Public library/public school cooperation in Bettendorf, Iowa

Kristi Anhalt
University of Northern Iowa

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Abstract
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Public Library/Public School Cooperation in Bettendorf, Iowa

A Graduate Research Paper
Submitted to the
Division of School Library-Media Studies
in Partial Fulfillment
of the Requirements for the Degree
Master of Arts

UNIVERSITY OF NORTHERN IOWA

by
Kristi Anhalt
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This Research Paper by: Kristi Anhalt
Titled: Public Library/Public School Cooperation in Bettendorf, Iowa
has been approved as meeting the research paper requirements for the Degree of Master of Arts.

Barbara Safford
Date Approved: June 11, 1999
Graduate Faculty Reader

Cynthia M. Coulter
Date Approved: June 11, 1999
Graduate Faculty Reader

Rick C. Traw
Date Approved: July 15, 1999
Head, Department of Curriculum and Instruction
Abstract

A case study was conducted at the Bettendorf Public Library to determine how and why the public library cooperates with the area public schools. Interviews with the public library staff and school media specialists were conducted. Documentation relating to the cooperation was gathered and examined. Lastly, observations were conducted. The relevant data were then compiled and examined for patterns. The data collected show cooperation has occurred with one institution providing the leadership and funds while both institutions benefit. The patterns also indicated that the administrators for both institutions indicate support for the cooperation and that the purpose of the cooperation is to enhance the public library's service to students of the Bettendorf area.
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Background

The development of American public libraries began during the late seventeenth century (Wedgeworth, 1993). However, early public libraries operated differently than today's public libraries. One of the early libraries, the social library, had members who purchased shares or subscriptions which allowed them to use the library. There were also circulating libraries which allowed patrons to borrow books for a small fee. These collections consisted mainly of fiction and were located in printshops or bookstores (Wedgeworth, 1993). The nation's first local library supported by public taxes and open to all of its citizens was established in Peterborough, New Hampshire, in 1834 (Wedgeworth, 1993). Late in the nineteenth century the social and circulating libraries evolved into the tax-supported public library. During the last two decades of the 19th century, public libraries began to serve school children. "Many public libraries attempted to serve school curricula by making the schools branch public library stations" (Wedgeworth, 1993, p. 845).

In 1835, the first school library was established in New York. A law was passed, "allowing school districts to use limited amounts of their tax monies to establish and maintain school libraries" (Morris, Gillespie, and Spirt, 1992, p. 1). The development of school libraries continued; by 1879 nineteen states had passed some type of law designed to promote public school libraries. However, this development resulted in limited success. The school library collections were often poorly developed. Part of the problem could have been the growth of public libraries (Morris et al., 1992). The 1876 report, "Public Libraries in the United States of America: Their History, Condition and Management" by the United States Bureau of Education, gives a more complete status of the school libraries. The report found that 826 secondary school libraries were in existence with the collections totaling nearly 1
million volumes. It was also probable that many libraries were not counted. There
were no numbers for the common school libraries (U.S. Bureau of Education, 1876).

In 1892, New York state again passed a law concerning school libraries. This
law allowed for the growth of school libraries and served as a model for other states.
The norm, however, was for a classroom teacher to serve as librarian. The first
school librarian with a degree in library science was employed in 1900 (Morris et al.,
1992). Then during the early 1900s, the National Education Association (NEA)
sought to influence the development of school libraries. School libraries were
developed for use solely by the staff and students of the school (Wedgeworth, 1993).
The role of the school librarian was often still viewed as clerical and the collections
were small, with most schools still without a library (Morris et al., 1992). In 1920,
the NEA published standards for school libraries and at this time school libraries
began to receive funding (Committee on Library Organization and Equipment of the
National Education Association and of the North Central Association of Colleges and
Secondary Schools, 1920). Then in 1925, elementary school library standards were
published (Joint Committee of the National Education Association and the American
Library Association, 1925). The Great Depression of the 1930s caused a temporary
halt in the development of school libraries; however, further development of school
libraries followed World War II (Wedgeworth, 1993).

Despite this post-war development school libraries seldom met the national
standards. The United States Office of Education produced a survey in 1960 titled
"Public School Library Statistics, 1958-1959" (Mahar, 1960). These data were
gathered from a sampling of centralized school libraries and school librarians. The
survey noted that about one-half of the nation's schools in school districts with
enrollments of 150 students and over did not have the services of a qualified librarian
(Mahar, 1960). The schools with library collections averaged 5.3 volumes per
student. The elementary schools were the most deprived group; two-thirds of the
elementary schools were without a school library, while only 3% of the secondary schools were without a school library and 12% of the combined elementary-secondary schools were without a school library (Mahar, 1960). Almost 66% of the librarians serving these schools had 15 semester hours or more of library science. The 1960s are considered the greatest period of growth for school libraries. A new set of national standards were developed by the American Association of School Librarians of the American Library Association with the assistance of 19 other professional associations (Morris et al., 1992). "These standards influenced development and expansion of state and local standards" (Morris et al., 1992, p. 11). The 1960s also brought increased financial support from the federal government (Morris et al., 1992). The growth and development of public school libraries has continued to the present day. New standards and guidelines also continue to guide the profession.

Missions of Public and School Libraries

The school library mission statement and goals are printed in Information Power (American Association of School Librarians, [AASL] 1988):

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished: by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; by working with other educators to design learning strategies to meet the needs of individual students (p. 1).

The public library forms its mission statement and goals following the guidelines outlined in Planning and Role Setting for Public Libraries (McClure, Owen, Zweizig, Lynch, & Van House, 1987). The public library can select from eight public library roles to form its mission. The eight roles are as follows:
Community Activities Center: the library is a central focus point for community activities for community activities, meetings, and services.

Community Information Center: The library is a clearinghouse for current information on community organizations, issues, and services.

Formal Education Support Center: The library assists students of all ages in meeting educational objectives established during their formal courses of study.

Independent Learning Center: The library supports individuals of all ages pursuing a sustained program of learning independent of any educational provider.

Popular Materials Library: The library features current, high-demand, high interest materials in a variety of formats for persons of all ages.

Preschoolers' Door to Learning: The library encourages young children to develop an interest in reading and learning through services for children, and for parents and children together.

Reference Library: The library actively provides timely, accurate, and useful information for community residents.

Research Center: The library assists scholars and researchers to conduct in-depth studies, investigate specific areas of knowledge, and create new knowledge (McClure et al., 1987, p. 28).

No public library is able to meet all of these roles. Therefore, each public library selects the roles that are most important to its community. These statements clearly indicate that schools and public libraries provide information and ideas for school age students.

Cooperation

The development of these two American library institutions did not occur without cooperation. Tracing the history of cooperation also helps to identify the
need for cooperation between these two bodies. Cooperation between all types of libraries is common; however, this paper focuses on the cooperation between school and public libraries. The history of the public library indicates that early public libraries offered their resources to the public schools. Then schools began to fund and develop their own school libraries. During this time very little reciprocity existed between the two institutions (Aaron, 1980). In 1941, the joint committee of the National Education Association and the American Library Association created a document called *School and Public Libraries Working Together in School Library Service* (Joint Committee of the National Education Association and American Library Association [Joint Committee NEA & ALA], 1941). This document suggested that the two institutions should "work together to provide a coordinated and complete library service to school children without unnecessary duplication of activities" (Joint Committee NEA & ALA, 1941, p. 14). In 1945, the national standards for school libraries stated that public schools should "introduce pupils to community libraries as early as possible and cooperate with those libraries in their efforts to encourage continuing education and cultural growth" (Committee on Post-War Planning, 1945, p. 10). By the 1950s, school libraries were becoming stronger, and more cooperative activities were taking place between the school and public libraries. In addition, public libraries were decreasing their physical operation of branch libraries in schools (Aaron, 1980).

The document, *Responsibilities of State Departments of Education for School Library Services* (Council of Chief State School Officers, 1961) has frequently been used to outline the differences in school and public libraries and how the two are interrelated to serve youth (Aaron, 1980). The following points offer school and public libraries guidance for cooperation:
(a) The school library serves the school, and the public library serves the community. Teachers and pupils are members of both the school and the community.

(b) Public library service—including service from state, regional, county, and community libraries—may supplement but never supplant the school library. Service which replaces the school library impedes the development of school libraries to the detriment of service to teachers and pupils and tends to separate library materials from instructional programs.

(c) The school has the primary responsibility for instruction and guidance of children and youth in the community in the use of libraries. The program of library instruction, directed by the school librarians, has the broad purposes of teaching library skills adaptable to all types of libraries and for encouraging pupils to use libraries for continuing self-education. School librarians, teachers, and public librarians should cooperate in planning instructional programs in the use of libraries for educational and recreational purposes.

(d) Cooperative planning in the selection and utilization of materials for children and young people is the responsibility of school administrators, teachers, school librarians, public librarians, and other community leaders concerned with youth (Council of Chief State School Officers, 1961, pp. 14-15).

The 1960s also included the passage of two acts that increased the cooperation between school and public libraries. Library Services and Construction Act Title III funds were used to promote interlibrary cooperation. The Elementary and Secondary Education Act Title II funds were used to increase and improve the school libraries and the school library collections which allowed school libraries to cooperate as equal partners with public libraries (Aaron, 1980).
The 1960 standards for school library programs included statements regarding cooperation. First, cooperation was identified in the objectives for the program: "cooperate with other librarians and community leaders in planning and developing an over-all library program for the community or area" (AASL, 1960, p. 9). This task is then carried out by the supervisor for a city, country or multi-district school system and the head school librarian. "The school library supervisor maintains a program of good public relations by cooperating with other libraries in the community in encouraging library use by pupils and adults" (AASL, 1960, p. 45). The head school librarian "maintains effective relationships with the public in the community" (AASL, 1960, p. 49). This includes contacting each other through conferences, visits, and regular and special reports, and knowing each other's resources, services, plans, and programs. The standards also advise the superintendent, with the help of others, to write a policy regarding cooperation with the public library. This policy guides the public librarian to contact any department in the school through the principal, who then contacts the school librarian to let him/her know about the activities. It is the school librarian's responsibility to inform the public library in advance of school assignments and changes in curriculum. The public librarian is responsible for making available courses of study, curriculum bulletins, and booklists from the local school for use by the public library staff. The two should work together on joint book selection and reviewing conferences for children's and young adult material (AASL, 1960). Lastly the two should "work together to assure representation of libraries for children and young people in the community's planned program of services to youth" (AASL, 1960, p. 50). In addition, the standards even included responsibilities for the classroom teacher. The teacher should be familiar with the libraries in the community, acquaint his/her students with objectives and services of the public library; keep the public library informed of school assignments; and for each assignment keep the use of the public library by his/her students within reasonable
limits (AASL, 1960, p. 67). These standards focused much attention on cooperation; however, the next standards written in 1969 included nothing about cooperating with the public library (Joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association, 1969).

During the late 1960s, Woolls conducted a study about cooperation between school and public libraries. Woolls was able to summarize the need for cooperation between these two agencies. She pointed out that once the public library understands the school library and the institution it is in, and once the school library understands the public library and the role the children's librarian plays, then these two agencies can plan new programs or expand present programs. "Communication could lead to coordination of efforts resulting in efficiency, better service, and better collections, and thus bringing school and public librarians a step closer to meeting the age-old need of better serving all members of the community" (Woolls, 1972, p. 30). She also indicates that "neither agency, school or public library, is, will be, or necessarily needs to be, capable of filling all the library requirements of children" (Woolls, 1972, p. 40). She also points out that cooperation can increase the possibility of meeting the children's needs. This can be done through sharing ideas, sharing knowledge about children, offering insight into past mistakes, and planning together for future progress. Her last reason for cooperating is to avoid the negativity caused by not cooperating. "A frequent complaint of lack of cooperation between public libraries and school systems is that lack of cooperation results in unnecessary duplication of materials and services and adds an unnecessary burden to the taxpayer. While some materials and services may be duplicated, the differences in objectives of both agencies and in their approach to their clientele make the existence of both agencies feasible" (Woolls, 1972, p 31).
The 1975 school library standards supported formal cooperation with all types of libraries (Tregone, 1993). At the state media program level, the librarian should work with state and national groups, which include professional associations, public libraries, state library agencies, networks, and the United States Office of Education (American Association of School Librarians [AASL], 1975, p. 19). The district media director coordinates the district media program with other information services in the community, which would include the public library (AASL, 1975, p. 26). The head school librarian is then responsible for working with the district media director to achieve this goal (AASL, 1975).

The 1988 national guidelines for school libraries continued to encourage cooperation. There is only one guideline, however, which is listed under the category "personnel at the state level." The guideline "encourages use of interlibrary loan and cooperative agreements among school, public, academic, and other libraries" (American Association of School Librarians, [AASL] 1988, p. 111).

Cooperation between school and public libraries is still important during the 1990s. Articles about cooperation continue to appear in large numbers. Some of the articles focus on librarians who are practicing cooperation between school and public libraries. Caywood recently wrote an article concerning school and public library cooperation, based on on-line discussions on listservs during the fall of 1997. [She doesn't identify which listservs.] The on-line discussions began around "impossible teacher assignments" (1998, p. 51) which developed into questions about who is at fault, the school or the public libraries? Caywood suggests these discussions are good because they have revealed an interconnectedness for many issues. Cooperation can help prevent teacher assignments that are impossible. In addition, the two institutions can work together to help meet the needs of students from the time school is out and the time their parents get home. She points out that local governments may see collaboration as a way to get more with less. These two institutions can work
together to solve the problems of after school hours. She also points out that school and public libraries should be cooperating, but that blaming each other for problems will not solve anything. It just wastes time. She ended with this message, "the only way we can get out of this cycle of envy and blame is to support each other and have faith that public goodwill toward any library will extend to all libraries" (1998, p. 51).

In 1992, Patrick Jones put together a laundry list of why it is important for school and public libraries to cooperate. His list focuses on the benefits for young adults; however his list could be applied to all school age students. Jones maintains all three groups, the school library, public library, and the students, actually share some of the same benefits. The school and the public library are able to share resources which gives the students access to more resources. The two institutions are able to develop innovative programs and activities giving the students the opportunity to participate in the programs that meet their needs. Finally the students receive better instruction in the use of libraries because the two institutions working together are able to increase students' information literacy (Jones, 1992, pp. 135-136).

Public and school libraries both share one benefit of cooperation. They are able to network with the community. The other benefits that Jones lists affect only one group. Schools benefit from cooperation by complementing their own educational resources and broadening their students' access to information and materials. The benefits for the public library include better service for students, access to captive audiences, better use of the library's resources, fulfillment of an educational mission, and elimination of misunderstandings. Lastly are the benefits to the students, which include: reduced frustration in using libraries; library personnel who understand their needs; clearer assignments; reduced time at the library after school; and increased access to recreational reading and information technology (Jones, 1992, pp. 135-136). Cooperation can also help to develop and strengthen "family literacy and parent involvement in their child's reading and learning; and
local community ties to schools and libraries" (Small, 1994 p. 11). The Massachusetts School Library Media Association and the Massachusetts Library Association Children's Issues Section Joint Statement from April 1994 and April 1995 have been adapted by Callison to identify common purposes or goals and the differences in users, collection, services to users, and the primary role of the librarian. The common goals include introducing children to library services, developing critical users of information and technology, improving listening skills, and developing lifelong learners, along with assisting children in understanding themselves and their world and encouraging each child to develop to his/her fullest potential (Callison, 1997, p. 38). On the other hand, the two institutions do differ. The public library has a larger group of users which includes all age groups while the school library primarily serves the students and those who work or volunteer in the school. The collections and services to users are different for the public and school libraries. The school collection and services focus on the needs of the curriculum while the public library's collection and services are based on the overall needs of the community. As well, Callison maintains the primary role of each librarian is different. The school librarian's main role is teaching information skills while the public librarian's main role is providing access to books, information, and programs (Callison, 1997, p. 39).

Examples of Cooperative Activities

Cooperative activities between school and public libraries varies from simple to complex. Sometimes the activities are very similar from community to community and sometimes they are different. The following examples show the wide variety of cooperative activities that take place between school and public libraries.

Assignment alerts are often used in many libraries. These forms are filled out by the teachers and forwarded to the public library. The forms allow the public
library to know about upcoming assignments so that they can put information on reserve shelves or limit the number of items that are checked out.

Some cooperative activities focus on programming for the community. The Young Readers' Choice Award program takes place in the Schaumburg Township District Library, Schaumburg, Illinois. Its goal is to link students with authors. The public library sets up the author's visit to the schools and then works with the schools to prepare the students for the visit. Background information about the author is shared with the schools, and many of the author's books are read to the students before the author's visit (Watkins, 1990).

Often the cooperative activity can concentrate on the use of technology. In Billings, Montana, the public library and the school district have developed a cooperative automation project. The public library was able to bring the expertise of an automation specialist to the project, while the school provides a courier service between the public library and each of the schools to deliver interlibrary loan materials. In addition, the public library is connected to the Internet. This connection allows the students to connect to databases that the public library has on its gateway menu. (Commings, 1996).

Oakwood, Ohio, a suburb of Dayton, has developed nine ways for the school library and the public library to cooperate. (a) The cooperative plan has a van service which stops at the public library and each school library delivering items which benefit the patrons. (b) Teacher assignments forms are used. Teachers can fill out a form requesting new materials (print and non-print) and forward this to the public library; the material is then considered for purchase. (c) The public library offers teacher collections and (d) teacher inservices. The inservices are a time for the teachers to learn about what is available at the public library, take suggestions for other ways to cooperate, and issue teachers library cards. Sharing of technology also takes place. (e) The schools can dial into the public library's catalog and the (f) high
school's computer lab and library are open one night a week for the entire community to use. (g) Special programs for the whole community are jointly planned and carried out. (h) Discarded books from the public library are offered to the schools and (i) everyone shares an annual list of periodical holdings. The authors also noted two other results of this cooperative effort. The lines of communication between these two institutions have opened up which has helped to lessen the feelings of isolation and has made everyone feel more effective as professionals. The public library now knows about changes in the curriculum and the summer reading lists, and teachers are able to suggest materials for purchase. The cooperation has also brought voter support and better community relations because the committee is able to document sharing of resources and demonstrate financial accountability. This cooperation did not happen overnight or without time and energy. The authors suggest using a committee to help identify how to cooperate and "soliciting help from a sympathetic administrator will provide the leadership needed to get the ball rolling" (Mummey and Woeste, 1995, p. 12).

Another cooperative venture takes place in Massachusetts between the Westwood Public Library and Westwood Public Schools. This cooperative working relationship seems to be guided by the public library. Part of the public library's mission "...is to develop programs and services to assist school-age children with their homework" (Viti, 1997, p. 21). The public library staff realizes that students will continue to use the public library whether the staff is prepared to help them or not. The public library offers a laundry list of services to the public school which includes: annual book talks in every classroom, first through seventh grade; visits to the preschool and kindergarten classes; an annual letter to all the teachers listing all the services available to them; homework notification forms for teachers to fill out; and much more. In addition, the staff from both institutions have meetings together several times throughout the year at which everyone has an opportunity to discuss
common problems and goals. Also, the public library is able to learn about changes in the curriculum and review the library skills curriculum. This cooperation is guided by a policy developed by the public library. The policy guides the two agencies and prevents the school from taking advantage of the public library (Vita, 1997).

The benefits of cooperation are many and the students are not the only ones who benefit. The following six points summarize the benefits of cooperation:

Sharing ideas and materials serves young people in a wider variety of ways than can be accomplished by an individual institution. Sharing publicity for activities carries information to a wider audience, and reinforces and supports those activities. Sharing the planning for activities saves time and effort and encourages new approaches and ideas. Sharing expensive resources saves money. Creating a positive image of librarians working together increases community awareness of all libraries and their services. Improving awareness can translate into greater support at budget time (Public Librarian's Workout Book, 1984, unpaged).

Cooperation is not immune to problems or barriers. One of the biggest problems is infringement on territories (Public Librarian's Workout Book, 1984; Dyer, 1978). Another problem is responsibility for initiating the cooperation (Dyer, 1978). Both agencies could be identified as responsible for initiating the cooperation. Information Power states that "library media specialists make resources available to students and teachers through a systematically developed collection within the school and through access to resources outside the school" (1988, p. 38). However, the public library can also be identified as the one responsible for initiating the cooperation. "As the agency responsible for serving the entire community, the public library accepts the responsibility of initiating efforts to coordinate the services of various types of libraries in a community," as Dyer cited in Public Libraries in Cooperative Systems: Administrative Patterns for Service. Two other problems of
cooperation are time and money (Public Librarian's Workout Book, 1984; Dyer 1978). This list of problems is not all inclusive, but has been included to indicate that cooperation is not flawless or perfect.

**Bettendorf, Iowa**

The Bettendorf Public Library is located in Bettendorf, Iowa. Bettendorf has a population of 30,878, according to the 1996 United States Census projections (http://quadcities.com/bettendorf/location.htm). It encompasses an area of 21.4 square miles (http://www.rbls.lib.il.us/bpl/community). The city is located along the Mississippi River on Interstate 80. The city is a part of the Quad Cities, a Metropolitan Statistical Area (MSA) comprised of Scott County in Iowa and Rock Island and Henry County in Illinois. The other large cities that are a part of the MSA are Davenport, Iowa, and Rock Island, Moline, and East Moline, Illinois. The population base for the MSA is over 350,000 people (http://quadcities.com/bettendorf/location.htm). The residents of the MSA are part of a single telephone dialing area, which includes both sides of the river. In addition, the public transportation system for each city is connected (http://www.rbls.lib.il.us/bpl/community).

The city has 1,261 businesses with 15,021 employees, but the tax base is 75% residential (http://www.rbls.lib.il.us/bpl/community). Two public school systems and three private schools serve the City of Bettendorf. The Bettendorf Community School District has six elementary schools, one middle school, a four-year senior high school, and an alternative high school for a total enrollment of 4,550. The Pleasant Valley Community School District, which includes a four-year senior high, a junior high, and four elementary schools, serves the eastern part of the city, with an enrollment of 3,139. Lourdes Catholic Elementary School has a pre-kindergarten through grade eight enrollment of 425. St. Katharine's/St. Marks, a college preparatory day school, has a preschool through grade twelve enrollment of 230.
There is a non-denominational Christian school, Morning Star Academy, serving 70 students, preschool through first grade (http://www.rbls.lib.il.us/bpl/community). In addition, the city has the Eastern Iowa Community College which enrolls about 62,000 students yearly and one other college, Scott Community College, which is located in Riverdale but has a Bettendorf mailing address (http://www.rbls.lib.il.us/bpl/community).

The Bettendorf Public Library, in its role as an element of the business community, is a member of The Bettendorf Business + Education Partnership. This program was developed by the Bettendorf Chamber of Commerce and the Bettendorf Community School District. The participants in this partnership include the Bettendorf business community and the school district. The intent of this partnership is "to ensure the best possible education for the community's young people" (http://www.rbls.lib.il.us/bpl/community). In addition, this partnership is hopefully a two way street. The intent is that the businesses will benefit as well as the students; however, "sometimes the rewards to the business organization are long-term while the students' gratification comes much more quickly" (http://www.rbls.lib.il.us/bpl/community).

The partnerships do not follow a formula, pattern, or a checklist. Each partnership is developed individually with individual goals and expectations. However, some program goals are universal, which include the following:

♦ Demonstrating the relationship between business, education and the community;
♦ Familiarizing and investing in the job readiness of future employees;
♦ Establishing a willingness to share various resources;
♦ Supplementing the formal education experience with direct exposure to business and business people; and
Providing and improving quality education in Bettendorf (http://www.rbls.lib.il.us/bpl/community).

The Bettendorf Business + Education Partnership began in the fall of 1991 with 25 businesses participating. Presently the program includes about 60 partnerships in all eight Bettendorf School District attendance centers and the alternative high school program. The numbers of business partners varies for each school. The alternative high school has only two business partners while the high school has eleven and all the other schools range from five to nine partners. Every year the public library works with an additional two schools as business partners. However, the public library offers no services to its business partners that it wouldn't offer to all the schools.

The Bettendorf Public Library has developed a special professional position that assists with developing cooperative opportunities with the schools and the public library. This position is the student liaison librarian. This position has been in place since September of 1994. Three people have worked in this position. The first person worked in the position for one year with her salary funded by three sources: a grant from Library Services and Construction Act (obtained by the public library); the public library; and the Bettendorf Community School District. The second person was there for six months. The public library and the Bettendorf Community School District funded this person's salary. The person who currently works in the position has been there since April 1996 with his salary funded only by the public library (Student Liaison Librarian and Manager of Children's Services, personal communication, December 8, 1998).

The responsibilities of the student liaison librarian include: working with elementary and middle school students in the school libraries and in the public library; developing cooperation between the schools and the public library; teaching searching skills (CD-ROM, Quad LINC, key word and print indexes); developing
programming for students in conjunction with the young adult librarian and the children's librarian, who is also the manager of children's services; working the information desk; and helping with the summer reading programs. Fifteen hours of his workweek are devoted to these duties. The other 25 hours are devoted to the adult reference work area. This division of time is not rigid but is used as a guideline (Library Director and Manager of Children's Services, personal communication, December 8, 1998).

Purpose of the Study

The primary purpose of this research paper is to examine the cooperation and cooperative activities between a public library and the school libraries within a community. The youth services consultant at the State Library of Iowa identified the Bettendorf Public Library as a library in Iowa that formally cooperates with the schools in the community (Youth Services Consultant, personal communication, January 12, 1998). This study examined the cooperation between the Bettendorf Public Library and the school libraries in Bettendorf. The following question was asked: How and why does the Bettendorf Public Library cooperate with the schools of the community? More specifically the following propositions were investigated:

1. The cooperation developed because one institution initiated it and is responsible for carrying out most of the cooperative activities.

2. The cooperation developed and continues to be strong because the school and public library administrators support the effort.

3. The cooperation developed because there was funding.

4. The purpose of the cooperation is to enhance the public library's services to children and young adults attending schools in Bettendorf.

5. The cooperation works because the librarians at both institutions and the public school teachers know each other and communicate regularly with each other.
Definition of Terms

1. "Cooperation involves short-term work with limited goals, one organization providing leadership and obtaining funds, occasional sharing of information, and benefits accruing primarily to one institution" (Small, 1994, p. 38). Cooperation is the joint effort between the two institutions.

2. Cooperative activities are the activities which are carried out to achieve cooperation. Examples of cooperative activities include: homework centers, author visits, assignment alerts, etc.

3. "Library consortia are slightly more formalized cooperative programs and are generally constrained to a specific geographic area or to a specific subject area. Consortia generally do not have a headquarters staff, or have only very limited staffing" (Markuson, 1975, p. 98).

4. "Library networks. A network is the most formalized type of library cooperation. The formalization includes a legal basis for organization, a central staff, and contracts for services" (Markuson, 1975, p. 98).

5. Collaboration. "Collaboration involves mutual planning, a goal that neither institution could achieve alone, joint acquisition of funds, formal channels of communication, shared management and control, and equivalent contributions of time and resources (Small, 1994, p. 38).

Assumptions

Analyzing one specific example of cooperation will result in identifying methods that could be incorporated by librarians.

The readers of this research know the laws and guidelines that apply to school and public libraries are different from state to state.

Limitations of the study

This study will evaluate only one cooperative case. Multiple cases will not be examined due to time limits and expenses. Results cannot be generalized.
Significance of the Study

The literature about library cooperation is very large; however, most of the articles are uncritical. There are "...few evaluative reports that give a clear account of the success of a venture and the factors leading to success or failure" (Kraus, 1975, p. 171). This study will critically examine the cooperation between the Bettendorf Public Library and the Bettendorf School District.
Chapter 2
Literature Review

Previous research about school and public library cooperation has focused on two issues. Some have dealt with the professional relationship between the two institutions, while others have addressed the elements of cooperation.

Professional Relationships Between the Two Institutions

The focus of Dyer's study (1976) was to "solicit expert opinion regarding the probability and desirability within the next fifteen years of a number of events concerning the relationship of public school and public library services to children" (p. 17-18). To collect her information Dyer used the Delphi technique. "The results of a Delphi study do not chart a sure course to the future, rather the technique focuses on the perceptions and values of panels and clusters within the panels" (p. 19). The information for this study was collected through questionnaires, which encouraged frankness. The seven panels were assured of confidentiality. In addition, the time frame of predicting the next 15 years provided a cushion as the panelists were not threatening their own job security; it was not so far off, however, that panelists would not feel a connection to the present (p. 18). The homogeneous panel consisted of library directors, children's coordinators, library and media educators, school superintendents, media supervisors, state consultants, and nation-wide library science experts (p. 107-114). These panelists were selected based on national reputation, contribution to the literature, professional involvement, and peer recommendation (p. 18).

Dyer identified a few general characteristics of the panels. All the panels tended to react the same towards resisting change and rejecting changes that threatened an institution's survival. Also, there was more agreement for an event's desirability as compared to an event's probability (p. 89). There also was an alliance for each institution. The panels that were affiliated with the schools reacted
differently than the panels affiliated with the public libraries. The public librarians, directors, and coordinators tended to be less optimistic in anticipating growth or increased funding, along with being more apprehensive of the institution's future (p. 90). Dyer also discovered that the panel of superintendents tended to view events through rose colored glasses because this group was less familiar with the events (p. 90). She also found that each group thought the other group was not interested in cooperation, but at the same time both groups agreed that cooperation would benefit both groups (p. 90).

The study also identified stimuli and barriers to cooperation. The stimuli for cooperation were money and external pressure (p. 91). Low funding is a reason often cited for no cooperation. However, low funding can also be a very powerful motivation for cooperation to happen. The other stimulus focused on external pressure from the community or from outside forces such as state or federal funding regulations which would make cooperation a necessity (p. 91). The barriers to cooperation included money, time, and staff. If the level of cooperation was to rise above just meetings, then the cooperation required money. Secondly, the people involved with the cooperation need time to cooperate. Cooperation cannot take place if people are bound to their buildings. The last barrier deals with the staff and their attitudes. The staff believes cooperation endangers the institution's autonomy and is a territorial infringement. "Staff members jealously guard their respective bailiwicks and rebuff entreaties to cooperate" (p. 92).

Dyer summarized her findings into four topics: financial support and the future of library service to children; administration; manpower for cooperation; and cooperative programs. Dyer was able to conclude that both public libraries and school libraries would continue to exist for the next 15 years without increased funding; however, school libraries would receive more funding than public libraries. No one wanted the administration of these two agencies to change, even if the two
agencies shared the same building. The supervisors and coordinators needed to implement the cooperation. The manpower for the cooperation should be written into the policies and be a responsibility for both boards. She also found that everyone believed in cooperation but no one knew how to make it happen. It also seemed that everyone felt cooperation was more likely in a multi-type situation.

From the information that was gathered, Dyer made a few conclusions. First, cooperation was not a priority for either institution and it would not happen at the board level. Second, cooperation was theoretically a great idea, but it seemed impossible to implement (p. 94). A very significant finding of her study indicated that there were very few times where probability and desirability coincided. "Desirability responses often reflect tendencies toward passive behavior, necessitating neither commitment nor implementation. At the very least, probability implies a minimum effort at coping with reality" (p. 94). Dyer's comprehensive conclusions of the study indicated the highest priorities for both institutions were self-preservation and protection of territory, and that cooperation was an implicit threat to autonomy. "Long a sacred cow of librarianship, cooperation will not be overly resisted, but neither will it be actively pursued unless external forces such as the community or other funding agencies foist such a requirement upon those traditionalist institutions" (p. 94). However, Dyer did recommend to the profession two alternatives for dealing with this problem:

...for one, [librarianship] can honestly admit that cooperation belongs in the same romantic spotlight as other worthwhile but elusive goals like peace, love, and harmony. Or the problems inherent in the school/public library relationship can be faced boldly and realistically, beginning with systematic research and proceeding with ruthless implementation (p. 95).

The next research, a combination of two studies done by Callison, Fink, and Hager, focused on whether school and public librarians even know each other
These studies give the profession little insight into successful cooperative programs but are helpful in identifying how well each group knows the other.

