

1988

## Combined community resources directory for Turkey Valley School and its community

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### Abstract

The object of this research project was to compile a combined community resources directory that would meet the functional, educational, and recreational information needs of both the students and teachers of a school district, as well as the members of the communities that make up that school district. Telephone interviews were conducted and questionnaires were sent to gather the data on the information sources. Approximately 800 individuals, private businesses and government offices and agencies were contacted. The information gathered from these sources was then organized and printed in a directory format. The completed directory contained listings for thirteen individuals, two private businesses, and eighty government offices and agencies. Provisions were made within the directory for adding or correcting listings for future updating. This directory was duplicated and distributed throughout the school and the community

**Combined Community Resources Directory for  
Turkey Valley School and Its Community**

A Research Paper

Presented to the

Faculty of the Library Science Department

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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## Chapter I

### Introduction

People need a variety of resources in order to flourish culturally, socially, physically, financially, politically, and spiritually. The quality of life is related to the excellence and availability of such resources. Among those resources is information. (Turick, 1978, p. 8)

For government, business, and the average citizen, accurate information is a must for survival in today's complicated world. However, our society has become so complex that it is often difficult to know where to find the information we need, particularly about community human service agencies. (Mershon, 1980, p. 105)

It was found that on the average about one third of the people with problems for which government agencies provide help do not go to public offices. Lack of knowledge of the agency or the available program is the most important single reason for underutilization. (Turick, 1978, p. 6)

Access is the key to public library service....Every citizen, regardless of age, life situation, or geographic location, should have equal opportunity of access of information. (Turick, 1978, p. 5)

The above quotations are very typical of the many appearing in both professional and non-professional literature that stress the importance of information to citizens in this new "Information Age," and that the key to this information, the access to it, is critical. This idea is universally important but it seems to be especially significant to rural lowans.

With the loss of a healthy farm economy and the resulting loss of population, businesses, and services, rural lowans face a magnified challenge of personal survival and individual enrichment.

Small rural schools are being particularly taxed to meet the needs of their students while having to contend with declining enrollments, rising educational costs, increasing mandated standards, and reduced revenues from state and local sources. Small rural towns are faced with declining services and loss of local businesses. The populations are becoming more and more characterized as poor and/or elderly.

These conditions have created specific needs in two areas of the rural segment of our society. First, these rural communities need increased access to information which will enable the members of these communities to maintain and improve their standards of living. Second, at the same time, rural schools need access to information about resources in the community that could enrich and supplement the school curriculum and enhance the quality of life of the students.

Throughout the years, the public library has changed in response to the needs of society. Today, and continually, it must ascertain and analyze its community's resources so that it may better fulfill its particular responsibility as an informational resource service agency. This analysis should be made in terms of the needs of the people within the community, not in terms of institutions. (Turick, 1978, p. 8)

In very small rural communities, the few public libraries that do exist do not have the time, staff or budgets to address the second need. Perhaps, now is the time for centralized public schools, through their media centers, to fill this need. In the book, Organization and Control of American Schools, the authors stress

the re-newed importance of a school and its relationship to its community. "We view the organization and control of schools from the perspective of open systems. This view emphasizes the interdependence between an organization and its environment" (Campbell, 1985, p. 4). A final statement by these authors seems especially appropriate for this project. "No other institution has comparable social penetration. The possibility of schools becoming comprehensive social and medical, as well as education, service delivery vehicles for children and families is exciting" (p. 419).

### Purpose

In view of the fact that small community libraries do not have adequate means to fill the information needs of the people in their communities and in view of the fact that small rural schools are finding it financially difficult to meet all of the information needs of their students, the purpose of this study was to incorporate into a public school library media center those pertinent philosophies and methods that are employed by large municipal public libraries in their Information and Referral Services. The final product is a combined community information - resources directory that will be available to the teachers and students at Turkey Valley Community School, as well as to the members of the seven communities of which the school district is comprised. This directory contains information that could be utilized by the members of the community and the teachers and students of the school to help them meet their functional, educational, and recreational needs.

A community resources directory with a combined audience in

mind of both school and community appears to be a unique concept in both public library and school library media center programs, and, therefore, if successful, could serve as a frame of reference for others' projects. At the same time, this research could illuminate the difficulties in transferring a public library service into a school library media center.

