entities, libraries are uniquely positioned to address the information needs of the people they serve through the use of physical space, technology, books, and skilled staff.  Develop talking points and library stories that can be shared among libraries.

   *State Aid Expenditures*:  $0.00
   *System in-kind staff support*:  $3,000.00
   *Output*:  The following civic engagement activities:

**Library Luncheon with Legislators**

The third annual Library Luncheon with Legislators was held Saturday, February 13th, from 11:30 A.M. - 1 P.M. on the campus of Minnesota State University Moorhead in the Comstock Memorial Union, Room 203.

We began the conversation with lunch from 11:30 A.M – 12 P.M., and then proceeded to hear from librarians in the region about their constituents and issues of importance to them (from 12 noon - 1 P.M.)  This year, nine library leaders spoke, followed by three legislators.  A list of attendees is below.

Conversations with legislators, such as NLLN's "Library Luncheon with Legislators", forms positive relationships among legislators and librarians, ensuring on-going library support for constituents in our region.  Librarians in our region actively seek on-going support for libraries in order to improve service delivery and continue to serve citizens in the state of Minnesota adequately.

Libraries are at the core of a democratic society, defending the freedom of all citizens to access information to make informed decisions, to read material that interests them, to use technology successfully, and to engage in learning throughout the life cycle.

As valued and trusted civic resources, libraries bring people together to access knowledge through the use of physical space, technology, and skilled staff.  Minnesota citizens from all walks of life and representing every socioeconomic group come together in libraries. Libraries bring people together in a nonpartisan way, and provide them with unbiased facts in an impartial environment.

**Library Luncheon with Legislators attendees February 13, 2016**

**LEGISLATORS**
Representative Ben Lien        Representative, District 4A
Representative Bud Nornes    Representative, District 8A
Senator Eken   Senator, District 4

**LIBRARIANS**
Liz Lynch        Director, Lake Agassiz Regional Library
Hannah Buckland        Director, Leech Lake Tribal College Library
Larry Schwartz          Collection Management Librarian, Minnesota State University Moorhead
Kristi Hanson  Director, Northwest Regional Library
Peg Werner    Director, Viking Library System
Perry Werner  Director,  MState Libraries, NW Region
Barb Fabre     Program Director, White Earth Child Care
Kathy Enger    Executive Director, NLLN
Wayne Ingersoll        President, NLLN

**NLLN GOVERNING BOARD**
Richard Anderson, Beltrami County Commissioner, Solway
Mari Dailey, Moorhead City Council, Moorhead

Charlie Lindberg, NWRL board member, Kennedy
Ruth Holmgren, Viking Library System, Pelican Rapids
Jenna Kahly, librarian, Moorhead
Adell Bridgeford, retired media specialist, Walker Public Schools
And Husband Mr. Bridgeford
Terri Darco, White Earth
(Tammy Thomasson-Ehrhart), Crookston
(Lina Belar), Perham

**LARL, Moorhead**
Bob Perry
Evie Foxz
Husband Mr. Fox
Megan Krueger

**The Life Achievement Award** from Northern Lights Library Network (NLLN) signifies a contribution to the NLLN region from a citizen who has given extraordinary service to libraries throughout a career. The award is given once a year upon the recommendation of the executive director or a governing board member.

**Absent Narratives** is expanding services to the NLLN region. In partnership with community members, MSUM, Moorhead Public Schools, and Dr. Phyllis May-Machunda at MSUM, NLLN Executive Director attended an Anti-racist Multicultural Across the Curriculum Workshop at MSUM the week of May 16th. The workshop focused on: 1. Building and strengthening relationships. 2. Recognizing the power of story and the problem of absence. 3. Learning from and with multiple voices. 4. Amplifying community solutions for change.

> *Impact:* Healthy rural communities.

2. **Develop activities that bring all libraries together**.

> *State Aid Expenditures*: $0.00
> *System in-kind staff support*: $5,000.00
> *Output*:

**Campbell-Tintah School Library**
Lynette Schwagerl from the Campbell-Tintah School Library moved items from the card catalog to an online catalog system with Follett Destiny. NLLN supported the online transition with $500 for cataloging expenses, Summer 2015, and $500 release time for Lynette, Summers 2015 and 2016. David Crutchfield, architect with North Dakota State University, designed a plan for the library and intern Katelyn Ostby helped with the cataloging process. Media specialists Glenn Heinecke, Gloria Colyard, and Charlie Lindberg met in Campbell the summer of 2015 to catalog the collection and advise Lynette. NLLN paid mileage expenses for the trips to Campbell. Over 9,000 books in the elementary library were cataloged and received barcodes, Summer 2015. Kathy weeded the high school collection . Executive Director Kathy Enger and Glenn Heinecke are talking with Lynette Schwagerl about taking the coursework needed to become a media specialist. Glenn Heinecke, Lynette, and a group of volunteers cataloged the high school

collection, Summer, 2016.  Over 7,000 items in the high school library were cataloged and received barcodes, by the end of June, 2016.
NLLN president, Wayne Ingersoll donated books and DVD's to Campbell School.
MSUM donated 120 bookends to Campbell School.

**Laporte School Library**
To address the needs for renovation at the Laporte School Library, the architect, David Crutchfield, NDSU, met at Laporte School Library on July 15, 2015, to plan the renovation.

**Bemidji Middle School Library**
The Bemidji Middle School library is under renovation and NDSU Architect, David Crutchfield, graciously offered to visit the library to offer suggestions for renovation.  NLLN covered mileage and a gift card for $100 for David's trip to the school library on April 15th.

**Tribal College Library Directors**
The tribal college librarians in the region have begun to meet quarterly.  The fall quarterly meeting was September 28th  in Red Lake, the winter meeting was January 25, 2016, at the White Earth Tribal College in Mahnomen and the spring meeting was at Leech Lake Tribal College in Cass Lake on May 11th.  A new library will be opening at the White Earth Tribal College this summer and they need help moving and shelving the collection.  NLLN participates in these meetings and assisted in forming tribal college libraries vision, mission, and values statements. A main concern and on-going need is archives to properly house, preserve, and secure Ojibwe artifacts.

 **Zion Lutheran Church Library**
Book processing and cataloging occurred at Zion Lutheran Church in Alexandria for the books received from a Thrivent grant Kathy Enger and Kari Anderson wrote.  Work continued on August 20 and was completed September 4.  One hundred books for the church library were organized for check-out.  Thank you to Glenn Heinecke for working on this project.

**The Christiansen Library, Lutheran Brethren Seminary**
Executive Director Kathy Enger is meeting with Brent Andrews of the Christiansen Library at the Lutheran Brethren Seminary to determine library needs there.  The library was given an organizational agreement to become a member of NLLN.

**School Library at St. Joseph's School Moorhead**
Executive Director Kathy Enger met with Dawn Barrera at the St. Joeseph's School library on April 8 to determine library needs.  This is Dawn's first year managing the St. Joseph's School Library.

**River Cities Literary Arts Center**
A literary center is forming in the Fargo Moorhead region similar to the Loft in the Twin Cities. Kathy Enger is serving on the introductory board and meetings are on-going.

**Bookends** were donated from the Livingston Lord Library, Minnesota State University Moorhead and sent to Moorhead Public Schools, Bemidji Middle School, Horace May

Elementary in Bemidji, Angle Inlet School, Fisher School, Red Lake Tribal College Library, and Waubun School.

**Internships**
Three MSUM interns began January, 2016, and created a concept map of the library of the future in order to integrate the ideas into NLLN's website.  All three interns donated their time and a very special thank you goes to:  Madeline Dixon, Ally Sanford, and Mindy Kraft.  Madeline and Ally will return to work with NLLN in Fall, 2016.

**The Library of the Future**
A qualitative survey is underway to find out from people everywhere what will be needed in the *Library of the Future*.  NLLN is undertaking this research in order to design a website that reflects the *Library of the Future*.  Funding will be sought for this initiative and NLLN is working with Factor-of-4 to create a website.  Access to the qualitative survey is on NLLN's website at nlln.org and at this link:
https://ndstate.co1.qualtrics.com/jfe/form/SV_3wLyQQ8538x3owt

The survey asks, "Why do people need libraries? Write as much as you like."

**Minnesota Book Awards**
Executive Director Kathy Enger served on a committee with the Minnesota Books Awards.

**The Planetarium, MSUM**
Kathy is working with MSUM Planetarium director, Sara Schultz, and the Scholastic FACE program, *Building Home Libraries*, to give books to school children in the region who attend shows at the Planetarium.  Sara delivers over 100 programs to school children a year that include curricula such as *Back to the Moon*, *Cosmic Colors*, *One World One Sky*, *Larry Cat in Space*, *Sky Zoo*, and more.

> *Impact*:  The ability of libraries of all types in the region to communicate freely with each other, to collaborate on projects that enhance the services of libraries in the region, and strengthen rural libraries and communities as a result.

See Appendix Bringing Libraries Together

3. **Join together Historical and Cultural Organizations and Museums and approach the organizations to become NLLN members** in order to strengthen and preserve their collections, support professionals managing their collections, and make the collections more easily accessible to citizens of the region.  Develop strong ties with the Minnesota Historical Society in order to consistently disseminate information throughout the region.

   *State Aid Expenditures*: $0.00
   *System in-kind staff support*:  $5,000.00
   *Output*: Historical and Cultural Organizations and Museums in the region become members of NLLN and receive the benefits of membership.   Continue to meet with Lina Belar to keep the dream alive of having a regional system for historical and cultural organizations and museums in Minnesota like the regional public library systems.  Lina

signed her broadsides and plans to write a grant to bring the broadsides and poets to locations in the region.

*Impact*: Citizens throughout the region and beyond will increase their understanding of Minnesota rural history through access to and awareness of rural, historical, cultural, and museum collections.

4. **Conduct research of the skills media specialists impart to students through a comprehensive review and analysis of the literature and interviews of library media personnel in the region**; transcribe and analyze the interviews; report results through presentations and publication. Increase awareness of the importance of and need for library media centers and address concerns about the loss of certified teacher librarians managing library media centers.

   *State Aid Expenditures*: $0.00
   *System in-kind staff support*: $5,000.00

   **Skills and Knowledge Students Acquire from Media Specialists**
   Kathy Enger and Glenn Heinecke completed data collection to determine the skills and knowledge students acquire from media specialists. Kathy is currently working on the literature review, theory development, and writing the article. Based on the research of the skills media specialists impart to students, Executive Director Kathy Enger presented "Skills for Student Success in the Electronic Age" at the Minnesota School Board Association 2016 Leadership Conference on January 14th at 3:45 P.M.

See Appendix <u>Media Specialist Research</u>

5. **Participate in the library advocacy activities**.

   *State Aid Expenditures*: $1,320.00. $1,560.00 expended.
   *System in-kind staff support*: $1,200.00
*Output*: On-going, sustainable, and continuous library funding at the local, state, and national level. Continued public information and support for libraries through social media on NLLN's Facebook page and through Twitter.

   *Impact*: Community optimism, individual well-being, and overall civic health.

**Objective**: **Stay current on library developments.**

   **Maintain memberships** in library organizations, subscribe to library publications.

   *State Aid Expenditures*: $1,000.00. $1,023.19 expended.
   *Output*: Memberships and subscriptions to professional library organizations and publications. Five memberships: Memberships included Multi-type libraries, Information Technology Educators of Minnesota (ITEM), Lakes Country Service Cooperative, Minnesota Association of Library Friends, and the Minnesota Historical Society.
   *Impact*: Up-to-date library knowledge among NLLN membership.

