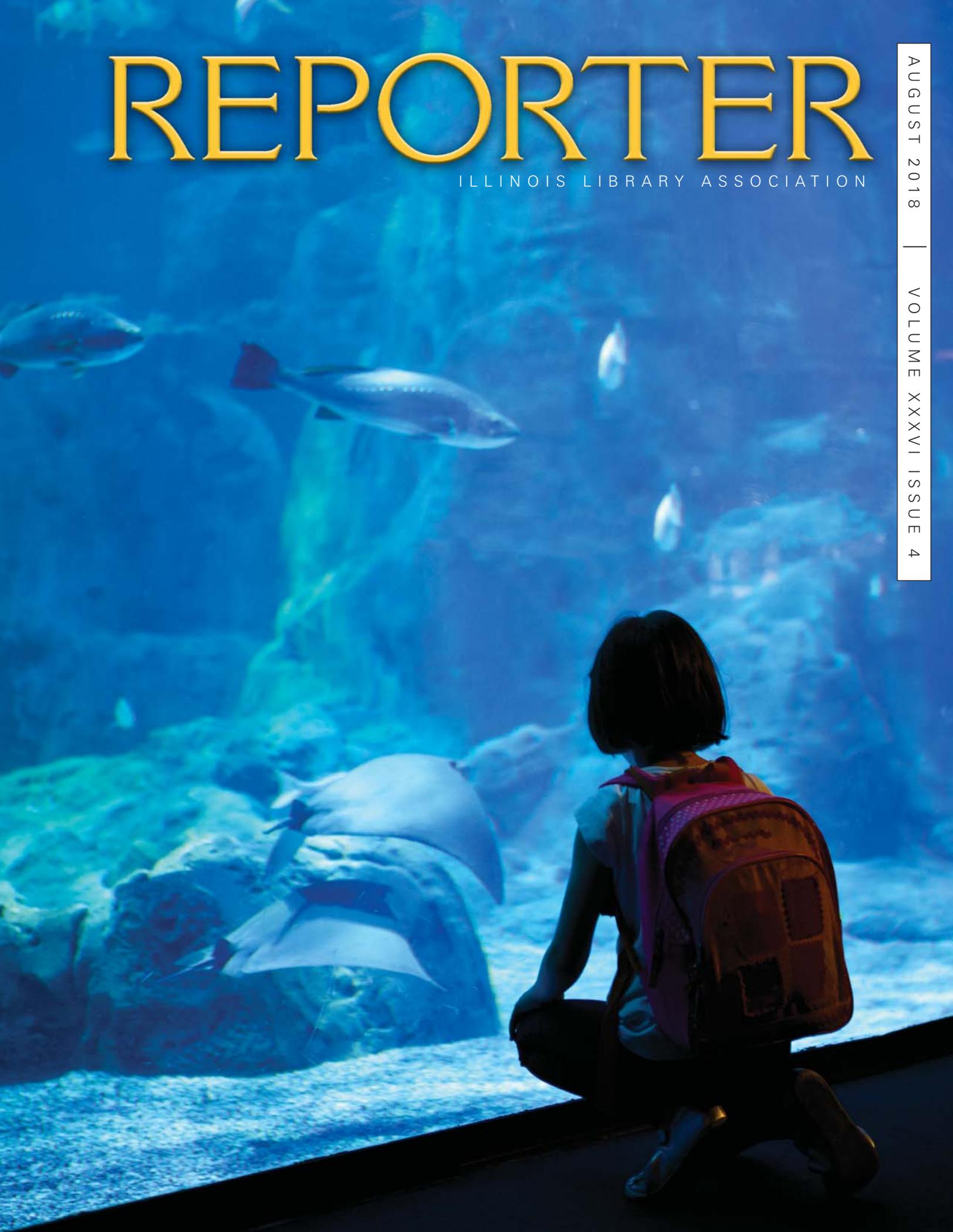


REPORTER

ILLINOIS LIBRARY ASSOCIATION

AUGUST 2018

VOLUME XXXVI ISSUE 4



The Illinois Library Association Reporter

is a forum for those who are improving and reinventing Illinois libraries, with articles that seek to: explore new ideas and practices from all types of libraries and library systems; examine the challenges facing the profession; and inform the library community and its supporters with news and comment about important issues. The *ILA Reporter* is produced and circulated with the purpose of enhancing and supporting the value of libraries, which provide free and equal access to information. This access is essential for an open democratic society, an informed electorate, and the advancement of knowledge for all people.



ON THE COVER

The Shedd Aquarium is doing remarkable things these days, not least bringing a “fish-mobile” (like a bookmobile but with live fish!) to underserved areas of Chicago, and partnering with area libraries, Chicago Housing Authority residences, and other venues to bring the aquarium’s collections to people where they are, who might not otherwise have such an opportunity. These bold actions are all credited to a new, vital strategic vision for the Shedd, nicknamed “Here, There and Everywhere.”

“New leadership is energizing education and outreach,” says Elizabeth McChesney, children’s services and family engagement

director at the Chicago Public Library, speaking in a *Crain’s* article about the Shedd. According to McChesney, these programs represent Shedd’s first major library outreach in more than a decade.

The benefits of a broad-based, thoughtful, strategic vision, mission, and plan are clear. ILA’s current mission to “Serve as the voice of Illinois librarians and the millions that depend on them” remains valid, but our plan and goals date back to 2011. That’s not so long ago, but it’s long ago enough that the ecosystem in which we work has changed. Budget difficulties in the state of Illinois and an increasingly polarized political environment nationally are two notable current challenges. An increased focus on the rights and needs of underserved communities represents opportunities for us.

A new plan, developed with broad-based participation, will lead ILA and Illinois libraries into the future. We’ve recently conducted a strategic planning survey, and members will have additional opportunities for input, including at the ILA Annual Conference in Peoria in October. We aim to have the new plan launched in spring 2019, in time for budgeting and planning for the 2019–20 fiscal and governance year.

With your help, ILA’s focus and priorities for the next few years will be sharpened and clarified. Then, we can go ahead and work toward implementing those goals. What will we be saying in the news in 2022 that we were able to achieve due to our new strategic vision?