### Problem Statement and Hypothesis

Based on previous experiences and resulting knowledge of schools and public libraries in dealing with the problem of fulfilling the maximum information needs of their constituents, this research project attempted to follow the mandate in the quotation from the Introduction of this paper, to ascertain and evaluate a community's resources to fulfill the needs of the people in that community, and, therefore, to answer the question: how many information resources are available in a rural area which could be utilized by both the community members and the community's public school in meeting their functional, educational, and recreational needs? This researcher hoped to show through the completion of this project the following hypothesis: a community resource directory compiled by the local school media specialist will give both community and school access to the needed resources within the community.

### Definitions, Assumptions and Limitations

Community resources is a phrase "coined into existence" by American professional journals in the field of library and information science when describing the new service provided by public libraries in England directly after World War II (Library

Association, 1980, p. 8). In actuality, the British were responsible for the innovative extension of public library services to meet more information needs of larger groups of people. This new service has now come to be known by various labels such as community services, community information, or information and referral, all of which are grouped under the general umbrella term, community resources.

These sources provided under the general heading of "community resources" include those services which help individuals or groups meet: daily needs such as those that deal with housing, health, family, jobs and rights; or personal enrichment needs such as those that deal with education and recreation.

Information and Referral is the term that has officially been adopted to represent those services that provide access to and utilization of community resources. These services are "the active process of linking a person with a need or problem with a service which will meet the need or solve the problem. The link between the person and the service is made up of information" (Schuman, 1976, p. 195).

This research project was based on three general assumptions. First, the basic assumption underlying the justification for Information and Referral services is that "most human beings are rational, and therefore will make better decisions if they are given better information" (Garrison, 1973, p. 25). The British Library Association extended the reasoning when it published the following statement:

People will not be able to get their due as citizens of present day society unless they have continuous access to the information which will guide them through it, and where necessary, the advice to help them translate that information into effective action; and unless they get their due they are unlikely to recognize the reciprocal obligation that all citizens have to society. (Library Association, 1980, p. 7)

The second assumption was that, if information is gathered and published in some form that is accessible to people, they will make use of the information. It would be sad, indeed, to think of all of the work it requires to compile a community resource directory if no one were then to use it.

Finally, the third assumption was the one that suggests that a library should be the logical provider of this type of information. In Social Responsibilities and Libraries, the author presents six reasons why libraries should be handlers of information services: (a) its primary function is to provide information, (b) it exists to serve the whole community, (c) its subject scope is virtually unlimited, (d) its operators are specialists in document and information handling, (e) it has an impartial principle, and (f) it has freedom from direct political control (Schuman, 1976).

### Limitations

This project by definition has some general limitations. Because the final product is for one specific school and its surrounding communities, some types of information and sources recommended in other studies were not applicable or available for this particular project. The purpose of a community resources directory is to meet the special needs of a particular community

and, therefore, each is unique in as much as it meets those special needs. Specific limitations of this project are addressed later in this paper.

## Literature Review

A literature search was conducted to find what had been done in the past and what is being done presently in the field of community information services in both public libraries and school libraries. The underlying philosophies and justifications for these services were also researched and noted. Finally, this researcher was looking for common practices that were successful in implementing past and/or current programs. At the same time, those practices that resulted in failure were noted so as to avoid repetition.

The concept of providing better access to community resources through public libraries was initiated in England immediately after World War II. In the wake of the proliferation of social services available to the average citizen for health, housing, family, recreation, legal aid, drug information, and many others, the British instigated the first community resources facilities called Citizens Advisory Bureaus (Becker, 1975).

In 1954, Louis Shores, a reputable library science educator, asserted that community resources were a valid addition to the library's reference section (Shores, 1954, p. 227). He defined these resources as all private and public agencies -- schools, churches, newspapers, radio stations, businesses, industries, local government and welfare agencies, clubs, organizations, transportation agencies and even surrounding natural resources (p. 228). Shores prescribed how the data should be filed in directories and what information should be included in these directories. He even went so far as to describe methods of acquiring the data.

During the turbulent sixties and early seventies, public libraries were seeing a significant decline in the use of their services. In an attempt to stem the movement away from them, libraries were looking for a means to become more relevant to their public. Community resources information seemed to be the answer.