   **Continuing education** for NLLN Executive Director.

*State Aid Expenditures*:  $0 budgeted
*Output*:
*Impact*:  Ability of NLLN executive director to share up-to-date knowledge with NLLN membership.

**State Aid Expenditures for <u>Goal II</u>:  $8,745.50 budgeted. $9,504.25 expended.**

<u>Goal III</u>:  **Development of a Delivery System for Services and Programs**

**Objective:  Support literacy initiatives among all types of libraries in the Northern Lights Library Network (NLLN) region in North-central, North-west, and West-central Minnesota through the *Minnesota Literacy Initiative*.  From early reading activities to advanced literary discussions, library literacy initiatives bring people together to get to know books in enjoyable and satisfying situations.  Literacy promotes personal improvement and enlightenment, ensures equality, dignifies, and creates prosperity.**

**The following six activities are programs or services of the *Minnesota Literacy Initiative*:**

1. **Career development, professional engagement, scholarships, and library service funding** for staff and library board member participation in continuing education programs, events, and participation at national and international conferences for library professionals in the region who may not be able to attend without the support of Northern Lights Library Network (NLLN).  Continuing education scholarships are awarded as incentive for individual growth and development in order to enhance library services throughout the NLLN region.  Scholarships are available to all employees of NLLN member libraries.  Scholarships may be used for the following purposes: Registration or tuition; Lodging; Meals; Transportation (mileage is for the use of a personal vehicle – only one person in a vehicle may request mileage); Parking; Required books or educational materials; Cost of a substitute to cover while applicant is at an event (applicant must have paid the cost of a substitute before requesting reimbursement).  Reports summarizing the benefits of receiving the scholarships are required upon completion of continuing education opportunity.

   *State Aid Expenditures*:  $15,000.00 budgeted.  $14,634.88 expended.
   *System in-kind staff support*:  $10,000.00
   *Output*:

   *Impact*: Library staff attendance at local, regional, national, and international conferences generates new ideas and best library practices among colleagues and library constituents.

2. **On-going library administrative and technical support for the White Earth Child Care/Early Childhood Program (WECC/ECP)** as they prepared a new community library, Maamigin Achigaazo.

   *State Aid Expenditures*:  $250.00 budgeted.  $250.00 expended.
   *System in-kind staff support*:  $6,000.00

*All other revenue expenditures*:  $121,00.000 IMLS grant.
*Output*:  A physical space for a community library, computers and desks for circulation of books and public use of the space, and books and library materials for the community library space.  White Earth held a Grand Opening August 21st at its new community library (Maamigin Achigaazo) in a modular building outside the old Circle of Life school in White Earth.  Funding from the $121,000 IMLS grant was used to purchase $50,000 worth of books, along with adding eighteen Little Free Libraries to the community.  Furniture from the MSUM library renovation is in the library.   The library is also known as the White Earth Tribal Community Library.
NLLN donated a children's ladybug backpack with six board books to White Earth Autism Silent Auction at the Communities Collaborative Conference.
NLLN president, Wayne Ingersoll, donated DVD's and books to White Earth.
MSUM donated 257 bookends to the White Earth library.
NLLN donated an iPad for the Holiday Christmas drive at White Earth.
*Impact*:  A new community library at White Earth, access to literacy-rich materials for people in the region, including books and access to electronic resources, along with increased use of information sources throughout White Earth, prepares children to begin school and people of all ages with access to reading material.  As a result, literacy rates will improve.

See Appendix Maamigin Achigaazo

3. **"Poets Across Minnesota":**  Encourage the love of reading, literature, and the spoken word by sponsoring poetry readings and events for regional poets in and through libraries in the region.  Sponsoring poetry in and through libraries promotes the value of libraries.  "Poets Across Minnesota" is a program initiated by Northern Lights Library Network during FY13.

    *State Aid Expenditures*:  $0.00
    *System in-kind staff support*:  $5,000.00
    *All other revenue expenditures*:  $2,000.00, other grants
    *Other in-kind support*:  $10,000.00 poet professors
    *Output*:  Collaborative poetry readings and workshops.

**Thirty-five broadsides each of poets in the NLLN region**, Belar, Bennett, Dolence, Lajimoidiere, Vinz, and Zepper have been created by Patrick Vincent, professor of visual arts at MSUM and are for sale at $25/each to raise funds for NLLN's scholarship fund.

**School Readings and Instruction**
Poet Professor Zepper's visits included the following public schools:  Campbell (two hundred students), Kittson Central (eighty students), and Moorhead (forty-five students).  Zepper taught approximately eighty students in Language Arts, Journalism, and Speech classes at Kittson Central.  School Language Arts teacher and librarian, Tina Turn, invited Zepper to Kittson Central.  Roseau Media Specialist, Glenn Heinecke, invited Poet Professor Zepper to Roseau on March 14 where Zepper visited nine classes at the media center (approximately one hundred and fifty students) and talked about writing poetry with them.  NLLN paid mileage and gave a $100

gift card to Zepper for the trip. NLLN Intern, Aleta Sanford, who is from Roseau and was on spring break, assisted Zepper with some of the classes.

*Beads on One String* poet/singer, Dennis Warner, visited South Elementary in Kensington on Tuesday, March 8, 2016, and Elbow Lake North Elementary on Wednesday, March 9, 2016. NLLN sponsored Warner's visit to Kensington and Elbow Lake (approximately 600 students).

> *Impact*: Poetry becomes accessible to high school students and others who may not always think of themselves as potential poets, allowing them to move beyond observing and reading to actually engaging in the writing process and speaking what they write. Poetry in and through libraries extends literacy because it is linguistically rich and as a genre that is read aloud, makes literature a public event. While it is understood that poetry is currently taught, poetry holds the promise of exciting students and others about the richness of language. Improved reading scores on standardized tests in the region could be the result. The backbone of "Poets Across Minnesota" is its close partnership with libraries. The act of writing creates empowered readers and writers and promotes the value of libraries in civic life. "Poets Across Minnesota" places the value of libraries in front of citizens by teaching students to learn, write, and speak poetry. Literacy promotes democracy and dignifies, and libraries are at the core of all that.

4. **Training** for librarians in the region assists them in keeping up with the rapidly changing library environment. It has been determined that five areas of training need to be continually addressed. Trainers individually guide each librarian/paraprofessional in the areas of: 1. The Electronic library of Minnesota (ELM). 2. Electronic devices. 3. Apps. for libraries and schools. 4. The library catalog. 5. Access to public library cards for students.

**Northern Lights Library Network Train-the-Trainers model is based on practical adult learning principles linked to skill building**, whereby:

- Learning is self-directed.
- Learning fills an immediate need and is highly participatory.
- Learning will be helpful and applicable in the work setting.
- Learning is experiential whereby participants and trainers learn from one another.
- Training encompasses time for reflection and feedback.
- A mutually respectful environment is created among trainers and trainers-in-training.
- A summary of the learning that takes place will be completed at the end of the training.

> *State Aid Expenditures*: $500 budgeted. $516.93 expended.
> *System in-kind staff support*: $1,200.00
> *Other in-kind support*: $600.00

*Output*: Executive Director Kathy Enger presented at the July Branch-Out conference, "Services that the Minnesota Multi-type Cooperation Systems Provide to Academic, Public, College, University, and Special Libraries". Participants answered the question, "What are Your Needs as a Library Professional?" Twenty-five library professionals attended.

A Destiny online catalog training with a Follet trainer was held in Alexandria on August 20<sup>th</sup>. There were two sessions, a morning session for beginners and an afternoon session for more advanced Destiny users.  Twenty people attended each session (Total of forty professionals).

An Unworkshop to discuss and learn new technology occurred at Century School in Park Rapids November 7<sup>th</sup>, facilitated by Laurie Conzemius and conducted by media specialists from the region.  Five people attended.

A Destiny training was conducted November 14 in Moorhead at MSUM.  Gloria Collyard led this workshop.  Four people attended

Executive Director Kathy Enger presented twice at the ITEM Fall conference:  1.  With Gina Drellack, *Dynamic duo: A Public Sidekick and a School Media Specialist superhero Unite* about the LARL/NWRL eBook initiative.  A benefit of the program is getting library cards into the hands of students in schools in the region, which Gina Drellack did in Bagley; 2. *Media Specialists and Paraprofessionals: A Panel Discussion* where the lack of certified media specialists in schools was discussed.  A total of forty people attended both sessions.

Kathy was also on a panel at the Minnesota Library Association fall conference Public Library Division, *Let's Talk Multi-types*.  Approximately 120 people attended.

On June 6, 2016, from 10 – 12 noon, in the Faculty Development Center Multi-Purpose Room 124 at Minnesota State University Moorhead (MSUM), Professor Emerita, Carol Sibley, presented a workshop as a result of serving on the International Board on Books for Young People (IBBY), to select USBBY Outstanding international books, thus creating the USBBY Outstanding International Books list for children and young adults (Pre-K through high school).  Professor Sibley will discuss the process of selecting the USBBY Outstanding International Books (http://www.ibby.org).  Twenty people attended.

As a result of Sibley's work, she donated 360 books to the fifteen professionals who attended the workshop.  Each librarian brought twenty-four books back to their collections.

> *Impact*: People in the NLLN region will know how to access the information they need to improve their lives.

See Appendix Train-the-Trainers.

5. **Support *Spotlight on Books* conference for people interested in youth literature from around Minnesota.**

   *State Aid Expenditures*:  $0.00
   *System in-kind staff support*:  $12,000.00
   *Output*:  Adults who are excited about literature for children and young adults come away from *Spotlight* with a renewed sense of excitement about literature and share what they learn with the children and young adults they serve.  NLLN continues to be the fiscal agent for Spotlight and the office manager manages registration.  Sixty-eight people attended Spotlight on Books at Chase by the Lake in Walker April 8 – April 9.

*Impact*:  More knowledge of literature available for children and young adults by professionals working with them will improve the services offered to them and result in more reading.

6.  **eBook access** for middle and high school students throughout the NLLN region.

   Many students living within the counties served by Lake Agassiz Regional Library (LARL) and Northwest Regional Library (NWRL) have been issued iPads or tablets by their schools.  LARL and NWRL have seen a steady increase in the use of eBook and eAudiobook collections.  Teachers and media specialists from across the region have contacted LARL and NWRL, asking how their students can obtain access to eBooks and eAudiobooks.  LARL and NWRL are encouraging schools, teachers, and students to register for LARL and NWRL library cards to access the eBook services provided to them through their public library.

   *State Aid Expenditures*:  $10,000.00 budgeted.  $10,000.00 expended.
   *System in-kind staff support*:  $0.00
   *Output*:  The Lake Agassiz Digital Library and NWRL Overdrive School Initiative:

   **Northwest Regional Library (NWRL) Overdrive School Initiative**:
   From Pauline Helgeland
   Total Overdrive circulation from July 1, 2015 to June 30, 2016:  13,783
   Total Overdrive circulation for Juvenile Fiction:  804
   Total Overdrive circulation for young adult fiction and nonfiction:  1910
   Total circulation includes both ebooks and audio books

   There is a higher demand for fiction over nonfiction.

   313 ebooks and 42 audio books were purchased between July 1-June 30 (50 picture books, 121 middle school books, and 142 young adult books)
   Pauline Helgeland created special lists:  Summer 2016 featured special lists for the summer reading program were created to help kids find age appropriate titles.  With the curated lists, the summer reading program circulations increased this year.

