

Laura Bush 21st Century Librarians Grant Program
Telephone Interview Protocol
Master's Programs: Diversity Theme

Instructions to Interviewer

One workday prior to telephone interview, send a reminder confirmation email to the respondent.

Prior to the interview, read archival data for this grant project to identify and become familiar with what is known about it. This interview builds on data obtained from archival documents. **Information that is known from archival data will not be sought again in this interview, unless clarification is requested in the text of the protocol.**

Prior to the interview, plan and tailor the interview protocol to satisfy remaining information needs. Review the tailored protocol and mentally rehearse its execution. **Consult the case selection matrix document and consider identified “unique aspects” and “additional considerations” to shape the interview.**

This telephone interview protocol is a guideline for discussion, not a script for recitation. Keep the intent of the study and of the research questions in mind as you use probes to delve further into a particular topic for clarification or richness.

Keep track of time, and pace questions to end the interview on time. Sometimes interviewees will not have a lot to say in response to a particular question. Do not spend excessive time probing for an answer. Move on when you are confident that the provided answer is sufficient and complete.

Introduction (5 minutes)

Hello, this is <<NAME>> from ICF International calling on behalf of the Institute of Museum and Library Services. Is this <<NAME OF POC WITH WHOM THE INTERVIEW WAS COORDINATED>>?

We are interviewing recipients of grants from the Institute's Laura Bush 21st Century Librarians grant program (LB21 for short). The interviews are designed to learn more about grant recipients' experiences with the LB21 grant program. I understand that your department received a Master's Program Grant in <<YEAR>>. Is this correct?

I'd like to verify that you are the primary point-of-contact for your organization's LB21 grant project that began in <<INSERT YEAR>>. Are you knowledgeable about the grant project that your organization completed with LB21 funds?

- [IF YES: CONTINUE INTERVIEW.]
- [IF YES, BUT NOT A GOOD TIME: SCHEDULE A CALL BACK INCLUDING DATE, TIME, AND PHONE NUMBER TO USE.]
- [IF NO: OBTAIN CONTACT INFORMATION FOR THE GRANT PROJECT'S MAIN POINT OF CONTACT.]

Let me briefly review some administrative information and the **Privacy Act Notification**.

(Statutory Authority)

IMLS is authorized to collect this information under the Museum and Library Services Act of 2010.

(Purpose and Use)

As I mentioned in my initial email contact with you, the purpose of this interview is to better understand the ways in which the projects funded by LB21 grants pursued their goals and to learn more about the outcomes of the grant-funded projects. In particular, we want to learn what project methods, components, and features were used and how effective they were in helping to achieve the goals of the project. We would also like to learn about the lasting effects of the project, including project elements or curricular changes that persisted after the grant ended, changes to policy or practice, and effects on participants. The study we are conducting will help inform the awards made to future grantees and help ensure that the LB21 grant program continues to be effective in supporting and developing the field of Library and Information Science.

(Length of the Study)

The interview will take about one hour to complete. Is now still a good time to talk?

(Voluntary participation / Privacy act)

Your participation is strictly voluntary, and you may choose to end the interview at any point. Information gathered during this interview will be reported using a blended case-study format. That is, we will combine the information that you provide with information obtained from interviews with grant recipients that had similar project goals. Although we will avoid using the names of specific institutions and individuals, it may be possible for institutions or individuals to be identified from other project information that is reported. Of course, the purpose of this IMLS evaluation is to improve the grant program moving forward, by gathering information from all grantees included in this study. The goal is not to pinpoint particular weaknesses of your particular grant. In addition, none of your responses today will affect review of your current or future funding.

The OMB Control Number for this study is: XXXX-XXXX. The collection expires MONTH ##, 20XX.

Verification Questions:

Do you understand that your participation is voluntary? [Yes/No]

Do you understand that while we will make every effort to protect the identity of the program and will only report data in the aggregate, there may be combinations of data that will uniquely identify you to other institutions or individuals? [Yes/No]

Do you have any questions about this? [Yes/No]

Do you consent to continue with the interview? [Yes/No]

[INTERVIEWER AND TRANSCRIBER: Record responses to each question]

Thank you for agreeing to talk with me today.

In preparing for this interview, I have reviewed your grant report that was most recently submitted to IMLS.

DIVERSITY (10-15 minutes)

1. In your report, we interpret that your goals for initially pursuing the LB21 grant were <<enter goals>>. Is this correct?
 - [IF YES] Were there any additional goals you had in mind when pursuing the LB21 grant?
 - [IF NO] What were the goals you had in mind for your program when you initially pursued the LB21 grant?
 -
2. [IF NO DEFINITION OF DIVERSITY IS PROVIDED OR IMPLIED IN ARCHIVAL DATA, ASK] Your grant project included a goal of recruiting a diverse student body. For the purposes of your project, how did you define "diversity?" [[Map to Research Question 7-2](#)]

[IF A DEFINITION OF DIVERSITY WAS PROVIDED OR IMPLIED IN ARCHIVAL DATA, ASK] You mentioned <<enter specified definition of diversity>>, is this how you defined diversity for this grant project? [[Map to Research Question 7-2](#)]
 - Probe for any additional clarification