This was also the "War on Poverty" era when there was an influx of federal funding. Libraries saw the opportunity to be the recipient of these new monies and to become more relevant to all of their populations. They became very serious about developing their community resource services which at this time became known as Information and Referral Services or referred to more frequently as I and R.

In 1972, the Alliance of Information and Referral Services was established for the purpose of becoming a national clearinghouse for interested parties of which the American Library Association is a major contributor. In 1974, this Alliance published the National Standards for Information and Referral Services. (see Appendix A)

In the 1970's, many public libraries instituted I and R services on a major scale. Following is a brief description of three of the largest, best known programs: Baltimore, Detroit, and Memphis.

The Enoch Pratt Free Library in Baltimore in 1971 began its I and R program called the Public Information Center, (PIC). It was a four year experiment that was doomed by a variety of factors: low budget; lack of publicity; inadequate staff; and little administrative support. It served a useful purpose, however, as its situation was reviewed at length in the professional journals (Childers, 1979).

The Detroit Public Library in 1971 instituted its I and R program called The Information Place (TIP). This program was a tremendous success, and it was so directly as a result of solving the problems that defeated the program in Baltimore: strong financial support; administrative priority; well-trained staff; and a massive public relations campaign (Childers, 1979).

The Memphis and Shelby County, Tennessee, Public Library took the best of other existing programs to provide a successful I and R service. The unique aspect of this program was the very close cooperation and exchange of information with local service organizations and agencies which also deal in information dispersal (Childers, 1979).

What has happened to these relevant, needed, justified programs? During the eighties, the special funding has dwindled due to the economic situation of federal, state and local governments, and the concern for community awareness issues has greatly decreased. Many I and R programs were drastically cut, and many others were discontinued. No evidence exists today that any I and R program ever existed at the Enoch Pratt Library in Baltimore (Schuman, 1976, p. 169).

Today, a few programs are still in operation. Even a few courses are being taught at Library Science schools. But, one only has to scan the tables of contents in current professional journals to see how much the subject has slipped into obscurity.

In reviewing the literature discussing the numerous programs that have been tried in various settings of public libraries, the

following ideas seem to be the major necessities in predicting success: (a) a trained staff in information and referral, (b) adequate budgets and time allotments, (c) administrative support, and (d) continued interest and updating.

Along with these, some very specific practices emerge as necessary for a successful program. First, definite limitations must be placed on the type and the amount of information to be included. The major failing of many programs is the attempt to include everything. The starting point for any Information and Referral service should be the intended public and its specific needs (Library Association, 1980).

A second practice is the necessity of promoting the program; people cannot use a program that they do not know exists. Third, the staff must make an effort to become familiar with I and R Services and how to provide them. The people implementing the programs must know what types of information are needed and the techniques for gathering that information. The process takes a great deal of preplanning: who needs to be contacted; how to get the information; what information should be included; how to transfer that information to the public; and how to constantly update the program to keep it a viable reference source.

How is any of the foregoing research relevant to a public school media center? The idea of using community resources in the public school environment has a different emphasis. Whereas the public libraries' I and R services have concentrated on health, housing, family and job needs, the schools have concentrated on educational

and recreational needs.

Schools have, for a long time, seen the value of people in the community and their potential contributions to the educational curriculum. "The effective use of community resources to support education links learning with life" (Wood, 1981, p. 10). These resources are seen in terms of guest speakers, entertainers, instructional materials, and field trips.

This attitude was being reflected in the media and audio-visual textbooks of the seventies. The references were not specific as to how to collect information or community resources, but rather a general attitude about the importance of community resources and their utilization by the schools. These works suggested using community professionals to enhance career education: having people in the community share special skills with classes; and, inviting community individuals and mass media to share time and knowledge with students. The justification for these recommendations is based on the philosophy of the media and audio-visual field that is reflected in the following quotation.

Today a person who learns from only one medium will to some degree lack the information, interpretation, insight, and expression that permit society to deem him literate. A literate person needs the greatest possible contact with the largest possible number of points of view and sources of information. (Houk, 1974, p. 66)

Acknowledging this potential source of educational enrichment, many school library media centers have in the past attempted to maintain a file of these local community resources. Many times,

this file or directory was actually a 3" x 5" index file of people's names and their telephone numbers. The more ambitious or perhaps those media specialists who, in rare situations, found time to spare have integrated this information into the card catalogue.