In 1986, a telephone and written survey conducted by Callison and Fink was given to 47 public libraries in Indiana and to the school libraries served by the 47 public libraries. The phone survey found:

- 83% of the public librarians could not name all of the local secondary school librarians;
- 34% of the public librarians could not name a professional librarian at the local senior high school;
- and 57% of the public librarians could not name a professional librarian at any of the local junior high schools;
- 28% of the senior high school librarians could not name a single professional librarian on the local public library staff and 46% of the junior high school librarians could not name a single professional librarian on the local library staff (Callison et al, p. 80).

The telephone survey revealed that the librarians did not know each other. The written survey revealed a low level of cooperative activity and that both the librarians simply reacted to immediate requests or demands without any evaluation for improvement. In addition, the librarians did not know what cooperative projects they could do to offer a higher level of information service.

Even though there was little indication of cooperation, the survey found there was a desire for communication between the two institutions. The study also identified some barriers for cooperation. The most common were lack of time, no precedent, and lack of ideas or activities on which to cooperate. The last barrier was listed by over a third of the participants.

Another telephone survey was completed in 1989 by Callison and Hager. For this study, 147 medium sized public libraries were selected from across the nation. Over half of the public librarians, 59%, reported that they had not met with the school
librarian during the past year. The reasons included no time and no interest; while others had and given up contacting the school librarian. A sizable percentage, 37% of public librarians, were unable to identify the senior high school librarian, while 29% of the school librarians could not identify a professional librarian at the public library. This survey revealed there was still a large number of librarians who were unable to identify the librarian from the other institution (Callison et al., 1989).

Callison then wrote a follow up article in 1991, which published his findings regarding the written survey from 1989. He had a return rate of 68% which meant seven states were not represented. A majority of the public libraries surveyed indicated that the public school library had not contacted them within the past year for more materials for a student's assignment. However, if a school was located under a mile from the public library it was much more likely to contact the public library for additional materials. This close proximity also influenced contacts regarding programming and acquisitions. The survey also found that public librarians tend to spend more time assisting elementary schools than secondary schools. A large percentage, 45%, of the public librarians could not identify a single positive point of their working together with the secondary schools. Interestingly the study indicated that both parties favored establishing joint monthly meetings. However, all three groups, public librarians, senior high school librarians, and junior high librarians, were almost equally split on whether cooperation should be a part of their annual job evaluation. Callison concluded that this survey indicated that there is a need for more cooperative efforts between secondary schools and the public libraries (Callison, 1991). Once again the research indicates there is a desire for cooperation, but not very many agencies actually do cooperate. It also indicates that sometimes the two groups don't even know each other.
Elements of Cooperation

The other area that the research has focused on are the elements that make up cooperative projects. Woolls examined four objectives. The first objective was to describe the methods of communication, the cooperative activities, and the joint services. The second objective was to look for any relationship between the staff available and relate this to the cooperation, communication, and amounts of services offered between public libraries and schools. The third objective was to suggest new services or areas in which services could be offered as cooperative activities to meet students' needs. The fourth objective was to determine what librarians considered as barriers to communication and cooperation and to invite their suggestions for increased services which would be offered as cooperative activities (Woolls, 1972/1973 pp. 22-23). She conducted a descriptive study using questionnaires with no attempt to do a statistical analysis of the data collected. She limited her study to Indiana and cooperation between public libraries and elementary schools. From a pool of 32 cities in Indiana, 24 agreed to participate in the study.

Woolls was able to identify that school and public libraries do want to cooperate and that conventional cooperation does take place. The staffs are able to handle traditional levels of cooperation and potential future levels because no requests or suggestions were made for future cooperative efforts. She also found communication was informal and sporadic, but participants felt that increased communication could break down the barriers to cooperation. The staff or lack of staff can also affect cooperation. She found that small communities without a children's librarian had the greatest number of cooperative activities and methods of cooperation because the public librarian made the cooperation happen. The cities with a children's librarian but no professional staff in the elementary libraries had the least cooperation. Woolls made ten recommendations that could easily be achieved
and would probably benefit the cooperative efforts between schools and public libraries (Woolls, 1972/1973).

Tregone examined the functional levels of cooperation of media specialists and public librarians and whether or not the cooperation was satisfactory. The study also determined what obstacles prevented functioning at a higher level" (Tregone, 1993, p. 11). To conduct this study she did a descriptive study using a questionnaire survey methodology (Tregone, 1993, p. 24). The population for this study was all school and public libraries in Fulton and Gwinnett Counties, Georgia. The public library managers and library media specialists received the survey questionnaire. Tregone found that a "majority of school media specialists and public librarians participate in some cooperative activities with each other" (1993, p. 42). The cooperation was very informal. Most of the cooperation happened through sporadic communication and focused on reference and assignment alert areas. She also found "that school library media specialists were much more satisfied with the level of communication and cooperation between them than were the public librarians" (Tregone, 1993, p. 44). In addition she found that:

School media specialists and public librarians agreed that lack of time was the major obstacle to good interlibrary communication and cooperation, followed by lack of staff and lack of communication. Lack of interest was seen as an obstacle by one-quarter of the public librarians and one-fifth of the school media specialists (p. 44).

Tregone's research confirmed other research. She confirmed that little cooperation took place between the two institutions and that school media specialists were happier with the current cooperation than public librarians. She also confirmed that lack of time and attitude were major obstacles for cooperation. In addition, her study revealed that some cooperation does take place between the public librarian and the school teachers without the school media specialist's knowledge or participation
Tregone further suggested that cooperation will become more important and necessary as budgets for both institutions are cut and that technology should make the sharing of resources easier (1993).

A very elaborate research project was conducted in three New York City School Districts: District 6 in Manhattan; District 8 in the Bronx; and District 31 in Staten Island. This included 107 schools and 23 branch libraries (Small, 1994, p. 10). This research was the result of a three year pilot project conducted by the DeWitt Wallace-Reader's Digest Fund. The project focused on collaborative (not cooperative) programming between the New York Public Library, community schools, and neighborhood organizations. This partnership was called Connecting Libraries and Schools Project (CLASP) (Small, 1994). Collaboration is different than cooperation in that collaboration involves mutual planning and funds rather than one organization providing leadership and funds. Collaboration also benefits both institutions instead of one institution reaping most of the benefits. The project had three goals:

1. To establish library use among students at the critical early stages of their intellectual development, helping them become better students, independent learners and lifelong readers.

2. To organize teachers, parents, public librarians, school librarians, and school administrators in ongoing cooperative activities that encourage the productive use of library resources to further children's education and family literacy.

3. To develop a variety of models for cooperative services and institutional collaboration that could be replicated in other districts and eventually throughout New York City with public funding (Small, 1994, p. 10).

The purpose of the study was to determine the degree of success of these three goals. The research was conducted by an evaluation team from Information
Management Consultant Services, Inc. (IMCS). The team conducted a case study, using the following research techniques: collection and organization of existing CLASP data; on-site observations; user surveys; focus groups; individual interviews; and telephone interviews (Small, 1994, p. 14). The team evaluated the project from February 1993 through October 1994 (Small, 1994, p. 5). The research team actually conducted three evaluation studies which focused more on the CLASP activities during the summer months than during the academic year. The final report, the only one published, summarized and synthesized all the information from the other ten reports.

The project did not reach all of its goals. The first goal which focused on establishing library use by children enjoyed considerable success. The second goal, which focused on organizing public librarians, parents, and school personnel to cooperate had limited success. The third goal, to develop models for cooperation, failed. The findings which related specifically to cooperation can be separated from other results. First, the findings indicated that those teachers who were familiar with the program were excited about it and cooperated by arranging and implementing activities. But there was little evidence that teachers were involved in systematic planning or that CLASP created links to curriculum. Both parties perceived an increase in school-library collaboration on the activity level, along with the development of a better rapport. "However, collaboration usually emphasized joint scheduling rather than planning and goal setting, design, delivery, and evaluation of activities. Schools were often passive recipients of CLASP programs rather than active partners" (Small, 1994, p. 44). The CLASP libraries did not do any better than the non CLASP libraries in terms of successful collaboration. CLASP activities were often not identified as CLASP activities because the public, school personnel, and some librarians, did not know about CLASP (Small, 1994).
In addition to the conclusions, the research included a few recommendations. The first recommendation focused on increasing visibility of the program through public relations and professional magazines and on securing the support of top personnel in schools, libraries, and even cities. The second recommendation focused on better understanding the information needs of the teachers and students, which would allow the project to support the school curriculum through resources and services. The team suggested curriculum mapping to identify what programs or services CLASP could offer to support what is being taught in the schools. The third recommendation, which is very closely related to the second recommendation, states that

CLASP must ensure that collaboration goes beyond joint scheduling, they must work side-by-side with teachers in setting a program direction and planning activities that reflect joint planning, mutual benefit and relevance to all audiences. Librarians and teachers should work together to bridge the gap between these two closely allied professions with an eye toward their mutual goal: improving literacy among youth (Small, 1994, p. 45).

The last recommendation stated that "if CLASP is to improve literacy and increase library use among its target audiences, programs should not only be interesting, motivating, and satisfying; they must also make some connection to books, literature, information, and the ongoing services and resources of the library" (Small, 1994, p. 45).

The literature concerning cooperation varies considerably. Some of the research has studied many aspects of cooperation and some has focused on only a few aspects; the results of the studies are consistent in identifying the issues which make cooperation difficult and in concluding that truly cooperative projects are rare. The issues which make cooperation difficult include: lack of time; lack of staff; lack of communication; and informal and sporadic communication. However, on the
positive side, the research supports that both institutions believe cooperation would benefit both groups.
Chapter 3
Methodology

This research examined the development and current cooperation taking place at the Bettendorf Public Library (located in Bettendorf, Iowa) with the Bettendorf Community School District and other area schools. A case study methodology was used to answer the following question: How and why does the Bettendorf Public Library cooperate with the public and private schools of the community? The case study also examined the following theoretical propositions:

1. The cooperation developed because one institution initiated it and is responsible for carrying out most of the cooperative activities.

2. The cooperation developed and continues to be strong because the administrators support the effort.

3. The cooperation developed because there was funding.

4. The purpose of the cooperation is to enhance the public library's services to children and young adults who attend schools in Bettendorf.

5. The cooperation works because the librarians and teachers at both institutions know each other and communicate regularly with each other.

The case study methodology allows the researcher to answer how and why questions when the researcher has little or no control of events and if the events are part of a current phenomenon taking place in real life (Yin, 1994). A limitation of the case study is that it is impossible to develop generalizations but case studies "... are generalizable to theoretical propositions and not to populations or universes" (Yin, 1994, p. 10).

The case study methodology was selected for this research because it "tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result" (as cited in Yin, 1994, p. 12). A case study also allows collection of data from many sources such as interviews, documentation,
direct observations, and physical artifacts. A case study is also flexible which allows the examination of unexpected information.

The case study was limited to the Bettendorf Public Library and the schools cooperating with the library. Currently the cooperation takes place with all grade levels but the cooperation has changed or evolved over the years. The library has been participating with the School + Business Partnership for seven years. This case study will focus on the current cooperation and include some history of the student liaison librarian position. The subjects involved with this research were not completely anonymous. Everyone was identified by his/her position.

The researcher's contact with the Bettendorf Public Library was the children's librarian. (She is also the manager of youth services.) She provided the names of the people to contact in order to carry on this research. Data came from the following sources: interviews, documentation, direct observations, and physical artifacts. The people who helped collect this information include employees at the Bettendorf Public Library and school media specialists from the schools.

A list of interview questions was derived from results of research in the literature review and from other related reading. The interview questions are Appendix A.

Over a three day period, the following people were interviewed: public library director, children's librarian, young adult librarian, student liaison librarian, and two school media specialists; one from an elementary school and one from the middle school. The interviews were conducted one at a time. The people interviewed did not know what the others had said. Notes were taken during each interview. After compiling all the information, it was evident that an interview with a school administrator was needed. Therefore, an interview with an administrator was attempted. First, the assistant superintendent was contacted by phone, but he declined the interview because he was too busy. However, he suggested a principal
who could be interviewed. The principal was contacted by phone. An interview over the phone would not work for him. He agreed to write out the answers to the questions.

Documents were also gathered between interviews. The documents examined included any documentation currently used to assist with the cooperation, the grant information, and other materials on cooperation in the public library's files.

The researcher observed two programs: one program given by the student liaison librarian to a group of fourth grade students and one program given by the young adult librarian to a group of seventh grade students. Notes were taken concerning the cooperative activities. The researcher was able to contact the children's librarian by e-mail to clarify questions from the interview notes or documentation.

**Collecting Data**

The data that were collected were organized into a data set. Information included in this data set consisted of notes from interviews, notes from direct observation, documentation, and physical artifacts. An annotated bibliography was created to help organize all the information that was gathered. The annotated bibliography is Appendix B. Copies of documents and notes are Appendix C. All important information that relates to the main case study question and theoretical propositions are organized in chapter four.
Chapter 4

Data from the study of library cooperation in Bettendorf, Iowa were collected from interviews, documents, and observations. Those interviewed included public library staff and school media specialists. The data collected were sorted by the original propositions and related questions.

1. The cooperation developed because one institution initiated it and is responsible for carrying out most of the cooperative activities.

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<td><strong>Interview: Public Library Director</strong></td>
<td>The public library director shared that the idea of a student liaison librarian came to her while she was at a city council meeting. The public school district and the city were sharing a police officer. Each organization paid part of this person's salary. The idea occurred to her that since the school and the police department were sharing a position maybe the school and the public library could too. In addition to this idea, the public library was beginning to feel the effects of cutbacks at the public schools. A media specialist was not employed by each building: as a result students were not learning how to use library resources and test scores proved this. Thus, the public library had an increase in reference questions from students. At the same time the public library was in need of another professional position to help with the reference needs. The public library director was also working with the middle school principal and the two had identified cooperation as a goal for the two entities. All these factors resulted in the creation of the student liaison librarian position. The original student liaison librarian's salary was funded in part by a grant, the public library, and the public school district. Now only the public library funds the position and the school district gives little back to the public library. The few things the school has done include nominating the public library for an award that the public library did win and having students pass out information about the public library referendum. However, what motivates the public library to continue with this cooperation is its mission to serve the students of the Bettendorf area.</td>
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<td><strong>Interview:</strong> Children’s Librarian</td>
<td>When interviewed for her current position, a large portion of the interview focused on community involvement. At the interview she was able to share her work experience of cooperating with the school. She felt that her background and the director's desire for cooperation influenced the development of cooperation. When she started the position, the grant for the student liaison librarian had already been written. At her previous job she often encountered school assignments that the public library had very little or no material to support; from this she recognized the need for cooperation. Another influence was a pocket of under-served people in Bettendorf. The public library wanted to reach out to this group and the goal was for everyone to have library cards. The public library thought they could reach this group through the schools. All of the cooperative activities that she described were initiated and carried out primarily by the public library. Very little assistance was given by the public school. She also said that the public schools ask what can the public library do for us and rarely do they ask what can we do for the public library. The public library has to think about what can the schools do for us. The public library gives a lot, but doesn't get a lot back.</td>
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<td><strong>Interview:</strong> Student Liaison Librarian</td>
<td>The student liaison librarian was able to answer some of the questions from a historical point of view. He has worked at the Bettendorf Public Library for 2 1/2 years. [His information supports some of the statements made by the director.] The position was originally a shared position between the schools and the public library, but now the position is funded only by the public library. However, he does go out to the schools and works in the classroom. When he is in the classroom, he may do booktalks or other activities with the students. He also feels that the cooperation began because the Bettendorf community supports cooperation and partnerships. Another issue that may have led to the cooperation is that Bettendorf Public Library does not just serve Bettendorf residents. Bettendorf is part of the Quad Cities, therefore it is possible that students from four large communities could be using the collection. There are also many smaller communities that have students who use the library. All of this use puts a strain on the collection which resulted in a need for cooperation. Also, the Bettendorf Public schools had a shortage of media specialists as a result of budget cuts. The cooperation developed because of economic reasons. Most of his examples of cooperation were carried out by himself. Usually the teachers just call him and ask if it is possible for him to do such and such and he puts together the event. There are very few</td>
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**Interview: Student Liaison Librarian** | The cooperation started because there were large numbers of students using the library for school assignments and the public library staff had a difficult time helping the students because they did not understand the assignment or the library did not have enough material to help everyone. Another reason for the cooperation was to get students to recognize a face and feel comfortable enough to ask for help at the public library. Her examples of cooperation were implemented by herself with no help from the school. For example, she has put together pathfinders, purchased materials, and collected assignment alerts.

**Interview: Middle School Media Specialist** | The middle school librarian felt that the vision for the cooperation came from the public library director. She felt the school's desire for the cooperation was selfish. The school saw it as a way to get some extra help into the library. The middle school library was operating a high impact program serving 1,100 students with one professional and one clerical position. However, at the beginning the schools were paying part of the salary for the student liaison librarian. The student liaison librarian was available only 3 periods of the day and on certain days because the student liaison librarian also had to work at the public library on Wednesday and Thursday evenings and at other schools. She also was attending classes on Tuesdays. As a result, this position was not meeting the school's needs. After a year and a half the school pulled out their financial support and reallocated the money to a library associate position. [The public library director's comments also support this event.]

She explained some of the cooperative efforts happening with the Bettendorf Public Library and that the major role of the media specialist and teachers is to keep the public library informed of curriculum and assignments so that the public library can be prepared for students. However, she did say that sometimes they forget to do this. The public library director is persuasive and respected in the community. She went to the assistant superintendent and he listened to her. The library director did the leg work for the grant. The big decisions happen at the public library. The financing comes from the public library.

The media specialist related a few things that the school does for the
2. The cooperation developed and continues to be strong because the administrators support the effort.

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<td>Interview: Hoover Elementary Media Specialist</td>
<td>All the cooperation that she talked about was for the benefit of her students. One reason she cooperates is the school’s book budget is limited and the public library has a better and newer collection than the school. Another reason she cooperates is because she is pulled in so many directions that the public library is able to help with the library part and she focuses on the technology.</td>
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<td>Document: Grant Application With Two Letters of Support</td>
<td>The name of the project director was the public library director and no one from the school district was listed. However, the question asked only for the name, not names, of the project director. The public library director filled out the grant application and two people from the school wrote letters of support. The student liaison librarian position would be supervised by the Bettendorf Public Library. The public library would also provide mileage and/or car for travel. The funding for the position was envisioned to be shared. Thirty-eight percent of the salary would come from the school and 62% would come from the city. The letter of support from the assistant principal indicated the public library would supervise the position of the student liaison librarian. Another letter, written by the assistant superintendent, indicates that the Bettendorf Public Library was pursuing the grant, not the school district and the public library.</td>
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<td>Interview: Public Library Director</td>
<td>The people who support and endorse this cooperation are the library board, school board, and the city council.</td>
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<td>Interview: Children's Librarian</td>
<td>She indicated that the public library director wanted the cooperation to begin and the adult services manager wanted to do something. The business partnership also influenced the development of the cooperation. The children's librarian said “we are going to do this.” The library board and the chamber of commerce are very supportive of the cooperation. She also said the reason it has worked is that the director supports the cooperation. The support has continued throughout the project. The public library director suggested sharing information about the student liaison librarian position at the Public Library Association’s Convention. The support makes the youth department want to continue with the cooperation.</td>
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<td>Interview: Student Liaison Librarian</td>
<td>The student liaison librarian was speaking from a historical viewpoint. The public library director and the school administration, especially the assistant superintendent, were the ones to initiate the cooperation. He said the community, both boards, the public and private school administrations, and the businesses all endorse the cooperation. The cooperation with the library goes hand in hand with the business partnership. The support for the cooperation continues from both administrations and the private schools. This endorsement makes the job of cooperating a lot easier.</td>
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<td>Interview: Young Adult Librarian</td>
<td>The partners in education program encourages cooperation so when she mentions that the public library is their partner the school is much more likely to work with the public library. She also said there is community support for the cooperation.</td>
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<td>Interview: Middle School Media Specialist</td>
<td>The public library director worked to get the support of the assistant superintendent and she received the support right away. The middle school principal was also part of this initial push for cooperation. The principal saw the wisdom in the program. The children's and young adult librarians and the school media specialists also supported the initial desire for cooperation. The support and endorsement has continued over the years. Even the new middle school principal supports it. She said this has a positive effect on the cooperation.</td>
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<td>Interview: Hoover Elementary Media Specialist</td>
<td>The children's librarian started the cooperation and the elementary principal, the elementary media specialist, the middle school media specialist, district personnel, especially the superintendent and the assistant superintendent, and the director all supported the effort.</td>
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<td>Interview: Assistant Superintendent</td>
<td>An interview with an administrator was attempted. The assistant superintendent was contacted but he declined the interview because he was too busy. He suggested a principal. The principal was than contacted by phone to set up a phone interview. He was too busy to do an interview over the phone but he agreed to write out the answers. When the principal was contacted he was informed that an administrator’s input was needed for the study. When the questions were faxed to him, the directions informed him, he might not be able to answer all of the questions but that was acceptable. However, when the written responses were received, they were all from the media specialist. He had declined to answer the questions. These actions indicated he may not have known enough about the cooperation to answer the questions or he may not care enough about the cooperation to answer the questions. It also indicates that he does not support the cooperation because he was not willing to take the time to answer the 10 questions.</td>
</tr>
<tr>
<td>Document: Grant Application With Two Letters of Support</td>
<td>The letter of support written by the assistant superintendent says the grant has the full support and cooperation of the Bettendorf Community School District.</td>
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<tr>
<td>Observation: Student Liaison Librarian</td>
<td>He had a program with fourth graders, but he was also scheduled to work at the information desk. However, he was able to get someone else to work the information desk, because the person knew he needed to work with one of the schools.</td>
</tr>
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3. The cooperation developed because there was funding.

There was no evidence to indicate the cooperation would not have happened without the funding.
4. The purpose of the cooperation is to enhance the public library's services to children and young adults who attend schools in Bettendorf.

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<tr>
<td><strong>Interview: Public Library Director</strong></td>
<td>A media specialist was not employed by each building; as a result students were not learning how to use library resources and test scores proved this. Thus the public library had an increase in reference questions from students. At the same time the public library was in need of another professional position to help with the reference needs.</td>
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<tr>
<td><strong>Document: Grant Application With Two Letters of Support</strong></td>
<td>The Bettendorf Public Library feels a strong need to improve its service to the students of Bettendorf. The goals of the grant were: 1. To increase research skills among the Bettendorf elementary and middle school population. 2. To improve communication between the public library, the schools, teachers and students. 3. Increase student reading and use of the public library during summer months so that skills are not lost during vacation.</td>
</tr>
<tr>
<td><strong>Interview: Student Liaison Librarian</strong></td>
<td>Because the public library staff is in the schools, the students are more likely to use the public library and the students will get more out of the visit. As a result of a grasslands assignment alert form from last year, this year’s assignment went much better because a pathfinder had been developed and the collection had been built up. The cooperative efforts make the students less anxious about using the public library. It is also a time saver. Not initially, but the second time the assignment hits the library a lot of time can be saved.</td>
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<tr>
<td><strong>Interview: Middle School Media Specialist</strong></td>
<td>The cooperation gives the students a foot into the door. For example, the student can say to the person at the public library that my teacher, Mr. or Mrs. ______ said to ask you for help. A side effect is it also helps the school librarians feel they are not alone.</td>
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<tr>
<td><strong>Interview: Hoover Elementary Media Specialist</strong></td>
<td>The students feel comfortable going to the public library and they enjoy it.</td>
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</table>
5. The cooperation works because the librarians and teachers at both institutions know each other and communicate regularly with each other.

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<tr>
<td>Interview: Children’s Librarian</td>
<td>The children's librarian knows the Hoover media specialist personally, but she doesn't know all the media specialists personally. She said it is not an automatic step for every media specialist to call the public library.</td>
</tr>
<tr>
<td>Interview: Student Liaison Librarian</td>
<td>The children's librarian has a good relationship with all the media specialists. She is also respected by the media specialists. Some of the media specialists and teachers and the student liaison librarian, the young adult librarian and the children's librarian get together and talk to each other in order to start programs. (Not everybody at once, but little groups get together.)</td>
</tr>
<tr>
<td>Interview: Middle School Media Specialist</td>
<td>The best reason for the cooperation is being able to call the information desk at the public library and the person recognizes my voice. The middle school media specialist likes the personal contact.</td>
</tr>
<tr>
<td>Interview: Hoover Elementary Media Specialist</td>
<td>The monthly newsletters assist her with the cooperation.</td>
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6. How the libraries cooperate, examples of the cooperation or projects.

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| Interview: Public Library Director | 1. An orientation at the Bettendorf Public Library is conducted for new teachers in the area.  
2. Bettendorf students went door to door to help support the library referendum. |
<p>| Interview: Children’s Librarian | 1. The public library conducts Armstrong School night. (This is named for the first school that had the night.) For this night, the public library invites the students and parents from one school building to the library. Teachers, media specialist(s), school administrators, and public librarians are all present to make the public library a comfortable |</p>
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<td>Continued...</td>
<td>place for the students and their parents. The first night featured a tour of the library with an introduction to the technology available in the library; library card sign-up; winter reading program sign-up; checking out materials; and free pizza.</td>
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<td>Interview:</td>
<td>2. The student liaison librarian puts out a newsletter for the media specialists.</td>
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<td>Children’s</td>
<td>3. One school has no access to its own library collection due to a building project so one fourth grade class uses the public library every week and sometimes the 2nd and 3rd graders visit too.</td>
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<td>Librarian</td>
<td>4. The student liaison librarian does author talks.</td>
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<td>5. Periodically the student liaison librarian teaches the school students how to use Quad Linc, the area’s online catalog.</td>
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<td>6. The student liaison librarian also does book talks for the Iowa Children's Choice Award books.</td>
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<td>7. Three youth department employees have done poetry breaks. To do the poetry breaks, they just break into a classroom and do a commercial-like break with poetry.</td>
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<td>Interview:</td>
<td>1. Assignment alerts help with the cooperative efforts. These alerts allow the public library to put books on reserve, develop pathfinders, and do others things to assist with the assignments. He even posts the assignment alerts on the web. He shared one example in which the posting of the assignment on the web was very helpful. The student was using the wrong word to describe his assignment and the public library person pulled up the assignment on the web and was able to help the student. These assignment alerts also help the collection. If the resources are limited the public library is able to put a limit on the number of books checked out on a certain subject and they put the more relevant items on reserve. In addition, the alerts let them know when they should order more materials for certain assignments and at what grade level.</td>
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<tr>
<td>Student Liaison</td>
<td>2. He does Iowa Children's Choice Award booktalks and poetry breaks.</td>
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<tr>
<td>Librarian</td>
<td>3. Tours of the library.</td>
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<td></td>
<td>4. A monthly newsletter for the schools, which explains what other schools are doing which in turn gives others ideas for cooperation. It also gives recognition to the schools that are using the cooperative efforts.</td>
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<td>Interview:</td>
<td>1. Pathfinders and assignment alerts are cooperative efforts, which allow the public library to build the collection in certain areas.</td>
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<td>Young Adult Librarian</td>
<td>2. The public library is trying to have a display with pamphlets and</td>
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| Continued... Interview: Young Adult Librarian | flyers put into each school.  
3. The public library is working to get every 8th grader to tour the public library.  
4. Class room visits. She does a project with the family history assignment. She goes to the class and explains all the resources the public library has that would help with this project. She shares genealogy resources, sources that focus on cultures and countries, and resources that have information about events that happened on the students' birthdays.  
5. She also does a public library orientation for all the new teachers in the area. |
| Interview: Middle School Media Specialist | 1. She has a current list of the public library’s periodical holdings.  
2. She has a collection of adult books from the Bettendorf library for her best readers. She circulates them from her collection but the books are stamped the property of the Bettendorf Public Library.  
3. She has conducted some joint programs with the young adult and children’s librarian.  
4. Staff from the public library come to the schools to sign up students for the summer reading program.  
5. The public school runs a battle of the books program and the public library makes materials available for the students.  
6. There is a book drop at the school for public library materials.  
7. The school posts items for the public library.  
8. The students staff some of the activities at the library. For example, the students have been models in a fashion show, have worn Booker the Bear’s costume and have manned other programs.  
9. The young adult librarian puts together a publication of student work called the "Scribe" and the schools help by encouraging the students to submit work. |
| Observation: Student Liaison Librarian | 1. He did an author presentation for the fourth graders. He had wonderful interaction with the students. |
| Interview: Hoover Elementary Media Specialist | 1. Classes walk over to the public library to check out books.  
2. The fourth graders are doing author studies with the student liaison librarian  
### Source | Data
---|---
**Observation:** Young Adult Librarian | The young adult librarian led the discussions about the books. The classroom teacher was responsible for the discipline and instructions. (She had to do very little discipline.) The classroom teacher also interjected a few of her own comments during the presentation. After the presentation the two of them had time to talk about the next program. The teacher really likes to work with the young adult librarian because she feels they think alike. The two were very excited about what they are doing for the students. The official planning for this project started with a call for the student liaison librarian, but he then referred it to the young adult librarian.

**Document:** Uniting for Successful Students (a booklet, created by the public library, given to new teachers) | 1. The public library will assist with the teaching and use of reference tools and electronic resources, as well as selection and location of materials.
2. With advance notice, pathfinders, booklists and subject bibliographies can be supplied to the class.
3. Services for teachers: curriculum related instructional sessions to introduce students to library research skills, tours, and story programs; place materials on hold; bibliographies, book lists and book talks; Channel 13 offers a bulletin board service for educational institutions; posting of assignment alerts on the web site.

**Document:** Liaison Links (a newsletter) | Tours, classroom visits, booklists, pathfinders, and assignment alerts were identified as cooperative activities. Library tours were given to some high school classes.