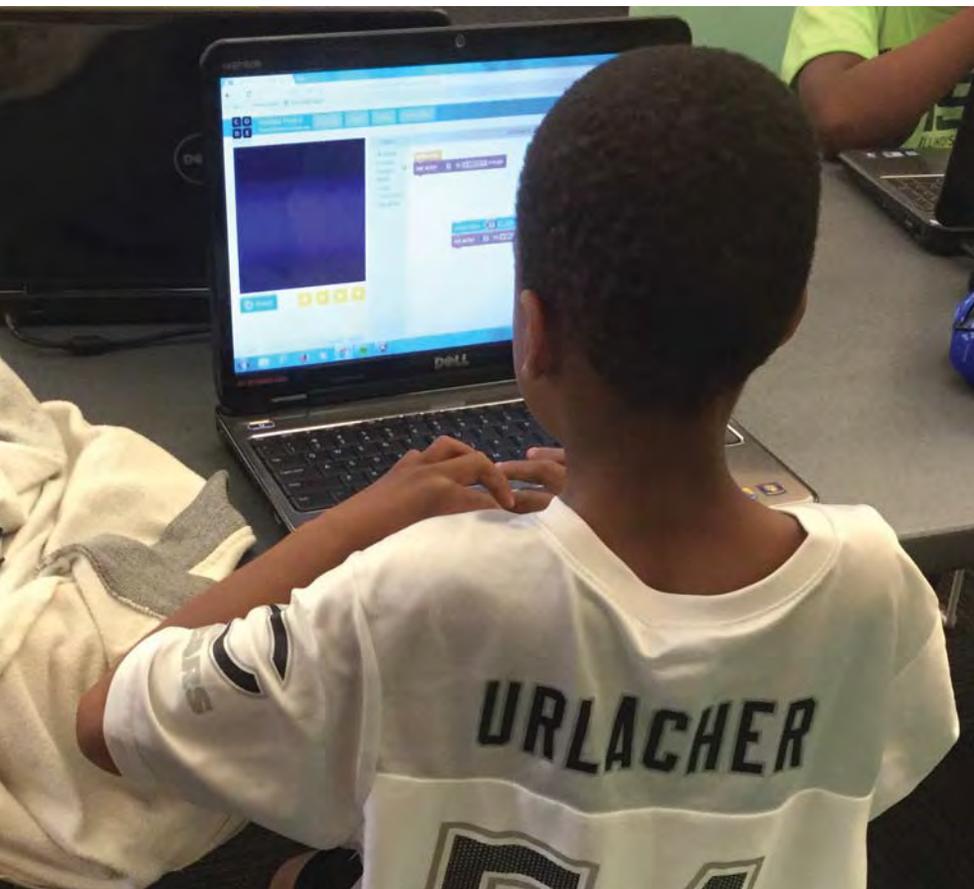
The Illinois Library Association is the voice for Illinois libraries and the millions who depend on them. It provides leadership for the development, promotion, and improvement of library services in Illinois and for the library community in order to enhance learning and ensure access to information for all. It is the eighth oldest library association in the world and the third largest state association in the United States, with members in academic, public, school, government, and special libraries. Its 3,000 members are primarily librarians and library staff, but also trustees, publishers, and other supporters.

The Illinois Library Association has four full-time staff members. It is governed by a sixteen-member executive board, made up of elected officers. The association employs the services of Strategic Advocacy Group for legislative advocacy. ILA is a 501(c)(3) charitable and educational organization.

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See ILA calendar for submission deadlines for the *ILA Reporter*. Copy should be submitted by email to ila@ila.org. You are encouraged to include press-ready digital photos (300 p.p.i.) and graphics with your articles, which will be included on a space-available basis.

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How the Opiate Epidemic Came to the Library

As the opiate abuse epidemic exploded across the country in the past few years, Illinois was in the crosshairs and Peoria, as one of the largest cities between Chicago and St. Louis, was being rocked with overdoses. In December of 2015, Roberta Koscielski, deputy director of Peoria Public Library, received an invitation from Mayor Jim Ardis to attend a meeting intended to organize a way to fight back. He was forming the mayor's Community Coalition Against Heroin, composed of elected officials, physicians, the media, the library, parents who lost children, and recovering substance abusers. He wanted the Peoria Public Library involved after the library's successful involvement in a previous coordinated community action to fight gun violence. At this meeting he explained that every Monday morning he met with Peoria's police chief and the state's attorney and reviewed the significant events of the past week in terms of police calls. They noted the increased number of heroin overdoses, both in the city of Peoria and in nearby rural areas.

It is a nationwide problem. According to the Centers for Disease Control and Prevention (CDC), every single day 115 Americans die from opioid overdose, now the leading cause of accidental deaths in our country, surpassing deaths from gun violence and car crashes. From 1999 to 2016, a period of 17 years, 630,000 people have died from a drug overdose. The numbers have been on the rise. In 2016 the number of overdose deaths was five times higher than in 1999 and included deaths from prescription opioids and illegal opioids such as heroin and illicitly manufactured fentanyl. The local spike in overdoses is what caught the attention of Peoria's mayor.

It is not an issue libraries can ignore. Across the country, from New York to Denver to San Francisco and in hundreds of small towns, libraries are sites of overdoses. People with substance abuse disorder may purchase drugs near or on library property. They may then use the drug in the library or on the property. They may stop breathing and collapse in the easily accessible public restrooms or even while speaking to a staff member. If they are lucky someone will call 911 and naloxone HCl (commonly known trade name NARCAN®), which blocks the effects of opioids, will be administered. Libraries are responding by educating staff, stocking NARCAN® and sometimes providing needle disposal bins in restrooms. But little progress can be made if communities do not understand the root of the problem.