In reviewing the professional literature for articles on I and R in schools, one finds much more written about the importance of the utilization of community resources in general education journals than in school library journals. It does not seem to be an idea taken very seriously by the school library profession. Community resource files in school library media centers are a "nice" service to be able to provide for the teachers but not a major item of the center's collection or total services.

In all of the literature in the professional sources, there seems to be only one article which addresses the issue of serious I and R services in public schools. W. Bernard Luckenbill, in 1984, made a specific recommendation to have schools compile community resource information to incorporate into an I and R service for teachers and students. He used as his basis the innovators of the idea, again Great Britain. In the 1970's, Great Britain began to address the question of how to equip students while they are still in school with broad information handling skills, in addition to traditional library skills. Community information was included in this expanded concept of information (Brittain, 1973). Luckenbill also states that "although community information in the school setting is relatively untried, it does relate directly to the current ideology about the importance of information in students' lives" (p.

262). The joint American Association of School Librarians and Association for Educational Communication and Technology standards of 1975 were clear in their mandate that school media programs "assist learners to grow in their ability to read, generate, evaluate, and apply information that helps them to function effectively as individuals and to participate fully in society" (AASL and AECT, 1975, p. 4).

The American Association of School Librarians, in its definition of information services for children and young adults, identified the providing of access to community resource files in both printed and directory formats as one of six major aspects of information service today (Luckenbill, 1984, p. 262). However, in spite of the professional mandate, public schools have not gone beyond the traditional speakers' directory for classroom use. They cite as reasons a lack of time and money, and the controversial nature of much of the information that would be provided.

Evident from the foregoing review is the fact that community resources means two very different things to the public library and the school library. Also evident is the fact that professional organizations of both sectors view the assimilation and dissemination of community resources information to be high priority services. Translating idealistic philosophies into practical realities has been a challenge.

## Methodology

In reviewing past programs, a key idea seemed to appear repeatedly, the importance, the necessity, of careful and detailed pre-planning. This research project has delineated three phases of an Information and Referral Service which must be specifically outlined before the actual gathering of the data can begin: (a) What resources to include, (b) What information about each resource to include, and (c) How to handle the information. A fourth phase, how to organize the collected information, needs to be generally outlined but the information itself will determine the final organization of the delivery system.

In planning the practicalities of a Community Resource Directory for a school and its community, this researcher turned to an idea referred to in the Literature Review section of this paper: the major failing of many programs is the attempt to include everything. The starting point for any Information and Referral Service should be the intended public and its specific needs. Keeping this caveat in mind, it seemed to be initially critical to establish some definite limitations as to what resources would be included. The following specifications were used in determining this.

1. A thirty mile radius from the school would be used to determine inclusion. The Turkey Valley School System is unique in that it covers areas from three different counties. The thirty mile figure includes these three county seats.
2. All local, state, and federal government offices, agencies, and organizations were included.
3. The Turkey Valley Community School District includes

seven small towns; therefore, any local municipal office or organization were included.

4. Private businesses were included if they have services that could be potential contributions to curriculum enrichment.
5. Individual members of the community were included if they have a hobby, skill, experience, etc. that they would be willing to share.
6. Local businesses were included if they have special facilities to aid the aged or the handicapped.
7. Major emergency phone numbers were included, such as hospital, fire and ambulance.
8. One exception to the 30-mile limit was the Keystone Area Education Agency. This organization provides direct service to the Turkey Valley area but has its main office in Elkader.

This researcher must continually refer to the major warning stated in this paper and cited by numerous previous studies: be careful not to try to include everything. Therefore, some specific classifications of information that were not included are:

1. Religious organizations.
2. Private businesses wishing to advertise.
3. Recreational facilities that require fees.
4. Individuals who charge fees for their services.
5. State and Federal Agencies that are outside the thirty-mile limit except the Keystone AEA.