### 7. How it works and developed.

### Source | Data
---|---
**Interview:** Public Library Director | Originally the two institutions shared one person, who worked at the public library and at the schools. They found that they both wanted the person for the same time or times that created split shifts. Now the student liaison librarian is only responsible to the public library. There is no formal evaluation process for the cooperation. The evaluation happens informally. For the first year of the program there were surveys which were completed by the teachers. The first person in the position had to develop the position, for example: who does what, what meetings to attend, etc. It was difficult to get the teachers to see her as an actual employee of the school.
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<td>One of the problems is time. There is never enough time to do everything. Because of this time problem, the public library could</td>
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<td>Interview: Public</td>
<td>employ a person for each building. The time problem is a result of everyone requesting the service of the student liaison librarian.</td>
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<td>Library Director</td>
<td>It has become the thing to do. Everybody wants him. She shared that it is hard to crack into the school bureaucracy. If you can't</td>
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<td>get the school to see the value of the cooperation it will not happen.</td>
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<td>Interview:</td>
<td>The decisions are made spur of the moment and from situation to situation. When the school works with their business partner, they</td>
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<td>Children's Librarian</td>
<td>both attend a breakfast. At this breakfast, a list of things that have been done and any new ideas are created. From this list a plan of</td>
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<td>action is developed for the year. She said this really only happens with one of the elementary school buildings. She also said that</td>
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<td>there is no formal evaluation of the cooperation. It all happens very informally.</td>
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<td>To make the cooperation work, the public library continues to offer little things. This allows the public library to get into the</td>
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<td>schools and strike an impression. The personalities of those involved are important for the success of the cooperation. It does not</td>
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<td>work when the public library tells the media specialists how to do the job. The cooperation continues because it builds on its own</td>
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<td>success. The teachers and media specialist hear about a wonderful project that was done with the public library from someone and then</td>
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<td>one or two others want to try it. The cooperation also works because the public library and others have been willing to try. It is</td>
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<td>important to work at building relationships.</td>
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<td>Interview:</td>
<td>When he started working he worked at the public library 15 hours as student liaison librarian and 15 hours as reference librarian,</td>
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<tr>
<td>Student Liaison</td>
<td>for a total of 30 hours. Now he works full time. He works 15 hours in the children's department as student liaison librarian and 25</td>
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<td>Librarian</td>
<td>hours in the reference department. His main priority is cooperation so he is able to change his schedule and work with the</td>
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<td>cooperative efforts. He works nights on the reference desk. The purpose of his working the reference desk is that he has worked in</td>
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<td>the schools and built a relationship with the students. The students recognize him and then feel comfortable coming to the</td>
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<td>information desk to ask for assistance. He no longer attends media specialist meetings, because they tend to focus on internal</td>
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<td>things. He no longer attends curriculum meetings due to time limits, but he does have the curriculum at the public library.</td>
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<td>Continued... Interview: Student Liaison Librarian</td>
<td>library. He also indicated that it is important not to be territorial. [He mentions this twice in his interview.] The students make a point of saying “Hi” to him when he is working at the information desk, because they often recognize his face. This is a result of his working in the schools with the students. Because he is in the schools, the students are more likely to use the public library and to get more out of the library visit. Every year he is doing more and more in the classrooms. The recognition also carries over to the media specialists and teachers. The major element of the cooperation is the relationship building with the schools and the willingness of both parties. Communication is also a major element. These both are the elements which are pivotal for the continuation of the project. The cooperation works because of flexibility on both ends. He has even had to work split shifts. It also helps if the school has a real need for the cooperation. Hoover's media center is closed due to construction so classes use the public library a lot. As a result there has been an increase in requests from other schools. [He covered this point twice.] After he does something with one teacher that gets him into other teachers’ classrooms. In addition, everyone has become more familiar with him and have asked for him more. When he does more cooperative activities then more is requested of him. Cooperative activities are developed by talking with the media specialist. The cooperation is evaluated through the normal supervisor’s functions for the library. The evaluations of the staff are done by the supervisors and each staff person evaluates himself/herself. It is also evaluated informally.</td>
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<td>Interview: Young Adult Librarian</td>
<td>There is no formal way that the program is organized. Many times the assignment alerts and tours start with the student liaison librarian, who may pass some things on to others. Everyone at the public library does what they have to do, which includes rearranging their schedules. When new programs are implemented it happens through joint decisions. There is no formal evaluation of the program, but they do look at the number of classroom visits. There are some teachers that will never invite us into their classrooms due to their personality or the subject area. Communication is the major element of cooperation and is pivotal for the continuation of the project. Cooperation is easier when there is a continuous dialogue. In addition, flexibility is important for both</td>
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Interview: Young Adult Librarian

The partners in education program helps the project, because the school system supports the program very strongly at the district level and at the building level. The cooperation is a lot of work and can be very discouraging, but when it works it is a thing of beauty. The cooperation has very little to do with the Bettendorf Public High School, but does do some with Pleasant Valley High School.

Interview: Middle School Media Specialist

The first student liaison librarian had her schedule tied into the public library. She was only available three periods of the day to work in the middle school. This did not supply the middle school librarian with a lot of help. The second person was not right for the position. As a result the school decided to reallocate their money into an associate's position. Now the third person in the position of student liaison librarian has more flexibility with his schedule. He is able to go in and out of the schools as needed. The cooperation works when there are open lines of communication. She said it is important to keep the public library informed of curriculum changes and assignments so that they can be prepared for the school's students. She did say that sometimes they forget to let the public library know. The communication and time to communicate is the most important part of the cooperative effort. A certain level of trust and matching philosophies of the goals is also important. The communication and the matching philosophies are the two elements which are pivotal for the program to continue.

The cooperation works because no one is territorial. The people work well on a personal level.

The cooperation is developed situation by situation. She works with who ever is best able to assist with the project. Everyone at the public library communicates well with each other, which allows the best person to be matched to each job.

The big decisions regarding staffing and financing take place at the public library. At first the cooperation was evaluated through the grant. Now it is done informally. In addition, she feels free to offer suggestions for improvement to the public library personnel.

Interview: Hoover Elementary Media

Cooperation begins when a teacher initiates something with her or when she has gone to a teacher and asks them if they are interested in a project. Next she talks to the student liaison librarian or the children's librarian and they work out the details. Sometime she is involved with
the activity and sometimes she is not involved.

The cooperation is evaluated informally. The children's librarian and
the student liaison librarian talk about what worked and what didn't
and what they would like to try next time.

The cooperation works because of the public library's willingness and
openness to do things. The public library has gone above and beyond
the call of duty. The willingness and the flexibility are the pivotal
points that keep the cooperation going.

The grant money would be used to hire one full time person to be the
student liaison librarian. This person would work 20 hours a week in
the elementary and middle school libraries and 20 hours a week at the
public library. During school time, the liaison would teach searching
skills, attend curriculum planning and tour classes through the public
library. After school and early evening the liaison would reinforce that
training by working with students at the public library. The position
would be evaluated by the students' research skills test scores,
numbers attending the summer reading program, and through the
administration of an instrument to teachers, public library staff, and
students assessing improvement in communication between the two
institutions.

The goals and objectives were:
Goal 1. To increase research skills among the Bettendorf elementary
and middle school population.
	Objective 1. Teach at least 50% of the students CD-ROM search
strategies.
	Objective 2. Teach 100% of the middle school students Quad Linc
search strategies.
	Objective 3. Teach 100% of the students in two elementary and
middle schools key word searching and print indexes.
Goal 2. To improve communication between the public library, the
schools, teachers and students.
	Objective 1. Establish a regular link with curriculum committees so
the library is always aware of assignments.
	Objective 2. Have at least one staff person who knows students by
name.
	Objective 3. Tour at least every fifth and eighth grade student
through the public library.
Goal 3. Increase student reading and use of public library during
summer months so that skills are not lost during vacation.
	Objective 1. During school year acquaint 100% of students with a
variety of summer reading programs available in the summer.
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| Continued... | Objective 2. Register 30% more elementary children and 20% more middle school children in summer reading.  
Objective 3. Provide continuity from school throughout summer. |
| Document: Grant Application With Two Letters of Support | To assist with the cooperation, he keeps a book of information about the different schools. It includes: the school’s names; addresses; phone numbers; media specialist’s name; and principal’s name. Sometimes it includes the teachers’ names with the classes they teach. It also includes school calendars, class sizes and number of classes for each school. He also keeps a journal which tracks all of his contacts. |
| Document: Uniting for Successful Students (booklet) | This document (booklet) is given to the new teachers and a copy is sent to each principal and media specialist. It has a lot of helpful information in it. It includes general library information, public library staff information, information about class visits, special services for teachers, and more. The booklet is used to facilitate the cooperation between the schools and the public library. One of the requests in the booklet is that teachers establish clear guidelines for behavior with their students before the tour and enforce those guidelines during the tour. Another guideline is to arrive on time. The public library also asks that visits are scheduled two weeks in advance. The public library will then mail the teacher a confirmation letter which verifies information such as class size and activities requested.  
To place items on hold it is suggested that teachers send an assignment alert or call the information department. The assignment alert can also be used to post the assignment on the web. Some of the programs are offered at the public library and some at the schools. The public library personnel will travel to the schools to do book talks. |
<p>| Document: Liaison Links (newsletter) | Liaison Links is a monthly newsletter that keeps the schools up to date on happenings at the Bettendorf Public Library, activities of the student liaison position and other tidbits of information. One of the issues explains how to book a tour, which is the same procedure as in Uniting for Successful Students except that one can e-mail a request. One can also mail requests. The newsletter includes web sites and names of those who work at the public library. |</p>
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| **Document: Position Open: Student Liaison Librarian (Early 1994)** | The qualifications for the position included: level of education normally obtained with successful completion of a master’s degree in library science; two to four years public library work experience; teaching certification for the state of Iowa, with a K-12 library endorsement.
The responsibilities for the position included: establishing a strong link to a minimum of two elementary and middle school libraries; helping at the public library information desk; teaching students CD-ROM searching, Quad Linc searching, key word searching and print indexes; touring classes through the public library; helping coordinate summer reading programs; and reporting to the library director and/or assistant superintendent of schools.
The work week would be 40 hours a week, with three evenings a week. In addition, the person would have to work five Sundays a year, from 1-4 p.m. |
| **Document: A Letter Evaluating The Student Liaison Librarian Program For The Year 1994-1995** | The student liaison librarian position provided approximately .5FTE to the Bettendorf Community Schools for a cost of $2,057.00, but she has been employed in this position by the city.
Her services were utilized at each of the elementary buildings and at the Middle School.
The K-12 Library Media Curriculum Committee reviewed the program. Below is the feedback from this committee.
**Areas of Strength:**
1. Excellent School-Community relationship program.
2. Effective service provided by student liaison librarian staff.
3. Appropriate instructional content for students.
4. Flexible schedule for elementary buildings.
5. Increased output measures at the public library.
6. Useful assistance and integration with classroom instruction.
7. Effective communications established between the public library, the schools, teachers, and students.
**Areas of weakness:**
1. Too many buildings for meaningful and effective services to be provided.
2. .5FTE is insufficient time to effectively perform duties expected.
3. More assistance is needed at Middle School.
This letter recommended that the district not participate for the 1995-1996 school year due to increased cost and budgetary constraints. It was recommended that if funds do become available that a .5FTE staff or teacher aide be added to the middle school library staff. |
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| **Student Liaison Librarian Notes for the Presentation at Iowa Educational Media Association** | She listed some flaws in the position. 
1. The hours are such that it will be difficult to keep a person in the position for very long. 
2. The responsibility for having all six elementary schools and the middle school make it difficult to have a huge impact on any one place. 
3. The person has to work 40 hours even when school is out. This might be hard for some people who appreciate the school’s summer vacation. She meant this to be humorous and truthful. 
The benefits included: 
1. Familiarity with students and they are familiar with her. 
2. Her familiarity with assignments. 
3. The students are more familiar with resources at Bettendorf Public Library. 
4. Communication between all the institutions. 
5. Participation with curriculum leaders. 
6. Many contacts developed. 
7. Good work experience. She is able to experience all types of styles of media specialists and receive work experience in a public library. 
The position has been fully funded by the city and the school for the next year. |
| **Document: Monthly Reports Of Student Liaison Librarian 1994-1995** | These monthly reports included: a list of contacts; list of tours; other events; list of what was done at each school; a list of what was done at the Bettendorf Public Library; a list of projects; and information that was noteworthy. 
September 7, 1994, a schedule was set up for the elementary visits. The scheduling of the student liaison librarian for the elementary media centers changed from fixed to flexible on October 17, 1994. As a result of this change, the number of class visits has decreased. However, all involved feel the time spent is more meaningful for students, teachers, and the student liaison librarian. 
The output measures instrument used to survey the library (October 23-29, 1994) showed a 33% increase, over last year, in completed reference transactions on Wednesday and Thursday evenings. (The nights the liaison is on the reference desk.) In particular, 31% of all reference questions asked by children were answered the two evenings the liaison was on the desk. Circulation of young adult titles has increased 27% from last year at this time. 
As of January 1995, she now works 3 evenings a week not 2, and every other Saturday instead of every Saturday. |
She conducted two liaison library and technology surveys. It is not clear when the surveys were administered. One was given to the students and one was given to the teachers. Both surveys were eight questions long and were very similar. The results were tabulated into percentages.

Another two surveys were done in June using the same two groups. The surveys were seven questions long and very similar to the first surveys.

Tasks the student liaison librarian listed:
1. Attended an elementary media specialists' meeting.
2. Attended a principals' meeting.
3. Attended an all-district media meeting.
4. Took puppets and told stories in the classroom.
5. Gave tours.
6. Taught classes in the schools.
7. Invited to be a part of the grade level curriculum planning for media skills.

8. Why do the libraries cooperate?

Both institutions have the same objective, which is the success of the student. The students of the schools become the public library's customers. She feels there should not be a disruption there for the students. The use of the school library for school assignments should flow easily to the use of the public library.

Staff at Bettendorf Public Library have noticed an increasing need for more one-on-one help with student research. The cutback in numbers of school librarians are a factor for this needed one-on-one help. Iowa Basic Skills testing shows that reference skills are low. In addition, communication between public library and schools is sketchy. Staffs are so busy that often the library is not informed of mass assignments and therefore has not prepared a reserved collection to meet student demand.

The following information is from the letter of support written by the middle school principal. The public library and the middle school are very close geographically, only one-half mile apart. It is also wise to coordinate the ordering of new books. Duplicates should not be ordered. However, books to enhance each other's inventory seem
Continued...

Document: Grant Application With Two Letters of Support

appropriate. Another reason for cooperation is the interdisciplinary units require much more research. Teachers and students are making as much use as possible of library facilities in order to write these new interdisciplinary/more relevant units for learning experiences. Plus cooperation will offer additional assistance for CD-ROM research skills and access to Quad Linc system (automated system).

9. Are these issues unique to Bettendorf?

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<th>Source</th>
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<tr>
<td>Interview: Public Library Director</td>
<td>No</td>
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<tr>
<td>Interview: Children's Librarian</td>
<td>The need that led to the cooperation is not unique, but the willingness from the director is unique, and the support may be unique. The children’s librarian felt that how they cooperate with the schools is not impossible to replicate. Maybe it would be hard to replicate paying for all the extra staff time that is sometimes involved.</td>
</tr>
<tr>
<td>Interview: Student Liaison Librarian</td>
<td>He feels the possibility of cooperation is not unique. Any community could do this. One part of the cooperation that may be unique is the business partnership in Bettendorf, but he feels other communities could develop business partnerships.</td>
</tr>
<tr>
<td>Interview: Young Adult Librarian</td>
<td>She said she can guarantee the issues that led to the need for cooperation are not unique to Bettendorf. The type of cooperative activities that they do are not impossible for others to replicate. The schools use their partners in education heavily; this helps with cooperative efforts. But they don't do things for their partners in education that the public library would not offer to any other school. However, the partners in education are often used for pilot projects. Having the young adult and student liaison librarians may be unique to the Bettendorf situation, as well as the whole community support of cooperation. The public library also has a very forward thinking administration.</td>
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This is not unique, other communities could do the same thing. It just might look a little different. One thing that might be unique is the excellent professional staff at the public library. The public library is a service-oriented program.

She did not feel the need for cooperation was unique to Bettendorf. How they cooperate is not unique either. One thing that is unique is the proximity of the public library. The students are able to walk to the library.

10. **How could the cooperation be improved?**

The cooperation could be improved with access to the entire teaching staff, not just the new teachers, along with more hours for the student liaison librarian position. Having the schools on the same automation system would also help the cooperation.

The cooperation could be more organized, which could include having planning sessions and having set goals. It could also be improved by developing more benefits to the public library. She would also like to get more respect from the teachers. The lines of communication could be improved. The school librarians and or teachers could give the public library prior notice of assignments. Change the assignments, so that they are realistic for the collections, both at the school and the public library.

He would like to develop a better schedule. It is hard to work his schedule and still find time to work with the public schools. He needs to be at the public library after school hours and into the early evening, but school starts around 8:30 in the morning. That would be more than an eight hour day. More time to do things would also improve the cooperation.

Would like to be able to orient all the 8th graders to the public library. It seems once students can drive they do not use the high school library. A lot of logistics need to be worked out for this to happen.
11. What are the barriers to cooperation?

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<tr>
<td>Interview: Hoover Elementary Media Specialist</td>
<td>More time to stay at the public library would improve the cooperation.</td>
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<tr>
<td>Interview: Children’s Librarian</td>
<td>The high school is leery of what the public library wants from them. The teachers don't have the time. There is a lack of direction from principals. Often they say yes to something, but then do not follow through. She said that when the schools are getting a free service to help students there should be some directive from all the principals. Some of the principals are supportive.</td>
</tr>
<tr>
<td>Interviews</td>
<td>The Student Liaison Librarian, the Young Adult Librarian, the two media specialists, and the Children’s Librarian all indicated they need more time for cooperation.</td>
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Additional information.

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<tr>
<td>Student Liaison Librarian</td>
<td>The student liaison librarian has been able to work with teachers who previously have not worked with the school librarian.</td>
</tr>
<tr>
<td>Grant</td>
<td>At the time of the grant application there was only one librarian for all six elementary schools and one librarian for the 1200 middle school students.</td>
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Do you feel the public library effort prevents the addition of more school media people? If yes, why do you feel that way?

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<tr>
<td>Follow up Question</td>
<td>She doesn’t feel that the cooperation with the schools in any way circumvents the work of the school media specialist, for several</td>
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<td>Source</td>
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| Continued... Follow up Question with the Young Adult Librarian | 1. We actually see a very small fraction of the students in the schools. While it is a lot of students for us over the course of the year, many of these are duplicate visits (like my St. Katharine's St. Mark's seventh graders that come every month), and also, they are students from across the Quad City area. After all, we do tours not only with Bettendorf and Pleasant Valley schools, but Davenport and other towns as well.  
2. Our collection and work is intended to supplement the school's media center. We do not stock textbooks; we do not, for the most part, purchase materials to support specific school curriculum. We also do not teach *basic* library skills for the most part. We're assuming that students have this information when they come here. That's not to say that we *won't* teach them, but the student's time here is much more efficient if the school media specialists have been able to train them first.  
3. There is no replacement for day-to-day, in-the-building contact and communication with teachers and students.  
4. Hopefully, if everyone is doing their job well, we will increase library use among students. Due to the difficulty of transportation among students, the school library may be their only opportunity to visit a library regularly. They must have school media specialists to encourage and support this library use.  
| Children's Librarian         | She doesn't think the student liaison position prohibits the hiring of more school media people. There have been several openings in the schools in the years I've been here and the problem seems to be in finding qualified staff. They group several requirements (Talented and Gifted, Technology, etc.) and people are not/have not been certified in all of those areas. However, they have filled all the positions and have allowed the new person to work on certification. I can't remember when the media specialists first got just one building. For awhile they were split between two buildings. Now, each school has their own media specialist and all are full time with the exception of Jefferson which is the smallest school. She is part time and finishing her degree at the University of Northern Iowa. |
Do you know about Information Power and the McRel curriculum standards? If you do know about them, did you learn about them from the school or another source? Do you use them to help with the cooperation?

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<tr>
<td>Children’s Librarian</td>
<td>She is not familiar with them.</td>
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Chapter 5

Summary, Conclusions, Recommendations

Summary

Cooperation with the schools is not something that is new to the Bettendorf Public Library. The library has been actively participating in the Bettendorf Business + Education Partnership for many years. The position of the student liaison librarian, however, is relatively new. The following information traces the development of this position and at the same time will explain how and why the cooperative efforts work at the Bettendorf Public Library.

The public library director's idea of sharing a person's salary and time with the school district came to her during a city council meeting. The city and the school district were sharing the time and salary of a police officer. As a result, she thought, why can't the library and school district share a librarian? The idea sounded really appealing to her. She knew how hard it would be to convince the city to add another full-time position at the public library and she also knew that the public school buildings were experiencing cut backs in their budgets. These budget cuts had resulted in fewer media specialists in the schools which caused students to ask more reference questions at the public library. The public library needed another person to help with the increased reference questions. In addition, she knew that the test scores could prove that the students were not learning how to use library resources. Another important factor was that the library director was partnered with the Bettendorf Middle School for the Bettendorf Business + Education Partnership. As a result of this partnership, the middle school principal and public library director had identified cooperation as one of their goals. Because of these circumstances, the director thought she could get a shared position started with the school district and the public library.
The public library director realized that the bureaucracy of a school district can be tough to overcome. She worked hard to get the support of key administrative people. Once she realized she had the support of the key administrative people she wrote a grant to help fund this shared position. To endorse this grant, two letters of support were written by the middle school principal and the assistant superintendent. She also gained the support of other school administrators, the school board, and the library board.

Information gathered indicates that the public library director was one of the main people responsible for the success of the cooperation. She is the one who wrote the grant to help fund the student liaison librarian position. She was successful because she is respected in the community and is persuasive.

After the grant was written and received, a new children's librarian was hired. During her interview for her present position a lot of discussion focused on community involvement. The new children's librarian brought cooperative experiences with her because she had been working at a library and cooperating with the school district. The focus on community involvement during the interview identifies the importance of cooperation at the public library.

The next person hired was the student liaison librarian. This person would work 40 hours a week, including three evenings per week. The qualifications for this position included: the level of education normally obtained with the successful completion of a master's degree in library science; two to four years work experience in a public library; and a teaching certificate for the state of Iowa, with a K-12 library endorsement. Some of the duties for the position included: establishing a strong link to a minimum of two elementary school and middle school libraries; helping at the public library information desk; teaching students CD-ROM searching, Quad Linc searching, key word searching and print indexes; touring classes through the public library; helping coordinate summer reading programs; and reporting at least monthly
to the library director and/or assistant superintendent of the Bettendorf School District. A person was hired but she did not have every qualification. She would finish her library science degree in December. It was difficult to find someone with all the qualifications.

After the person was hired, one of the details that had to be worked out was a work schedule. The student liaison librarian worked at the public library Wednesday and Thursday evenings and Saturdays. She attended classes in Iowa City on Tuesday so she was available to the schools all day on Monday and Friday and available for the afternoons on Wednesday and Thursday. In addition, she had to work five Sundays a year. Many comments were made about the student liaison librarian's work schedule. The public library wanted her available to the students in the afternoon and early evening hours and the schools wanted her in the school media centers during the school day. This caused a problem. Her typical work day should be eight hours long, but she was needed for about 12 to 13 hours a day. Sometimes she was only available for three periods of the school day. The current student liaison librarian still feels the pressures of being available for all the necessary hours. He said that he sometimes works split shifts to accommodate the needs of the school. In addition, almost everyone interviewed requested more time for cooperation.

The schools also experienced a change in staffing. All the media centers were staffed with a media specialist for the 1994-1995 school year. Before this year, media specialists had more than one building. The schools were able to accomplish this by combining the media specialist position with the talented and gifted position (personal communication, April 12, 1999).

The first student liaison librarian had to develop the position. The job description along with goals and objectives had been written to help guide the position, but the first year many decisions were made as to job responsibilities and determining which meetings should be attended and so on. At the beginning of the
year, the student liaison librarian had a fixed schedule with all the schools, which meant she worked in certain media centers at specified times. However, in the middle of October the schedule changed to flexible scheduling for the elementary schools. This meant that she went to the elementary schools when she was requested and she was more flexible with the amount of time she could spend. As a result of the change, the number of class visits decreased. However, everyone felt that the time spent at the media centers was more meaningful for the students, teachers, and the student liaison librarian. Her schedule at the public library changed too. In January she started working three nights a week instead of two and worked every other Saturday instead of every Saturday. The changes and decisions were important to the development of the position.

The student liaison librarian performed a variety of duties that first year. Some of those duties included: giving tours of the public library; attending elementary and district media specialist meetings; teaching classes on reference skills and computer skills; telling stories with puppets; creating bulletin boards; developing bibliographies; creating bookmarks; working the reference desk at the public library; and much more. In addition to all of her tasks in the public and school libraries, she put together a monthly report which included the following information: a list of contacts; a list of who requested tours; what was done at each school; what she did at the public library; significant events; projects; and "of note" information. To help her with this monthly report she kept a daily journal.

The data collected reveals the student liaison librarian did many lessons with the students but the data never specifically indicates if there was an effort to tie these lessons to the curriculum or integrate the lessons with a classroom need. However, the student liaison librarian reported attending media specialists' meetings and she reported she was invited to be a part of the grade level curriculum planning for media skills. This information indicates that she was aware of the curriculum. Other
information suggests she was trying to connect her lessons to the curriculum. Her
schedule was changed from fixed to flexible so that she could go where she was
needed and spend as much time as needed. The evaluation that was conducted by the
media specialists listed useful assistance and integration with classroom instruction
as a strength. Also, the current *Uniting for Successful Students* lists curriculum
related instructional sessions to introduce students to library research skills, tours,
and story programs as a service. This information indicates that the original student
liaison librarian may have tied her lessons to the curriculum, but if she did not, the
current cooperative activities have evolved to relating the instruction to the
curriculum. However, the public library does not fully understand the District's
curriculum. The student liaison librarian does have a copy of the Bettendorf School
District's curriculum but the staff at the public library does not know about
*Information Power* or the McRel standards (AASL, 1988 and Kendall, 1997). The
middle school media specialist said this is the school's fault; the media specialists
have not taken the time to discuss these two resources with the public library
(personal communication, April 12, 1999).

The first year of the student liaison librarian position, some formal
evaluations were conducted. Part of the evaluation was the monthly report. In
addition, she conducted two surveys, which she named liaison library and technology
surveys. These surveys were given to the students and the teachers. The two groups
were asked basically the same questions. The teachers were asked if they knew who
the student liaison librarian was, if they had a tour of the public library, which CD-
ROMS did they know about, which ones had they used, and where did they use them.
The students were asked if they had used the public library and if they had checked
out a book. The teachers and administrators were asked if they expected their
students to use another library other than the school media center and if they knew
what an assignment alert was. The results were than tabulated into percentages. The
two surveys were never really compared to each other. However, the output measures of the public library were compared. The output measures survey showed a 33% increase, over the previous year, in completed reference transactions on Wednesday and Thursday evenings (the nights the liaison is on the reference desk). In particular, 31% of all reference questions asked by children were answered the two evenings the student liaison librarian worked the desk. Also, circulation of young adult titles increased 27% over last year. However, the student liaison librarian never mentions any other factors that might have influenced these figures or any attempt to determine if other factors could have influenced these figures.

The student liaison librarian also put together an end of the year report. The report included some important considerations for the future. One thing important to note is that the first student liaison librarian announced her resignation for this position, so she could be very frank with her considerations for the future. She felt that the job description was quite accurate to what she actually did, but the objectives of the grant were often unrealistic. For example, she was to have taught 100% of the middle school students Quad Linc search strategies. She said there were many classes of middle school students that never came to the library even once. Her suggestions included trying not to dictate what the student liaison librarian is supposed to teach in the schools. She found that the teachers and media specialists do not like to be told what to do. It would be better to frequently offer to do specific lessons and when one offers, put it in terms of the benefits for the schools and students. She said diplomacy is very important. She found there was a lack of interest for the public library tours. She suggested devising creative ways to invite classes for tours. She also felt that the number of buildings covered stretched her too thin to make a significant impact on the elementary students.

The K-12 library media curriculum committee also reviewed the program. They identified seven strengths and three weaknesses. The strengths included: an
excellent school-community relationship; effective service by the student liaison librarian; appropriate instructional content for students; flexible schedule for elementary schools; increased output measures at Bettendorf Public Library; useful assistance and integration with classroom instruction; and effective communication among all involved. The three weaknesses they identified were: too many buildings for meaningful and effective services to be provided; .5FTE is insufficient time to effectively perform duties expected; and more assistance is needed at the middle school.

The next year the school and the public library funded the student liaison librarian position. But the new person only lasted a short while. When this person left, the district reevaluated its interest in the position and decided to reallocate its money to a middle school library associate position. The middle school needed more hours than what the student liaison position was able to supply to the middle school media center. The District had considered not funding the position at the end of the first year. The assistant superintendent wrote a letter recommending that the district not participate for the 1995-1996 school year due to increased cost and budgetary constraints. It was recommended that if funds did become available a .5FTE staff or teacher aide be added to the middle school library staff.

After that, the public library decided to solely fund the position. This allowed the public library to drop the K-12 school library endorsement requirement for the position. At this point, the position was .75FTE. The position went to full time July 1998. The current student liaison librarian is employed by the public library. He is still able to go out and do cooperative activities in the schools, but he does not have any set hours or responsibilities in the schools. He is the liaison between the schools for 15 hours a week and he works the reference desk for 25 hours a week. However, the whole library staff understands the importance of the cooperation and the
cooperative activities, and he is able to rearrange his schedule to give cooperation top priority.

Now that the student liaison librarian is employed only by the public library, the process for the cooperative activities usually follows this pattern. A media specialist or a teacher will contact the student liaison librarian and explain what he or she would like to accomplish. The student liaison librarian asks many questions and takes notes. He also checks the schedule to see if this is possible. Usually things can be rearranged to make things work. Depending on the age group of the students, he may do the project or he may pass it on to the young adult librarian or children's staff. (The student liaison librarian usually serves the students in kindergarten through 5th grade and the young adult librarian serves the students in 6th grade through the 12th grade. The children's librarian also helps out with different activities.) In addition, there is a booklet given to all the new teachers. The booklet explains how to contact the public library to arrange for cooperative activities along with more information about cooperation. This booklet includes assignment alert forms, which are also available in each media center. The process for handling each activity is case by case. No one ever mentioned the possibility of turning down an activity.

The cooperation is based on communication. The public library works hard at building a strong relationship with the schools so that lines of communication are kept up. A monthly newsletter also helps with this communication. The new teachers come to the public library for an inservice at the beginning of the year. A majority of those interviewed stressed the importance of communication and even indicated it as a pivotal aspect for the continuation of the cooperation.

Another important factor is diplomacy. The student liaison librarian mentioned the importance of diplomacy and the children's librarian also realizes the importance of this. She stated the personalities of those involved are important for the success of the cooperation. It does not work when the public library's staff tells
the media specialists how to do the job. Others mentioned the importance of not being territorial and being flexible.

The cooperative activities develop a little differently for the schools that are business partners with the public library. Some of the schools have a planning session held over breakfast. At this breakfast a list of activities that have been done and a list of new activities are created. From this list, a plan of action is developed. The children's librarian said this really only happens with the Armstrong School. But this method is a little more formal than the usual way cooperative activities are developed.

Currently the public library carries out a lot of cooperative activities. A few of those activities are booktalks, bibliographies, pathfinders, author talks, tours of the library, and instructional sessions. The cooperation builds on the success of each of these activities. Usually new users of the cooperation have heard about activities from other satisfied teachers or media specialists. A monthly newsletter also spotlights some of the cooperative activities. The newsletter also reminds everyone about assignment alerts; how to contact the public library; and public library programs.

The public library offers many services to the Bettendorf School District but this has not prevented the schools from hiring additional staff for the media centers. At least one additional person has been hired since the liaison position was started. Also, every opening since the student liaison librarian position has been filled. The real problem with filling the position has been finding someone to meet all the qualifications of the job description. The cooperation is not replacing the school media center personnel.

The current cooperation is no longer formally evaluated. Evaluation takes place very informally. The young adult librarian even commented that she is always wondering if she did what the requester wanted. However, the student liaison
librarian is evaluated by his supervisor and a few of his job responsibilities include cooperation. So the public library does a little evaluation but there is not a formal evaluation in place.

Some of the reasons for cooperation were explained at the beginning, but the main reason is the benefit to the students. This was mentioned over and over again by everyone. However, the public library is starting to feel the effects of constantly giving to the schools and not receiving much in return. The frustration level of the public library is starting to build.

The following information was organized by each proposition or question.

1. The cooperation developed because one institution initiated it and is responsible for carrying out most of the cooperative activities. The pattern that developed for this proposition shows the public library is responsible for delivering most of the cooperative activities. The work tends to be done by the public library personnel with only a little verbal input from the teachers and media specialists. A few activities were identified that included joint planning and sharing of responsibilities. If two lists were created that listed what each institution does, the public library's list would be a lot longer. In addition, the public library was the one who attained the majority of the funding for the student liaison librarian position. The school did give a very small percentage the first year and a half, but now they provide no funding.

2. The cooperation developed and continues to be strong because the administrators support the effort. In the beginning there was strong support for the cooperation from both sets of administrators. This information was repeated in most of the interviews and found in the written documents. The chamber of commerce, the library board, and the school boards were other sources of support that were often reported by those interviewed. The support given by the administrators kept the public librarians, media specialists, and teachers working toward more and better
cooperative activities. The public library director stressed the importance of getting the schools to see the benefits of the cooperation. She knew she had to work with the administrators for this to be a success. One of the original key administrators, the middle school principal, is no longer working at the school, but the new principal indicates he strongly supports the cooperation. However, over time support from the school administrators has started to erode. One media specialist indicated the current principals do not know about the student liaison librarian and all of the cooperative activities that are happening between the school and the library. This statement was supported by one of the principals' actions. Instead of answering the interview questions, the principal passed the questions on to the media specialist even though he had been informed that an administrator's perspective was needed for this study. He was also informed that he might not be able to answer all the questions, but that was acceptable. He agreed to supply written responses to the interview questions, but when the answers arrived they were from his media specialist. This indicates he may not support the cooperation or he may not be familiar with the cooperation.