The Coalition had discovered the book *Dreamland: The True Tale of America's Opiate Epidemic* by Sam Quinones (Bloomsbury, 2015) and, as with the fight against gun violence, Coalition members felt it was important to get as many people as possible to read the book and gain an understanding of why there was an explosion in opiate abuse. The library, as lead partner in Peoria Reads!, coordinated a visit to Peoria by Quinones during summer 2016. *Dreamland* looks into how the opiate crisis came to be, outlining three distinct waves. First, in the 1990s with increased prescribing of opioids with the overdose deaths involving prescription opioids, including natural, semi-synthetic opioids and methadone; in 2010 a second wave began with rapid increases in overdose deaths involving heroin; and a third wave began in 2013, with significant increases in overdose deaths involving synthetic opioids, particularly those involving illicitly manufactured fentanyl (IMF). The IMF market continues to change, and IMF can be found in combination with heroin, counterfeit pills, and cocaine.

[continued on page 6]



As the summer of 2016 continued, so did opiate awareness events in Peoria, including two community forums hosted by the Coalition. During these forums the mayor, the sheriff, and the state's attorney noted that opiate abuse is a community health issue, not just a law enforcement issue. "We can't arrest our way out of the problem," was the refrain as community education continued. As the Coalition moved to help the community understand that the face of addiction had changed they showed the film *Chasing the Dragon*, a documentary released by the FBI and CDC that features first-hand accounts by addicts and family members of addicts; and heard a recovering substance abuser speak. The examples shared via the film and presentation broadened viewers' perceptions of addicts to include people such as an injured high school athlete or construction worker, or a mom hurt badly in a traffic accident who became addicted only after prescribed use of opioids. *Dreamland* outlines the potent trap of addictive prescribed opiates and easy access to illegal ones. *Chasing the Dragon* shows the desperation of people whose brain chemistry, against their will, has been altered and can't easily be returned to a former state.

The community forums examined the current situation in Peoria. The questions asked were, "Who are those who are overdosing and what exactly are they overdosing on?" Overdoses come from abuse and in 2016 more than 11 million people in this country abused prescription opioids, according to the CDC. People who overdose are using a variety of drugs, but most common are methadone, oxycodone (commonly known trade name OxyContin®), and hydrocodone (commonly known trade name Vicodin®). It is a common misconception that people who are addicts got that way by abusing drugs on purpose, but the truth is that anyone who takes prescription opioids can become addicted to them. As previously mentioned, the first introduction to opioids is often through medical treatment for an injury or recovery from surgery. Research from the CDC has revealed some risk factors that make people particularly vulnerable to prescription opioid abuse and overdose, even when they have been prescribed the drugs for legitimate reasons. Some of those risks are heightened when people obtain overlapping prescriptions from multiple providers and pharmacies or are given high daily doses of prescription pain relievers. Another common risk factor is if there is a mental illness or a history of alcohol or other abuse. Those who live in rural areas and have a low income are also at risk for easily becoming addicted to powerful opiates.

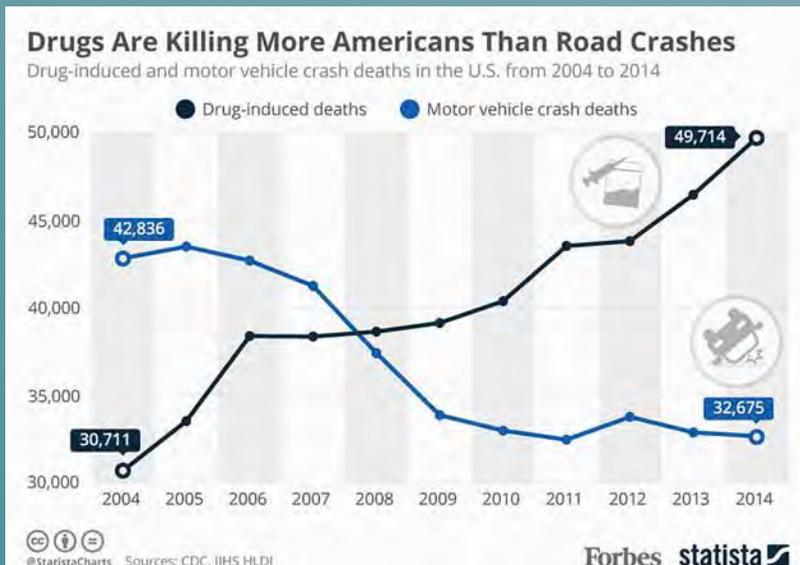
It was a problem that needed to be addressed on many fronts. In Peoria, the Mayor's Community Coalition Against Heroin organized a Physicians' Summit, and it was at this event that the Coalition and Peoria Public Library began to build community contacts. As the Coalition spread its message, Peoria Public Library coordinated the reading of *Dreamland* at Notre Dame High School via an ongoing partnership with the high school librarian. The audience for this educational effort was

approximately 70 junior and senior students from the Human Body Systems, American Legal Issues, and AP Psychology classes. Not only did the students read and discuss *Dreamland*, they heard from the mayor, the president of OSF Healthcare System (also an emergency room physician) and State's Attorney Jerry Brady. Bradley University nursing teaching staff presented a lesson on the topic of addiction and the opiate epidemic and some students viewed *Chasing the Dragon*, which helped engage them further.

In the fall of 2016, Illinois Humanities funded a series of four Illinois Speaks discussions, one at each of the four largest library branches in Peoria, on the heroin and opiates epidemic and what can be done to solve it. A local recovering addict stepped forward to participate. An engaging speaker with a passion for preventing others from overdosing, he has been clean for six years and is brave enough to share his experience.

Community education continued at Osher Lifelong Learning Institute in early 2017 with a six-week, 12-hour study group on the heroin and opiates epidemic. After a two-hour background session, the group attended five presentations presented by local elected officials, the police chief and the captain who spent most of his career in the vice and narcotics unit, physicians, the CEO of Peoria's Human Service Center, a recovering addict, and a mother who lost her son to addiction. A Skype session with author Quinones stressed that silence, isolation and shame compound the problem. He pointed out that if your child dies of cancer you get casseroles and if your child dies of overdose no one knows what to do or say. Quinones urged the audience to start using a scientific approach in seventh grade to teach kids the effects on the brain of using drugs. Simply telling kids how terrible drug abuse is, according to him, does nothing. Explaining that heroin and opiates fit perfectly into receptors in the brain shows them what drugs do and how it works.