   Lists created and featured to promote Juvenile and Young Adult titles:
   Dogs 7 Cats,
   February Special Days
   Holiday Reads for Kids
   Mysterious Stories with Young Adults
   Out of this world Romance for Teens
   Trains, Trucks, Cars
   Winter Fun

   **Lake Agassiz Regional Library (LARL) Overdrive School Initiative**:
   From Liz Lynch
   Our OverDrive service has really taken off. We are finding it more and more difficult to keep up with the demand, so thank you so much for the generosity of NLLN!

From July 2015-June 2016, 79,967 ebooks and eAudiobooks were checked out by LARL customers!

During this same time period, 1,051 LARL customers signed up for service.

LARL currently owns approximately 9,500 ebooks and approximately 1,500 eAudiobooks.

We do not track statistics according the age of the customer or the type of book that is checked out. However, we can offer the following:

1. LARL purchases digital items for all ages by purchasing best sellers, popular items, and items requested by customers (including teachers and students). We also take advantage of sale items.

2. Approximately 1/4 of our total digital budget is devoted to Easy, Juvenile, and Young Adult items. When we add new Juvenile and Young Adult titles, we see them check out almost immediately.

3. In most of the communities served by LARL, the librarians have a nice working relationship with the schools. Librarians visit schools every spring to promote the upcoming Summer Reading Program (SRP). A part of the SRP promotion is to promote the OverDrive collection to youth and their families.

4. In addition, LARL librarians often visit the schools at the beginning of the school year, or at a convenient time for the teachers, to talk about all LARL has to offer. This often includes an explanation of our shared print collection, ELM databases, and of course, the OverDrive collection.

Gina Drellack and Kathy Enger presented a session at the fall ITEM conference on how Gina got library cards for students thirteen years and older at Bagley Public Schools so they could access resources at the Bagley Public Library and take advantage of the Digital Library Overdrive School Initiative.

In fiscal year 2017, Northern Lights Library Network will increase the amount of eBook support in the region by giving $3,250 to NWRL to include the Tumble Book Library.

*Impact*:  eBook and eAudiobook access for students enhance efforts schools make to provide content rich materials to students.

**Objective:  Meet local library needs collaboratively as resources and needs arise.  Funding in this category covers areas mentioned in this document.**

**Support special programming** as needs and resources arise.

*State Aid Expenditures*:  $5,605.41 budgeted.  $7,157.45 expended.

*System in-kind staff support*:  $5,000.00
*Output*:  Grassroots efforts at sharing resources and working collaboratively are brought together to meet local needs for library and collections services.  Special programming expenditures include all the programs already listed in this document, including: Campbell School Library Support for stipends and mileage for six library professionals and the NDSU architect for the high school library design, Summer 2015 and Summer 2016, where 16,000 books were cataloged, $4,845.59; Internship Career Fair at MSUM garnering two interns, $50; "Poets Across Minnesota" reaching approximately 1,075 students, $1,690.86; Support for White Earth Holiday, $271; ITEM Fall Conference support, $250; Survey for "Why do People Need Libraries?", $50.

**Objective:  Explore ways rural libraries can be served and enhanced in the North-central, North-west, and West-central regions of Minnesota**.

**Conduct planning meetings** with rural librarians to determine needs and to discover ways to make rural libraries a focus of NLLN's efforts.  Investigate more convenient technological methods for disseminating information.  Met with other rural Multi-type directors at ITEM and MLA fall conferences to discuss ways to best serve our rural populations.
> *State Aid Expenditures*:  $0.00
> *System in-kind staff support*:  $1,000.00
> *Output*:  Direct resources to meet rural library needs.
> *Impact*:  Strong libraries in rural areas of Minnesota.  Improved local and regional understanding of the needs of citizens using rural libraries.

**State Aid Expenditures for Goal III: $31,355.41 budgeted.  $32,559.26 expended.**

## Goal IV:  Development of a Bibliographic Database

**Objective:  Support existing catalog structure in regional schools by providing training to library media personnel using the Destiny catalog.**

> *State Aid Expenditures*:  $1,749.00 budgeted.  $1,999.00 expended.
> *System in-kind staff support*:  $1,000.00
> *Output*: Twenty-six library professionals received beginning and advanced Destiny training at Alexandria Discovery School from a Follett Destiny trainer on August 20th. Training manuals left from the training were sent to libraries in the region for a total of seventeen manuals sent.  Destiny training occurred November 14 from 12:30 P.M. – 4:30 P.M.  Media Specialist Gloria Collyard led the training.
> *Impact*:  Improved access to library materials by students and teachers using the Destiny catalog.

**Objective:  Access online bibliographic materials using the OCLC union catalog.**

> **Support cataloging fees** for membership to the OCLC CatExpress group subscription for Northwest Regional Library, Lincoln High School Thief River Falls, Kittson School Media Center, Warren/Alvarado/Oslo High School, Breckenridge High School District, Clearbrook Gonvick High School, ADA-Borup Public School, Independent School

District 435, Audubon High School Media Center, Perham/Dent Public School, Holy Rosary School, BUG-O-NA-GE Shig School, Grygla School Media Center, Bemidji Public School, Park Rapids High School, Northland Community Schools ISD #118, Circle of Life School, St. Joseph's School, Lancaster public School, Tri-County School, Mahnomen Public School, Frazee-Vergas School, Pine River Backus Public School, Badger School, Blackduck Public School, White Earth Tribal & Community College Library.

*State Aid Expenditures*:  $600.00 budgeted.  $600.00 expended.
*Other in-kind support*:  $1,500.00 NWRL cataloging
*Output*:  Cataloging of 1,600 records
*Impact*:  Patron access to online catalog materials

**Objective:  Support existing catalogs throughout the region.**

*State Aid Expenditures*:  $0.00
*Other in-kind support*:
*Output*:  *Impact*:  Patron access to online catalog materials.

**Objective:  Assist libraries in keeping up with rapidly changing technology**.

**Through on-going interaction with members, determine technology resources available** in the region and link those resources with libraries that need them on an on-going basis throughout Fiscal Year 2016 and beyond.  Determine supplemental funding sources available to libraries and collections in the region for hardware and software and make them available.

*State Aid Expenditures*:  $0.00
*System in-kind staff support*:  $4,000.00
*Output*:  Up-to-date technology in area libraries.
*Impact*:  Citizens with technology skills and ability to access electronic resources.

**State Aid Expenditures for <u>Goal IV</u>:  $2,349 budgeted. $2,599.00 expended.**

<u>Goal V</u>:  **Communications System among all Cooperating Libraries**

**Objective:  Facilitate communication about the purpose and benefits of libraries to citizens of the region**.

**Continue On-going public relations efforts based on a SMART public relations plan** through public service announcements and publicity in newspapers, radio and television stations.  Collect, prepare, and distribute library public relations materials through libraries and media outlets in the region and receive feedback from member libraries on their public relations needs.  In collaboration with members, visit community organizations throughout the region to promote libraries.  Develop consistent message and branding and develop materials that can be used locally, such as radio, television, newspapers, social media, and online samples.

*State Aid Expenditures*:  $0 budgeted.
*System in-kind staff support*:  $2,000.00
*Output*:  On-going **Facebook and Twitter** activities about libraries developed by Consultant, Katelyn Ostby.  Facebook lifetime total 'likes':  89; Facebook average number of times NLLN posts were seen in News Feed, ticker, or visits to NLLN page, monthly:  3,500.

**Objective:  Develop and continue to maintain electronic and social media methods for communicating with members.**

**Sent on-going emails** and Constant Contact and Listbox messages to members; maintained and updated webpage; maintained Facebook page and Twitter account; updated Flikr; managed and introduce demerging communication technologies.  Continue brochure development and distribution, annual report development and distribution, various mailing.

*State Aid Expenditures*:  $3,650.00 budgeted.  $3,498.60 expended.
*System in-kind staff support*:  $5,000.00
*Output*:  Communication among NLLN members.

**State Aid Expenditures for <u>Goal V</u>:  $3,650.00 budgeted. $3,498.60 expended.**

**Total State Aid Expenditures for <u>Goals I-V</u>:  $51,699.91 budgeted.  $53,761.11 expended.**

**Appendices**

**<u>Bringing Libraries Together</u>**

June 29, 2016

The Campbell Tinah School Library projects have been completed for this summer. The entire high school library has been cataloged into the Destiny system (approximately 7,000 items). This includes all of the books, the current DVD collection, and a teacher resource section for elementary and high school teachers. New and donated books were also cataloged and shelved in both the high school and elementary libraries. The shelves in the elementary library were rearranged into a new layout, as well. (With the help of volunteers, the elementary school library was cataloged last summer, approximately 9,000 items.)

I've had a great team of volunteers to help with this project; I appreciate their help very much! Since June 6, 2016our work time included:

- Lynette Schwagerl – 94 Hours

- Glenn Heineke, Roseau School Librarian and Northern Lights Library Network

  Board Member – 77.5 Hours
- Judy Jensen – 68.5 Hours

- Connie Foster – 17 Hours

- Bruce Fingerson – 17.5 Hours

- Jamie Pohl – 10.5 Hours

- Kathy Enger, Northern Lights Library Network Director – 6 Hours

- Luke Goettle – 5 Hours

- Wes Jepsen – 2.5 Hours

- Jenna Jepsen – 2.5 Hours

- Malcom Keller – 2.5 Hours

- Faith Goettle – 1 Hour

Total Hours: 305.5 Hours

Our custodians have also been extremely helpful during this process! Earl Carter had some great ideas for the layout of the elementary library, and all of the summer custodial staff was very helpful with moving furniture and helping out whenever it was needed.

Feel free to contact me if you'd like to visit about the library projects, stop in and get a current tour of our libraries, or take a closer look at the online catalog. The catalog is available on our school website; click on "Our School," "Library," and then "Campbell-Tintah School Library Catalog."

Thank you very much for your support of this project! I appreciate your support and look forward to helping our students and teachers use this new resource!

Lynette Schwagerl, Campbell-Tintah School Librarian

Campbell School Libraries
Date: 09/23/2015 14:06
From: "Lynette Schwagerl" <schwagerll@campbell.k12.mn.us>
To: <Kathy.Enger@nlln.org>

On a side note: Both the elementary and high school students are REALLY excited about our libraries! They are so excited to see the new books - I would almost say the books are flying off the shelves, at both elementary and high school levels! My high school students are frequently asking me to go to the library, and they are getting excited about the books they're reading! It is so great to see! I've been doing some Destiny catalog training in the elementary classes, too, and they are pretty excited for the new search functions. I wish that you and the other NLLN volunteers could see the reactions of our students to all of the work that we did this summer. There is a lot of enthusiasm about reading, and our efforts are very much appreciated!

Thanks, Kathy! Have a good week!
 -Lynette

Kathy-

Hi! That sounds great! Thank you for thinking of us as you're writing the grants and for all of your efforts! Let me know if and how I can help.

I think the Bookmobile has been a great addition this year, especially in the elementary! Thanks to NLLN for sponsoring this program! Is there anything that I can do to help promote it even more? I have wondered about promoting it more to Campbell community members, also. What are your thoughts and suggestions?

I forgot to tell you, I arranged for Matt Lee from Minitex to lead a workshop for our teachers on Monday, February 15. It went very well! He held 2 sessions - 1 for elementary teachers and 1 for high school teachers. I have heard positive comments from teachers, and I hope it will help ELM to be used even more by our teachers and students! I'm glad and the Minitex resource is available! Matt did a great job!

I'm glad to hear that Glenn is willing and excited to help again this summer! I'm looking forward to it and will keep him updated as it gets closer! I'll try to watch the NLLN e-mails for continuing education opportunities, too; maybe I'll be able to run into you at a workshop or training sometime! It would be great to see you!