3. The cooperation developed because there was funding. The data collected did not indicate the cooperation developed because there was funding. Most of the information indicated the cooperation developed because there was a need for cooperation, not because there was money available. However, a direct question asking, would the cooperation have happened without the grant, was not asked.

4. The purpose of the cooperation is to enhance the public library's services to children and young adults who attend schools in Bettendorf. The people interviewed often indicated the students using the public library were the ones who benefited from this cooperation. The benefits for the students are various. Some of the benefits include a comfort level for using the public library, increased research skills, and increased reading skills. Another benefit is a public library collection that
meets the students' needs. In addition, there are a few benefits for the public library staff and the school staff.

5. The cooperation works because the librarians and the teachers at both institutions know each other and communicate regularly with each other. None of the information gathered through the interviews or documents indicated that the librarians and teachers communicate regularly with each other. The communication tends to happen as needed. However, there is regular one-sided communication through a monthly newsletter that is sent out to each school.

The information gathered indicated some, not all, of the librarians and teachers know each other. The public library is working on building these relationships so that people know each other.

6. How the libraries cooperate, examples of cooperative activities. All the information gathered indicated that the cooperative activities can take many forms. Certain cooperative activities were often repeated but with each interview the list of cooperative examples grew. The public library and the schools do not limit how they cooperate together.

7. How it works and how it developed. This information was covered at the beginning of chapter five.

8. Why do the libraries cooperate. This information was covered at the beginning of chapter five.

9. Are the issues leading to cooperation unique to Bettendorf? Over and over again, people felt that the issues leading to cooperation and the cooperative efforts were not unique to Bettendorf.

10. How could the cooperation be improved? When this question was asked people tended to focus on some really specific points and no patterns were developed. However information that was gathered from other questions identified the need for more time.
11. What are the barriers to cooperation? The group really did not indicate any barriers to cooperation.

Suggestions:

1. The public library needs to do some formal evaluations of the cooperation. A short evaluation form should be developed. After every cooperative activity, it should be filled out by the public library staff and the school staff. In addition, an evaluation should be done to evaluate the overall effectiveness of the program. This could be done by focus groups.

2. A policy for cooperation should be written. This policy would outline each institutions responsibilities.

3. The public library needs to push the cooperation closer to the definition of collaboration. This will help to balance the responsibilities for everyone involved.

4. The public schools need to identify more ways to help the public library. One example is to run a few bus routes during the summer reading program to help transport students to the program.

5. More joint opportunities for planning the cooperation need to happen.

6. The public library needs to increase its efforts to collect assignment alerts. The following are some possibilities. Have someone from the public library ask for them regularly. A half an hour to forty-five minutes a day could be spent in the schools asking teachers if they have any assignments alerts for the public library. Fax machines could be placed in each media center to help facilitate sending assignment alerts. If the schools have daily announcements for the teachers, weekly or biweekly reminders could be included. Another possibility is to assign students the task of reminding their teachers/media specialists to send the assignment alerts.

7. The public library staff and the media specialists need to rebuild the strong school administration support, especially the support from the building principals.
8. The public library staff needs to remember that a lot of their benefits are indirect. The director could help this situation by reminding the staff of the indirect benefits.

Conclusions about Cooperation:

1. Personalities do play a role in cooperation.
2. Cooperation is done without much joint planning.
3. The support provided by the administration is important to the success of the cooperative activities.
4. It is important to institutionalize the administrative support of the cooperation so that each new administrator is not a threat to the continuation of the cooperation.
5. The cooperation builds on its own success. For example, a teacher or media specialist learns about an activity and its success and as a result tries a cooperative project with the public library.
6. Communication is an important tool for cooperation to happen.
7. Cooperation needs time to evolve to its fullest potential.
8. Cooperation is a large time consumer.

Recommendations for Further Studies

1. An evaluation tool for school and public library cooperation needs to be developed.
2. A study should be done to evaluate the effects that cooperation has on the existence of both institutions. Does cooperation threaten the existence of either institution? Does cooperation effect the development of either institution? If the study could prove cooperation does not threaten the existence or development of either institution, people might be more willing to cooperate.
3. Another study should be conducted in a library very similar to Bettendorf Public Library in size, staffing, population served, etc. After that study has been completed then a comparison between the two should be conducted.

4. A study should be conducted to examine how cooperation happens between businesses and other organizations. The findings should then be compared to school and public library cooperation.

5. A study should be conducted to examine the effect personalities have on cooperation.

6. This study should be repeated to identify whether the new standards for the public libraries and school libraries have affected cooperation.
Bibliography


Appendix A

Interview Questions:

1. What issues led to the desire for cooperation? Based on your experiences, are these issues unique to Bettendorf?

2. Can you name some specific examples of cooperation that have solved some of these issues? Based on your experience, do you feel these examples would be impossible for others to replicate?

3. Who were the key people (just their titles) that initiated the cooperation? Who supported or endorsed these key people? Has this support and endorsement continued? If there is support and endorsement, how does this affect the cooperation?

4. How is the program organized, when are the decisions made, and who makes them?

5. How is the cooperation evaluated and improved?

6. What barriers were encountered during the development of the cooperation? How were these handled? Are there any barriers which need continues attention? Are there any barriers that are impossible to overcome and thus are not worth the time or effort?

7. What do you see as the major elements of cooperation?

8. Which one element seems pivotal in the continuation of the project?

9. What special events, practices, publications connected with the project have assisted you?

10. Why do you think the Bettendorf experience is unique in Iowa?
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<td>LSCA Project Application, Fiscal Memo</td>
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<td>explaining the S.L.L.</td>
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BETTENDORF COMMUNITY SCHOOL DISTRICT

Ray Stensvad Administration Center
3311 Central Ave
Bettendorf, IA 52722
359-3681
Superintendent: 
Asst. Superintendent:

Bettendorf High School
3333 18th St
Bettendorf, IA 52722
332-7001
Principal:
Media Specialist:

Bettendorf Middle School
2030 Middle Rd
Bettendorf, IA 52722
359-3686
Principal:
Principal:
Media Specialist:

Armstrong Elementary
800 23rd St
Bettendorf, IA 52722
359-8275
Principal:
Media Specialist:

Grant Wood Elementary
1423 Hillside Dr
Bettendorf, IA 52722
359-8277
Principal:
Media Specialist:

Hoover Elementary
3223 S Hampton Dr
Bettendorf, IA 52722
332-8636
Principal:
Media Specialist:

Jefferson Elementary
610 Holmes St
Bettendorf, IA 52722
359-8261
Principal:
Media Specialist:

Mark Twain Elementary
1620 Lincoln Rd
Bettendorf, IA 52722
359-8263
Principal:
Media Specialist:

Paul Norton Elementary
4485 Greenbrier Dr
Bettendorf, IA 52722
332-8936
Principal:
Media Specialist:
Pleasant Valley Schools Administration
P.O. Box 332
Pleasant Valley, IA 52767
332-5550
Superintendent:
Asst. Superintendent:

Pleasant Valley High School
P.O. Box 332
Pleasant Valley, IA 52767
332-5151
Principal:
Media Specialist:

Black Hawk Junior High
P.O. Box 332
Pleasant Valley, IA 52767
289-4507
Principal:
Media Specialist:

Bridgeview Elementary
P.O. Box 332
Pleasant Valley, IA 52767
289-4781
Principal:
Media Specialist:

PRIVATE AND PAROCHIAL SCHOOLS

Lourdes Catholic School
1453 Mississippi Blvd
Bettendorf, IA 52722
359-3466
Principal:
Media Specialist:

Cody Elementary
P.O. Box 332
Pleasant Valley, IA 52767
332-5132
Principal:
Media Specialist:

Pleasant View Elementary
P.O. Box 332
Pleasant Valley, IA 52767
332-5575
Principal:
Media Specialist:

Riverdale Heights Elementary
P.O. Box 332
Pleasant Valley, IA 52767
332-0525
Principal:
Media Specialist:

St. Katharine's St. Mark's College Prep School
1821 Sunset Dr
Bettendorf IA 52722
359-1366
Principal:
Media Specialist:

8-6-98
Uniting for Successful Students

Bettendorf Area Schools and the Bettendorf Public Library
How to get a card

Anyone who lives in Bettendorf, or owns property in this city, may register for a library card. You need to show proof of your current address or property ownership. Young people under 14 must have a parent or guardian sign the application.

You must have your card with you to check out materials. You may use your Bettendorf Public Library card at other Quad-Cities and Iowa Libraries. The Bettendorf Public Library honors valid library cards from any public library in the United States.

Quad-LINC

The Bettendorf Public Library is a member of Quad-LINC (Quad-Cities Libraries In Cooperation). This is a group of Quad-City area libraries (public, academic, and corporate) which share an automated computer system. A library card from one of the member libraries may be used to check out materials at other Quad-LINC libraries. The computer system enables you to see what is available at more than 50 area libraries.

Length of checkout

Three weeks for most items
One week for closed caption decoder, videos
Two days for equipment*
By arrangement: bookholders,* magnifiers,* bed specs,* interlibrary loan materials*

* Bettendorf Public Library cardholders only

The City of Bettendorf does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services. The City of Bettendorf complies with the Americans with Disabilities Act. Individuals who believe that they have been discriminated against by an action of the City may grieve such action by filing the appropriate notice. Forms are available at all City facilities.
Any of the librarians at the Bettendorf Public Library will be more than happy to assist you in any way we can. However, it may help you to know who we are and what we do.

Children's Librarian
phone ................................... 344-4194
e-mail ..................................

Young Adult Librarian
phone ................................... 344-4188
e-mail ..................................

Student Liaison Librarian
phone ................................... 344-4189
e-mail ..................................

Head of Adult Services
phone ................................... 344-4191
e-mail ..................................

Information Librarian

Information Librarian

Information Librarian

Deaf Services
phone ................................... 344-4186
e-mail ..................................

Director
phone ................................... 344-4183
e-mail ..................................

Please feel free to call us, e-mail us or stop by if you need questions answered, information for your class, or want to book a tour. We're happy to help!
The Bettendorf Public Library staff encourages classes to visit the Library. To arrange a tour of the Library:

K - 5 teachers: Call at 344-4189 (TTY) or e-mail at

or-

6 - 12 teachers: Call at 344-4188 (TTY) or e-mail at

We ask that visits are scheduled at least two weeks in advance. We will then mail you a confirmation letter which verifies information such as class size and activities requested.

The Bettendorf Public Library staff will provide age appropriate educational tours with a mutually agreed upon focus. We will assist with the teaching and use of reference tools and electronic resources, as well as the selection and location of materials. With advance notice, pathfinders, booklists and subject bibliographies can be supplied to your class.

We ask that you establish clear guidelines for behavior with your students before the tour, that you enforce those guidelines during the tour, and that you arrive on time. Also, if applicable, remind your students to bring paper, pens, money for photocopiers and their library cards.
We offer curriculum related instructional sessions to introduce students to library research skills, tours, and story programs for class groups.

We can place materials on hold for large group assignments. Send us an Assignment Alert form or give the Information Department a call at 344-4179 (TTY). We will be happy to gather materials and hold them at the Information Desk for your students to use in the Library, if necessary.

We can provide tours and explorations of the Library, bibliographies, book lists and book talks. Our youth services staff will be happy to generate book lists for you, or to travel to your school to give book talks.

You are welcome to check out up to 5 books per subject (where available) on your personal library card for use in your classroom. Checkout period for most items is three weeks, with a three week renewal available on non-reserved items. If needed, longer checkout periods can be arranged with our staff.

Educational Channel 13 is available to all Bettendorf Cox Cable subscribers. In addition to educational programming, Channel 13 offers a bulletin board service for educational institutions. Arrangements can also be made for school programs (such as DARE graduations or sporting events) to be aired on Channel 13.

We encourage extracurricular reading through reading programs, book displays, book talks and reader's advisory services.

We will post your assignment alerts on our web site, located at www.rbil.lib.il.us/bpl. Your students will be able to find a copy of your assignment, any time of the day or night. See the enclosed assignment alert form for information on submitting your assignment alerts.

To arrange a tour of the Library or for more information about any teacher service:

K - 5 teachers: Call . 344-4189 (TTY) or e-mail at

or-

6 - 12 teachers: Call at 344-4188 (TTY) or e-mail at
Computer dial-in access to Quad-LINC

If you have a computer and a modem, you can get dial-in access to the Quad-LINC online database. A brochure with full instructions is available at the Information Desk.

Microforms

The Library has a microfilm and microfiche collection which supplements the periodicals collection. We have one microfiche reader/printer, one microfilm reader, and an interchangeable fiche/film reader/printer.

-more-
The Bettendorf Public Library offers access to internet computers, a Macintosh, an IBM and multimedia computers for children. All of these computers can be used up to two hours a day, and can be reserved up to a week in advance. Stop by the Reception Desk or call 344-4175 to reserve time on these computers.

Internet

The Bettendorf Public Library has four computer terminals that are dedicated to Internet access. Library Internet workstations provide access to the World Wide Web using a graphical browser. There are laser printers available. The suggested donation for printing is five cents per page.

Patrons under the age of 8 may not use the Library's Internet connection unless supervised by a parent or guardian. Children between the ages of 8 and 18 must have a permission waiver signed by a parent or guardian to use the Internet terminals unsupervised. The Library does not provide e-mail accounts or allow file transfer protocol.

The Library offers orientation sessions to Internet use. Check the Library newsletter, *Pages*, or call the information desk at 344-4179 for dates and times.

Macintosh and IBM computers

Personal computers include a PowerMac, and an IBM compatible Gateway 2000 for public use. The Macintosh has ClarisWorks 4.0, Microsoft Word 6.01, and the American Heritage Dictionary. The IBM has Microsoft Works 4.0 for Windows 95 and WordPerfect 7.0 for Windows 95. Both computers have a laser printer.

Connie's Corner

Connie's Corner has three multimedia PCs with CD-ROM software for children. Software includes an encyclopedia, story books and educational games.
Quad-LINC is a computerized catalog of what items are owned by Quad-Cities area libraries. We have two forms of this catalog: online and CD-ROM. They contain much of the same information, but there are differences.

**Online**

The online catalog lists new items and shows if an item is checked out. Using the online catalogs, you can place reserves and check your personal library account if you have a password. There are eight online catalogs available for patron use at the Bettendorf Public Library.

![Quad-LINC Main Menu](image)

Quad-LINC Library Catalog
View Your Library Account
Help
Exit

Press letter or press arrow and <Enter>.
Press <F2> for Help.

**CD-ROM**

The CD-ROM catalogs list library location of materials and call number only. The CD-ROM catalogs do not tell if an item is on shelf, but do tell which libraries own it. Most of the CD-ROM catalogs have printers attached. There are nine CD-ROM catalogs available for use at the Bettendorf Public Library.

![CD-ROM Menu](image)

Menu

Find Anything to find any word, words, or phrase.
View Catalog to see the library catalog arranged alphabetically.

To make a selection, press the yellow key on top left of keyboard or press ↑ or ↓ to move pointer, then press ENTER.

The Library offers orientation sessions for the Quad-LINC computers. Check the Library newsletter, *Pages*, or call the information desk at 344-4179 for dates and times.
The Reference Network consists of twelve computer terminals which all carry the same CD-ROM databases. Some of these terminals have printers attached. The Reference Network is located in the Electronic Information Area near the Information Desk and consists of the following databases:

- **American Business Disc** contains information on over 10 million businesses in the United States.

- **Company ProFiles** lets you search for information on more than 100,000 public and private companies by name, industry, location or SIC code.

- **Discover Nations, States and Cultures** has current geographical, factual and statistical information on nations, U.S. states and territories, and Canadian provinces. It also includes facts on cultural and daily life for approximately 500 cultural groups.

- **Discovering Careers and Jobs** has career, college, vocational and financial aid information, taken from a variety of professional and federal sources.

- **Gale's Quotations** has over 117,000 quotations searchable by author, speaker, and keyword.

- **Granger's Poetry Index** lets you search for poems by title, author, first line, or keyword. Many of the poems are full text.

- **The 1997 Grolier's Multimedia Encyclopedia** includes articles, maps and pictures and is searchable by subject or keyword.

- **Health Reference Center** provides information on health topics of all sorts, from professional medical journals, reference books, pamphlets and a medical dictionary.

- **Magazine Article Summaries** lets you search for citations to articles in 400 general interest magazines published since 1984.


- **NewsBank** gives citations to full-text newspaper articles in more than 450 U.S. cities.

- **Novelist** is a reader's advisory database with bibliographies, author information, summaries of books and literature award listings.

- **PhoneDisc** has addresses and phone numbers for 80 millions residences and businesses.

- **SIRS (Social Issues Resource Series)** has thousands of full-text articles on social, economic, and political issues, from magazines and newspapers published between 1989 and 1996.
Date ____________________

Dear Teacher:

______________________________ came to the Library today. We regret that we are unable to fill the request for ____________________________ because:

1. ______ We are unable to provide so much on one subject to so many students at once.
2. ______ Material on this subject is in heavy demand by Library patrons not in your class.
3. ______ Reasonable search failed to supply suitable material.
4. ______ Our collection did not meet the restrictions on the types of materials your student may use.
5. ______ All material on this subject is "reference" and must be used in the Library.
6. ______ Further clarification of the question is needed.
7. ______ Other:

______________________________

May we request that you give us advance notice of assignments so that we may better serve the students? You may use the Assignment Alert form, call us at 344-4175 (TTY), or e-mail us at infobpl@libby.rbls.lib.il.us.

Thank you,

______________________________

Librarian
Subject of assignment:

Purpose of assignment:

_____ To provide student with the opportunity to practice using library skills with only minimal help from Library staff.

_____ To gather information for a paper or project with as much special attention as needed or Library staff can provide.

_____ If other, please describe:

Restrictions: Please list any restrictions on types of materials students may use for this assignment.

Class details: Dates of assignment: From ____________ To ____________

Number of students: ____________________________

Grade level: ____________________________

School name: ____________________________

Phone: ____________________________

Teacher name: ____________________________

At least five days before this assignment starts, please do one of the following:

- Mail this slip or drop it off at the Bettendorf Public Library
- Call the Library and ask for the Young Adult Librarian, the Student Liaison or the Information Department
- Fax the assignment alert to the Library at 344-4185
- E-mail this information to us at infobpl@libby.rbls.lib.il.us
Welcome Back!

A hearty Welcome Back! to the media specialists, teachers, staff, volunteers and administrators of our local schools. I know some of you are wondering what this **Liaison Links** thing is all about. Succinctly put, it is a monthly newsletter that I will send to keep the schools up to date on happenings at the Bettendorf Public Library, activities of the student liaison position and other tidbits of information that some of you might find interesting. I hope that you will become regular readers. Please contact me with any suggestions, comments or inclusions that you feel might be appropriate. Again, welcome back! I look forward to working with you through the coming year, and beyond.

**What Can the Student Liaison Do for Me?**

So, you're wondering what the Student Liaison Librarian can do for you? Basically I am here to be the school's connection to the Bettendorf Public Library. Anything that you think the public library can help you with, I want to know about it. Following is a list of some examples of the services we can provide. This is not all inclusive and we are always open to any and all ways we might be of assistance to you.

1. Bettendorf Public Library Tours
2. Classroom Visits
3. Booklists and Pathfinders
4. Assignment Alerts
5. Other ways you think we might help

---

**Book a Tour at Your Public Library**

The Bettendorf Library Staff will provide age appropriate educational tours with a mutually agreed upon focus. We assist with the teaching and use of reference tools and electronic resources, as well as the selection and location of materials. With advanced notice, pathfinders, booklists and subject bibliographies can be supplied to your class. We do ask that visits are scheduled at least two weeks in advance. We will then mail you a confirmation letter which verifies information such as class size and activities requested. Give us a call or e-mail us with a request.
Web Addresses

Sites that you might find interesting are listed below. Although effort has been made to verify contents and availability, one should check these sites and addresses before further dissemination.

Endangered Species
http://www.nceet.snre.umich.edu/EndSpp/Endangered.html

Appears to have a lot of information on endangered species.

50 States and Capitals
http://www.50states.com/

Anything and everything you ever wanted to know about the states and territories of the United States, and more!

StudyWEB
http://www.studyweb.com/

"Focusing the Web For Education" Search a collection of over 73,000 education-oriented URLs.

Education World
http://www.education-world.com/

Where educators go to learn.

ASSIGNMENT ALERTS

We encourage all teachers to notify the Bettendorf Public Library of all assignments given to students where the students might use the public library. This allows the youth staff and information librarians to better understand the information a student might be seeking to complete an assignment. This also allows the library to evaluate the collection regarding the availability of materials that might be needed and put materials on reserve at the information desk if it appears there are limited resources available. Sometimes, several schools will have the same major class assignment concurrently (not only Bettendorf Area school students use our library, but also Davenport and other surrounding communities, including Illinois schools, have students that utilize our facility) and this further strains our collection. Knowing what our teachers' needs are also helps us in purchasing materials for our collection. Assignment alerts are kept on file and reviewed from year to year. This year an added feature includes posting the assignment alerts on our web site, located at http://www.rbls.lib.il.us/bpl/, so your students (and their parents) will be able to find a copy of your assignment any time of the day or night. Assignment alert forms are available in your media centers or e-mail the assignment to infobpl@libby.rbls.lib.il.us. Be sure to include dates. You can also e-mail me, call, or mail the form to us.

Uniting for Successful Students

The new Uniting for Successful Students booklets have arrived. All new teachers should have received one in their packet from the Chamber of Commerce. A copy can also be found in your school's media center. Contents include ways the Bettendorf Public Library might aid you in your curriculum.

Bettendorf Public Library
2950 Learning Campus Drive
Bettendorf, IA 52722
(319)344-4175
A department of the City of Bettendorf

The city of Bettendorf complies with the Americans with Disabilities Act. Individuals who have been discriminated against by action of the City may grieve such action by filing the appropriate notice. Forms are available at all City facilities.
September Highlights

September shaped up to be a busy month at the Bettendorf Public Library. Although we certainly sympathize with the current construction delays at some of the Bettendorf Public School Media Centers (BPL is able to relate to construction dilemmas), we also are glad of the opportunity to offer more of our services and fill in some of the gaps this has caused.

Hoover's fourth graders have been visiting us weekly. We have been doing author studies which should continue into October. The Hoover third graders visited to work on their animal adaptation reports. Several other classes have visited for general tours and book check-out. I have begun doing book talks on the Iowa Children's Choice Award nominees. I have started with the fourth and fifth grades at Paul Norton and will finish there at the start of October and have presented them to the third graders at St. Katherine's/St. Mark's with their fifth graders scheduled in October. I enjoy doing these, so if anyone else is interested, just give me a call!

Young Adult Librarian, is doing monthly programs with the seventh grade at St. Katherine's/ St. Mark's. These focus on the different genres of literature. She has also presented a program on banned and challenged books to the eighth grade at Black Hawk Jr. High.

We keep busy having presented a program on Teen Legal Rights here at the library and is providing internet classes for youth in our monthly program Driver's Ed for the Information Highway.

Several pathfinders have been developed for class assignments including wildlife habitats and animal adaptations. Books have also been placed on reserve for class assignments. KEEP THOSE ASSIGNMENT ALERTS COMING!!!!!!

Story Stars for K-2nd Graders

We're inviting children in kindergarten, first and second grades to take part in our after-school reading club on Wednesdays in October. The club will meet from 4-4:45 p.m. in the Junior League Program Room on October 7, 14, 21 and 28. Each meeting we share some of our favorite children's stories and then participate in a related activity. No registration is required and children may attend any or all of the sessions. Because of the large number of attendees we ask that children both younger and older than the age listed do not attend the programs.

Driver's Ed for the Information Highway

Youth in 3rd-5th grades can register for our free monthly classes on how to navigate the internet. They can receive hands-on experience and direction before heading out into traffic and getting tangled in the web.
Web Addresses

Sites that you might find interesting are listed below. Although effort has been made to verify contents and availability, one should check these sites and addresses before further dissemination.

ePals Classroom Exchange
http://www.epals.com/

Over 6,100 classrooms from 70 countries participate in a network of educational “keypals”. Meet other international K12 students, educators, teachers, keypals or penpals.

Virtual College Tours
http://www.campustours.com/

This site provides virtual campus tours of U.S. colleges and universities. Lots of information on colleges.

http://www.kidsource.com/NICHCY/literature.html

A guide to elementary reading level books about children with disabilities.

Just a reminder to check out the school assignment page on our website <www.rbls.lib.iu.us/bpl/>. You can access it through either Children’s Services or Young Adult Services. Notifying the Bettendorf Public Library of assignments that require the use of the library really helps in providing useful and relevant help to your students.

Celebrity Doodle Day

The Library Fund committee of the Learning Campus Foundation will be holding a Celebrity Doodle Day on Sunday, November 15 from 1 - 4PM. The committee has solicited doodles from many authors and celebrities including Hank Aaron, Troy Aikman, Bruce Coville, Dean Koontz, John Elway, Rosie O'Donnell, Jay Leno, John Travolta, Sue Grafton, Clive Cussler, John Irving, Carol Higgins Clark, Barbara Delinsky, Tim Allen, Arnold Palmer, the QC Mallards, Beverly Cleary, Maya Angelou, Shaquille O'Neal, Mercer Mayer, Judy Blume, Eric Carle, Janet Evanovich and many others. 74 celebrities at last count and they are still being received. The doodles will be auctioned off or included in a silent auction and be accompanied by a book either authored by, or about the “doodler”, or the doodler’s favorite book.

The committee is very excited about the celebrity response to this fundraiser and hopes you have the opportunity to participate.

Literature Display Unit

The Bettendorf Public Library would like to place a lucite literature display unit in your school’s media center to place newsletters, booklists, pathfinders, etc. These are materials we have produced here at the public library but would like to make them more widely available by placing them in the schools. Please contact the Youth Services Department if you would be willing to have one placed in your school’s media center.

Who’s Who

Youth Services Manager
344-4179
Young Adult Librarian
344-4188
Student Liaison Librarian
344-4189
Adult Services Manager
344-4191
5th-8th Services
344-4186
Director
344-4183

Bettendorf Public Library
2950 Learning Campus Drive
Bettendorf, IA 52722
(319)344-4175

A department of the City of Bettendorf
The city of Bettendorf complies with the Americans with Disabilities Act. Individuals who have been discriminated against by action of the City may file a claim by filing the appropriate notice. Forms are available at all City facilities.
October Highlights

November already! Winter is nigh and the Christmas shopping season will soon be in full force. Do you know where your snow shovel is? October continued to be busy, and you will get no complaints from us. It is always great to be planning for your next program even before the one coming up is over.

Hoover’s fourth graders continued to make visits for library time and Author Studies. We all now know a little bit more about Patricia MacLachlan, Donald Sobol, Gertrude Chandler Warner, Johanna Hurwitz, Joanna Cole, Patricia Reilly Giff and Jerry Spinelli. Bruce Coville, David Adler and Phyllis Reynolds Naylor are still yet to come. And all three fourth grade classes were able to join us to do research for their Dinosaur projects. The room did get a little warm with 80 bodies, but I hope some knowledge at least was shared. Hoover’s first graders are also making regular visits to the public library to check out books.

My book talks on the Iowa Children’s Choice Award nominees continued at Paul Norton School. I now have completed my talks to all the fourth and fifth grade classes there. I also was able to present these to the fifth graders at St. Katharines / St. Mark’s Preparatory School and there are plans to present them to their fourth graders in November. And, I presented this years Iowa Children’s Choice Award nominees to the fourth and fifth graders at Jefferson Elementary School. Bettendorf Public Library recently received an order of some of these books that were missing from our juvenile fiction collection, and they continue to circulate very well. Encourage your students to put some titles on hold here if they are having problems finding them in your library or ours.

Thanks to Riverdale Heights Elementary School for displaying their winning posters on their celebration of Peace Week this month at the library. The book display we did for this event circulated a lot of materials on this topic, obviously this is a topic of interest to many of our patrons.

has been busy as well with Young Adult matters. She has visited Black Hawk Junior High to discuss their heritage assignment and made a pathfinder for ... s class on Prairies and Grasslands, placing books on reserve for them, too. She also has provided library tours this month for a couple different high school classes: did a hands-on workshop on home-made Halloween make-up for middle and high school students on their in-service day off in October as well. and continue to provide the class Driver’s Ed for the Internet Highway.

Hey! Don’t forget the upcoming event sponsored by the Library Fund of the Learning Campus Foundation. Sunday, November 15, 1pm - 4pm will be Celebrity Doodle Day. You can bid in a silent and live auction for a doodle drawn by one of your favorite authors or celebrities. This event will be held in the Bettendorf Room at the Bettendorf Public Library.
Web Addresses

Sites that you might find interesting are listed below. Although effort has been made to verify contents and availability, one should check these sites and addresses before further dissemination.

1997 World Fact Book
This site contains lots of facts, statistics and information about many countries in the world. Information comes from the CIA and their intelligence reports.

What can I do with a major in...?
http://www.uncwil.edu/stuaff/career/majors.htm
This site provides ideas and options about job opportunities regarding different areas of study in college.

Infoplease.com
http://www.infoplease.com
A free, one-stop reference site that offers millions of up-to-the-minute facts and statistics covering just about everything. Includes almanacs on sports, entertainment and general knowledge.

Children’s Book Week is November 16 - 22. This is a great time to promote and encourage reading to our children. The Bettendorf Public Library will have a drop-in program on Saturday, November 21 from 10 AM - 3 PM. Drop-in any time and participate in the literature based projects — add to a mural of favorite stories, create bookmarks, and more! Instilled at an early age, reading can become a life-long pleasure.

Write a Book Review

You and your students can write book reviews for our website. Tells us the author, title, date published and your comments in 100 words or less. These reviews should be substantive and informative.

You can pick up a form at the library or e-mail us your comments. The staff will select reviews to add to our list of Reader Favorites on the library website. If we receive enough reviews from children, we may develop a separate page for those reviews.

About Books

v., director of the Bettendorf Public Library, is co-host of the radio show About Books on WVIK-FM 90.3. The focus of the show is literature and literature based events. ... and her co-host, Augustana College librarian , will talk with guests, remind listeners of literary events, suggest books for one’s reading pleasure and feature services and programming of area libraries. The program airs Fridays at 7:30 pm.

In addition to encouraging you to tune into the broadcast, ... also would like word-of-mouth reviews. So, if you read something you felt was great, fiction or non-fiction, let ... know (or I could pass along to her) and listen for your recommendation on air.

Who’s Who

Youth Services Manager
344-4179
Youth Adult Librarian
344-4188
Student Liaison Librarian
344-4189
Adult Services Manager
344-4191
Deaf Services
344-4186
Director
344-4183

Thanks to all the teachers who pass along assignment alerts for us to post on our web page. This really does aid us in helping your students with their assignments. After passing along the information, check the posting and see if it was accurately interpreted. Again, thank you all very much!!

Bettendorf Public Library
2950 Learning Campus Drive
Bettendorf, IA 52722
(319)344-4175

A department of the City of Bettendorf

The city of Bettendorf complies with the Americans with Disabilities Act. Individuals who have been discriminated against by action of the City may grieve such action by filing the appropriate notice. Forms are available at all City facilities.
PUBLIC LIBRARY/SCHOOL PARTNERSHIPS:

SIX IDEAS THAT WORK

PRESENTED AT THE
PUBLIC LIBRARY ASSOCIATION SIXTH NATIONAL CONFERENCE
MARCH 28, 1996

BY THE
BETTENDORF PUBLIC LIBRARY AND INFORMATION CENTER
2950 18th Street
Bettendorf, Iowa 52722
1-319-332-7427 bettendorfpl@net.ins.net

Director
Manager Children's Services
Young Adult Librarian
Public Library/School Partnerships:  
Six Ideas That Work

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**Bonus Idea: Uniting for Successful Students New Teacher Tour**

**Brief description:**  
A program hosted by the library for new teachers from the city's public and private schools during the day of teacher orientation that is designed to acquaint the teachers with the community.