As interest in the topic grew, the library stepped into its natural and expanding role. In addition to providing meeting space, staff created two bibliographies and a special page on the website that also contains FAQs and where to call for help. In anticipation of having an overdose in the library, as was being experienced in so many other communities, a voluntary training for staff was offered. Within days of offering the training to staff, emergency personnel were called and administered a dose of NARCAN® at Main Library for the first time to a male found unresponsive in a restroom. After the incident, 25 library staff members asked to be trained to administer NARCAN®. While library staff members Roberta Koscielski and Trisha Noack were presenting a session on how libraries can help with the opiate epidemic at the Illinois Library Association's Annual Conference in fall of 2017, a second overdose occurred at Main Library and the victim was again saved with NARCAN® by emergency workers.



“It is a common misconception that people who are addicts got that way by abusing drugs on purpose, but the truth is that anyone who takes prescription opioids can become addicted to them.”

Other Illinois public libraries have also had to respond to the heroin and opiates epidemic. In April 2016, a man died from a heroin overdose in an Oak Park Public Library restroom. At Decatur Public Library, a library staff member administered NARCAN® until emergency services responded to an overdose at the library. As librarians began to read about overdoses occurring in public libraries across the United States, they are making sure that their staff and their community members are informed about the problem. Many central Illinois public libraries are working with the Human Service Center in Peoria, which received a \$687,000 federal grant in August 2017 as part of a grant to the state of Illinois of \$16.3 million from the Department of Health and Human Services (HHS) Substance Abuse and Mental Health Services Administration (SAMHSA) in 21st Century Cures Act-authorized funding under the State Targeted Response to the Opioid Crisis Grant (Opioid STR) program. The program aims to address the opioid crisis by increasing access to treatment, reducing unmet treatment need, and reducing opioid overdose related deaths through the provision of prevention, treatment and recovery activities for opioid use disorder (OUD), including prescription opioids as well as illicit drugs such as heroin. Through this grant, opioid overdose kits are being distributed, along with the appropriate training, to 38 counties in central and northwestern Illinois. Chillicothe Public Library, for example, has worked with the Human Service Center to provide NARCAN® training for their staff members and for their community. These trainings include the effects of opioid use, the scope of the problem, symptoms of overdose, and how to respond to an overdose. Peoria Public Library continues to work with community partners to offer information and develop new programs to help educate staff, the wider library community and the public. 📖

Resources

Prevention First offers free downloadable print materials featuring two campaigns, “Guard and Discard” and “Every Opportunity Matters,” available online at
<https://www.prevention.org/EOMPsters>
<https://www.prevention.org/GuardandDiscardEnglish>
<https://www.prevention.org/GuardandDiscardSpanish>

For more about *Dreamland* by Sam Quinones (Bloomsbury, 2015) and to contact the author visit
<http://www.samquinones.com/books/dreamland/>

The *Chasing the Dragon* documentary is available on YouTube:
<https://youtu.be/lqdmWRExOkQ>

The Centers for Disease Control and Prevention’s information about opioids:
<https://www.cdc.gov/drugoverdose/opioids/index.html>

Fight the Epidemic with Partners and Programs

A public library, as the community information center for a community, can be instrumental in acting as a liaison and drawing community partners together to fight the opioid epidemic. Community partners often have different target audiences and resources, so combining forces can reach more people more quickly. If the library wants to draw attention to a special program or just get information out, working with partners to use all of their resources from email newsletters to digital signage to announcements at meetings to bulletin boards and social media can more effectively accomplish the goal. The library can greatly amplify its reach by having one entity create the message and have all other partners participate in the publicity effort.

Community partners should include the local health department, which can provide contacts for NARCAN® (a common brand name for naloxone HCl, which blocks the effects of opioids) training as well as the NARCAN® itself for library staff and patrons. Elected officials, once they understand that addiction cannot be treated by shaming or arresting people, are recognizable figures that can make the epidemic a public issue. Ask them to speak at programs to make people aware of the extent of the crisis: how many overdoses are happening and where they are happening.

Local and state law enforcement can sometimes offer speakers and do have 24/7 secure drug take back and syringe disposal receptacles. As community members become aware of the dangers of keeping leftover prescriptions at home, they will want to know how to dispose of these medications.

Physicians have tight schedules, but will speak to groups about how prescribing practices have changed and how to use pain management techniques other than opiates. Topics covered can include acupuncture, physical therapy, exercise, weight loss, massage, chiropractic, hypnosis, yoga, and psychotherapy. Be sure to point interested attendees to materials you may have in your collection on these topics.

Treatment centers are a natural partner. Ask them to provide speakers on addiction and on the many types of treatment available for those with substance abuse disorder. Different people respond well to different treatments, so it is important to know the options and try as many as it takes to find a solution. Treatment centers also offer options for others involved such as Family Anonymous and community support groups.

Members of support groups for recovering substance abusers and those who have lost family or friends to substance abuse disorder are impactful speakers and educators. Parents who have lost a child to overdose are often dedicated to spreading the word about the issue and helping in any way they can, including giving powerful talks on addiction and overdose and providing further contacts to people and organizations that can help.

Spread awareness with the help of nearby libraries. Share each other's events in your publicity and work together to bring in bigger speakers by sharing the cost and scheduling multiple programs. Network and share contact lists, resources, bibliographies, and the names of possible speakers.

As libraries launch or participate in a community effort to fight the opiate epidemic, remember to start with staff so that they understand that the epidemic is a health crisis, are prepared to direct patrons to information about substance abuse disorder, and can recognize an overdose in progress and know what to do if and it occurs at the library. If possible, offer training in administering NARCAN® to staff who want to learn, but steer clear of making this type of training mandatory. A staff member who feels frightened or threatened by administering a medication in an emergency is not going to be able to help, but should be the person to call 911 while others assist the victim.