How is your winter going? How are things at NLLN? I hope you're doing well!

Thanks, Kathy!
   -Lynette

-----Original Message-----
From: Kathy Enger [mailto:Kathy.Enger@nlln.org]
Sent: Monday, February 22, 2016 10:35 AM
To: Lynette Schwagerl
Cc: Kyle Edgerton
Subject: RE: Movable Shelving

Hi Lynette,

I will get to work on some grants for bookbins in the elementary library and windows in the high school library.

Glenn plans to volunteer this summer to catalog the high school library.  NLLN will reimburse him for mileage --  I've met with Glenn a few times this year and he's looking forward to it!  I won't be able to volunteer this summer, but will miss it.  I really had a great time last year.

We're so glad that the bookmobile is coming to Campbell.  Peg Werner is really happy with it, mentioned it at NLLN's Library Luncheon with Legislators on February 13th.  Peg mentioned what a great job the teachers did in outlining their syllabi, so Viking could collect books to support Campbell's curriculum.  NLLN is sponsoring this, since the bookmobile crosses over from the Viking region to LARL.

Well, I'm looking forward to writing some grants and will keep you posted.

Take care Lynette!

---
Kathy B. Enger, M.L.S., Ph.D.
Executive Director
Northern Lights Library Network (NLLN)
Kathy.Enger@nlln.org

NLLN
@ MSUM
P.O. Box 136
1104 7th Avenue South
Moorhead, Minnesota    56563

218-477-2934  Office
218-477-2937  Fax
701-429-1857  Cell

Committed to strong libraries in Minnesota

On 02/22/2016 08:14, Lynette Schwagerl wrote:
Kathy-
   Hi! Great to hear from you! I hope that your winter is going well!
Yes, it would be great to see you again sometime and catch up!

   Thanks for thinking of us with the grants! I've talked with Mr.
Edgerton, and we think the bookbins would be a nice addition to the

elementary library. Because it is such a small space, we might have to look at adjusting some of the current shelving when the bookbins are moved in. I would welcome any advice from the architect we met with last spring and/or from other librarians when it comes to furniture layout in that space. I think the bookbins would be a good investment! Also, I think new windows in the library would be an exciting update to that space, if it is possible. Do you need additional information from us to write the grants? Again, thanks for keeping Campbell-Tintah in mind as you write these grants! We appreciate it!

    I am planning to do some more work in our school libraries again this summer. I'd like to barcode everything in the high school library and possibly re-arrange a bit in the elementary library if we have book bins to add to the space. As it gets closer, I will touch base with Glenn again to see if he's interested or available to help. You are also always welcome to join us or visit as possible! I just wanted to let you know it is in the works.

    I'll include Mr. Edgerton in this e-mail, too, so he's aware of plans.

Thanks again, Kathy!  I hope you are having a good winter! Let me know if you need any additional information or help with the grants!
    -Lynette


-----Original Message-----
From: Kathy Enger [mailto:Kathy.Enger@nlln.org]
Sent: Friday, February 12, 2016 4:09 PM
To: Lynette Schwager
Cc: Edgertonk; Bookbins
Subject: Movable Shelving

Hi Lynette,

There are bookbins available for the Campbell School elementary library:

http://www.bookbins.net/

Should I write a grant to get them?

We talked about this last summer, how the books on the top shelves in the children's library can fall.

Please let me know if I should write a grant for them, for the windows in the high school library, as well.  (Marvin Windows isn't coming through with windows.)

I'm 'ccing Mr. Edgerton on this email, along with the bookbin manufacturer, Tom Hennek.

---
Kathy

-------- Original Message --------
Subject: RE: Re: Movable Shelving
Date: 02/02/2016 14:06
 From: "Tom Hennek" <bookbins@scicable.com>
To: <Kathy.Enger@nlln.org>

Hi Kathy,

This is just to follow-up our earlier correspondence.  Is your interest in BOOKBINS still active?

If/when we may be of service, please just let me know?

Kind regards,

Tom Hennek
BOOKBINS

-----Original Message-----
 From: Kathy Enger [mailto:Kathy.Enger@nlln.org]
Sent: Thursday, August 06, 2015 6:03 PM
To: Tom Hennek
Subject: RE: Re: Movable Shelving

Hi Tom,

We received your email.  Now, we need to find the funds to purchase
the shelving we need for the Campbell School Library.

---
Kathy

On 08/06/2015 12:22, Tom Hennek wrote:
Hi Kathy,

We've just learned that our email has been flawed, possibly for
several weeks, and we may not have received incoming messages.

Please let me know if you did not receive my earlier reply to your
original message, and if I may be of further service?

Thanks so much,
Kind regards,

Tom Hennek
BOOKBINS

-----Original Message-----
From: Kathy Enger [mailto:Kathy.Enger@nlln.org]
Sent: Monday, July 27, 2015 1:01 PM
To: bookbins@scicable.com
Subject: Fwd: Re: Movable Shelving

Hello Tom,

We are interested in book moveable book bins for Campbell Elementary
School.

Do you make book bins on wheels?

---
Kathy

-------- Original Message --------
Subject: Re: Movable Shelving
Date: 07/25/2015 07:56
 From: Deanna Sylte <admin@mnitem.org>
To: Kathy Enger <Kathy.Enger@nlln.org>

Hi Kathy,

Hmm... my guess is that it was Bookbins - Tom Hennek is the guy I
remember, and their website is at http://www.bookbins.net/ [4]. We
haven't seen them at a conference for a while, so if you contact them
maybe you could give us a plug - there's still room this year!  :)

Thanks,
 -Deanna

----------------

Deanna Sylte

ITEM Operations Manager
admin@mnitem.org
mnitem.org [5]

ITEM
PO Box 130555
Roseville, MN 55113

On Fri, Jul 24, 2015 at 11:12 AM, Kathy Enger <Kathy.Enger@nlln.org>
wrote:

Hi Deanna,

When we were at Campbell Schools this week, we talked about movable
shelving carts for elementary children.  Both Charlie Lindberg and
Glenn Heinecke remember a representative at MEMO conferences who
made shelves for children's books on wheels.

Do you still have any information on this vendor?

Thanks much.

---
Kathy

<u>**Media Specialist Research**</u>

**PRESENTATION MINNESOTA SCHOOL BOARD ASSOCIATION LEADERSHIP
CONFERENCE
THURSDAY, JANUARY 14, 2016
3:45 P.M.**

I.      *Skills for Student Success in the Electronic Age*

Thank you to the Minnesota School Board Association for hosting this conference and inviting me to speak today.  Thank you, too, to the members of Northern Lights Library Network who serve Minnesota citizens every day.

**Kathy B. Enger, Ph.D., Executive Director, Northern Lights Library Network**

Northern Lights Library Network is a cooperative network of 280 library members in academic, public, school, and special libraries in twenty-three counties of North-central, North-west and West-central Minnesota.  Our region covers approximately 32% of the State of Minnesota.  We work at the grassroots level to bring together all types of libraries and collections in the region to discover, enhance, and share resources through administrative, technological, and educational support.  NLLN is funded by the Minnesota State Legislature through the Minnesota Department of Education.  Information on NLLN is in handouts at the back of the room.

II.    **What skills do students need to succeed in the electronic era?**

III.    **Social Skills.**

Social skills training contributes to conducive learning environments and to student academic achievement (Algozzine, et al., 2011; Ray & Elliott, 2006).

Social and self-management skills are central to learning.  Limberger, Brigman, and Webb (2012) examined research and summative literature from the past 50 years "on the most salient skills considered fundamental to successful academic and social outcomes for students … linking social-emotional learning to improved behavioral and academic performance for students, including those at-risk for academic failure" (p. 89-90).

A meta-analysis of fifty studies conducted by Solberg, Nes, and Segerstrom (2006) showed a relationship between optimism and school success.  "Students who are aware of their emotional state can more easily perform academic tasks" (Zins, et al., 2004).

IV.    **The basic skills of reading, writing, math, and critical thinking.**

V.    **Cognitive Skills.**

"The ability to effectively recall prior knowledge is essential to the effective use of knowledge structures and is integral to school success.  Without accurate strategies for storing and retrieving

knowledge structures, a student will most certainly fail to successfully accomplish most schooling tasks" (Lemberger, et al., 2012, p. 93).

VI.     **Adaptability and Resiliency.**

Adaptability and Resiliency ensure success in our swiftly changing environment, especially with *the rapid shifts in technology* and the need to change as the world changes around us.

**Adaptability:**  The American Psychological Association (APA) definition of adaptability is, "the capacity to make appropriate responses to changed or changing situations; the ability to modify or adjust one's behavior in meeting different circumstances of different people (VandenBos, 2007, p. 17).  Martin et al. (2012) examined the academic outcomes of motivation, engagement, and disengagement and the non-academic outcomes of self-esteem, sense of meaning, life satisfaction, emotional stability, and determined that in adolescence, these adaptability predictors maintain healthy development, showing adaptability as a pertinent life skill during adolescence. Adaptability enhances control and reduces failure dynamics (Andrew, Nejad, Colmar, Liem, Collie, 2015).

**Resiliency**:  Resiliency has implications for both the educational and personal success of students (Wang, et al., 1998).  "Educational resilience is defined as becoming academically successful even though numerous barriers are present" (Bryan, 2005).

Downey (2008) examined resiliency in current research and extrapolated twelve recommendations for classroom practices and instruction that foster educational resilience:

1.  Build healthy interpersonal relationships with students.
2.  Set and communicate high, realistic expectations for academic performance.
3.  Use students' strengths to promote high self-esteem.
4.  Tell students that they are personally responsible for their success.
5.  Develop a meaningful, caring community.
6.  Provide opportunities for meaningful participation.
7.  Set clear and consistent expectations of students' behaviors.
8.  Promote cooperative learning strategies.
9.  Encourage students to tutor other students.
10. Teach transferable life skills.
11. Encourage students to participate in extracurricular activities.
12. Emphasize effective literacy skills.

VII.    **Lifelong Learning Skills.**

VIII.   **Information Literacy Skills. How much information is enough?**

Information Literacy Skills are skills students need for success in the electronic age.  Each time we open a browser and surf the Internet, we're awash in a sea of information.  The waves of information we retrieve can be overwhelming and overpowering.  Many call this "INFORMATION OVERLOAD".  The waves persist as we come up for air and swim for more. Information is everywhere.

IX.     **Information Literacy Skills.  Is what we find reliable?**

X.    **Information Literacy Skills.  Ability to locate and use information effectively.**

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, to analyze and create a high-volume and extensive range of print and non-print texts in media forms old and new.  For life-long learning skills, students need to form habits of mind that recognize an information need, then locate the information needed; all-the-while analyzing it, evaluating it, and synthesizing it.  Analyzing, evaluating, and synthesizing information is the highest order of thinking or learning.  Information literacy is a transformational process in which the learner needs to find, understand, evaluate, and use information in various forms for personal, social, and global purposes.

Information Literacy Definition:  Students recognize the need for information in intelligent decision-making, formulate questions based on those needs, identify potential sources of information, develop successful search strategies, access a variety of sources of information, evaluate, organize, and integrate that new information into existing knowledge, and use it in critical thinking and problem solving processes.  Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" (Association of College & Research Libraries, 2000, p.1).

In the 21$^{st}$ Century, success in life and work include the use of higher-order thinking skills, collaboration, innovation, and information and media literacy.  Without information literacy skills, students will not be prepared to complete college research assignments, face information overload, too much irrelevant information, not knowing what to look for, trouble finding books on library shelves, too many results from a Google search.  The nature of the information world can become overwhelming, "Children and young adults need to learn strategies to come into command and build their own information spaces that are much smaller than the juggernaut of the whole Internet" (Loertscher, 2009, p43).