Another phase of the program which must be very well planned and well organized is that which determines how the information is

to be gathered. The types of information sources can be grouped into three basic categories: (a) government agencies, (b) private businesses, and (c) individual citizens. Since the information was obtained from and about a variety of types of sources, an instrument needed to be compiled for each of these types of sources. At the same time, in compiling the instruments, a third phase was planned, that of deciding what specific items of information to gather from and about the sources.

To gather the pertinent information from government agencies, a questionnaire was compiled to be used in conjunction with a telephone interview. (see Appendix B) The initial list of sources was obtained from the local telephone directories. Then, a follow-up telephone interview was used to fill out the items on the questionnaire by the researcher.

To obtain information from private businesses, a survey was completed by the teachers at Turkey Valley to initially identify potential sources. (see Appendix C) The local yellow pages and newspapers were also used to identify possible sources. A specific questionnaire was mailed to each of the businesses. (see Appendix D)

The third category of information sources is that of individual citizens in the community. A special questionnaire was compiled to be mailed directly to members of the community. (see Appendix E) Several factors governed to whom these questionnaires were mailed: (a) all of the families on the Turkey Valley School mailing list, (b) people suggested on the initial teacher survey, and (c) other possibilities found by reading several months issues of the local

newspapers. This questionnaire was mailed to the parents of Turkey Valley students through an all-school information mailing at the end of the first semester in January, 1988. The other people identified as possible resources were mailed questionnaires at that time, also. Follow-up telephone interviews were conducted when some necessary information was omitted or when some items needed further clarification. People frequently forgot to specify to which age groups they would be willing to present.

Once the information had been gathered, the last phase had to be addressed: how to organize this information and in what format so as to best facilitate ease of access for the teachers and the community members? For this project, a directory format was chosen to be compiled in looseleaf binders. This will make periodic up-dating easier. This directory was comprised of a major alphabetized section of each community resource with several different types of indexes and cross references. An added section at the end of the directory was one which contained 800-toll free numbers of agencies that might be able to provide assistance in areas such as child abuse, alcoholism, and income tax forms. These numbers were obtained from a list compiled by a local human services agency.

## Chapter 4

### Analysis, Conclusions and Recommendations

In the Literature Review of past community resource programs, four ideas were frequently mentioned as major necessities in predicting the success of any community resource project. These four requirements were: (a) a trained staff in Information and Referral, (b) adequate budgets and time allotments, (c) administrative support, and (d) continued interest and updating.

The first requirement was for a staff member trained in I and R. This researcher was not, and, therefore, was at a decided disadvantage. Information gathered from a literature review and the standards set up by the American Library Association had to serve as guidelines for this project. The final procedure could be called the modify-as-you-go plan.

Another requirement was for administrative support. One of the new goals of the Turkey Valley Community School board was to make better use of its community's resources. Because of this pre-set attitude, this research project had a strong commitment of support from the administration. Turkey Valley School District covered the costs of all printing, photo-copying, postage, stationery and telephone bills. It is hoped that the directory will prove a good return on the school's investment.

Although the first part of the third requirement, adequate budget, was well covered, the second part of that requirement, adequate time allotment, was the major stumbling block. All of the information gathering was done through mailed questionnaires or

telephone interviews. All of this work on this particular project had to be done after the regular work day at 3:30 p.m.

The information for the directory was divided into three basic categories: (a) individuals, (b) local businesses, and (c) government offices and agencies. To obtain information from and about individuals in the community, 600 questionnaires were sent in an all school mailing. Twenty questionnaires were returned and, of those twenty, thirteen had to be followed up with a telephone interview to clarify their answers. Finding just these thirteen individuals at home was a challenge.

This researcher has several possible explanations as to why so few returns came from individuals: the questionnaire was part of a general school mailing and lost its significance with the other information in the same envelope; the questionnaire lost its personal appeal with the other items in the envelope; or people were reluctant to offer their services or knowledge thinking they were not important or significant enough. One feels that a more productive return would have resulted if personal contacts could have been made, again making time a major roadblock.

Time problems proved a major factor in the necessity for modifying the information gathering method with government offices and service agencies. Initially, a telephone contact with each office was planned. Five calls were made before the plan was modified. The person who answered the phone was usually not the spokesperson for the organization. When the contact person came onto the line, more time was needed to repeat the intent of the call.