**Benefits:**
1. Introduction of library services to an enthusiastic sub-section of the teacher population  
2. Results in greater rapport with administration and more frequent requests for class tours, booktalks etc.  
3. Foundation for relationships with teachers laid

**Pitfalls:**
1. Teacher expectations may be raised higher than our ability to comply.  
2. Staff time may be inadequate to satisfy interest raised.

**Cost:** Minimal.

**Staff time:** More costly. Requires a serious effort to make and maintain contact with the schools.
Idea #1 Student Liaison Project

Brief Description:
A pilot project between the Public Library and the School System which involves establishing a new position to work partially in the elementary and middle schools and partially in the public library to forge stronger school/library links, increase student's research skills, solve staffing shortages and increase participation in summer reading programs.

Benefits:
1. Increased school/public library cooperation
2. Increased use by teachers of assignment alert forms
3. More interaction between library staff and teachers
4. Increased summer reading participation
5. Increased awareness among teachers and students of library resources
6. Increased staffing at public library to serve students in the evening

Pitfalls:
1. Difficulty in filling position
2. Fitting all the opportunities into one eight hour day
3. Meeting the goals and schedule needs of both the school and the library.

Costs: Professional salary plus benefits

Staff time: Initial training followed by normal supervision
Idea #2  Project Civics

Brief Description:
A cooperative project involving units of local government, public library and schools to interest sixth, seventh and eighth graders in local government and in continued participation and civic responsibility as an adult.

Benefits:
1. Opportunity for students to identify, research and suggest solution to a local problem.
2. Opportunity for students to meet and work with local “movers and shakers”, to learn latest research tools and presentation technologies, and to share their ideas with the people who make decisions.
3. Opportunity for library to showcase resources to local government, teachers and students.
4. Opportunity for local government officials to meet and hear from a segment of their constituency that they may normally ignore.

Pitfalls:
1. Sustainability over time.
2. Local governments willingness to implement student’s ideas.

Cost: $200 per team.

Staff time: Ten hours planning time, plus sixteen hours for library tour and research.
Idea #3  Chamber of Commerce School/Business Partnership Program

Brief Description:
A Bettendorf Chamber of Commerce program that pairs local businesses or, in the library’s case, Chamber members, with schools in the community. The goal of the program is to ensure the best possible education for the community’s young people.

Benefits:
1. Each partner has more familiarity with the staff of the other
2. Increased visibility to students and teachers
3. Increased awareness of school events and assignments
4. Increased exposure for library throughout the business community
5. Development of contacts within the business community

Pitfalls:
1. Time constraints for both organizations
2. Some schools less receptive than others
3. Contact with school lessens after partnership year
4. Partnership not always equal

Cost: Minimal

Staff time: Varies. Maximum 20-25 hours per project.
Idea #4 Parenting Series

Brief description:
An annual series of programs for parents held at the public library and cosponsored by the Area Education Agency.

Benefits:
1. Excellent public relations for the library among parents and other care givers
2. Closer relationships with educational presenters
3. Inexpensive source of programming for the library cable channel

Pitfalls:
1. Selection of appealing topics
2. Child care unavailable
3. Snow

Cost: Negligible

Staff time: Coordination and set up time (16 hour total)
Idea #5  **Curriculum-based Tours**

**Brief description:**
Library tours designed around a topic students are currently addressing in their classroom work and jointly planned by teacher and librarian and often involving parent volunteers. Conducted in the library or in the classroom.

**Benefits:**
1. Parent involvement
2. Higher student enthusiasm and attention span than for a "regular" library tour
3. Teacher awareness of resources at the library

**Pitfalls:**
1. Scheduling difficulties
2. Large tour groups can monopolize library resources

**Cost:** Minimal

**Staff time:** Intensive. Meetings with teachers, design of tour, work with parents.
Idea #6 Armstrong School Night

Brief description:
This is a special night at the library for our current Business Partner. The event takes place on a Friday evening after regular library hours. Families are invited and may participate in tours, learn about new services and technology, register for library cards, checkout materials and enjoy pizza.

Benefits:
1. Brings in people that might not visit the library otherwise
2. Encourages family participation in both school and library activities
3. Educates many in a short time about library services
4. Increases library card registration
5. Encourages school personnel involvement in an after school event

Pitfalls: None

Cost: Refreshments and overtime for staff

Staff time: Preparation--5 to 7 hours
Event--2.5 hours for 8 employees
Contacts:
Regularly Scheduled:
Middle: 9  Elementary: 6

Other:
9/3  PV Elementary Counselor
9/7  'Elementary Media Specialists' Meeting
     Attended by:
     7 people

9/9  Elementary Principal's Meeting
     Attended by:
     7 people

9/15  Middle School, special ed.

9/21  All District Media Meeting
     Attended by:
     8 people

9/21  Middle School Principal

Requests for Tours:
2-   Middle School, TBA
     Armstrong, for 1st Graders. TBA

Significant Events:
9/7  I attended the Elementary Media Specialist Meeting (see contacts). A schedule was set up
     for elementary visits. I was invited to be a part of grade-level curriculum planning for media
     skills in various buildings. I was also invited to be a part of the Nov. 7 school board presentation
     along with the other media specialists.
9/9  I attended the Elementary Principal's meeting (see contacts). I spoke briefly about the goals of the position and my hopes for the job and my willingness to work with and for their students. I passed out copies of my schedule and my business card.

9/21  I attended the District Media Specialist's meeting (see contacts). Technology was the main focus of the meeting.

9/22  I was interviewed by a student for the Middle School Newspaper.

9/26  I will be attending the Curriculum Leader's meeting in place of the director.

9/26  I will be participating in Middle School's Open House. I have bookmarks to hand out touting school/library cooperation. (Attached)

- I spoke about the liaison position and its purpose during 15 class orientations to the media center at Bettendorf Middle School. (395 students)
- I met 3 classes of first graders at Norton Elementary. Next visit I will bring puppets and tell stories. (84 Students).
- At Armstrong Elementary, I taught 1 second grade class how to use the Guinness Book of World Records CD-ROM. I also was introduced to 2 classes of fourth graders. (63 Students total).
- I taught 1 beginning computer use class to first graders at Jefferson Elementary. I also assisted with 2 other classes. I spoke with the Principal about curriculum and scheduling.
- I scheduled a visit with a long term sub at Hoover Elementary. She was hired just recently.

Projects:
- Middle School Media Center welcoming bulletin board. "Welcome Eager Readers" (photo attached)
- Summer Reading Program Finishers display case. Middle School. (photo attached)
- Six different "If you like (this author), try some of these others" posters at BMS.
- Bookmark for Middle School open house (attached).
- Two bibliographies for BMS and an audio tape evaluation form/survey.
- List of puppets available for checkout. For Norton and Jefferson.
- I maintain a daily journal of the liaison position.

"Of Note"
9/1  Third day of school, 2 separate students recognized me at BPL as being from Middle School. (By 9/22, there is a rough average of 4 a week addressing me by name).

- The Bettendorf News did an article on the liaison position and I was in the Back To School edition of the paper. I also appeared in a subsequent edition in a photo of new teachers at Middle School (attached).
Display at Middle School Honoring Persons who were Finishers in the Public Library Summer Reading Program
Check it out!
Bettendorf
Middle
School

How we help your child learn:

1) Circulate books for information and pleasure—48,000 last year.
2) Welcome classes from all subject areas for research and instruction.
3) Supply individual reading guidance to foster enjoyment and independence.

How you can work with us:

1) Talk about books at home and ask what your student is reading.
2) Consider reading aloud as a family alternative to television.
3) Help your student return library materials promptly.
4) Call 332-7427, the BMS media specialist, with any suggestions, ideas, concerns, or questions.
4) Take advantage of the Bettendorf Public Library. Our school has a special partnership with the Library and the staff there is ready and willing to assist your child with school research or book selection.

(332-7427, VTT)
New position will build bridge between school and library

by Jeff Reinitz
Assistant Editor

A love for reading is what gave the inspiration to enter the world of library science. 

Sally Riddles, a native of Rochester, New York, is the new student liaison librarian at Bettendorf Public Library. "I have always been a reader," she said. She said she started with comic books and now reads a variety of genres. "I still sneak a peak at 'Archie' every now and then."

LIBRARY HOURS

The Bettendorf Public Library is located at 2500 18th St.
Phone number is 332-7427.

Monday-Thursday: 9 a.m. to 9 p.m.
Friday and Saturday: 9 a.m. to 5 p.m.

New and better at the library

In addition to many programs, materials and services already in place, the new fiscal year's budget will provide new services and easier access to the library's wealth of information and entertainment.

Changes include:

✓ A self-check out unit will be installed, allowing patrons to check out books for themselves.
✓ An upgrade to the Quad-LINC system features a quicker, menu-driven system for staff and better searching techniques for both staff and the public.
✓ The information staff will have access to the Internet, a global computer network with extensive reference sources.
✓ The Children's Area will have a new computer, which will eventually feature interactive children's books.
✓ A five percent increase in the materials budget will help the library meet the public's demand for new books, videos and other times.

Beat the Odds With Modern Woodmen of America

For every 100 people starting their careers at age 25, in 40 years:

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• 25 will be dead
• only 10 will be financially secure

What makes those 10 out of 100 financially successful? Financial discipline that requires saving first and spending later.

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Jo Nelson, A.R.N.P.

New Patients Welcome. Effective August 22, 1994

Paul Revere Square • 2322 E. Kimberly Rd., Davenport, IA 52807 355-1853

SCHOOLS '94
Monthly Report
Liaison Position -
September 22 - October 15, 1994

Contacts:

Regularly Scheduled:
Middle: 11 Elementaries: 6*
*Armstrong, Mark Twain, and Norton elementary schools all cancelled at least one scheduled meeting due to field trips or no school.

Other Contacts:
9/26 Curriculum Leaders Meeting
Attended by: Teachers, administrators, and media specialists.

10/3 Mark Twain Elementary media curriculum inservice.
Attended by: Fifth grade teachers, (media specialist).

10/4 (Middle School, Social Studies).

10/7 7th grade house teachers. Field trip. (200 students)

10/10 Mississippi Bend AEA. She gave me a tour of the media facility.

10/13 Youth Services Coordinator for the State Library of Iowa. I was photographed and interviewed.

10/14 State Library of Iowa. I was introduced to them at the ILA conference in Davenport.

Requests for Tours:
3 total.
1- First graders from Armstrong Elementary. Set for 10/17/94.
2- Fourth grades from Grant Wood Elementary. TBA.
1- Fifth grade from Mark Twain Elementary. Want Spring tour.

Other Events:
9/1 Hoover Fun Festival. I served as Booker the Bear's attendant. It was well received. Several students recognized me as being "the public library lady in the school."
Schools:

Middle School: I taught 4 classes and assisted in 10 other classes.
   Total: 14 classes/321 students.

Armstrong Elementary: Visits cancelled.

Grant Wood Elementary: I spoke to two classes of fourth graders about the public library. I brought in puppets and read to 1 class of kindergarten, and 1 class of first grade.
   Total: 4 classes/98 students.

Hoover Elementary: I met the media specialist and approximately 20 students.
   Total: 0 classes/20 students.

Jefferson Elementary: I taught 1 class of fifth graders about the public library.
   Total: 1 class/30 students.

Norton Elementary: I brought in puppets and read a story to two classes of first graders, and assisted in a lesson with another class.
   Total: 3 classes/70 students.

Twain Elementary: I was introduced and helped with 1 class of kindergarteners, and two fifth grade classes.
   Total: 3 classes/77 students.

Grand Total: 25 classes/616 students.

Bettendorf Public Library:

I worked 37 hours on the reference desk.

At the library: 9 students addressed me by name.
   5 students recognized me as from school.
   3 students asked for me when I was not in.

Projects:

- I am working on a laserdisc project for Middle School science teachers. We have developed an extensive list of available supplies (through the AEA). We are planning an inservice to show the teachers how to utilize the equipment.
- The Friends of the Bettendorf Public Library have funded a paperback book shelf for the Middle School Media Center. It is designed to supplement their collection, particularly the most popular titles. (BPL YA librarian) has worked with myself and to develop this partnership.
- The elementary schools segment of this position will be changed to flexible scheduling as of 10/17. This change is designed to bring more meaning to the time spent in the elementaries.
- I maintain a daily journal of the liaison position.

"Of Note"

of the State Library is interested in assisting in promotion of this position statewide. He wishes to remain in contact with me to “keep tabs” on the progress of the position.
Contacts:

Regularly Scheduled:
Middle School: 13  Elementaries: 6

Other Contacts:
10/19  I attended the curriculum infusion meeting at Grant Wood, working with (media specialist) and first grade teachers
10/19  I spoke with two school board members about the Liaison Position while at Grant Wood Elementary School.
10/24  Curriculum Leaders Meeting.
      Attended by: Teachers, administrators, media specialists.
10/26  District Librarians Meeting (Bettendorf Schools)
      Attended by: All Bettendorf media specialists.
11/2   House meeting, Bettendorf Middle School. I assisted in introducing CD ROM products to 8th Grade teachers (7 teachers).
11/7   School Board Presentation. I was a part of the elementary media specialists' presentation (in support of expansion).
      Attended by: All district media specialists, The Bettendorf School Board.
11/8   Special work for the German teacher, Bettendorf Middle school.
11/14  5th grade teacher, Paul Norton Elementary School.

Requests for Tours:
2 requests:  Grant Wood and Armstrong Schools want tours in January 1995.
2 tours:  Two classes of first graders from Armstrong Elementary toured on 10/17.
Other Events:

10/23  I marched in Bettendorf's Halloween parade in support of the Learning Campus Referendum. (Which passed.)

10/28  I was asked to be a door judge for Bettendorf Middle School's Red Ribbon Week. (Doors were decorated in an anti-drug theme.)

Schools:

Middle school:  I taught or assisted in 12 classes.
Total:  12 classes, 273 students.

Elementary Schools:
I taught:
• 1 class of first graders at Grant Wood. (1 class/20 students)
• 1 class of 4th, 1 of 5th graders at Jefferson (2/45)
• 3 classes of 5th graders at Paul Norton. (3/87)

Canceled lessons:
• 1 class of 4th graders at Paul Norton and 1 class at Hoover was canceled because of Quad-LINC trouble.
• 1 visit (2 classes) at Jefferson was canceled because the media specialist was having a baby!

Total classes taught or assisted: 18  Total Students: 425*

*BNumbers have decreased due to the implementation of flexible scheduling, however, all involved feel the time spent is more meaningful for students, teachers, and the Liaison librarian.

Bettendorf Public Library:
I worked 45.5 hours at the Reference Desk.
At the library:  7 students addressed my by name.
10 students recognized me as from school.
0 students asked for me when I was not in.

Projects:
• The paperback book project continues at Middle School.
• I am assisting at Middle School in a project to promote CD-ROM products in the school.
• I am doing a cataloging project for Middle School.
• I maintain a daily journal of the Liaison position.
The elementary schools are on a flexible schedule starting this month, and there has been much positive feedback about this. Media specialists feel our time is used more effectively, even if I am not at their schools on a regularly scheduled basis.

"Of Note"

- The output measures instrument used to survey the library (October 23-29) showed a 33% increase, over last year, in completed reference transactions on Wednesday and Thursday evenings. (The nights the liaison is on desk at reference). In particular, 31% of all reference questions asked by children were answered the two evenings the Liaison was on desk.
- Circulation of Young Adult titles has increased 27% from last year at this time (October 1993-October 1994).
- I was interviewed by [name] from the State Library of Iowa, the interview should appear in their next publication.
There are many new things this year in the library. There are more than 200 new hardcover books and many new paperbacks, including new books in the *Lone Wolf* series and the *Goosebumps* series. There are no new books on tape this year, but if you check a taped book out, make sure you fill out the evaluation sheet. Also new at the library are five new Macintosh computers for 7th and 8th grade students and teachers to use. Sixth graders can also use them if they've had experience using Macintoshes before.

Also new, is a librarian, works at the Bettendorf Public Library and is here at BMS on Wednesday from 11:15 a.m. to 3:30 p.m., Thursday from 1:00 p.m. to 3:30 p.m., and Friday from 8:00 a.m. to 11:40 a.m. I think this will be a good year at the library and will be a big help.

---

**Recommended Books**

by Joe McComish

and

... recommended a few good fiction books to read:

1. *Izzy Willy Nilly* by Cynthia Voigt
2. *Dicey's Song* by Cynthia Voigt
4. *Heart of a Champion* by Carl Deuker
5. *Switching Well* by Peni Griffen
6. *Someone is Watching* by David Patneade
7. *Any of the books by Lurlene McDaniel.*
Contacts:

Regularly Scheduled:
Middle School: 15 Elementary: 3

Other:
11/16 District media meeting. Attended by all school media specialists.
11/18 Community Members Day at Middle School. I visited remedial reading classes. I also attended her presentation.
11/28 Hoover teachers:
12/2 Curriculum Leaders Meeting. Attended by Administration, teachers, media specialists.
12/7 District media meeting/THAG meeting. All media specialists.

Tours:
0 tours. 2 requests (Irwin, middle school for January. Jones, Hoover, for spring.)

Other Events:
11/23 I was Bettendorf Public Library’s “Booker Bear” for Mascot night at a Quad City Thunder game.

Schools:
Middle School:
I taught or assisted in 22 classes. (the majority of classes are on CD/ROM technology)
Total: 22 Classes, 603 students.

Elementary:
Hoover: I taught 3 classes of 4th graders. I brought in materials to demonstrate what kinds of materials BPL has to supplement their research on individual countries.
Armstrong: I introduced a Mammals CD/ROM disk to one class of 3rd graders.
Total: 4 classes, 120 students.

BPL
I worked the reference desk 38 hours.
3 students called me by name
11 students recognized me as from school
2 students asked for me when I was not in.

Projects
At the 12/7 media meeting we discussed my position in the schools. Elementary media specialists asked for a newsletter telling them of different activities I have done in the schools.

The BPL paperback collection project continues at Middle School.

I just completed a survey of middle school students and faculty. The survey is on knowledge of technology and use of the middle school and public libraries. Forms are still being turned in, so data has not yet been analyzed.

I continue to maintain a daily journal of liaison position.

“Of note”
I was interviewed for the Terrier Times (BMS student newspaper). See attached.
I was interviewed for Footnotes, the newsletter for the state library of Iowa. See attached.
I published an article on this position in the Iowa Media Message Journal. See attached.
Student Liaison Librarian: The Public Library/Public School Link

By

Sitting on my desk the first day of work was a brochure from the U.S. Department of Education (Library Programs division) titled “Public Libraries Serving Communities: Education is job #1.” The Bettendorf Public Library has taken this very much to heart. The director of the library, wrote a grant to create a position to strengthen the link between the Public Library and the public schools. Funded by the State Library and with a partial match from the Bettendorf Public Schools, the Student Liaison Librarian position is a year-long, experimental program that is an exciting prospect for communication and cooperation between the library and the schools.

The Student Liaison Librarian must have a valid Iowa teaching license, a Master’s degree in Library Science, and experience as a media specialist. This is to ensure the Liaison can function effectively in both the school and the public libraries, and be knowledgeable in both environments.

The main goals, as stated in the grant application, are:

1) To increase research skills among the Bettendorf elementary and middle school population.
2) To improve communication between the Public Library, the schools, teachers and students.
3) To increase student reading and use of the Public Library during the summer months so that skills are not lost during vacation.

This position is designed to benefit both the Public Library and the public schools by forging a strong link between them, with the student as the main focus. This is accomplished by the involvement of the Liaison in both institutions: spending twenty hours at the public schools, and twenty hours at the Public Library each week.

The Liaison position brings unique benefits to both the schools and the public library. Bettendorf Public Library has always been committed to working with the schools for the benefit of the students. They have consistently been involved in community partnerships of this nature, and have much of their programming aimed at students. They have made school visits and hosted class field trips to the library. Their connection to the schools has always been of importance, and now, with the liaison position, the link is stronger.

This link not only matches the library’s philosophy, but also benefits the Bettendorf Public Library in other ways. The Liaison works the reference desk several evenings and weekends. This works out well for the library because as her exposure to and rapport with students grows, the more comfortable students are to come to the public library to do work. They gravitate to the Liaison for assistance, since she knows them and ideally, knows the assignments they are working on. This allows them, working together, to efficiently and effectively find the kind of information they need. Meanwhile, the other reference librarian can assist other patrons.

Similarly, while in the schools, the Liaison will have taught the students effective search strategies to use the on-line catalog and the reference CD-ROM products, and they will come in

(Continued on page 14)
Student Liaison Librarian, continued from page 1

feeling comfortable and capable. Their increased levels of fluency benefits the students, the library, and (through the freeing up of librarians' time) other patrons.

Another benefit of the Liaison position for the Public Library is an increased level of public relations for the Library. The Liaison attends many school functions and community events as a representative of the Library, and this demonstrates the extra effort that the Bettendorf Public Library puts into education and their community.

Additionally, the Liaison will spend the end of the school year promoting the young adult and children's summer reading programs offered at the library. During the summer, the Liaison will spend the full work week in the Public Library, working actively with students in the summer reading programs as well as working at the reference desk. In this way, the Liaison will still have contact with the students she has grown to know during the year. Because of her knowledge of the children, she will be able to assist in readers advisory and the numerous other summer reading program activities.

The benefits to the schools are slightly different. The connection to the library is important to the media centers, but for different reasons. The Liaison creates a good link for potential supplemental resources for units being taught in the schools. The media specialists support anything that has the potential to benefit their students.

The Bettendorf Media Specialists are strong proponents for the infusion of the media curriculum into educational units, rather than teaching information skills as stand-alone lessons. They have increasing support from their administration and teaching staff for this method of teaching library skills. The Liaison position fits nicely into this philosophy. The Media Specialist contacts the Liaison when a les-

Timelines and Guidelines for 1995
Iowa Media Message

Copy Deadline
January 27, 1995
April 14, 1995

Distribution Date
February 24, 1995
May 12, 1995

Articles and items for the newsletter must be received by the dates noted above. Mail to:
Arletta Dawson,
IEMA Publications Chair
Western Hills AEA
1520 Morningside Ave.
Sioux City, Iowa 51106

Work Phone: 1-800-352-9040,
Extension 6063
or (712)274-6063
Fax: (712)274-6069
E-Mail: ADAWSON@INS.INFONET.NET

Home Phone: (712)276-9499
Title II grant awarded to Atlantic

"Speechless" is how Atlantic Carnegie Library Director Joan Erickson described her reaction at hearing the city would be awarded $190,000 to help fund a new library building.

"Of course we're thrilled," said Erickson. "The entire community, including the library board, mayor and city administrator are simply elated."

The State Library received 11 applications for Library Services and Construction Act Title II grants this year totalling over $1.47 million. Erickson was congratulated by State Librarian Sharman Smith for a "well-written, winning application."

Students benefit at school and the library with help from LSCA grant

A transition occurs in many Iowa towns around 3 p.m. Monday through Friday when students storm out of school rooms and into their public libraries for help with their homework assignments.

At the Bettendorf Public Library, for example, officials estimate that they serve 200 students a day during the school year.

In the past, staff often were not informed when students were given mass assignments, and they did not have reserved collections ready. Staff also experienced an increased need for more one-on-one time to help students with research.

To address the problem, Bettendorf Public Library Director applied for and received a Library Services and Construction Act Title I grant for the purpose of hiring a part-time student liaison librarian.

took the position in August. She has a degree in special education from the State University of New York and will graduate with a master's in library science from the University of Iowa in December.

spends 20 hours a week as a student liaison librarian and 20 hours behind the reference desk.

Her student liaison work is conducted primarily in the city's elementary and middle schools. She assists school media specialists by showing students how to use the computer catalog and CD-ROM products. She also helps students access Quad-LINC (a union catalog for the Quad City area) and hones their information skills.

"Kids are really technological monsters," notes. "They are really good at accessing information on the computer once they understand the basics. And after working with students, I find that they keep coming back for help on other things. They see me as a resource."

says her work is appreciated by both the public library staff and the school media specialists.

"Support for the program is across the board," she said. "I'm thankful for the opportunity. It's different and exciting. I hope we see more cooperation like this statewide."

If the one-year grant project is successful, the Bettendorf Public Library and school system intend to share salary costs and make the position permanent.
Mr. Johnson

Mr. Johnson and Kevin Annen

Dr. Larson

This committee will tour Dr. Larson's office to get ideas about what dental assistance jobs require. They will be designing job

Mr. Johnson

Mr. Johnson, not being Mr. Johnson, not most of the people House Terrier Troops hearing impaired

Mr. Johnson decided he a hearing impaired when his church's Sign Choir sparked his years ago. He got trained for his job by the Ministry for the Hearing Impaired.

Mr. Johnson enjoys his job helping Kevin Annen, even though he sometimes forgets some of his words! Mr. Johnson has to keep reviewing his words and keep practicing so he doesn't accidentally forget anything, and maybe learn some new words while he is at it!

Meet Miss Brooks

Miss Brooks was born and raised in Arizona. Her first was in Tucson, taught 6th grade, and moved to the when her finance' ol at Palmer in

She applied at Middle School so she she the Quad Cities. She became a teacher because she she they. She wants her be interested and she subjects, too.

Miss Brooks has lived a very has been a cheerleader BMS and BHS. She

EYE CARE CENTER

Dr. Bedell hopes to meet with science classes throughout the year.

Mr. Gree

Mr. Green is the new study hall teacher. His major is in Physical Education and Elementary Education. His goal for the future is to obtain a master's degree in either Physical Education or Administration.

The main thing Mr. Green does all day is to make sure students are getting their homework done during study hall. The other thing Mr. Green does is coach 7th grade football, and he's an assistant Men's Basketball Coach at Blackhawk College.

Mr. Green would like to teach High School Physical Education or teach at a University somewhere in Colorado in the future.

Mr. Green grew up in Oskaloosa, Iowa, and attended Oskaloosa High. He attended the University of Northern Iowa in Cedar Fall biking, bowling that relates ball.

Mr. Gree

Mr. Gree... staff and

BMS New Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>House</th>
<th>Moved from...</th>
<th>Hobbies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashley Fitzgibbon</td>
<td>6</td>
<td>2</td>
<td>Pleasant Valley</td>
<td>basketball</td>
</tr>
<tr>
<td>Kevin Kaufman</td>
<td>7</td>
<td>1</td>
<td>did not wish to comment</td>
<td></td>
</tr>
<tr>
<td>Phuong Dinh</td>
<td>8</td>
<td>1</td>
<td>California</td>
<td>none</td>
</tr>
</tbody>
</table>
Contacts:
regularly scheduled:
Middle: 12
Elementary: 5
(Note: School was not in session from 12/23/94- 1/3/95.)

Other:
1/3 Middle School CATCH teacher
1/5 Principal
Media Specialist Hoover School (Hoover Fun Nite discussion)
1/5 Middle School teachers (assignment alert discussions)
1/9 Media Specialists.

Schools:
Middle School:
I taught or assisted in 22 classes. Total= 22 classes, 580 students.
Elementaries:
I taught or assisted in 3 classes. Total= 3 classes, 74 students.

BPL:
I worked at the reference desk 50 hours. (As of 1/95 I work 3 evenings a week, not 2).
4 students called me by name.
15 recognized me as from school.
0 asked for me when I was not in.

Projects:
• I made and sent a newsletter to the elementary Media Specialists. It gave suggestions on how to "use" the liaison and how to deal with QUAD-Linc problems. (Attached)
• The BPL paperback collection continues at Middle School.
• I completed the summaries of the Middle School surveys (faculty and student). (Attached)
• I have created 9 bibliographic bookmarks for Middle School. They are eye-catching displays of books students have chosen as especially good at Middle School. (Sample attached)
• I continue to keep a brief daily journal and maintain statistics.

"Of Note"
• A representative of IEMA (Iowa Educational Media Association) called to confirm my spot as a presenter at their annual conference in late March. The topic of my presentation is the Liaison Position.
"It’s Been Done..."
(Projects done in cooperation with the liaison in various elementaries)

Armstrong:
had me go into classrooms and introduce students to CD-ROM products. (Guinness Disc of Records- 2nd grade. Mammals- 3rd grade) has also had several classes come to the public library for tours.

Grant Wood:
and teachers welcomed me into classrooms of younger students (K, 1, 2) to read a story with a puppet prop. (Crichtor the Boa Constrictor). The purpose was to tell students about things available to them at the public library. In this case, to tell them that they can check out puppets as well as books!

Hoover:
and 4th grade teachers were introducing a project to students... they were going to do reports on individual countries. So they had me visit each classroom armed with samples of materials available at BPL and that could help them with their reports. (Books on countries, ethnic cookbooks, fairy tales from different countries, travel guides...) Lots of kids came to the library looking for these items!

Jefferson:
requested an introduction to library services for 4th and 5th graders. She also had me do a booktalk session for 5th graders on explorers and native Americans— fiction and non-fiction.

Norton:
and teachers invited me in to give a brief introduction to the fantasy genre and to booktalk The Lion, the Witch, and the Wardrobe. We also had a failed attempt to have a Quad Linc lesson (it wouldn’t connect. See next page).
About that Quad Linc:

I called Riverbend Library System (where Quad Linc originates) and they were very nice. They know that there are problems when dialing in. People may not connect at all, or they may connect and not get a welcome screen. This is a problem there, not at your site. They recommend that you call them when these things occur, and they will check the ports again and it should be remedied (they check them hourly to begin with. If this sounds foreign to you, it does to me too, but they know what it is!). The contact person is 799-3155.

Tours

Please remember that tours for any grade are welcome at any time, with just a little notice necessary (a day or two). You can also schedule them months in advance! We can do several things. We can give a general introduction to Bettendorf Public Library and what is available there. We can also give a brief introduction to CD/ROM products, or an in-depth introduction to one particular CD/ROM resource. Let us know what would be useful. We welcome tours at any time! Just call at 332-7427.
Liaison Library and Technology Survey:
Student survey
Brief interpretation of results.

Six homeroom classes were randomly selected to survey; two per grade level in the Middle School. There was a response rate of 81%.

Questions 1, 2:
These questions asked what CD-ROM products respondents had heard of and had used.

Students have heard of a lot of CD-ROM products, but have used considerably less.

<table>
<thead>
<tr>
<th>Top 3 heard of</th>
<th>Top 3 used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encarta Multimedia Encyclopedia: 52%</td>
<td>Guinness Disk of records: 27%</td>
</tr>
<tr>
<td>Grolier’s Multimedia Encyclopedia: 56%</td>
<td>Grolier’s: 45%</td>
</tr>
<tr>
<td>Guinness Disk of records: 59%</td>
<td>World Book: 47%</td>
</tr>
</tbody>
</table>

* All are available at Bettendorf Middle School. Grolier’s is also available at Bettendorf Public Library.

Note: it is evident that many students are not clear as to what exactly a CD-ROM product is. Many of the examples entered in the “other” category were not CD-ROMS, but regular programs on the hard drive or floppy disks.

Question 3:
Asked where students used the CD-ROM products.

Usage is quite evenly distributed between:
Home (34%)
Bettendorf Middle school (36%)
Bettendorf Public Library (33%).
(Some students selected all three places, some selected none.)

Question 4:
Asked if a student had had a tour of Bettendorf Public Library between September and November, 1994.

63% did not have a tour
18% did have a tour.
(These are not necessarily school-sponsored tours)

Questions 5, 6:
Asked if students had checked out items at the Bettendorf Public Library for school work or for fun.

39% checked out an item for school work 32% checked out for fun.
42% did not check out for school work 45% did not check out for fun.
Question 7:  
Asked if students had met the Student Liaison Librarian.

Poor question. Many students stated that they had not met the liaison, but still checked Yes on the following questions asking if she had assisted them in one of the libraries.

Question 8:  
Asked if the Liaison had helped them at Middle School or the Public Library.

53% of students said they had been helped at a library by the liaison (School or Public Library).  
41% had been helped at Middle School  
12% had been helped at Bettendorf Public Library.

39% said they had not been helped at either place by the liaison.
Liaison Library and Technology Survey:
Teacher and administrator survey.
Brief interpretation of results.