To get the word out, use the basics of good marketing. Develop a recognizable graphic and color scheme that is adaptable to all sort of programs. Share it with partners and ask them to include it. Use your social media to attract the attention of not only potential attendees, but also the media. Use short videos on social media when possible. Even the smallest library has the ability to use smartphones to post quick videos to Twitter. Make sure you get your message out in as many ways as possible as often as possible. Try pulling an attention-getting fact from local statistics to help people understand how the epidemic is impacting your local community.

In some communities the stigma attached to heroin addiction is so strong that local politicians won't consider discussing it. Starting with a community-wide read of *Dreamland* by Sam Quinones (Bloomsbury, 2015) is an effective way to gently introduce the subject. After people read the book and talk about it, libraries can begin to ask, "What is happening in our own community?" By answering that question and beginning the steps to fight substance abuse disorder in every community in Illinois, we can begin to gain ground on this killer. **ILA**

"A public library, as the community information center for a community, can be instrumental in acting as a liaison and drawing community partners together to fight the opioid epidemic"

App Authors: Coding Programming Made Easy

If you're looking for a pre-planned curriculum to teach basic coding skills to preteens with your existing tech, you might be interested in App Authors. That's our curriculum, usually taught to eight to twelve-year-olds in six or seven sessions and a showcase, that builds on Code.org's App Lab and Play Lab platforms to teach kids computational thinking, design, and collaborative and problem-solving skills through building their own apps.

BACKGROUND

App Authors: Closing the App Gap II is an IMLS-funded project out of the Center for Children's Books at the School of Information Sciences at the University of Illinois at Urbana-Champaign. Our prior planning grant, Closing the App Gap: From Plan to Project I, was built on the need to close the youth app gap, the division between those young people who regularly have access to tablets and smartphones and those who do not, the division that presages later gaps in careers and income. We focused on preteens, young people approximately eight to twelve years old, and found this age group was excited by apps. We also noted that existing apps for young people disappointingly lacked diversity (out of our nearly 200 apps evaluated, fewer than 15% presented non-white people in any significant roles); our young subjects, who were almost all African-American, clearly noticed this lack and responded with particular enthusiasm to apps that featured people who looked like them. We were also struck by the young people's collegial approach to app use; rather than finding tablets a solitary diversion, our subjects leapt immediately to collaborative exploration and sharing of successes.

We therefore expanded on that program with this three-year project that started in the fall of 2015. The program addresses several current needs in STEM education, confirms the library as a learning space, and gives young people with limited technological opportunities at home a chance to learn, explore, and play at an accessible entry point and to change the face of apps by changing the face of app-making. The project broadens our reach not just to using apps but to coding them, not just to public libraries but to public and school libraries, and not just to our single site but to multiple sites across the country.

CURRICULUM

As planned, we have developed a curriculum that is:

- suitable for use in both public and school libraries
- in need of no more than an average librarian's technical expertise to lead (training sessions and support range from a day of onsite training to an hour or two via Google Hangouts)
- shared in a clear and portable format that people can just take and implement

After some trial and error in choosing a platform and hardware, we ended up with Code.org's App Lab and Play Lab platforms and a focus on computers and notebooks. Code.org is freely available to users, and participants can create individual logins that allow children to save their work and return to it at home or elsewhere on their own time. We first ran the program in local partnerships, at the Kenwood Elementary School in the Champaign School District and at the Douglass Branch Library in Champaign, so we could directly develop the prototype, and our doctoral and master's students at the iSchool continue to lead the local iterations of the curriculum. We have now locally taught three iterations at each location, honing the curriculum and adapting to the inevitable surprises each time.

[continued on page 12]

Conditionals



```
when run
repeat 5 times
do move forward
if nectar > 0
do get nectar
```





[continued from page 10]

For our school curriculum, our sessions are 60–90 minutes long for six to seven sessions. Since a school curriculum involves the same participants each time, our lesson plan builds conceptually, with sessions entitled Pre-Design Investigation, Identify a Problem/Brainstorm, Design, Redesign, and Test and Evaluate, culminating in a Share session. It also identifies connections to relevant ISTE, AASL, Next Generation Science, National Art Education Association, CSTA, and Common Core standards.

The public library curriculum meets for three hours for six or seven sessions. Since children drop in and out as their impulse and summer schedules suit, that program is designed to allow success for participants who are there for a single session, a few sessions, or the entire program; our sessions are therefore thematically focused, with topics such as Algorithms, Loops and Conditionals, Functions, Variables, and Debugging, and a concluding showcase. Each session includes an unplugged segment where we teach participants the concept without working on the computer; that's our opportunity for creativity, so we've used approaches such as making paper airplanes, singing "Jingle Bells," standing in front of the group and twirling around, and MadLibs to teach concepts. Then there's a segment where they work on a specific lesson on Code.org, followed by lab time where they can work on their own.

For both curricula, we focus not just on learning to code but also developing twenty-first century skills such as critical thinking, problem solving, collaboration, and failing forward (understanding the importance of making mistakes in creating). The sessions involve multiple modalities—worksheets, YouTube and Vimeo channels, and design on paper as well as direct coding experience—and each curriculum outlines learning objectives and lists recommended supplies (in addition to hardware, craft-type supplies such as notecards, glue, and drawing materials).

OUTCOMES

With this project, we do three things:

1. Provide librarians in public and school libraries with tools to help them teach children computational literacy through app design.
2. Provide young people the opportunity for STEM exposure that will encourage their comfort and competence with a valuable learning and career track.
3. Allow for valuable mentoring and peer experience as young people work with one another and share their creations with young audiences.

“Successful image searches are a particularly rewarding aspect and better yet is getting the apps to make sounds—this curriculum is most fun if it gets noisy!”

We’ve developed our training protocols for remote sites and created flexible ways to provide support to sites in Maryland, Oregon, and Alaska and we’re working on additional sites in state and out. Our partners have adapted the curriculum according to their own needs, with tweaks ranging from running the program as a weeklong winter break activity to including teen volunteers as mentors and assistants.