Without fail, all persons initially thought the call was soliciting a paid entry in some type of directory. After this confusion was clarified, the spokesperson was all too willing to provide vast amounts of information, supplying superfluous items for this project. Tact required the interviewer to listen. Because of all of these problems, each telephone interview took between twenty and thirty minutes. Considering the fact that the telephone interviews could not be made until 3:30 p.m., and considering the fact that these government offices and service agencies all closed either at 4:00 p.m. or 4:30 p.m., and considering the fact that none of these offices was open on Saturdays, the researcher composed a new questionnaire and cover letter to send to all identified offices. The response to this mailing was overwhelming in the large number of returns.

Ironically, this project began with the planned proposal of mailing questionnaires to individuals and businesses and telephone interviews with government and service agencies. Results of this project have shown the opposite to be more effective: mailing questionnaires to government and service organizations, and conducting telephone interviews with individuals and businesses.

The fourth requirement for a successful community resources program, continued interest and updating, will provide a new challenge for the future. The format of the directory for Turkey Valley was chosen specifically with this purpose in mind. A three-ring binder was selected to make additions and deletions easily handled. However, considering the amount of time involved in the

initial project, it is doubtful that a thorough updating will be done. From the foregoing evaluation, it would seem that an adequate time allotment is the major necessity for a successful community resources directory. In a public library, it is possible to have a paid staff member work on community resources, exclusively. However, this may not be feasible for public school library media programs. Perhaps this would be a project for a parent volunteer group or a Friends of the Library organization. From the personal responses of individuals who knew of this project, it would seem that a Community Resources Directory would be appreciated and utilized by members of the school and community. The final product of this research paper is only a beginning. There is no final completion of a Community Resources Directory; it is always an on-going project.

Copies of this directory will be distributed throughout the community with one going to each of the local public libraries and other copies given to various local businesses and civic organizations. The possibility will be explored of reproducing additional copies that could be ordered by individual members in the community for a small fee.

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## APPENDIX A

### National Standards for Information and Referral Services

Standards and criteria for the resource file were published by the Alliance of Information and Referral Services in December 1974, pages 8-9.

Standard: The services must maintain an accurate, up-to-date resource file, which must contain codified information about resources available.

1. Criterion: resource file development by qualified personnel shall include activities that update and maintain the information already gathered. These activities shall include a general survey of all existing bonafide agencies and services available and, as necessary, site visits to agencies and services.

2. Criteria relevant to the resource file:

a. The resource file shall contain an alphabetical list by legal name and appropriate cross-referencing of all bonafide public, private, and voluntary agencies that provide essential human services. (For public agencies, the major governmental entity and department should be listed -- e.g., Doe County, Government, Housing and Urban Development Division, Public Housing Office.)

b. The resource file shall contain a service or problem category file with extensive cross references.

c. The resource file shall contain an area file of agencies and services in commonly accepted geographical subdivisions (this requirement should be considered optional depending on the nature of the geographic area of service).

d. Each agency listing shall include at least:

The legal name, address, and telephone number of the agency;

The service provided by the agency;

The eligibility requirements of the agency;

Application procedures required by the agency;

The cost of service (the words "sliding scale" may be sufficient);

The length of time on the agency's waiting list, if any;

The area served by the agency;

Branch offices of the agency;

The name of the agency's intake worker (optional);

The name of the agency's administrator (optional);

3. Criterion: The resource file shall be updated at least annually.

# Turkey Valley Community Schools <sup>28</sup>

Jackson Junction, Iowa 52150  
319-776-7461 or 319-776-7496

## BOARD OF DIRECTORS

Roger Franzen, President  
Cathy Dietzenbach, Secretary  
Bernard Busta  
Roger Anderson  
Jack Drilling  
Delbert Kuennen

## APPENDIX B

### Government Offices and Agencies Questionnaire

## ADMINISTRATION

Keith E. O'Connell, Superintendent  
Ronald L. Donn, Jr.-Sr. H.S. Principal  
Jim D. Darnall, Elem. Principal

March 1988

To Area Service Agencies:

The Turkey Valley Community School library is in the process of compiling a community resources directory. Included will be services available to the adult members of the community as well as information available to students and teachers through guest speakers and/or special programs. We hope the finished product will be helpful to the members of the communities in our area and also to the teachers and the students in our school.