All teachers and administrators at Bettendorf Middle School were given the survey. There was a 43% response rate.

Questions 1, 2:
These questions asked what CD-ROM products respondents had heard of and had used.
Teachers had heard of far more CD-ROM products than they had used.

<table>
<thead>
<tr>
<th>Top 3 heard of*</th>
<th>Top 3 used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encarta Multimedia Encyclopedia: 52%</td>
<td>Magazine Article Summaries &amp; World Book: both 24%</td>
</tr>
<tr>
<td>World Book Encyclopedia: 72%</td>
<td>Encarta: 32%</td>
</tr>
<tr>
<td>Grolier's Multimedia Encyclopedia: 76%</td>
<td>Grolier's Multimedia: 52%</td>
</tr>
</tbody>
</table>

* All except Magazine Article Summaries (MAS) are available at Bettendorf Middle School. MAS and Grolier's are available at Bettendorf Public Library.

Question 3:
This question asked where respondents had used CD-ROM products. They could select more than one place.

56% used them at Bettendorf Middle School.
24% used them at Bettendorf Public Library.
16% used them at home.
24% used them other places.

Question 4:
Asked if any of their classes had had a tour of Bettendorf Public Library since September 1994.
2 classes (8%) have had a tour between September-November 1994. 88% have not. Note: Teachers demonstrate little interest in taking classes to the library for tours.

Question 5:
Asked if students were expected to use a library other than the school media center to complete homework.
84% of teachers expect student to use a non-school library:
- 16% always
- 68% sometimes

20% did not expect it.
Question 6:
Asked if they know what an Assignment Alert is.
A majority of teachers are aware of Assignment Alerts, but few use them.
69% know what it is.
   of that, 12% have used one, 53% have not.
32% do not know what it is.

Question 7, 8:
Asked if they know who the Student Liaison Librarian is, and if she has helped with any of their classes in the media center.
(The liaison was introduced to faculty at the start of the school year.)

85% said they know the Liaison.
31% know that she has helped with their classes.

Question 9:
Comments.
• "Keep up the great work!"
• "You're doing a great job. I especially like the notes in the library that say- if you like Stine, read... (or whatever)."
• "An excellent resource- the student liaison."
• "would like teacher opportunities to lean of the above things- after school, etc. with or without credit."
• "I hope we will continue to have the extra services offered by ! Just having an extra hand in our library is enough reason. All of the extra things she does—such as the little errands or bits of information brought to and from are priceless to the busy schedules of schools and teachers."
• "The liaison has helped me with book research this year and was very helpful."
• "I think it is great to have a liaison person with the library. While it is not overly necessary to use the library for my subject area, it is a great benefit for the school."
• "I think that this is a great program."
• "I feel that the Bettendorf Public Library does an excellent job at working with the students and the schools as well as provide for the needs in Bettendorf and the Quad City community. Thank you."
Books to make you cry

These books are available at Bettendorf Middle School, and students have chosen them as exceptional books.

Beat the Turtle Drum. Constance Greene
Edge of Next Year. Mary Stolz
Eighty-Eight Steps to September. Jan Marino
Freak the Mighty. Rodman Philbrick
Heartbeat. Norma Mazer
Could You Do It, Diane? Stella Pevsner
Invincible Summer. Jean Ferris
Loving Ben. Elizabeth Laird
Nobody's Fault? Patricia Hermes
Phoenix Rising: Or How to Survive Your Life. Cynthia Grant
The Secret Garden. Frances Hodges Burnett
So Long at the Fair. Hadley Irwin

The Adventures of Boone Barnaby. Joe Cottonwood
Anything to Win. Gloria Miklowitz
Bobby Baseball. Robert Smith
Brogg's Brain. Kin Platt
End of the Race. Dean Hughes
Forward Pass. Thomas Dysard
Heart of a Champion. Carl Deuker
The Hit-Away Kid. Matt Christopher
Last Was Floyd. Doris B. Smith
My Brother Stealing Second. Jim Naughton
My Underrated Year. Randy Powell
No Effect. Daniel Hayes
The Rookie Arrives. Thomas Dygard
Shadow Boxer. Chris Lynch
The Slugger's Club: A Sports Mystery. Paul Walker
S. O. R. Losers. Avi
Tackle Without a Team. Matt Christopher

Stories from other times

These books are available at Bettendorf Middle School, and students have chosen them as exceptional books.

Battle for the Castle. Elizabeth Winthrop
Canyons. Gary Paulsen
Circle Unbroken. Sollace Hotze
The Hour of the Wolf. Patricia Calvert.
The Journey Back. Johanna Reiss
The Journey Home. Isabelle Holland
Journey to America. Sonia Levitin
Land of Dreams. Joan Lowery Nixon
Land of the Thundering Herds. Justin Denzel
The Last Silk Dress. Ann Rinaldi
Little House on Rocky Ridge. Roger MacBride
Monthly Report
Liaison Position-
January 16, 1994- February 15, 1995

Contacts:
*regularly scheduled:*
Middle: 13
Elementary: 4

*Note: School was not in session 2 days due to weather, I was out sick another 2 days and we had a 1 day staff in-service.*

*Other contacts:*
1/16/95 Curriculum Leaders Meeting.
1/20/95 DesMoines (RE: IEMA presentation).
1/23/95 City Council Meeting- I presented an update on the Liaison Program.
1/25/95 , teacher, BMS. (Quad-LINC)
2/6/95 Automation meeting.
2/8/95 TAG and All Media Meeting. Discussed technology and funding for positions (including liaison).
2/13/95 Curriculum Leaders Meeting.

Schools:
*Middle School:*
I taught or assisted in 21 classes. (612 students).

*Elementaries:*
I taught or assisted in 3 classes. (84 students).

*BPL:*
I worked at the reference desk 52 hours.
5 students called me by name.
15 recognized me as from school.
3 asked for me when I was not in.

*Tours:*
2 Armstrong fourth grade classes. Researching biographies. Staff assisting: myself,
Monthly Report
Liaison Position-
February 16, 1994- March 15, 1995

Contacts:
Regularly Scheduled:
Middle: 13
Elementary: 4
Note: I had one week of vacation during this time

Other Contacts:
2/16/95 Social Studies (BMS)
2/21/95 Hoover Principal
2/23/95 Third Grade teachers, Hoover school
2/25/95 BMS. (Quad-LINC)
2/25/95 Young Adult Library Board Meeting.
2/28/95
3/3/95 Technology.
3/3/95 Media Specialist.
3/6/95 Ass’t. Superintendent.
3/9/95 Reading teacher.
3/9/95 Special Education.
3/9/95 Special Education.

Schools:
Middle School:
I taught or assisted in 20 classes. (526 students).
Elementaries:
I taught or assisted in 4 classes, at 2 schools (100 students).

BPL:
I worked at the reference desk 44 hours.
10 students called me by name.
21 recognized me as from school.
0 asked for me when I was not in.

Projects:
- The BPL paperback collection continues at Middle School.
- Quad-LINC is now consistently connecting at BMS. (After a lot of effort).
I. Introduction

Hello and Welcome!
My name is . I will be talking about school and public library cooperation; my own job in particular as an example of this. My job title is School Liaison Librarian and I work for both the Bettendorf Public Library and the Bettendorf Central School District.

Let me give you a very brief personal background- I have a B.S. in special education from the State University of NY College at Geneseo. I recently received my Masters in Library Science from the University of Iowa, where I was fortunate enough to study under Dr. Jean Donham van Deusen and to have practicum experiences with (media professional of the year 1994). My specialization was school media. I was hired as the Bettendorf School Liaison Librarian in June of 1994, and my job allows me to teach in 6 elementary media centers, the middle school media center, and also to work in the youth services division of the Bettendorf Public Library.

II. General School Library cooperation examples

Public librarians are familiar with the feeling of helplessness that comes from having a child come up and request books on, say, Ancient Sumeria. They are excited and ready to work, and they want to get some good things because the entire 5th grade has to do a report on the topic. The bad feeling comes in when you realize that the last child to come in checked out the only 3 books that contained information Ancient Sumeria, without mentioning that 60 more children might come in asking for help. This is the sort of situation that creates a desire for school/public cooperation in the p.l.

Libraries can cooperate in many ways, and different people have different ideas of how public libraries and school libraries can complement each other.
Although the driving force for cooperation is (or should be) the benefit to students, there are benefits for the media specialist and public librarian as well.

I have created a list of different levels of communication between these two institutions. This is in no way a comprehensive list.
(1) No communication
- This is a situation that would create my example of Ancient Sumeria. Busy schedules of both professionals can make this a common occurrence.

(2) Basic communication
- This form of communication reveals itself in things like "Assignment Alerts"—forms teachers/media specialists fill out to warn public libr. that there are big projects coming up (they might want to make a temporary reserve cart). The m/s and the p/l know each other, and communicate, however minimally.

(3) Promotions
- By this I mean that the 2 institutions support each other's projects. For example, the BPL has a winter and a summer reading program, and the M/s arranges for the librarian to come to classes to promote the programs. The m/s might also put a poster up in the m/c... that sort of thing. Conversely, the librarian puts together displays that have to do with school themes, units or their reading programs. They try not to schedule reading programs at the same time, etc.

(4) Workshops
- Westchester County, NY, has an annual "School Library/Public Library Cooperation Day" with workshops for staff from both places to attend. One theme was storytelling, and it changes each year.
- Stanford, CT, media specialists were invited to the library to discuss ALA notable books and other mutually relevant issues in a day long workshop.

(5) Projects
- By this I mean more in-depth working together than the workshops. An example I found was a public library semiannually giving orientations and library skills training in the schools that were not professionally staffed. This sort of project was ongoing and tailored to the schools information needs.
- Another example is Homework Hotlines. Many places have many forms of this. Schools most often sponsor the homework hotlines, but I have found several instances where they were housed in the public library and occasionally staffed by the librarians.
- Our library in Bettendorf has 2 long term projects with the schools. One is our Middle School paperback collection. Youth services librarians select paperbacks from donated books. The media specialist selects them—she chooses books that are popular but that she is not able to
III. BPL’s Grant Proposal

The BPL has always had a strong conviction that communication between the schools and the library was essential to facilitate library use by students. They had a part time YA librarian who was familiar with the middle school librarian and had established small-scale cooperation between the 2 facilities. EX- bookdrop in BMS/BHS However, (director) sought to improve this cooperation. She wrote and LSCA grant to fund a position specifically designed to do this.

(**JOB DESCRIPTION**)  
This resulted in my job- “School Liaison Librarian.” The liaison must have a teaching certificate, MLS in li. sci. and experience in both kinds of libraries. It’s an exciting and complicated job. I work 20 hrs./week schools, 20 hrs./week at the library, 12-16 hours of that staffing the reference desk.

At the SCHOOLS- I travel between the 6 elementary schools and the middle school.
• Originally intended to be 2 elementaries (the 2 unstaffed ones, which became staffed) but the principals wanted equity. This does in fact cause a good deal of “spreading thin”
• Majority of time spent at BMS working closely with the media specialist there.
• Started as a “fixed” schedule in schools-- one media center every other week for 2 hours--- this was not very productive and put stress on the media specialists to “do something” with me. So we changed to flexible scheduling. I spend a lot less time in the elementaries, but the time is more meaningful, helpful and useful.
• types of projects:
  - QUAD-LINC lessons
  - puppet stories (demo to kids that they can check out puppets)
  - introduce CD/ROMS to classes (into class, individ. or small group)
  - Booktalk and genre lessons (LWW to go along with a play )
  - Bibliographies (bookmarks, posters)
  - research for teachers
  - bringing in books from BPL for specific units. (Hoover, BMS)
  - computer assistance at BPL
  - Bringing CD/ROMS to classroom to supplement lessons w/Encarta
purchase for her m/c for budget and curriculum reasons. The library then processes them, maintains them, and keeps circulation data.

- The other project is more simple- it is a public library book drop in the middle and high school media centers. It is just a box that is collected weekly and that students find very convenient.

(6) Shared Catalog

- Some areas have school holdings on their automated union catalog. In the Quad cities, we have one or two high school's collection on our catalog. The schools also have access to this catalog, and they can see what is available at area public libraries that may help them. This cooperation tends to be more useful to the schools than the public libraries only because it is less likely someone at a public library finding a book in the highschool will be able to go there and check it out.

(7) Shared Resources

- Wilson Library Bulletin reported in 1992 that increasingly, public libraries are considering the needs of schools when they build their collections...in these times of low funding.
- In New York City there is a project that has turned public libraries INTO the school libraries. This was started in a time of financial crisis, but was continued for over 2 years.
- Rural schools sometimes rely on the public libraries to support their curriculums also.

(8) Shared Staff

- My job is an extreme example of this, and I will be telling you more about it in a minute. But currently, I spend 20 hrs a week in the schools/20 hours a week at the public library.
- A successful cooperation in California is this- one school's part time media center aide is also employed part time as a library clerk. She knows the students and the big assignments and is more valuable at each institution due to this.
- Another extreme example of l and m/c cooperation happened in Lexington MA in 1993. The Children's Librarian and the School Media Specialist swapped jobs for an entire year. The article did not go into the logistical details (such as certification and benefits, etc.) but there was a very valuable understanding of each other's positions developed. I believe the children's librarian was very surprised at the tremendous amount of work the ms had to do on a regular basis.
At the Public Library:
- Many kids coming in to do homework would stop at the reference desk. So that is where I spend most of my time. 3 evenings a week, every other Sat.
- Summers- assisting with the summer reading program as well as reference.
- Give tours to incoming classes.

GRANT---- (OVERHEAD) ----
This list of project goals, I think, clearly demonstrates that the p.l. wants to have an excellent link with the schools, and time will hone the actual position. That is if it continues. The grant is done in June, and the city and schools must vote to assume the funding. The city has voted to continue the job, but the schools appear that they will not be able to do this (Funding, referendum, Humble)
The school's portion of the salary is $2,000 this year. A bargain for a 20 hr/week professional employee. However, without the grant, their share would go up to 7-10,000. They can't swing it. So we don't know what form the position will take next year.

IV. School and PL assessment
In Nov, I did a survey of teachers and staff at the middle school, and among the questions were assessments of the liaison position. There was not one negative comment about the position and numerous positive ones. The teachers and the M.S. seem to support the link and utilize the services.

V. +/-
I do know that there are definite FLAWS in the job, however.
- The hours are such that it will be difficult to keep a person in the position for very long.
- The responsibility for having all 6 elementaries and the ms make it difficult to have a huge impact on any one place.
- Have to work 40 hours at the pl when schools are out-- I mean this to be funny but it is true that people with MLS in Li.Sci and want to be m.s. might not appreciate the hours and lack of vacations.
BENEFITS of the job
• familiarity with students & they with me.
• my familiarity with assignments
• students more familiar with resources at BPL
• Communication between all the institutions
• participate in curriculum leaders
• many contacts
• and, as a newer member of the media specialist field, good experience in all kinds of m.c. I can see all kinds of styles! Also exp. in public library that I never would have gotten (reference).

QUESTIONS-ANSWERS-BIBLIOGRAPHY-BOOKMARKS
“It’s Been Done...”
(Projects done in cooperation with the liaison in various elementaries)

Armstrong:
• had me go into classrooms and introduce students to CD-ROM products. (Guinness Disc of Records- 2nd grade. Mammals- 3rd grade) has also had several classes come to the public library for tours.

Grant Wood:
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Public and School Library Cooperation

Bibliography


Mathews, Virginia H. "We're All in This Together." *School Library Journal* v. 40/6 (June 1994): 62.


Prepared by: (Bettendorf, IA) for the IEMA Spring Conference 1995
Contacts:
Regularly Scheduled:
Middle: 11
Elementary: 3
Note: the schools had one week of spring vacation during this time. I had three different days off during this time.

Other Contacts:
3/20/95 practicum student, BMS.
3/21/95 S.S. BMS
3/22/95 AEA training: , other principals & teachers.
3/24/95 Technology.
3/30-31/95 IECA Spring Conference.
4/3/95 1, Media Specialist.
4/4/95 (BMS psychologist) at BPL.
4/5/95 , reading teacher.
4/5/95 , Media Specialist, in at BPL.
4/7/95
4/11/95 BMS Special educator.
4/12/95 Elementary teachers, Hoover school.
4/13/95 Armstrong, BMS

Schools:
Middle School:
I taught or assisted in 21 classes. (584 students).
Elementaries:
I taught or assisted in 9 classes. (225 students).

BPL:
I worked at the reference desk 74 hours.
13 students called me by name.
11 recognized me as from school.
I asked for me when I was not in.
Projects:
- The BPL paperback collection continues at Middle School.
- Quad-LINC is now consistently connecting at BMS. (After a lot of effort).
- I have been assisting at Middle School in her preparations for automation.
- I continue to keep a brief daily journal and maintain statistics.
- I promoted the "Iowa Children's Choice Awards" at Hoover school, in grades 3-5. has allowed me to do some selecting of materials for the Middle school.
- I had a cooperative short-term project with BMS, dealing with disabilities. In addition, and I arranged for special (one-time) tutoring in MAS at the public library for a student.

"Of Note"
- I participated in an internet workshop at the Mississippi Bend AEA.
- I successfully presented a program titled "Uniting for Successful Students: School and Public Library Cooperation in Bettendorf" at the IEMA (Iowa Educational Media Association) Spring Conference. March 30-31, 1995.
- will be bringing some classes in for tours in early May.
Contacts:

Regularly Scheduled:
Middle School: 19   Elementaries: 6

Other Contacts:
4/19/95 All media meeting at Grant Wood AEA.
4/24/95 Curriculum Leaders Meeting at Administration Building.
4/24/95 BMS
4/25/95 Hoover Volunteer appreciation Party.
4/25/95 Bettendorf Parent Linc meeting.
4/28/95 Governor’s Volunteer award ceremony, Clinton.
5/01/95
5/10/95 Media Meeting at BHS
5/15/95

Requests for Tours:

2 tours: Two classes of fifth graders from Armstrong Elementary toured and worked on assignments on 5/10.

Other Events:

4/20/95 I was a speaker at Young Adult Literature Class in Iowa City.
4/25/95 Bettendorf Parent Linc meeting—I helped present technology (available at BMS) to the group.
4/28/95 Governor’s Volunteer award ceremony, Clinton. Bettendorf Public Library received an award for their commitment to youth in the community.

Schools:

Middle school: Total classes taught or assisted: 30 classes, 640 students.

Elementary Schools:
Total classes taught*: 6 classes, 140 students

*Most of these were Iowa Children’s Choice Award booktalks.
Bettendorf Public Library:
I worked 48 hours at the Reference Desk.
At the library: 14 students addressed my by name.
20 students recognized me as from school.
2 students asked for me when I was not in.

Projects:
- The paperback book project continues at Middle School.
- I am doing a cataloging project for Middle School.
- I am creating a "brief users guide" to the 24 new CD-ROM products for Middle School to utilize next year.
- I continue to maintain a daily journal of the Liaison position.
- I have been assisting i and j with Summer Reading Program preparations.
This month's question comes from a seventh grader, writes: "I was wondering how many books our school library has?"
To find the answer to this question I asked and . They told me that the BMS Library has about 18,000 books, compared to the Public Library's whopping 100,000 books. If you have any questions about the school, please address them to "Questions of the Month" and put them in . . . mailbox in the office.

Technology: Link Between Home and School

Did you know Bettendorf Middle School is getting Internet?

What is a automated catalog?

How does one use CD products?

A hands on presentation dealing with access of technology will be given by and : from the Bettendorf Middle School Library staff:

Tuesday
April 25, 1995
7:00 - 8:00 pm
BMS Library

Parents are encouraged to attend. There will be a question and answer session following the program.

Sponsored by: Parent Link
“Among predictors of academic achievement, the size of the LMC staff and collection is second only to the absence of at risk conditions, particularly poverty and low educational attainment among adults.” The Impact of School Library Media Centers on Academic Achievement, 1993, p. iv.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Room</th>
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<tbody>
<tr>
<td>10:45 - 11:45</td>
<td>State Library Grants</td>
<td>Room 300</td>
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<tr>
<td>Presenter:</td>
<td>State Librarian of Iowa</td>
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<td>The future of Iowa libraries is being impacted dramatically by two grants.</td>
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<td>The FirstSearch Initiative through OCLC is underway in many schools and public libraries. The SILO project (State of Iowa Libraries Online), which is a $2.5 million grant received last year, is now being implemented.</td>
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<td>10:45 - 11:45</td>
<td>United for Successful Students: School/Public Library Cooperation</td>
<td>Room 302</td>
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<tr>
<td>Presenter:</td>
<td>Bettendorf Public Library and Information Center</td>
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<td>The Bettendorf Public Library received a grant to fund the position of a student liaison librarian to create a stronger link between the schools and the public library. The position calls for a librarian with media specialist certification to work 20 hours in the local school and 20 hours at the public library per week.</td>
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<td>10:45 - 11:45</td>
<td>Full Inclusion—Its Impact on Secondary Media Centers</td>
<td>Room 309</td>
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<td>Presenter:</td>
<td>Meredith Middle School, Des Moines</td>
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<td>How will full inclusion of special needs students impact secondary school library media centers? Learn practical suggestions for serving these students and make your media center more “user friendly” for everyone.</td>
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<td>10:45 - 11:45</td>
<td>Promote Literacy</td>
<td>Room 322</td>
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<td>Presenters:</td>
<td>Vinton</td>
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<td>Collaborative planning between school, public and special libraries in the Vinton area has led to successful “Night of 1,000 Stars” events. A variety of “stars” have participated: athletes, coaches, authors, an Elvis impersonator, and the local drill team. Promoting literacy to children and adults of all ages has been a central theme. The session will include pointers for anyone interested in attempting a multi-type library event.</td>
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<td>12:00 - 1:45</td>
<td>Luncheon and Keynote Speaker</td>
<td>Terrace Room</td>
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<td>Presenter:</td>
<td>It’s High Noon for High Tech Education</td>
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<td>Consulting Futurist</td>
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<td>America’s public schools have served the nation’s young people—and employers—admirably for the past 100 years. Today, as America enters the information age, we must redesign the content and reinvent the methods of public education. Schools must provide all students with mastery of a much more sophisticated array of information-handling skills than have been required in the past if Americans—and America—are to remain productive and prosperous in the 21st century.</td>
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<td>Menu:</td>
<td>Lasagna</td>
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<td>Tossed salad</td>
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<td>Rolls and butter</td>
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<td></td>
<td>Cherry cobbler</td>
<td>Cherry cobbler</td>
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Monthly Report
Liaison Position-
May 16- June 15, 1995

Contacts:
Regularly Scheduled:
Middle: 12
Elementary: 3
Note: School Media centers were closed to classes and checkout on May 30. School ended for
the summer on June 7.

Other Contacts:
5/19/95 Middle School.
5/22/95 Media Specialist, Grant Wood.
5/22/95 Media Specialist, Paul Norton.
5/23/95 Second Grade Teachers, Paul Norton.
6/1/95 Middle School (Special Education).

Schools:
Middle School: I taught or assisted in 5 classes. (108 students).
Elementaries: I taught or assisted in 7 classes. (166 students).

BPL:
I worked at the reference desk 54 hours.
12 students called me by name.
3 recognized me as from school.
1 asked for me when I was not in.

* As of June 8, I work full time in the Children’s Department.
I spent 24 hours staffing the Summer Reading Program sign-up desk.

Projects:
• The BPL paperback collection continues at Middle School.
• I have been assisting at Middle School in her preparations for automation.
• I participated in and took photographs of the Summer Reading Program/Groundbreaking ceremony on May 20.
• I promoted the "Iowa Children's Choice Awards" and our Summer Reading Program "The Sky's the Limit" at Paul Norton, Grant Wood, and Mark Twain schools, in grades 3-5.
• I have completed an extensive project for Middle School. I evaluated and wrote up brief descriptions of their new CD-ROM reference materials.
• I continue to keep a brief daily journal and maintain statistics.
• I completed a final, smaller-sample student and teacher evaluation of the liaison project.

"Of Note"
• of MultiMedia Schools (journal) is interested in the cooperative effort between the schools and the library. She may be interested in doing an article on the position.
• The liaison position has been fully funded by the city and the schools for the coming year.
Liaison Library Survey
Student Survey: June 1995
Brief Interpretation of Results.

Random Sample of students. Response rate of 70%.

Question 1:
Asked where students used CD-ROM products.

Usage evenly distributed between:
Home (40%)
Bettendorf Middle School (46%)
Bettendorf Public Library (33%)

Other (15%) --most common response was “friend’s house.”

Students could select as many places as were relevant to them.

Question 2:
Asked if students had been on a tour of the Bettendorf Public Library since September, 1994.

70% did not have a tour.
20% did have a tour.
(Not necessarily school-sponsored tours).

Question 3:
Asked if students had used the Bettendorf Public Library for school-related work since September, 1994.

44% checked out an item for school work.
40% did not check out for school work.

Question 4:
Asked if students had used the Bettendorf Public Library for recreation since September, 1994.

48% had checked out items for recreation.
35% had not.

Question 5:
Asked if the students knew who the Student Liaison Librarian was.
49% knew.
30% did not. (Note: as in previous surveys, students who commented that they didn’t know the liaison also said that she had helped them at a library.)
Question 6:
Asked if they had been helped by the liaison librarian at school or at the public library.

64% had been helped at a library by the liaison.
47% had been helped at middle school.
17% had been helped at Bettendorf Public Library.

Question 7:
Comments.
No students chose to comment.
Liaison Library Survey
Teacher Survey: June 1995
Brief Interpretation of Results.

Survey placed in all teacher's mailboxes. Response rate of 9.6%
(Teachers commented to me personally that they were too busy to fill out surveys.)

Question 1:
Asked where teachers used CD-ROM products.

Bettendorf Middle School (70%)
Bettendorf Public Library (21%)
Home (15%)
Other (17%)

Teachers could select as many places as were relevant to them.

Question 2:
Asked if classes had been on a tour of the Bettendorf Public Library since September, 1994.

100% did not have a tour.
0% did have a tour.
(Not necessarily school-sponsored tours). Comments written in stated:
• that there wasn't enough time to have a tour.
• that it wasn't worth it because the library is so close to the school.
• that they would have liked a tour but couldn't get around to it.
• Don't think they would ever have a tour or want one.

Question 3:
Asked if students were expected to use other libraries (besides the school library) for homework and projects.

75% expect students to use another (non-school) library for homework.
  15% always
  60% sometimes
20% did not expect it.

Question 4:
Asked if they knew of/used Assignment Alerts.
70% know what they are.
  10% have used one, 60% have not.
22% did not know what it was.
Question 5:
Asked if the teachers knew who / the Student Liaison Librarian.
89% knew
10% did not.

Question 6:
Asked if their classes had been helped by her at school.
38% knew their classes had been helped.

Question 7:
Teacher comments:

- has been a tremendous help to me all year.
- It is too bad the position will not be continued.
- Although I like [ ] I am glad the schools are not funding the position, as the money could be better spent elsewhere.
- This is a good idea.
- This is a good idea, I wish I had known about the things the liaison could do earlier in the year-- she has helped me so much in the last few months.
- My classes do not come to the library, so I do not have much to comment on.
Monthly Report
Liaison Position-
June 16- July 15, 1995

Contacts:
Regularly Scheduled: 0
School is out for the summer.

Other Contacts:
6/21/95, BMS
6/26/95 BMS
7/13/95 BMS

BPL:
Reference Desk: 6 hours.
4 students called me by name.
0 recognized me as from school.
0 asked for me when I was not in.

Summer Reading Program Desk: 104 Hours

Projects:
• I ran a book discussion group for the Summer Reading Program “The Sky’s the Limit.” The book was Roald Dahl’s BFG.
• I held a preschool story time on July 10.
• I have been assisting with her Summer Reading Program “Reading is Tree-mendous,” and programming to go along with it.
• I have been creating bibliographic bookmarks for the Children’s Department.
• I have been creating simple artwork for the Children’s Department.

“Of Note”
My last day will be July 19. This has been a fantastic job, working with fantastic people and fantastic kids.
EXPENDITURES THIS QUARTER (Whole Dollars Only)

<table>
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<tr>
<th></th>
<th>A. Federal Grant Funds</th>
<th>B. Local Funds*</th>
<th>C. Total</th>
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<td>21.57</td>
<td>9,443.19</td>
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* From all sources other than grant award or other federal funding.
End of Year Report
School Liaison Librarian:  .
July 15, 1995

Schools:
*Regularly Scheduled Days:*
At Middle School: 128
At the elementary schools: 46

Contacts with groups or individuals: 116

*Total Classes met:*
Middle School: 182 (4,642 Students)
Elementaries: 62 (1,492 Students)

*Tours: 6

Bettendorf Public Library:

*Reference Hours: 449*
*Summer Reading Program Desk Hours: 125*

Comments:
The cooperative effort of the liaison position has appeared to be a success. As the liaison, I knew and interacted with many teachers and students, particularly at Bettendorf Middle School (BMS). At the elementary schools, I was by far more familiar with the media specialists than individual teachers. Students seemed to know me well by the end of the year, and would recognize me and call me by name at the Bettendorf Public Library.

It has been an absolute privilege to work with at BMS, the other media specialists and teachers, and my staff members at the Public Library.
I was able to give a presentation at IEMA (Iowa Educational Media Association) in March about the liaison project and the concept of school and public library cooperation in general. Additionally, I published a paper on the liaison program in the IEMA journal. The position was also described Footnotes from ILA, and in local and student papers.

Considerations for the future:

There are several things I would like to suggest for the future of the liaison project. While I believe the job description was quite accurate to what I actually did (see attached), the goals of the grant were often unrealistic. I think that much of the difficulty I had this year was a result of the strict goal constraints from the grant, along with the fact that this is a brand-new, untried position.

While the goals were achievable in general, the objectives were far too ambitious. For example, I was to have taught 100% of Middle school student Quad Linc search strategies. There were many classes of Middle Schoolers that never came to the library even once, and that already would cause a failure in the objective.

Instead of specifically criticizing the goals written to get the grant, I would instead like to offer these suggestions:

- Try not to dictate what the liaison is supposed to teach in the schools. Urge him or her to frequently offer Quad-linc lessons, or CD-ROM searching lessons, etc. to teachers and media specialists. But make sure they know to put it in terms of the benefits for the schools and students. Diplomacy is very impor-
tant, as the media specialists do not want to be told what to do in their own schools (I have found). Let it be up to the Media Specialists or teachers to choose what things they want the liaison to teach for them.

- Although the increase of tours would be a good thing for the public library, I have found a general lack of interest in this from the teachers, particularly at the middle school level. Perhaps helping the liaison come up with creative ways to invite classes could help this.

- According to the grant goals and objectives (attached), the liaison was to cover several elementary schools (changed to all 6 for equity) and the Middle School. I believe this caused me to be spread too thin to make a significant impact on elementary students. I believe that concentrating the liaison in one or two buildings would be far more beneficial for the total communication effort.

- In general, try for more realistic (achievable) goals for the liaison. The program is a fantastic one, and reasonable goals can only make it more so.
Job Description

Title: Librarian (Student Liaison Librarian)

FSLA: Exempt

Department: Public Library

General Summary: Under general supervision and according to procedures and policies functions as a professional resource in the development, implementation and delivery of Library programs and services.

Primary Responsibilities and Duties: Librarians perform any combination of the following duties and responsibilities depending on work area assigned:

1. Reference Work Area
   a. Selects and maintains reference collection and vertical files
   b. Handles reference questions and requests
   c. Educates staff and public in the use of basic reference tools
   d. Develops Iowa collection
   e. Handles interlibrary loan program
   f. Develops information and referral services

2. Young Adult Work Area
   a. Selects and maintains Young Adult collection
   b. Develops and implements programming
   c. Works with local school and youth organizations to promote Library
   d. Selects and maintains audio collection
   e. Assists in reference, circulation and shelf reading area

3. Student Liaison Librarian
   a. Works with elementary and middle school students both in the schools and at the public library.
   b. Develops cooperation between the schools and the public library.
   c. Teaches searching skills and other library use skills, develops programming for students.
   d. Works at the Information Desk after school and during evening hours.