We’ve found this to be a highly successful curriculum with our young participants, many of whom hadn’t had experience with coding before. We focus on the process rather than app completion as the target, so it’s okay if they don’t complete an app; some youngsters create a poster portfolio as a final project, for instance, while others have created more than one app. Children benefit from the learning just the same.

As usual with any program, we’ve found some challenges. The varying levels of skill in our participants mean finding ways for advanced children to proceed on their own while we assist children who are still figuring out a concept. It’s therefore helpful to have additional adults or teens to allow for more individualized assistance; in both our school and public library programs we have had parents attending alongside their children, which has been a wonderful expansion of our audience. We also have found that many young people love designing screens but find the linkage of screens in a sequence or matrix more conceptually challenging, so we’ve designed the curriculum to encourage them to master that important dimension.

Overall they’re succeeding and enjoying the program. Our star charts, which allow participants to indicate their perception of the difficulty level and the enjoyability of each session, suggest that we’re reaching our audience. Successful image searches are a particularly rewarding aspect (we restrict searches to images licensed for creative commons use), and better yet is getting the apps to make sounds—this curriculum is most fun if it gets noisy! Throughout, however, participants are clearly rewarded by sharing the process and their achievements with their classmates, other kids, and parents—we build in opportunities to work together and share and get feedback, and we conclude with a showcase so they can demonstrate their work to their families. Says Amanda Raklovits, children’s librarian at the Douglass Branch Library in Champaign, “App Authors is the kind of program that can have a ripple effect beyond the intended participants. Kids convey their enthusiasm and excitement to their families, and we now have parents sitting in on sessions and engaging with their children during coding and app-design lessons.”

Both the school and library curricula are available at <http://appauthors.ischool.illinois.edu> under the Curriculum tab, and they’ll be released through OER Commons come this fall. We invite you to download, consider, implement, or borrow from both. We’d also be happy to answer any questions or help you if you shoot us an email; and if you do run the curriculum, we’d love to hear from you and get any feedback you may have (send to Deborah Stevenson, dstevens@illinois.edu). 



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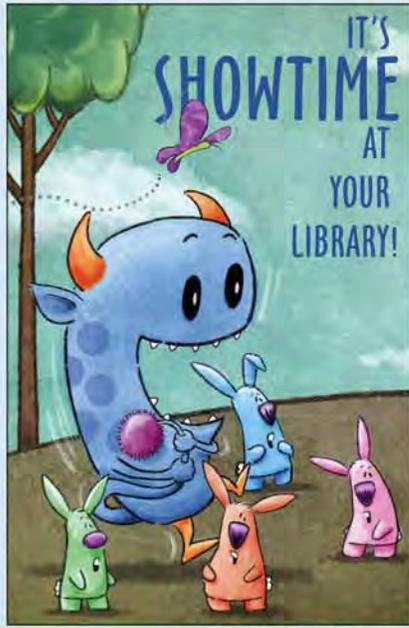
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Pre-K
KEVAN ATTEBERRY

Kevan Atteberry is an illustrator/writer living in the Seattle area. He has been drawing since he was knee-high to a crayon. He has designed and illustrated many award-winning children's books, including *Bunnies!!!* and *Puddles!!!* His biggest claim to fame is creating Clippy the paperclip helper in Microsoft Office which still annoys millions of people every day.

For more information:
kevanatteberry.com



Children
GREGG SCHIGIEL

Gregg Schigiel's worked as a penciller and assistant editor at Marvel Comics, character artist for Nickelodeon Consumer Products, and has illustrated a litany of licensed story/chapter/ coloring books. He is a regular contributor to *SpongeBob Comics*. In 2014, he self-published (under his Hatter Entertainment imprint) *Pix: One Weirdest Weekend*, the first of a series now published by Image Comics.

In addition to making comics, Gregg produces and hosts the comics-centric podcast *Stuff Said*. He likes doughnuts, enjoys comedy, and makes sure he drinks plenty of water.

For more information:
hatterentertainment.com



Teen
DENNIS PRYBER

Dennis Pryber is an artist, graphic designer, and photographer. He works regularly with the Illinois Library Association and created the 2010 and 2011 Banned Books Week campaigns for the American Library Association's Office of Intellectual Freedom. His photographic assignments documenting live music opened the door to work creating gig posters for bands including Cheap Trick, Sammy Hagar, Little Big Town, Plain White T's, Everclear and others.

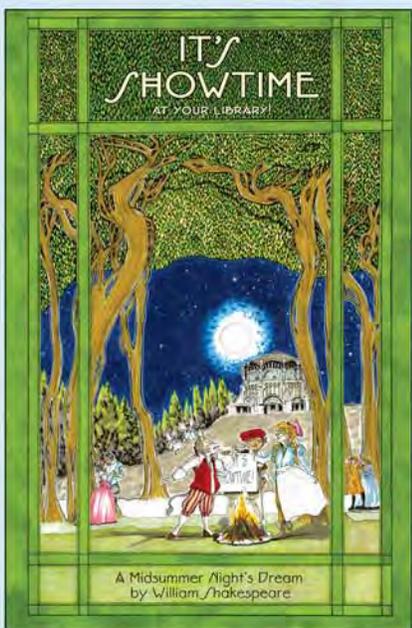
For more information: versodesigncorp.com and pryber.com.

Adult
JANET K. LEE

Janet K. Lee made her first foray into illustration in 2010, co-creating *Return of the Dapper Men* with writer Jim McCann. *Return of the Dapper Men* garnered a record-setting five Eisner nominations in 2011, and won the Eisner Award for Best New Graphic Album. Since then, she has illustrated many more books, including *Emma* and *Northanger Abbey* for Marvel Classics, and *Wonderland Alphabet* for BOOM! Archaia.

Janet lives in Nashville, Tennessee with her husband, novelist Mike Lee, son Ethan, two very sweet dogs and four very bad cats.

For more information:
j-k-lee.com



All Ages
ALEXANDER HAGE

Alexander Hage is a graphic designer and artist, specializing in print, editorial, identity, and exhibition design. He has worked with the Walker Art Center, IDEO, Equal Exchange, the State of Minnesota, the City of Minneapolis, Georgetown University, Intermedia Arts, the Design Studio for Social Intervention, and Resist, among many other clients in the arts and social justice fields.