3. [IF NO RECRUITMENT STRATEGIES WERE PROVIDED IN ARCHIVAL DATA, ASK] What strategies did you use to recruit these populations? [[Map to Research Question 7-1](#)]

[IF RECRUITMENT STRATEGIES WERE PROVIDED IN ARCHIVAL DATA, ASK] You previously reported you used <<enter strategies>> to recruit these populations. Is this correct? Are there any additional strategies you used? [[Map to Research Question 7-1](#)]

- [GET FULL LIST OF STRATEGIES, THEN GO TO THE FOLLOWING QUESTIONS.]
 - o [IF SCHOLARSHIPS ARE MENTIONED AS A FEATURE, INCLUDE THE SCHOLARSHIP MODULE.]

FOLLOW UP:

- Which of these strategies were particularly effective in recruiting diverse populations? [[Map to Research Question 7-3](#)]
 - o Why do you think they were effective?
- Were there strategies you tried that were not effective or less effective than you thought they would be?
 - o Why do you think they were not effective or less effective?
- How did you determine the effectiveness of these strategies?

4. What other ways was diversity considered in the design of your grant project? [[Map to Research Question 7-1](#)]

FOLLOW UP:

- Can you say a little more about that? [[Map to Research Question 7-1](#)]
- Which of these features were particularly effective in retaining diverse populations? [[Map to Research Question 2-6](#)]
 - o How did you determine they were effective?
- Which of these features were effective at promoting the students' success? [[Map to Research Question 2-6](#)]
 - o How did you know they were effective?
- To what extent did these features have a lasting effect on the program, after the end of the grant project? [[Map to Research Question 4-1](#)]
- [IF OTHER PROGRAM FEATURES WERE NAMED BUT NOT DESCRIBED AS EFFECTIVE] Why do you think other features of your program were not effective?

USE OF FUNDING (5-10 minutes)

5. We talked about <<enter diversity feedback>> under the goal of diversity, and your final grant report mentioned that you used grant funds for <<enter funded elements identified in archival data>>. In what other ways did your program use the funding you received for this project? [[Map to Research Questions 1-1, 1-2, 2-6](#)]

- [CONSTRUCT LIST OF PROGRAM ELEMENTS, ENHANCEMENTS, ETC. FROM DIVERSITY SECTION, ARCHIVAL DATA VERIFICATION, AND NEWLY REPORTED ELEMENTS]
 - o PRIORITIZE LIST USING PREVIOUSLY IDENTIFIED "UNIQUE ASPECTS" AND "ADDITIONAL CONSIDERATIONS"
 - o EXAMINE EACH USING QUESTION 5 AND ITS PROBES]

PRIMERS:

- Some examples might be: classroom activities, mentoring, internships, sponsored professional conference attendance, special student projects, scholarship programs, library partnership, training programs.
- IF NOT MENTIONED, ASK:
 - o Did your program have one or more library partners? [[Map to Research Question 5-5](#)]
 - What was the nature of the partnership(s)? [[Map to Research Question 5-5](#)]
 - Was <<list library partnership>> effective?
 - [IF RELEVANT] How did you determine the effectiveness of this partnership?
 - [PRIMERS IF NEEDED] For example, did it increase employment opportunities for project participants, enhance the depth of knowledge in certain subject areas, increase participants' exposure to professional associations?
 - o Did you have a scholarship program?
 - o [IF SCHOLARSHIPS ARE MENTIONED AS A FEATURE, INCLUDE THE SCHOLARSHIP MODULE.]

6. Was <<list element>> a new program element or was this an enhancement to an existing program? [[Map to Research Question 1-2](#)]

FOLLOW UP:

- How effective do you think <<list element/enhancement>> was? [[Map to Research Question 2-6](#)]
 - o Why do you think it was effective? [OR] Why do you think it was not effective?

- How did you determine the effectiveness of this element/enhancement?
- Do you believe that <<list element/enhancement>> had a substantial effect on your program? [[Map to Research Question 4-1](#)]
 - o Did it have a lasting effect on the curriculum (an effect that lasted after the grant was over)? [[Map to Research Question 4-1](#)]
 - [IF YES] How was the curriculum affected? [[Map to Research Question 4-2](#)]
 - o Did it have a lasting effect on any administrative policies (an effect that lasted after the grant was over)? [[Map to Research Question 4-1](#)]
 - [IF YES] How were the policies affected? [[Map to Research Question 4-2](#)]

SCHOLARSHIPS (5 minutes)

[IF NOT ADDRESSED IN Q4 OR Q5]

S.1. Does your program have a way of tracking students who received scholarship funds from LB21 grant money? [[Map to Research Question 2-1](#)]

FOLLOW UP:

- [IF "YES" BUT METHOD NOT STATED] How do you track these students?
- Under this particular grant project, how many students received scholarship funds from grant money? [[Map to Research Question 2-1](#)]
- Of these students, how many received full financial support? [[Map to Research Question 2-3](#)]
- What amount was considered full financial support versus partial? [[Map to Research Question 2-3](#)]