4. Conducts Library tours for schools and other civic groups, performs other related job duties as assigned.
OBJECT GOALS AND OBJECTIVES: (In space provided)

Goal 1 -- To increase research skills among the Bettendorf elementary and middle school population

Objective 1 -- Teach at least 50% of the students CD-ROM search strategies

Objective 2 -- Teach 100% of the middle school students Quad Linc search strategies

Objective 3 -- Teach 100% of the students in 2 elementary and middle school key word searching and print indexes

Goal 2 -- To improve communication between the public library, the schools, teachers and students

Objective 1 -- Establish a regular link with curriculum committees so that library is always aware of assignments

Objective 2 -- Have at least one staff person who knows students by name

Objective 3 -- Tour at least every fifth and eighth grade student through the public library

Goal 3 -- Increase student reading and use of public library during summer months so that skills are not lost during vacation

Objective 1 -- During school year acquaint 100% of students with variety of summer reading programs available in the summer

Objective 2 -- Register 30% more elementary children and 20% more middle school children in summer reading

Objective 3 -- Provide continuity from school throughout summer

These goals relate to the Bettendorf Public Library's strategic plan as follows:

Goal 2, Objective A, Strategy 2: Utilize student liaison to identify needs of youth.

Goal 5, Objective B, Strategy 3: Publicize and expand the use of remote access to collection through personal computer and modem.

Goal 6, Objective C: Apply to city for additional person

The goals relate to the objective of the State Library to improve public library services in areas with inadequate service (State Library of Iowa LSCA Long Range Plan, 1993-97, p. 17)
Bettendorf Chamber of Commerce and the Bettendorf Community School District

Bettendorf Chamber of Commerce

Bettendorf Partners in Education

Business + Education Partnerships
Working Together to Enhance the Quality of Education

Business + Education
PARTNERSHIPS

MISSION STATEMENT
A partnership of the business community and the school system will provide opportunities to work together to enhance the quality of education for students.

Join us on the Web!
www.bettendorf.k12.ia.us
www.quadcities.com/bettendorf

Bettendorf Community School District
Board of Education
2322 Oak Lane 355-855
970 39 Street #4 359-81
4320 Stonehaven Drive 322-74
6515 James Road 359-8
6135 Lakeshore Circle 359-74
4622 Amesbury - Davenport 359-1
310 Holmes Street 359-5
1224 Terrace Park Drive 359-1
3311 Central Avenue 359-79

Bettendorf Community School District
Ray Stensvad Administration Center
3311 Central Avenue
359-3681
359-3685 FAX
5182 Dove Court 332-9576 359-3681
2599 Countryside Lane 332-8119 359-3681
3839 E. 35th Ct. - Davenport 355-1125 359-3681
17320 42nd St. W. - Milan 372-8428 359-3681

Bettendorf Chamber of Commerce
2117 State Street
Bettendorf, Iowa 52722
355-4753
355-7913 FAX

President/CEO
Chamber of Commerce 355-4753

Director of Membership
Chamber of Commerce 355-4753

Chairman of the Board
Genesis Medical Center 421-2791

Immediate Past Chairman
McGladrey and Pullen 326-5111

Chairman Elect
Bettendorf Schools 359-3681
In 1989, the Office of Educational Research and Improvement of the United States Department of Education joined together to encourage educational partnerships. In response to these leadership efforts, the Bettendorf Chamber of Commerce and the Bettendorf Community School District began developing their own partnership program during the spring of 1991.

A governing body, known as the Business + Education Alliance, was formed to define program guidelines. A mission statement, articulating the intent of the business community and the school district to ensure the best possible education for the community's young people, was adopted. It reads as follows:

A partnership of the business community and the school system will provide opportunities to work together to enhance the quality of education for students.

The Bettendorf program became operational during the fall of 1991 with 25 businesses participating. As the 1998-99 school year begins, the Bettendorf Business + Education Partnership program has grown to include approximately 60 working partnerships in all eight Bettendorf School District attendance centers and Project READY, the District's alternative high school program.

These partnerships take many forms. Each is successful in its own way. There is no formula, pattern, or checklist to follow. Each partnership is an individual effort with individual goals and expectations. Successes come in all shapes and sizes.

It is the intent of the Bettendorf Business + Education Partnership program to operate on a "two-way" system of reward. That is, it is hoped that the businesses involved will benefit as well as the students. Sometimes the rewards to the business organization are long-term while the students' gratification comes much more quickly. Nonetheless, a successful experience will provide benefits to everyone involved -- the student, the partner, and the community.

Although each partnership is individual, some program goals are universal. The term partnership implies cooperation and mutual understanding. Some priorities identified as components of all Bettendorf partnerships include:

- Demonstrating the relationship between business, education, and the community;
- Familiarizing and investing in the job readiness of future employees;
- Establishing a willingness to share various resources;
- Supplementing the formal education experience with direct exposure to business and business people;
- Providing and improving quality education in Bettendorf.

Educational partnerships, formed to enhance education at all levels, have become fixtures in thousands of school districts. These educational partnerships connect schools to the community through association with businesses, social service agencies, cultural institutions, and institutions of higher education. Partnerships provide an avenue for these organizations to work with the schools to pursue joint activities. Businesses and schools have an opportunity to communicate valued information, share resources, and solve problems.

The Bettendorf Chamber of Commerce and the Bettendorf School District are proud to participate in this national movement. Many exciting opportunities have been created for students as a result of the Business + Education Partnership program.

Preparing students for the challenges they will face in the coming century requires a community effort. This booklet contains a listing of current partners and chronicles examples of activities that illustrate how Chamber members are assisting students as they strive to meet these challenges.
Following are three general categories of educational ideals along with suggestions as to how business/community partners can help schools achieve those goals:

1) Ensure that all students learn well.
   Serve as tutors, mentors, role models and career advisors; offer field trips, summer jobs, special courses, and after-school activities; develop entrepreneurial clubs; sponsor activities in subject areas such as science fairs and spelling bees; organize academic competitions; help teachers and students link with community and social service agencies.

2) Extend the capacity of teachers.
   Assist teachers in their efforts to develop new instructional strategies; provide opportunities for teachers to learn more about a subject; bring in academic consultants to work with teachers; extend teacher internships at companies; sponsor workshops; develop training programs; train volunteer teams.

3) Create school systems that encourage innovation.
   Work with educators to assess school system needs; help set goals; help the district hire qualified individuals to oversee the restructuring process; bring in outside experts or advisors to help teachers and school leaders develop new strategies; provide training sites and programs; help schools appeal for community support.

The 1990's is a time of extraordinary challenges as schools and business both seek to define their relationship. Educators are welcoming the support of businesses and industry as the quest continues to improve the educational system.

It is the educators' job to ensure that businesses are more than outside resources. Businesses must be committed partners in the schools' efforts to make meaningful improvements and contributions to the community's educational environment. Partnership programs centered around a mutual attitude and effort to provide the best opportunities possible for the youth of our community will yield measurable results and visible returns on investments in our children and our future.

Ideally, a successful partnership begins with the identification of a need experienced by the youth of the community. From this identified need grows a problem-solving, cooperative effort by the business and the school. The need can be very general, for example, an opportunity for exposure to career opportunities at the high school level. It can also be more specific in nature such as a particular elementary student in need of a mentor or role model or assistance in a particular academic area.

Partnerships can enhance educational opportunities for students and provide teachers and business representatives with a chance to grow. They are investments in children -- investments that never stop paying dividends.

Remember -- It takes a whole village to raise a child.
Bettendorf Community School District
Attendance Centers/Building Administrators

Bettendorf High School
333 18th Street
32-7001

Principal
Associate Principal
Associate Principal

for Activities and Athletics

Project READY
38-16th Street
59-9375

Director

Bettendorf Middle School
30 Middle Road
59-3686

Co-Principal
Co-Principal
Associate Principal

Armstrong Elementary School
10 23rd Street
8275

Principal

Hoover Elementary School
3223 South Hampton
332-8636

Principal

Jefferson Elementary School
610 Holmes Street
359-8261

Principal

Paul Norton Elementary School
4485 Greenbrier Drive
332-8936

Principal

Mark Twain Elementary School
1620 Lincoln Road
359-8261

Principal

Grant Wood Elementary School
1423 Hillside Drive
359-8277

Principal

Business + Education Alliance

4890 Heatherstone Road
332-5978

Bettendorf IA 52722

(BHS and Armstrong Liaison)

Anderson Gabelmann, P.C.
2685 Kimberly Road
359-7911

Bettendorf IA 52722

Bettendorf High School
3333-18th Street
332-7001

FAX
324-2326

E-MAIL

Ruhl and Ruhl, Inc.
700 Putnam, 215 North Main
324-1981

Davenport IA 52801

Bettendorf High School
3333-18th Street
332-7001

Bettendorf IA 52722

Bettendorf Public Library
2950 Learning Campus Drive
344-4175

Bettendorf IA 52722

FAX
332-5209

McGladrey and Pullen
102 West Second Street
324-0447

Davenport IA 52801

Architect
355-1856

2415-18th Street
Bettendorf IA 52722
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Business + Education Alliance, continued

Bettendorf Community Schools 359-3681
3311 Central Avenue 359-3685 FAX
Bettendorf IA 52722
E-MAIL kteel@po-1.bettendorf.k12.ia.us

Bettendorf Chamber 355-4753
of Commerce 355-7913 FAX
2117 State Street
Bettendorf IA 52722

Walker's Jewelry 355-4444
3320 East Kimberly Road
Davenport IA 52807

Happy Joe's 332-8811
2705 Commerce Drive 332-5822 FAX
(B) (Chairperson)
(B) (Hoover and Mark
Twain Liaison)
Bettendorf IA 52722

1998-99 Business + Education Partnerships

Project READY

Mel Foster Real Estate
2300 Spruce Hills Drive
Bettendorf IA 52722
355-5371

Scott Community College
500 Belmont Road
Bettendorf IA 52722
359-7531

American Institute of Commerce
1801 East Kimberly Road
Davenport IA 52807
355-3500

Deere Davenport Works
P.O. Box 4198
Davenport IA 52808
388-4206

Duck Creek Plaza/Equity Growth
852 Middle Road
Bettendorf IA 52722
359-0303

The Horizon Group
806 West 76th Street
Davenport IA 52806
391-1891

Johnson Contracting Co
2750 Morton Drive
East Moline IL 61244
755-0601

Jumers
Spruce Hills Drive & I-74
Bettendorf IA 52722
359-7141

The Leader
423 E 32nd Street
Davenport IA 52803
326-5848

THE Rock Island Bank
Bettendorf Branch Office
3120 Middle Road
Bettendorf IA 52722
332-4411

Scott Community College
500 Belmont Road
Bettendorf IA 52722
359-7531

Sivyer Steel
225 South 33rd
Bettendorf IA 52722
355-1811

VA Quad Cities
Outpatient Hospital
2979 Victoria Street
Bettendorf IA 52722
332-8528
Business + Education Partnerships, continued

Middle School

Steven P Anderson DDS
2208 E. 52nd Street
Davenport IA 52807
359-5599

Bettendorf Eyecare Center
1875 Middle Road
Bettendorf IA 52722
359-4446

Bettendorf Public Library
2950 Learning Campus Dr.
Bettendorf IA 52722
344-4175

Quad City Bank and Trust
P.O. Box 395
Bettendorf IA 52722
344-0600

Ruhl and Ruhl, Inc.
700 Putnam 215 North Main
Davenport IA 52801
324-1981

Shive and Hattery
1830 6th Avenue
Moline IL 61265
764-7650

Wagner's Cleaners
2525-18th Street
Bettendorf IA 52722
355-5659

Firstar Bank Iowa, N.A.
1855 Middle Road
Bettendorf IA 52722
328-3040

Hometown Plumbing and Heating
480 42nd Street
Bettendorf IA 52722
355-0289

Iowa Masonic Nursing Home
2500 Grant Street
Bettendorf IA 52722
359-9171

Neil Armstrong Elementary School

Junior Achievement
800 12th Avenue
Moline IL 61265
736-1630

Mississippi Valley Blood Center
3425 East Locust
Davenport IA 52803
359-5401

Money Matters, Inc.
943 State Street
Bettendorf IA 52722
359-5046
Herbert Hoover Elementary School

Duck Creek Plaza/Equity Growth
852 Middle Road
Bettendorf IA 52722
359-0303

McGladrey & Pullen
220 N Main Suite 900
Davenport IA 52801
332-1235 EXT 244

Family Museum of Arts and Science
2900 Learning Campus Drive
Bettendorf IA 52722
344-4106

D.D.S.
1912 Middle Road
Bettendorf IA 52722
355-5513

St. Ambrose University
4685 Stone Haven Court
Bettendorf IA 52722
332-0708

Happy Joe's Pizza and Ice Cream Parlors
2705 Commerce Drive
Bettendorf IA 52722
332-8811

Junior Achievement
800 12th Avenue
Moline IL 61265
736-1630

Beling Consultants, Inc.
1001 16th Street
Moline IL 61265
757-9800

Ross' Restaurant, Inc.
430 14th Street
Bettendorf IA 52722
355-7573

Firstar Bank Iowa, N.A.
1855 Middle Road
Bettendorf IA 52722
328-3040

Trissel Graham & Toole Inc
220 Emerson Place
Davenport IA 52801
322-3521
Business + Education Partnerships, continued

Paul Norton Elementary School

Group Services, Inc.
3066 Victoria Drive
Bettendorf IA 52722
332-5552

Russell Construction
1414 Mississippi Blvd.
Bettendorf IA 52722
355-1845

Iowa-American Water Company
230 East 2nd Street
Davenport IA 52801
324-3264

Northwest Bank and Trust Company
100 East Kimberly Road
Davenport IA 52806
388-2616

Tri-State Turf & Irrigation
6125 Valley Drive
Bettendorf IA 52722
332-6684

B. usiness +•Education. Partn...
Bridging the Gap...

Business + Education Partnerships and School-to-Work Efforts

Current educational philosophies and practices make this an especially exciting time to be a Bettendorf Business + Education partner.

Today's classrooms focus on student-centered instruction and hands-on learning. Students work in groups, use technology, and experience learning in real-life situations. Teachers stress teamwork, communication skills, and accessing information.

Similar to the modern workplace, today's classrooms are places where people solve problems together, cooperate with each other, and celebrate the successes of every worker.

This modern classroom setting is the perfect stage for School-to-Work activities. The Business + Education Partnership program is taking a leadership role in integrating School-to-Work curriculum into teaching and learning in Bettendorf.

For more information about the school-to-work program, contact program coordinator Tammy Rogers at 344-5810.
A variety of partnership activities became a part of student learning throughout the 1997-98 school year. Following is a sampling of some of those activities. Not meant to be all-inclusive, the listing serves as a resource to spark other partnership ideas.

Many activities will continue during the 1998-99 school year. Some will be fine-tuned and improved. Some will lead to new activities. All of them, however, are the result of collaboration between business and schools, working together to enhance the quality of education for students.

At Bettendorf High School and Project READY:

Deere Davenport Works hosted tours of their facility for BHS students, staff and visitors. Student job shadowing opportunities were expanded, and the physical education department conducted its fishing and camping unit at the lake and natural environment on the Deere property.

Duck Creek Plaza/Equity Growth participated in the BHS career fair. Merchants provide speakers for classrooms and offer retail job shadowing opportunities for students.

The woodworking craftsmanship profession was promoted through the partnership with the Horizon Group. The company worked closely with the BHS Industrial Technology Department.

Johnson Contracting offers another opportunity for career awareness and job shadowing. The trades are explored through this collaborative effort.

Activities shared between BHS and Jumers are ongoing. Student invited to perform at special occasions, and financial support is provided to the German-American Partnership Program as a result of proceeds from the atrium fountain.

THE Rock Island Bank participated in the career fair, provided speakers and expertise to the business education classes, and offered job shadowing opportunities for students.

New partner Sivy Steel was involved in job shadowing experiences and the development of a summer internship program for BHS students.

The Quad Cities Outpatient Hospital worked closely with the BHS Family and Consumer Science Department to develop a health strand that will articulate with Scott Community College.

Scott Community College has worked collaboratively with BHS to develop a list of relevant topics for Scott employees to share with BHS students. Several articulation programs are also in place. Project READY students benefit from the shared Connections program.

Firstar Bank hosted students from the Practical Living Skills classes as they toured the bank facilities.

Middle School Partnerships:

of The Bettendorf Eyecare Center continued in his role as mentor for students demonstrating behavioral difficulties.

The Bettendorf Public Library sponsored the USA Awards each quarter to recognize student accomplishments. A public library bookdrop and paperback library is housed at BMS.

of Tim Downing Architect provided video tapes to explain the history of architecture to the 6th grade social studies class, explained composites to 6th grade science classes, and discussed the demolition and construction of buildings. Career exploration and blueprint developing have been discussed as possible future activities.

Firstar Bank hosted students from the Practical Living Skills classes as they toured the bank facilities.
Quad City Bank and Trust continued a second student recognition program for deserving Middle School students. Student pictures were displayed on Middle School bulletin boards and at the bank facility.

**Shive and Hattery Architects and Engineers** provided career awareness and job shadowing opportunities for middle-level students.

**Armstrong Elementary School:**

The **Bettendorf Public Library** provides year-round opportunities for Armstrong's year-round scheduling. Technology education was provided by library staff, field trips were held, and the library was a service-learning site for Armstrong students.

**The Consulting Group** provided job shadowing and field trip opportunities. Student art work was displayed in the business setting.

**Hometown Plumbing and Heating** once again sponsored the Read-A-Million Minutes, provided classroom volunteers, and assisted with the Armstrong Fun Fair.

Junior Achievement became an official school partner during the 1997-98 school year. JA participated in career days and worked with teachers to involve JA classes in their curriculum.

The **Mississippi Valley Regional Blood Center** continues to offer a successful, far-reaching career exploration opportunity for students. Armstrong hosts a blood drive each fall, with students involved in all aspects of the event's planning and carry-through.

**Hoover Elementary School:**

**American Institute of Commerce** provided computer support and career information for students at Hoover School. Student visited the AIC campus, touring the radio station, medical lab, and computer lab.

**Duck Creek Plaza** displayed student artwork and provided the Cash Back for Schools incentive.

**Jefferson Elementary School:**

*Beling Consultants* offered instruction in time keeping during Hockey Games as part of the physical education classwork. Computer animation instruction was integrated into the art curriculum. Geology and ecology expertise supplemented 5th grade curriculum.

**Firstar Bank** employees served as mentors and tutors. Job shadowing experiences were available to 5th grade students as part of a banking unit, and field trips to the bank were arranged for younger students.

**Ross' Restaurant** worked with small groups of student providing tutoring and mentoring experiences. They offered support during Red Ribbon week and to the Lunch on the Lawn activity.
Business + Education Partnership Activities, continued

Jefferson students designed and marketed a creative writing contest with the assistance of WQPT-TV.

Paul Norton Elementary:

Group Services, under the leadership of Don Fournier, provided two 50-minute lessons about delivering oral presentations for each fifth grade classroom.

Employees from Iowa American Water Company provided Junior Achievement instruction for first graders and served as judges for the Invent Iowa competition.

Northwest Bank and Trust worked with third graders as they discovered the world of banking and finance.

Ruhl and Ruhl representatives served as judges for Invent Iowa.

Mark Twain Elementary:

AAA of Iowa supervised student writing activities and provided career exploration opportunities.

Bettendorf Office Products sponsored a school art club, presented a mini-course day, and provided person-power to serve as classroom volunteers.

BFI informed students about the need for recycling.

Happy Joe's worked extensively with students regarding school-to-work issues and good citizenship.

I-80 Truck Stop sponsored the Trucker Buddy program for fourth grade students. Second graders designed holiday cards for truckers. Tracking truck routes across the country provided real-life experiences for the social studies curriculum.

Grant Wood Elementary:

Advanced Accounting Personnel provided on-site, STW learning experiences for Grant Wood fifth grade students.

Fourth grade students also job shadowed as a result of the partnership with Alcoa Credit Union.

The Bettendorf Public Library and the Family Museum of Arts and Science rotate their partnership efforts among all District schools. During the 1997-98 school year, the library worked with Grant Wood students in developing service learning projects and providing outreach activities for students and their families.

McGladrey and Pullen look forward to bringing students to the job site during the 1998-99 school year as part of the STW curriculum.

Mid-States Technology Staffing sends personnel to Grant Wood to provide tutoring and mentoring assistance to students.

United Security Savings Bank came to Grant Wood on a regular basis during 1997-98 leading skill work review for small groups of students.
School Assignments

Beginning with the 1998-99 school year, we will be listing homework assignments as they are provided to the library from Pleasant Valley and Bettendorf schools.

BETTENDORF PUBLIC SCHOOLS

Bettendorf High School

Bettendorf Middle School

Hoover Elementary School

Teacher:  
Grade level: 3rd  
Assignment: Reading Rainbow; Read a variety of books in the areas of 1. Folk Tale, Poetry, Free Choice, Fantasy. 2. Mystery, Realistic Fiction, Biography, Animal as a Main Character. 3. Free Choice Caldecott, Sports Fiction, Historical Fiction.

Teacher: All 4th grade teachers  
Grade level: 4th  
Dates: October/November 1998  
Assignment: Dinosaur project. This should consist of a picture of the dinosaur and four of five facts. Need to complete a diorama/model, informative data, drawing in habitat and a descriptive paragraph.

PLEASANT VALLEY PUBLIC SCHOOLS

Black Hawk Junior High

Teacher:  
Grade level: 7th (approximately 50 students)
Dates: October 24 to November 20, 1998
Assignment: Report on the organs of the human body. The student must use at least one book.

Teacher:
Grade level: 7th (approximately 75 students)
Dates: Due December 16, 1998
Assignment: My Heritage project, a research paper to explore family history.
Bruce Coville was born May 16, 1950 in Syracuse, New York. His parents are Arthur J. and Jean Coville. Arthur Coville was a sales engineer and Jean was an executive secretary. Bruce married Katherine Dietz on October 11, 1969. She is an illustrator. They have three children, Orion, Cara and Adam. Bruce attended Duke University and State University of New York at Birmingham and received his B.A. from State University of New York at Oswego in 1974.

Bruce Coville says that he grew up around the corner from his grandparent’s dairy farm. His favorite books growing up were Mary Poppins and Dr. Doolittle. He also read Nancy Drew, the Hardy Boys, Tom Swift and lots of comic books. Halloween is Bruce Coville’s favorite holiday, his school’s official colors were orange and black, and as a teenager he made extra money by digging graves. This might explain some of the books that he writes.

Other jobs that Mr. Coville did on his way to becoming a writer include a toy maker, cookware salesman and an assembly line worker. He eventually became an elementary school teacher and taught second and fourth grade.
In a question and answer period with Bruce Coville, a fourth grade class asked what advice he would give to young authors. His response, “Read. Write. Read. Write. Read. Write.” He further stated, “Also, keep a journal for yourself — it’s like a gift to yourself from yourself. Also, NEVER GIVE UP!!! That’s the most important advice of all. I know lots of people who wanted to write, but did not become writers because they gave up. The people I know who made it were all stubborn, and would not give up!

Mr. Coville first discovered he liked writing when he was in sixth grade. “I had Miss Crandall for a teacher. All year long, she kept giving us specific assignments. I failed at those. Then she told me to write a short story. That was glorious. I found something that I really loved to do.”

A writing activity from Bruce Coville, taken from Meet the Authors and Illustrators. “Take the first sentence from a book. Then try to write the opposite of the sentence by choosing the opposite of each word. The sentence may start, ‘The dark house on the crooked street...’ What is the opposite of dark? Dark is a word with lots of shades of meaning. What you choose as the word’s opposite tells a lot about you. When you’re done, you’ll have a well constructed sentence that is entirely different from the one you started with. And it just may help you get started on a story.

Selected Titles of Bruce Coville

The Foolish Giant
Sarah’s Unicorn
The Monster’s Ring
Spirits and Spells
The Eyes of the Tarot
Sarah and the Dragon
Waiting Spirits
Amulet of Doom
The Brave Little Toaster Storybook
The Ghost in the Third Row
Murder in Orbit
How I Survived My Summer Vacation
The Ghost Wore Grey
Prehistoric People
The Dinosaur That Followed Me Home
Ghost in the Big Brass Bed
Jeremy Thatcher, Dragon Catcher
My Teacher Fried My Brains
My Teacher Glows in the Dark
My Teacher Flunked the Planet
Goblins in the Castle
Jennifer Murdley’s Toad
Space Brat
Space Brat Two: Blork’s Evil Twin
Aliens Ate My Homework
Space Brat 3: The Wrath of Squat
The Dragonslayers
I Left My Sneakers In Dimension X
Into the Land of Unicorns
The Search For Snout
William Shakespeare’s A Midsummer Night’s Dream
Space Brat 4: Planet of the Dips
The World’s Worst Fairy Godmother
Space Station Ice-3
August 25, 1998

RE: Bettendorf Public Library Book-Drop

Dear Media Specialists:

The Bettendorf Public Library supplies a book-drop box to your media center for students to return public library books. Bettendorf Public Library staff pick up the books on a regular basis. No, this is not a dream. Some area school media centers have this occurring as you read this. And you can, too.

If you think your school and students could benefit from a public library book-drop in your media center, we would be happy to place one and provide pick-up on a regular basis. This has worked well in the schools we have been doing this with and wanted to provide the opportunity to other area schools. Call, write, fax or e-mail me with your request.

Sincerely,

Student Liaison Librarian

344-4189
Thank you for making arrangements to visit the library. In order to ensure a smooth and pleasant experience for all, we ask that you read over the following information. We have restated the specifics of your request. If any information is incorrect, please notify us so that we can make the necessary changes.

Date of Visit: ___________________________  Time of Visit: ___________ to ___________

Teacher’s Name: ___________________________  Grade: ___________

School: ___________________________  Number of Students: ___________

Phone Number: ___________________________

Activities Requested: ___________________________

Library Staff Conducting Visit: ___________________________

**Responsibilities of the Requester:**
1. Visits should be requested at least two weeks in advance of date desired.
2. Arrive at scheduled time. The arrival of groups in the library before sufficient staff are available to conduct a tour is disruptive, and late arrival may result in a shortened tour.
3. Establish clear guidelines and expectations for student behavior and assignment objectives when preparing for a class visit. Group leaders are responsible for student conduct and should discuss appropriate library behavior with students before arrival.
4. Remind students to bring paper, pens, money for photocopiers and library cards if applicable.

**What the Library Will Provide:**
1. Library staff will provide age appropriate, educational tours with a mutually agreed upon focus.
2. Staff members will assist with use of reference tools and electronic resources, as well as selection and location of materials.
3. Pathfinders and subject bibliographies can be compiled upon request with sufficient notice.
Thank you for making arrangements to visit the library. In order to ensure a smooth and pleasant experience for all, we ask that you read over the following information. We have restated the specifics of your request. If any information is incorrect, please notify us so that we can make the necessary changes.

Date of Visit: ____________________________ Time of Visit: __________ to __________

Contact’s Name: ___________________________________________ Age of students: __________

Group: ____________________________ Size of Group: __________

Phone Number: ______________________________________________________

Activities Requested: ________________________________________________________

Library Staff Conducting Visit: __________________________________________

Responsibilities of the Requester:
1. Visits should be requested at least two weeks in advance of date desired.
2. Arrive at scheduled time. The arrival of groups in the library before sufficient staff are available to conduct a tour is disruptive, and late arrival may result in a shortened tour.
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Bettendorf Public Library Information Center
2950 Learning Campus Drive, Bettendorf, Iowa 52722
Youth Services Department 344-4178
<table>
<thead>
<tr>
<th>Date</th>
<th>School</th>
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LSCA Project Application

Project Title: Student Liaison Librarian

Applicant: Bettendorf Public Library

Address: P. O. Box 1326
Bettendorf, IA 52722

Congressional District: 1

Project Director: John Doe
Telephone: 319-332-7427

Amount Requested for Total Project:

<table>
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<th>Source</th>
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<tr>
<td>Federal</td>
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<td>Local Contribution</td>
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<td>(minimum of 25%, I and III; 50%, II)</td>
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<td>Total</td>
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Summary of Project

Staff Statement: Staff at Bettendorf Public Library have noticed an increasing need for more one-on-one help with student research. Cutbacks in number of school librarians are a factor. Iowa Basic Skills testing show that skills are low. In addition, communication between public library and schools is sketchy.

Project Goals and Objectives:

See attached sheet)

Methodology: Hire one full-time person to be student liaison. This person would work 10 hours of week in the elementary and middle school libraries and 20 hours a week at the public library. During school time, the liaison would teach searching skills, attend curriculum planning and tour classes. After school and early evening the liaison would reinforce that training by working with students at the public library.

Evaluation: The project will be evaluated by research skills test scores, numbers attending summer reading program, and administration of an instrument to teachers, public library staff and students assessing improvement in communication.

Title I

[ ] Unserved Areas
[ ] Limited English Speaking
[ ] Child Care Center
[ ] Inadequate Service
[ ] Elderly
[ ] Substance Abuse
[ ] Disadvantaged
[ ] Literacy
[ ] Intergenerational
[ ] Physically Handicapped
[ ] Handicapped
[ ] Institutional

Title: II III

Signature

Name
Director
Title

40
The staff at Bettendorf Public Library has noticed an increasing need for more one-on-one help of students doing research. Our impression is reinforced by the 1992/93 Bettendorf Community School District Testing Report which shows that Grade 8 ranked in 33% percentile for Reference Materials (67% ranked higher) while the lowest scores 9, 10, 11 & 12 received were in "Sources of Information."

Contributing to the student's need is the fact that currently there is only one librarian for six elementary schools and one librarian for the 1200 middle school students. The Iowa Department of Education recommends one professional for each of the elementary schools and a minimum of 1.5 with 3 desirable for the middle school.) In addition, school library budgets are below the minimum recommended. Example:

Middle School

North Central recommends $7,600 (minimum)
Iowa Department of Education recommends $7,920 (minimum)
American Library Association recommends $7,843 (minimum)
Actual budget -- $5,400

All of these conditions mean that students rely on the public library for materials because of skill level, rely on public librarians to aid them in research tasks. This latter is especially true with CD-Rom databases as they are not present in the school libraries.

Adding to the problem of serving the needs of the over 200 students who use the library each evening is the hit and miss communications between the schools and the public library. Staffs are so busy that often the library is not informed of mass assignments and therefore has not prepared a reserved collection to meet student demand.

The Bettendorf Public Library feels a strong need to improve its service to the students of Bettendorf.
OBJECTIVE GOALS AND OBJECTIVES: (In space provided)

1. To increase research skills among the Bettendorf elementary and middle school population

   Objective 1 -- Teach at least 50% of the students CD-Rom search strategies

   Objective 2 -- Teach 100% of the middle school students Quad Linc search strategies

   Objective 3 -- Teach 100% of the students in 2 elementary and middle school key word searching and print indexes

2. To improve communication between the public library, the schools, teachers and students

   Objective 1 -- Establish a regular link with curriculum committees so that library is always aware of assignments

   Objective 2 -- Have at least one staff person who knows students by name

   Objective 3 -- Tour at least every fifth and eighth grade student through the public library

3. Increase student reading and use of public library during summer months so that skills are not lost during vacation

   Objective 1 -- During school year acquaint 100% of students with variety of summer reading programs available in the summer

   Objective 2 -- Register 30% more elementary children and 20% more middle school children in summer reading

   Objective 3 -- Provide continuity from school throughout summer

These goals relate to the Bettendorf Public Library's strategic plan as follows:

Goal 2, Objective A, Strategy 2: Utilize student liaison to identify needs of youth.

Goal 5, Objective B, Strategy 3: Publicize and expand the use of remote access to collection through personal computer and modem.