Alexander has held artist residencies in Cambridge, MA and Mexico City. Alexander is currently based out of Intermedia Arts, in Minnesota's Twin Cities, where he grew up, and where he now lives.

For more information:
alexanderhage.com





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Legislative Update

Now that the 2018 spring session of the 100th Illinois General Assembly has wrapped and we are halfway through the second session of the 115th United States Congress, it's time to summarize current legislation of interest to Illinois librarians. The Public Policy Committee, Advocacy Committee, and Executive Board have worked hard over the past several months along with legislative consultant Derek Blaida and executive director Diane Foote to identify ILA's legislative priorities and implement action toward these priorities; through individual meetings and direct contact with legislators, our series of Legislative Meet-ups, participation in ALA's National Library Legislative Day, and more.

ILLINOIS LEGISLATION

Extend to city, village, and township libraries the same budget flexibility allowed for public library districts

Through a supermajority vote by its boards of trustees, public library districts have the statutory authority to transfer previously appropriated funds between budget line items to allow its governing body to responsibly manage district finances. However, the Illinois Local Library Act does not give this same authority to many city, village, and township libraries within our state. ILA supports S.B. 2450, introduced by state senator Scott Bennett of Champaign. As of the close of the session, the bill is still in progress due to concerns from other groups that passage may result in positions being cut midyear. ILA is continuing to work with these groups and our legislators on a solution.

Allow libraries to choose their preferred accounting method

Last year, the Illinois Comptroller notified units of local government that it would no longer permit government entities to file its annual audit statements prepared on the cash basis accounting method. Libraries have prepared and filed annual audit reports using the cash basis of accounting for decades. The requirement that governments must utilize the accrual method of accounting will result in additional costs for libraries and all units of local government. ILA supported Amendment 1 to H.B. 4104 on this issue, which states if a library's audits have been performed on the cash basis of accounting, the library can continue to do so in the future. As of the close of the spring 2018 session, the bill passed as S.B. 2630, and we expect it to be signed by the Governor.

Broadband and net neutrality

Access to broadband and net neutrality are vital to the free flow of information and the ability of libraries to provide Illinois residents with unfettered access to all legal content. ILA is actively advocating on the federal level to restore net neutrality protections. Here in Illinois, we support H.B. 4819 on the issue of net neutrality, and H.B. 5752 to create a Broadband Advisory Panel, which will include "a representative from an Illinois library association." As of the close of the spring 2018 legislative session, H.B. 5752 has been passed by the legislature and sent to the Governor for signature.

Annexation of unserved areas into a library district

Under current state law, when a library district seeks to annex an area currently unserved by a library district, notice must be given about such annexations (typically, but not necessarily, via postings in local newspapers), and residents who object may file petitions (a "back-door" referendum) to block them. H.B. 4519 sought to require a "front-door" referendum in which districts wishing to do this must first get voter approval in both areas. We opposed H.B. 4519 because: 1) Adding barriers to annexing areas precludes the expansion of valuable library services to previously unserved residents; 2) There is already a process in place if residents object to the annexation; 3) Residents in areas to be annexed who are interested in becoming part of the library district should not have additional burdens placed on them to do so; and 4) A better solution would be to find a better way to communicate/disseminate information about the annexation via channels other than local papers, if the problem is that there is uneven local paper coverage in the areas in question. As of the close of the spring 2018 session, this bill will not advance.



Requirements for residents serving as library trustees

Throughout the spring 2018 session, we monitored, but did not take a position for or against H.B. 2222, which seeks to address requirements for residents serving as library trustees, including requiring trustees to have lived in the municipality/district for a period of at least one year in order to be eligible to serve and prohibiting trustees from being "in debt" to the municipality in order to be eligible to serve. As of the close of the spring 2018 session, this bill has been passed in the legislature and sent to the Governor for signature.

Summary

Overall, the spring 2018 session resulted in positive outcomes for ILA public policy goals, with a state budget in place, no new unfunded mandates, and the non-advancement of bills that would have precluded the use of public money for continuing education.

FEDERAL LEGISLATION

Museum and Library Services Act of 2017

Senators Jack Reed (D-RI), Susan Collins (R-ME), Thad Cochran (R-MS), Kirsten Gillibrand (D-NY) and Lisa Murkowski (R-AK) have introduced the Museum and Library Services Act of 2017, S. 2271. The 2017 MLSA reauthorizes the Institute of Museum and Library Services (IMLS), showing congressional support for the federal agency and the funding it administers, including the Library Services Technology Act, the only federal program that

exclusively covers services and funding for libraries. The LSTA provides more than \$183 million for libraries through the Grants to States program, the National Leadership Grants for Libraries, the Laura Bush 21st Century Librarian Program, and Native American Library Services. While the current, approved 2018 appropriations bill, H.R. 1625, includes funding for IMLS at increased levels, including a \$5.7 million increase for LSTA, the White House's proposed budget for 2019 eliminates IMLS. ILA continues to urge elected officials to support IMLS and library funding throughout the 2018 and 2019 appropriations cycles to avoid rescission this year or elimination next year.

Net Neutrality

The FCC voted last year to gut the net neutrality protections that limit the power of Internet Service Providers to slow websites, block mobile apps, or in any way control the information we access. Modern libraries rely on the Internet to collect, create and disseminate essential online information and services to the public. Strong, enforceable net neutrality rules are critical to keeping the Internet working the way it does now. The Congressional Review Act gives Congress the ability and authority to nullify the FCC's actions by adopting a Resolution of Disapproval. In May 2018, the Senate voted 52-47 in favor of the CRA Resolution of Disapproval; it will now move to the House and would need a simple majority there plus the signature of the President to become law.