The *Partnership for 21$^{st}$ Century Learning* (among many other groups) has identified information and media literacy among the key skills needed in the Twenty-first Century (http://www.p21.org/).

XI.    **Information Literacy Skills**.  **The process**.

Formulate questions based on information needs.

Recognize and define the need for information; formulate questions, identify and locate a variety of resources online and in other forms.

Interpret and use information to solve a problem or answer a question.

Develop and use successful strategies for locating information.

Gather data and conduct an effective search.

Evaluate information found on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context. Evaluate the information found, whether a website or article.

Locate sources, use a variety of sources, including databases and websites.  Databases are not free and have to be paid for.  ELM-4-You.org.  Websites must be evaluated.

Recognize, locate, and navigate online databases.  Discriminate among scholarly and popular publications, or publications based on research or magazine articles.

Effective use of keywords and vocabulary.

Judge the process.

Determine fact from opinion; choose literature that is free of bias and prejudice.

Select top notch texts.

Find information within sources.

Seek meaning within sources.

Organize the information found, organize disorganized thoughts, organize information.

Make use of the information found and draw conclusions from the information gathered.

Understand that 'copying and pasting' is plagiarism; learn to respect intellectual property rights.

Use footnotes, endnotes, references, quotations.  Cite references using bibliographic tools.

Develop a product or presentation to communicate the results of the search.  Share what is learned about a topic, question, or problem.  Write a paper.

***Requires communication and online literacy skills***.

    XII.    **Information Literacy Skills**.  **An Information-Literate Student.**

Objectives for the information-literate student.

- Develops life-long learning skills, and with an understanding of the information process, can manipulate technology successfully, even when the technologies change.
- Encompasses concepts such as digital, visual, and media literacies, academic literacy, information handling, information skills, data curation.
- Understands and demonstrates a command of information skills and strategies to locate and successfully use resources.
- Uses eBooks, wikis, and social media effectively.
- Solves information problems effectively.
- Integrates information literacy skills into all areas of learning.
- Is prepared for success in the hypercompetitive global economy that is powered by information and knowledge.
- Knows where and how to find the information in order to solve life's problems.

- Online reading comprehension.
- An information-literate student is one who can effectively access, evaluate, use and integrate information into her or his life.
- An information-literate student can master information literacy skills they will use in everyday life.
- An information-literate student reflects during and after the inquiry process
- The information-literate student is a life-long learner and an independent reader and listener.
- Has learned how to learn and has learned where to go to get the information they need to learn more.

XIII.    **Technology Skills.**

Another life-long learning skill-set needed for student success in the electronic age is technology skills.

Computer literacy focuses on understanding the underlying concepts of technology and applying problem-solving and critical thinking to using technology.

A student who effectively learns technology skills can masterfully use them in any environment as the technology changes.

Technology is evidenced in everything students do, including the way they locate information, communicate, write, learn, and socialize.  Students love the digital world.

Students use digital technology, communication tools, and networks to access, manage, integrate, evaluate and create information in order to succeed and have some insight into the ethical and human impact issues of information technology.

Technology skills include the basic use of technology, such as using a mouse, double click, print, save, backspace, copy and paste, indenting paragraphs, tabs, fonts, paragraphing, size, formatting, usernames and passwords, keyboard, calculators.  Using email.  Social etiquette and respect while using technology.

Technology skills include the successful use of word processing, spreadsheets, databases, and presentation software.

Technology skills include a knowledge of Google documents, sheets, calendar, forms, sites, slides, in addition to Podcsts and blogs.

Successful students in the electronic era use technologies such as Facebook, Twitter, Pininterest, Skype, makerspaces,  apps. for wireless platforms, such as mobile phones and tablets (iPhones and iPads).  Use digital media such as digital cameras, digital video to create media productions.  Use interactive white boards.

Technologically savvy students successfully use online catalogs, databases, websites, and eBooks.

XIV.    **Library and Information Science Skills.  Life-long learning skills that contribute to student success**.

Library collections are built to meet the needs of students and to support the school curriculum.  To become an educated, literate person, students need to read.  In order to read, they need to know how to locate reading materials.  When students learn how to access books, they can transfer this knowledge to any library throughout their lives.

To begin to access knowledge, a set of skills is required. Once knowledge is accessible, students move beyond the technical means to access information to accessing knowledge. Books are a collection of knowledge, organized by discipline, with defined knowledge structures (i.e. searching a catalog by author, subject, title, keyword, Dewey Decimal System). While we are in an electronic era, we should be moving beyond simply using information to applying it. The ability to accurately apply information becomes knowledge. How does one know? By reading. Finding and accessing reading material follows a defined knowledge structure that students need to learn. In the research process, students often begin with reference materials such as encyclopedias and dictionaries and move to research articles and books.

In addition, libraries can be homes for all students that are sanctuaries where students can find respite and peace and quiet from daily activities.

XV. **What is in a Library? Materials to gain knowledge**.

Various forms of literature, fiction and non-fiction.

Encyclopedias, almanacs, glossaries, dictionaries, atlases, maps, indexes, bibliographies, databases, periodicals, such as newspapers, magazines, and journals – print and online.

Biographies.

Primary and secondary sources.

Picture books that are carefully selected for read-alouds.

Multicultural materials, plays, poems, etc.

XVI. **Library and Information Science Skills. Reading.**

Library and Information Science skills are intricately embedded in reading skills. Where does one go to read? Who helps one find reading material that suits him or her?

- Materials in the school library or media center have been carefully selected by a media specialist or librarian and the methods for using those materials are taught by a certified media specialist. Many schools today no longer have certified media specialists, but when they do, the following occurs:
- Books are carefully selected so students can find facts and summarize information, locate topics, read for pleasure, and distinguish fact from fiction.
- Schools that have libraries and media specialists result in students who are interested in books, with a focus on reading, viewing, and listening to various forms of information to nurture an appreciation of literature and motivate a sense of inquiry.
- Students can be matched with a special author, genre, or books that activate their imaginations or emotions which results in improved reading comprehension and a realization that reading can become an integral part of their lives.
- Students learn about what constitutes good literature, learn to appreciate aesthetic beauty in literature and the arts, and develop reading tastes and interests.
- In schools with media specialists and school libraries, boys learn to appreciate reading.
- Students become independent and critical readers.
- Reading skills are necessary for success in school. Reading becomes literacy.
- Having a sizable accumulation of books in the home is a predictor of educational success (Evans, et al., 2010). Owning books in the home is one of the best things you can do for your children academically (Evans, et al., 2014).

*If the presence of books in a home is an essential indicator of success, what does that mean for student success in schools?*

    XVII.   **The Skills Media Specialists Impart to Students are:  Information Literacy Skills, Technology Skills, and Reading and Library and Information Science Skills.**

    XVIII.  **Where have all the School Librarians Gone? Schools are missing out**.

"School library budgets, programs, and staff are on the chopping block all over the nation" (Walker, 2005).  With budget constraints, there have been widespread budget cuts to school library media centers and media specialists.  In the twenty-three county region of Northern Lights Library Network, which comprises one-third of the State of Minnesota, not one of the school district has a media specialist in every school.  Of the 300+ schools in our region, approximately 30% have qualified media specialists.

*Without media specialists, how will students learn the information literacy skills, technology skills, reading and library and information science skills they need to succeed in the electronic era?*

    XIX.   **Information Literacy Skills, Technology Skills, Reading and Library and Information Science Skills.**

These are the skills media specialists impart to students.  Northern Lights Library Network developed a research project recently to determine the skills media specialists impart to students by capturing data on media specialists from sixty-seven journal articles (1997-2016) and sixty-eight Internet documents for a total of 135 documents.  Using the literature as data, all the documents were read, reviewed, and coded for themes to determine the skills media specialist impart to students.  The themes, information literacy skills, technology skills, and reading and library and information science skills emerged.
*The skills presented to you here today are skills that prepare students for success in the electronic era.*

Lance and Hofschire (2012) found that students in public schools that have a full-time 'endorsed' librarian do significantly better on standardized reading tests than their peers in schools that have lost or never had a librarian, "students tend to perform better on reading tests where, and when, their library programs are in the hands of endorsed librarians.  Furthermore, at schools where library programs gain or maintain an endorsed librarian when school budgets are tight, students tend to excel.  At schools where library programs lose or never had an endorsed librarian, students suffer as a result" (p. 19).

The Ontario Library Association found that in elementary schools with teacher-librarians, children tend to enjoy reading more and perform better on standardized reading tests as compared to children in schools without teacher-librarians (Tabor, 2006).

Media specialists look at curriculum, assignments, and learning in terms of the information resources, processes, and technologies required for student success.  As the web becomes more complex, students need more help to find what they want.  A library media center is a useful, necessary resource for a complete literacy program.

XX.    **Information literacy achievement gap based on income inequality**.

New research is showing an online reading achievement gap based on income inequality among students who have access to online information at home and those who do not.  In *Reading Research Quarterly*, Leu et al. (2015) found an income gap on the very skills media specialists teach to students: Reading to Locate Online Information; Reading to Evaluate Online Information; Reading to Synthesize Online Information; Writing to Communicate Online Information.  Many other research studies show similar results.  Leu, et al. (2015) conclude, "a reading achievement gap based on income inequality should be a concern of every citizen" (p. 37).

XXI.   **Schools make a difference**.

Schools are democratic institutions and in a prime position to teach information literacy skills and create equal opportunity between students who have access to information at home and those who do not.   John Dewey (1916) captured the notion that education is democratic.  Schools can be the equalizer we want them to be.  In order to bridge the income gap between those with information literacy skills, technology skills, and reading and library and information science skills, let's hire back qualified media specialists, teacher-librarians, or school librarians.  It would go a long way in bridging the information/income inequality gap.

Thank you for your time, today.

<div align="center">References</div>

Algozzine, B. Wang, C., & Violette, A.S. (2011). Reexamining the relationships between academic achievement and social behavior. *Journal of Positive Behavior Intervention, 13*, 3-16.

Andrew, M., Nejad, Ha., Colmar, S. Liem, G.A. Collie, R. (2015). The role of adaptability in promoting control and reducing failure dynamics: A mediation model. *Learning and Individual Differences, 38*, 36-43.

Association of College & Research Libraries. (2000). Information literacy competency standards for higher education. Retrieved from http://www.ala.org/acrl/standards/informationliteracycompetency

Bransford, J., Brown, A., & Cicking, R. (1999). *How people learn: Brain, mind, experience and school*. Washington DC: National Academy Press.

Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School Counseling, 8,* 219-227.

Dewey, J. (1916) *Democracy and education*. NY: Macmillan Company.

Downey, J. A. (2008). Recommendations for fostering educational resilience in the classroom. *Preventing School Failure, 53*, 56-64.

Evans, M.D.R., Kelley, J., Sikora, J. (2014). Scholarly culture and academic performance in 42 nations. *Social Forces, 92*, 1573-1605.

Evans, M.D.R, Kelley, J., Sikora, J., Treiman, D. J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility, 28,* 171-197. Doi:10.1016/j.rssm.2010.01.002

Lance, K. C., Hofschire, L. (2012). School librarian staffing linked with gains in student achievement, 2005 to 2011. *Teacher Librarian, 39*, 15-19.

Lemberger, M.E., Brigman, G., Webb, L., Moore, M.M. (2012). *Journal of Education, 192*, 89-99.

Loertscher, D. V. (2009, April). *Teacher Librarian*, 42-43.