[IF NOT ADDRESSED IN Q2 OR Q3]

S.2. Were any of these scholarships used to promote the diversity goals of the project? [[Map to Research Question 7-1](#)]

FOLLOW UP:

- What factors were important for the success of the scholarships in supporting the diversity goals of your grant project? [[Map to Research Questions 2-5, 7-3](#)]
- What factors were important for the success of the scholarship program as a whole or for other goals of the scholarships? [[Map to Research Questions 2-5, 7-3](#)]

[IF NOT ADDRESSED IN Q2 THROUGH Q5]

S.3. Do you believe that scholarships had a substantial effect on your program?

[[Map to Research Question 4-1](#)]

FOLLOW UP:

- Did they have a lasting effect on the curriculum, (an effect that lasted after the grant was over)? [[Map to Research Question 4-1](#)]
 - o [IF YES] How was the curriculum affected? [[Map to Research Question 4-2](#)]
- Did they have a lasting effect on any administrative policies, (an effect that lasted after the grant was over)? [[Map to Research Question 4-1](#)]
 - o [IF YES] How were the policies affected? [[Map to Research Question 4-2](#)]

SUSTAINABILITY OF PROGRAMS (5-10 minutes)

7. Did the project as a whole, or any elements or enhancements created under the project, continue after the LB21 funds were expended? [[Map to Research Questions 3-1, 3-2](#)]

FOLLOW UP:

- [IF YES] How long did the project as a whole continue after the LB21 funds were expended? [[Map to Research Questions 3-1, 3-2](#)]
 - [IF THE PROJECT DID NOT CONTINUE AS A WHOLE] How long did any of the elements or enhancements continue? [[Map to Research Questions 3-1, 3-2](#)]
8. We've talked about <<list all elements and enhancements>>. Were any of the features we have discussed today eliminated after the LB21 grant funds were expended and the grant was over? [[Map to Research Questions 3-1, 3-2](#)]
- Why were they eliminated?
9. Were any of these features sustained after the LB21 grant funds were expended and the grant was over... [GO TO [Interview Question 8.1](#)] [[Map to Research Question 3-1, 3-2](#)]
- 9.1. ...let's start with those that were related to the diversity goal. You reported <<list these>>. [GO THROUGH FOLLOW UP] [[Map to Research Questions 3-1, 3-2](#)]

9.2. Let's move on to those that were not related to diversity. You reported <<list these>>. [GO THROUGH FOLLOW UP] [[Map to Research Questions 3-1, 3-2](#)]

FOLLOW UP:

- Which of these were sustained? [[Map to Research Question 3-2](#)]
 - o [IF THE PROJECT AS A WHOLE IS NAMED] Why do you believe that the project was sustained? [[Map to Research Question 3-2](#)]
 - o [FOR EACH ELEMENT OR ENHANCEMENT NAMED] Why do you believe that <<list element/enhancement>> was sustained? [[Map to Research Question 3-2](#)]
 - o How was this program sustained? [[Map to Research Question 3-3](#)]
 - [PRIMERS IF NEEDED] For example resources, partnerships, collaborations, internal or external funding.
 - How was the <<list resource, partnership, collaboration, or funding source>> obtained?
- [FOR THOSE WITH SCHOLARSHIP PROGRAMS] Was any part of the scholarship program sustained with university or private funds? [[Map to Research Question 2-2](#)]
 - o How were these funds obtained?

STUDENT OUTCOMES (5-10 minutes)

10. Does your program have a means by which to track student placement outcomes? [[Map to Research Question 1-3](#)]

FOLLOW UP:

- How did you accomplish this? [[Map to Research Question 1-3](#)]

11. Can you tell me about the placement outcomes of the master's students who participated in or benefitted from this particular project? [[Map to Research Questions 1-3, 5-3](#)]

FOLLOW UP:

- Do you think that students who participated in or benefitted from your LB21 grant project experienced a substantially different job placement rate than students who did not? [[Map to Research Question 5-4](#)]
 - o How did the two groups compare in their job placement rates? [[Map to Research Questions 5-3, 5-4](#)]

- Do you think that the nature or quality of the job placements differed between the two groups? [[Map to Research Question 5-4](#)]
 - o How do the two groups compare in the nature or quality of their job placements? [[Map to Research Question 5-3](#)]

FINAL COMMENTS (5 minutes)

12. Those are all of the specific questions that I have for you. Are there any additional comments about the LB21 program you would like to share?

Closing Text:

Those are all of the questions that I have for you today. Thank you for taking the time to share your opinions and experiences with us. Your thoughts are very valuable to our efforts to inform the Laura Bush 21st Century Librarians Grant Program on these matters. If you would like more information or if you have any questions about this research, please contact XXX at ICF or YYY at IMLS. This contact information was also listed on the consent document we provided in the confirmation email. Once all interviews have been completed, you will receive a copy of the final report. It will be sent to the email we have on file for you.