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Support Strengthening Loan Forgiveness for Public Servants

H.R. 4508 proposes to eliminate the Public Service Loan Forgiveness program, which allows librarians and others who work in low-income and disadvantaged communities (including rural, urban, and suburban) to have some of their student loans erased after making loan payments for 10 years. This program has encouraged many early-career librarians with MLIS degrees to choose communities that truly need qualified librarians; places that especially need literacy services, jobs skills training programs, and community building expertise, all of which librarians do. Instead, support S. 1412, the Strengthening Loan Forgiveness for Public Servants Act, S. 1412 in the Senate and H.R. 3206 in the House. The approved 2018 appropriations bill, H.R. 1625 includes \$350 million for the public service loan forgiveness program.

Protect the Right to Research

H.R. 3427, the Fair Access to Science and Technology Research Act (FASTR), would ensure that scientific research paid for by tax dollars can be freely accessed by taxpayers. Every federal agency that significantly funds research would be required to make research results available free online. Access to this research would help all libraries to provide their patrons with access to cutting-edge scientific information. This bill has been referred to the House Committee on Oversight and Government Reform.

Support the Marrakesh Treaty Implementation Act

On March 15, 2018, bipartisan leadership of the Senate Judiciary and Foreign Relations Committees, introduced the Marrakesh Treaty Implementation Act, S. 2559. The Marrakesh Treaty Implementation Act amends the U.S. Copyright Act to ensure compliance with the Marrakesh Treaty. Adopted by the World Intellectual Property Organization (WIPO) in 2013, the Marrakesh Treaty requires countries to enact copyright exceptions that allow the creation and distribution of accessible format copies such as braille, audiobooks or digital files. This bill passed in the Senate in June and has now been referred to the House Committee on the Judiciary.

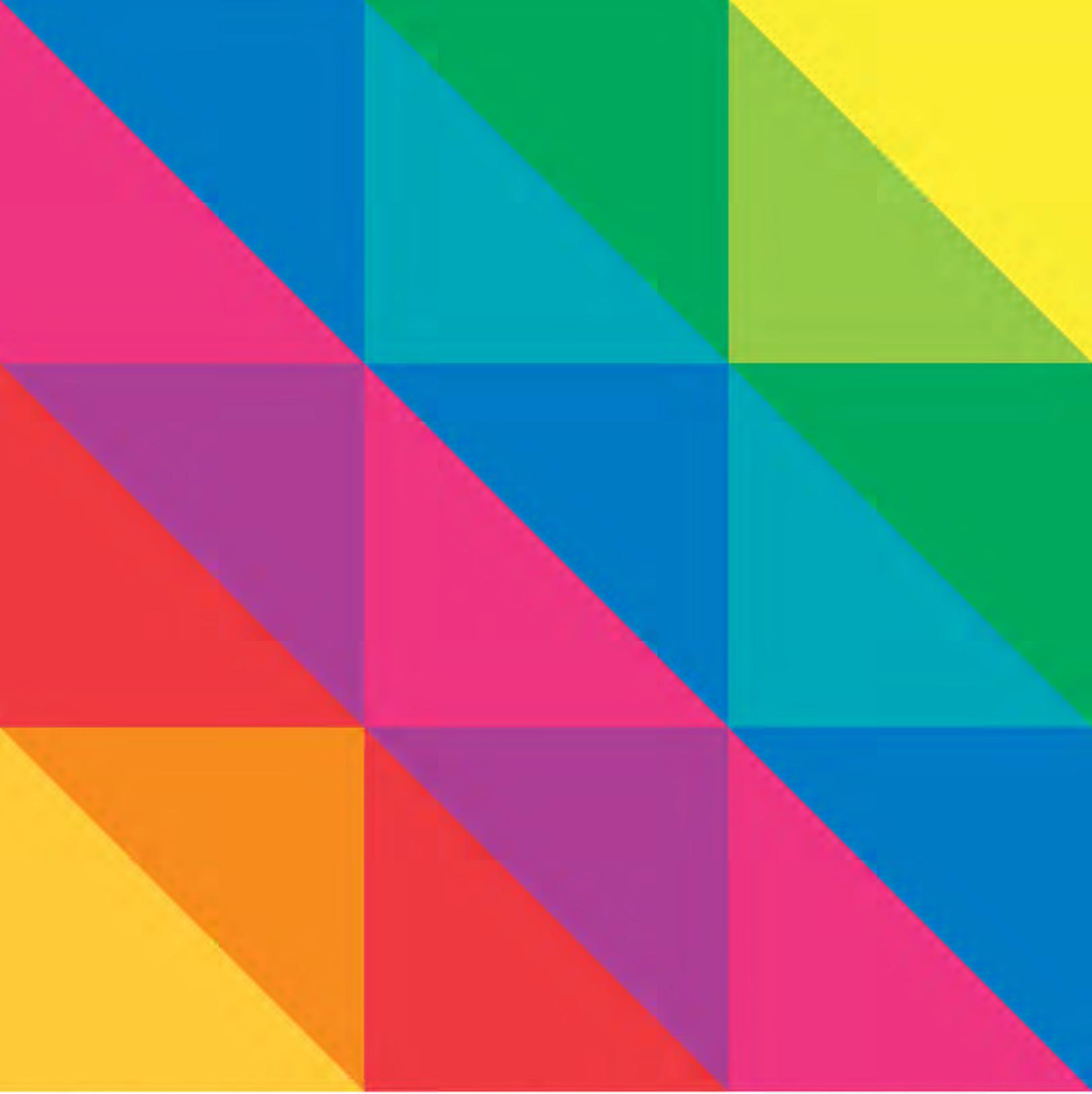
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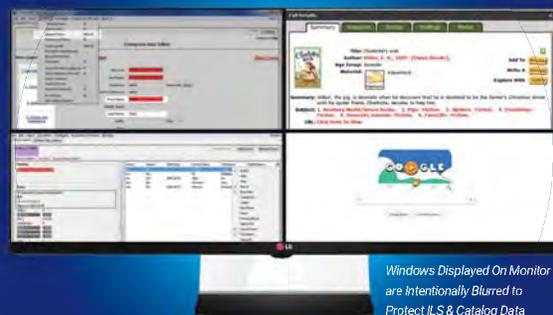
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Green Hills Public Library District
Palos Hills, IL

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