Martin, A. J., Nejad, H., colmar, S., & Liem, G. A. D. (2012). Adaptability: Conceptual and empirical perspectives on responses to change, novelty, and uncertainty. Australian Journal of Guidance and Counseling, 22, 58-81. Doi: 10.1017/jgc.2012.8

Ray, C. E., & Elliott, S.N. (2006). Social adjustment and academic achievement: A predictive model for students with diverse academic and behavior competencies. *School Psychology Review, 35*, 493-501.

Solberg Nes, L., & Segerstrom, S.C. (2006). Dispositional optimism and coping: A meta-analytic review. *Personality and Social Psychology Review, 10*, 235-251.

Tabor, K. (2006). School libraries positive impact on student achievement. *Teacher Librarian, 34*, 64-65.

VandenBos, G. R. (Ed.). (2007). *American Psychological Association dictionary of psychology*. Washington, DC: American Psychological Association.

Walker, C. (2005). Are you the gatekeeper or the keymaster? *Knowledge Quest, 33*, 46-47.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1998). *Educational resilience*. Laboratory for Student Success Publication Series No. 11. Philadelphia, PA: Temple University Center for Research in Human Development and Education.

Zins, J.E., Weissberg, R. R., Wang, M.C., Walberg, H.J. (Eds.). (2004). Building academic success through social and emotional learning: What does the research say? NY: Teachers College Press.

## Maamigin Achigaazo

**White Earth opens new library, plans Early Childhood Center**
By **Vicki Gerdes** on Aug 26, 2015 at 11:49 A.M.

With the grand opening of Maamigin Achigaazo (which translates to "The Gathering Place" in Ojibwe) this past Friday, the White Earth Reservation Child Care & Early Childhood Programs

moved one step closer to their goal of closing the literacy gap among children of low and middle-income families.
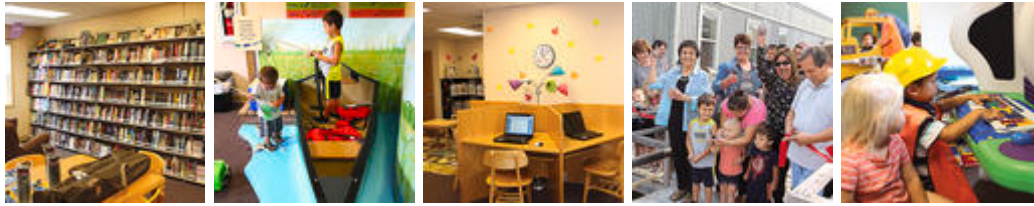


 "This is a wonderful, wonderful Gathering Place, and a great place to be, surrounded by books," said White Earth Tribal Chairwoman Erma Vizenor, who noted that while she didn't have many opportunities to travel as a child, "I traveled the world through books."
"I love libraries," Vizenor added. "I could spend all day in a library if I had the time."

She said that the new library could provide unlimited opportunities for stimulating a child's (or an adult's) imagination, as well as more practical applications such as doing research. Across the hall, the Smart Play Spot created through funding from the Minnesota Children's Museum offers literacy-focused activities aimed at inspiring creativity and learning in the community's youth.

The new White Earth Tribal Community Library, as it is also known, boasts $50,000 in books and other literacy materials, courtesy of a grant from the Institute of Museum & Library Services (IMLS), as well as some comfortable, attractive furniture donated by Minnesota State University Moorhead from the recent renovation of its own library space.

The opening of the library was the culmination of several years' work by tribal leaders.

"When a community needs assessment was done by the White Earth Early Childhood Initiative about five years ago, a public library was one of the top four community needs listed," said Barb Fabre, executive director of White Earth's Childcare & Early Childhood Programs. "The tribe is a big supporter for us."

Though it is not currently affiliated with a regional circulation system such as Lake Agassiz Regional Library, the White Earth library is part of the Northern Lights Library Network (NLLN), according to Fabre.

"This is the first library on the reservation that is entirely public," she said. "We have libraries in our schools and the tribal college, but this one is for the community."

"People in our region love libraries, and the new community library at White Earth is an example of our deep appreciation of books here," says Kathy Enger, NLLN executive director. "Many people made the Maamigin Achigaazo a possibility, from the federal funding agency (IMLS), to the lovely women at White Earth who ordered books, placed them on the shelves and created a welcoming, vibrant place for people to gather. We are so happy to help make books accessible to people in our region."

Besides the development of the space for the new library, the $121,000 IMLS grant also helped pay for the building and distribution of seventeen Little Free Libraries (LFLs) that will soon dot communities throughout the reservation.

The structures can be located anywhere and hosted by either individuals or organizations. Books are then placed inside, with the idea of loaning them out to anyone who would like them, on a "take one, return one" basis.

"We have about half of them in place," Fabre said, noting that as locations for the dollhouse-like structures are finalized, they will be registered on the official website, littlefreelibrary.org. She also hopes to find more ways to make the library's services mobile and accessible to communities throughout the reservation, through programs such as the Readmobile, which was made possible through the co-sponsorship of West Central Initiative, NLLN, and the Minnesota Department of Human Services.

"This library is also a stop for the White Earth Transit System," Fabre added, "so families can come here from all over the reservation."

But the ultimate goal, she said, is to build a new Early Childhood Center, which would house not only a permanent home for the library, but also the Smart Play Spot and early childhood classroom and office space, as well as at least one room dedicated exclusively to school age childcare.

"We want to work hard for a new Early Childhood Center here," Vizenor said during the grand opening celebration, noting that she and Fabre had been in the Twin Cities making a presentation on the project earlier in the week.

"We need to raise $3 million for the new building," Fabre said.

But even though the culmination of that project is still at least a year or two away, the first steps have already been taken, with the Bookmobile, Smart Play Spot, Little Free Libraries, and most recently with Friday's grand opening of the new library.

"We want to promote reading, and reading role models for our children," said Fabre. "We want to celebrate books."

Mission accomplished — at least, for now.

**Train-the-Trainers**

<div align="center">

**"What are Your Needs as a Library Professional?"**
**Responses from Branch-Out**
**July, 2015**
**from Kathy Enger, NLLN**

</div>

At the beginning of the session, *Minnesota Multi-type Library Cooperation:  Providing Free Services to Minnesota Libraries*, participants were asked to make a list of five points related to the following questions:

**What are your needs as a library professional?**  (What would make your job easier?)

I promised to pass responses on to the Multi-type directors.

Here are the responses:

Not to jump through so many hoops to get projects off the ground.
Ease getting up-to-date tech for patrons.
Make numbers <u>NOT</u> about circ. numbers.
Ease/better communication between City and Library.

Need library mentor.
Funding for special programs at the library (ideally created by staff).
Funding for additional hours to build relationships in the community.
Volunteer availability.
Financial support for personal education and growth (have used this from CMLE already  --thank you!).

More staff.
More full-time staff.
Substitutes that are fully trained.
Workflow should be more determined by staff, not managers.
Using fewer substitutes.
More discussion between management and employees.

Automated check-in system.
Better organization of policies.
More flexibility with signage and displays.

Tech training to assist patrons more effectively.
Opportunities to observe other library systems to learn new methods and consider positive change.
Information on upcoming trends and how they will be incorporated in the library system.

Well trained staff.
Enough time to complete tasks.
More full-time staffers fro consistent service.
More members, younger members of our Friends organization.
A manager who is not phoning it in.  One who actually works in the library.
More hours.
More training (reimbursed expenses).
More time off desk to explore and research and get or stay current on the latest and greatest.

More time to become familiar with computer programs to help patrons.
More experience with electronic devices.
More work time with other staff to share experiences and tips.

Supportive administration  --  increase staff at the public service level.
More external publicity; internal for programs.
Areas to grow/expand services (not be restricted by what 'defines' a library).
Wider availability for patron's to use the library even if accounts have had negligent fines.

A clone!  Sorry!
More time in the day.
Adobe Suite.
Dewey re-class of 3$^{rd}$ and 4$^{th}$ floors.

Access to materials.
Knowledge of databases.

More staff.
More funding.
More space/redesigned space.
More public computers.
Automated DVD Dispensing units … on the way!

Adequate staff.
Time to work on extra projects.
More hours that we are open for patron use.
More training on all aspects of library.

Training in new technology, i.e., time to play around with, learn by trial and error.
Mechanical and electronic aids for material handling to reduce strain and injury.
Availability of substitutes to prevent workload from becoming stressful when staff take time off.

Training.
Support from system superiors.
Consistent system policies.
Access to resources outside of system.
Interaction with other regional library staff.

Better training on the databases and how to navigate them.
Better understanding of what other libraries outside my system have to offer
(specialities/law/business/antiques).
More tools added to cataloging to add 'tags' (example: specific prize
winners/gender/race/politics) things people ask for but are not always easy to look up by
traditional catalog information.

Knowledge of shared resources from other library systems.

A list of contacts to network with other library professionals.
A way to network with other professionals in a shared site to share good ideas.

Contact with other library professionals (in system especially)
Hands-on (non-remote) training.
Conferences in which more workshops are rural minded.
Paid relief staff
My own office (1-room library -- no storage space, no office, etc. <u>One room – literally</u>.

Better communication between administrators and front-line librarians/paras.
Cross training in all departments.
Simpler eBook access (for use in academic libraries).
Easier access to play with new technology - more than jus one time training.

Training to facilitate keeping up-to-date with library resources.
Time for exploring library resources (via information sessions or online exploration).
Classes -- primarily for working with technology.
Adequate staff to ensure that there is the time to focus on learning.

More staff to allow for more training and flex job tasks
Flexible work schedule for me.
Flexible work schedule for staff I supervise.
Ability to pay volunteers who need a job.
Ability to get/interview/hire volunteers, incarcerated to work participant.

<div align="center">

**Handout at Minnesota Library Association Fall Conference**
**Public Library Division**
*Let's Discuss Multi-types*

</div>

**The Function, Responsibilities, and Duties of Multi-county, Multi-type Library Systems in Minnesota**

The seven multi-county, multi-type library systems in Minnesota function as intermediaries among all types of libraries, ensuring that resources are shared and cooperation occurs among all library types, including academic libraries, public libraries, school libraries, and special libraries. Through library cooperation and resource sharing, Minnesotans receive the best library service possible, in the most efficient manner. Each Multi-county, Multi-type system is as unique as the libraries they serve. The Multi-county, Multi-type library systems in Minnesota are ***Arrowhead; Central Minnesota Library Exchange (CMLE); Metronet; Northern Lights Library Network (NLLN); Southwest Area Multi-county Multi-type Interlibrary Exchange (SAMMIE); Southeast Library System (SELS); and Traverse de Sioux Library Cooperative (TdS).*** The Multi-county, Multi-type systems are mandated by Minnesota Statute 134.351.

During 2014 and 2015, a qualitative grounded theory study of the responsibilities and function of the Multi-county, Multi-type library systems in Minnesota was conducted by Northern Lights

Library Network and reviewed by the Multi-type system directors. The study used as data fourteen quarterly reports from 2009 to 2014 submitted to Minitex and recorded in the Multi-type system wiki. Each line from each report was coded, categorized, and analyzed for themes. It was determined from the reports that Multi-county, Multi-type library systems in Minnesota perform the following duties:

**Develop Library Staff Professionally.**

- Administer continuing education grants for library staff.
- Teach librarians about new library resources.
- Teach new technologies.

**Improve Local Library Collections.**

- Support interlibrary loan services.
- Support union catalogs.
- Find cost-effective eBook solutions.

**Sponsor and Support Funding for Librarians.**

- Write and receive grants that support libraries.
- Raise funds for libraries.
- Share library resources.