We would greatly appreciate it if you would take a moment to fill out the enclosed survey if you have a particular service to offer.

Thank you,

Janet Carspecken  
Librarian

## Government Offices and Agencies Questionnaire

1. Name: Director:  
Address:  
Telephone:
2. Service(s) provided:
3. Hours and days office is open:
4. Eligibility requirements:
5. Application procedures:
6. Geographic area served:
7. Cost:
8. Contact person:
9. Hand-out materials available:
10. Do you have someone willing to speak to school or community groups?

## APPENDIX C

## Teacher Survey

I am in the process of creating a Community Resource Directory for Turkey Valley School and its community. If you have a few minutes, your input would be very helpful. I know many of you have had guest speakers or have gone on field trips and would know better than anyone if these individuals or experiences were worthwhile. Could you recommend anyone in the following categories:

Individuals:

Business:

Government agencies:

Thanks, your help will be very valuable and much appreciated.

Please bring to the Library or put in my mailbox.

Janet Carspecken

# Turkey Valley Community Schools <sup>31</sup>

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319-776-7461 or 319-776-7496

## BOARD OF DIRECTORS

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## APPENDIX D

### Private Business Questionnaire

## ADMINISTRATION

Keith E. O'Connell, Superintendent  
Ronald L. Donn, Jr.-Sr. H.S. Principal  
Jim D. Darnall, Elem. Principal

Dear Member of the Business Community:

We would like to create a Community Resources Directory for the Turkey Valley School and its surrounding communities. If you would be willing to share your knowledge and/or experience with students or community groups, we would like to add your name and business to our Directory.

If you wish to be included, please fill out the form below.

**NAME:** \_\_\_\_\_

**BUSINESS NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

Do you have someone willing to speak to students or community groups?

\_\_\_\_\_

To what areas of interest, or subjects would this apply?

\_\_\_\_\_

Do you provide access for field trips or visitations to your business?

\_\_\_\_\_

If yes: Is there a limit to the number of people? \_\_\_\_\_

Is there an age limit? \_\_\_\_\_

Are there special clothing requirements? \_\_\_\_\_

Are there specific times? \_\_\_\_\_

How far in advance should trip be arranged? \_\_\_\_\_

Thank you for your time and interest.

Please return to: Janet Carspecken, Librarian  
Turkey Valley Community School  
Jackson Junction, Iowa 52150

## APPENDIX E

## Individual's Questionnaire

Dear Member of the Turkey Valley Community:

We would like to create a COMMUNITY RESOURCE DIRECTORY and hope you will share your hobbies, experiences, and knowledge with the members of the Turkey Valley School and community. We would like to add your name to our file of Community Resource persons.

Please fill out the form below if you have a hobby that students or adults would like to learn about. Have you lived in another region of the U.S. or another country? Do you travel extensively? If you have special experiences in agriculture, conservation, natural sciences, communication, transportation, music, art, dramatics, cooking or are employed in a similar category, and would be willing to share your knowledge, we would like to add your name to our file. You are not limited to the topics listed.

Subject: \_\_\_\_\_

(Hobby, other region, travel, special experience, etc.)

Age Level: \_\_\_\_\_

(For what age level or levels would you be presenting-  
Elem., High School, or Adult - you may list more than one.)

Your Name: \_\_\_\_\_

Your Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Best time to be contacted: \_\_\_\_\_

Special materials you have to share in your visit: (such as slides, films, collections, costumes, etc. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please bring or mail to: Janet Carspecken  
School Librarian  
Turkey Valley Community Schol  
Jackson Junction, Iowa 52150

## ABSTRACT

The object of this research project was to compile a combined community resources directory that would meet the functional, educational, and recreational information needs of both the students and teachers of a school district, as well as the members of the communities that make up that school district.

Telephone interviews were conducted and questionnaires were sent to gather the data on the information sources. Approximately 800 individuals, private businesses and government offices and agencies were contacted. The information gathered from these sources was then organized and printed in a directory format.

The completed directory contained listings for thirteen individuals, two private businesses, and eighty government offices and agencies. Provisions were made within the directory for adding or correcting listings for future updating. This directory was duplicated and distributed throughout the school and the community.