Goal 6, Objective C: Apply to city for additional person

The goals relate to the objective of the State Library to improve public library services in areas with inadequate service (State Library of Iowa LSCA Long Range Plan, 1993-97, p. 17)
Hire one full time person with an MLS as Bettendorf Public Library's Student Liaison Librarian. During the school year this person would spend twenty hours of the week in two elementary schools with no librarian and in the middle school. During this time, the liaison would get to know the students, teach searching skills and print indexes, demonstrate Quad Linc, gather information about assignments and tour classes through the public library. The other twenty hours of the week, the liaison would be on duty at the public library after school and in the early evening. There the training received in school would be reinforced. The liaison would teach students, one on one, to use the variety of data bases available for their research purposes, assemble reserved collections for use for large class assignments, and generally assist students with homework.

In May, the liaison will visit each school class and familiarize all students with the programming available in the summer at the public library. During the summer months, the Student Library Liaison will be full time at the public library working on the Young Adult Reading Program, the Elementary Book Discussion Group, Juvenile Summer Reading Program, and implementing special programs which will continue to sharpen student research skills.

Detailed planning for this methodology will be done by public school and public library personnel. The Student Liaison Librarian will be supervised by the Bettendorf Public Library. The Bettendorf Public Library will provide pay and/or a car for travel. The cost will be $26,166 salary, $3,500 insurance, $1,622 FICA, $1,504 IPERS and $379 medicare for total of $33,171 less local match of $8,293. The match will be shared: $2,057 from school system and $6,237 from library.

After the pilot year, the project will be evaluated by both the public school administration and the public library. It is currently the intention of both the library and the school system to gain School Board and City Council approval, based on one year of data, of the Student Liaison Librarian as a permanent position. We envision the funding of the position to be shared -- 38% of the salary from the school and 62% from the city.
The Student Liaison Librarian pilot project will be evaluated in several ways:

1. An evaluation instrument will be administered to teachers, public library staff and students at the beginning of the project, at six months and at one year. The instrument will be designed to assess familiarity of students with various data bases, awareness of school assignments and numbers of students given tours.

2. The Bettendorf Community School District Testing scores will be monitored for improvement.

3. The numbers of persons registering for summer reading programs will be evaluated for increases.
Dear LSCA Review Committee:

This letter is formally written to document the support of the Bettendorf Middle School Administration for the grant project entitled "Student Liaison Librarian" supervised by the Bettendorf Public Library to work with the Bettendorf Elementary and Middle School.

I give this project proposal my highest endorsement. It is clear that geographically as one entrance to Middle School is located on 18th Street (only one-half mile from the Bettendorf Public Library) that the simple ease of geographical access dictates the need for stronger link and communication to aid our future citizens of Bettendorf. At this time when budgets are strained it makes sense to share personnel, and coordinate the ordering of new books to stock the shelves of both the Middle School and the Public Library. Duplicates should not be ordered. However, books to enhance each other's inventory seem appropriate. As the Middle School has changed its organizational structure during the 1992-93 school year to that of an interdisciplinary house concept, it appears that interdisciplinary units require much more research. Teachers and students are making as much use as possible of library facilities in order to write these new interdisciplinary/more relevant units for learning experiences. When thirty students in a classroom invade the Middle School library (one class), research is accomplished; however, if more than one class is completing research in the library assistance for the students is limited due to the fact that there is only one school librarian and an occasional parent volunteer. The competition for books is apparent. Students rush to check out the most important materials as quickly as possible in both libraries. A system of reserved materials would address this concern.

During the six building inservices (early release afternoons) of: September 15, 1993; November 3, 1993; December 8, 1993; January 12, 1994; February 9, 1994; March 9, 1994; April 13, 1994; May 11, 1994, the student liaison librarian from the Bettendorf Library could meet with teachers in order to be aware of upcoming events, special units of study, and assist in research for future planning.

Finally, Bettendorf Middle School acquired a CDROM Grolier's Encyclopedia through the fund raising efforts of the students in the fall of 1991. However, with only one CDROM in a building of 1200 its access is limited and in-service instruction to students and staff is also limited. Additional assistance in this research technique, as well as the access to the Quad Link system is imperative for Bettendorf Middle School students' increased need and desire for the best educational opportunities possible.

Bettendorf Middle School 2030 Middle Road Bettendorf, Iowa 52722 (319) 359-3686
This joint project between Bettendorf Public Library and Bettendorf Middle School cannot begin too soon. I believe that the evaluation of this project will speak for itself and may become an example for others to copy in the state.

Yours in education,

Principal

cc:
**ITED GRADES 9 - 12, IOWA PERCENTILE RANKS**

Fall, 1992 Testing

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<th>Lowest Performing</th>
<th>Highest Performing</th>
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<td>Grade 9:</td>
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<td>Sources of Information - 40%</td>
<td>Reading - 68%</td>
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<td>Grade 10:</td>
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<td>Vocabulary - 70%</td>
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<td>Sources of Information - 49%</td>
<td>Reading - 69%</td>
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<td>Grade 11:</td>
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<td>Sources of Information - 49%</td>
<td>Vocabulary - 86%</td>
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May 19, 1993

LSCA Review Panel
State Library of Iowa
East 12th & Grand
Des Moines, IA 50318

LSCA Review Panel:

Please accept this letter of support on behalf of the grant being pursued by the Bettendorf Public Library, which would provide library services for the Bettendorf Public Library as well as auxiliary services for the Bettendorf Community School District.

This grant is being pursued through the efforts of the Bettendorf Public Library Librarian, and has the full support and cooperation of the Bettendorf Community School District. We are pleased that the City of Bettendorf and the Bettendorf Community School District have an opportunity to participate in a cooperative grant opportunity such as this.

If we may answer any additional questions for you, please don't hesitate to contact us. Thank you very much.

Sincerely,

Assistant Superintendent

cc: rf Public Library Librarian
To:  
From:  
Subject: STUDENT LIAISON  
Date: 7/26/94  

The Student Liaison Librarian, will be available to the schools as follows:  

Monday——all day  
Wednesday—afternoon  
Thursday——afternoon  
Friday——all day  

She is attending classes in Iowa City on Tuesdays and at the public library Wednesday and Thursday evenings and Saturdays. This does not mean she HAS to be in the schools all the above hours but she would be available. This leaves her very little planning time, only after three p.m. on Monday as she works information desk when at the public library. After you have talked to the building principles, please let us know what would be best for you.
Position Open: Student Liaison Librarian

Salary: $26,166

Qualifications: Level of education normally obtained with successful completion of a Master's Degree in Library Science.

Two to four years work experience in a public library.

Teaching certification for the State of Iowa. (K-12 with Library Endorsement)

Interpersonal skills necessary to communicate with library staff and administration, school personnel and administration, students and library customers.

Knowledge of search strategies, CLSI, juvenile and young adult literature.

Responsibilities and Duties: Establish a strong link to a minimum of two elementary school and middle school libraries.

Help at the public library Information Desk.

Teach students CD-Rom searching, Quad Linc searching, key word searching and print indexes.

Tour classes through the public library.

Help coordinate summer reading programs.

Report at least monthly to Library Director and/or Assistant Superintendent of Schools.

Assist in other areas as necessary.

Conditions of Employment: One year contract
40 hours per week
Three evenings per week
Five Sundays per year, 1-4 p.m.

Applications Close: May 18, 1994
Interview Date: May 24, 1994

Contact:
Bettendorf Public Library
2950 18th Street
P. O. Box 1326
Bettendorf, IA 52722
319-332-7128

Bettendorf Public Library is a department of the City of Bettendorf and does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, disability, sexual orientation or other non-job-related factors.
March 10, 1995

TO: Superintendent

FROM: 

RE: Student Library Liaison Program 1994-95

The Bettendorf Community School District has participated in partnership with the City of Bettendorf, Public Library and Information Center to sponsor the "pilot" Student Liaison Librarian program for 1994-95. The cost to the school district for 1994-95 has been $2,057.00. has been employed in this position by the City; provides approximately .5FTE services to the Bettendorf Community Schools. Her services have been utilized at each of the elementary buildings and at Middle School.

The State of Iowa Library Grant which originally funded the program will expire at the conclusion of 1994-95. To participate in this program for 1995-96, the cost to the school district will increase to approximately $8,000-$10,000.

The main goals of the student library liaison program include:
1. To increase research skills among the Bettendorf elementary and middle school population.
2. To improve communication between the public library, the schools, teachers, and students.
3. To increase student reading and use of the public library during the summer months so that skills are not lost during vacation.

The K-12 Library Media Curriculum Committee reviewed the success of this pilot program at its meeting on February 8, 1995. Below are the feedback inputs from this committee.

Areas of strength:
- Excellent School-Community relationship program
- Effective service provided by Student Library Liaison staff
- Appropriate instructional content for students
- Flexible schedule for elementary buildings
- Increased output measures at the public library
- Useful assistance and integration with classroom instruction
- Effective communications established between the public library, the schools, teachers, and students
Areas of weakness:
• Too many buildings for meaningful and effective services to be provided (6 elementary, 1 middle school)
• .5FTE is insufficient time to effectively perform duties expected
• More assistance is needed at Middle School

The Bettendorf Community School District feels fortunate to have participated in this "pilot" program with the City of Bettendorf; however, it is the consensus among the Library Media Curriculum Committee and Administrative Team that the strongest need exists for additional media staff at the Middle School library rather than a .5FTE position that serves six elementary buildings plus Middle School.

Due to this consideration, the increasing costs of the sharing position, and budgetary constraints within the District, we recommend not participating in the Student Library Liaison shared program for 1995-96. Should funds become available, it is our recommendation that .5FTE staff or teacher aide be added to the Middle School library staff.

cc:
Document #6

Field Notes: Interview with Library Director.

1. Bett. school system had financial concerns with media specialists -- there was more than 1 grade school that did not have a librarian -- noticed the impact at lib. lib. skills & test scores were low. had staffing problems here too. Working with M.S. principal in planning process recognized the cooperation as a goal. Difficult to get new positions added to city budget -- just visited with school to explore the idea of cooperating -- fund position -- then the s.l.l. position.

no. received calls from State of Iowa - schools - lib. trustees. common issue is we do not know the assignments. no we do this better.

2. Better understanding of need -- every year new teachers receive orientation here -- actually come to library and see services -- coop. things are also an outgrowth of business chamber program -- has been more successful because of s.l.l.

-the lib. as a whole gets so much more support. referendum - students went door to door for ref.

-discovered fallacy- biggest - sharing position both of us wanted the person at same time or times that meant split shifts.

-now s.l.l. is at p.l. solely - could be replicated - it takes their students who become our customers, to the person it is a continuum-- It starts at school and ends at p.l. there should not be a disruption there. success of students - same object. then work together to make happen

3. Asst. Sup. of school, principal of middle school, both school board & library board & city council. - yes.

idea came from the budgeting process of a city council meeting -- school & city share a police officer.

5. Surveys of teachers. early. no formal evaluation process

city now pays full salary for position 1/2 (paid 2/3) to 30 to 40
teachers did not invite s.l.l. in for booktalks

6. No barriers personally
difficulty getting teachers to see her as a dual employee -- to give
readjusting - new place had to think differently about what the reg. position did--
who does what -- what meetings to attend - etc. never enough time -- with one person
-- all do some of this -- school business all me dir. -- could have a person for each
building -- has become a thing to do -- request the service of s.l.l. now everybody
wants him

7. school bureaucracy hard to crack -- if you can't get the school to see the value of
this it won't happen --look at what we do -- what do they give us -- p.l. mission is to
serve the students -- don't get a lot back from them -- did get an award that the school
district nominated

11. improvement-- help - access to entire teaching staff -- not just new-- tried any
number of incentives - hard to talk to them -- better access to teachers -- teachers to
job shadow -- so they could better help students -- more hours of s.l.l. time -- schools
were on same automated system
Field Notes: Interview with Children's Librarian

1. Because had done cooperation at previous job -- at interview talked a lot about community involvement -- had done a lot with this previously
   adult services manager had done the cooperation before -- fell to her because all ref. done at ref. desk -- none in children's area -- cooperative efforts, nothing came out of children's dept. --as she started working with ref. took over more time
   --her background & directors desire to have more cooperation
   --when she started had already written grant for s.l.l.
   --the need is not unique to Bettendorf, but the willingness from director --support is maybe
   --everyone wants to do cooperation/partnership --everyone is trying to make a better situation

reason it has worked is the director supports it. director serves on school alliance committee
requests, but did not know how to deal with them -- assignments on certain subject -- no material -- geographic pocket in Bettendorf - under-served- wanted to remedy - knew there were non-users in schools --goal to have everyone have library card

2. #6 Armstrong School night -- at present time business partner --- school in pocket - low income area - no library cards - no transportation -- intro to technology - part of tour - lib. card sign-up - tours - winter reading program sign-up - check materials had people from school attend to create a comfortable place for parents & students to visit & this area was a lower educated pop. -- at risk families-- 200 people attended- principal was amazed by turnout -- had to do with the fact that there was free pizza -- invited principal, media specialists, teachers & district office to check people in -
give tickets - to help with the parents and to let them know about library -- also
invited all the business partners - but none came
35 news -- benefits -- bring groups that might not attend -- encourage family
participation -- 248 registered, 190 attended -- school enrollment 300 -- offered next
year -- offered to next years business partner -- always move on to a new grade school
-- Hoover next school-- closest to the library -- did not have a need to be here as 1st
group-- became a social event -- student council helped principal, media specialist,
teachers, thinks 80
3rd year-- offered to Mark Twain - gave to parent rather than principal -- took a lot
away -- because principal was not involved -- not a need for attending -- started
construction -- hardly any one did tours -- stopped in child. dept. 2nd & 3rd years,
numbers good for participation
tours stopped after this year
not impossible for others to replicate -- 7 lib. workers 1st year -- hard to replicate
paying for staff- 1 person could not do it -- 1 person & volunteers -- depends on the
size of your school
s.l.l. position -- taken a long time to develop position -- gone through 3 people
grant provides a person at schools / then work at information desk
one person there - then grant ran out -- position up in air -- so she accepted new
position
2nd person -- 1/4 school 3/4 p.l. salary --did not work out -- asked him to leave --
personality thing more than anything -- in schools every Friday -- school paid part of
salary ended in Dec./school reallocated the money to clerical position -- because
spending time at school had to have elem. ed. degree & mls --state cerf. to work in
middle school -- difficult to have both
3rd person 3/4 position -- at the lib. no time at school -- only mls not school
certification. Finding where he fits in. YA & child. lib. involved in cooperation
defining position - had contest - but who is responsible for everything - divide grade level - but not always sure who should do which levels - part has to with availability
originally not a great start in this position -- low initiative-- job review sparked his desire -- totally different this year -- he is doing newsletter for media specialist -- he is working with 3 schools that are under construction -- no access to books at all -- had stuff to Oct. but they are behind schedule (one of the schools) -- another school couldn't get check out system going -- a 4th grade class visits every week -- 2 & 3 visits sometimes
s.l.l. doing author talks
s.l.l. teaches quad link in schools to students -- does it periodically -- bought front project unit to help with this -- have not figured out how to do more of quad link teaching -- capable to dial into quad link
s.l.l doing a lot of book talking of I.C.C. award -- matter of personality & who calls child. asst., s.l.l. & children's lib during children's book did Poetry break -- just break in and do a commercial like break. had a little sign to indicate when a poetry break was not okay (3 schools did it)
3. Pub. lib. dir. wanted to do it. adult service manager wanted to do something. came more into play with busi. part. --- started to grow child. as manager said we were going to do this
lib. board very support. & chamber -- chamber always trying to get more people involved -- breakfast
without business partnership we might not do a lot with them
when we are bus. partners lots don't hear from the next year -- after partnership is over
Hoover knows her personally -- doesn't know every personally - not an automatic step with every to call pub. lib.
public schools -- been what can the library do for us -- pub. lib. -- have to think what they (school) can do for us

yes -- continued -- pub. lib. suggested speaking at PLA & alliance committee
makes youth dept. -- us want to do it

4. spur of moment -- situation by situation
*bus. Part. have breakfast - worksheet things we have done - any new ideas - and then a plan of action for the year - only at 1 school - really relationship to business part.

5. no formal evaluation -- very informal -- YA lib. sheet for program - not sure she does it for schools

6. H.S. leery of what you want from them or teachers don't have the time. lack of direction from principals - they say yes but don't follow through -- yes ongoing when you are getting free service to help students there should be some directive from all principals - some are real supportive

b. continued to offer little things - to get in strike an impression
do that some what with assignment alerts - know we won't get all the assign. alerts - still try to send out info - put up a display continue to offer and what they take advantage of they do

7. personality -- did not happen when the personality did not work. had to know boundaries - did not share how things should be done telling - school lib. how to do the job wasn't effective
continued support from director & board. some of the successes we have - make us want to do more

8. building on the successes - it is not just p.l. staff the rest of the teachers / m.s. hear too - others hear about a wonderful project and then want to try it too.

9. Haven't really read a lot -- just trail & error some things in place and then we refined things

watch on Pub. Yak / attend sessions on cooperation
10. personality - people have been willing to try. have to work at relationships

11. Improve cooperation -- be more organized on our approach -- planning session.
set a goal of getting all 4 grades in and have half and then figure a way to get the rest
-- more benefits for the library. have received some - give a lot - but don't get a lot
back - especially teachers respect
-done everything to help the students' visit to the lib. we shouldn't have to do that -
make assignments that are not realistic for collection - prior notice of things - line of
communication improved
Field Notes: Interview with Student Liaison Librarian

- scheduling

1. historically - shortage of m.s. in school system - do a cooperative work in schools & p.l. -- economic reasons

since that time - did not need position at schools (worked 3 years in April '96) s.l.l. is a 30 hr. part time position - as of July 1998 went full time now 40 hr. 15 children's 15 hrs. reference desk -- worked nights 3 nights - kids see me at schools more comfortable to approach information desk

Full time 15 children 25 reference -- do cd-rom selection -- do Netscape classes / other programming Internet & genealogy -- can change schedule around -- because main priority of position is s.l.l.

further back - Bettendorf as a whole has a feeling for cooperation - partnership - business

position 1st was not working in

first 2 people originally attended curriculum meetings-- attended a couple of media specialist meeting -- focused on mainly internal things -- don't attend curriculum any more -- due to time- but have curriculum book

no any community could do this and there is a possibility wanting a sense to do it - do not be so territorial

Assignment - helps us put books on reserve, pathfinders, pull books -etc.

we don't just serve Bettendorf residents. so you can have 4 or more large cities that could possible be using your library

collection is very easily used by the Quad City area

2. Assignment Alerts have worked well - post it on the web - kids were using wrong word and then the person pulled up assignment to get the right word
It helps with collection - put a limit on the number checked out - put real relevant ones on reserve - know to order more materials for certain assignments & at what grade level. sometimes get this by chance
kids will make a point of saying hi - has been in position for 2 1/2 years. will wait for s.l.l. since he/she was in school that morning.
every year doing more & more in classrooms
a lot is just recognition - face recognition - more likely to use library more & get more out of it
biggest thing is to get teachers to send in assignment alerts - helps p.l., teachers, & students
grassland assignment went so much smoother - pathfinder - had built up collection - kids didn't even need to explain the assignment
we do a lot of tours - general tours
-not impossible for others to replicate - personally - if it doesn't work it is because of territorial issues - funding
do as much with private schools
3. historically -- lib. director & school admin. - asst. supt. seen as a need from the school. the community both boards, businesses, endorsed & supported cooperation with lib goes hand in hand with business partnership
support continues from both administrations & private schools
1 school wanted to do more with pub. lib. had meeting to come up with ways.
newsletter - to give ideas of what other schools are doing & give recognition to the schools
makes it a lot easier - our part - we need to not be so rigid - flexibility on both ends - helps when the school really has a need - 1 lib. not open, since spent more time at that school - had increased requests from other libs. going into 3rd year have become more familiar and asked more
4. public, us, and the media specialists initiated programs. child. lib. and s.l.l. and then talking with schools to see what they need. chil. lib. had a good relationship with all m.s. and respected every year goes to one classroom that the sch. med. spec. doesn't get into

5. Initially- through normal supervisors function of lib. meetings with sup & own performance evaluation informal meetings

why it has improved - more recognition - tried raffles with assignment alert, did not see a big difference no improvement for getting more alerts

have seen an improved use of assignment alerts - used more because of new library - as we get out in schools more when you get to do more things then more cooperation happens

work split shifts have always had to adapt to work schedule

6. historically -- don't know - worked pretty well from beginning barriers - recognition and knowing what we can do - getting this out to the people - getting the ideas

have meetings with libraries

business partnership helps-- beginning year meet with ed. partnership - schools are already comfortable to work with others

once a year have meeting with all business partners - have speakers

7. personalities - develop a relationship - relationship with the schools - classes-librarian - willingness of both part

communication is important

8. communication & relationship building

9. Newsletters - for teachers - child. newsletter - YA newsletter - General Newsletter ICC award talks, has gotten me into two grades -- gets it going with teachers / recognition with kids-- poetry breaks worked really well
10. business partnership - but other communities could do it

11. improve schedule - hard to work his schedule and work with schools -- more time
to do things you want to do -- if we want things to change we do it
-chil. lib. says schedule it and we will work around it -- put a lot of priority on
cooperation

try to

books in some of the schools - usually with business partners - pick-up books once a
week
Field Notes: Interview with Young Adult Librarian

1. Mass amounts of kids in for an assignment and had trouble helping - due to not understanding assign. at all - not enough material to help everyone
   - try to get copy of assign. & sugg. resources
   - get into schools and get kids to recognize you, then they feel more comfortable asking for help-- that's our target
   can guarantee you that they are not unique to Bettendorf

2. Pathfinders, assignment alerts -- classical example - kids had an assignment regarding habitats, which will be offered again. got lucky and purchased books through a grant

3. not really for others to do. makes kids a lot less anxious - need to do these things even if a small library
   time saver - after the second time the assignment hits the library -- 2 weeks to do it

4. started hit & miss -- assignment alerts & tours, start with s.l.l, he may pass them on
   head of dept. - not hierarchy, we all do what we have to do and rearrange our schedules
   joint decisions - for implementing new program
   can make own decisions as it goes
   Dept. head helps with scheduling to get off the desk
   set schedules - but change with vacation. Sup. check with her first before changing schedules

5. No formal evaluation in place -- look at no. classroom visits. we do as much as we possible can - go to a media specialist for the past 5 years
   - each visit tour we personalized for each school teacher
- try things in one school and spread it out
- trying to put pamphlets & flyers in each school

Partners in education sponsored by chamber - helped a lot - huge benefit - schools use their partners heavily
- but you can't do anything that you wouldn't do for any other school - but often where pilot project starts

6. teachers don't have time - or interest - they are over-worked & we are getting the word out -- can't stop working on these. -- constant beating at the doors - letters - new teacher day - kissing up to administration - district & building level
all need continues attention -- know they will call every year but still need to do your part
- some teachers you may never get into their classrooms. time constraints & (classroom subjects) - wiggle way in

7. Communication, communication - easier with a continues dialogue - scheduling flexibility - both places, more realistically it is the public library - administrative support p.l. and p.s. - even have left the children's desk unmanned to work with schools.

8. communication

9. partners in education program - because school system supports that program very strongly at district level & building level. if she mentions she is a partner in education they are more likely to let them in
working to get 8th (whole 8th grade) to tour this building

10. Can't say that it is - can't speak for the whole state - doesn't know whole state. part is student liaison & young adult librarian
community support - mostly Bettendorf - support financial & value it - little Quad City support
very forward thinking administration here at p.l.
it is damn difficult - lot of work - it can be very discouraging - it is a lot of work - but when it works it is a thing of beauty

schooling did not stress working with others

stupid to do programming on own - need to work with others.

science - can share literature information

do very little work at high school Bettendorf - do more with Pleasant Valley
deal with Davenport patrons too -- talked with a teacher in Moline who will be bringing her class for a visit

Family History Project

Go to class talk about all resources we have - hard to do - because she doesn't know about genealogy - talk about cultures - country info - celebrating birthdays - how to find events happening on their birthday

-every assignment alerts - call & this is what we are doing - put books on reserve - or say that we have 5,000 books - teachers have assumed things have been pulled & tell kids & then the p.l. hasn't pulled books - the kids freak

1 hour lib. orientation go over all handouts

not required at other schools but at Pleasant Valley

about 30 teachers from the area , 2 pub. 2 private

has become no problem not a lot of work
Document # 10

Field Notes: Interview with Middle School Librarian

1. Unilaterally - came from the p.l. vision came from lib. director
   our desire - selfishness - saw it as a way to get some extra help -- 1 prof. 1 clerk --
   1,100 kids with a high impact program
   principal saw wisdom of it and got some help - did not work so well 1st person - her
   schedule was tied into public library - did not give her a lot of help - available for 3
   periods - schedule
   2nd person not a good employee
   at this point reallocated money to an associates position - steal our money back
   then hired 3rd person - works at p.l. full time - he is more flexible - to go in & out of
   buildings
   the issues may be more crucial in other communities - where you don't have as many
   resources in p.l. & school library - may have pressure to keep s.l. open in evening
   when p.l. is not adequate
   -programs would be different depending on needs
   asked for periodical holdings
   best readers - reading adult books - YA lib. picks out adult books, the m.s. circulates -
   have property ownership as Bettendorf Lib.

2. Open line of communication - keep p.l. informed of curriculum - forget about it
   sometimes - to let them know assignments - allow them to be prepared for our
   students
   you would not have to have a paid s.l.l. could do it more informally - would not need
to hire a specific person
shared some programs - personally - YA & child. lib work together on something - come into building to sign up for summer reading program - helps to get kids ready for summer
p.s. runs the battle of books - make materials available
-have a book drop off for p.l. items
school lib. business program - separate from liaison - could do in any community asked to post items, kids staffed some of their things - models, booker the bear - supply man power for their programs
Scribe - pub. of student work that YA lib. does - promotes & gets kids to contribute a lot pretty informal
best reason - information desk - like to call them and the people recognize voice - have personal contact
give students a foot in the door a student will say Mrs. _____ said ask you for help on ___
-other people would find their own needs - brainstorm their needs - each program would look different - need money
3. lib. director & middle school principal and next lib. chil. & YA & s.l.m.s - assistant supt - a key person - he supported this - because it came down to money p.l. director persuasive & respected in the community - came to asst. supt. the person listened to her - did the leg work for the grant - she did work
yes & support & endorsement have continued - new m.s. princ. changed & still supported * personal level - no one is territorial - work well on personal level effect is positive - hard to do - but could do it on grassroots level - money need support of next level up
4. situation by situation bases - see need
big decision - staffing & financing take place at p.l.
p.l. has ownership of program
ask for who, because of bus. partnership - ask for YA lib. worked with ref. lib. to write poetry. depends on program - but would talk to whoever - they communicate well with each other at p.l.

5. not sure - in a grant at first - data for that grant - did not know what that is p.s. informal evaluation - p.l. they were willing to do what was best
she feels free to offer suggestions for improvement
- how much of this is philosophy - how much education would be necessary. develop a program to see philosophy of service

6. no barriers

7. communication - time to communicate - access to each other - meeting time - access by level - a certain level of trust - matching philosophies of the goals

8. people doing work have to have matching philosophy - have to have communication - a relationship that has developed

9. nothing comes to mind bookmarks for kids - if you like Steven King - try ... produced by p.l. pathfinders - have not done this a lot - forget to use these - YA adult example of communication breaking down

10. excellence of the p.l. prof. are outstanding - service oriented program - could be similar many places

11. Quad Link - broaden our access. gives us more choices

12. Orient 8th graders to public lib. - once they leave here they can drive - so they do not use h.s. library - they use p.l. will need to work 8th grade teachers, use 2 periods - block ideal way - to have a useful project they are working - what do we have them do there
350 students a little logistics - have discussed this but have not figured out how to handle
Houses (these are used at this middle school) way to structure school - one group of teachers share common students - 4 teachers share 120 students - have time to meet to plan & monitor the kids progress and they are responsible for meeting with parents. student led parent conferences - try to look at the student as a whole doesn't have to big formal thing - it is kind of attitude - not just a program - we have same goals - how could we work together to help these kids - makes you feel like you are not so alone
Field Notes: Interview with Hoover Elementary Media Specialist

The media center is shut down (remodeling) - no check out. Technology available - go into classrooms to do lessons

1. Our book budget is limited - had a better & newer selection - in job pulled so many directions they can help with the library part of it - most of her job is focused on the technology now

   not unique - have same needs

2. Walking classes over there - check books out - s.1.1 author studies for 4 grade - s.1.1 ICC special guest to give booktalks

   no

3. Children librarian started it. Elem. Principal, Elem. m. spe. middle school m.s. district personnel - esp. supt. & asst. supt. and dir.

   yes been here 5 years - used it more every year - it has to be there - if not we would not be able to do this

4. Teacher will initiate something with her or I have gone into teacher - are you interested - then talk to s.1.1 or child. lib - then work out details - sometimes it involves her sometimes not, depends on activity

5. Informal evaluation c.l. & s.1.1. Sit down & talk about identify what worked & what didn't & what to try next time

6. 1st liaison feet off ground - not sure who was doing what & when

   2nd - things just didn't work

   3rd - no problem

   handled by children's lib & her talking and evaluating things - this is what we envision the position as...
7. p.l. willingness & openness & time element as we have gotten used to position we
have tried new things - they have gone above and beyond the call of duty
ex. theme for school - supplied a list of books & c.d.'s that would compliment them.
school assignment alert helpful - newsletter on a monthly bases - keep staff informed
of what can happen
8. their flexibility of p.l. and school & willingness to do what ever - what ever it
takes they do it
9. Liaison Links - monthly newsletters - author studies - covers of the books for
booktalks - reading for Fun Fan club 1 a month after school 3:30 -4:00 have
something do with reading - p.l. has helped, art lady, story teller, school supt. author,
David Collins an author from the area, basketball team CBA, drama group
do a program - draw into their conversation how reading is involved with what they
do
band - language of music
10. proximity to library - can walk to library - because the program is in place - don't
have to develop it
11. not rush, more time to stay at p.l. - kids have gotten to know p.l., gotten cards -
met people in the dept. - not as overwhelming - be comfortable going there - & enjoy
it - pool resources / community resources
12. B. Partners in Education - none

has been wonderful - camaraderie - it has been helpful - kids see the people in the
school & at the public lib. wonderful way to share resources
people that are not doing this are missing out on a lot
Field Notes: Observation of Young Adult Program

St. K/St. M class

7th grade -- great readers & avid readers

short stories by one author -- assignment the students need to read 10 short stories by one author. Not sure what else they have to do.

--shared info about each author's style of writing

English teacher present. She had discipline - did not need to do much discipline - gave final directions

-obviously had time to discuss project before hand

YA established ongoing relationship with kids - usually don't get to do this

really looking forward to the next time, asked what next theme is

-kids were really interested in the books and listened

-next program trying to hook them into reading program at library

talked about what she was doing with another class

then that brought excitement to her wanting to do it

may be we think a lot alike

planning - went through s.l.l gave to YA

gives her genre - bio - short story - essays

doesn't really do book talks but I liked this because

St. K. -St. Mark very new relationship

think a lot

get nervous about going into class -- I hope that was what they wanted

-easier to do program that she suggest

-do it one at a time - build communication and relationship

happy teacher is the best advertisement you can get
YA lib comments after the class left
YA not all contact happen with the media specialist - some start with the teacher
mostly h.s. students who attended
program open discussion of your right to read
sent out invitation to h.s. & m.s. selection policy and what you would do if you had a
challenge
-very articulate and thought things through
Field Notes: Observation of student liaison librarian

keep a book - s.l.l. schools information -- book contains general info, all the schools
names & addresses, phone number, media specialists' name and principals' name
public school holidays & early dismissals
sheet for class size and numbers of classes for each school
general correspondence
Information about each school
some had a list of all the teachers & their classes they teach - some did not
then he had a journal - school contact sheet - included - that he kept track of contacts
Observation of 4th Grade Visit
s.l.l was working on information desk - had to do this program - but someone came to
relieve him of his duties at the information desk. so the whole library supports this
talked with the kids
read the first chapter of Into the Land of Unicorns
Good interaction between school media specialist and s.l.l - the teachers come with
the class
explained writing style

phone calls - he works with requests for programs over the phone