**Champion for Libraries.**

- Meet with library stakeholders.
- Meet with legislators on behalf of libraries.
- Publicly promote libraries.

**Create, Develop, and Maintain Programs that Enrich the Lives of Minnesotans.**

- Sponsor literacy initiatives through programs, conferences, and workshops.
- Facilitate improved library services.

**Move the Discipline of Library and Information Science Forward.**

- Provide leadership in library organizations and associations.
- Present at conferences and publish articles in the library literature.
- Collect and analyze library data.

**Lead and Administer Agency.**

- Manage human resources.
- Design and implement strategic plans.

**The Multi-county Multi-type Library Systems in Minnesota**

**Arrowhead Library System**
Contact Shari Fisher at:  shari@arrowhead.lib.mn.us
**http://www.arrowhead.lib.mn.us/**

Arrowhead publishes the *Weekly Weeder* Newsletter.  To register, Go to:
to http://www.alscurrentevents.blogspot.com/p/als-weekly-weeder.html

**Central Minnesota Libraries Exchange (CMLE)**
Contact Patricia Post at:  papost@cmle.org
**www.cmle.org**

CMLE publishes *Weekly Review*, a newsletter that captures local library stories, trends, and best practices.  Subscribe here:
http://bit.ly/CMLEsubscribe

**Metronet**
Contact Ann Walker Smalley at:  ann@metronet.lib.mn.us
**http://www.metrolibraries.net/library-wire/overview.html**

Metronet publishes bi-weekly newsletter *MetroBriefs* (everyone welcome to subscribe):
http://bit.ly/metrobriefs

**Northern Lights Library Network**
Contact Kathy Enger at:  Kathy.Enger@nlln.org
**www.nlln.org**

**Southwest Area Multi-county Multi-type Interlibrary Exchange (SAMMIE)**
Contact Shelly Grace at:  shelly@sammie.org
**www.sammie.org**
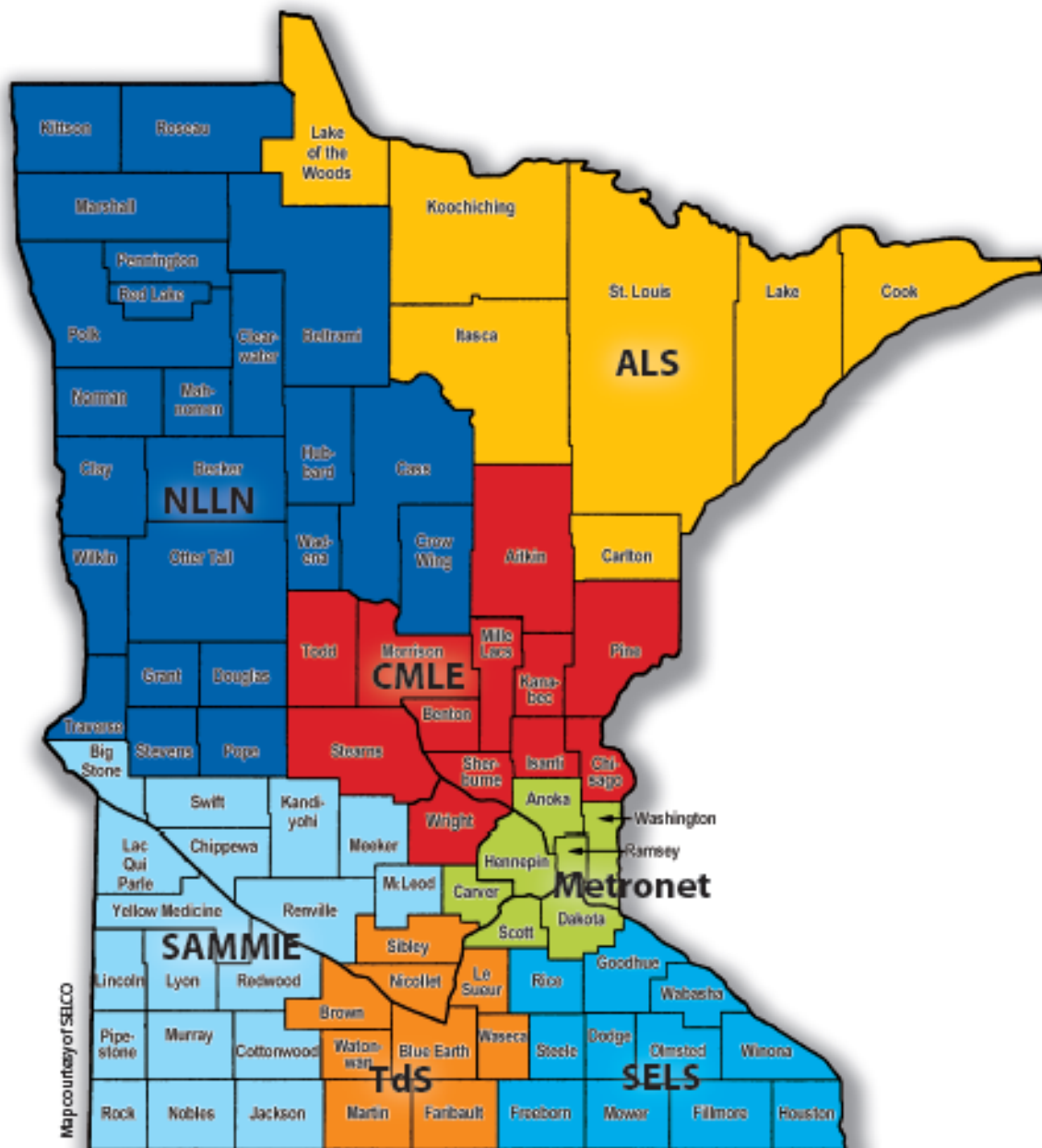
SAMMIE publishes the *SAMMIEnews*.  To be added to the newsletter, send an email to: shelly@sammie.org

**Southeast Library System (SELS)**
Contact Reagen Thalacker at:  rthalacker@selco.info
**www.selco.info**

**Traverse de Sioux Library Cooperative (TdS)**
Contact Orrin Ausen at: oausen@tds.lib.mn.us
**http://www.tdslib.org/**

Map courtesy of SELCO

**Northern Lights Library Network Governing Board FY16:**

- Wayne Ingersoll, President, Lake Agassiz Regional Library Representative, Clay County Commissioner
- Richard Anderson, Vice President, Kitchigami Regional Library Representative, Beltrami County Commissioner
- Charlie Lindberg, Secretary, Northwest Regional Library System Representative, Kittson Central Schools, emerita
- Carol Sibley, Treasurer, Academic Library Representative, Minnesota State University Moorhead emerita
- Ruth Holmgren, Viking Library System Representative, Pelican Rapids Schools
- Tony DeSanto, Kitchigami Regional Library Representative from 2-21-15 to present.
- Adell Bridgeford, Walker Public Schools, emerita, School Library Representative
- Terri Darco, Special Library Representative, White Earth Early Childhood Program
- Jenna Kahly, Public Library Representative, Lake Agassiz Regional Library
- Peter Bremer, Alternate Academic Library Representative, University of Minnesota Morris
- Tammy Thomasson-Ehrhart, Alternate Public Library Representative, Crookston Public Library
- Glenn Heineke, Roseau Schools, Alternate School Library Representative

**Northern Lights Library Network Executive Director FY16:**

Kathy B. Enger

**Northern Lights Library Network Office Manager FY16**

Debbie Keena

The Governing Board of Northern Lights Library Network approved the strategic plan June 2015.

The design of questions for both the qualitative and quantitative data collection was based on Northern Lights Library Network's need to further develop its strategic plan by identifying core values, determine library needs in the region, and  discover how the multi-type library system could uniquely address those needs.

An electronic survey system was used to gather qualitative data from twenty-three NLLN members attending the 2012 annual meeting. Qualitative data was collected using twenty-two questions to determine core values, environmental scan, SWOT analysis, and needs analysis (see Table 1).

A phenomenological approach was used to analyze the qualitative data, following the Giorgi and Giorgi method of analysis (Giorgi & Giorgi, 2008).  Enger and Lajimodiere (2011) outlined the phenomenological method used in this study:

1.  The entire description written by the participant is read to discover the psychologically relevant lived meanings in the data and get a sense of the whole.
2.  The text is reread and the research places a slash in the text each time a transition takes place to break the data into "meaning units".
3.  With the "meaning units", the researcher begins the process of analysis:  revealing meanings that are lived, but not necessarily clearly articulated or in full awareness; making the implicit explicit; moving from concrete lived situation as an example of something, to clarify what it is an example of; rendering and articulating psychological meanings as they are experienced and become visible.
4.  The "meaning units" become the basis for writing the experience.  The researcher dips into the subjective world of the participant as much as possible.  The resulting analysis refers to the key constituents and to the relationships among them (p. 185)

Once responses to the qualitative data were analyzed, a survey was developed.  The survey was pilot tested with NLLN Governing Board members (11) at the November, 2012 meeting.  When the pilot was completed and the survey edited, the online survey containing thirty-nine questions was sent to the entire NLLN membership during the month of March, 2013, using the Dillman (2007) method to encourage good response rate.  Responses were based on a simple Lickert scale of Strongly Disagree; Disagree; Undecided; Agree; Strongly Agree. Out of 232 members sent the survey, seventy-two members completed the survey (nearly a 40% response rate) and fifty-eight members answered all of the questions (a 25% response rate).  The population used for this survey was the entire population, not a sample of it. See Table 2 for survey questions.

A Cronbach's Alpha was run on the questions to determine reliability of the survey design and it was found that reliability ranged from 0.835348 to 0.852987.  A value between 0.8 and 0.9 is the ideal range, showing that the questions were reliable.  Reliability means that scores from an instrument are stable and consistent and that respondents consistently answer closely related questions the same way (Creswell, 2012).  See Table 3 for the Cronbach Alpha results.

From the survey results, the vision statement, a mission statement, identification of core values, and the development of goals and objectives of the organization were developed.  To determine program development and implementation that arise from goals and objectives, a logic model was developed for each for planned work and intended results, including:  activities, outputs, and impact.

<div align="center">References</div>

Dillman, D. (2007). *Mail and internet surveys: The tailored design method*. NY: Wiley.

Ellis, S. E. (2010). Introduction to strategic planning in student affairs: A model for process and

    elements of a plan.  *New Directions for Student Services, 132*, 5-16.

Enger, K.B., & Lajimodiere, D. (2011). A multi-cultural transformative approach to learning:

    Assessing attitude change in doctoral students following an online diversity course.

    *Multicultural Education & Technology Journal, 5*, 176-193.

Giorgi, A., & Giorgi, B. (2008). *Phenomenology*. In J.A. Smith (Ed.), Qualitative psychology: A

    practical guide to research methods (2nd ed., pp. 26-52) Thousand Oaks, CA: Sage

    Publications.

Table I

Qualitative Questions Asked 23 Participants

| Questions |
|---|

CORE VALUES

1.  Please take some time to think about the history of libraries in the United States.
    What have libraries accomplished since they began in the mid-1880s?
    Take your time in responding to this question.
2.  What are libraries accomplishing today?
3.  Name five words you might use to describe libraries.
4.  What do you see as the role of libraries in the future?
5.  What impact does your organization have on its community?
6.  What makes libraries valuable?
7.  What are the core values of your organization?
8.  In as few words as possible, how would you describe the Northern Lights
    Library Network to a family member or neighbor?

ENVIRONMENTAL SCAN and SWOT ANALYSIS

9.  Please describe the difficulties or problems libraries face today.
    Take your time in responding to this question.
10. What actions have you taken to overcome your organizations obstacles?
11. What obstacles are beyond your control?
12. What does your organization do well?
13. What could your organization do better?
14. As you consider your experience and think about the education you have received,
    What would you envision to be the best possible library?
15. Will you be able to be part of the meeting April 20th?

NEEDS ANALYSIS OF MULTI-TYPE LIBRARY SYSTEM REGION

16.  What is a multi-type library system?
17. What service provided by Northern Lights Library Network have been beneficial to
    you?
18. Why are multi-type library systems important to the residents of your community?
19. What services could multi-type libraries provide that are not currently provided?
20. Please describe problems you may have experienced with multi-type library systems
    and/or with the Northern Lights Library Network.
21. What is the purpose or role of multi-type library systems in Minnesota?
**22.** What would you like your neighbors to know about multi-type systems?

Table II

Quantitative Survey Questions asked 232 Members

Responses base on Likert Scale: Strongly Agree, Disagree, Undecided, Agree, Strongly Agree

| Qualitative Questions |
| --- |

1. Libraries are a place for people to access information through the collaborative efforts the professionals who manage them.
2. Libraries are a bridge between physical and electronic access; a bridge between people and technology; a bridge between the resources available, and the community needing to use those resources.
3. Libraries are attractive, welcoming places that are friendly, open, inclusive, accessible, and innovative.
4. Libraries are a source of community pride where people go to learn from educational experts who teach them what they need to know to thrive and grow in their community.
5. Libraries are a place where stories join all our hands.
6. Unlike teachers who teach what they think students should know, librarians teach by learning what library users want to know, then teach them how to use the resources that will educate them.  All the while, librarians organize these resources so they are accessible.
7. In principle and practice, libraries are at the core of a democratic society, defending the freedom of all citizens to: Access information to make informed decisions; read material that interests them; use technology successfully, engage in learning throughout the life cycle.
8. The population using our library is increasing.
9. The people I serve or represent are requesting more services.
10. Our library's physical facilities are adequate.
11. Our library receives adequate funding.
12. If people knew more about the service our library provides, funding would increase.
13. We need to learn how to activate our client base to increase our support.
14. We need elected officials who care more about libraries.
15. Libraries need better public relations.
16. Our library staff has adequate customer service skills.
17. Libraries are struggling to keep up with rapidly changing technology.
18. The technological infrastructure to manage library resources is adequate.
19. Our library staff has adequate technological skills.
20. Libraries are no longer needed because everything is available on the Internet.
21. Paper books are no longer needed because everything is available electronically.
22. At some point, we may no longer have access to paper books in libraries.
23. Our library collection is excellent.
24. Our library staff receive adequate training.
25. Our library needs more staff.
26. Our library needs more volunteers.

27. Our library should be open more hours.
28. We need to learn how to write grant proposals.
29. The main purpose of multi-type library systems is to make all libraries stronger.
30. There needs to be more cooperative collection development among libraries of all types.
31. There needs to be more shared subscriptions among all types of libraries.
32. There should be an annual best practice session among all types of libraries, related to common interests,
    such as technology, remote access, and collection management.
33. Northern Lights Library Network (NLLN) should support libraries to facilitate better communication about the purpose
    And benefits of libraries to citizens of the region.
34. NLLN should find ways to share costs among all types of libraries in the region in order to lower costs to individual libraries.
35. There is a need in our region for all library types to advocate together, with one voice.
36. Please rank in order the importance of services provided to libraries by multi-type library systems, with 1 as the most
    Important and 15 as the least important.
37. Please rand the mission of Northern Lights Library Network (NLLN), with 1 as the most relevant, and 5 as the least relevant.
38. I would like to see Northern Lights Library Network (NLLN) do more of the following:
39. I represent the following type of library:

Table III

Cronbach Results on Each Survey Question

## Survey Questions

| 35 Variables: | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 |
|---|---|---|---|---|---|---|---|---|
| | Q9 | Q10 | Q11 | Q12 | Q13 | Q14 | Q15 | Q16 |
| | Q17 | Q18 | Q19 | Q20flip | Q21flip | Q22flip | Q23 | Q24 |
| | Q25 | Q26 | Q27 | Q28 | Q29 | Q30 | Q31 | Q32 |
| | Q33 | Q34 | Q35 | | | | | |

### Simple Statistics

| Variable | N | Mean | Std Dev | Sum | Minimum | Maximum |
|---|---|---|---|---|---|---|
| Q1 | 58 | 4.39655 | 0.77096 | 255.00000 | 1.00000 | 5.00000 |
| Q2 | 58 | 4.46552 | 0.68096 | 259.00000 | 1.00000 | 5.00000 |
| Q3 | 58 | 4.63793 | 0.74217 | 269.00000 | 1.00000 | 5.00000 |
| Q4 | 58 | 4.17241 | 0.92030 | 242.00000 | 1.00000 | 5.00000 |
| Q5 | 58 | 4.17241 | 0.84059 | 242.00000 | 2.00000 | 5.00000 |
| Q6 | 58 | 4.39655 | 0.64725 | 255.00000 | 3.00000 | 5.00000 |
| Q7 | 58 | 4.63793 | 0.51973 | 269.00000 | 3.00000 | 5.00000 |
| Q8 | 58 | 3.39655 | 1.00768 | 197.00000 | 1.00000 | 5.00000 |
| Q9 | 58 | 3.68966 | 0.94045 | 214.00000 | 1.00000 | 5.00000 |
| Q10 | 58 | 3.32759 | 1.08236 | 193.00000 | 1.00000 | 5.00000 |
| Q11 | 58 | 2.32759 | 1.06603 | 135.00000 | 1.00000 | 5.00000 |
| Q12 | 58 | 3.32759 | 0.82479 | 193.00000 | 2.00000 | 5.00000 |
| Q13 | 58 | 3.82759 | 0.65260 | 222.00000 | 2.00000 | 5.00000 |
| Q14 | 58 | 4.34483 | 0.66363 | 252.00000 | 3.00000 | 5.00000 |
| Q15 | 58 | 4.00000 | 0.77233 | 232.00000 | 2.00000 | 5.00000 |
| Q16 | 58 | 4.05172 | 0.68627 | 235.00000 | 2.00000 | 5.00000 |
| Q17 | 58 | 3.87931 | 0.99256 | 225.00000 | 1.00000 | 5.00000 |
| Q18 | 58 | 3.15517 | 0.89446 | 183.00000 | 1.00000 | 5.00000 |
| Q19 | 58 | 3.53448 | 0.84221 | 205.00000 | 2.00000 | 5.00000 |
| Q20flip | 58 | 4.77586 | 0.46048 | 277.00000 | 3.00000 | 5.00000 |
| Q21flip | 58 | 4.77586 | 0.46048 | 277.00000 | 3.00000 | 5.00000 |
| Q22flip | 58 | 3.74138 | 1.11702 | 217.00000 | 1.00000 | 5.00000 |
| Q23 | 58 | 3.15517 | 0.89446 | 183.00000 | 1.00000 | 4.00000 |
| Q24 | 58 | 3.05172 | 0.92570 | 177.00000 | 1.00000 | 5.00000 |
| Q25 | 58 | 3.20690 | 1.07211 | 186.00000 | 1.00000 | 5.00000 |
| Q26 | 58 | 3.06897 | 1.05734 | 178.00000 | 1.00000 | 5.00000 |
| Q27 | 58 | 3.25862 | 1.06886 | 189.00000 | 2.00000 | 5.00000 |
| Q28 | 58 | 3.34483 | 0.86960 | 194.00000 | 2.00000 | 5.00000 |
| Q29 | 58 | 4.10345 | 0.61243 | 238.00000 | 3.00000 | 5.00000 |
| Q30 | 58 | 3.65517 | 0.84918 | 212.00000 | 2.00000 | 5.00000 |
| Q31 | 58 | 3.58621 | 0.79548 | 208.00000 | 2.00000 | 5.00000 |
| Q32 | 58 | 3.87931 | 0.72735 | 225.00000 | 2.00000 | 5.00000 |
| Q33 | 58 | 3.93103 | 0.64515 | 228.00000 | 2.00000 | 5.00000 |
| Q34 | 58 | 3.72414 | 0.83336 | 216.00000 | 2.00000 | 5.00000 |
| Q35 | 58 | 3.98276 | 0.76069 | 231.00000 | 2.00000 | 5.00000 |

| Deleted Variable | Correlation with Total | Alpha | Correlation with Total | Alpha |
|---|---|---|---|---|
| Q1 | 0.435741 | 0.815505 | 0.429121 | 0.841061 |
| Q2 | 0.634116 | 0.810807 | 0.637858 | 0.835348 |
| Q3 | 0.458745 | 0.815018 | 0.454159 | 0.840384 |
| Q4 | 0.501558 | 0.812416 | 0.504867 | 0.839007 |
| Q5 | 0.528274 | 0.812083 | 0.526929 | 0.838405 |
| Q6 | 0.181906 | 0.822603 | 0.198692 | 0.847175 |
| Q7 | 0.445681 | 0.817246 | 0.469554 | 0.839967 |
| Q8 | 0.357504 | 0.817586 | 0.357722 | 0.842976 |

| | | | | |
|---|---|---|---|---|
| Q9 | 0.552530 | 0.810395 | 0.557673 | 0.837562 |
| Q10 | 0.074782 | 0.829154 | 0.073091 | 0.850425 |
| Q11 | -.017039 | 0.832495 | -.027519 | 0.852987 |
| Q12 | 0.308084 | 0.819264 | 0.298785 | 0.844543 |
| Q13 | 0.452758 | 0.815877 | 0.451315 | 0.840461 |
| Q14 | 0.573988 | 0.812647 | 0.590959 | 0.836646 |
| Q15 | 0.383825 | 0.817048 | 0.406027 | 0.841682 |
| Q16 | 0.344960 | 0.818455 | 0.355863 | 0.843026 |
| Q17 | 0.122512 | 0.826371 | 0.136426 | 0.848793 |
| Q18 | 0.140974 | 0.824921 | 0.140606 | 0.848685 |
| Q19 | 0.170031 | 0.823655 | 0.176905 | 0.847743 |
| Q20flip | 0.294775 | 0.820503 | 0.306495 | 0.844339 |
| Q21flip | 0.330065 | 0.819887 | 0.335872 | 0.843559 |
| Q22flip | 0.182136 | 0.825177 | 0.186650 | 0.847489 |
| Q23 | 0.175563 | 0.823768 | 0.159249 | 0.848202 |
| Q24 | 0.109386 | 0.826234 | 0.106681 | 0.849562 |
| Q25 | 0.142324 | 0.826371 | 0.153420 | 0.848353 |
| Q26 | 0.289482 | 0.820396 | 0.285771 | 0.844888 |
| Q27 | 0.308125 | 0.819686 | 0.337352 | 0.843519 |
| Q28 | 0.238433 | 0.821572 | 0.227183 | 0.846430 |
| Q29 | 0.482820 | 0.815509 | 0.479579 | 0.839695 |
| Q30 | 0.453750 | 0.814493 | 0.456310 | 0.840326 |
| Q31 | 0.336022 | 0.818424 | 0.341199 | 0.843417 |
| Q32 | 0.532051 | 0.813045 | 0.544122 | 0.837934 |
| Q33 | 0.503854 | 0.814660 | 0.519266 | 0.838614 |
| Q34 | 0.356141 | 0.817730 | 0.370093 | 0.842646 |
| Q35 | 0.385270 | 0.817051 | 0.407311 | 0.841648 |